

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for San Diego 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 San Diego City Unified School District in San Diego, 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

- In 2008, the district outperformed other districts in California that serve students with similar family income levels in reading and math at all school levels.
- From 2005 to 2008, the district only narrowed 11% of its achievement gaps in reading and math (6 of the 54 instances). In addition, 89% of internal reading achievement gaps in 2008 were among the largest in the state of California while 100% of internal math achievement gaps were among the largest in the state.
- From 2005-2008, of 42 possible opportunities to improve faster than the rest of the state in reading and math, the district did so in only 1 instance (2%). Only non-low-income students at the middle school level improved faster than the state in math.
- Between 2005 and 2008, the district showed lower-than-expected improvement compared to other similar districts in California in math at all school levels and in reading at the elementary and high school levels.
- In 2006, the average graduation rate for white students was 81% compared to 45% for Hispanic students, representing a 36 point gap.
- In 2008, 48% of the district's white seniors took the SAT exam while 29% of African-American and Hispanic seniors took the exam, representing a 19 point gap.

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, only 2 gaps are closing (7%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of California (top two deciles) while 89% 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, 4 gaps are closing (15%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) 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 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 14 instances in 2008 (67%). Nearly all subgroups at the elementary and middle school levels are demonstrating higher proficiency rates than the state in reading.
- From 2005-2008, of 21 possible opportunities to *improve faster than the state* in reading, the district does so in 0 instances (0%).
- Of 21 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 9 instances in 2008 (43%). Only white and non-low-income students are demonstrating higher proficiency than the state in math at all school levels.
- From 2005-2008, of 21 possible opportunities to *improve faster than the rest of the state* in math, the district does so in only 1 instance (5%). Only non-low-income students at the middle school level are improving faster than the state.

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 9 instances in 2008 (64%).
- 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 3 instances (21%).
- 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 only 1 instance (7%).

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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 1 of 3 improvement residuals is positive (33%).
- In math, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) 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 (-1 percentage point per year) and Hispanic students (-1 percentage point per year) while there was an average annual increase for white students (1 percentage point per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 62% of its students overall, 53% of its African-American students, 45% of its Hispanic students, and 81% 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, 44% 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 997 (1,099 for white students and 863 for African-American students, representing a 236 point gap, and 889 for Hispanic students, representing a 210 point gap). Between 2005 and 2008, the change in participation rates and average scores was mixed across student subgroups.
- In 2008, 15% 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 22 (25 for white students and 18 for African-American students, representing a 7 point gap, and 20 for Hispanic students, representing a 5 point gap). Between 2005 and 2008, mean total scores remained flat for most student groups, while the change in participation rates was mixed.
- In 2008, 24% of the district's juniors and seniors took an AP exam (27% of white students and 10% of African-American students, representing a 17 point gap, and 16% of Hispanic students, representing an 11 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 50% (63% for white students and 22% for African-American, representing a 41 point gap, and 41% for Hispanic students, representing a 22 point gap). From 2005 to 2008, only Asian students simultaneously increased passing and participation rates; results for other subgroups were mixed.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005 or 2008, but met AYP in 2006 and 2007.

- The percent of schools in the district meeting AYP targets in 2008 was 46% vs. 52% of schools in the state.