

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Clayton County 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 Clayton County Public Schools in Johnesboro, Georgia. 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 Georgia student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. Reading test standards changed in 2006 at the elementary and middle school levels; as a result, 2005 data were not comparable to subsequent years and were not included in change calculations. The high school reading test has changed every year. Therefore, no years were comparable and average change could not be calculated.

KEY STRENGTHS AND WEAKNESSES

- Between 2006 and 2008, the district narrowed all of its internal and external achievement gaps in reading at the elementary and middle school levels.
- Between 2006 and 2008, nearly all student groups increased reading proficiency rates faster than their peers in the rest of the state at the elementary and middle school levels. Between 2005 and 2008, all subgroups at the middle school level increased math attainment rates at the proficient level or above and the highest achievement level faster than their peers in the rest of the state.
- In 2008, Hispanic junior and senior test-takers had the passing rate on Advanced Placement exams of all the subgroups in the district.
- Of 16 possible opportunities to demonstrate higher proficiency rates than the rest of the state in reading, the district does so in only 1 instance in 2008.
- In 2008, the district showed lower-than-expected performance compared to other districts in Georgia that serve students with similar family income levels in reading at all school levels and in math at the elementary and high school levels.
- Using the average for all three graduation rates, the district is graduating an estimated 46% of its students overall. This is one of the lowest graduation rates among the eligible districts.

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 (2006-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary and middle school levels, 14 gaps are closing (78%). In addition, 20% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Georgia while 0% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 26 potential gap closures in math (2005-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 9 gaps are closing (35%). In addition, 67% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Georgia while 0% 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 16 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in only 1 instance in 2008 (6%). Only African-American students at the high school level are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2006-2008, of 12 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 10 instances (83%). Only African-American and non-low income students at the elementary level are not improving faster relative to the state in reading.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 3 instances in 2008 (20%). All three instances occur at the middle school level.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 8 instances (44%). The district demonstrates faster improvement in math relative to the state primarily at the middle school level (7 of the 8 instances).

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students is 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 16 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 0 instances in 2008 (0%).
- From 2006-2008, of 12 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 5 instances (42%).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 3 instances in 2008 (20%). All three instances occur at the middle school level.
- From 2006-2008, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in 8 instances (44%). The district

demonstrates faster improvement in math relative to the state for all subgroups at the middle school level (6 of the 8 instances).

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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) 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 no change for the period 2003-2006 (the most recent publicly available data) for all students. An average annual increase can be seen for African-American students (1 percentage point per year), while a average annual decrease can be seen for Hispanic students (-3 percentage points per year) and white students (-2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 46% of its students overall, 29% of its white students, 49% of its African-American students, and 35% 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, 56% 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 850 (975 for white students and 830 for African-American students, representing a 145 point gap, and 841 for Hispanic students, representing a 134 point gap). Between 2005 and 2008, average scores decreased for all student groups; however, participation rates have increased 2 percentage points per year on average for all students overall and African-American students.
- In 2008, 30% 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 18 (21 for white students and 17 for African-American students, representing a 4 point gap, and 19 for Hispanic students, representing a 2 point gap). Between 2005 and 2008, participation rates have increased 1 percentage point per year on average for all subgroups while average scores have stayed steady.
- In 2008, 12% of the district's juniors and seniors took an AP exam (19% of white students and 10% of African-American students, representing a 9 point gap, and 13% of Hispanic students, representing a 6 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 12% (14% for white test-takers and 10% for African-American test takers, representing a 4 point gap, and 20% for Hispanic test takers, representing a -6 point gap). Between 2005 and 2008, passing rates decreased for most student groups.

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 69% vs. 80% of schools in the state.