

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Newark 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 Newark Public Schools in Newark, New Jersey. 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 New Jersey student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, 2005 proficiency results were not comparable to later years due to the inclusion of more grades being tested and were not included in some analyses. Also, test data for the non-low income subgroup were not available and therefore, some analyses could not be completed.

KEY STRENGTHS AND WEAKNESSES

- From 2005-2008, of 15 possible opportunities to improve faster than the rest of the state in math, the district does so in 13 instances (87%).
- Between 2003 and 2006, average graduation rates for students overall and for African-American and Hispanic students separately, experienced an average annual increase. In 2006, the average graduation rate for African-American and Hispanic students was 87% and 83%, respectively.
- Between 2005 and 2008, the mean total SAT score increased 2 points per year on average. In addition, AP passing rates exhibited an average annual increase for all student groups.
- Between 2005 and 2008, the district only narrowed one out of 18 of its achievement gaps in reading. Of 12 internal district gaps in 2008, ten were among the largest in the state of New Jersey.
- No student groups in the district, with the exception of white students at the elementary school level in math, are performing at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- Between 2005 and 2008, there were no instances in which the district showed better than expected performance than other New Jersey school districts that serve students with similar family income levels.

ACHIEVEMENT GAPS

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

- Of 18 potential gap closures in reading (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, only 1 gap is closing (6%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of New Jersey while 67% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 18 potential gap closures in math (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 5 gaps are closing (28%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of New Jersey while 100% 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 15 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state* in reading, the district does so in 8 instances (53%). At the elementary school level, the district is improving reading proficiency rates faster relative to the state in all subgroups.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in only 1 instance in 2008 (7%). Only white students at the elementary school level are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 13 instances (87%). African-American students at the middle school level and low-income students at the high school level are not improving proficiency rates faster than their peers in the rest of the state.

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 15 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 15 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in 5 instances (33%). The district demonstrates faster improvement in reading relative to the state primarily at the high school level (4 of the 5 instances).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 3 instances in 2008 (20%). All three instances occurred at the elementary school level.
- From 2005-2008, of 15 possible opportunities to *exceed the state's improvement rates at the highest achievement level* in math, the district does so in 5 instances (33%). The district

demonstrates faster improvement in math relative to the state at the elementary school level with Hispanic and low income students.

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 1 of 3 improvement residuals are positive (33%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) 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 increase of 3 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for African-American students (11 percentage points per year), and for Hispanic students (5 percentage points per year), while white students' graduation rates are experiencing an average annual decrease (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 85% of its students overall, 70% of its white students, 87% of its African-American students, and 83% 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, 60% of the district's seniors took the SAT exam. The mean composite SAT score for all test-takers in 2008 in the district was 769. Between 2005 and 2008, the mean total score has increased 2 points per year on average, while participation rates have remained flat. *Because more than 10 percent of test takers did not indicate their race/ethnicity, 2005-2008 SAT subgroup data were considered unreliable.*
- In 2008, 8% of the district's juniors and seniors took an AP exam (6% of white students and 7% of African-American students, representing a -1 point gap, and 8% of Hispanic students, representing a -2 point gap). The percent of tests taken with scores of 3 or above for all test-takers in the district in 2008 was 20% (45% for white test-takers and 11% for African-American test takers, representing a 34 point gap, and 31% for Hispanic test takers, representing a 14 point gap). Between 2005 and 2008, AP passing rates exhibited an average annual increase for all student groups. During this period participation rates remained flat, with the exception of Hispanic juniors and seniors, who increased participation rates by 1 percentage point per year, on average.

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 33% vs. 70% of schools in the state.