

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Elk Grove Unified 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 Elk Grove Unified School District in Elk Grove, California. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

KEY STRENGTHS AND WEAKNESSES

- In 83% of comparisons in reading and math, subgroups in the district performed at higher absolute proficiency rates than their peers in the rest of the state in 2008. In addition, a greater percentage of subgroups in the district are attaining the highest achievement level on the state assessment in reading and math in 79% of comparisons.
- The district is beating expectations in performance and improvement, given the district's poverty level, at all school levels (elementary, middle, high) and all subjects (reading and math).
- Participation rates on all three college readiness exams have increased for nearly all student groups.
- At the elementary and middle school levels, the district is not closing any of its achievement gaps in reading and only 11% of its gaps in math.
- Between 2003 and 2006, average graduation rates for all students overall decreased an average of 1 percentage point per year.

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, 5 gaps are closing (19%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of California while 22% 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, 9 gaps are closing (33%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of California while 22% 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 21 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in 18 instances in 2008 (86%). All subgroups in the district, except for Asian students, are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 21 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 5 instances (24%). The district most frequently demonstrates higher improvement rates in reading relative to the state at the middle school level.
- Of 21 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 17 instances in 2008 (81%). Only Asian students at all three school levels and African-American students at the elementary school level are not performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 21 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 6 instances (29%). The district most frequently demonstrates higher improvement rates in math relative to the state at the middle school level (4 of the 6 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 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 11 instances in 2008 (79%).
- From 2005-2008, of 14 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in only 2 instances (14%). The district only improved faster than the state in reading with its non-low-income students.
- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 11 instances in 2008 (79%).
- From 2005-2008, of 14 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in 4 instances (29%).

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 3 of 3 improvement residuals are positive (100%).
- In math, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) 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 decrease of -1 percentage point 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), African-American students (-4 percentage points per year), and for Hispanic students (-3 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 77% of its students overall, 77% of its white students, 69% of its African-American students, and 67% 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, 41% 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 966 (1,042 for white students and 864 for African-American students, representing a 178 point gap, and 945 for Hispanic students, representing a 97 point gap). Over the last four years, average scores for all student subgroups have shown an average annual decrease, but participation rates have shown an average annual increase for all student subgroups.
- In 2008, 18% 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 (24 for white students and 18 for African-American students, representing a 6 point gap, and 21 for Hispanic students, representing a 3 point gap). Over the last four years, there has been no increase in the average score for the district; however, participation rates have demonstrated an average annual increase for all student groups, with the exception of African-American students.
- In 2008, 18% of the district's juniors and seniors took an AP exam (16% of white students and 7% of African-American students, representing a 9 point gap, and 13% of Hispanic students, representing a 3 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 56% (70% of white test-takers and 44% for African-American test takers, representing a 26 point gap, and 52% for Hispanic test takers, representing a 18 point gap). Over the last four years, the participation rate for all student subgroups has increased every year, on average, with the exception of African-American students. Only Hispanic students did not increase the percent of tests scoring 3 or higher.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005 and 2006, but met AYP in 2007 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 63% vs. 52% of schools in the state.