



Monthly Board KPIs: October 2021

Prepared by the Department of Research & Performance Management

*Authors: Hannah Pallotta
Jason Ogle*

Key Findings

- In 2021, SCS earned a composite TVAAS score of 1.
- Overall, 7% of elementary schools, 0% of middle schools, and 19% of high schools earned a Level 3 or above composite TVAAS score.
- SCS earned a Level 3 or above TVAAS score on five ACT tests and three subjects.
- TCAP proficiency rates declined in all subjects and grades from 2019. This is consistent with the proficiency drop statewide.
- Gaps in achievement exist across race/ethnicity and Economically Disadvantaged (ED) for all English Language Arts (ELA) and math subjects and grade levels. Proficiency rates for Black, Hispanic, and Native American (BHNA) and ED students remain lower than their Non-BHNA, and Non-ED peers.
- The cohort graduation rate did not change from 77.7% from 2020 to 2021. Annual change in graduation rate by subgroups reveal that English Learner (EL) students showed the greatest improvement from 2020 to 2021 (+5.8 points). Graduation rates by subgroup are as follows: Black, 78.9%, White, 73.3%; Hispanic, 71.5%; ED, 75.2%; EL, 60.4%; and Students with Disabilities (SWD), 61.7%.

Overview

The key performance indicators for October report TVAAS growth rates, TCAP and EOC achievement gaps by subgroup, and graduation rate. Achievement gaps in Math and English Language Arts (ELA) are examined between Black/Hispanic/Native American and Non-Black/Hispanic/Native American (BHNA and Non-BHNA) and economically disadvantaged and non-economically disadvantaged (ED and Non-ED) subgroups. These performance indicators align with District Priorities 1 and 2: Strengthen Early Literacy and Improve Post-Secondary Readiness. It is important to note that because of the pandemic, spring testing was cancelled for the 2019-20 academic year. All TVAAS and TCAP comparisons are between 2018-19 and 2020-21.

TVAAS Growth Rates

The TVAAS assessment system measures year-to-year student growth and scores range from 1 (significantly less than one year of growth) to 5 (significantly more than one year of growth). The District received a composite TVAAS score of 1 in literacy, numeracy, social studies, and overall. These scores remained the same from 2019, the last year the District was given a TVAAS score. TVAAS trends by school type indicate that 43% of elementary schools, 56% of middle schools, and 52% of high schools showed declines in TVAAS from 2018-19 to 2020-21. Five percent of elementary and 5% of high schools had improvements in their TVAAS scores. Figure 1 provides additional trends by school type.



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Figure 1: TVAAS Trends by School Type: 2018-19 to 2020-21

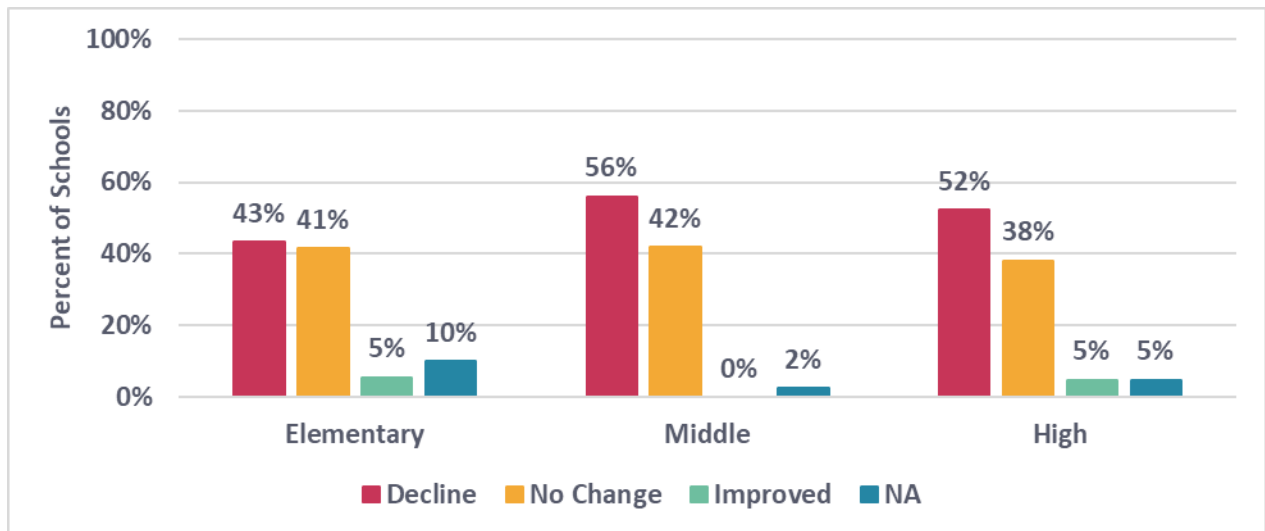


Figure 2 shows the breakdown of TVAAS level by school type. Nine percent of elementary schools and 14% of high schools received scores representing student growth at or above the expected amount (designated by a Level 3 or above). A significant majority of these schools ranked at a Level 1.

Figure 2: TVAAS Composites by School Type

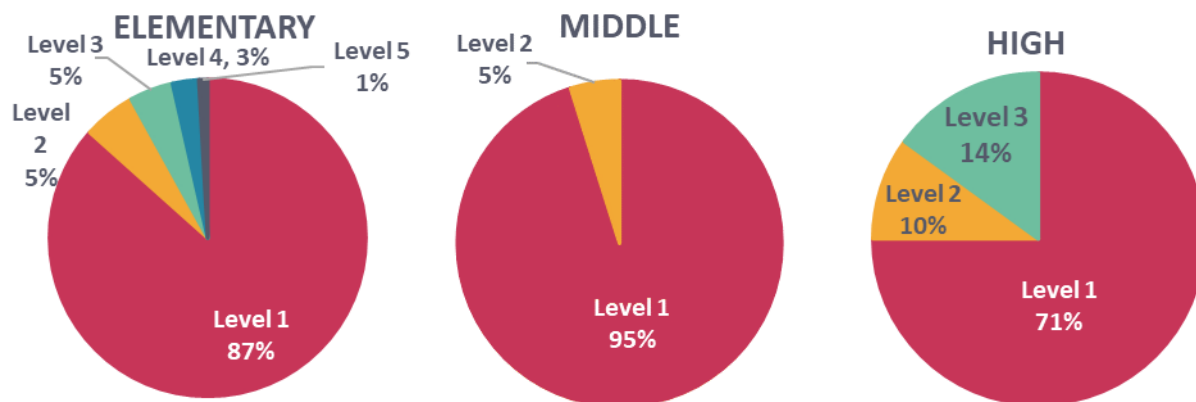


Table 1 shows the subjects that SCS received a Level 3 or above in. Five ACT subjects received a Level 3 or higher and three End of Course (EOC) tests received a 3 or above (Two of these EOC tests are Integrated Math courses [not shown] that are only offered at one charter school in the District). The District's English I students continue to show growth and earned a Level 3 or above for the fourth consecutive year (not counting the 2019-20 due to the cancellation of spring testing).



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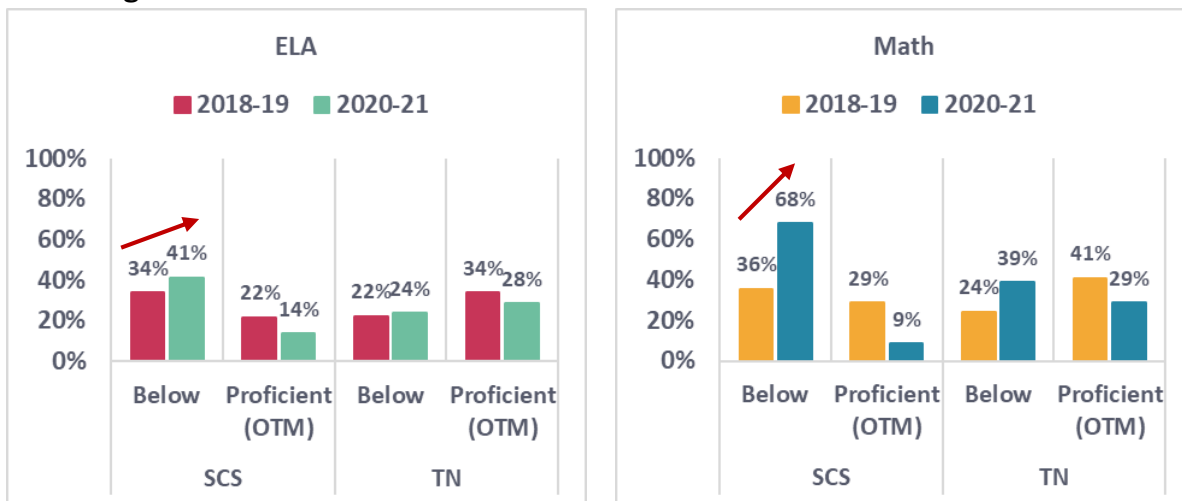
Table 1: 2020-21 TVAAS Level 3 and Above by Subject and Grade

Type	Subject	Level
ACT	English	Level 3
EOC	English I	Level 3
ACT	Composite	Level 4
ACT	Science/Reasoning	Level 4
ACT	Math	Level 5
ACT	Reading	Level 5

Trends in TCAP Proficiency Rates

Proficiency rates are determined by the percentage of students achieving on-track or mastered scores on the TCAP assessments. Figures 3 and 4 show the proficiency and “below” rates for SCS and the state. “Below” means that the student tested below their grade-level on the exam. In grades 3-8 math and ELA, both SCS and TN saw their proficiency rates decline from 2019 to 2021. SCS saw a decline of 20 percentage points in math and a smaller decline in ELA (8 percentage points).

Figure 3: District and State Achievement Over Time in Grades 3-8 ELA and Math

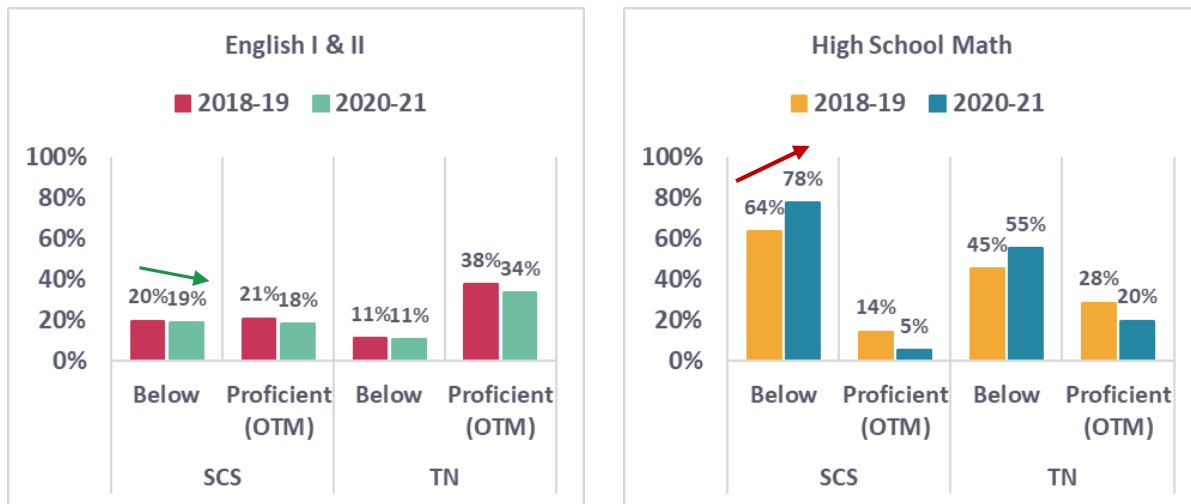


SCS high school students also showed declines in ELA and math. Figure 4 shows SCS and TN proficiency and below rates for English I and English II combined and for the following math subjects combined: Algebra I, Algebra II, Geometry, and Integrated Math I-III In ELA subjects, the SCS proficiency rate decreased by 3 percentage points, but the below rate also dropped by a percentage point. In math subjects, the SCS proficiency rate declined by 9 percentage points, while the below rate increased by 14 percentage points. Overall, the District’s trends mirror those of the state, with moderate differences in both proficiency rates and below rates.



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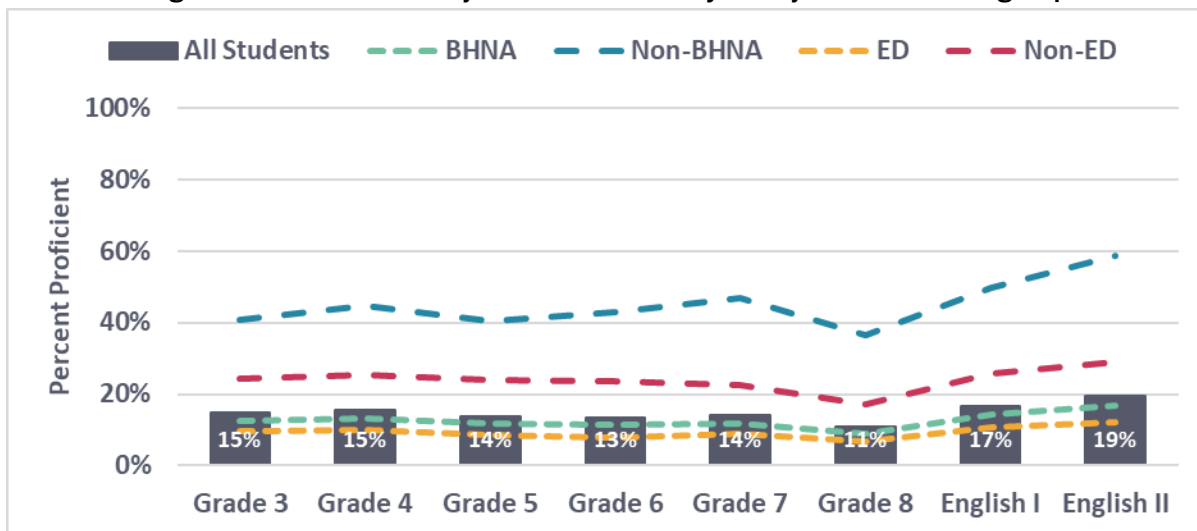
Figure 4: District and State Achievement Over Time in High School ELA and Math



TCAP Proficiency Rates by Subgroup

Gaps in achievement exist across race/ethnicity and socioeconomic student groups at both the District and state levels. In the following figures, the subgroups include BHNA & Non-BHNA and ED & Non-ED students. As shown in figure 6, overall proficiency rates are generally around the mid-teens in ELA subjects across grade levels. Middle school grades (6-8) earned the lowest proficiency rates, bottoming out at 11% for Grade 8. Proficiency rates for Non-BHNA and Non-ED students exceed those of their peers. Non-BHNA students' proficiency rates were nearly 30 percentage points above the overall rate or higher, depending on grade level. BHNA students' proficiency rates were just below the overall proficiency rates. This trend was also true of Non-ED and ED students. Non-ED students' proficiency rates were about ten percentage points above the overall group's in all grades while ED students had the lowest proficiency rate among the subgroups. The widest achievement gap (-46.3 points) by grade was between Non-BHNA and ED English II students.

Figure 6: TCAP Proficiency Rates for ELA Subjects by Grade and Subgroup



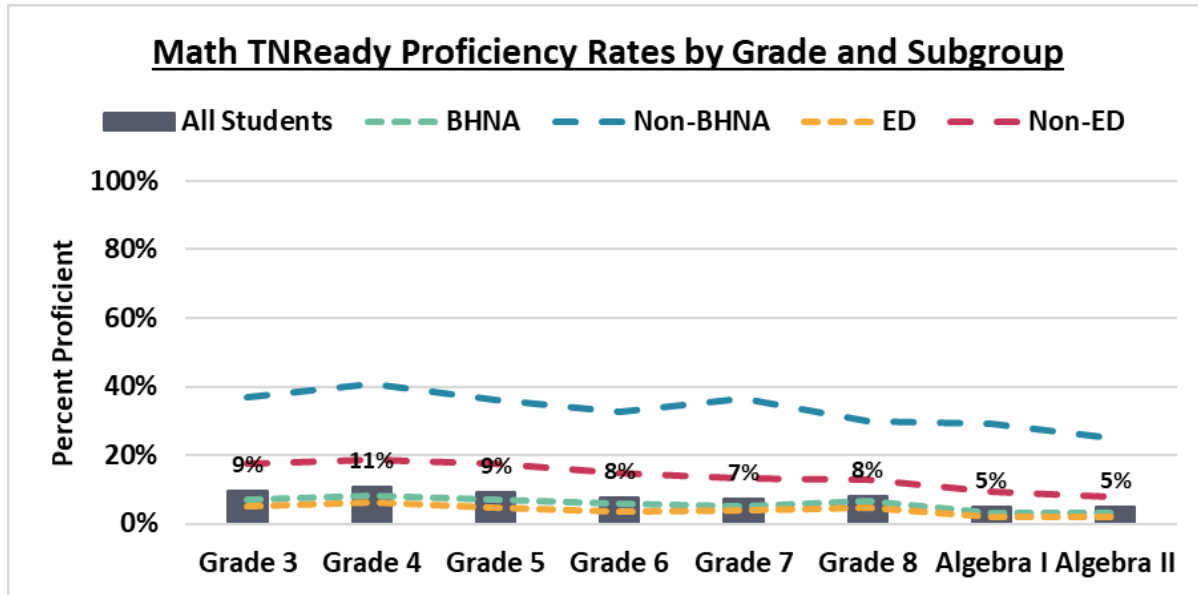


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In math subjects, 4th graders had the highest proficiency rate at 11%, while Algebra I and II had the lowest rate at 5%. As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest proficiency rates. The widest achievement gap (-34.3 points) by grade was present between Non-BHNA and ED students in the 4th grade.

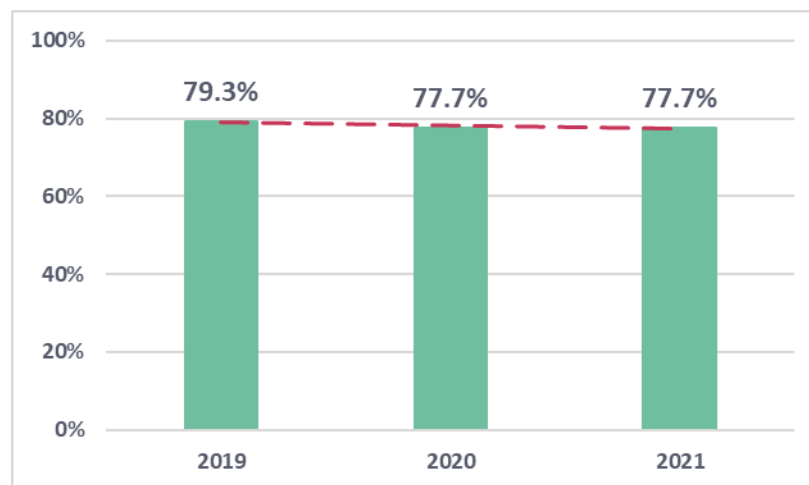
Figure 7: TCAP Proficiency Rates for Math Subjects by Grade and Subgroup



Trends in Cohort Graduation Rate

The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (plus the last summer if needed) of starting ninth grade. The District's graduation rate remains at 77.7% for the 2020-21 school year. Figure 8 shows the target graduation rate and the actual graduation rate from the past three years.

Figure 8: Trends in Graduation Rate 2019-2021





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Table 2 below shows graduation rate by subgroup over the past six years. While the majority of subgroups either decreased in graduation rate or stayed at relatively the same rate, there are a few exceptions. Asian, Hispanic, male, and EL students all had increases in their graduation rate this year. The largest gain was among EL students with a 5.8 percentage point increase in graduation rate.

Table 2: Graduation Rates among Subgroups from 2016-2021

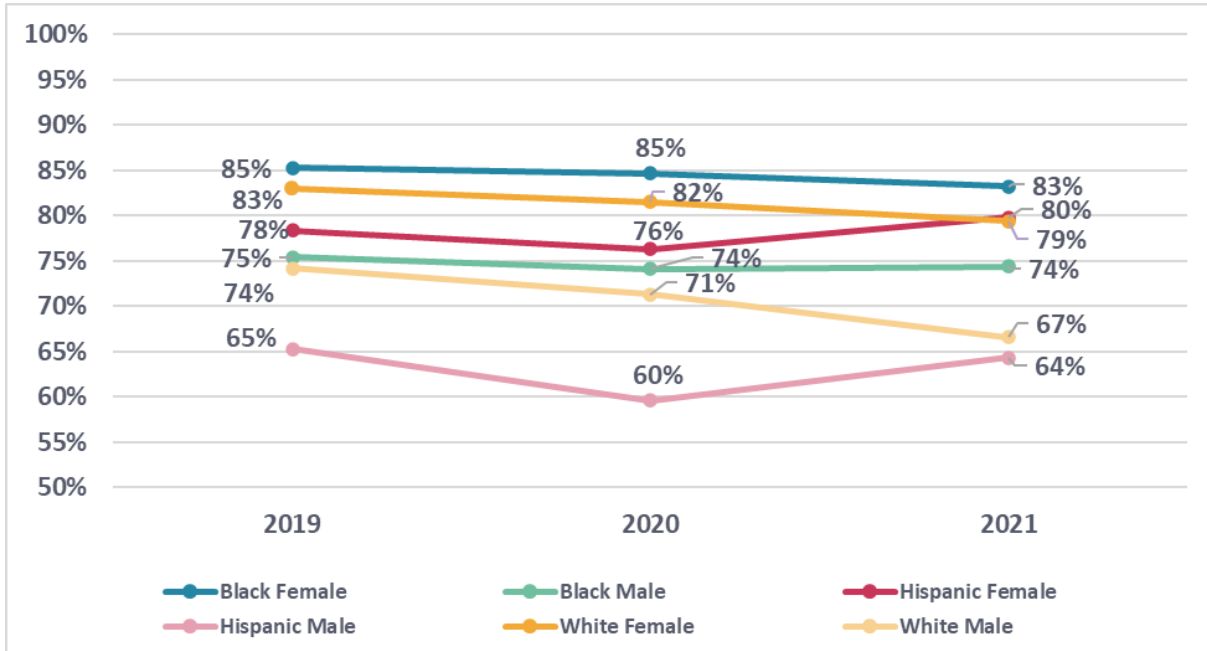
	2016	2017	2018	2019	2020	2021
All Students	78.7%	79.6%	79.2%	79.3%	77.7%	77.7%
Asian	87.1%	89.4%	85.0%	91.4%	84.0%	87.9%
Black or African American	79.2%	80.4%	80.5%	80.3%	79.5%	78.9%
Hispanic	70.3%	71.7%	70.9%	71.2%	67.4%	71.5%
White	79.3%	77.2%	73.8%	78.6%	76.1%	73.3%
Male	74.1%	75.3%	73.9%	74.2%	72.0%	72.7%
Female	83.3%	84.0%	84.1%	84.6%	83.5%	82.7%
ED	78.3%	80.2%	77.3%	76.3%	75.4%	75.2%
EL	64.7%	62.9%	60.0%	59.8%	54.6%	60.4%
SWD	59.2%	58.9%	58.7%	61.4%	63.5%	61.7%

Figure 9 shows the intersection of race/ethnicity and sex in graduation rates over the last three years. Black female students have consistently had the best graduation rates among all intersectional groups. They are followed by white females and Hispanic females, although Hispanic females surpassed white females this year by 0.4 percentage points. Male students among every race/ethnicity category have lower graduation rates than females. Hispanic males have the lowest graduation rates among all three years, but this year, their graduation rate increased by four percentage points.



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Figure 9: Graduation Rates by Race/Ethnicity & Sex from 2019 to 2021



Lastly, Table 3 shows graduation rates by school, as well as percentage point changes from last year to this year. Four schools had a decrease in graduation rate by more than 10 percentage points (shown in dark pink). These schools include Craigmont High, KIPP Memphis Collegiate High, Bolton High, and Freedom Preparatory Academy. Fifteen schools showed a decline in graduation rates that were less than 10 percentage point but more than 1 full percentage point (shown in lighter pink). Eight schools either showed no change or had less than a percentage point in decline or improvement (shown in yellow). Twelve schools had an improvement of over a percentage point or more in graduation rates (shown in green). Included among these twelve are East High and Oakhaven High with the largest gains of 12 and 13.1 percentage point increases, respectively (shown in dark green).



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Table 3: Schools' Graduation Rate with Percentage Point Changes from 2020 to 2021

School	2021 Graduation Rate	Change in Percentage Points from 2020 to 2021
B. T. Washington High	83.3%	-3.1
Bolton High	74.7%	-11.3
Central High	86.5%	5.1
City University of Liberal Arts	91.1%	-2.3
Compass Community School, Midtown Campus	97.1%	-0.1
Cordova High	78.5%	-6.8
Craigmont High	58.6%	-16.7
Douglass High	77.4%	-1.5
East High	96.1%	12
Freedom Preparatory Academy	85.2%	-10.3
Germantown High	93.7%	-3.6
Hamilton High	59.4%	-1.8
Hollis F. Price Middle College High	96.4%	0.9
Kingsbury High	71.3%	5.8
KIPP Memphis Collegiate High	78.7%	-15.3
Kirby High	71.3%	-5.8
Manassas High	73.0%	7.7
Melrose High	65.2%	-2.2
Memphis Academy of Health Sciences High	86.1%	0.4
Memphis Academy of Science & Engineering	94.7%	-3.1
Memphis Business Academy High	90.8%	5.5
Memphis School of Excellence	100.0%	0
Memphis Virtual School	54.6%	7.6
Middle College High	95.8%	-4.2
Mitchell High	82.8%	3.1
Northwest Prep Academy	59.0%	-2.5
Oakhaven High	85.8%	13.1
Overton High	76.3%	0.4
Power Center Academy High	93.3%	-4.5
Raleigh Egypt High	81.0%	8.7
Ridgeway High	80.1%	-3
Sheffield High	53.7%	5.2
Soulsville Charter	96.7%	0
Southwind High	79.9%	-7.1
Trezevant High	63.0%	0.2
Westwood High	76.5%	0.5
White Station High	84.9%	-1.7
Whitehaven High	90.4%	3
Wooddale High	71.3%	5.7



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District Strategies

- Provide ACT workshops to help high school students master more rigorous content
- Continue to deploy high school literacy coaches to students needing ELA support
- Continue to support Senior Reading Advisors in select high schools (Booker T. Washington, Craigmont, Douglass, East T-STEM, Kirby, Oakhaven)
- Continue to utilize curriculum implementation data from the District IPG (Instructional Practice Guides) Walkthroughs conducted by C & I and PD
- Improve monitoring and support for ATSI schools with large achievement gaps between student groups
- Continue to improve access to advanced coursework and early postsecondary opportunities for African American male students
- Increase monitoring and updates for English Learner ILPs in upper grades
- Continue to work closely with the Equity Office to build capacity with teachers and central office
- Utilize and monitor implementation of credit recovery, grade repair, Project Graduation (1,911 courses were completed in these areas in 2020-21)
- Narrow instructional leadership focus to monitor and support the four instructional practices.
- Implement a coaching model for instructional leadership focused on observing, modeling, follow-up, and in the moment feedback.
- Completion of 90-day plans focused on big capacity around three “Big Rock” to improve academic achievement.
- Implementation of Reading and Mathematics Prescriptions that are aligned to the cognitive demand of standards.
- Implement a delivery of instruction model to reinforce the gradual release of responsibility process.
- Implementation and tracking of the Naviance scope and sequence to ensure course selection matches with graduation requirements.