

Better Compared to What?

Measuring Progress Toward Closing the Achievement Gap

Chicago Renaissance School Fund
National Symposium
May 6, 2008

Paul Zavitkovsky
pzavit@uic.edu

University of Illinois--Chicago
Center for Urban School
Leadership

Three Main Points

- 1) In 2003, CPS and the Iowa Test of Basic Skills were giving us some misleading false positives about the achievement of Chicago's neediest students

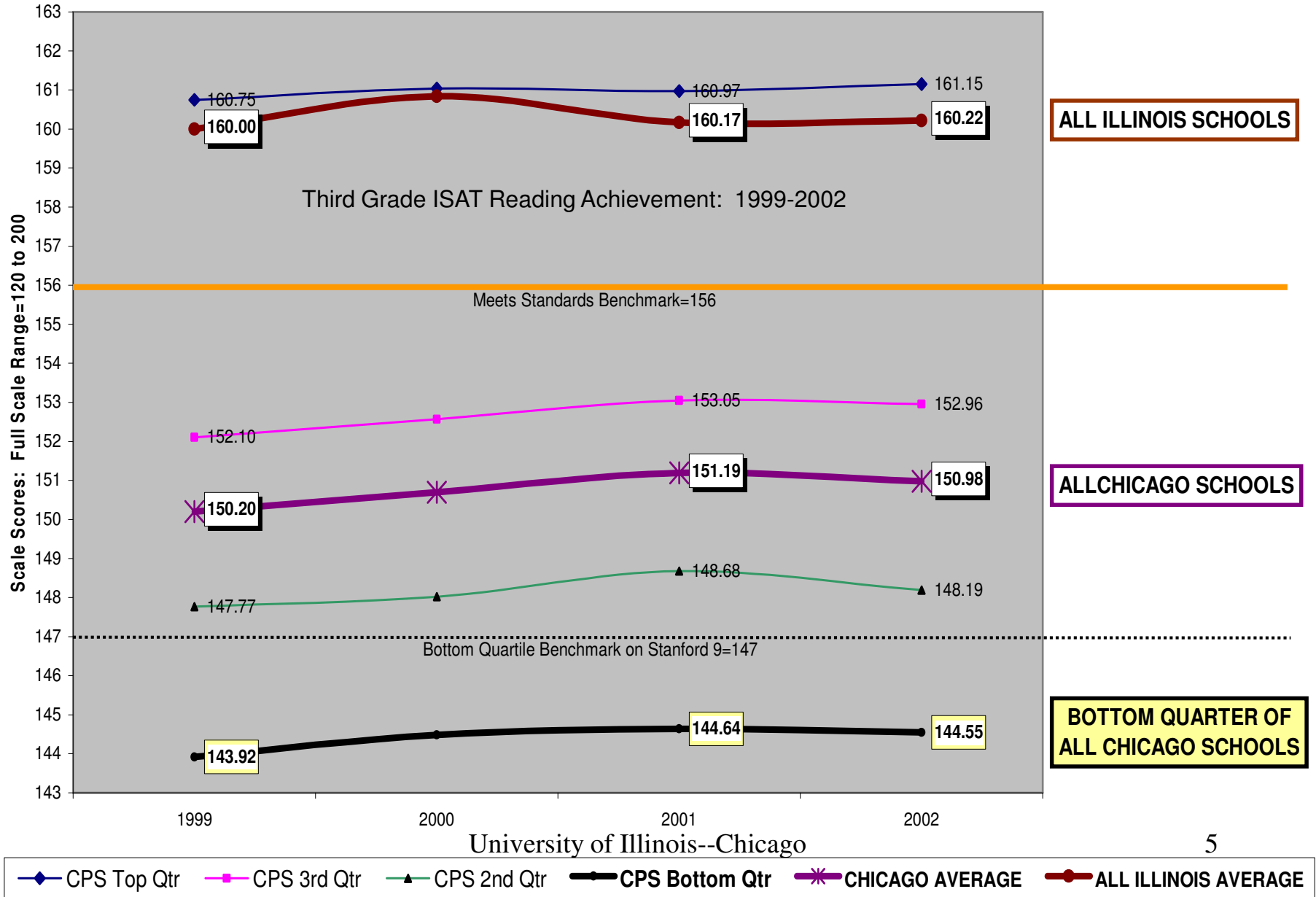
Three Main Points

- 1) In 2003, CPS and the Iowa Test of Basic Skills were giving us some misleading false positives about the achievement of Chicago's neediest students
- 2) Five years later, the false positives are coming mostly from the State of Illinois about the progress we're making to close the achievement gap

Three Main Points

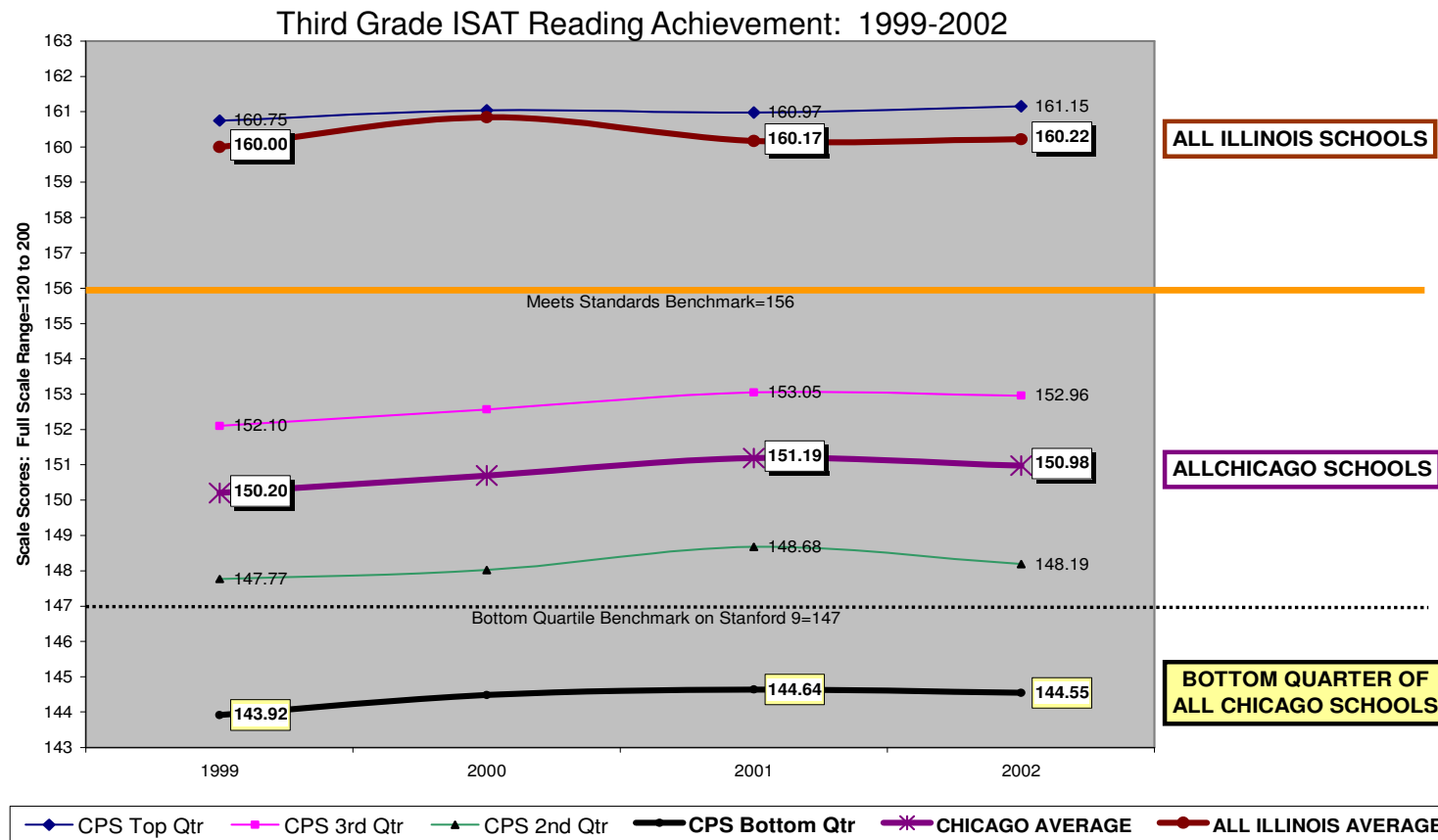
- 1) In 2003, CPS and the Iowa Test of Basic Skills were giving us some misleading false positives about the achievement of Chicago's neediest students
- 2) Five years later, the false positives are coming mostly from the State of Illinois about the progress we're making to close the achievement gap
- 3) Controlling for false positives, there is encouraging evidence that Renaissance 2010 is having its intended effect:
 - A. Charter schools appear to be closing the achievement gap at a faster rate than the system as a whole
 - B. The competition that charters introduce may be helping to nudge more general progress in the system as a whole

Left Behind was published by the Civic Committee in 2003 to present a clearer picture of student achievement in the Chicago Public Schools



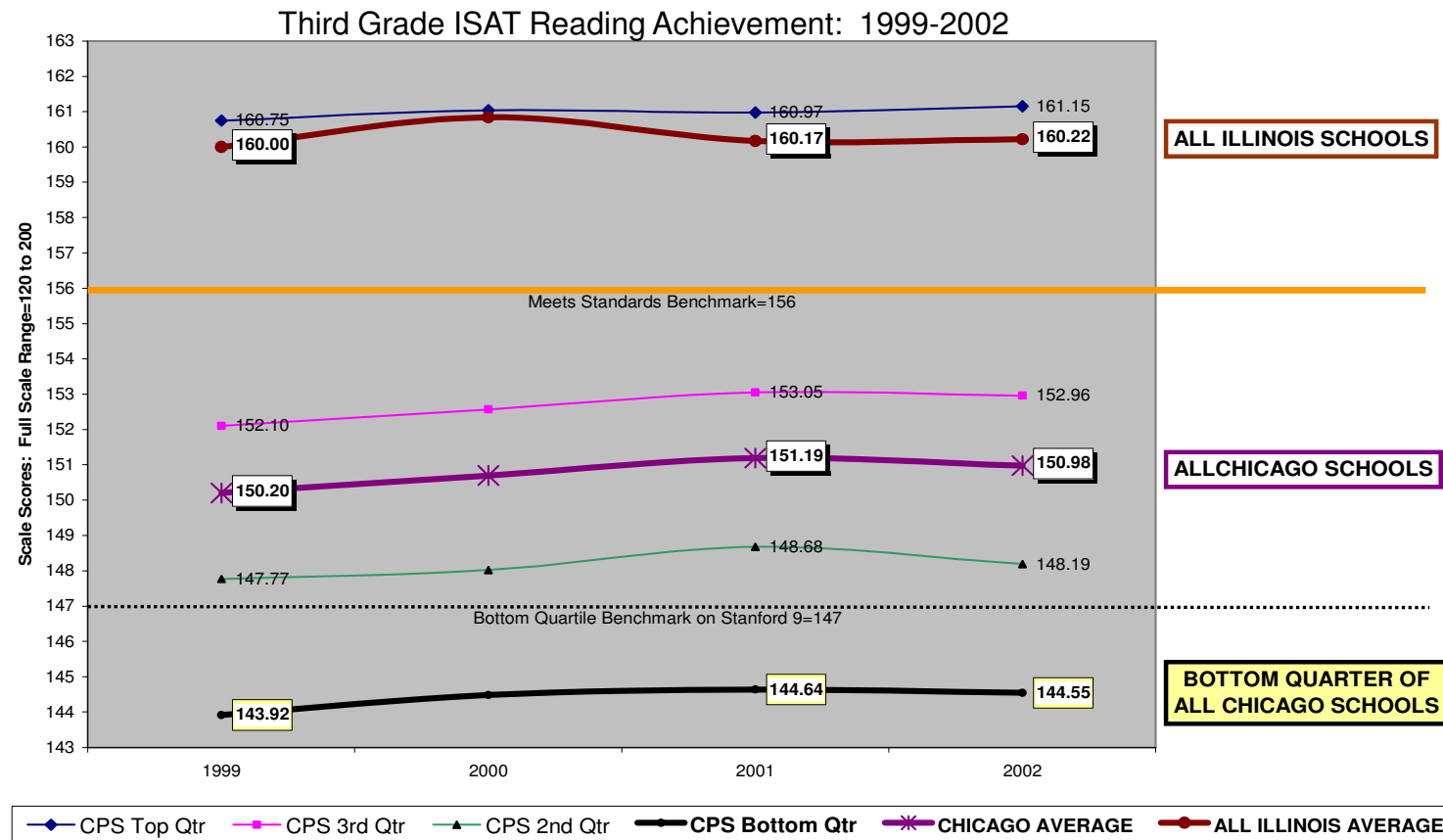
Left Behind was published by the Civic Committee in 2003 to present a clearer picture of student achievement in the Chicago Public Schools

- Achievement in all but the top quarter of CPS schools was still well below state averages



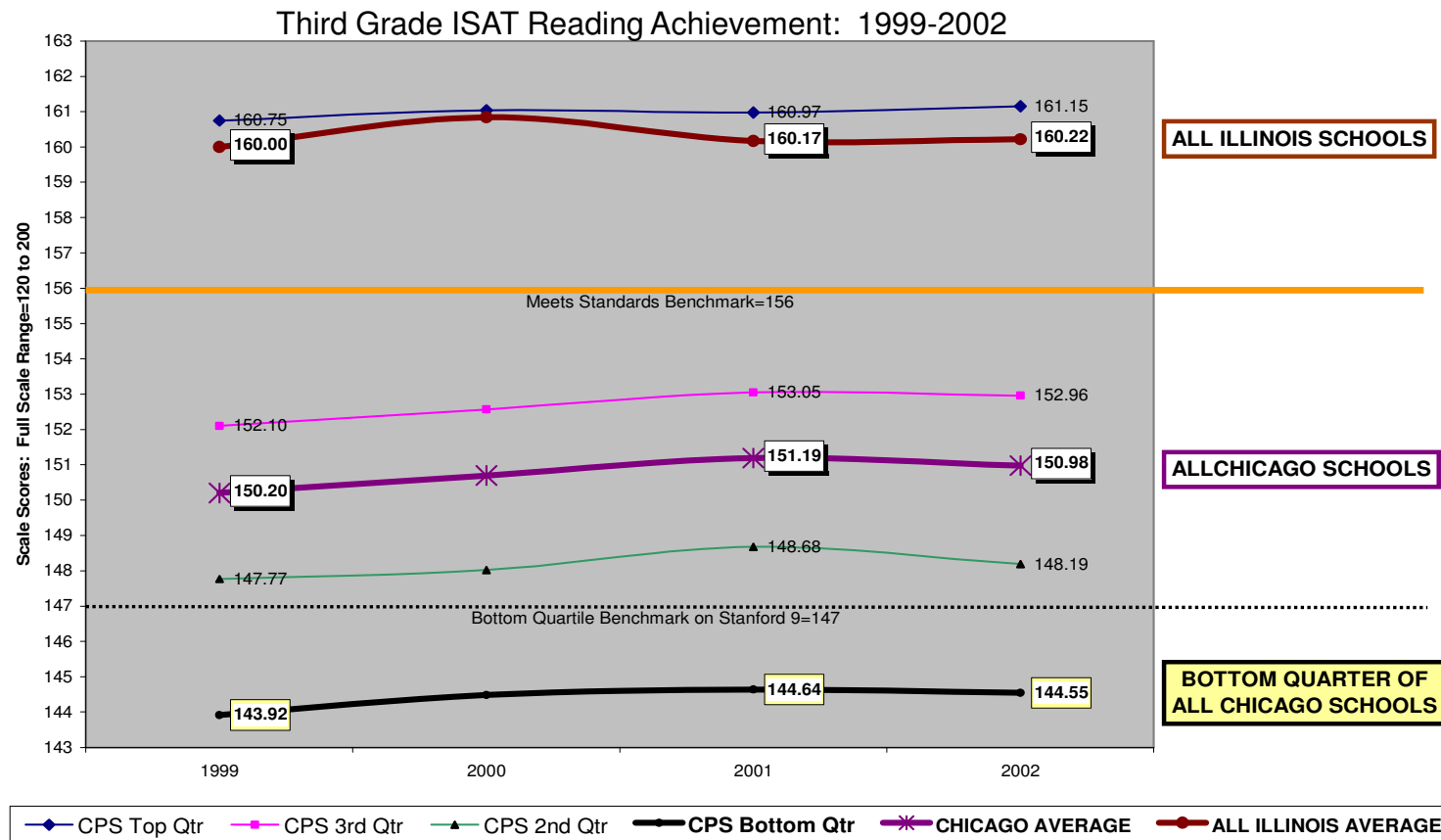
Left Behind was published by the Civic Committee in 2003 to present a clearer picture of student achievement in the Chicago Public Schools

- Achievement in all but the top quarter of CPS schools was still well below state averages
- **Growth in achievement was at a standstill in all but the top quarter of CPS schools**

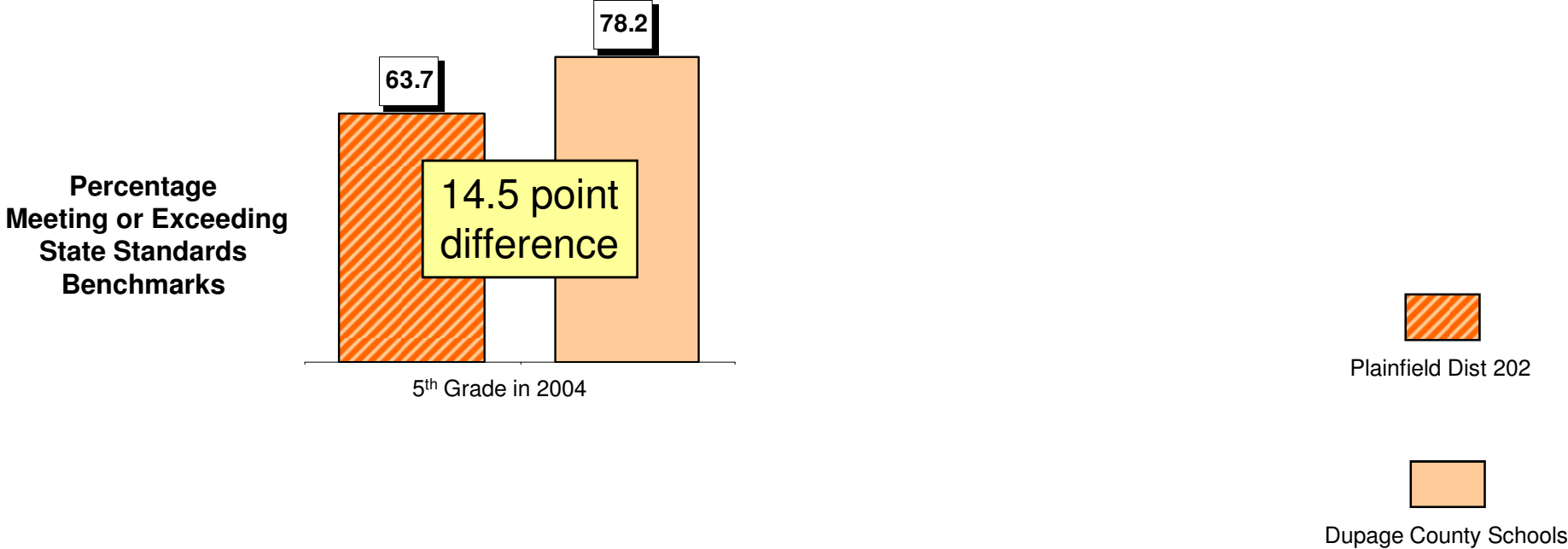


Left Behind was published by the Civic Committee in 2003 to present a clearer picture of student achievement in the Chicago Public Schools

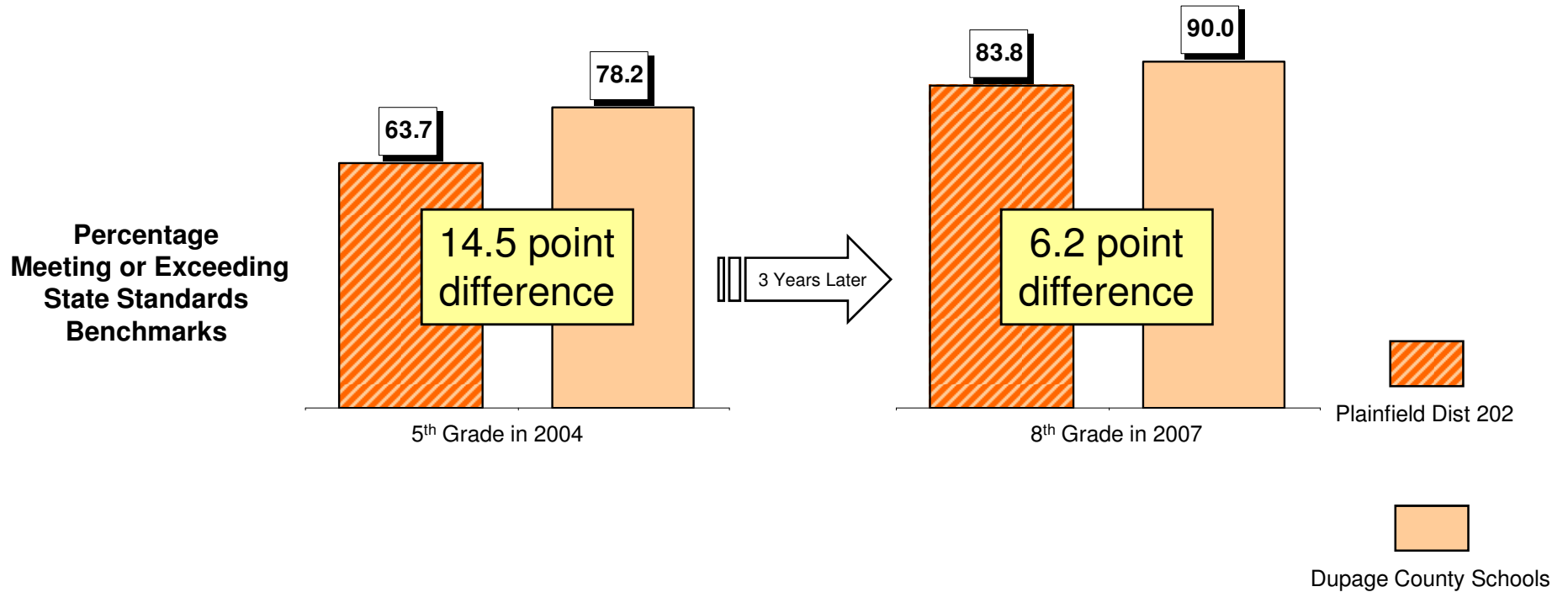
- Achievement in all but the top quarter of CPS schools was still well below state averages
- Growth in achievement was at a standstill in all but the top quarter of CPS schools
- **Average student achievement in the bottom quarter of CPS schools was in the bottom quartile of national norms on the Stanford 9 achievement test**



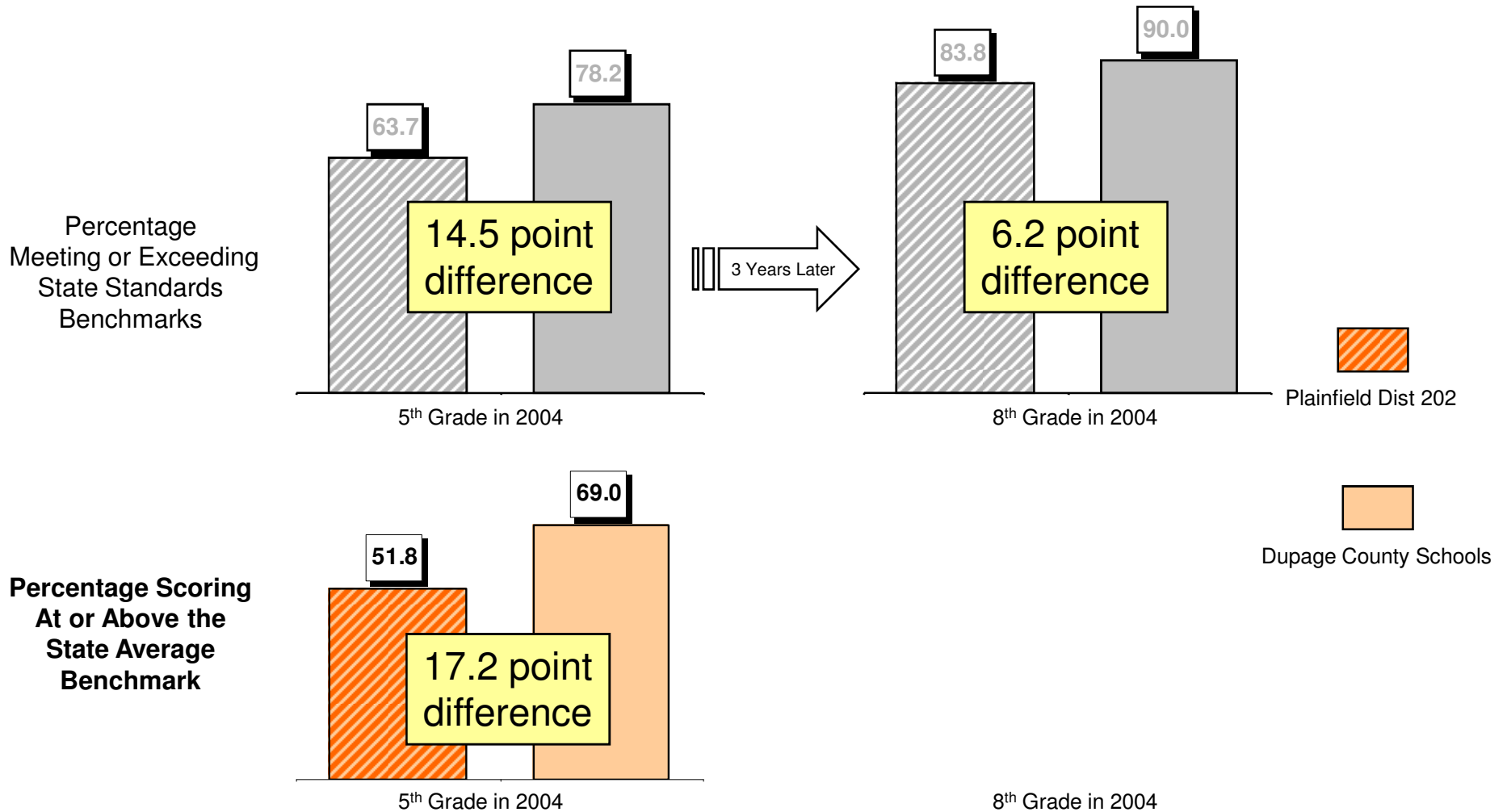
The meet/exceed metric has real limitations as a measure of progress toward closing the achievement gap



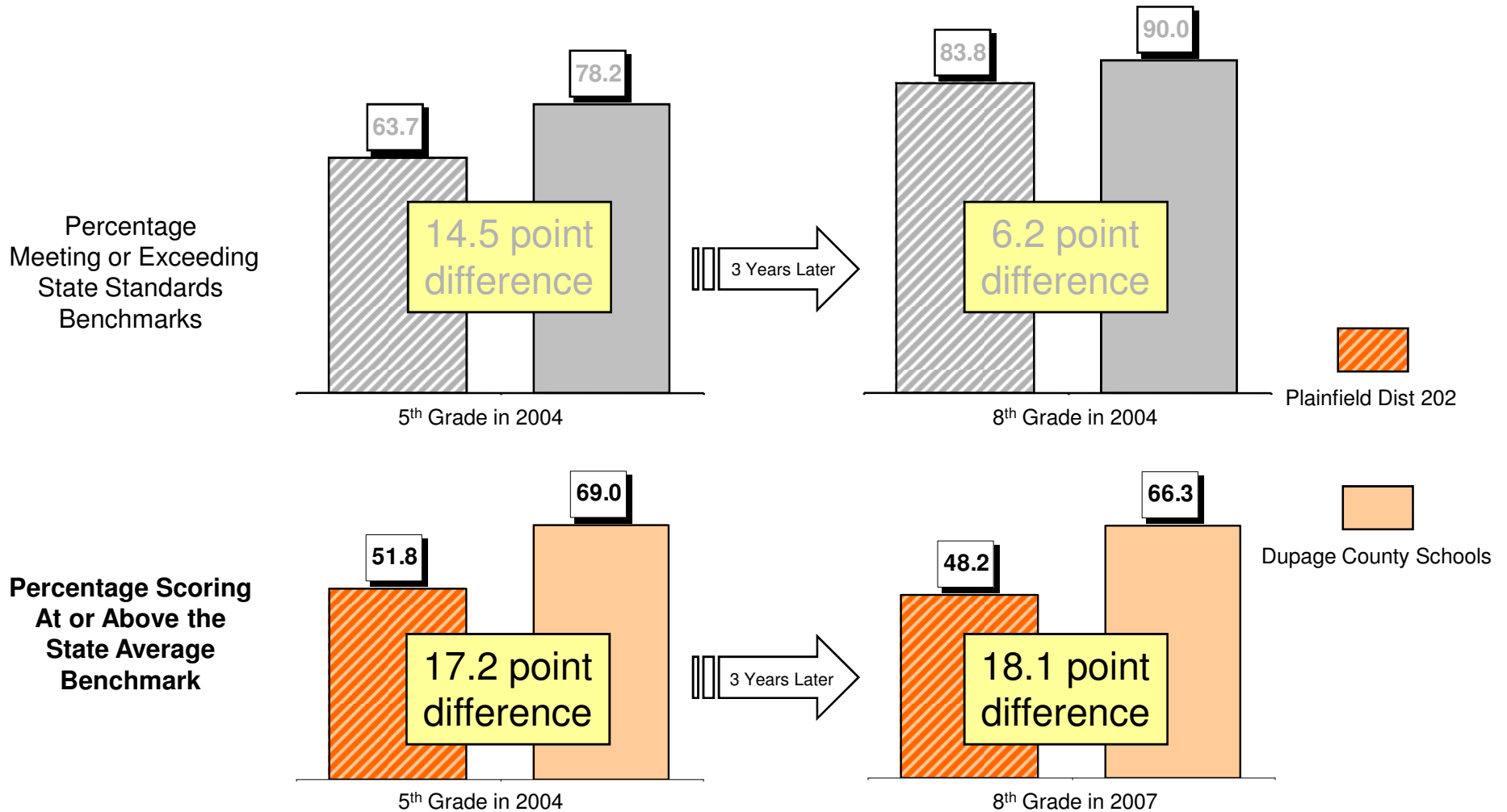
The meet/exceed metric has real limitations as a measure of progress toward closing the achievement gap



The meet/exceed metric has real limitations as a measure of progress toward closing the achievement gap



The meet/exceed metric has real limitations as a measure of progress toward closing the achievement gap

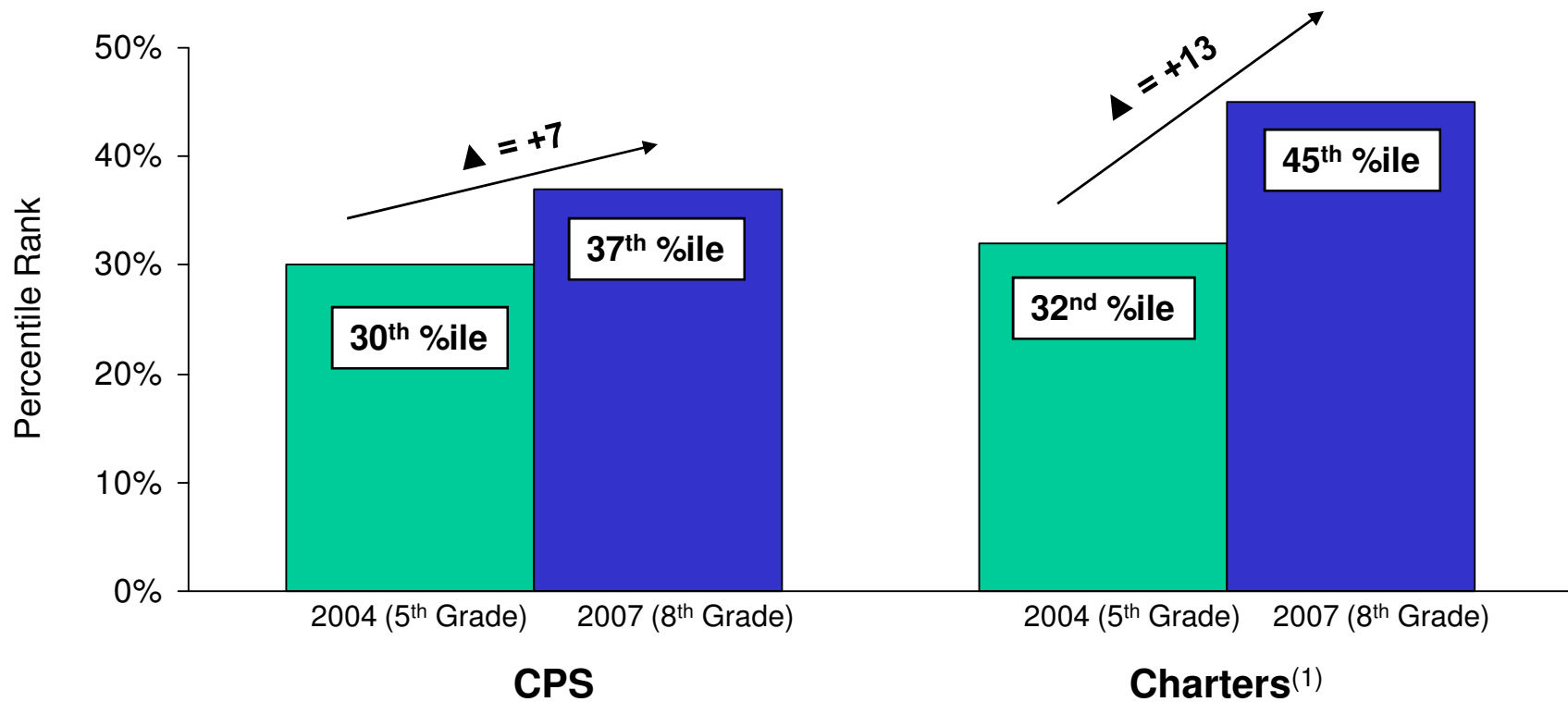


Looking at whole distributions of scores is the only way to get a true picture of overall student achievement

Turning average scale scores into percentiles provides a good single measure for assessing changes in the achievement gap

System-wide, CPS is closing the achievement gap in math with the rest of Illinois. Chicago charters are making even greater progress

Chicago Public Schools (CPS) & Chicago Charters
5th - 8th Grade ISAT Math
Average Scaled Score Percentile Rank vs. Illinois Distribution



Note (1)

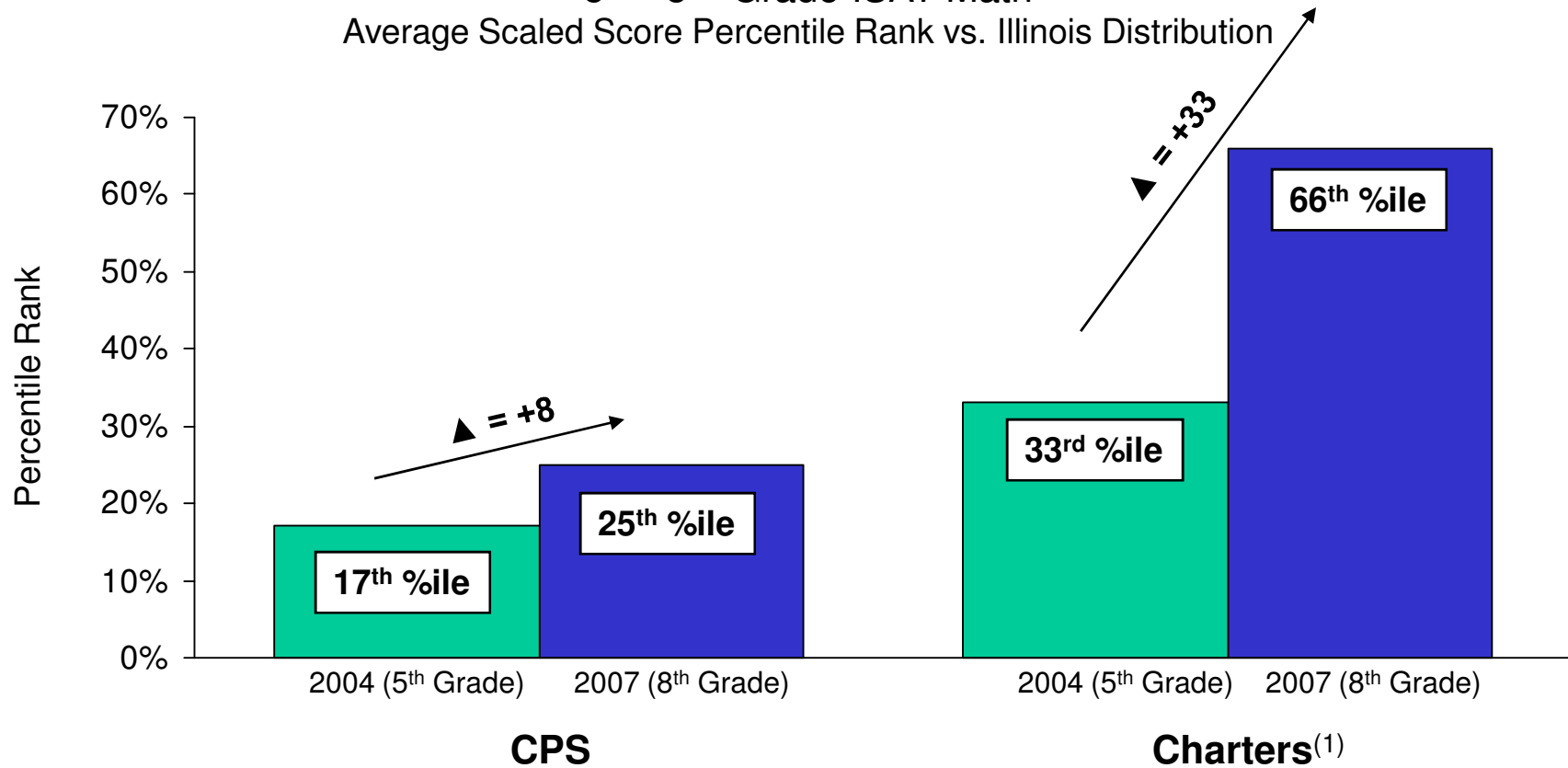
Includes Chicago International, Shabazz, North Kenwood, Paz, Alain Locke, LEARN, Chicago Children's Choir, Passages and KIPP—Ascend Charter Schools.

Schools serving Chicago's neediest students are making incremental progress in math. Comparable Chicago charters now outperform the state.

CPS & Chicago Charters w/ $\geq 90\%$ Low Income & $\geq 90\%$ African American Enrollments

5th - 8th Grade ISAT Math

Average Scaled Score Percentile Rank vs. Illinois Distribution

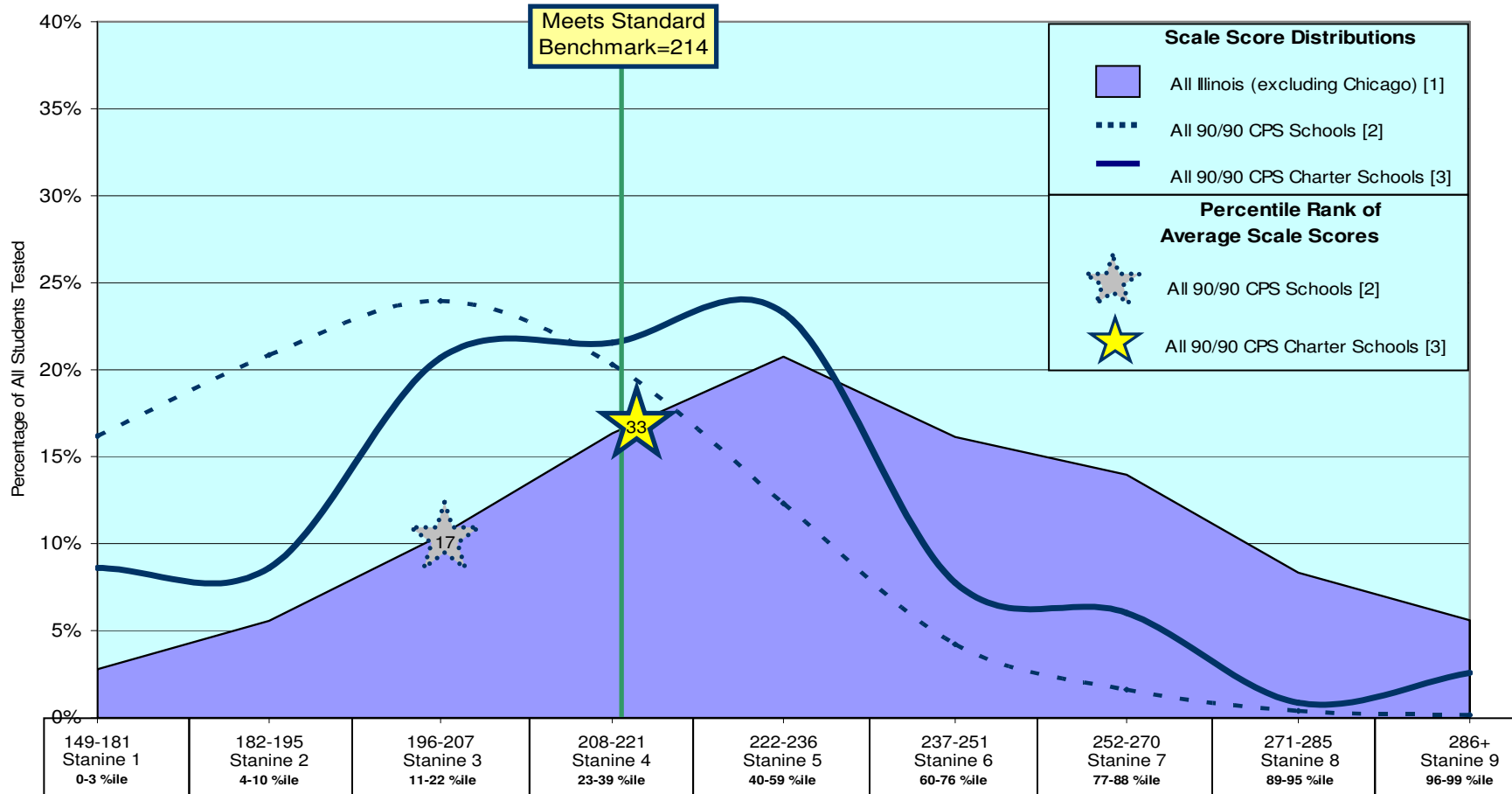


Note (1)

Includes KIPP – Ascend, LEARN, and Alain Locke Charter Schools

In 2004, average 5th grade math scores in high need CPS and Chicago charter schools were at the 17th and 33rd percentiles respectively

5th Grade ISAT Math Scores in CPS and CPS Charter Schools with $\geq 90\%$ Low Income and $\geq 90\%$ African American Enrollments in March 2004



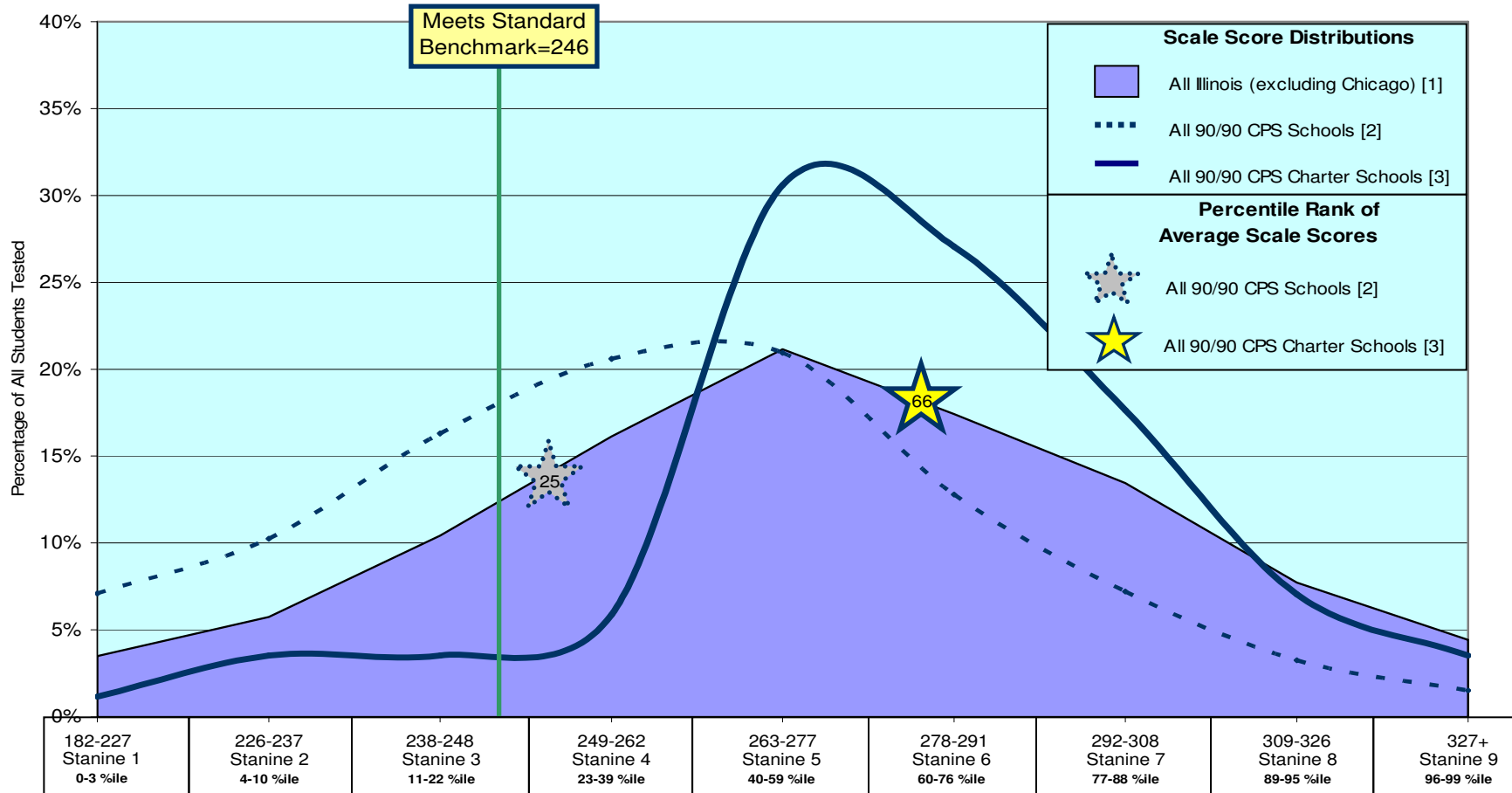
Note [1] Total tested=118, 729;

Note [2] Total tested=8,423;

Note [3] Total tested=116

In 2007, average 8th grade math scores in high need CPS and Chicago charter schools were at the 25rd and 66th percentiles respectively

8th Grade ISAT Math Scores in CPS and CPS Charter Schools with $\geq 90\%$ Low Income and $\geq 90\%$ African American Enrollments in March 2007



Note [1] Total tested=124, 114;

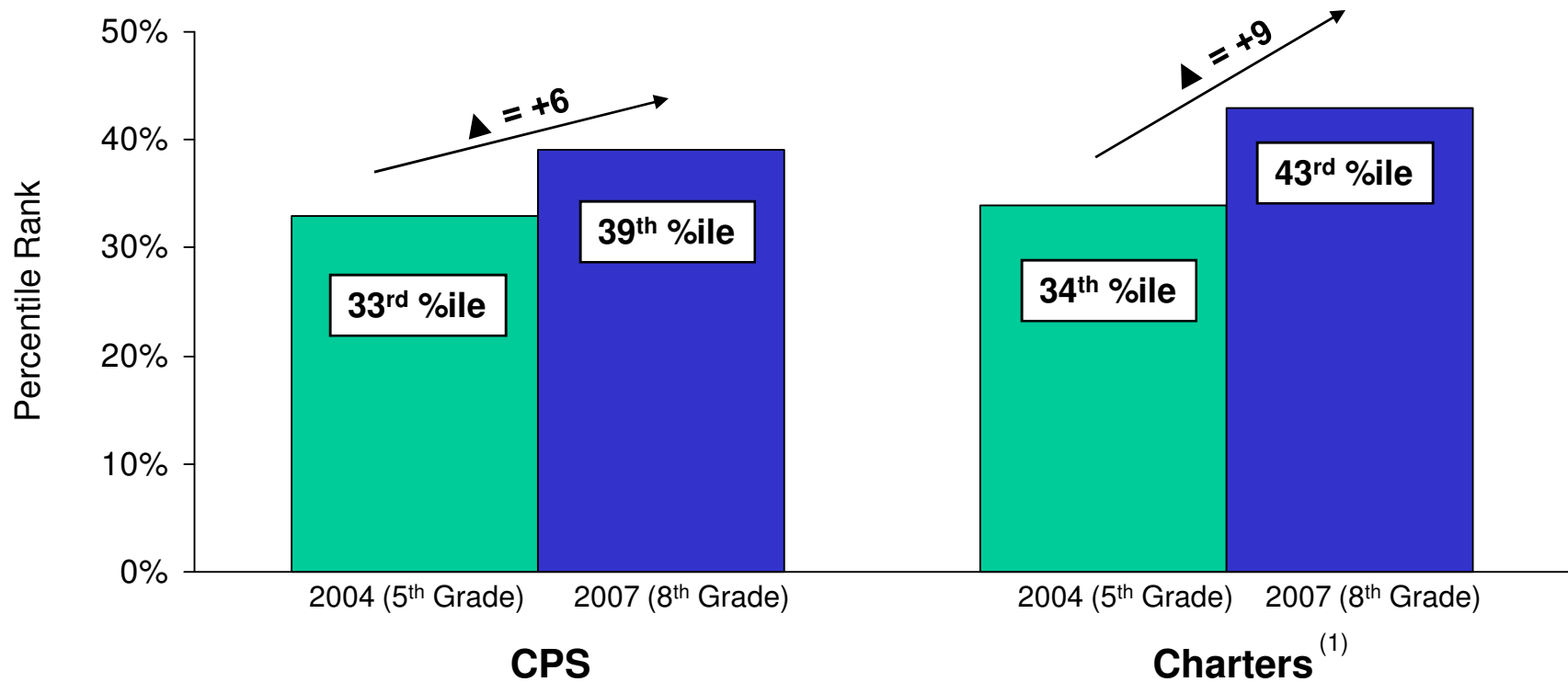
Note [2] Total tested=7,867;

Note [3] Total tested=85

Appendix – Reading Analysis

System-wide, CPS is closing the achievement gap in reading with the rest of Illinois. Chicago charters are making even greater progress

Chicago Public Schools (CPS) & Chicago Charters
 5th - 8th Grade ISAT Reading
 Average Scaled Score Percentile Rank vs. Illinois Distribution



Note (1)

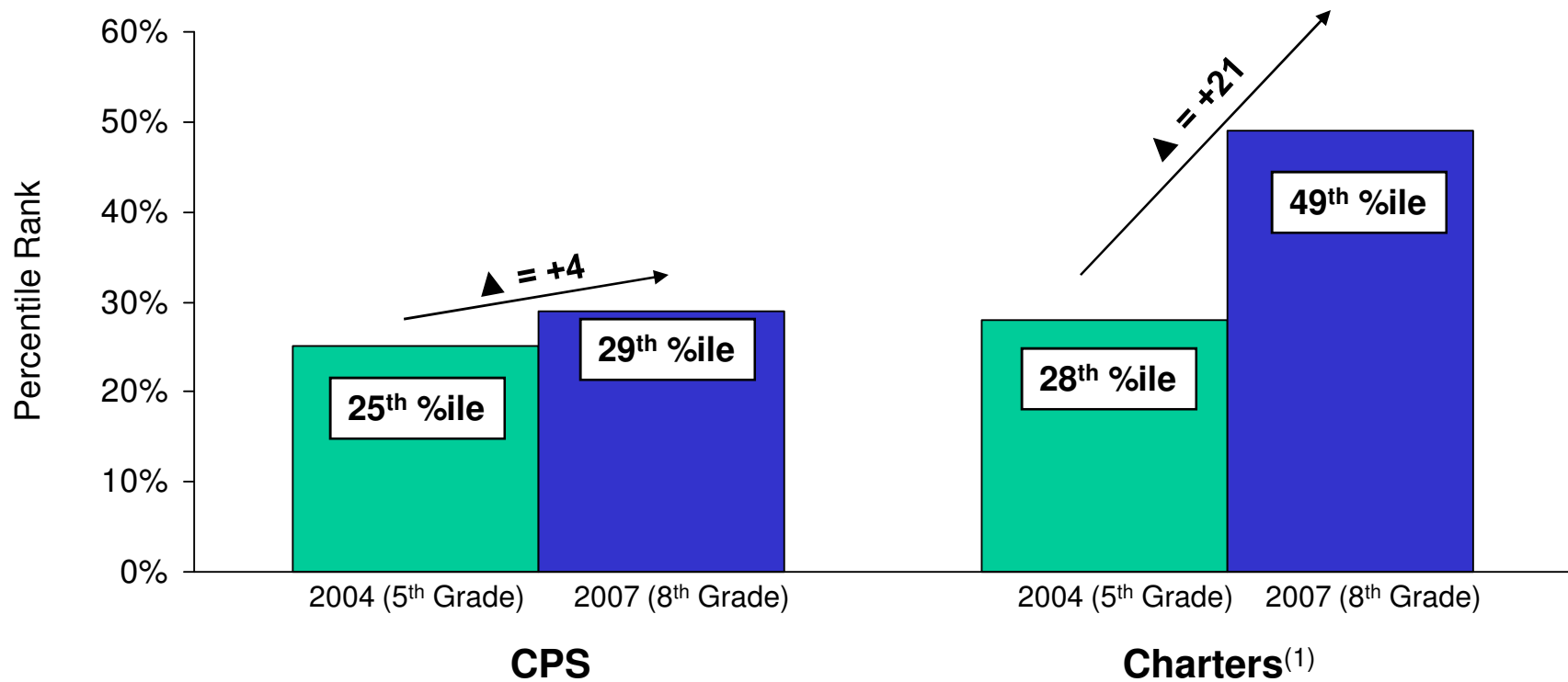
Includes Chicago International, Shabazz, North Kenwood, Paz, Alain Locke, LEARN, Chicago Children's Choir, Passages and KIPP—Ascend Charter Schools.

Schools serving Chicago's neediest students are making small gains in reading. Comparable Chicago charters are making dramatic progress

CPS & Chicago Charters w/ $\geq 90\%$ Low Income & $\geq 90\%$ African American Enrollments

5th - 8th Grade ISAT Math

Average Scaled Score Percentile Rank vs. Illinois Distribution

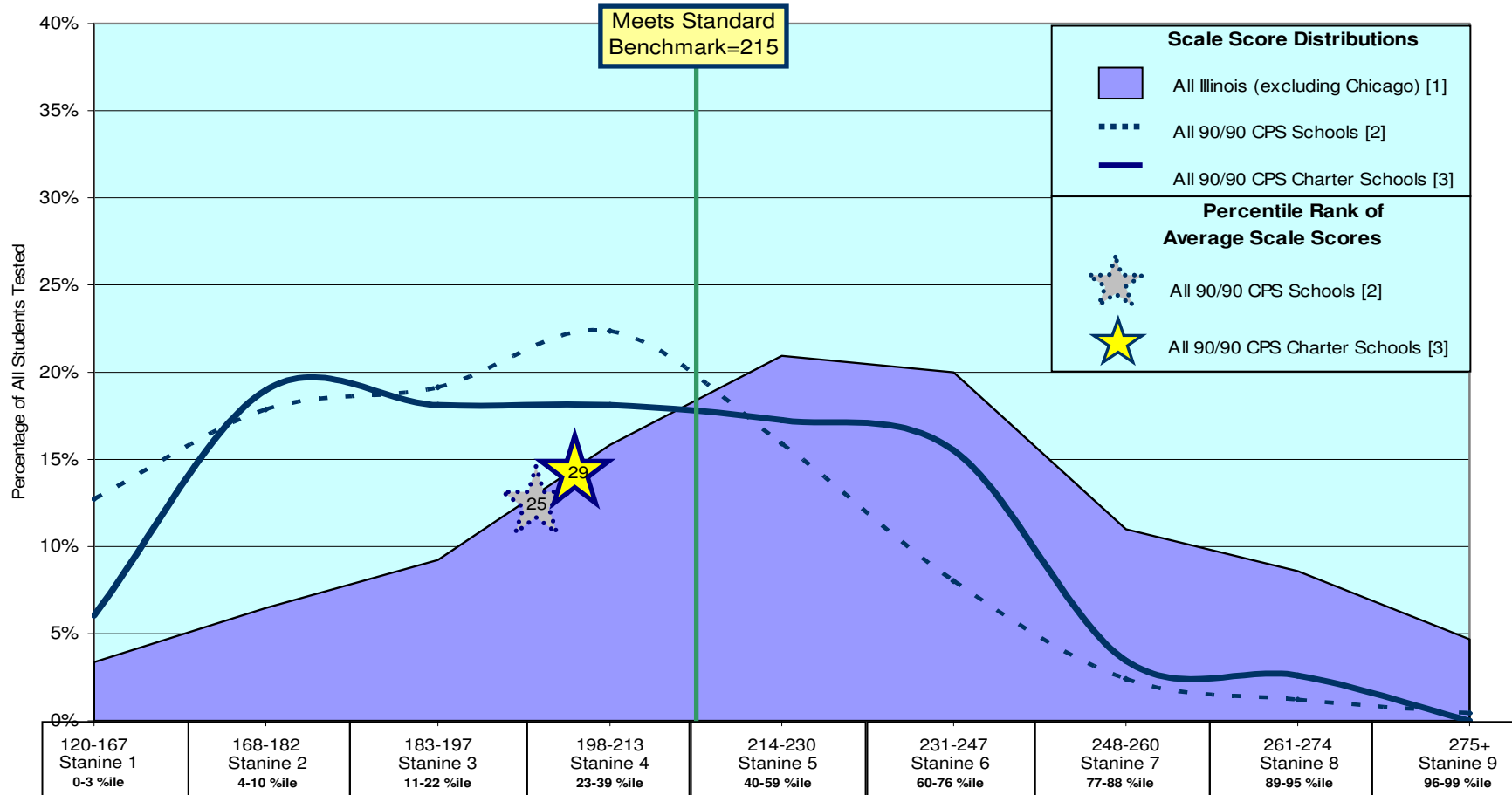


Note (1)

Includes KIPP – Ascend, LEARN, and Alain Locke Charter Schools

In 2004, average 5th grade reading scores in high need CPS and Chicago charter schools were at the 25th and 29th percentiles, respectively

5th Grade ISAT Reading Scores in CPS and CPS Charter Schools with $\geq 90\%$ Low Income and $\geq 90\%$ African American Enrollments in March 2004



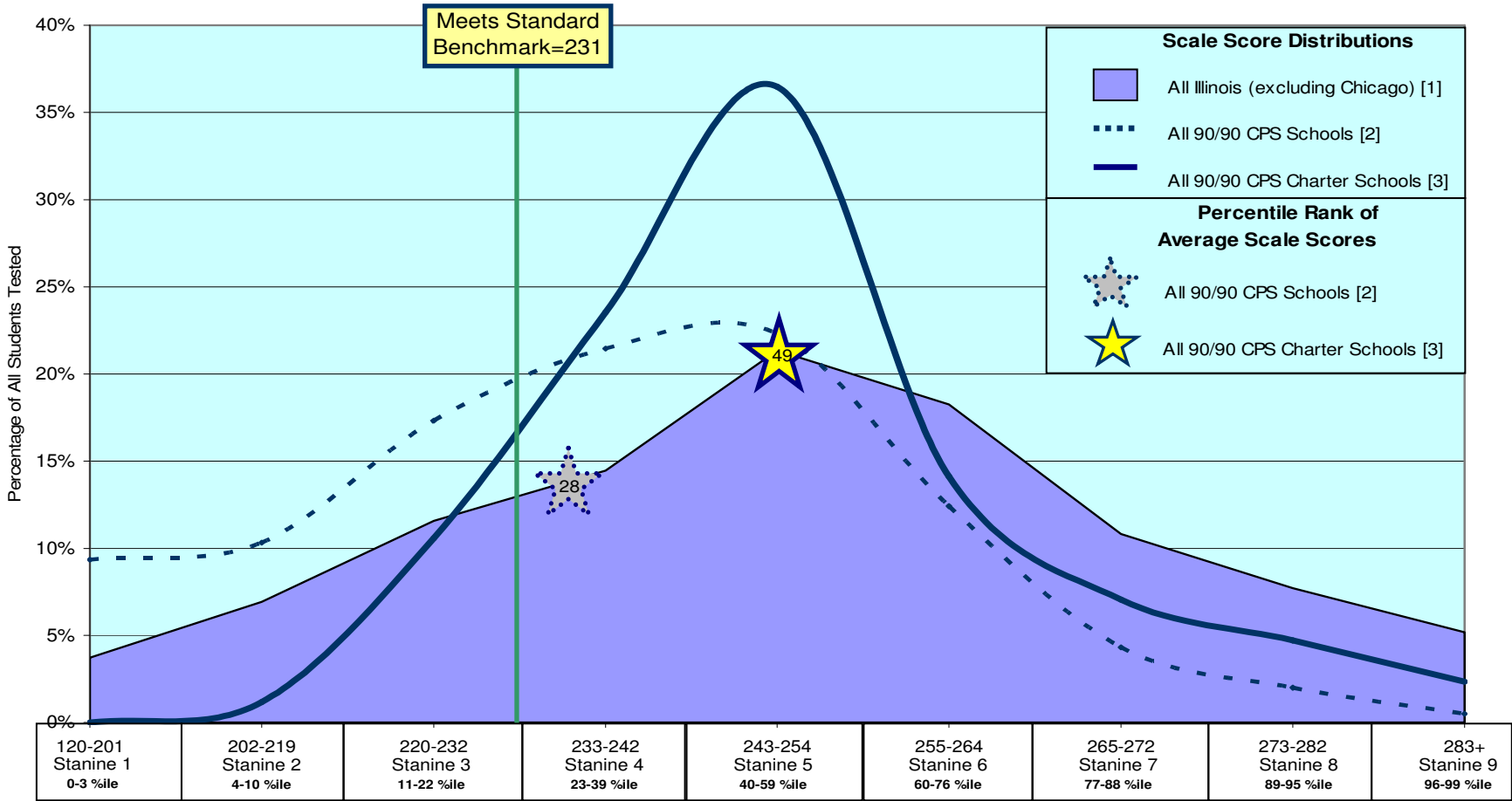
Note [1] Total tested=118, 729;

Note [2] Total tested=8,423;

Note [3] Total tested=116

In 2007, average 8th grade reading scores in high need CPS and Chicago charter schools were at the 28th and 49th percentiles respectively

8th Grade ISAT Reading Scores in CPS and CPS Charter Schools with $\geq 90\%$ Low Income and $\geq 90\%$ African American Enrollments in March 2007



Note [1] Total tested=124, 114;

Note [2] Total tested=7,867;

Note [3] Total tested=85