

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Chicago 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 Chicago Public Schools in Chicago, Illinois. Additional details on the data described below may be found in the 2009 district data report available at [www.broadprize.org](http://www.broadprize.org).

**A special note regarding Illinois student achievement data:** The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. In 2008, testing policies for English Language Learners (ELLs) changed; as a result, 2008 proficiency rates were not considered comparable and were not included in change calculations. In addition, scoring standards for the math test in grade 8 changed in 2006; as a result, previous years' middle school data were not comparable.

#### KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2007, the district narrowed most of its achievement gaps in reading and math at the elementary and middle school levels.
- Nearly all student groups in the district at the elementary and middle school level are increasing proficiency rates in reading and math faster than their peers in the rest of the state.
- In 2008, the district showed better than expected performance compared to other Illinois school districts that serve students with similar family income levels in reading and math at the middle and high school levels.
- Between 2005 and 2007, the district did not narrow any of its achievement gaps at the high school level in reading and only narrowed 2 of 9 achievement gaps in math at the high school level.
- In 2008, no student subgroup in the district at the elementary and high school levels performed at higher absolute proficiency rates in reading than their peers in the rest of the state. In math, no student subgroup in the district at any school level performed at higher absolute proficiency rates than the state.
- In 2008, there were large gaps in Advanced Placement passing rates between white and African-American students and between white 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 (2005-2007) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary and middle 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 Illinois (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 (2005-2007) 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, 17 gaps are closing (63%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest in the state of Illinois (top two deciles) and 44% 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.

- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in only 2 instances in 2008 (11%). Only Hispanic and low-income students at the middle school level are demonstrating higher reading proficiency rates than their peers in the rest of the state.
- From 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 13 instances (72%). All subgroups at the elementary and middle school levels are improving faster than their peers in the rest of the state; only one instance out of the 13 occurred at the high school level.
- Of 18 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 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 13 instances (72%).

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 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 5 instances in 2008 (28%). White students at all three school levels demonstrated higher rates than their peers in the rest of the state.
- From 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 8 instances (44%). At the middle school level, all student subgroups are improving faster than their peers in the rest of the state (6 of the 8 instances).

- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state in math*, the district does so in only 3 instances in 2008 (17%).
- From 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level in math*, the district does so in 4 instances (22%).

### **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, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 1 of 3 improvement residuals are positive (33%).

### **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. Similarly, Hispanic students also demonstrated no change in average graduation rates. However, African-American and white students increased their graduation rates by an average of 1 percentage point per year.
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 53% of its students overall, 50% of its African-American students, 52% of its Hispanic students, and 72% 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, 94% 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 (22 for white students and 17 for African-American students and Hispanic students, representing a 5 point gap). From 2005 to 2008, both the average ACT score and participation rate for the district remained flat. *Because more than 10 percent of test takers did not indicate their race/ethnicity, 2005-2007 ACT subgroup data were considered unreliable.*
- In 2008, 21% of the district's juniors and seniors took an AP exam (32% of white students and 14% of African-American students, representing an 18 point gap, and 22% of Hispanic students, representing a 10 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 32% (61% for white students and 12% for African-American students, representing a 49 point gap, and 29% for Hispanic students, representing a 32 point gap). From 2005 to 2008, all subgroups showed an average annual increase in participation rates. However, passing rates declined for all subgroups except white students 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 35% vs. 67% of schools in the state.