

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Portland 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 Portland Public Schools in Portland, Oregon. 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 Oregon student achievement data:** The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, test results prior to 2007 were not comparable to subsequent years due to a change in test standards, and as a result, were not used in change calculations. Test data for the non-low income subgroup were not available.

#### KEY STRENGTHS AND WEAKNESSES

- In 2008, 75% of the district's seniors took the ACT exam, due to a new district policy to pay for the cost of taking the exam. This is one of the highest participation rates among the eligible districts.
- Between 2005 and 2008, the district narrowed 53% of its achievement gaps in reading and math.
- In 2008, the district outperformed other districts in Oregon that serve students with similar family income levels in math at all school levels and in reading at the middle and high school levels.
- In 2008, the district's students demonstrate higher rates at the highest achievement level than their peers in the state in 75% of comparisons in reading and math.
- In 2006, the district graduated an estimated 74% of its students overall. This is one of the highest graduation rates among the eligible districts.
- Between 2006 and 2008, the participation rate on the SAT exam has declined an average of five percentage points per year. This is one of the largest declines among the eligible districts.

## ACHIEVEMENT GAPS

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

- Of 15 potential gap closures in reading (2007-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 8 gaps are closing (53%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Oregon while 33% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 15 potential gap closures in math (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, 8 gaps are closing (53%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Oregon while 33% 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 12 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 8 instances in 2008 (67%). Hispanic and white students at all school levels 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 12 possible opportunities to *demonstrate better improvement rates than the state* in reading, the district does so in 7 instances (58%).
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 10 instances in 2008 (83%). All students overall, and Hispanic and white students separately, are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2007-2008, of 12 possible opportunities to *improve faster than the state* in math, the district does so in 7 instances (58%).

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 12 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 (75%).
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 9 instances in 2008 (75%).

*Note: Data for proficient and advanced categories were not available prior to 2008; therefore, improvement rates could not be calculated for the highest achievement 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.

- In 2006, using the Urban Institute Method (the only available calculation), the district is graduating an estimated 74% of its students overall, 71% of its white students, 64% of its African-American students, and 64% 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, 42% 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 1,074 (1,135 for white students and 834 for African-American students, representing a 301 point gap, and 960 for Hispanic students, representing a 175 point gap). Between 2005 and 2008, participation rates have experienced an annual average decrease for most student groups; however, average scores have increased for all student groups except for African-American students.
- In 2008, 75% 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 20 (22 for white students and 15 for African-American students, representing a 7 point gap, and 16 for Hispanic students, representing a 6 point gap). Between 2005 and 2008, average scores for the district declined for students overall; however, participation rates increased significantly during this period (from 12% in 2006 to 75% in 2008). This increase was most likely due to a new district policy to pay for the cost of ACT exams.
- In 2008, 12% 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 9% of Hispanic students, representing a 4 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 52% (63% for white test-takers and 18% for African-American test takers, representing a 45 point gap, and 20% for Hispanic test takers, representing a 43 point gap). Between 2006 and 2008, the participation rate increased for all subgroups, during this period the percent of tests scoring 3 or higher was mixed.

### **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 74% vs. 63% of schools in the state.