

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Duval County School District

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 Duval County School District in Jacksonville, Florida. 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).

#### KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, participation rates on SAT, ACT and Advanced Placement exams increased for nearly all student groups.
- Between 2005 and 2008, the district only narrowed 2 of its 27 achievement gaps in reading.
- In 2008, no student group in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state. Between 2005 and 2008, no student groups improved proficiency rates in reading or in math faster than the rest of the state.
- The district is not beating expectations in performance or improvement given the district's poverty level, at any school level (elementary, middle, high), in any subject (reading and math).
- Average graduation rates for all students overall, and African-American, Hispanic, and white students separately, demonstrated an average annual decrease between 2003 and 2006.

#### ACHIEVEMENT GAPS

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

- Of 27 potential gap closures in reading (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, only 2 gaps are closing (7%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida while 11% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 27 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, 7 gaps are closing (26%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida and 11% 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 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in 3 instances in 2008 (17%). African-American students in the district at the elementary and middle school levels are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in reading, the district only does so in 0 instances (0%).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 0 instances (0%).

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 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 3 instances in 2008 (17%).
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 0 instances (0%).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 1 instance in 2008 (6%). Only white students at the high school level are demonstrating higher rates at the highest achievement level than their peers in the rest of the state.
- From 2005-2008, 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 0 instances (0%).

### **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 0 of 3 improvement residuals are positive (0%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).

## **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 decrease of 1 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar negative trend can be seen for white students (-1 percentage point per year) and African-American students (-2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 53% of its students overall, 58% of its white students, 44% of its African-American students, and 56% 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, 50% 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 958 (1,035 for white students and 844 for African-American students, representing a 191 point gap, and 986 for Hispanic students, representing a 49 point gap). Between 2005 and 2008, participation rates for African-American students have exhibited an average annual increase while average scores have experienced an average annual decrease.
- In 2008, 44% 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 19 (22 for white students and 17 for African-American students, representing a 5 point gap, and 20 for Hispanic students, representing a 2 point gap). Between 2005 and 2008, all subgroups increased their participation rates while average scores have stayed steady.
- In 2008, 38% of the district's juniors and seniors took an AP exam (41% of white students and 27% of African-American students, representing a 14 point gap, and 45% of Hispanic students, representing a -4% 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 28% (34% of white test-takers and 11% for African-American test takers, representing a 23 point gap, and 38% for Hispanic test takers, representing a -4 point gap). Between 2005 and 2008, participation rates increased while passing rates decreased for all student subgroups.

## **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 18% vs. 24% of schools in the state.