



Event Program

September 25, 2013

Library of Congress

Washington, D.C.

A celebration of America's most improved public school districts.

The 2013 Broad Prize

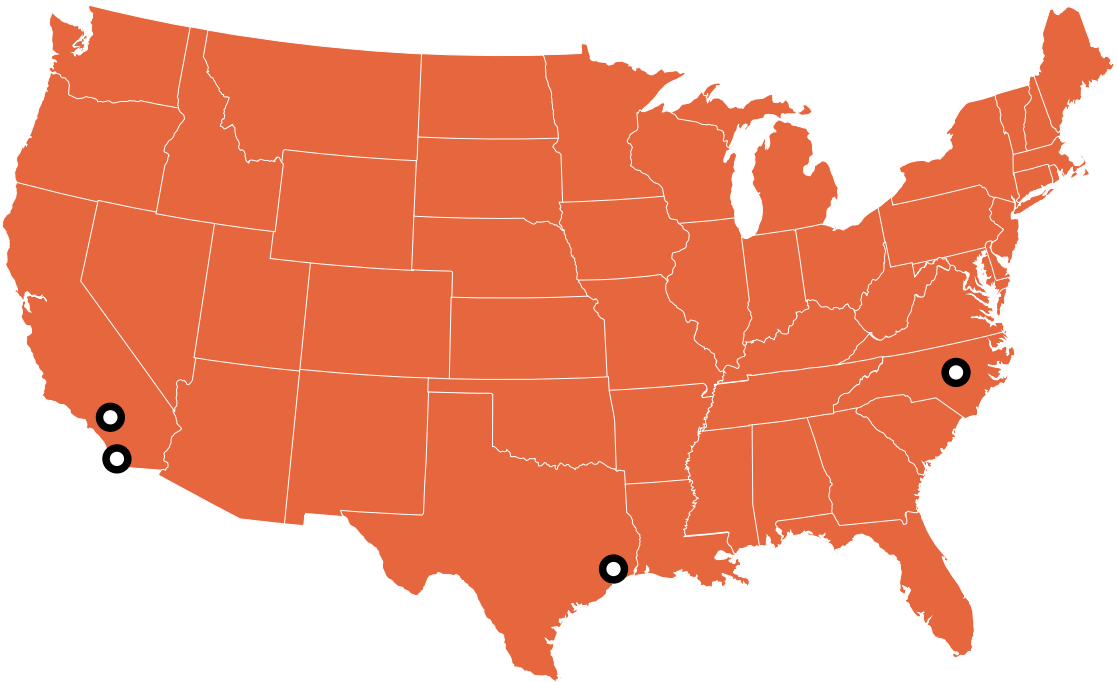
The 2013 Broad Prize Finalists

**Corona-Norco Unified School District
California**

**Cumberland County Schools
North Carolina**

**Houston Independent School District
Texas**

**San Diego Unified School District
California**



The 2013 Broad Prize Event Program

Library of Congress
Washington, D.C.

9 a.m.

Personalized learning: Possible at scale?

Coolidge Auditorium

Moderator

Liz Willen

Director, Hechinger Institute on Education and the Media

Panelists

Liz Arney

Director of Innovative Learning

Aspire Public Schools

John Bailey

Executive Director

Digital Learning Now!

Alberto Carvalho

Superintendent

Miami-Dade County Public Schools

2012 Broad Prize winner

Valyncia Hawkins

Fifth-Grade Teacher

Anne Beers School, District of Columbia Public Schools

The promise of personalized learning—integrating smart technology into teaching and assessments—is being heralded as an important way to empower teachers to make dramatic student gains, to amplify the effects of great teachers and to better engage students and parents. But some would say that offering this opportunity at scale may be impossible. Learn more about the possibilities and difficulties of scaling what some consider the most provocative—or most promising—educational innovation being debated today.

10:30 a.m.

Break

Whittall Pavilion

11 a.m.

**Announcement of the Winner of
the 2013 Broad Prize**

Coolidge Auditorium

Presented by

Arne Duncan

U.S. Secretary of Education

Noon

Celebratory Networking Reception

Members Room

The 2013 Broad Prize Finalists

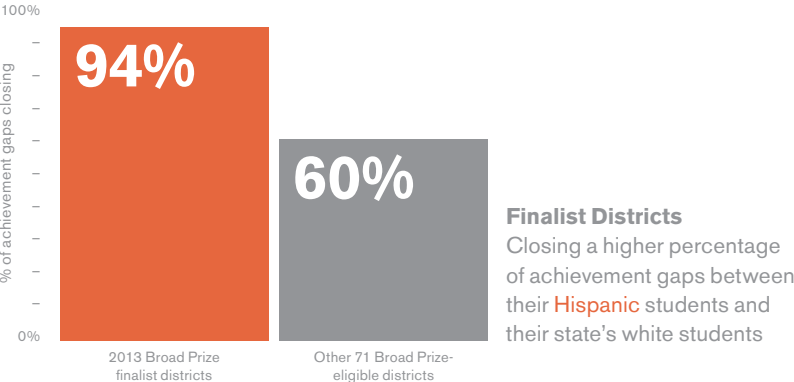
The Long Road to Progress

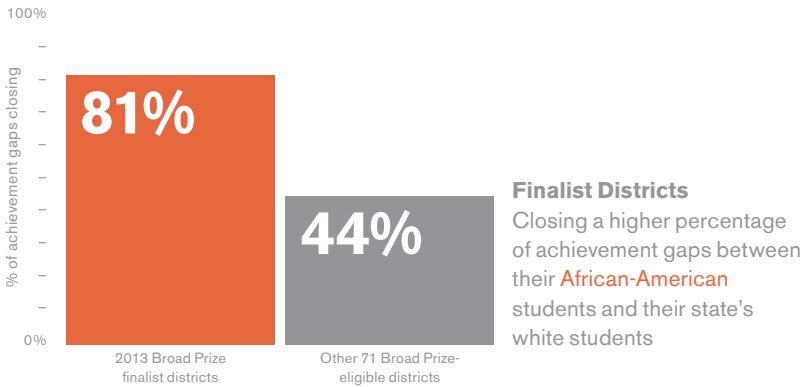
As we near the 60th anniversary of the landmark *Brown v. Board of Education*, we are reminded that equal access to a world-class education for all of our nation's children is not a privilege, but a right. Still today, opportunity and achievement gaps persist, and access to quality education is not universal.

The 2013 Broad Prize finalist school districts are proof that the road to equal access and academic success for all students—regardless of income level or ethnicity—is long and challenging, but there are signs of hope even in the toughest of circumstances.

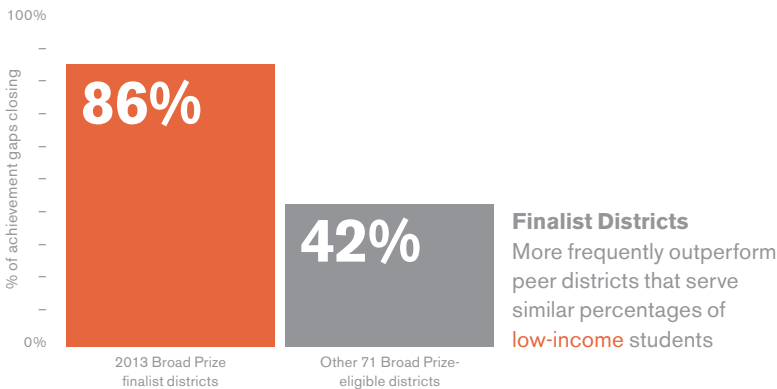
This year, The Broad Prize recognizes four districts in three states, each evidence that regardless of geography or background, all students have the ability to achieve.

For example, the 2013 finalist districts are closing a higher percentage of achievement gaps between students of color and white students in their respective states than the other 71 Broad Prize-eligible districts.





Also, this year's finalist districts outperform other districts in their respective states that serve similar percentages of low-income students more often than do the other Broad Prize-eligible districts.

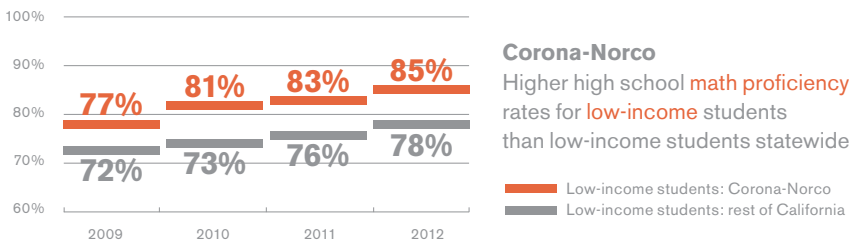


While the finalist districts are making progress closing achievement gaps, there is still much work to be done to ensure that all of America's most historically disadvantaged children are given the opportunity and resources to succeed at the highest levels.

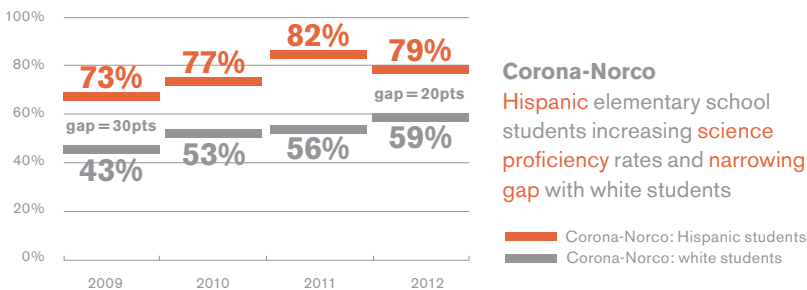
Corona-Norco Unified School District, California

In Riverside County, just east of Los Angeles, the Corona-Norco Unified School District is home to more than 53,000 students, 44 percent of whom qualify for free and reduced-price lunch and more than half of whom are Hispanic. But in this Southern California community once known for its dairies and orchards, students are proving that they have the grit to move the achievement needle.

In Corona-Norco's high schools, a higher percentage of low-income students are proficient in math than low-income high school students across the rest of the state.



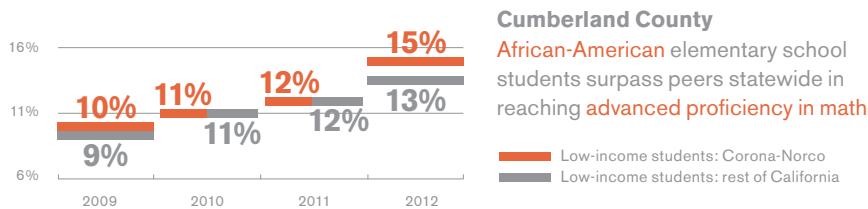
And, between 2009 and 2012, the district's Hispanic elementary school students narrowed the achievement gap with white students by 10 points.



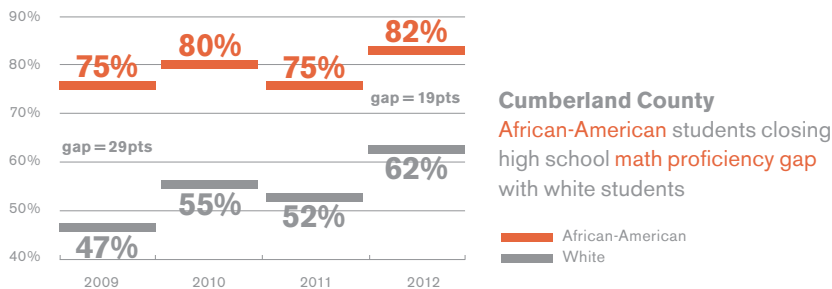
Cumberland County Schools, North Carolina

In North Carolina's Cumberland County Schools, 45 percent of its nearly 53,000 students are African-American and 59 percent qualify for free and reduced-price lunch. In recent years, students of color in this once-booming mill town—and now teeming military town—have begun to show signs of academic progress.

Between 2009 and 2012, a higher percentage of the Cumberland's African-American elementary school students reached advanced proficiency in math than their African-American peers statewide. Moreover, the gains over the last four years are double those by the same demographic statewide.



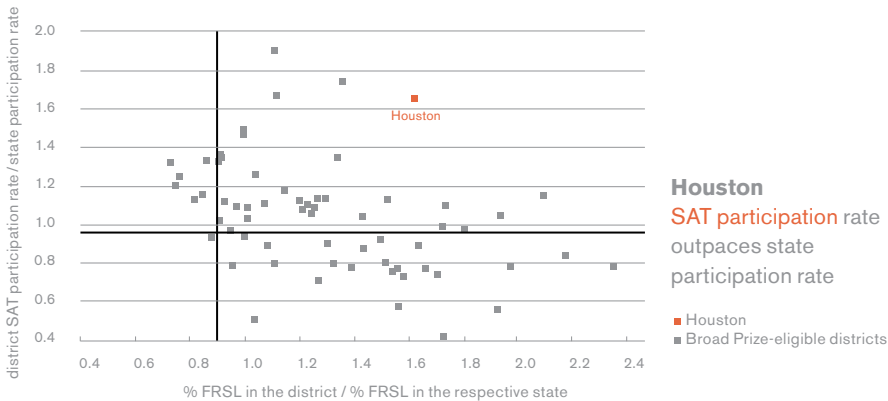
Similarly, African-American high school students in Cumberland County narrowed the math achievement gap with their white peers in the district by 10 points from 2009 to 2012.



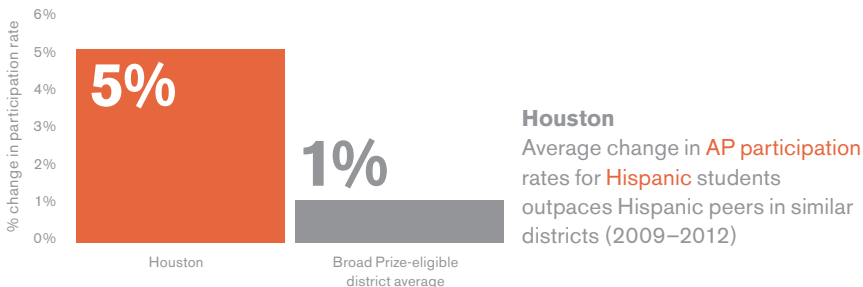
Houston Independent School District, Texas

The Houston Independent School District was the first winner of The Broad Prize in 2002 and returns this year as a finalist for a second consecutive year. In this district of 203,000 students—the largest in Texas, with a student population that is 80 percent low-income and 63 percent Hispanic—notable progress is being made on college-readiness indicators.

Even with a poverty rate 60 percent higher than the state average, the district's SAT participation rate is about two-thirds higher than the state's average participation rate. And, Houston's participation rate is the highest among all other Broad Prize-eligible districts.



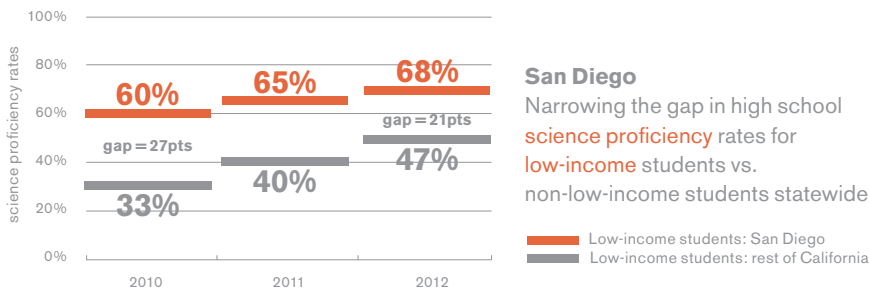
Houston's Hispanic students in particular are making strides on college-readiness indicators. Between 2009 and 2012, the average annual increase in Advanced Placement exam participation rates by students in Houston was five times greater than the average among the other Broad Prize-eligible districts.



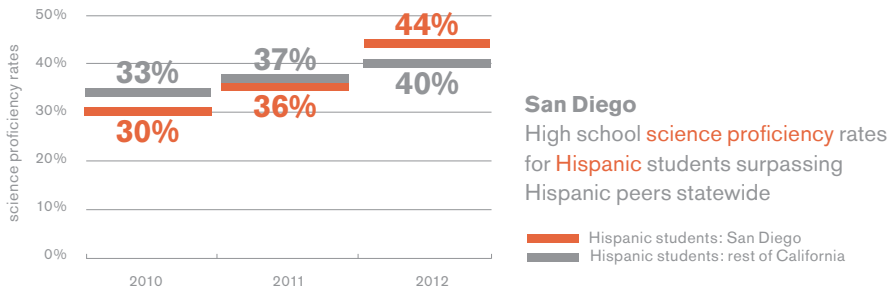
San Diego Unified School District, California

The San Diego Unified School District's 112,000 students make it the second-largest district in California. While the community sits along some of the state's most prized beaches and tourist attractions, 65 percent of the district's students qualify for free and reduced-price lunch. But the district is narrowing achievement gaps particularly in high school proficiency rates among low-income students and Hispanic students, who make up 46 percent of the student body.

Between 2010 and 2012, low-income high school students in the district narrowed the science proficiency rate gap with their non-low-income peers statewide by 6 points.



Meanwhile, between 2010 and 2012, the percentage of the district's Hispanic high school students who reached proficiency in science surpassed that of their Hispanic peers statewide.



Submit a Question for the Panel

Submit a question for this morning's panel and we may use it during the Q&A portion of the event. Ushers will collect these cards during the panel conversation.

Tear here

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