

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Sacramento City 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 Sacramento City Unified School District in Sacramento, 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 SAT, ACT, and AP exams for African-American and Hispanic students.
- In 2008, the district outperformed other districts in California that serve students with similar family income levels in math at all school levels and in reading at the elementary and middle school levels.
- Between 2005 and 2008, the district closed 56% of its achievement gaps in reading and math. Nearly all achievement gaps at the high school level are narrowing.
- Between 2005 and 2008, almost none of the internal district vs. internal state achievement gaps were narrowing. That is, over this period, the district's internal gap is not narrowing faster than the state's internal gaps in most comparisons.
- Between 2005 and 2008, no student groups at the middle school level improved faster than their peers in the rest of the state in reading or in math.
- Between 2005 and 2008, average graduation rates decreased for all students overall, and African-American and Hispanic students.

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, 14 gaps are closing (52%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of California (top two deciles) and 22% 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, 16 gaps are closing (59%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) while 11% 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 4 instances in 2008 (19%). Only Hispanic and low income students at the elementary and middle school levels in the district are demonstrating higher proficiency rates than their peers in the state in reading.
- From 2005-2008, of 21 possible opportunities to *improve faster than the state* in reading, the district does so in 6 instances (29%). All instances occur at the high school level.
- Of 21 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 9 instances in 2008 (43%).
- From 2005-2008, of 21 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 12 instances (57%). The district is showing faster improvement at the elementary and high school levels (12 of the 12 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 14 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in only 1 instance (7%). Non-low income students at the elementary school level are the only subgroup improving faster than their peers in the rest of the state.
- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 6 instances in 2008 (43%).
- From 2005-2008, of 14 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 7 instances (50%). 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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) 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 -2 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar trend can be seen for Hispanic students (-3 percentage points per year) and African-American students (-2 percentage points per year) while there was an increase for white students (1 percentage point per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 55% of its students overall, 47% of its African-American students, 47% of its Hispanic students, and 57% 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, 37% 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 920 (1,076 for white students and 835 for African-American students, representing a 241 point gap, and 873 for Hispanic students, representing a 203 point gap). Between 2005 and 2008, all subgroups increased their participation rates except for white students, while only African-American students increased their mean total scores.
- In 2008, 14% 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 19 (24 for white students and 17 for African-American and Hispanic students, representing a 7 point gap). Between 2005 and 2008, mean total scores exhibited no change while participation rates increased for all subgroups except for white students.
- In 2008, 11% of the district's juniors and seniors took an AP exam (13% of white students and 4% of African-American students, representing a 9 point gap, and 7% of Hispanic students, representing a 6 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 42% (64% for white students and 26% for African-American students, representing a 38 point gap, and 38% for Hispanic students, representing a 26 point gap). From 2005 to 2008, the participation rate increased for African-American and Hispanic students only. However, passing rates for all students overall, and Asian and white students separately increased during this period.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005 and 2006, but did not meet AYP in 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 51% vs. 52% of schools in the state.