

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Minneapolis 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 Minneapolis Public Schools in Minneapolis, Minnesota. 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 Minnesota student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, test standards changed in 2006 resulting in the exclusion of proficiency rates from previous years. In addition, because the tested population in reading changed in 2007, only 2007 and 2008 were included in reading change calculations. Starting in 2007, English Language Learners were permitted to take the Mathematics Test for English Language Learners in lieu of the regular math test. As a result, 2007 and 2008 math proficiency rates include results from both tests.

KEY STRENGTHS AND WEAKNESSES

- Participation rates on ACT and Advanced Placement exams increased for all student groups between 2005 and 2008.
- Between 2005 and 2008, the district did not closing any of its achievement gaps in reading or math at the elementary and middle school levels.
- In 2008, nearly all of the district's internal achievement gaps were among the largest in the state.
- In 2008, other than white students, no student groups in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Minnesota that serve students with similar family income levels in reading at all school levels and in math at the elementary and middle school levels.
- In 2006, the average graduation rate for Hispanic students was 34%, and had experienced an average annual decline of 3 percentage points per year between 2003 and 2006.

- In 2008, 20% of white juniors and seniors took at least one Advanced Placement exam compared with 4% for African-American juniors and seniors and 7% for Hispanic juniors and seniors.

ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 25 potential gap closures in reading (2007-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 6 gaps are closing (24%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Minnesota while 100% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 25 potential gap closures in math (2006-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 2 gaps are closing (8%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Minnesota while 89% 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 20 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 3 instances in 2008 (15%). Only white students in the district are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2007-2008, of 19 possible opportunities to *improve faster than the state* in reading, the district does so in 3 instances (16%). The district is only improving faster relative to the state in middle school reading with Asian students and in high school reading with African-American and Asian students.
- Of 20 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 3 instances in 2008 (15%). Only white students in the district are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2006-2008, of 19 possible opportunities to *improve faster than the state* in math, the district does so in 5 instances (26%).

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students are 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 20 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in reading, the district does so in 5 instances in 2008 (25%). Only white and non-low-income students demonstrated higher rates than their peers in the rest of the state.
- From 2007-2008, of 19 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in only 1 instance (5%). Only Asian

students at the middle school level are demonstrating faster improvement in reading relative to their peers in the state.

- Of 20 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 5 instances in 2008 (25%). Only white and non-low-income students demonstrated higher rates than their peers in the rest of the state.
- From 2006-2008, of 19 possible opportunities to *improve faster than the state at the highest achievement level in math*, the district does so in 2 instances (11%). In both instances, Asian students are improving faster than their peers in the state at the highest achievement level in math.

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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 1 of 3 improvement residuals is positive (33%).
- In math, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 1 of 3 improvement residuals is 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 an average annual increase of 1 percentage point per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for white students (2 percentage points per year) and African-American students (4 percentage points per year), while there was a decrease for Hispanic students (-3 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 58% of its students overall, 78% of its white students, 50% of its African-American students, and 34% 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, 39% 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 21 (25 for white students and 16 for African-American students, representing a 9 point gap, and 18 for Hispanic students, representing a 7 point gap). Between 2005 and 2008, the average score for the district remained flat while participation rates increased for all subgroups.
- In 2008, 11% of the district's juniors and seniors took an AP exam (20% of white students and 4% of African-American students, representing a 16 point gap, and 7% of Hispanic students, representing a 13 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 36% (51% for white test-takers and 8% for African-American test takers, representing a 43 point gap, and 18% for Hispanic test takers, representing a 33 point gap). Between 2005 and 2008, the participation rate for all student groups increased, while the percent of tests scoring 3 or higher only increased for Asian and Hispanic students.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, but did not meet AYP in 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 15% vs. 51% of schools in the state.