THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Norfolk 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 Norfolk Public Schools in Norfolk, Virginia. 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 Virginia student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, in 2006, test standards changed at the elementary and middle school levels. As a result, previous years' proficiency results were not comparable and were not included in change calculations. In 2007, testing policies in reading changed for ELL students at all grades and changed again in 2008 for ELLs in grades 3-8. As a result, change in high school reading performance was based only on 2007 and 2008 results, and change in reading performance at the elementary and middle school levels could not be calculated.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, African-American students increased participation rates on the SAT, ACT, and Advanced Placement exams.
- Between 2005 and 2008, the district closed one out of 12 available gaps in reading and math between African-American and white students.
- In 2008, no student groups at the middle school level demonstrated higher proficiency rates than their peers in the rest of the state in reading or in math. Between 2005 and 2008, no student group in the district improved faster than their peers in the rest of the state at any school level.
- Between 2005 and 2008, the district showed lower-than-expected improvement compared to other similar districts in Virginia in math at all school levels and in reading at the elementary and middle school levels.
- Using the average for all three graduate rates, the district graduated an estimated 45% of its students overall in 2006. This is one of the lowest graduation rates 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 6 potential gap closures in reading (2007-2008) between African-American and white students, and low-income and non-low-income students at the high school level, no gaps are closing (0%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Virginia while 0% 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 African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 6 gaps are closing (33%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Virginia 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 15 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 3 instances in 2008 (20%). All three instances occur at the high school level.
- From 2007-2008, of 5 possible opportunities to *improve faster than the state* in reading, the district does so in 2 instances (40%). The district is only improving faster relative to the state in high school reading with all students overall and with non-low income students.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 3 instances in 2008 (20%). All three instances occur at the elementary school level.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state* in math, the district does so in 0 instances (0%). The district is not improving faster than the state at any school level for any subgroup.

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 1 instance in 2008 (20%). Only white students at the high school level demonstrated higher rate than their peers in the rest of the state.
- From 2007-2008, of 5 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in 0 instances (0%).
- 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%).
- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 3 instances (20%). The district demonstrates faster improvement in math relative to the state 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, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 1 of 3 improvement residuals is positive (0%).
- In math, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 0 of 3 improvement residuals are 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 students (-2 percentage points per year) while there was no change for white students (0 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 45% of its students overall, 53% of its white students and 38% 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, 57% of the district's seniors took the SAT exam. The mean composite SAT score for all senior test-takers in 2008 in the district was 907 (1,064 for white students and 820 for African-American students, representing a 244 point gap). Between 2005 and 2008, only Asian and white students exhibited an average annual increase in their average scores; participation rates only exhibited an average annual increase for African-American students.
- In 2008, 22% 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 18 (23 for white students and 16 for African-American students, representing a 7 point gap). Between 2005 and 2008, the average score for the district remained flat for all available subgroups; however, participation rates increased 1 percentage point per year on average for all students overall and African-American students.
- In 2008, 25% of the district's juniors and seniors took an AP exam (34% of white students and 15% of African-American students, representing a 19 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 38% (52% for white test-takers and 15% for African-American test takers, representing a 37 point gap). Between 2005 and 2008, the participation rate for all available student groups increased, while the percent of tests scoring 3 or higher decreased for these same student groups.

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 63% vs.75% of schools in the state.