

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Jackson 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 Jackson Public Schools in Jackson, Mississippi. 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 Mississippi student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, test standards changed at all levels in 2008 and therefore, proficiency results were not comparable to previous years. State totals were used as rest-of-state estimates could not be calculated for this district.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district narrowed all six of six available achievement gaps between African-American and white students.
- From 2005-2007, of 24 possible opportunities to improve proficiency rates faster than the rest of the state in reading and math, the district does so in 22 instances (92%).
- Between 2005 and 2008, participation rates on ACT and Advanced Placement exams increased for African-American students.
- Average graduation rates for all students overall decreased an average of 2 percentage points per year from 2003 to 2006. This rate of decline is one of the worst among the eligible districts.
- In 2008, only 8% of Advanced Placement exams taken by the district's juniors and seniors received a passing score of 3 or above.

ACHIEVEMENT GAPS

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

- Of 12 potential gap closures in reading (2005-2007) between 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 (58%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Mississippi and 0% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 12 potential gap closures in math (2005-2007) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 8 gaps are closing (67%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Mississippi 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 12 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in 4 instances in 2008 (33%). Only African-American and low income students at the elementary and high school levels in the district are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2007, of 12 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 11 instances (92%). Only African-American students at the elementary school level are not improving reading proficiency rates faster than their peers in the state.
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 5 instances in 2008 (42%). African-American students in the district are performing at higher absolute proficiency rates in math than their peers in the state at all school levels and low-income students are performing at higher absolute rates than their peers at the elementary and middle school level.
- From 2005-2007, of 12 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 11 instances (92%). Only African-American students at the elementary school level are not improving math proficiency rates faster than their peers in 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.

- Of 2 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 2005-2007, of 2 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 1 instance (50%).
- Of 2 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 2005-2007, of 2 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in both instances (100%).

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. *Numbers of low income students tested were not available for all years and as a result, residuals could not be calculated.*

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 (-2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 48% of its students overall and 48% of its African-American students.

COLLEGE READINESS

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

- In 2008, 73% 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 17 (23 for white students and 17 for African-American students, representing a 6 point gap). Between 2005 and 2008, participation rates for African-American seniors have increased each year on average while average scores have remained stable.
- In 2008, 18% of the district's juniors and seniors took an AP exam (17% of African-American students). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 8% (42% for white test-takers and 6% for African-American test takers, representing a 36 point gap). Between 2005 and 2008, the participation rate for African-American students has increased by 1 percentage point per year on average while passing rates have decreased by 1 percentage point per year on average.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, 2007 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 86% vs. 93% of schools in the state.