

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Riverside 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 Riverside Unified School District in Riverside, 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

- From 2005 to 2008, the district increased participation rates on the ACT and Advanced Placement exams for nearly all subgroups.
- In 2008, the district's Hispanic and low-income students achieved higher average proficiency rates than their counterparts statewide in reading at all school levels and in math at the middle and high school levels.
- Between 2005 and 2008, the district showed better than expected improvement than other California school districts that serve students with similar family income levels in reading at all school levels and in math at the middle and high school levels.
- Between 2003 and 2006, the graduation rate for Hispanic students demonstrated an average annual increase of 1 percentage point. This is one of the highest increases among the eligible districts.
- From 2005 to 2008, of 20 possible opportunities to improve faster than the state in reading, the district does so in 4 instances (20%).
- Between 2005 and 2008, SAT average scores and participation rates declined or remained flat for almost all student groups.

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, 12 gaps are closing (44%). 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, 10 gaps are closing (37%). 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 21 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 13 instances in 2008 (62%). White and non-low income students are not demonstrating higher proficiency rates than their peers in the state in reading at any school level.
- From 2005-2008, of 20 possible opportunities to *improve faster than the state in reading*, the district does so in 4 instances (20%). Three of the four instances occur at the elementary school level.
- Of 20 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 9 instances in 2008 (45%). African-American students at all school levels are demonstrating higher proficiency than their peers in 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 8 instances (42%). The district is most frequently improving faster than the rest of the state at the high school level (6 of the 8 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 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 4 instances in 2008 (29%).
- From 2005-2008, of 13 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in 4 instances (31%). Instances of faster improvement primarily occur at the elementary school level (3 of the 4 instances).
- Of 13 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in only 2 instances in 2008 (15%).
- 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 0 instances (0%).

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 3 of 3 improvement residuals are positive (100%).
- 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 no change for the period 2003-2006 (the most recent publicly available data) for all students. An average annual decrease can be seen for African-American students (-1 percentage point per year) and white students (-1 percentage point per year) while there was an average annual increase for Hispanic students (1 percentage point per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 67% of its students overall, 64% of its African-American students, 64% of its Hispanic students, and 71% 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, 42% 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 969 (1,025 for white students and 875 for African-American students, representing a 150 point gap, and 898 for Hispanic students, representing a 127 point gap). Between 2005 and 2008, only Asian students simultaneously increased their mean total scores and participation rates.
- In 2008, 13% 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 20 (22 for white students and 18 for African-American and Hispanic students, representing a 4 point gap). Between 2005 and 2008, mean total scores largely remained flat while participation rates increased for all subgroups except for African-American students.
- In 2008, 22% of the district's juniors and seniors took an AP exam (20% of white students and 11% of African-American students, representing a 9 point gap, and 19% of Hispanic students, representing a 1 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 45% (50% for white students and 36% for African-American and Hispanic students, representing a 14 point gap). From 2005 to 2008, the participation rate increased for nearly all student groups while only African-American and Asian students demonstrated an increase in passing scores.

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. 52% of schools in the state.