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### Key Findings

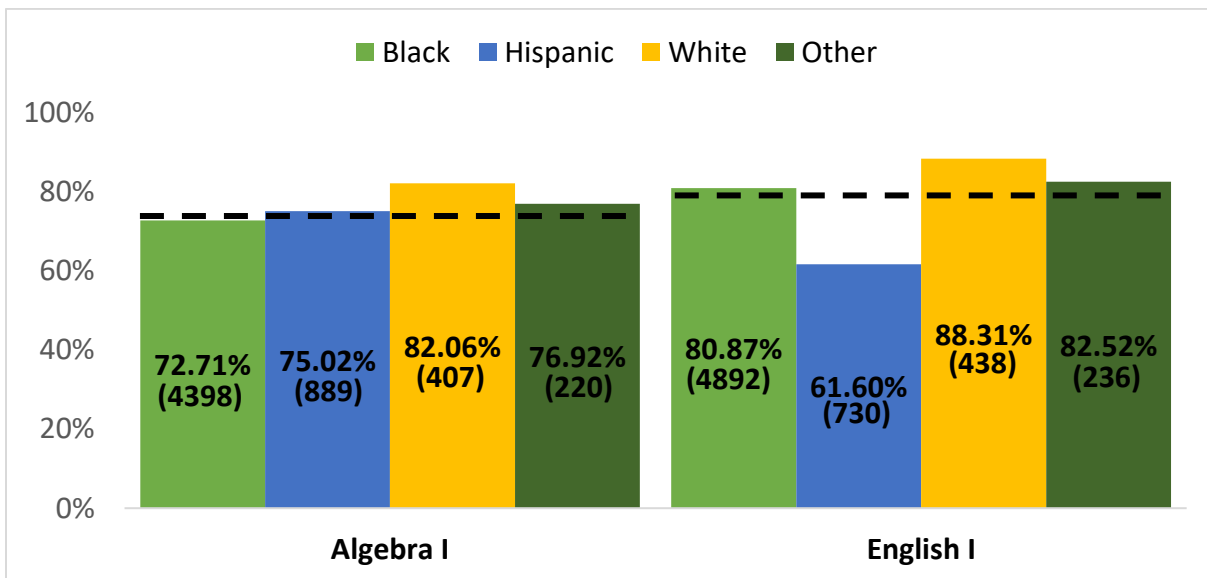
Key Performance Indicators (KPIs) for the month of July are aligned with Priority 2 of Destination 2025 as it relates to improvements in post-secondary readiness. These indicators include the percentage of ninth graders completing Algebra I and English I on time, and the percent of ninth graders failing one or more core course. Examining final grades from the 2018-2019 school year, the following has been observed:

- 73.7% of students successfully completed Algebra I by ninth grade.
- 78.5% of ninth graders successfully completed English I.
- 25.2% of ninth graders failed one or more core courses.

### On-Time Algebra I and English I Completion

On-time course completion was calculated by taking the number of students with a passing grade in a core course and dividing by the total number of active ninth grade students in May 2019. For Algebra I, this also included students completing the course during their eighth-grade year. By race, Hispanic and White students had higher completion rates in Algebra I, while Black and White students had higher rates in English I. Hispanic students in English I had the largest gap (around 16.9%) in relation to the overall District average of 78.5%.

**Figure 1. Algebra I & English I On-Time Completion by Race**  
Note: Number in Parentheses = *n*

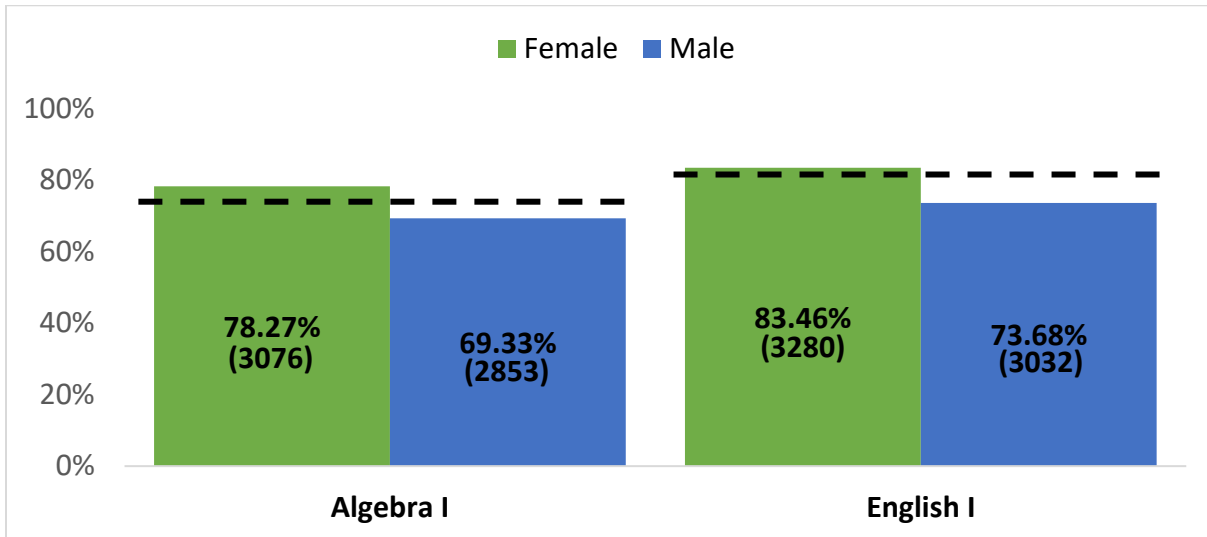




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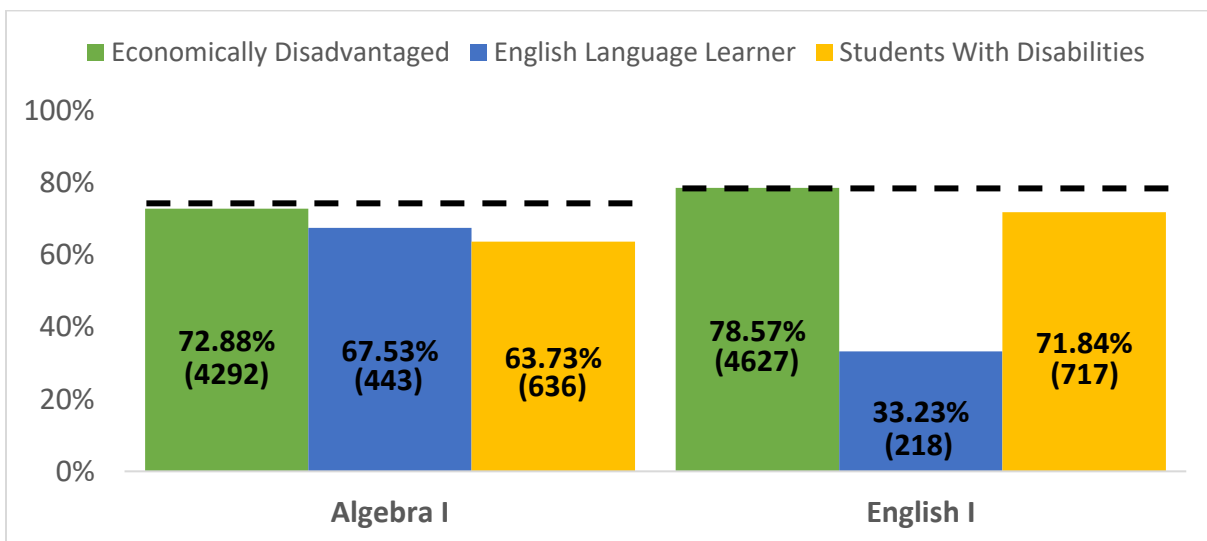
In both Algebra I and English I, female students outperformed their male peers and the overall District average, noted with the dotted line in the chart that follows. For each subject, female students outperformed male students by at least 8 percentage points.

**Figure 2: Algebra I & English I On-Time Completion by Gender**  
**Note: Number in Parentheses = *n***



Looking at students falling within certain key demographic groups, such as Economically Disadvantaged, English Learner, and Students with Disabilities, all fell below the District average on core course completion except for Economically Disadvantaged students in English I.

**Figure 3: Algebra I & English I On-Time Completion by Demographic Group**  
**Note: Number in Parentheses = *n***





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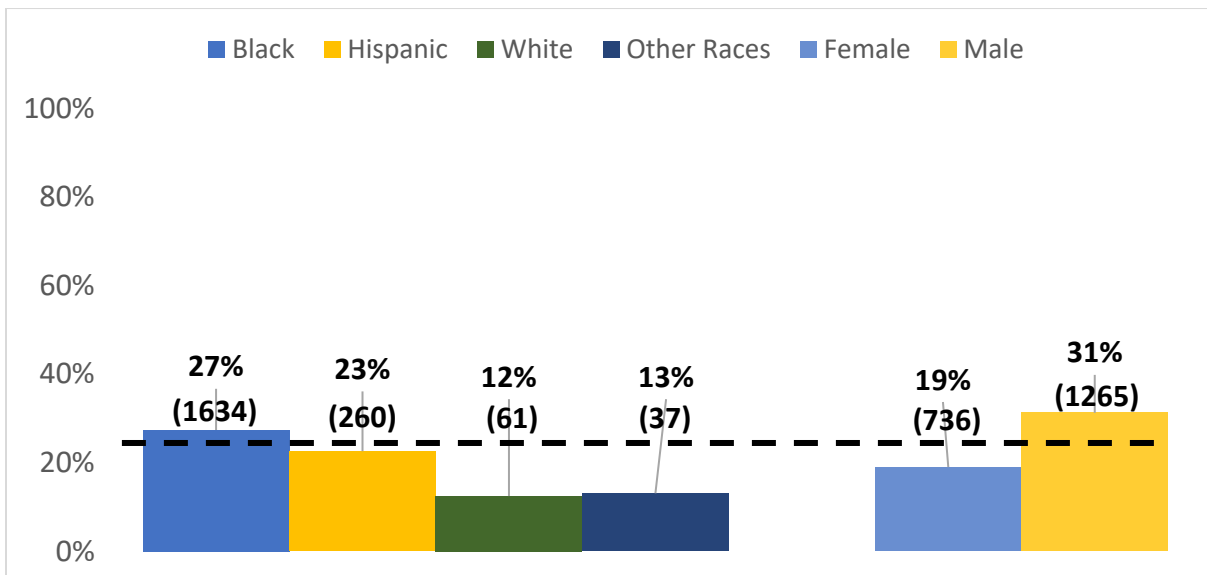
Economically Disadvantaged (ED) students had completion rates very similar to the overall rates of the District in both subjects. ED students comprise around 73.2% of the ninth-grade student population. Students with Disabilities had completion rates in Algebra I and English I of 63.7% and 71.8%, respectively. The biggest gap between the District average and a key demographic subgroup is with English I for English Learner (EL) students. EL students had a completion rate over 45 percentage points lower than the District average.

### Core Course Failures

Core Courses are identified as those courses a student needs to graduate. In addition to English I and Algebra I, for ninth graders, this includes: Algebra II, Geometry I, Biology I, US Government, US History/Geography, and World History/Geography. Failure rates are calculated by the number of students with at least one failure in these courses over the total number of students enrolled in those courses. Overall, SCS students had a core course failure rate of 25.2% for the 2018-2019 school year. Of the core course failing grades, 1,918 were below 60. By comparison, 2017-2018 core courses had 1,796 failing grades below 60.

Breaking the failure rate down by race, Black and Hispanic students had higher course failure rates compared to their peers. Black students exceeded the District average by 2.12 percentage points. Additionally, when looking at gender, male students exceeded the District average by nearly 6 percentage points.

**Figure 4: Core Course Failure by Race & Gender**  
**Note: Number in Parentheses = *n***

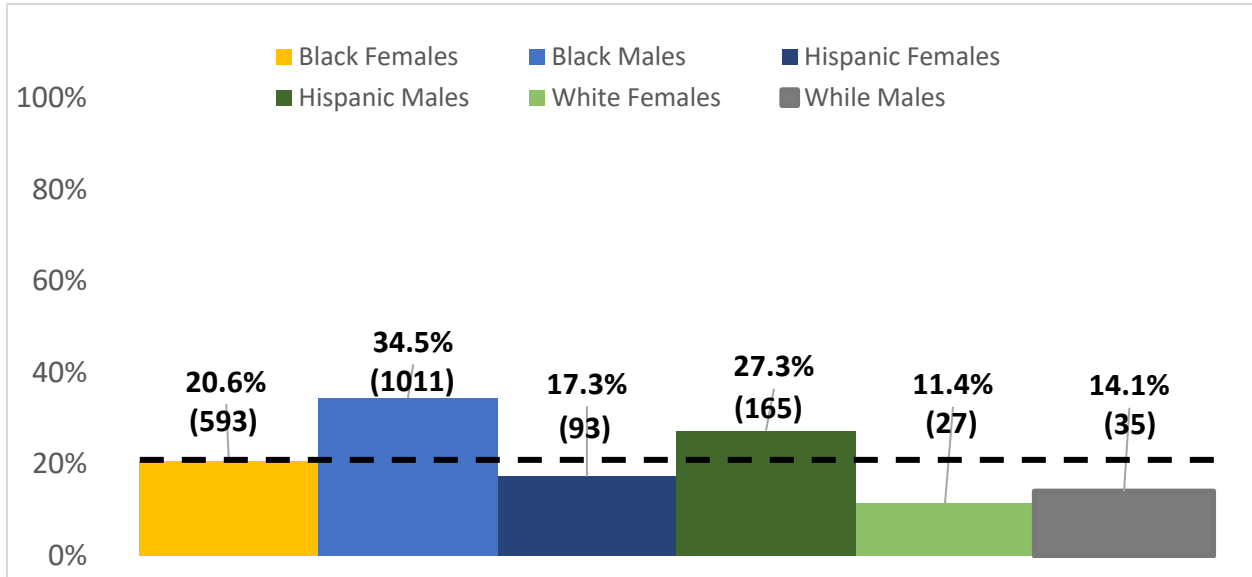




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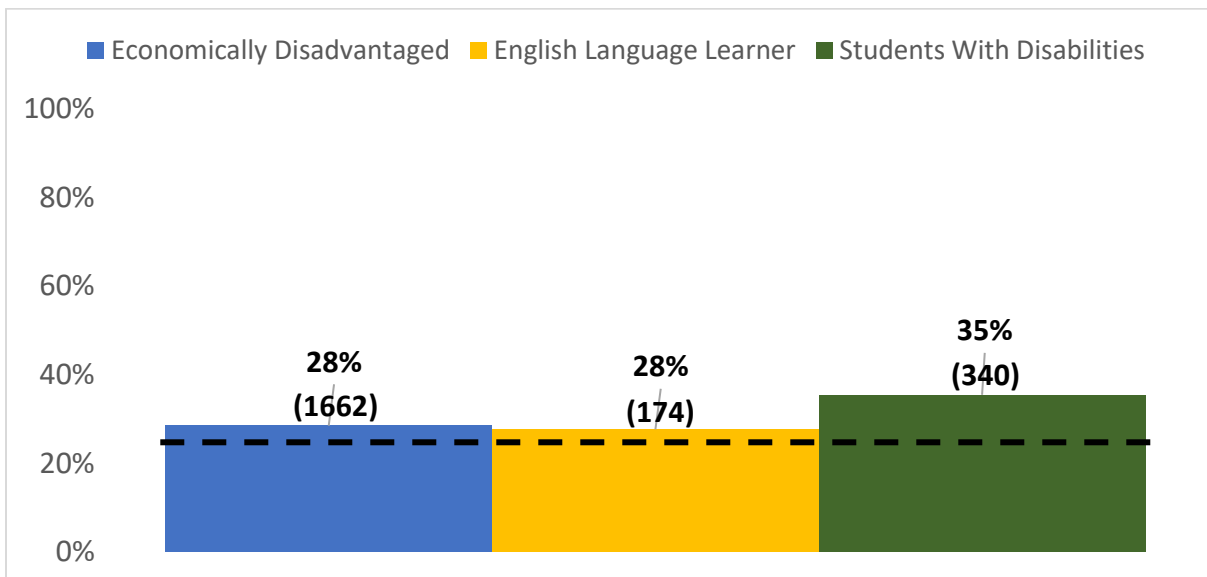
The rate of course failures for both Black and Hispanic males exceeded the District's rate of 25.2%. Black males had the largest failure rate, exceeding the District's by over 9 percentage points.

**Figure 5: Core Course Failure by Race & Gender**  
**Note: Number in Parentheses = *n***



Looking at the failure rate among demographic subgroups, all three had rates exceeding the District average. The highest percentage of failure rates occurred among Students with Disabilities.

**Figure 5: Core Course Failure by Demographics**  
**Note: Number in Parentheses = *n***

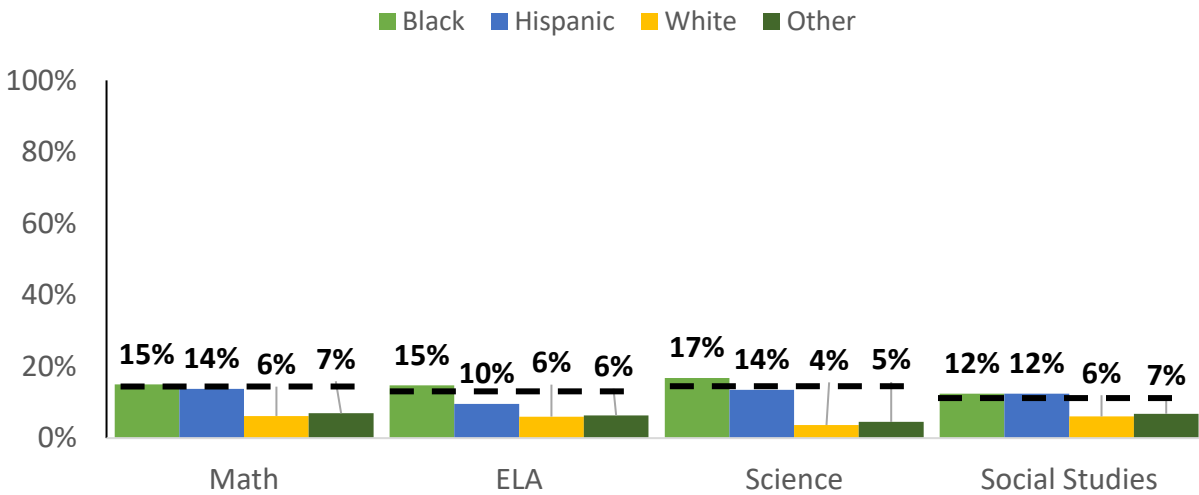




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Across subject areas, by race, failure rates remained consistent. Black and Hispanic students showed the highest failure rates within each subject area. The largest percentage was present with Black students in Science.

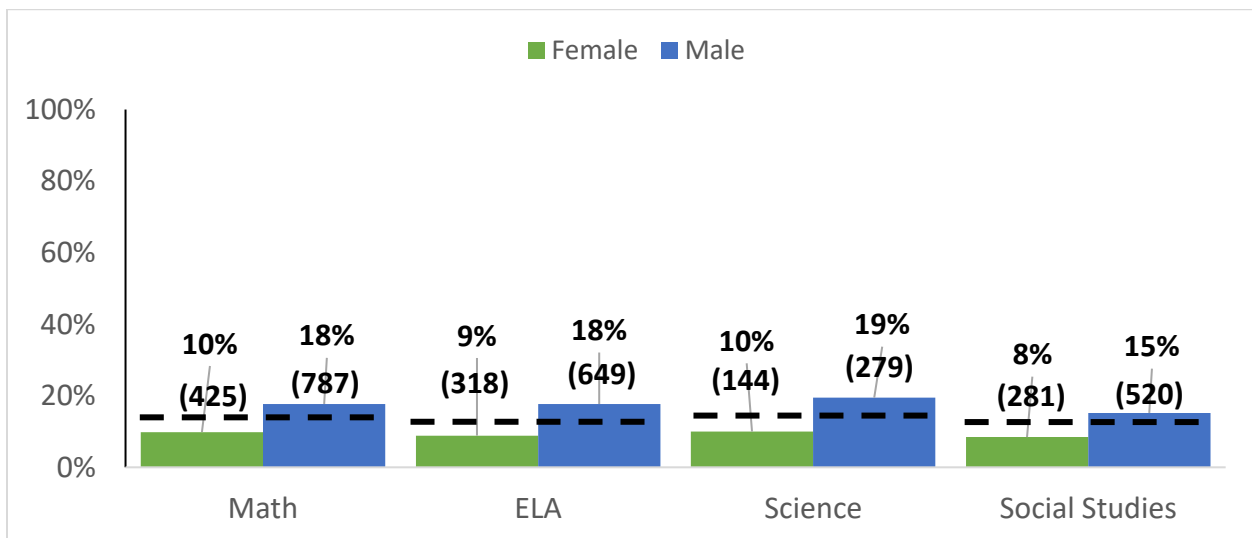
**Figure 6: Core Course Failures by Subject & Race**



Looking at subject area breakdowns by gender, male students consistently showed higher failure rates than female students. Science had the highest failure rate for both males and females. By contrast, students in Social Studies courses had the lowest failure rates.

**Figure 7: Core Course Failures by Subject & Gender**

**Note: Number in Parentheses = *n***

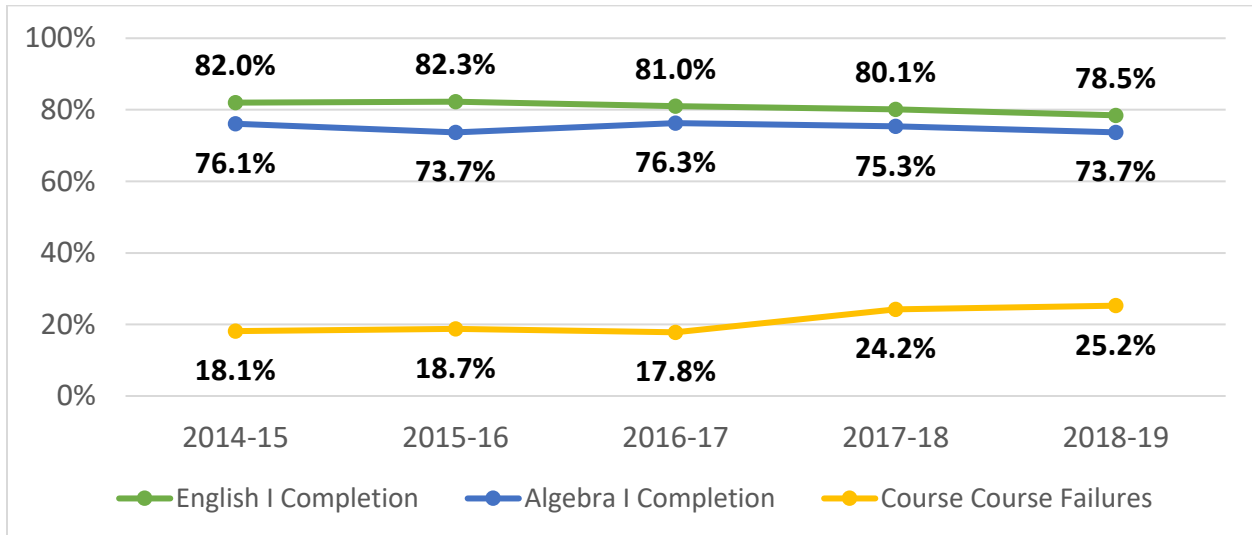




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Examining the trend of ninth grade performance over the last four years, the rate of course completion in both English I and Algebra I has remained steady, fluctuating within a range of around three to four percentage points. Core course failures saw an increase of one percentage point from the previous year.

**Figure 8: Trends in Ninth Grade Performance**





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**Plan of Action**

The following recommendations were put forward going into the 2018-2019 school year. Included is any progress made since then.

<u>Priorities and Trends in Student Outcomes</u>	<u>Plan of Action</u>
<ul style="list-style-type: none"> <li>• 73.7% of student successfully completed Algebra I by 9<sup>th</sup> Grade</li> <li>• 78.5% of students successfully completed English I by 9<sup>th</sup> grade</li> <li>• 25.2% of ninth graders failed one or more core courses</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll students each semester in Memphis Virtual Schools and Project Graduation for Credit Recovery</li> <li>• Grade Recovery occurs each quarter</li> <li>• Incoming Freshman transition program during the summer focus on transitional skills similar to AVID's WICOR strategies</li> <li>• Consider having Freshman advisory, AVID, ACT Prep and other enrichment built in freshman schedule to provide support. Some schools are not able to do this due to staffing.</li> <li>• Implement DDI Cycle of Support for 8<sup>th</sup> grade and Freshman on track</li> </ul>
<ul style="list-style-type: none"> <li>• Hispanic students in English had the largest gap (around 16%) in relation to the overall District average of 78.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Review how ELL students are supported during EL instruction in 8<sup>th</sup> Grade. Analyze how students are pulled out during EL instruction. Do students have access to grade level standards in 8<sup>th</sup> grade or are they pulled out to provide skill-based instruction during the ELA block?</li> <li>• Partner with C&amp;I, PD and ELL to pull out differentiated support from Learn Zillion Curriculum and EL to support ELL students. Identify training opportunities for teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• SPED students performed significantly lower than other subgroups in Algebra I</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with C&amp;I, PD and SPED to pull out differentiated support from Eureka Curriculum to support SPED students. Identify training opportunities for teachers.</li> <li>• Consider implementing specific Co-Teaching Models and provide training.</li> </ul>
<ul style="list-style-type: none"> <li>• Females students outperformed males by at least 8%</li> <li>• Black males had the largest failure rate, exceeding the District's by over 9 percentage points.</li> </ul>	<ul style="list-style-type: none"> <li>• Review correlations between males and issued out of school suspension</li> <li>• Collaborate with SEED to ensure SEL support for male students</li> </ul>