THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Los Angeles 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 Los Angeles Unified School District in Los Angeles, California. 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 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

- Between 2005 and 2008, the district narrowed most of its achievement gaps in math at the elementary and high school levels. All but one of the achievement gaps at the high school level in math are narrowing.
- Participation rates on the ACT have increased for nearly all student groups.
- Ten of the district's 18 internal achievement gaps are among the largest in the state.
- In 2008, of 21 possible opportunities to demonstrate higher proficiency rates than the state in reading, the district does so in only one instance. Only white students at the elementary school level in the district are demonstrating higher reading proficiency rates than their peers in the state.
- No student group at the middle and high school levels in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected improvement compared to other districts in California that serve students with similar family income levels in math at all school levels and in reading at the elementary and high school levels.
- In 2008, AP passing rates for white junior and senior test-takers was 65%, compared with 25% for African-American junior and senior test-takers and 35% for Hispanic junior and senior test-takers.

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, 8 gaps are closing (30%). In addition, 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, 16 gaps are closing (59%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) and 67% 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. *Separate categories for the proficient and advanced categories are not reported for the California High School Exit Exam.*

- 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%). Only white students at the elementary school level in the district are demonstrating higher reading proficiency rates than their peers in the state.
- From 2005-2008, of 21 possible opportunities to *improve faster than the state* in reading, the district does so in 3 instances (14%).
- Of 21 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 5 instances in 2008 (24%). All subgroups at the elementary level, except for African-American students and all students overall, are demonstrating higher proficiency rates than the state in math (5 of the 5 instances).
- From 2005-2008, of 21 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 5 instances (24%).

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 state* in reading, the district does so in only 2 instances in 2008 (14%). Only the district's white students at the elementary and middle school levels are attaining the highest achievement level in reading at higher rates than their peers in the state.
- From 2005-2008, of 14 possible opportunities to *improve faster at the highest achievement level* than the state in reading, the district does so in 0 instances (0%).
- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 7 instances in 2008 (50%). With the exception of all students overall, all subgroups at the elementary school level are demonstrating higher rates at the highest achievement level than their peers in the state (6 of the 7 instances).

- From 2005-2008, of 14 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in only 1 instance (7%). The district's elementary students overall are improving faster than the state in math compared with elementary students in the rest of the state.

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 1 of 3 improvement residuals is positive (33%).
- In math, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 0 of 3 improvement residuals is 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 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 African-American, Hispanic, and white students (-1 percentage point per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 48% of its students overall, 50% of its African-American students, 42% of its Hispanic students, and 70% 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, 44% 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 872 (1,070 for white students and 812 for African-American students, representing a 258 point gap, and 819 for Hispanic students, representing a 251 point gap). Between 2005 and 2008, mean total scores and participation rates exhibited an average annual increase for Asian senior test-takers only. Hispanic students increased their participation rates during this same period while their average SAT scores declined.
- In 2008, 18% of the district's seniors took the ACT exam. The mean total ACT score for all senior test-takers in 2008 in the district was 19 (24 for white students and 17 for African-American and Hispanic students, representing a 7 point gap). Between 2005 and 2008, all subgroups except for African-American students increased their participation rates while the average score for all subgroups remained flat.
- In 2008, 18% of the district's juniors and seniors took an AP exam (18% of white students and 9% of African-American students, representing a 9 point gap, and 16% of Hispanic students, representing a 2 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 41% (65% for white students and 25% for African-American students, representing a 40 point gap, and 35% for Hispanic students, representing a 30 point gap). From 2005 to 2008, African-American and white students increased their passing rates, while only Asian students increased their participation rates.

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 41% vs. 52% of schools in the state.