

## Metric Measures: 2005 and Beyond

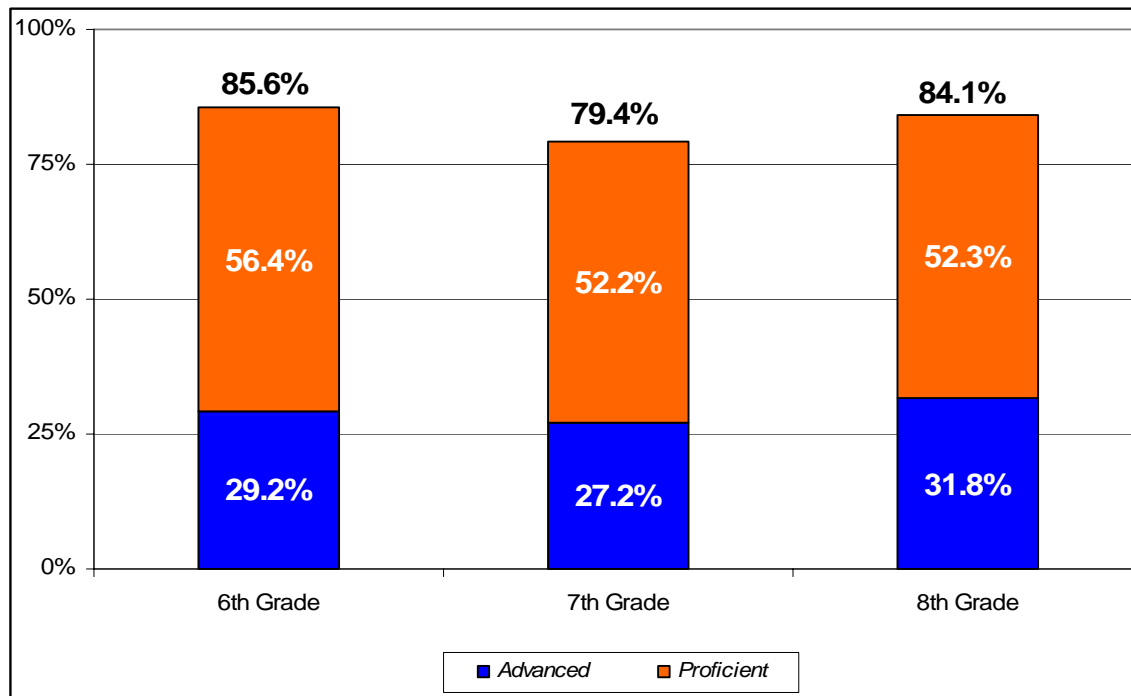
Throughout the planning year, leadership teams (principals, teachers, parents and students) have been provided with the opportunity to see their schools in ways they have not done so before – through their data. Data paints a picture from a perspective that often may be overlooked by those in the school day in and day out. It allows us to see where we are and where we need to go. This next section provides metrics for the *Middle Schools for a New Society*.

### Goal #1: Literacy instruction will become more rigorous with improved student performance.

- 100% of students will score advanced or proficient on the TCAP exam in reading-language arts.

Where we are now:

**Percentage of Students Scoring Advanced or Proficient in Reading-Language Arts: 2005**



Source: TN State Report Card 2005

Annual projections to meet initiative goal:

**Percentage of Students Scoring Advanced or Proficient in Reading-Language Arts**

	Baseline Year 2005	Year 1 2006	Year 2 2007	Year 3 2008	Year 4 2009
6th Grade	85.6%	89.2%	92.8%	96.4%	100.0%
7th Grade	79.4%	84.6%	89.7%	94.9%	100.0%
8th Grade	84.1%	88.1%	92.1%	96.0%	100.0%

- The percentage of students scoring “advanced” on the TCAP exam in reading-language arts will increase by a minimum of 5 percentage points annually.

### Percentage of Students Scoring Advanced in Reading-Language Arts

Baseline with projections to meet initiative goal

	Baseline Year 2005	Year 1 2006	Year 2 2007	Year 3 2008	Year 4 2009
6th Grade	29.2%	34.2%	39.2%	44.2%	49.2%
7th Grade	27.2%	32.2%	37.2%	42.2%	47.2%
8th Grade	31.8%	36.8%	41.8%	46.8%	51.8%

- Schools will receive a value added (TVAAS) score of A in reading-language arts for all students at each achievement level: advanced, proficient, and non-proficient.

### Value Added Scores in Reading-Language by Achievement Level: 2005

	Non-proficient	Proficient	Advanced
6th Grade	A	A	C
7th Grade	A	C	F
8th Grade	A	A	F
MSNS	A	A	F

A = Exceptional achievement gains  
 B = Exceeds state growth standard  
 C = Maintains state growth standard  
 D = Below state growth standard  
 F = Deficient

Reviewing value added scores by achievement levels helps schools determine if all students are challenged to high expectations. The chart above shows that students that have scored at the “non-proficient” level are making great gains. Students that score “proficient” are on average making great gains. Students that score “advanced,” however, are not making adequate gains in achievement. Armed with this data, schools will address instruction by differentiation to guarantee that all students, at every level of achievement, are making exceptional gains in achievement.

- The achievement gaps (socio-economic, gender and race) in reading-language arts will be eliminated.

### Socio-Economic Gap in Reading-Language Arts: 2005

	Non-Economic Disadvantaged	Economic Disadvantaged	Gap
6 <sup>th</sup> Grade	94.3%	77.9%	16.4%
7 <sup>th</sup> Grade	90.5%	68.3%	22.2%
8 <sup>th</sup> Grade	92.1%	76.6%	15.5%

Source: TN State Report Card 2005

### Gender Gap in Reading-Language Arts: 2005

	Boys	Girls	Gap
6th Grade	82.1%	89.5%	7.4%
7th Grade	75.3%	83.6%	8.3%
8th Grade	80.8%	87.6%	6.8%

Source: TN State Report Card 2005

### Race Gap in Reading-Language Arts: 2005

	White	African-American	Gap
6th Grade	92.4%	74.7%	17.7%
7th Grade	87.6%	66.0%	21.6%
8th Grade	90.4%	76.2%	14.2%

Source: TN State Report Card 2005

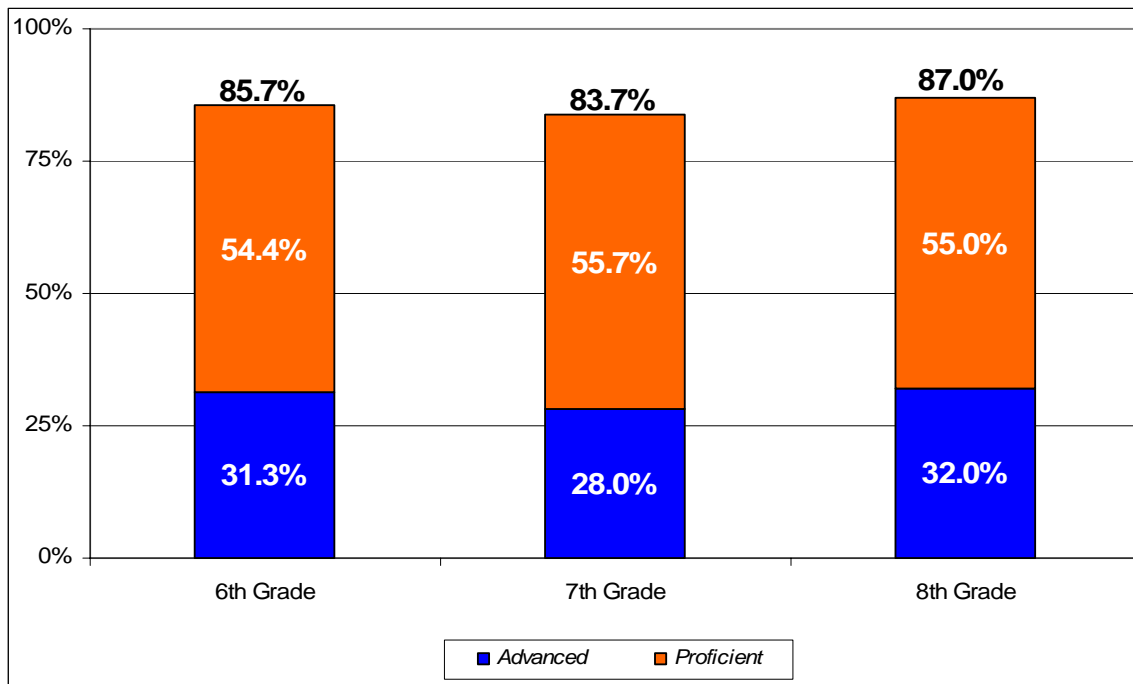
By 2009, the achievement gaps above will be eliminated and all students will be achieving at high levels.

### Goal #2: Math instruction will become more rigorous with improved student performance.

- 100% of students will score advanced or proficient on the TCAP exam in math.

Where we are now:

### Percentage of Students Scoring Advanced or Proficient in Math: 2005



Source: TN State Report Card 2005

Annual projections to meet initiative goal:

### Percentage of Students Scoring Advanced or Proficient in Math

	Baseline Year 2005	Year 1 2006	Year 2 2007	Year 3 2008	Year 4 2009
6th Grade	85.7%	89.3%	92.9%	96.4%	100.0%
7th Grade	83.7%	87.8%	91.9%	95.9%	100.0%
8th Grade	87.0%	90.3%	93.5%	96.8%	100.0%

- The percentage of students scoring “advanced” on the TCAP exam in math will increase by a minimum of 5 percentage points annually.

**Percentage of Students Scoring Advanced in Math**  
Baseline with projections to meet initiative goal

	Baseline Year 2005	Year 1 2006	Year 2 2007	Year 3 2008	Year 4 2009
6th Grade	31.1%	36.1%	41.1%	46.1%	51.1%
7th Grade	28.0%	33.0%	38.0%	43.0%	48.0%
8th Grade	32.0%	37.0%	42.0%	47.0%	52.0%

- Schools will receive a value added (TVAAS) score of A in math for all students at each achievement level: advanced, proficient, and non-proficient.

**Value Added Scores in Reading-Language by Achievement Level: 2005**

	Non-proficient	Proficient	Advanced
6th Grade	A	A	C
7th Grade	A	A	F
8th Grade	A	A	A
MSNS	A	A	B

A = Exceptional achievement gains  
 B = Exceeds state growth standard  
 C = Maintains state growth standard  
 D = Below state growth standard  
 F = Deficient

Reviewing value added scores by achievement levels helps schools determine if all students are challenged to high expectations. The chart above shows that students that have scored at the “non-proficient” level are making great gains. Students that score “proficient” are also making great gains. The gains made by 6<sup>th</sup> grade students that score “advanced” are equivalent to what is “expected” in a school year and thus are maintaining the state growth standard. Students in 7<sup>th</sup> grade, however, are losing ground; while 8<sup>th</sup> graders are making exceptional achievement gains in math. Schools use this information to monitor instruction so that all students, at every level of achievement, are making exceptional gains in achievement.

- The achievement gaps (socio-economic, gender and race) in math will be eliminated.

**Socio-Economic Gap in Math: 2005**

	Non-Economic Disadvantaged	Economic Disadvantaged	Gap
6th Grade	94.8%	77.6%	17.2%
7th Grade	92.5%	74.9%	17.6%
8th Grade	93.7%	80.8%	12.9%

Source: TN State Report Card 2005

**Gender Gap in Math: 2005**

	Boys	Girls	Gap
6th Grade	84.6%	86.8%	2.2%
7th Grade	85.1%	82.3%	2.8%
8th Grade	86.9%	87.2%	0.3%

Source: TN State Report Card 2005

**Race Gap in Reading-Language Arts: 2005**

	White	African-American	Gap
6th Grade	92.7%	74.4%	18.3%
7th Grade	90.1%	72.5%	17.6%
8th Grade	91.8%	79.7%	12.1%

Source: TN State Report Card 2005

By 2009, the achievement gaps above will be eliminated and all students will be achieving at high levels.

- 90% of all 8<sup>th</sup> graders will take Algebra and pass the Algebra Gateway exam.

In 2005, 44.7% of 8<sup>th</sup> graders took and passed the Algebra gateway exam. In 2005, 52.9% of 8<sup>th</sup> graders were enrolled in Algebra. Of these students, 84.5% passed the Algebra Gateway exam (38.5% scored proficient and 46.0% scored advanced.)

In preparing all students for the rigor of high school, the *Middle Schools for a New Society* will provide more and more 8<sup>th</sup> grade students with the opportunity to take courses that allow them to start high school off on the right foot. By 2009, 90% of 8<sup>th</sup> graders will take and pass the Algebra Gateway exam and be better prepared for the challenges of a rigorous high school.

**Goal #3: Schools will address transitional needs of students to increase promotion rates and student achievement.**

- Promotion rates will increase.

**Promotion Rates: 2005**

6th Grade	92.7%
7th Grade	94.0%
8th Grade	95.5%

Source: HCDE – SASI

The table above present middle school promotion rates, but doesn't tell the whole story. It is important to note that the 5<sup>th</sup> grade promotion rate in 2005 was 99.3%. The drop from 99.3% for 5<sup>th</sup> graders and the 6<sup>th</sup> grade rate of 92.7% indicates that indeed attention needs to be placed in the transition of students from 5<sup>th</sup> grade to 6<sup>th</sup> grade. The *Middle Schools for a New Society* will collect and analyze promotion data and use the data to make the transition a smooth one for incoming middle schools students.

- Schools will receive a value added (TVAAS) score of A in reading-language arts and math for all students at each achievement level (advanced, proficient, and non-proficient) at every grade level.

This metric has been reported for reading-language arts in Goal #1 and for math in Goal #2.

- The achievement gaps (socio-economic, gender and race) will be eliminated.

This metric has also been reported for reading-language arts in Goal #1 and for math in Goal #2.

These metrics will be used to measure our progress in this initiative. We will regularly update the metrics in order to continually review progress. Data will be provided to each school for their leadership team to utilize in their reform efforts. In addition, surveys, focus groups and school visits will provide valuable qualitative data to schools as they transform their school into a middle school for a new society.