

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Tucson 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 Tucson Unified School District in Tucson, Arizona. 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 Arizona student achievement data: Student achievement data for non-low-income students were not available. Therefore, some analyses could not be conducted.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district showed better than expected improvement than other Arizona school districts that serve students with similar family income levels in reading at all school levels (elementary, middle, high) and in math at the elementary and high school levels.
- Half of the district's internal district gaps are among the largest in the state of Arizona.
- In 2008, out of 24 possible comparisons in reading and math, in only one instance did a student subgroup in the district perform at a higher absolute proficiency rate than their peers in the rest of the state. Between 2005 and 2008, subgroups in the district increased proficiency rates faster than their peers in the rest of the state in only 13% of comparisons in reading and math,
- In 2008, there was only one instance out of six where the district outperformed other districts in Arizona that serve students with similar family income levels.
- Between 2003 and 2006, the graduation rate decreased for all student subgroups.

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, 8 gaps are closing (44%). In addition, 0% of internal reading achievement gaps in 2008 are

among the smallest (top two deciles) in the state of Arizona while 33% 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, 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 Arizona while 67% 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 rest of the state* in reading, the district does so in only 1 instance in 2008 (7%). Elementary school Hispanic students are the only subgroup in the district 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 rest of the state* in reading, the district does so in 4 instances (27%). The district's strongest improvement in reading relative to the state is at the elementary school level (all 4 of the 4 instances).
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 0 instances in 2008 (0%). No subgroup in the district is 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 0 instances (0%).

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 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district only does so in 1 instance in 2008 (7%). Only high school white students attained the highest achievement level at rates greater than the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the rest of 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 rest of the state* in math, the district only does so in 1 instance in 2008 (7%). Only high school white students attained the highest achievement level at rates greater than the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the rest of 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, 1 of 3 performance residuals (elementary, middle and high school) are positive (33%) and 3 of 3 improvement residuals are positive (100%).
- 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 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 white students (-1 percentage point per year), African-American students (-5 percentage points per year), and for Hispanic students (-3 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 67% of its students overall, 79% of its white students, 61% of its African-American students, and 59% 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, 29% 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 1,034 (1,086 for white students and 902 for African-American students, representing a 184 point gap, and 957 for Hispanic students, representing a 129 point gap). Over the last four years, average scores have decreased for all student subgroups, and participation rates have also decreased for all students overall and African-American students. Only Hispanic students demonstrated an average annual increase in the participation rate over the four-year period.
- In 2008, 12% of the district's juniors and seniors took an AP exam (16% of white students and 7% of African-American students, representing a 9 point gap, and 8% of Hispanic students, representing an 8 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 68% (73% for white test-takers and 46% for African-American test takers, representing a 27 point gap, and 56% for Hispanic test takers, representing a 17 point gap). On average, over the last four years, the percent of tests taken with a score of 3 or more has increased for all student subgroups, with the exception of African-American students. Only African-American students and white students demonstrated an average annual increase in participation rates over this period.

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 68% vs. 73% of schools in the state.