



# News

from the MNPS Public Information Office

Metropolitan Nashville Public Schools

Media Inquiries: 615/259-8405

Contact: Woody McMillin

## State AYP Data Includes Many Positive Points For MNPS

**NASHVILLE, Tenn.** (Aug. 6, 2007) – The Tennessee Department of Education today released data on Adequate Yearly Progress (AYP) measurements for all public schools in the state -- and the information shows much good news for MNPS. The number of Metro Nashville Public Schools that met the AYP benchmarks increased by ten -- from 84 in 2005-2006 to 94 in 2006-2007. The number of schools that did not make AYP dropped by seven -- from 43 to 36 in the same time period.

"We are very pleased with the progress we are making in many schools across our District," said MNPS Director Pedro E. Garcia, Ed. D. "We will not, however, be satisfied until every school is consistently making AYP. The data clearly indicates which schools are doing well and which ones have challenges. It's a very useful tool for Districts across Tennessee to make the changes necessary to ensure every school has what it needs to be successful."

The report contained No Child Left Behind status, showing changes from the previous year. A quick summary of changes:

<b>NCLB Status</b>	<b>Number of Schools</b>	
	<b>2005-2006*</b>	<b>2006-2007*</b>
Good Standing	85	85
Target	16	12
School Improvement 1	10	6
School Improvement 1 – Improving	0	4
School Improvement 2	10	6
School Improvement 2 – Improving	4	5
Corrective Action	5	7
Corrective Action – Improving	0	3
Restructuring 1	0	2
State/LEA Reconstitution Plan 2	1	1
N<Small School Review	0	2
Total	131	133

\*Status for the year is determined by results from the previous year.

“There are several elements of the NCLB status report that are very pleasing for us, including an increase from four to 12 in the number of schools in the improving categories,” Garcia said. “It was also good to know there was a decrease in the number of schools targeted or in various school improvement categories, and that we maintained the number of schools in Good Standing. We also achieved a three percent increase in the overall percent of K-8 students proficient in Reading and a one percent increase in K-8 Math.”

Also in the K-8 category, every subgroup met or exceeded the previous year’s performance in Reading/Language Arts, with impressive gains by:

- Students with disabilities -- six percent,
- African Americans – four percent,
- Latino students – four percent,
- Native Americans – four percent,
- Economically disadvantaged – four percent, and
- White – two percent.

In K-8 Math, the largest subgroup improvements were made by:

- Students with disabilities –four percent,
- African Americans – two percent,
- Latino – two percent,
- White – two percent, and
- Economically disadvantaged – two percent.

At the high school level, the largest subgroup gains in math included:

- Students with disabilities – nine percent,
- Latino students – seven percent,
- African American – three percent, and
- Economically disadvantaged – three percent.

There was a district-wide increase of nine percent (from 44 percent to 53 percent) in the percentage of high school students scoring at the Advanced level in Reading and Language Arts. A subgroup which declined was English Language Learners. The number of English Language Learners continues to increase each year, and the transition from non-speaking to proficient is longer for older students.

Garcia said he was disappointed with 13 schools being in the corrective action, restructuring or

reconstitution categories. He said the assessment “provides not just validation, but inspiration to help the schools who are falling short of benchmarks.

“We know in some cases the ability for a school to advance from one category to another was affected by a small number of students missing one or more of the dozens of performance standards,” he said. “In some cases, progress was made from last year, but not quite enough in some subgroup areas for a school to cross the hurdle into a higher rating. Our overall improvements are significant and impressive, but we know there are areas where additional work is required. And that work is already underway; we have implemented dozens of new efforts to help all students be more successful.”

Garcia said those efforts include small learning communities, learning partnerships with local colleges and universities, additional training for teachers and the opening of a professional development center, greater involvement with community resources, new behavior specialists, registrars in high schools, more math mentors for middle schools, new instructional technologies, new reading/writing text in elementary and middle schools, a Big Picture School, the Teens Making A Difference (TMAD) program, decentralization of services to more closely support schools and many others.

Metro Nashville Public Schools provide a range of educational opportunities to more than 75,000 students in Nashville and Davidson County. The governing body for MNPS is the Metropolitan Nashville and Davidson County Board of Public Education, a nine-member group elected by residents of Metropolitan Nashville. For more information, please visit [www.mnps.org](http://www.mnps.org).

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Additional notes:

- For a school to make Adequate Yearly Progress, every subgroup of students must meet state achievement benchmarks or make significant improvement over previous years in both Reading/Language Arts and Math. In addition, the school attendance rate (K-8) or graduation rate (high schools) must meet the state NCLB requirements.
- For a school to be in Good Standing, it must make Adequate Yearly Progress for two consecutive years.
- High school NCLB results are based on Gateway Algebra I and English II exam scores, Tennessee Comprehensive Assessment Program (TCAP) writing assessment scores and TCAP alternative assessment scores.
- NCLB results in grades K-8 are based on TCAP Reading and Math achievement test scores, TCAP writing assessment scores and TCAP alternative assessment scores.