

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Moreno Valley 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 Moreno Valley Unified School District in Moreno Valley, 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

- Between 2005 and 2008, the district showed better-than-expected improvement compared to other similar districts in California that serve students with similar family incomes in math at all school levels and in reading at the elementary and middle school levels.
- In 2008, no student groups in the district performed at higher absolute proficiency rates in reading or math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other similar districts in California in reading and math at all school levels.
- Between 2003 and 2006, average graduation rates for all students overall, and for Hispanic and white student subgroups exhibited an average annual decrease.
- Between 2005 and 2008, the district only narrowed 3 of 27 achievement gaps in reading.
- Between 2005 and 2008, SAT participation rates exhibited an average annual decrease for 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, 3 gaps are closing (11%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of California

(top two deciles) and 0% 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, 11 gaps are closing (41%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) and 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 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 18 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 19 possible opportunities to *improve faster than the state in reading*, the district does so in 7 instances (37%).
- Of 19 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 0 instances in 2008 (0%). No subgroups are demonstrating higher proficiency rates than the state in math.
- From 2005-2008, of 19 possible opportunities to *improve faster than the rest of the state in math*, the district does so in 12 instances (63%). Most instances occur at the middle and high school levels (10 of the 12 instances).

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students are 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 12 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 12 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in only 1 instance (8%). Only white students at the middle school level increased rates at the highest achievement level faster than their peers in the state.
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level 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 state at the highest achievement level in math*, the district does so in only 2 instances (17%). Only white and non-low-income students at the middle school level increased rates at the highest achievement level faster than their peers in 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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 2 of 3 improvement residuals are positive (67%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) 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 Hispanic and white students (-1 percentage point per year) while there was no change for African-American students.
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 59% of its students overall, 57% of its African-American students, 61% of its Hispanic students, and 65% 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, 23% 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 894 (999 for white students and 850 for African-American students, representing a 149 point gap, and 863 for Hispanic students, representing a 136 point gap). Between 2005 and 2008, participation rates exhibited an average annual decrease for all student subgroups. During this period, only African-American and Hispanic senior test-takers' average SAT scores exhibited an annual average increase.
- In 2008, 11% of the district's juniors and seniors took an AP exam (10% of white students and 6% of African-American students, representing a 4 point gap, and 10% of Hispanic students, representing no 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 35% (49% for white students and 21% for African-American students, representing a 28 point gap, and 33% for Hispanic students, representing a 16 point gap). From 2005 to 2008, African-American, Asian and white students increased their passing 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 21% vs. 52% of schools in the state.