



# Educational Well-Being in Memphis

Marc Goodman-Bryan

CENTER FOR URBAN CHILD POLICY

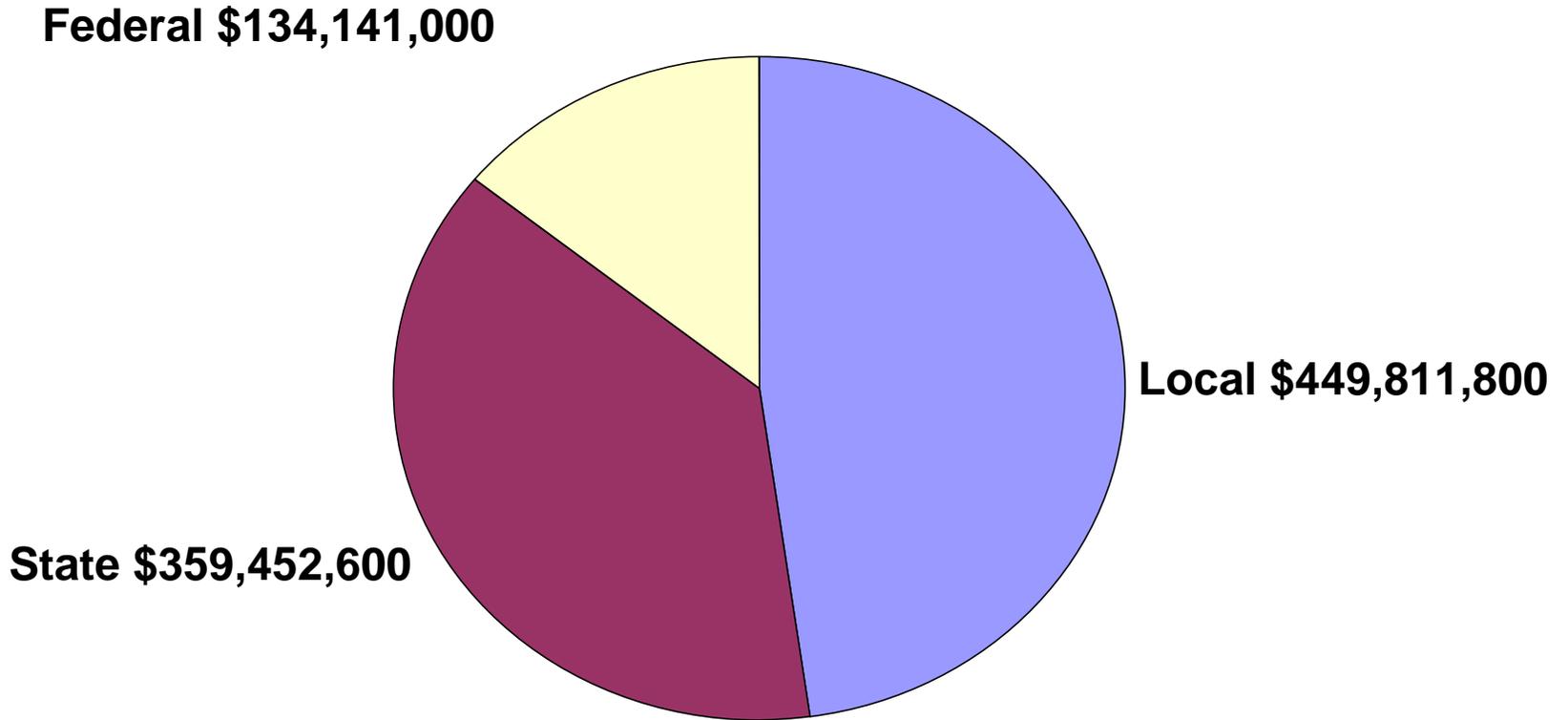
Advancing Public Policy to Improve the Well-Being of Children

# Educational Well-Being in Memphis

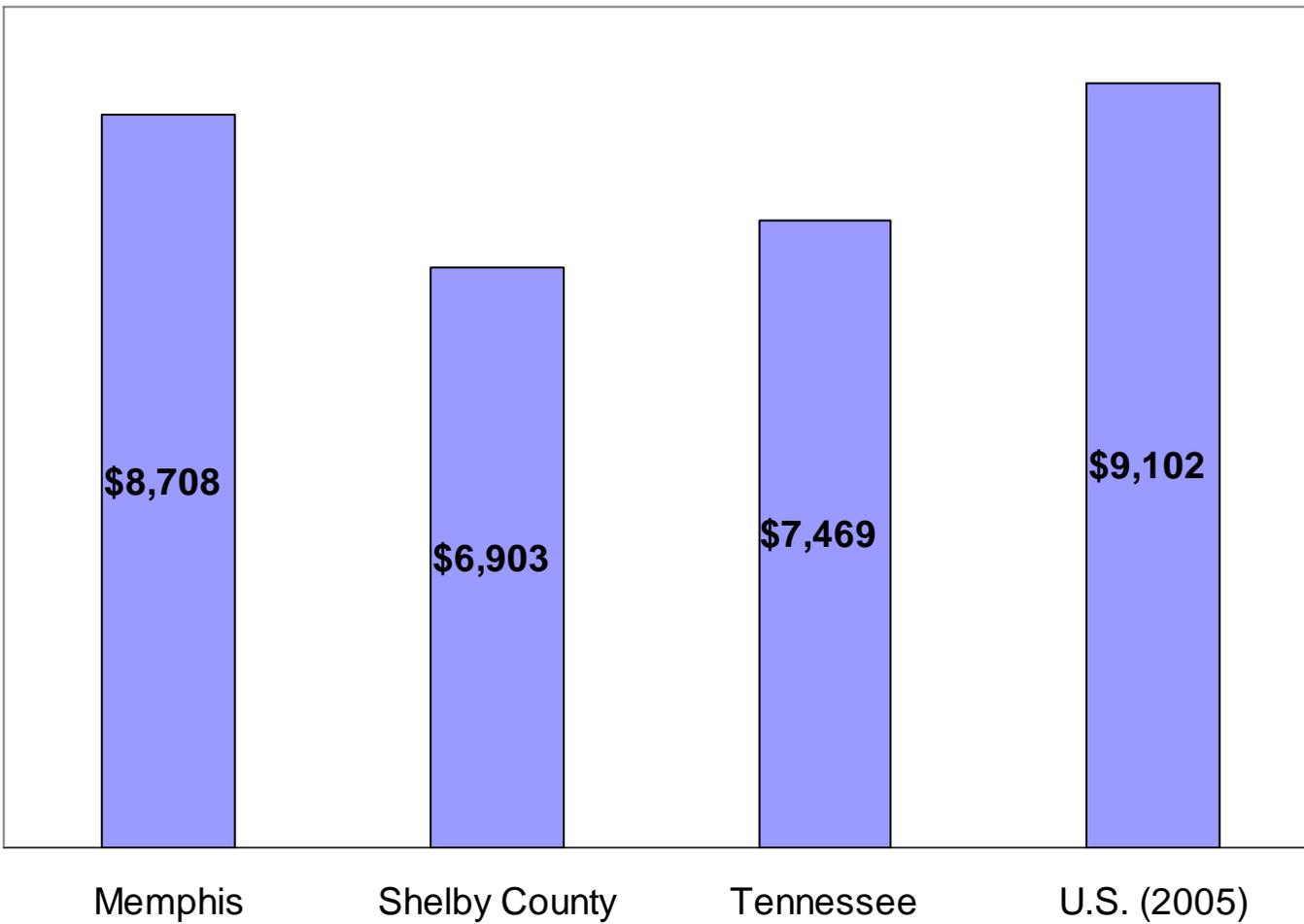
- Children enter the formal educational system from a variety of backgrounds. They bring their social, economic, cultural and other influences to school with them; they do not arrive as empty vessels. Research shows that these factors have already influenced children's development and will be correlated to varying degrees with success in school throughout their academic lives.
- “The education of children shapes their own personal development and life chances, as well as the economic and social progress of our Nation.”

America's Children: Key National Indicators of Well-Being

# Revenue Sources for MCS Operating Activity 2004-2005



## 2006 Per Pupil Expenditures

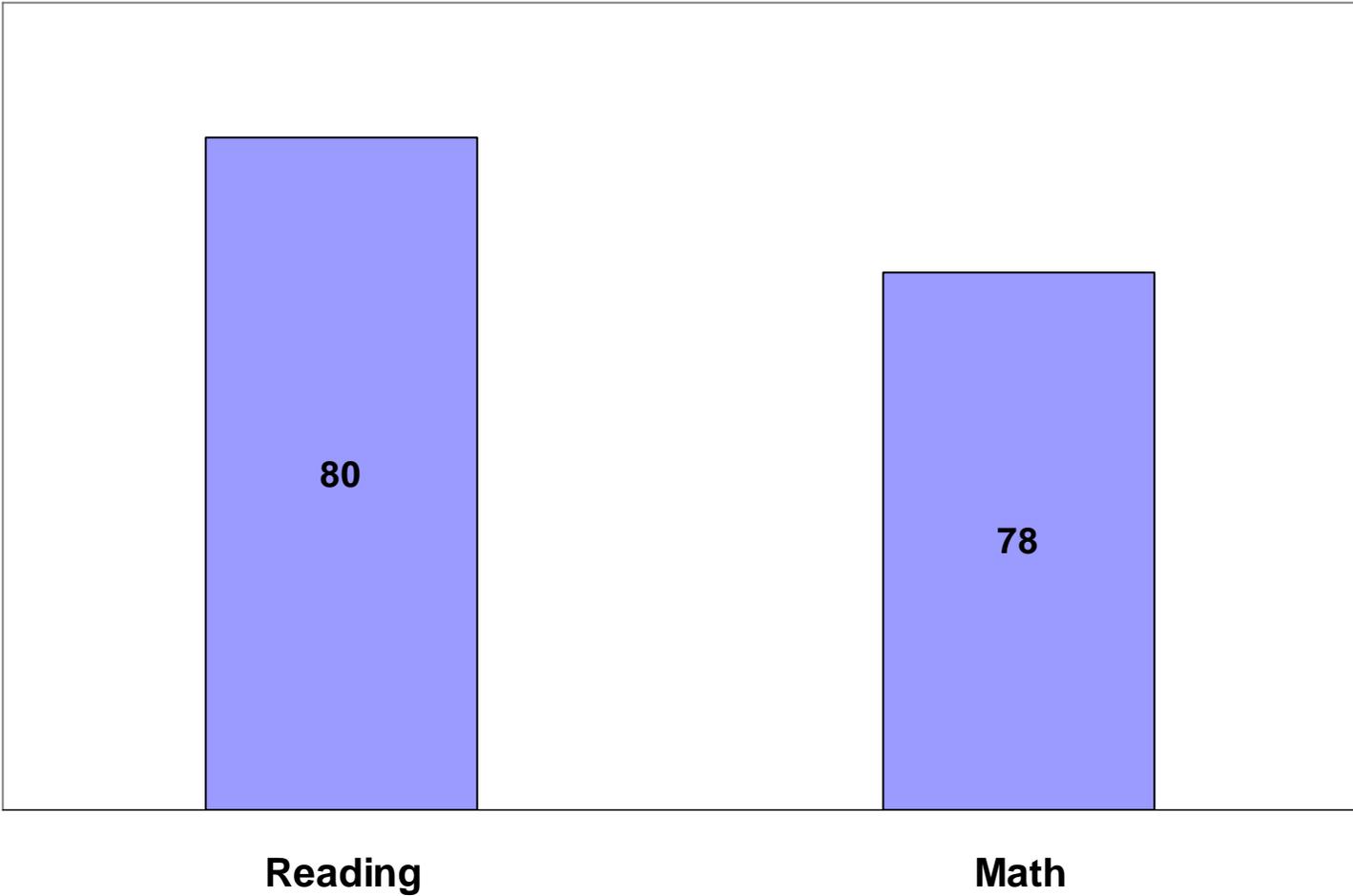


- **“School report card shows more to do”**

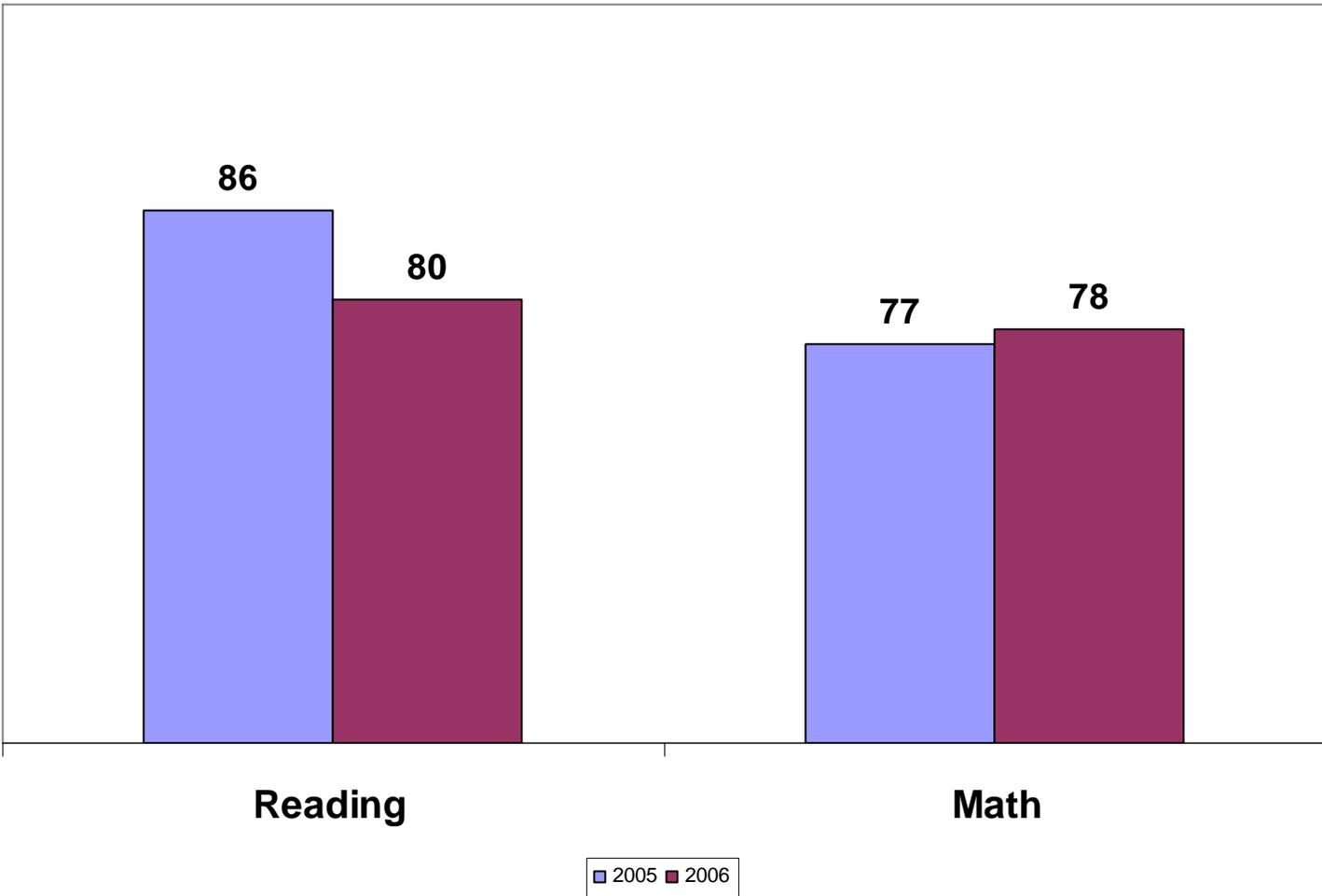
--Commercial Appeal Nov 11 2006

- **“In many ways, the district exceeded expectations for academic achievement,”** says John Barker (Dir. Of Research, Evaluation and Assessment, MCS).

## Memphis City Schools 2006 TCAP



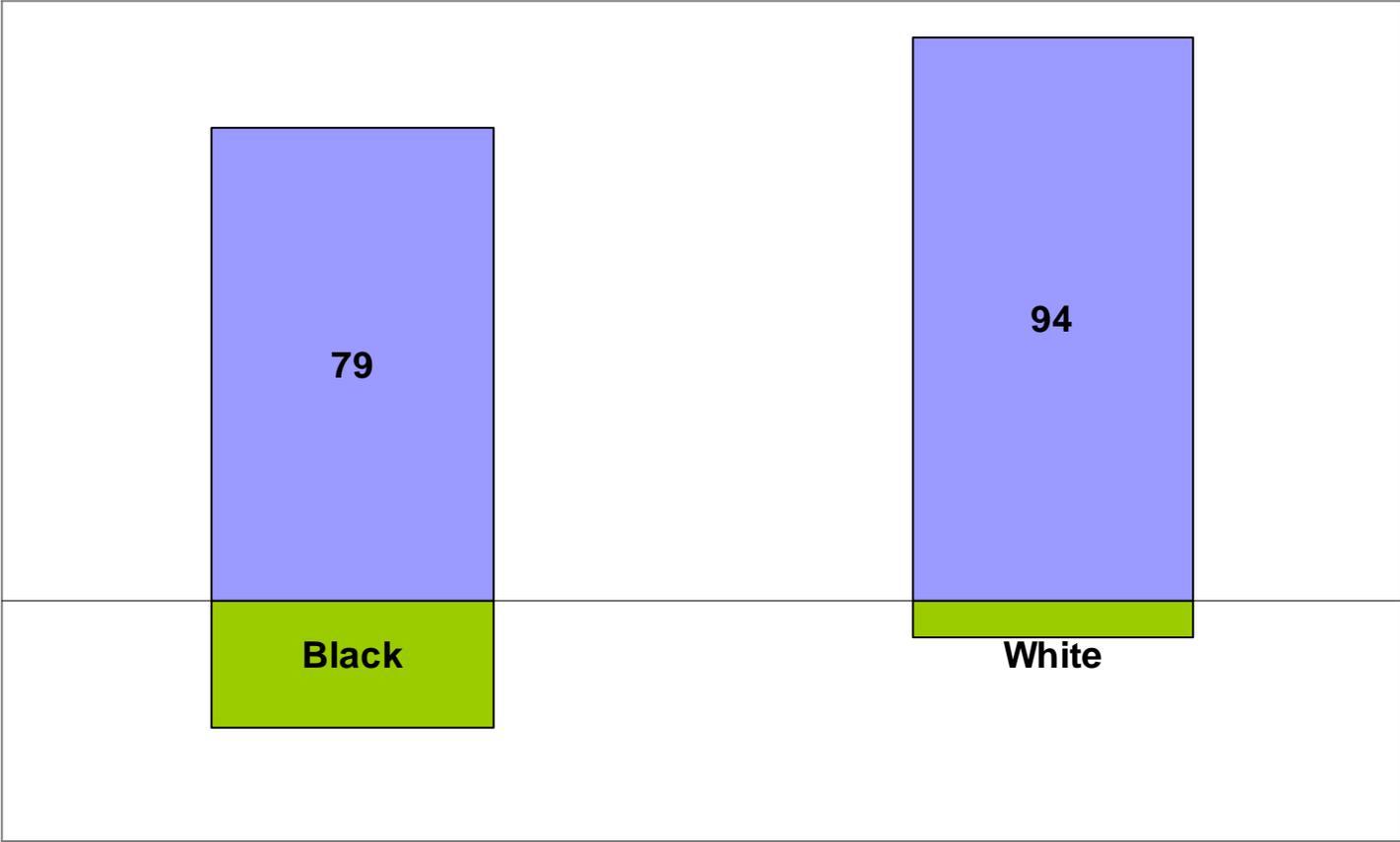
## Memphis City Schools TCAP 2005 and 2006



# Achievement Gaps: Race

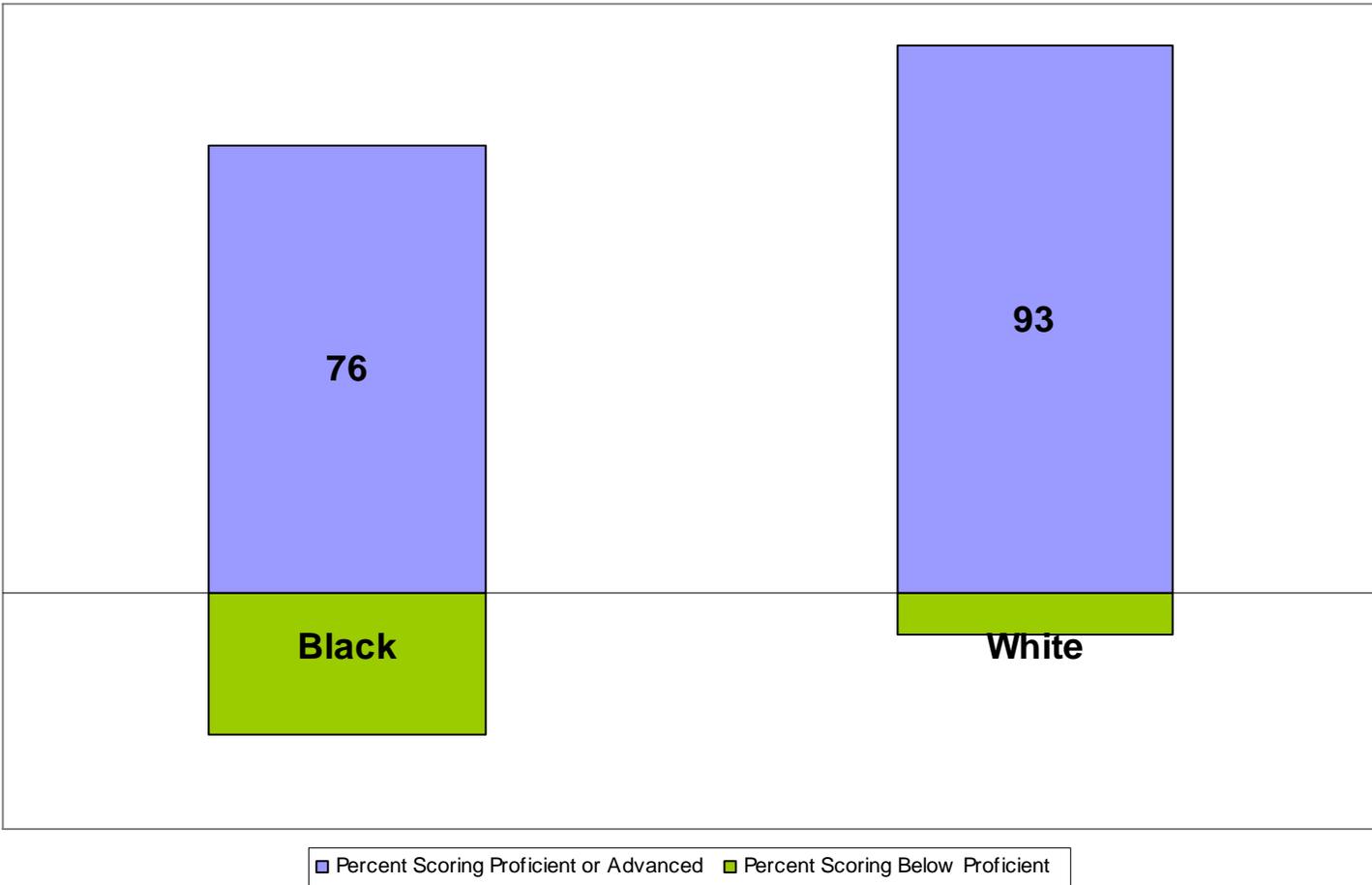
- 87 percent of Memphis City Schools students are African American.
- 9 percent are White.
- There are significant gaps in TCAP performance between White and Black students.

**2006 TCAP - Memphis City Schools Reading Performance, by Race**

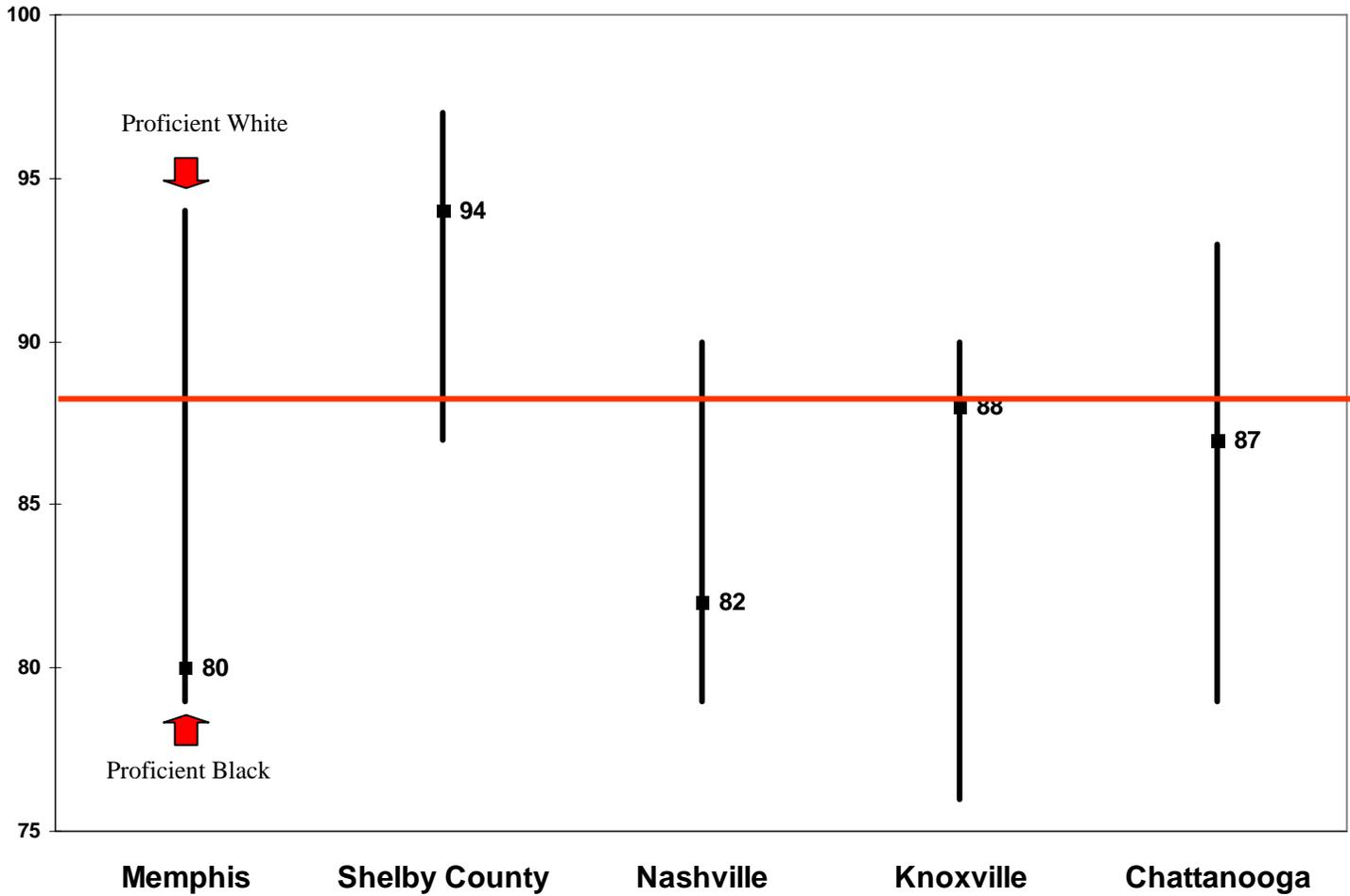


■ Percent Scoring Proficient or Advanced ■ Percent Scoring Below Proficient

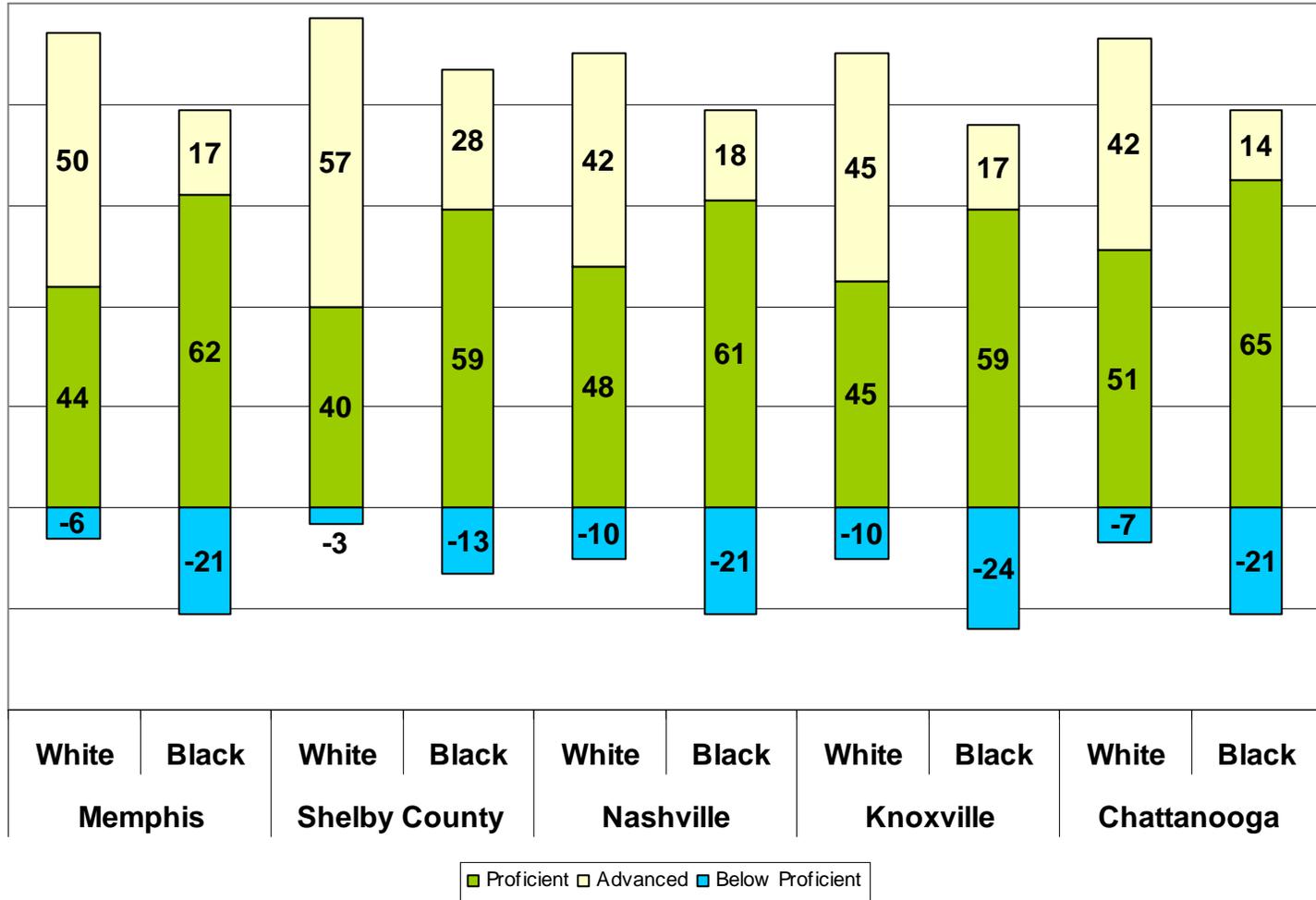
## 2006 TCAP - Memphis City Schools Math Performance, by Race



## Black-White Achievement Gaps, 2006 Reading TCAP



## Reading Performance Across Tennessee by Race, 2006 TCAP



# Achievement Gaps: Income

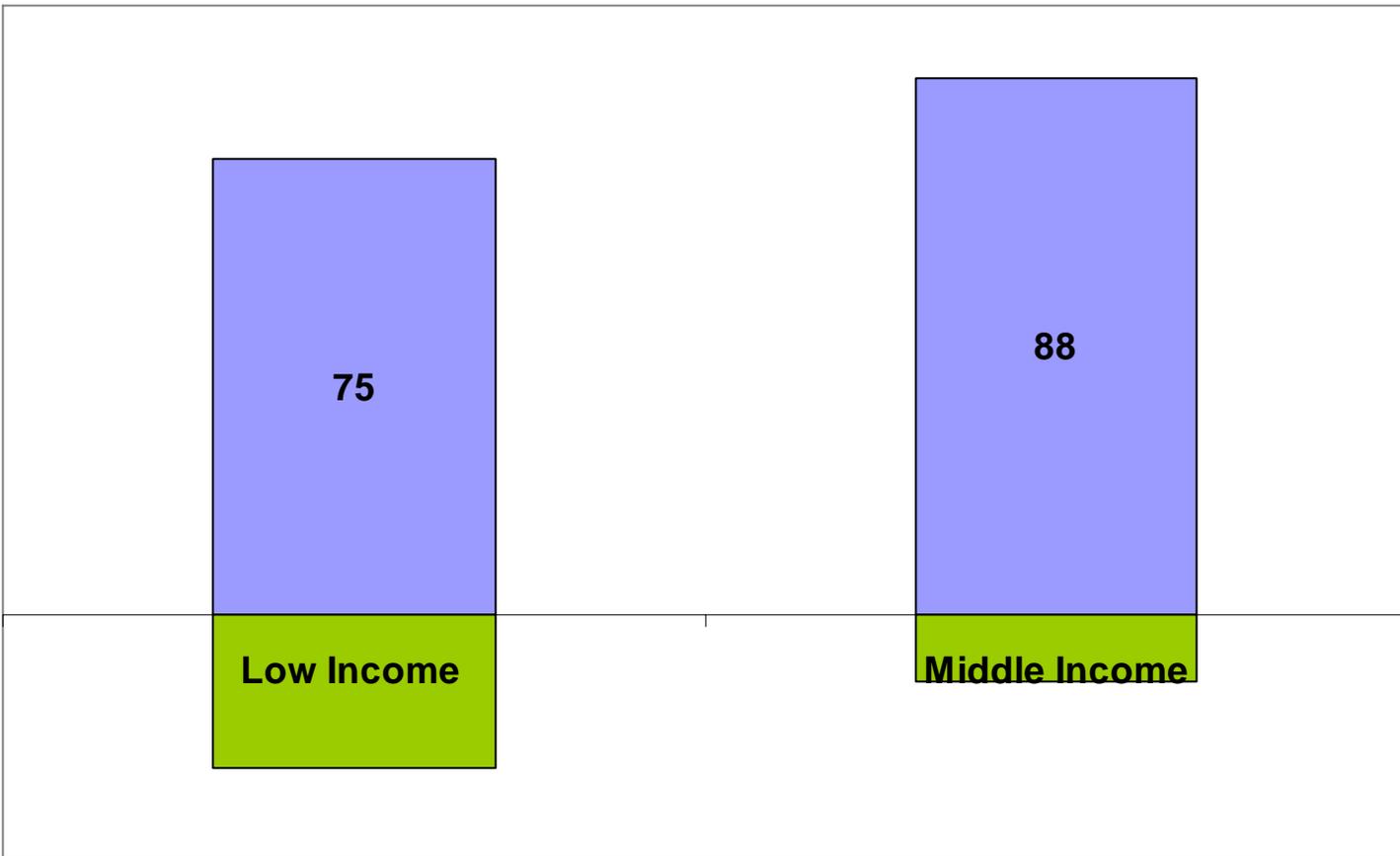
- About 71 percent of MCS students are from low income families.
- There are significant gaps in TCAP performance between low income students and other students.
- SES is the strongest correlate of academic success.

## 2006 TCAP - Memphis City Schools Reading Performance, by Income



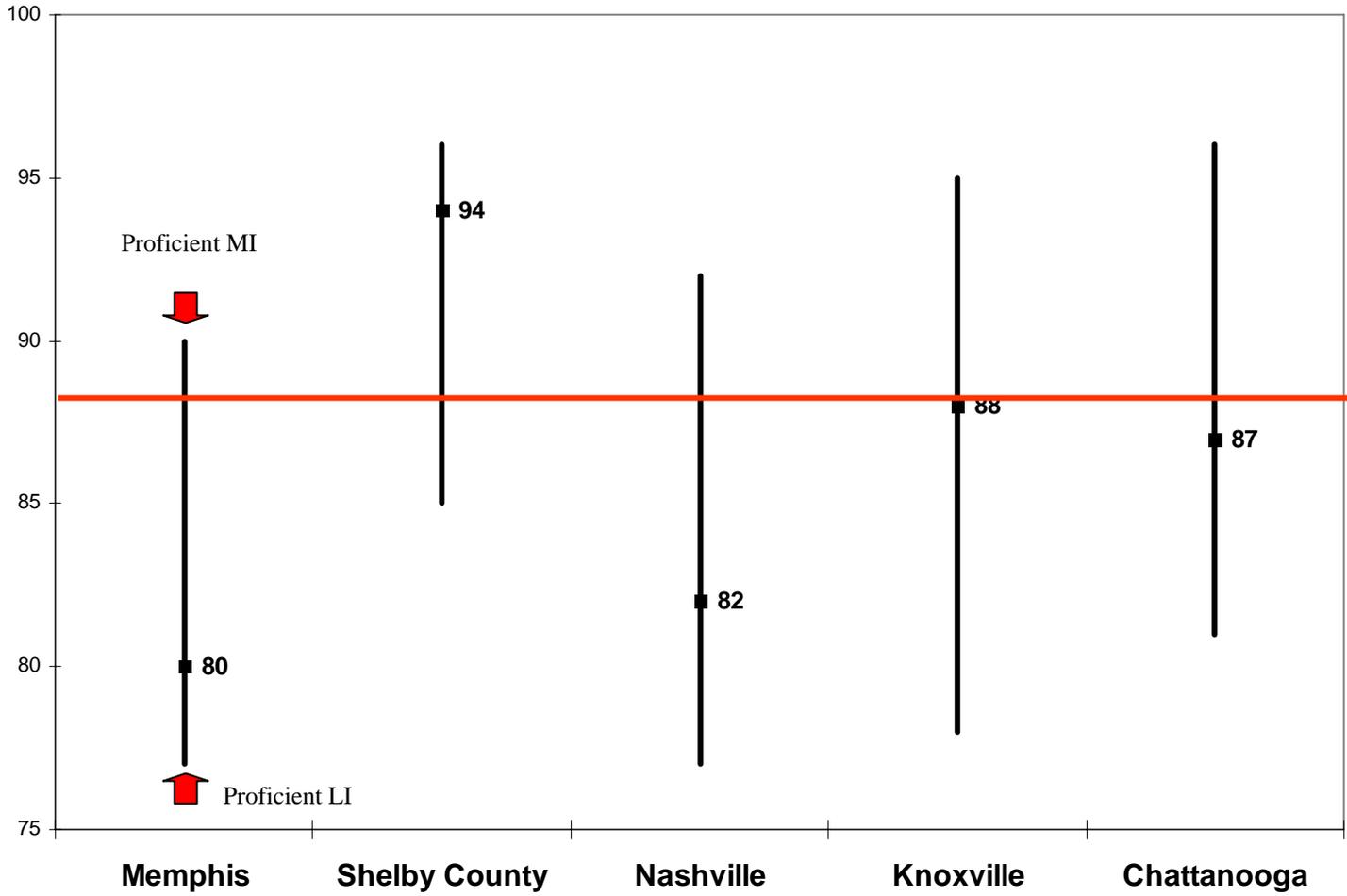
■ Proficient and Above ■ Below Proficient

## 2006 TCAP - Memphis City Schools Math Performance, by Income

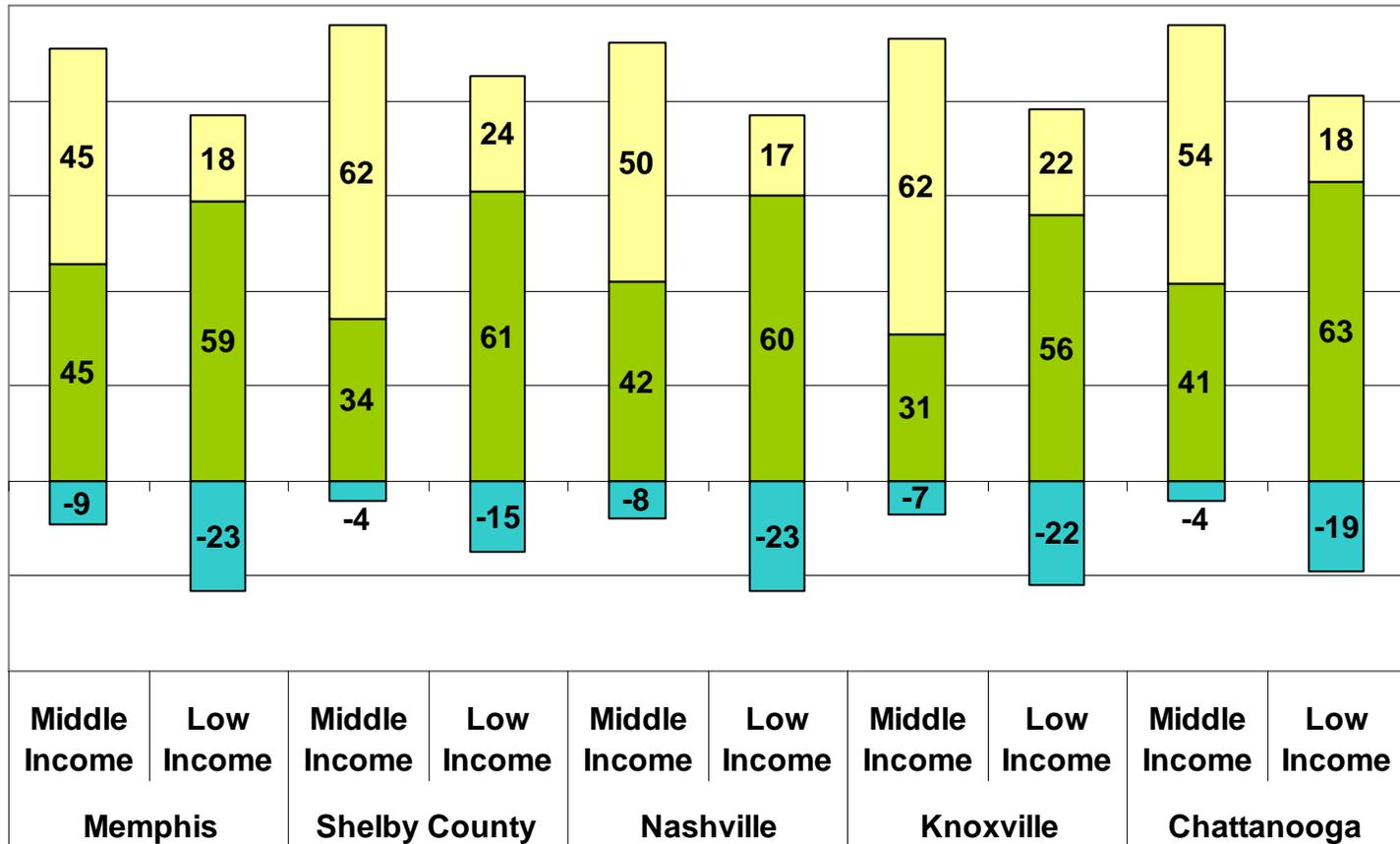


■ Proficient and Above ■ Below Proficient

## Achievement Gaps by Income, 2006 Reading TCAP



## Reading Performance Across Tennessee by Income, 2006 TCAP

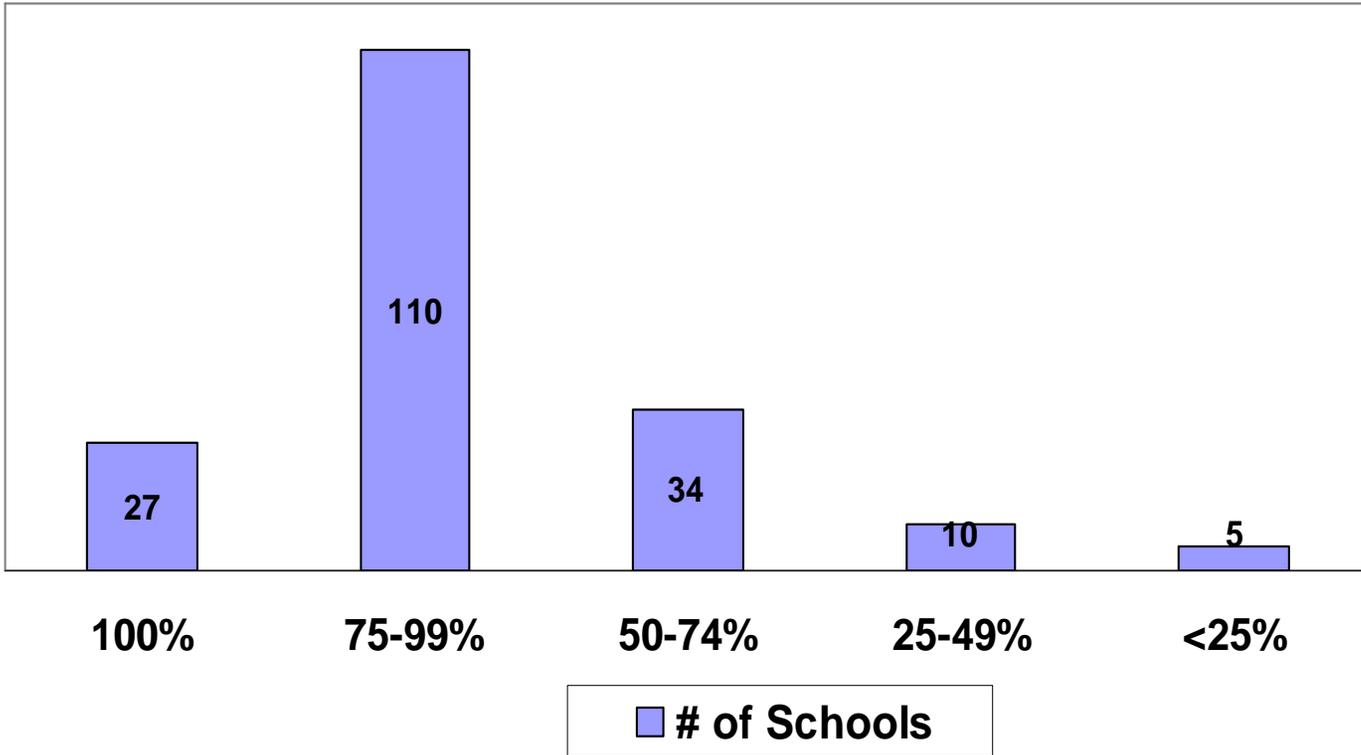


■ Proficient 
 ■ Advanced 
 ■ Below Proficient

# Higher income students are concentrated in 8 MCS schools.

- The following schools are the only MCS schools with less than 30 percent low income students:
  - Campus Elem.
  - Cordova Elem., Middle, and High
  - Richland Elem.
  - Ridgeway High
  - White Station High and Middle

## 2003-2004 Distribution of Low Income Students



# Defining Proficiency

- Proficiency requirements are set by the state.
  - No incentive for setting rigorous standards
  - No national standard

# No Child Left Behind

- Schools report the percentage of students proficient in math and reading as measured by the state's achievement tests.
- Nine categories: students with disabilities, economically disadvantaged, English language learners, and 5 ethnic groups.
- $N \Rightarrow 45$

- Attendance, graduation, and test participation requirements
- Schools have some flexibility in meeting the requirements of AYP.
  - Confidence interval
  - “Safe Harbor” provision
- 100% proficiency for all groups by 2014

- “High Priority School”
- 36 Memphis schools on the state’s “High Priority” list
- MCS district is now in “Good Standing”
  - In 2005, made AYP for the first time since the implementation of NCLB
  - In 2006, made AYP again and is now off the states “High Priority” list.

- “A state’s proficiency definitions can be—and given the penalties in federal law, increasingly will be—watered down to the point that all children can achieve them with little improvement in instruction.”

Richard Rothstein *Class and Schools*

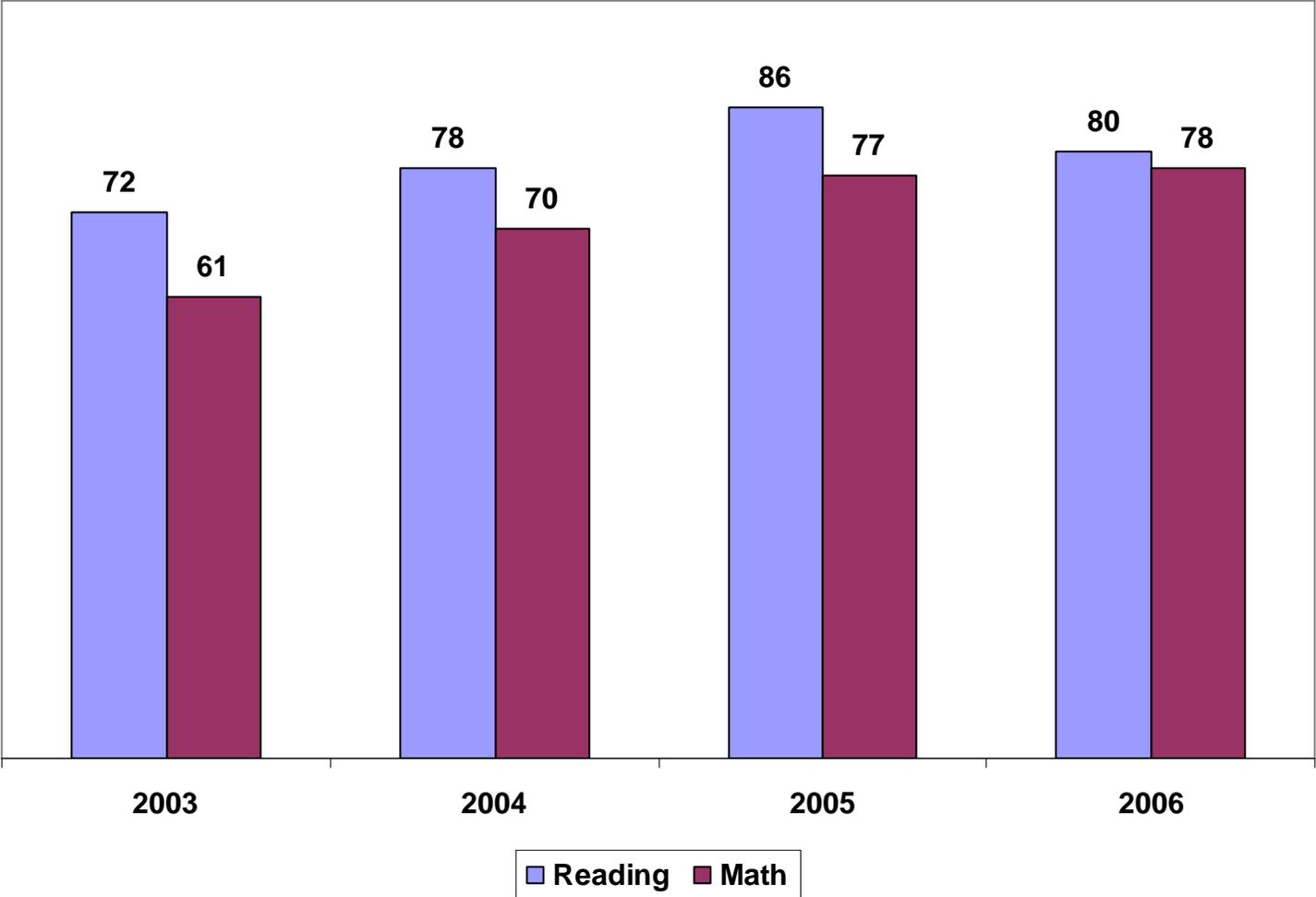
- “States have a multi-billion-dollar incentive to game the system”

*The Economist* 2-24-07

## TN Cut Scores for Reading TCAP 2003-2006

|                     | <b>2003</b>                | <b>2004</b>                | <b>2005</b>                | <b>2006</b>                |
|---------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Third Grade</b>  | 34 out of 62<br><b>55%</b> | 29 out of 63<br><b>46%</b> | 19 out of 50<br><b>38%</b> | 24 out of 60<br><b>40%</b> |
| <b>Fifth Grade</b>  | 40 out of 75<br><b>53%</b> | 29 out of 68<br><b>43%</b> | 20 out of 55<br><b>36%</b> | 22 out of 60<br><b>37%</b> |
| <b>Eighth Grade</b> | 36 out of 70<br><b>51%</b> | 29 out of 68<br><b>43%</b> | 22 out of 55<br><b>40%</b> | 23 out of 60<br><b>38%</b> |

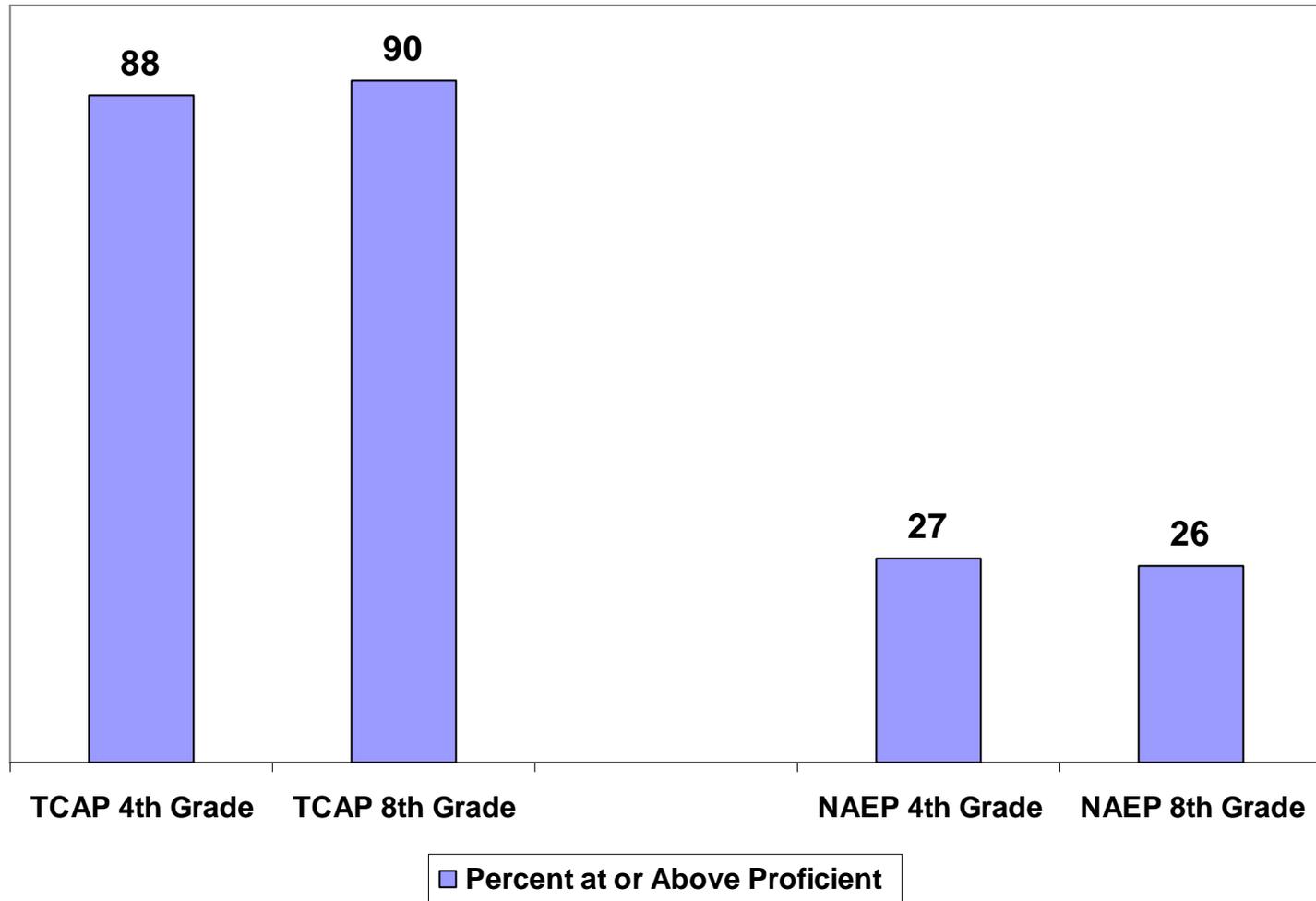
# TCAP Reading and Math Performance 2003-2006



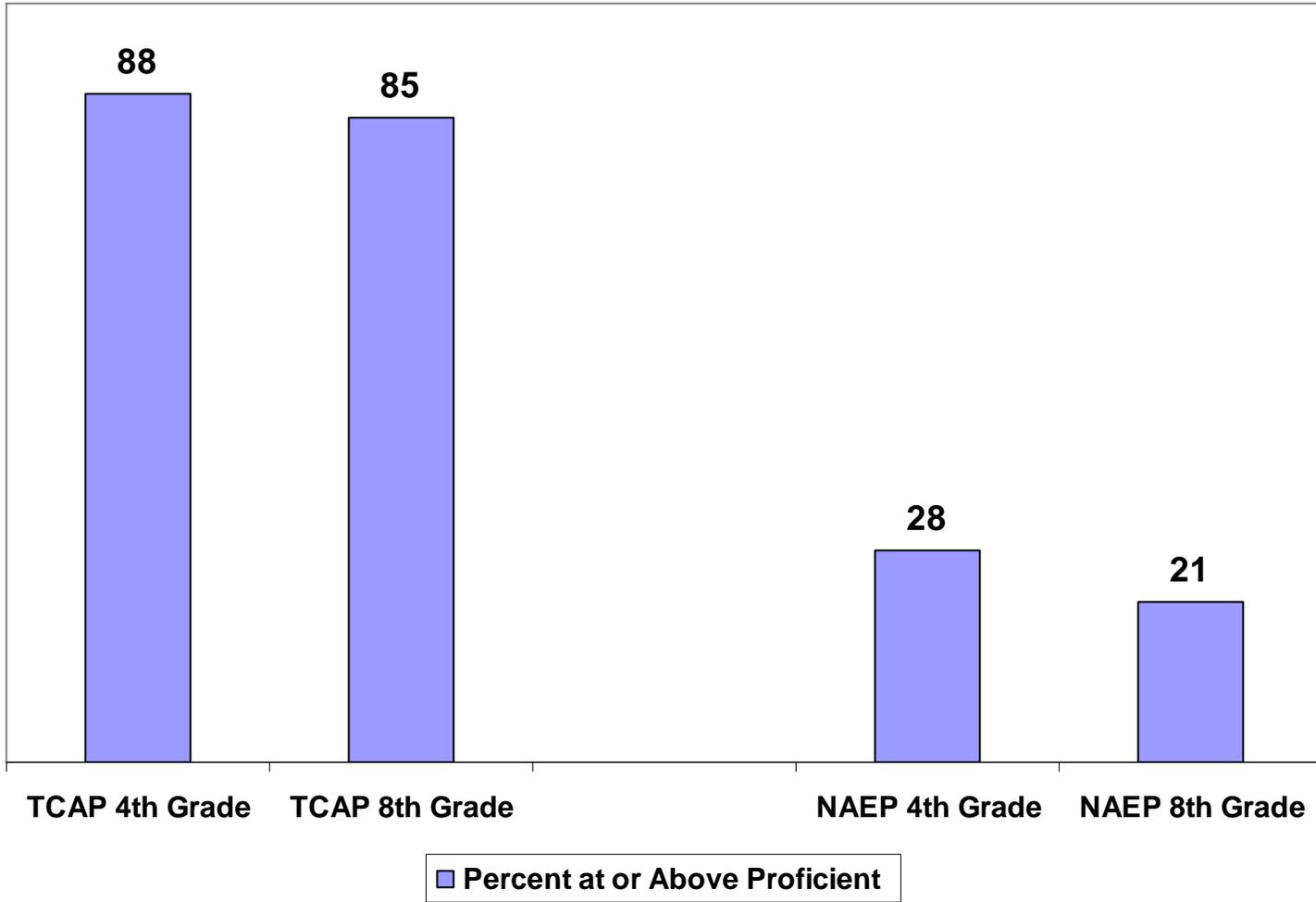
# TCAP and NAEP

- National Assessment of Educational Progress (NAEP).
  - representative sample of students across the state
  - not possible to disaggregate scores for the Memphis City Schools.
- Comparing the performance of Tennessee students on the NAEP and TCAP is one way to place the performance of Memphis City Schools students into a broader context.

## Tennessee TCAP and NAEP Reading Performance



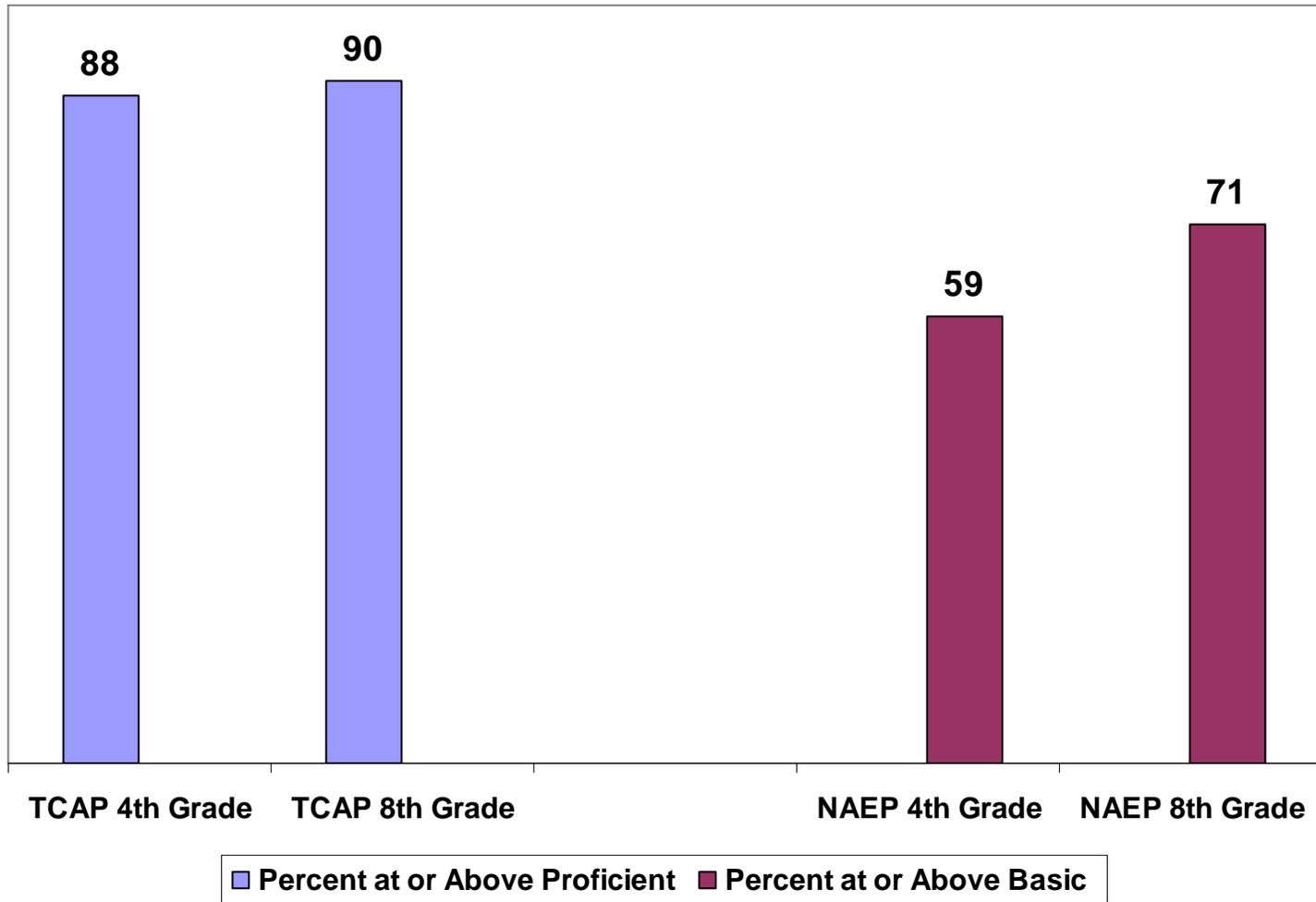
## Tennessee TCAP and NAEP Math Performance



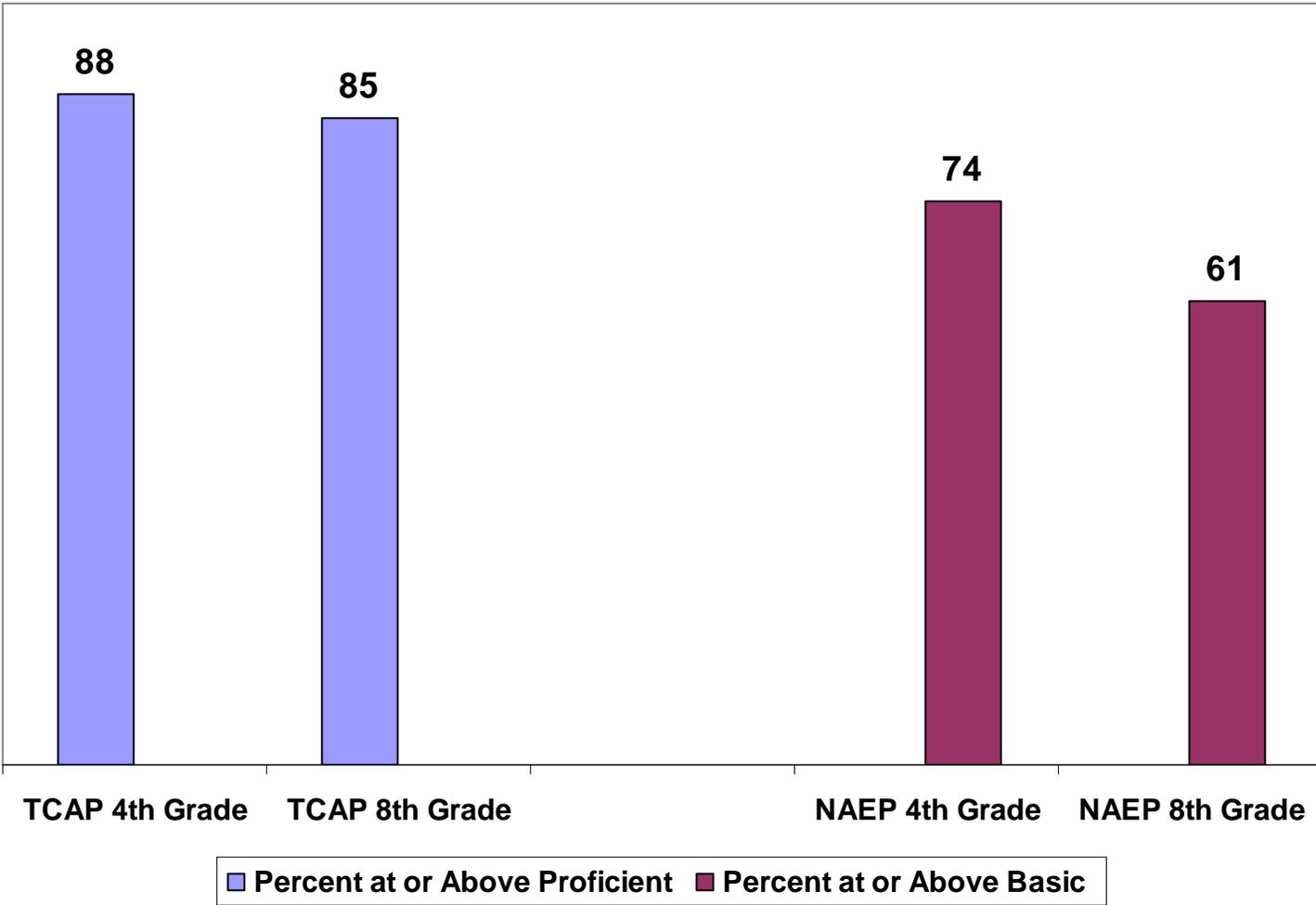
- TCAP
  - Advanced
  - Proficient
  - Below proficient
- NAEP
  - Advanced
  - Proficient
  - Basic
  - Below basic
- Basic level: "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed."

- TCAP
  - Advanced
  - Proficient
  - Below proficient
- NAEP
  - Advanced
  - Proficient
  - Basic
  - Below basic
- Basic level: "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed."
- *"Partial mastery = Proficiency?"*

## Tennessee TCAP and NAEP Reading Performance

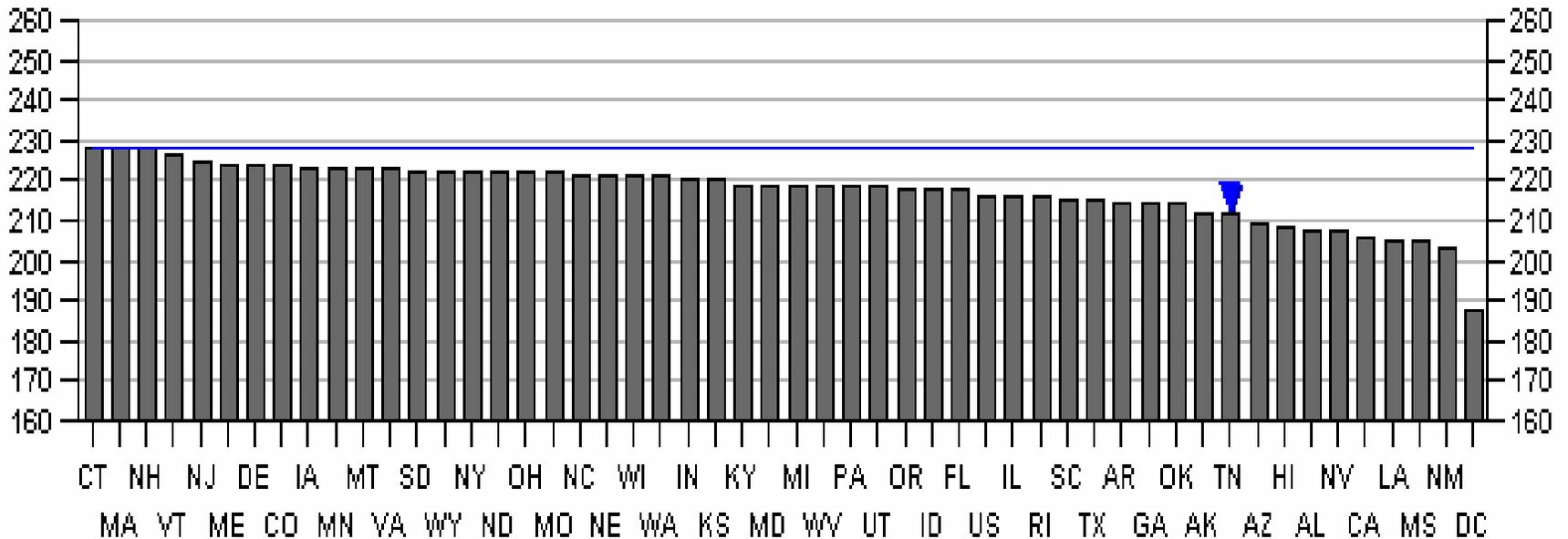


## Tennessee TCAP and NAEP Math Performance



# TN NAEP Scores Compared to Other States

2003 Grade 4 NAEP Reading Average Scale Score (All)  
From Highest to Lowest Performing

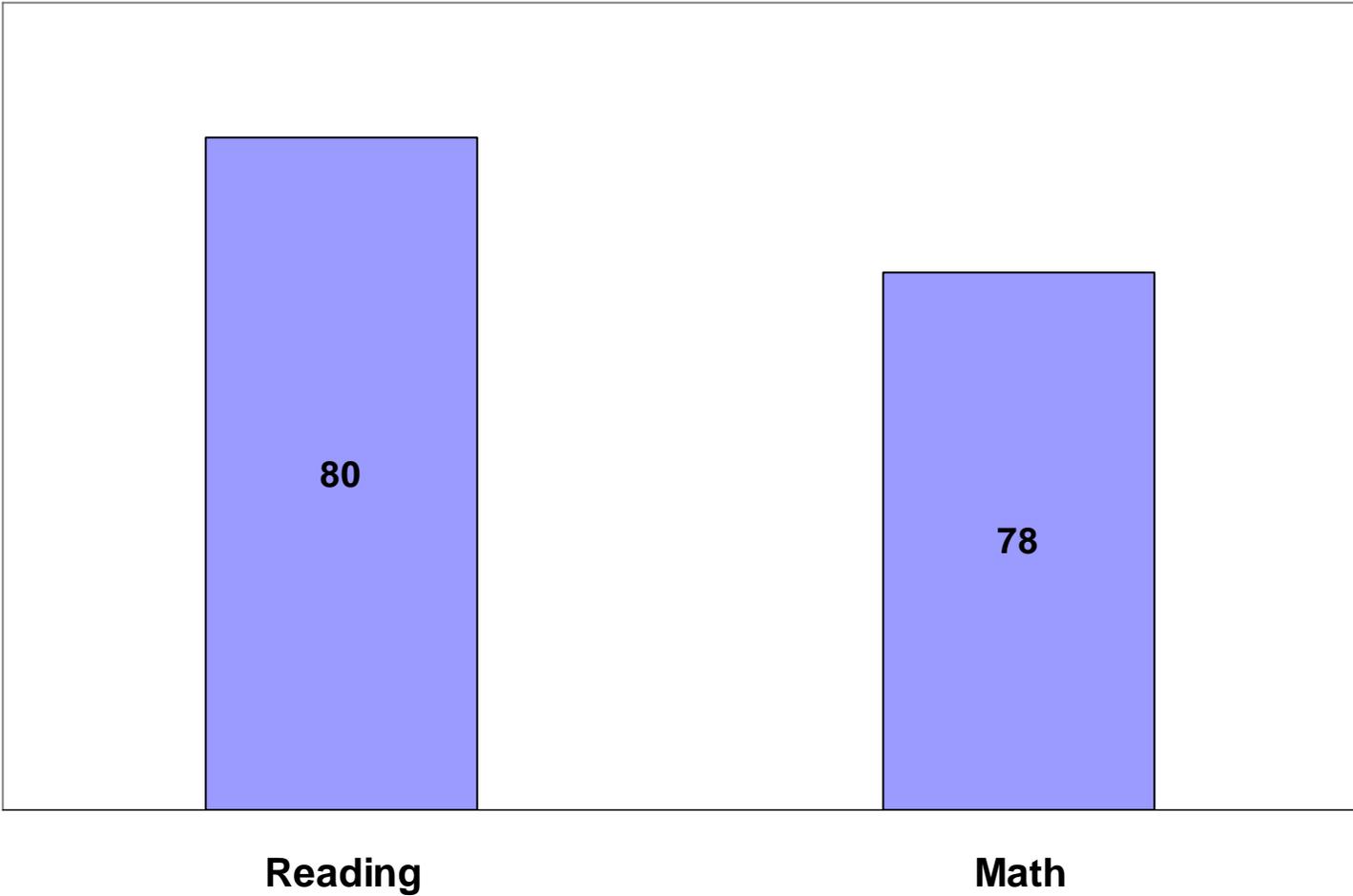


NOTE: A difference of 10 points, or one horizontal gridline, is roughly equivalent to a year's worth of learning.  
For example, "Students scoring 130 are performing about 2 years behind those scoring 150"

# A Race to the Bottom?

- Education Next report: “Johnny Can Read...in Some States”
- Tennessee received “F”s on all measures
- “...some states achieve handsome proficiency results by grading their students against low standards while other states suffer poor [NCLB] ratings only because they have high standards.”

## Memphis City Schools 2006 TCAP



# Implications for Policy

--Transparency?

--National standards?

--Leave behind *No Child Left Behind*?

--Improve economic conditions?