

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Fresno 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 Fresno Unified School District in Fresno, California. 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).

**A special note regarding California student achievement data:** Separate categories for the proficient and advanced categories are not reported for the California High School Exit Exam. Therefore, some analyses could not be completed.

#### KEY STRENGTHS AND WEAKNESSES

- Overall, 63% of the district's achievement gaps in reading and math narrowed between 2005 and 2008.
- Between 2005 and 2008, all student groups at the elementary and high school levels and all middle school student groups except for non-low income students improved math proficiency rates faster than their peers in the state.
- Between 2005 and 2008, the district showed better than expected improvement than other California school districts that serve students with similar family income levels in math at all school levels (elementary, middle, high) and in reading at the elementary and middle school levels.
- Between 2005 and 2008, SAT participation rates demonstrated an average annual decrease for all student subgroups except for white students.
- In 2008, the district's students performed at higher absolute proficiency rates in reading and math than their peers in the rest of the state in only 4 of 42 comparisons.
- Average graduation rates for all students overall and for white, African-American, and Hispanic students separately demonstrated an average annual increase from 2003 to 2006.
- Between 2005 and 2008, mean SAT scores and AP passing rates demonstrated an average annual decrease for nearly all student subgroups.

## 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 African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle, and high school levels, 14 gaps are closing (52%). However, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of California (top two deciles) and 44% 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 African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 20 gaps are closing (74%). Also, 0% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) 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 rates 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 state in reading*, the district does so in only 1 instance in 2008 (5%). The only area in reading where the district is demonstrating higher proficiency rates than the rest of the state is at the elementary school level for non-low income students.
- From 2005-2008, of 21 possible opportunities to *improve faster than the state in reading*, the district does so in 9 instances (43%). Eight of the 9 instances occur at the elementary and middle school level.
- Of 21 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in only 3 instances in 2008 (14%).
- From 2005-2008, of 21 possible opportunities to *improve faster than the state in math*, the district does so in 20 instances (95%). Only non-low income students at the middle school level are not improving proficiency rates faster than the state.

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. Separate categories for the proficient and advanced categories are not reported for the California High School Exit Exam and therefore, there is no data at the high school level.

- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district only does so in 1 instance in 2008 (7%). Only non-low-income students at the elementary level are demonstrating higher attainment rates at the highest achievement level than the state in reading.
- From 2005-2008, of 14 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in only 2 instances (14%).
- 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 0 instances in 2008 (0%).
- 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 5 instances (36%). All five instances occurred 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, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) 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 decrease of -2 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 African-American students (-4 percentage points per year), Hispanic students (-2 percentage points per year), and white students (-2 percentage points per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 54% of its students overall, 44% of its African-American students, 46% of its Hispanic students, and 67% of its white students.

## COLLEGE READINESS

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

- In 2008, 33% of the district's seniors took the SAT exam. The mean total SAT score for all senior test-takers in 2008 in the district was 892 (1,060 for white students and 806 for African-American students, representing a 254 point gap, and 857 for Hispanic students, representing a 203 point gap). From 2005 to 2008, mean total scores for all senior test-takers except Hispanic students exhibited an average annual decrease while participation rates demonstrated an average annual increase for all student groups except White students.
- In 2008, 12% 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 (23 for white students and 18 for African-American students, representing a 5 point gap, and 17 for Hispanic students, representing a 6 point gap). From 2005 to 2008, there was no change in the average ACT score for the district in all subgroups; only African-American seniors demonstrated an average annual increase in participation rates, while Asian seniors experienced an average annual decrease.
- In 2008, 14% of the district's juniors and seniors took an AP exam (16% of white students and 5% of African-American students, representing an 11 point gap, and 12% of Hispanic students, representing a 4 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 42% (58% for white students and 32% for African-American students, representing a 26 point gap, and 39% for Hispanic students, representing a 19 point gap). From 2005 to 2008, the percent of tests taken with scores of 3 or above experienced an average annual decrease for all student groups; the participation rate for African-American and Hispanic students increased by 1% per year on average but stayed flat for other 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 28% vs. 52% of schools in the state.