

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Albuquerque Public Schools

The Broad Prize for Urban Education uses student achievement data across several elements to identify urban school systems that are attaining high levels of performance as well as improving over time. Six elements are considered when determining the winner and finalists for the annual \$2 million Broad Prize:

1. Progress in closing achievement gaps between subgroups.
2. Absolute proficiency rates and growth in proficiency rates vs. the state.
3. Residuals that indicate whether a district is outperforming expectations given its poverty rate.
4. Graduation rates.
5. Performance on college readiness tests.
6. Adequate Yearly Progress (AYP).

The information that follows represents a summary of The 2009 Broad Prize data for Albuquerque Public Schools in Albuquerque, New Mexico. Additional details on the data described below may be found in the 2009 district data report available at [www.broadprize.org](http://www.broadprize.org).

**A special note regarding New Mexico student achievement data:** The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, due to a change in the high school test in 2007, proficiency results were not comparable to previous years. Test data for the non-low income subgroup were not available prior to 2008.

#### KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district narrowed 56% of its gaps between Hispanic and white students.
- In 2008, nearly all subgroups at the high school level performed at higher absolute proficiency rates in reading and math than their peers in the rest of the state.
- In 2008, the district outperformed other districts in New Mexico that serve students with similar family income levels in reading and math at the high school level.
- All of the district's internal achievement gaps in reading and math are among the largest in the state.
- Between 2005 and 2008, no student subgroups at the elementary school level increased reading or math proficiency rates faster than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in New Mexico that serve students with similar family income levels in math at the elementary and middle school levels and in reading at the elementary school level.
- In 2006, the average graduation rate for white students was 73% compared to 50% for Hispanic students, representing a 23 point gap.

## ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 9 potential gap closures in reading (2005-2008) between Hispanic and white students at the elementary, middle and high school levels, 5 gaps are closing (56%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of New Mexico while 100% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 9 potential gap closures in math (2005-2008) between Hispanic and white students at the elementary, middle and high school levels, only 1 gap is closing (11%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of New Mexico while 100% of internal math gaps are among the largest in the state (bottom two deciles).

## PROFICIENCY RATES VS. THE STATE

The Broad Prize analysis looks at whether or not a district is demonstrating higher proficiency gains than the rest of the state and whether or not the district is improving proficiency rates faster than the rest of the state.

- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 10 instances in 2008 (67%). All student groups at the high school level are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state* in reading, the district does so in 6 instances (50%). All student groups at the high school level are improving faster in reading than their peers in the rest of the state.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 9 instances in 2008 (60%). All subgroups in the district at the high school level, except for the low income subgroup, are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state* in math, the district does so in 3 instances (25%). All three instances occur at the high school level.

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students are performing at the highest achievement level on the state assessment than their peers in the rest of the state and whether or not the district is improving rates at the highest achievement level faster than the rest of the state. This analysis is particularly relevant for states where ceiling effects may be a factor.

- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in reading, the district does so in 11 instances in 2008 (73%). All students overall, and white and non-low-income students are demonstrating higher rates than their peers in the rest of the state at all school levels. Hispanic and low-income students are only demonstrating higher rates at the high school level.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in 4 instances (33%). All four instances occur at the high school level.
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 11 instances in 2008 (73%). All students overall, and white and non-low-income students are demonstrating higher rates than their peers in the rest of the state at all school levels. Hispanic and low-income students are only demonstrating higher rates at the high school level.

- From 2005-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 2 instances (17%). Both instances occur at the high school level.

### **STANDARDIZED RESIDUALS**

The Broad Prize runs regressions for all districts in the state to determine whether or not a district is demonstrating greater-than-expected performance (2008 proficiency levels) and/or greater-than-expected improvement (trend data from 2005 to 2008) given the district's poverty level. A positive residual signifies that the district is beating expectations given its level of poverty.

- In reading, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 2 of 3 improvement residuals are positive (67%).
- In math, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 1 of 3 improvement residuals is positive (33%).

### **GRADUATION RATES**

The Broad Prize uses three national definitions to determine an estimated graduation rate for the district. The calculations used are the Averaged Freshman Graduation Rate, the Urban Institute Method, and the Manhattan Institute Method.

- Using the average for all three graduation rates, the district is demonstrating an average annual increase of 1 percentage point per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for white students (1 percentage point per year) while there has been no change for Hispanic students (0 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 59% of its students overall, 73% of its white students and 50% of its Hispanic students.

### **COLLEGE READINESS**

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- In 2008, 11% of the district's seniors took the SAT exam. The mean composite SAT score for all senior test-takers in 2008 in the district was 1,127 (1,157 for white students and 1,026 for African-American students, representing a 131 point gap, and 1,087 for Hispanic students, representing a 70 point gap). Between 2005 and 2008, all available subgroups increased their average scores except for African-American students. At the same time, participation rates have stayed steady.
- In 2008, 56% of the district's seniors took the ACT exam. The mean composite ACT score for all senior test-takers in 2008 in the district was 21 (23 for white students and 19 for African-American and Hispanic students, representing a 4 point gap). Between 2005 and 2008, there was no increase in the average score for the district, with the exception of African-American students; however, participation rates increased for all available subgroups.
- In 2008, 13% of the district's juniors and seniors took an AP exam (15% of white students and 10% of Hispanic students, representing a 5 point gap). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 53% (66% for white test-takers and 37% for African-American test takers, representing a 29 point gap, and 39% for Hispanic test takers, representing a 27 point gap). Between 2005 and 2008, white students were the only subgroup that increased both their average scores as well as participation rates.

### **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 22% vs. 32% of schools in the state.