

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Metropolitan Nashville 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. Five 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 the Metropolitan Nashville Public Schools in Nashville, Tennessee. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district narrowed 100% of its achievement gaps between African-American and white students, Hispanic and white students, and between low-income and non-low-income students in reading and math.
- Between 2005 and 2008, the district narrowed 94% of its achievement gaps between its African-American and Hispanic students and the state's white students, and between its low-income students and the state's non-low-income students in reading and math.
- In 2008, 77% of the district's seniors overall took the ACT exam, and 73% and 63% of the district's African-American and white seniors, respectively, took the ACT exam. These are among the highest ACT participation rates of the eligible districts.
- Of 30 possible opportunities to demonstrate higher rates at the highest achievement level than the rest of the state in reading and math, the district did so in 0 instances in 2008 (0%).
- In 2008, the district showed lower-than-expected performance compared to other districts in Tennessee that serve students with similar family income levels in reading and math at all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in Tennessee in reading and math at all school levels.

ACHIEVEMENT GAPS

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

- Of 24 potential gap closures in reading (2005-2008) 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, 19 gaps are closing (79%). However, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of Tennessee

(top two deciles) while 44% of internal reading gaps are among the largest in the state (bottom two deciles).

- Of the 24 potential gap closures in math (2005-2008) 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, 17 gaps are closing (71%). However, only 11% of internal math achievement gaps in 2008 are among the smallest in the state of Tennessee (top two deciles) while 33% of 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 0 instances in 2008 (0%). No sub-group in the district is 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 only does so in 1 instance (7%). The district's strongest improvement relative to the state is in high school reading with low-income students.
- 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 sub-group in the district is 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 math, the district only does so in 3 instances (20%). The district's strongest improvement relative to the state is in high school math with low-income students.

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 does so in 0 instances in 2008 (0%).
- 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 1 instance (7%).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 0 instances in 2008 (0%).
- 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 3 instances (20%).

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 0 of 3 improvement residuals are positive (0%).

- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).

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.
- Using the average for all three graduation rates, the district is graduating an estimated 58% of its students.

COLLEGE READINESS

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- In 2008, 77% 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 19 (22 for white students and 17 for African-American students, representing a 5 point gap). Over the last four years, there has been no increase in the average ACT score for the district; however, participation rates have increased.
- In 2008, 20% of the district's juniors and seniors took an AP exam (25% of white students and 12% of African-American 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 47% (57% of white test-takers and 19% for African-American test takers, representing a 38 point gap). Over the last four years, the participation rate for all students overall has increased, while the percent of tests scoring 3 or higher has decreased.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 59% vs. 80% of schools in the state.