

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Montebello 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 Montebello Unified School District in Montebello, 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, nearly all achievement gaps between Hispanic and white students, and low-income and non-low-income students at the elementary and middle school levels in reading and math narrowed. In addition, five of the district's six internal district gaps are among the smallest in the state of California.
- In 2008, the district outperformed other districts in California that serve students with similar family income levels in reading and math at the elementary and middle school levels.
- Between 2005 and 2008, the district showed better than expected improvement than other similar California school districts in reading and math at the elementary and high school levels.
- Between 2005 and 2008, both mean total SAT scores and SAT participation rates for Hispanic seniors exhibited an average annual increase. In addition, AP passing and participation rates for Hispanic juniors and seniors also showed an average annual increase during this period.
- No student groups in the district are performing at higher absolute proficiency rates in reading or math than their peers in the rest of the state.
- From 2003 to 2006, average graduation rates for all students overall decreased an average of 4 percentage points per year. This is one of the five largest average declines among the eligible districts.

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 (2005–2008) between Hispanic 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, 67% of internal reading achievement gaps in 2008 are among the smallest in the state of California (top two deciles) while 0% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 12 potential gap closures in math (2005-2008) between Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 9 gaps are closing (75%). In addition, 100% of internal math achievement gaps in 2008 are among the smallest in the state of California (top 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 12 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 0 instances in 2008 (0%). No student subgroups in the district are demonstrating higher proficiency rates than the state in reading.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state in reading*, the district does so in 5 instances (42%).
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 0 instances in 2008 (0%).
- From 2005-2008, of 12 possible opportunities to *improve faster than the rest of the state in math*, the district does so in 6 instances (50%). All available subgroups at the high school level are demonstrating faster improvement than the state in math (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 8 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 0 instances in 2008 (0%).
- From 2005-2008, of 8 possible opportunities to *improve faster than the at the highest achievement level in reading*, the district does so in 0 instances (0%).
- Of 8 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 2 instances in 2008 (25%). The district's Hispanic and low-income students at the elementary level are attaining the highest achievement level at higher rates than their peers in the state.
- From 2005-2008, of 8 possible opportunities to *improve faster than the state at the highest achievement level in math*, the district does so in 3 instances (38%). All instances occur 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 2 of 3 improvement residuals are positive (67%).

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 -4 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 Hispanic students (-3 percentage points per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 56% of its students overall and 54% 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, 31% 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 900 (871 for Hispanic students). Between 2005 and 2008, both mean total scores and participation rates for Hispanic senior test-takers exhibited an average annual increase.
- In 2008, 11% 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 18 (17 for Hispanic students). Between 2005 and 2008, Hispanic seniors increased their participation rates by 2 percentage points per year while the average score remained stable.
- In 2008, 19% of the district's juniors and seniors took an AP exam (17% of Hispanic 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 38% (37% for Hispanic students). Between 2005 and 2008, both passing and participation rates for Hispanic students exhibited an average annual increase.

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 17% vs. 52% of schools in the state.