



Monthly Board KPIs: July 2021

Prepared by the Department of Research & Performance Management

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Key Findings

Key Performance Indicators (KPIs) for the month of July are aligned with District Strategic Priority 2 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 2019-2020 school year, the following has been observed:

- 77.4% of students successfully completed Algebra I by ninth grade.
- 80.0% of ninth graders successfully completed English I.
- 24.4% of ninth graders failed one or more core courses.

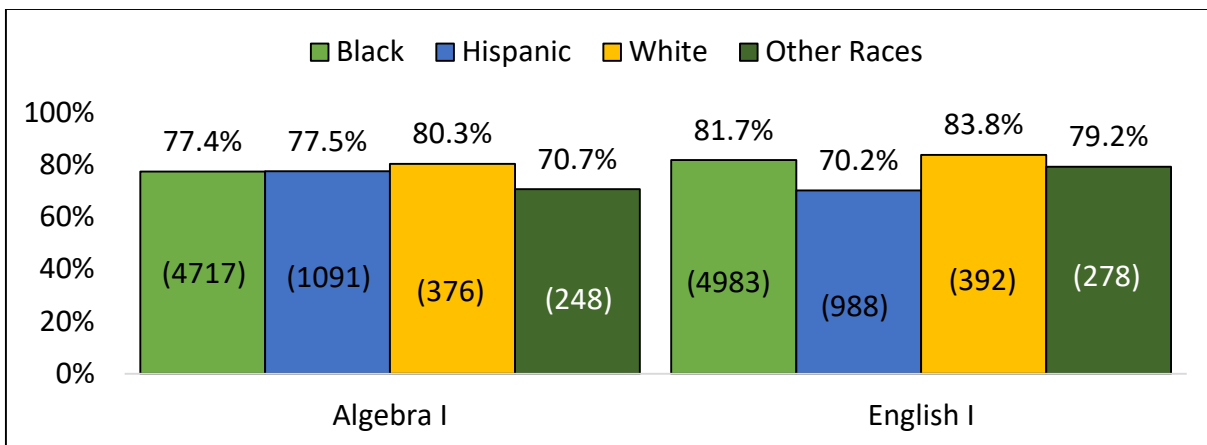
On-Time Algebra I and English I Completion

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 for the school year. For Algebra I, this also included students completing the course during their eighth-grade year.

Completion rates in Algebra I were consistent across race with white students having a slightly higher percentage than Black, Hispanic, and students of other races. White and Hispanic students scored above the overall District completion rate of 77.4%. In English I, Hispanic students had the lowest on time completion rate, while white and Black students had the highest. All groups except for Hispanic and students of other races (Asian, Native American, Pacific Islander, and students who identify as multiracial) outperformed the District average of 80.0% in English I.

Figure 1. Algebra I & English I On-Time Completion by Race

Note: Number in Parentheses = *n*





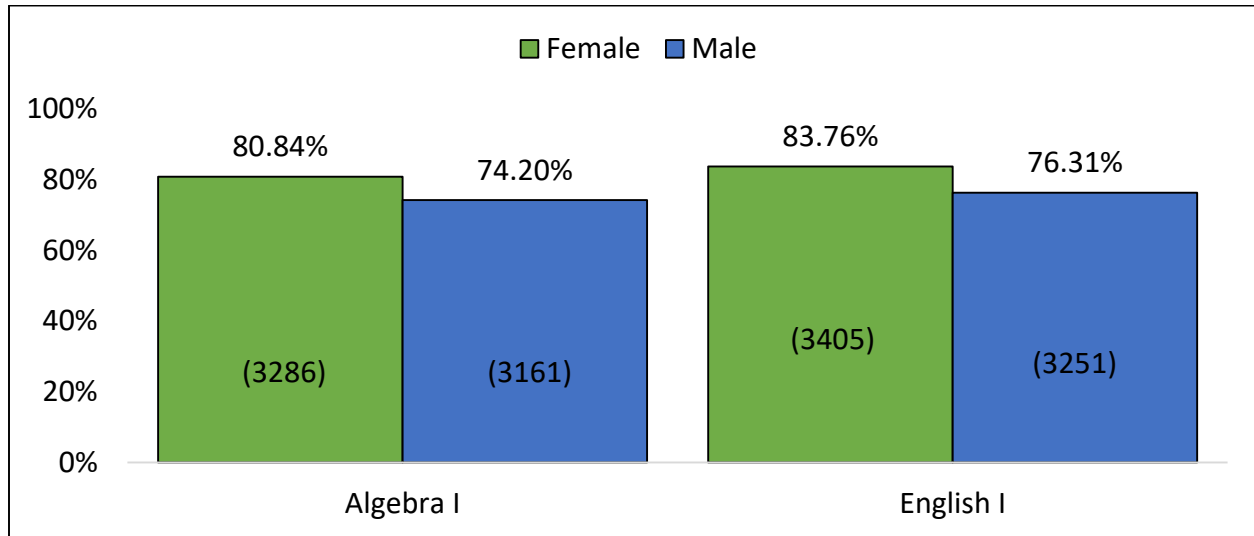
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In both Algebra I and English I, female students had a higher on-time completion rate than their male counterparts. Female students had completion rates six to seven points higher in each case.

Figure 2: Algebra I & English I On-Time Completion by Sex

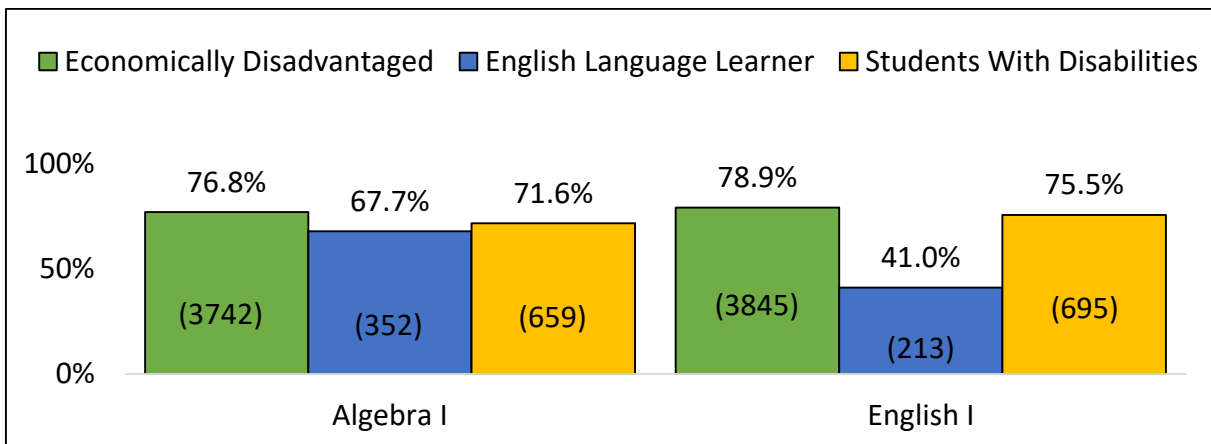
Note: Number in Parentheses = *n*



By key demographic groups, all fell short of the District average on core course completion, with economically disadvantaged students scoring closest to the District average. Economically disadvantaged denotes those students classified as Direct Certified. These students make up 73% of the ninth grade student population.

Figure 3: Algebra I & English I On-Time Completion by Demographic Group

Note: Number in Parentheses = *n*



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 39 percentage points lower than the District average. However, an additional 217 EL students completed their 9th grade ESL course, meaning over 80% of English Learners completed English I or ESL.



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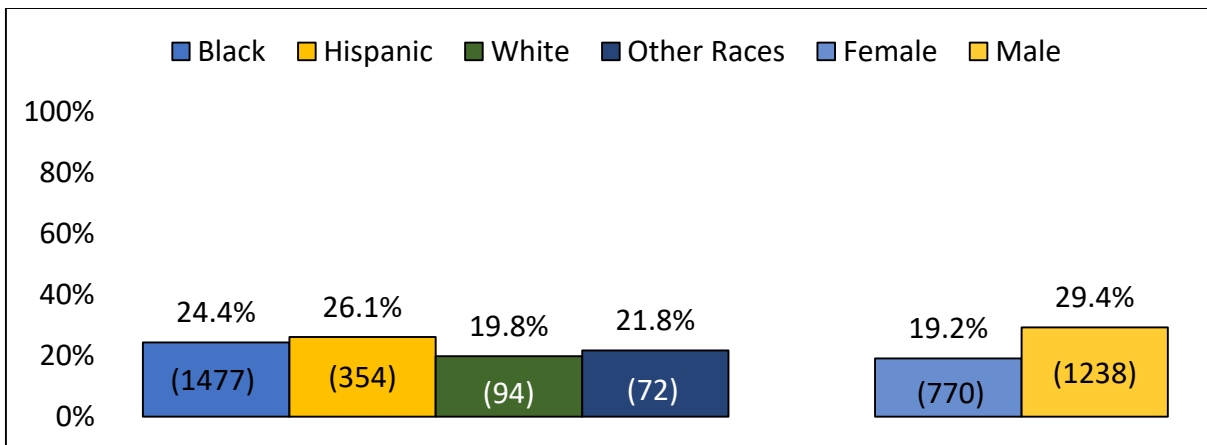
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Core Course Failures

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 24.4% for the 2020-21 school year. Failure rates are noticeably higher than 2019-20. This is likely due to that school year being cut short due to the COVID-19 pandemic. Final grades were calculated up through the 3rd Quarter of that year.

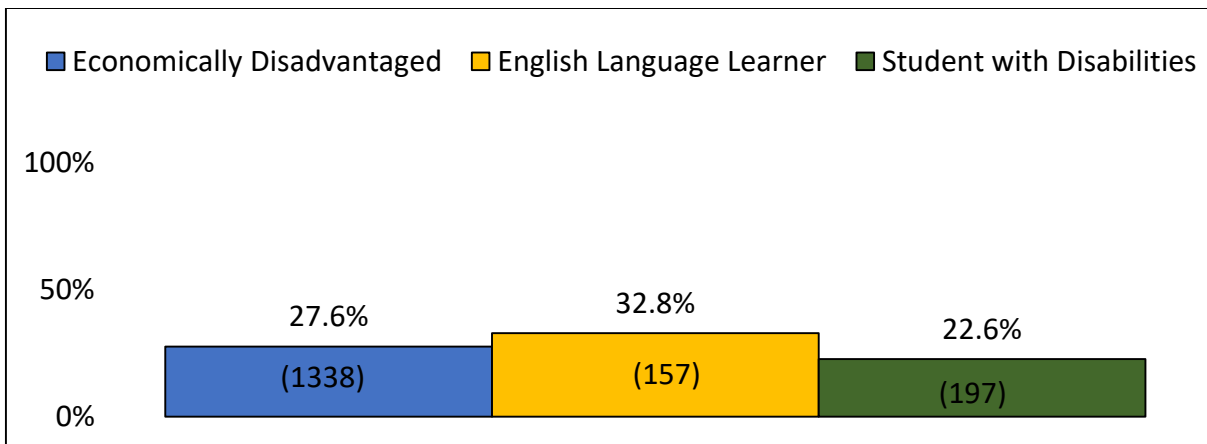
Breaking the failure rate down by race, Black and Hispanic students had higher course failure rates compared to their peers. Additionally, when looking at gender, male students exceeded the District average by 5 percentage points.

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



By subgroup, English learners had the highest percentage of core course failures.

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



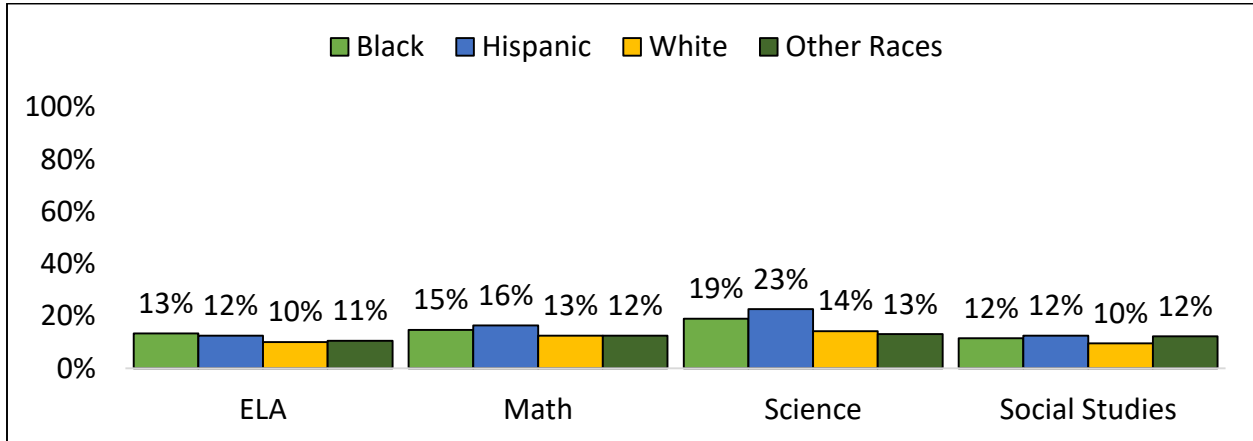


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Across subject areas, by race, failure rates remained consistent. Black students had the highest failure rate in ELA, while Hispanic students had the highest failure rates in Math, and Science. The largest failure rate was present for Hispanic students in Science.

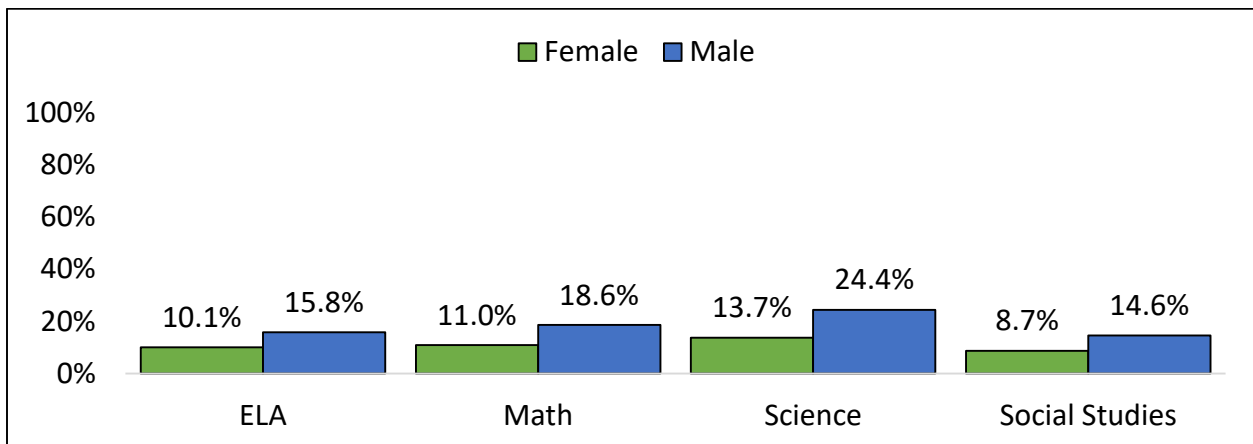
Figure 6: Core Course Failures by Subject & Race



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*



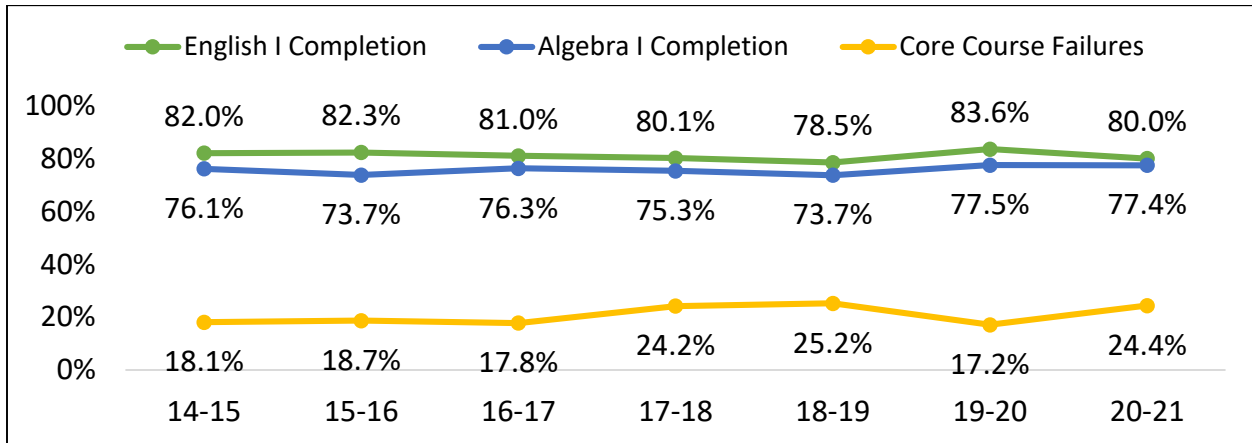


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Examining trends in ninth grader course completion over the last seven years, English I has shown some fluctuations but has remained within 5 percentage points, while Algebra I has remained within 3 percentage points. Both rates are lower than last year which is likely due COVID-19 ending the year in March. While the core course failure rate is also higher than the rate in 2019-20, it is consistent with prior years.

Figure 8: Trends in Ninth Grade Performance





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District Strategies

SCS will implement the following ongoing high school support strategies with fidelity:

1. Consistent Grading Protocols
2. Grade Repair and Credit Recovery Opportunities
3. Project Graduation
4. Sharing Timely Grade Failure Data/Student Lists with Schools to Intervene
5. Required Afterschool Tutoring for Priority Students in EOC Subjects

Summer School

In 2021, there are 1,191 student enrollments in Algebra I (Part I & II) and 1,135 enrollments in English I (Part I & II). Enrollments increased by 200+ in both subjects compared to the previous two years of summer school.

Shelby County Schools				
	Course	# Students Enrolled		
		2018-2019	2019-2020	2020-2021
Program Type: Summer School				
	SS Algebra I (Part I)	435	512	609
	SS Algebra I (Part II)	434	433	582
	SS English I (Part I)	403	488	617
	SS English I (Part II)	402	325	518

Office of Equity and Access

1. Ask the question of all incoming freshmen, Which of the Black and Brown male freshman will need us the most? Review all rising Freshmen cumulative files and tier each Black and Latino Male student by name and need prior to scheduling.
2. Ensure that all Algebra I and English I teachers are the highest effective teachers in the building by evaluation and Value add score.
3. We must rely on assessment process that provides multiple people on the school site with frequent and timely information about the learning.
4. FOCUS ON WRITTEN EXPRESSION for Black and Brown Boys in ENGLISH 1 - It counts for 30% of EOC.
 - a. 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.



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- b. 9-10.W.TTP.2, Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- c. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

English as a Second Language

The ESL Department's approach in the upcoming school year is multifaceted and aims to address any disparities found in the English Learner data through:

1. Increased accountability through monitoring of all ELs, including those at risk for failure of core courses at the mid-point and end of each quarter to ensure:
 - a. General education teachers are providing appropriate scaffolds and language supports within Tier I instruction as required by the ILP for all subject areas
 - b. Parents are provided with opportunities to give input and are notified of student progress
 - c. Monitoring forms are accurately completed by teachers of core courses every 4.5 weeks
 - d. Ensuring ELs are appropriately scheduled in core English courses
 - e. Proactive approach with School Leaders, Master Schedulers, and School Counselors
2. Professional Development opportunities for ESL and Core Content teachers serving ELs:
 - a. Revision of ESL SafeSchools training (required for all teachers)
 - b. PD/Training for General Education teachers around updated WIDA ELD Standards, which align with TN State Content Standards in ELA, Math, Science, Social Studies
3. Deploy resources for:
 - a. ELs in need of added support through afterschool tutoring program
 - b. ELlevation Strategies platform, providing scaffolded support and strategies for English Learners*
 - c. WIDA Model to benchmark and appropriately schedule ELs with missing WIDA ACCESS data, as well as benchmark mid-year progress in English Language Acquisition*
4. Increase Parental Involvement through combined zone meetings targeting specific grade level groups 4 times annually
5. Collaboration between ESL Counselor and High School Counselors utilizing the Naviance platform to:
 - a. Create EL subgroups
 - b. Monitor key indicators of success
 - c. Ensure Multilingual families can access and navigate the platform to monitor student progress