

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Baltimore City 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 Baltimore City Public Schools in Baltimore, Maryland. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

A special note regarding Maryland student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, in 2006, tests used for math accountability at the high school level changed from end-of-grade to end-of-course tests. Therefore, results from previous years were not considered comparable. In 2008, Maryland changed its reporting standards for the high school assessment. As a result, 2008 high school test results were not comparable to previous years and were not included in change calculations.

KEY STRENGTHS AND WEAKNESSES

- In 2008, the district outperformed other districts in Maryland that serve students with similar family income levels in reading at all school levels and in math at the elementary and high school levels. Between 2005 and 2008, the district showed better than expected improvement than other similar Maryland school districts in math at all school levels and in reading at the elementary and high school levels.
- Using the average for all three graduation rates, the district is demonstrating an average annual increase of 3% for the period 2003-2006 for all students overall and for African-American students. These are among the highest average annual increases of the eligible districts.
- In 2008, 7 out of 12 internal district achievement gaps were among the smallest gaps in the state of Maryland.
- In 2008, 74% of the district's seniors took the SAT exam. This is one of the highest participation rates among the eligible districts. Between 2005 and 2008, the participation rate increased an average of 7 percentage points per year. This was also one of the highest increases among the eligible districts.

- In 2008, no student groups in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- The percent of tests taken with scores of 3 or above for junior and senior test-takers in the district in 2008 was 58% for white test-takers and 13% for African-American test takers, representing a 45 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 18 potential gap closures in reading (2005-2008) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 6 gaps are closing (33%). However, 67% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland and 0% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 18 potential gap closures in math (2005-2008) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 5 gaps are closing (28%). However, 50% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland while 17% 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 0 instances in 2008 (0%). No subgroups are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state* in reading, the district does so in 11 instances (73%). All subgroups at the elementary and middle school levels are improving faster than the state in reading.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 0 instances in 2008 (0%). No subgroups are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state* in math, the district does so in 8 instances (53%). The district is primarily improving faster than the state at the elementary school level (5 of the 8 instances).

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 0 instances in 2008 (0%).
- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in 3 instances (20%). White students at all school levels are demonstrating faster improvement in reading relative to the state.
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 0 instances in 2008 (0%).

- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 5 instances (33%). All instances occur at the elementary 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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 2 of 3 improvement residuals are positive (67%).
- In math, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 3 of 3 improvement residuals are positive (100%).

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 3 percentage points 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 (2 percentage points per year) and African-American students (3 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 53% of its students overall, 46% of its white students and 54% of its African-American students.

COLLEGE READINESS

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

- In 2008, 74% 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 757. Between 2005 and 2008, the composite score declined an average of 14 points per year while participation rates increased 7 percentage points per year on average.
- In 2008, 7% of the district's juniors and seniors took an AP exam (17% of white students and 6% of African-American students, representing an 11 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 25% (58% for white test-takers and 13% for African-American test takers, representing a 45 point gap). Between 2005 and 2008, the percent of tests scoring 3 or higher decreased for all subgroups while only white students experienced an increase in 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 54% vs. 83% of schools in the state.