



**Monthly Board KPIs: July 2022**  
 Prepared by the Department of Research & Performance Management

Author: Dr. Patrick L. Shipp, Ph.D.

**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 percentage of ninth graders failing one or more core courses. Examining final grades from the 2021-22 school year:

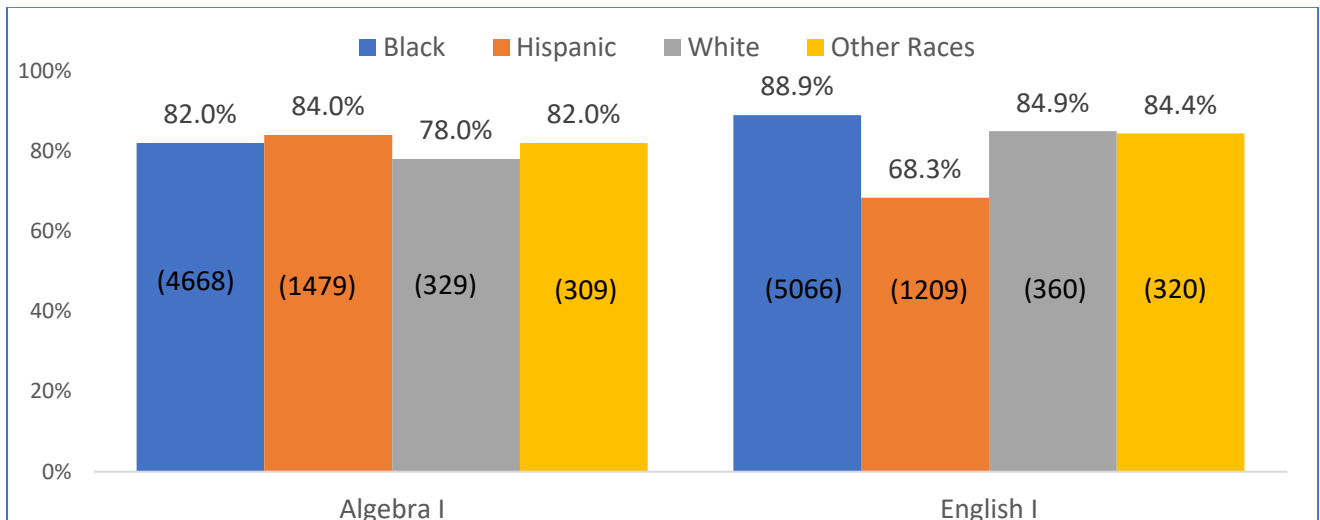
- 82.0% of students successfully completed Algebra I by ninth grade.
- 84.1% of ninth graders successfully completed English I.
- 17.1% of ninth graders failed one or more core courses.

**Ninth-grade On-Time Completion for Algebra I and English I**

On-time completion was calculated by dividing the number of students with a passing grade in a given course by the total number of active ninth-grade students at the end of the school year regardless of whether or not each student is enrolled in the course specified. This report included students completing Algebra I course during their eighth grade year as well as ninth-grade repeaters who received a core course credit during a previous year. The District-managed and Charter school active ninth-grade population at the end of the 2021-22 school year was N = 8,273.

Completion rates for Algebra I were roughly consistent across races, with Hispanic students having a slightly higher completion rate than Black students, White students, and students of Other Races/Ethnicities (Asian, Native American, Pacific Islander, and students who identify as multiracial). While Hispanic students had the highest Algebra I on-time completion rate of 84.0% and outperformed the District average of 82.0%, White students had the lowest Algebra I on-time completion rate. For English I, while Black, White, and students of Other Races outperformed the English I District average of 84.1%, ninth-grade Black students had the highest on-time completion rate (88.9%) and Hispanic students fell 15.8 percentage points below the District average.

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

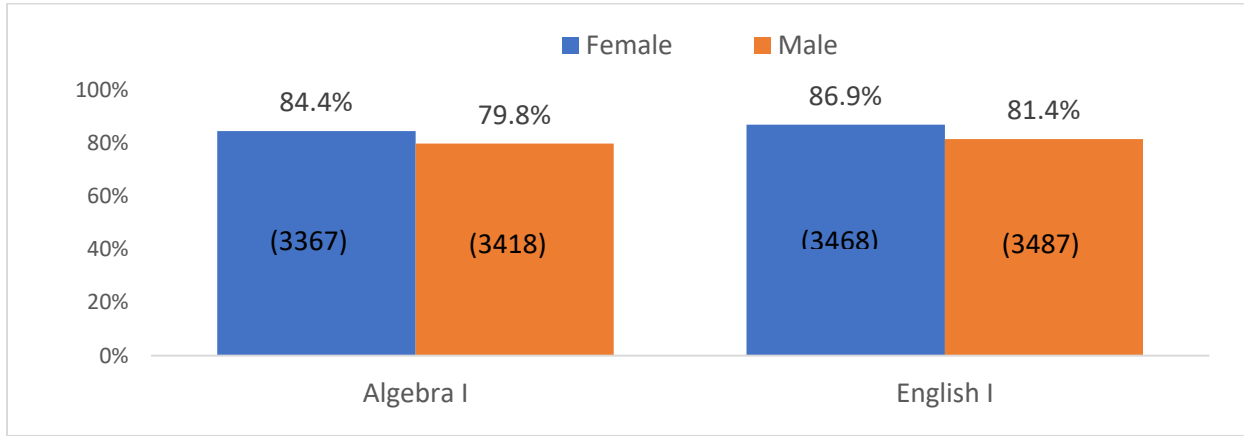




**Monthly Board KPIs: July 2022**  
 Prepared by the Department of Research & Performance Management

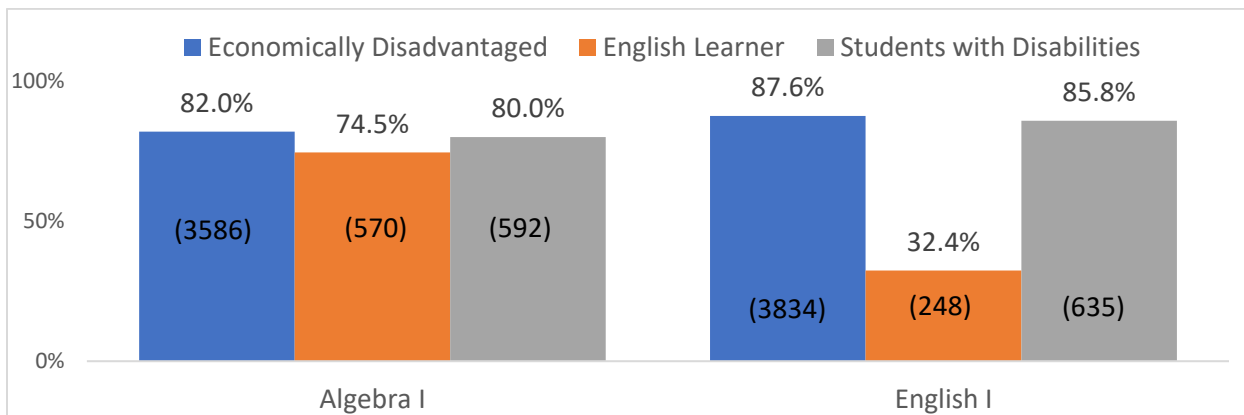
For both Algebra I and English I, female ninth-grade students had a higher on-time completion rate than their male peers. In fact, female students outperformed the District average for both Algebra I (82.0%) and English I (84.1%) while male ninth-graders fell just below. Females had on-time completion rates 5 to 6 points higher than males in each case.

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



By key demographic groups, the ninth-grade Economically Disadvantaged subgroup had the highest on-time completion rate for both Algebra I and English I while English Learners (EL) had the lowest rate for both subjects. While the Economically Disadvantaged and Students with Disabilities subgroups performed above the English I District average of 84.1% for on-time course completion, EL students had an on-time completion rate 51 percentage points lower than the District average and more than 55 percentage points lower than peers in the Economically Disadvantaged and Students with Disabilities subgroups. EL students make up just over 9% of the ninth-grade student population.

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





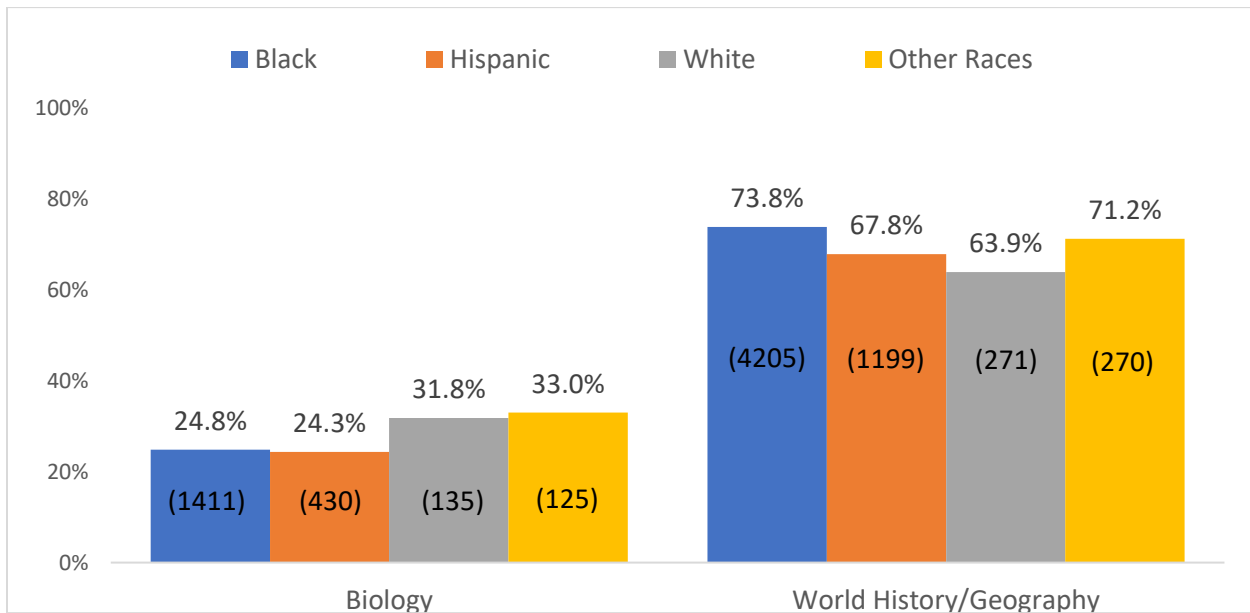
### Ninth-Grade Completion for Biology and World History/Geography

This July KPI also examined the percentage of ninth-graders completing Biology and World History/Geography by the end of the ninth-grade year, though many students do not enroll in these courses until their tenth-grade year or later. Examining final grades from the 2021-22 school year, the following has been observed:

- 25.4% of ninth-graders successfully completed Biology
- 71.9% of ninth-graders successfully completed World History/Geography.

The on-time completion rates for Biology and World History/Geography courses were not consistent across races/ethnicities. White students and students of Other Races/Ethnicities had higher on-time completion rates than Black and Hispanic students. Students of Other Races/Ethnicities had the highest on-time completion rate while Black and Hispanic students fell below the Biology District average (25.4%). For World History/Geography, Black students had the highest on-time completion rate and outperformed the District average (71.9%). While Hispanic, White, and students of Other Races/Ethnicities fell below the District average, White students had the lowest completion rate of 63.9% in World History/Geography and had a completion rate almost 10 percentage points lower than Black ninth-grade students.

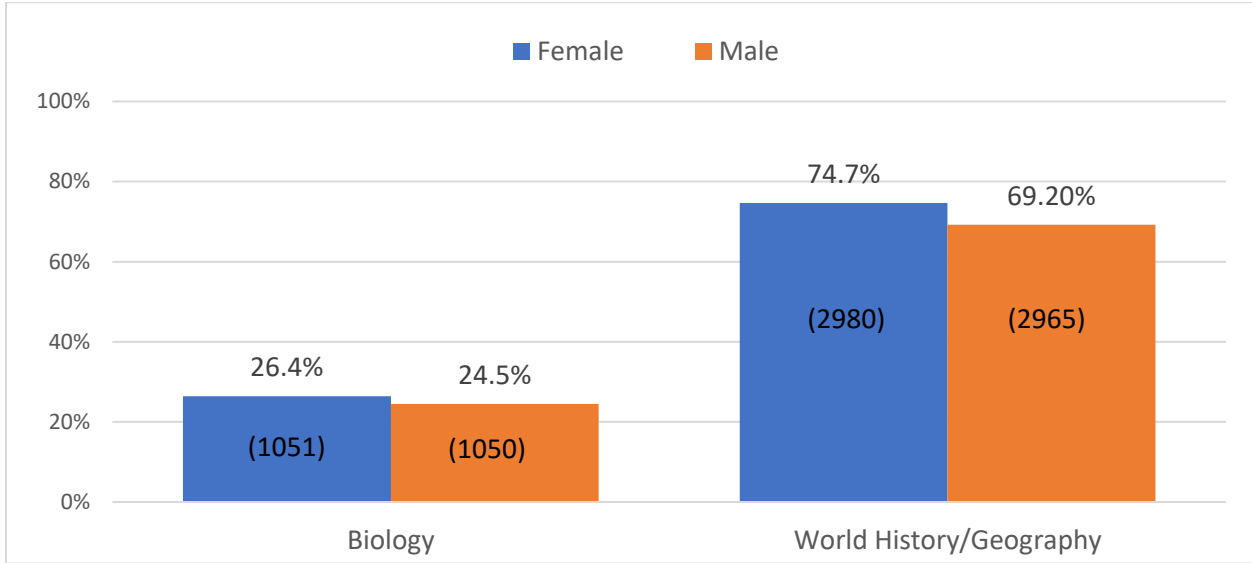
**Figure 4: Biology & World History/Geography On-Time Completion by Race/Ethnicity**  
Note: n = Number in Parentheses



For both Biology and World History/Geography, female students had higher completion rates than their male classmates. In fact, females outperformed the District average for both courses. For Biology, females had a completion rate of 1.9 percentage points higher than males. What is more, males fell just short of the District average (25.4%) in Biology. For World History/Geography, females had a completion rate almost 5.5 percentage points higher than males.

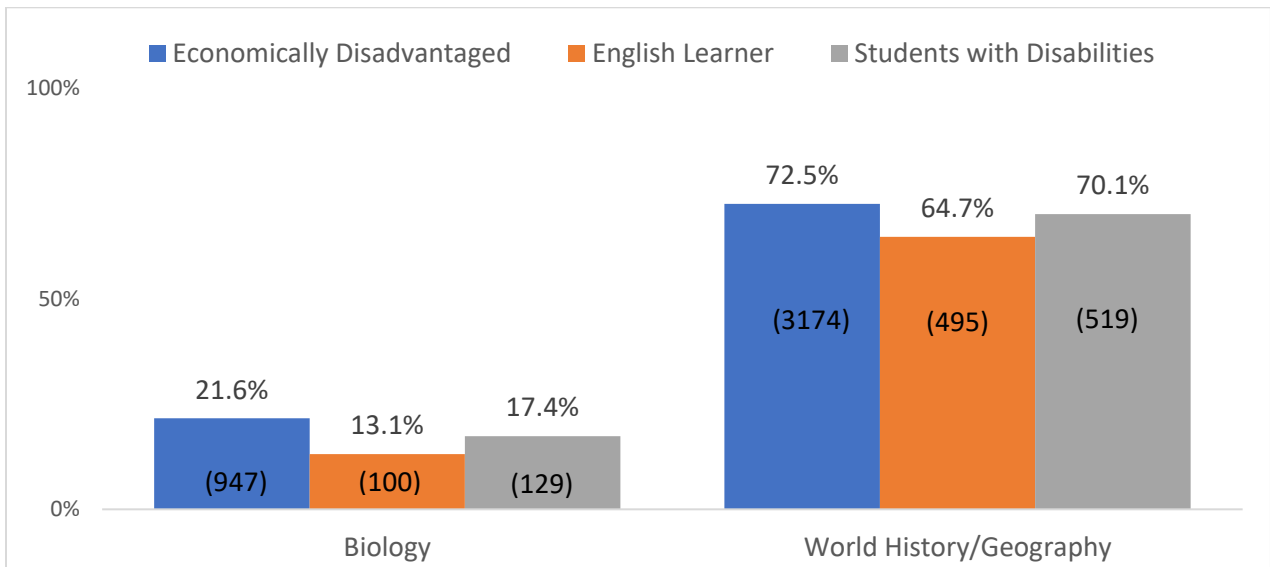


**Figure 5: Biology & World History/Geography On-Time Completion by Sex**  
 Note: n = Number in Parentheses



For Biology, none of the subgroups outperformed the District average (25.4%). Economically Disadvantaged students had the highest completion rate while EL students had a completion rate 12.3 percentage points lower than the District average. For World History/Geography, Economically Disadvantaged students outperformed the District average (71.9%) while English Learners fell 7.2 percentage points short of the District average. Additionally, EL had the lowest completion rate of 64.7% and were 7.8 percentage points lower than the Economically Disadvantaged subgroup.

**Figure 6: Biology & World History/Geography On-Time Completion by Demographic Group**  
 Note: n = Number in Parentheses



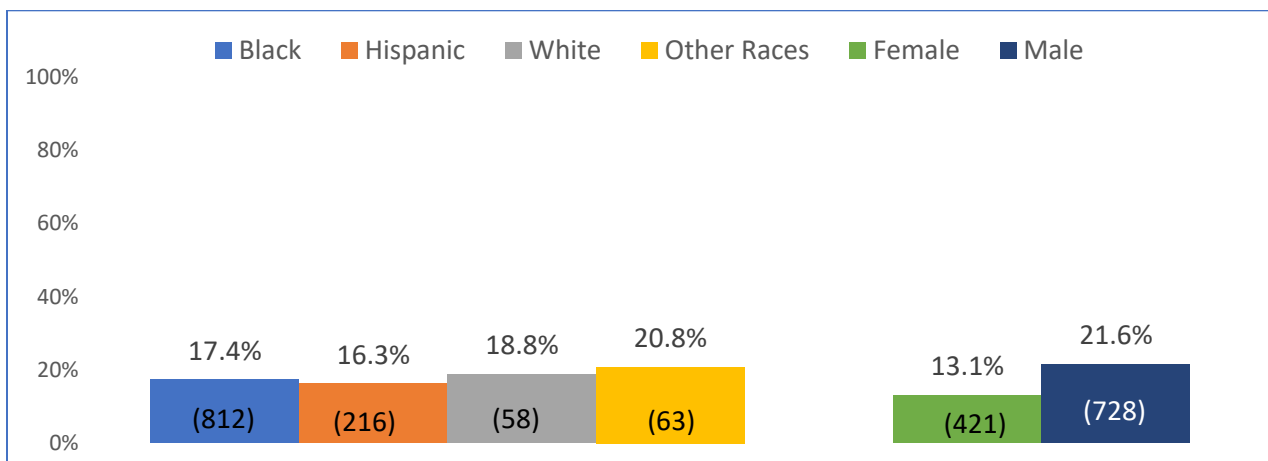


**Core Course Failures**

Core Courses are identified as those courses a student needs to graduate from high school. In addition to Algebra I and English I, for ninth-graders this includes: Geometry, Algebra II, Biology, U.S. Government, U.S. History/Geography, and World History/Geography. Failure rates are calculated by dividing the number of students with at least one failure in these core courses by the total number of students enrolled in those courses. Overall, MSCS students had a core course failure rate of 17.1% for the 2021-22 school year, seven percentage points lower than the 2020-21 school year.

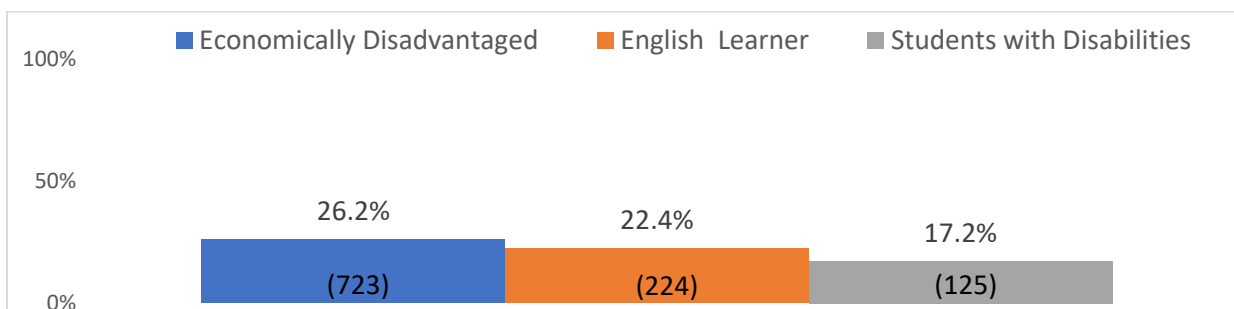
Breaking the failure rate down by race, students of Other Races and Black students had higher core course failure rates compared to their ninth-grade peers. Neither White nor Hispanic students exceeded the District average (17.1%) core course failure rate. Additionally, female students had a lower core course failure rate than males. When looking at gender, male students exceeded the District core course failure rate by 3.8 percentage points while female students fell below the District average by 4.1 percentage points.

**Figure 7: Core Course Failure by Race/Ethnicity & Gender**  
 Note: n = Number in Parentheses



By subgroup, Economically Disadvantaged students had the highest percentage of core course failures while Students with Disabilities had the lowest rate. All three subgroups exceeded the District average core course failure rate of 17.1%.

**Figure 8: Core Course Failure by Demographics**  
 Note: n = Number in Parentheses

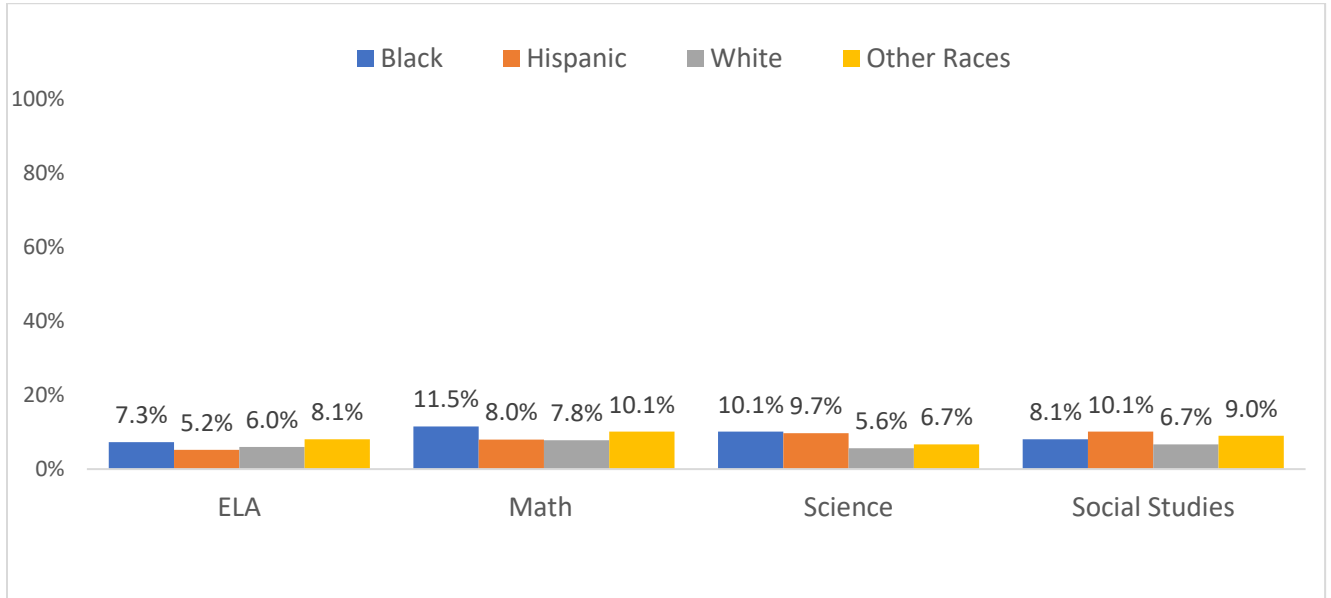




**Monthly Board KPIs: July 2022**  
 Prepared by the Department of Research & Performance Management

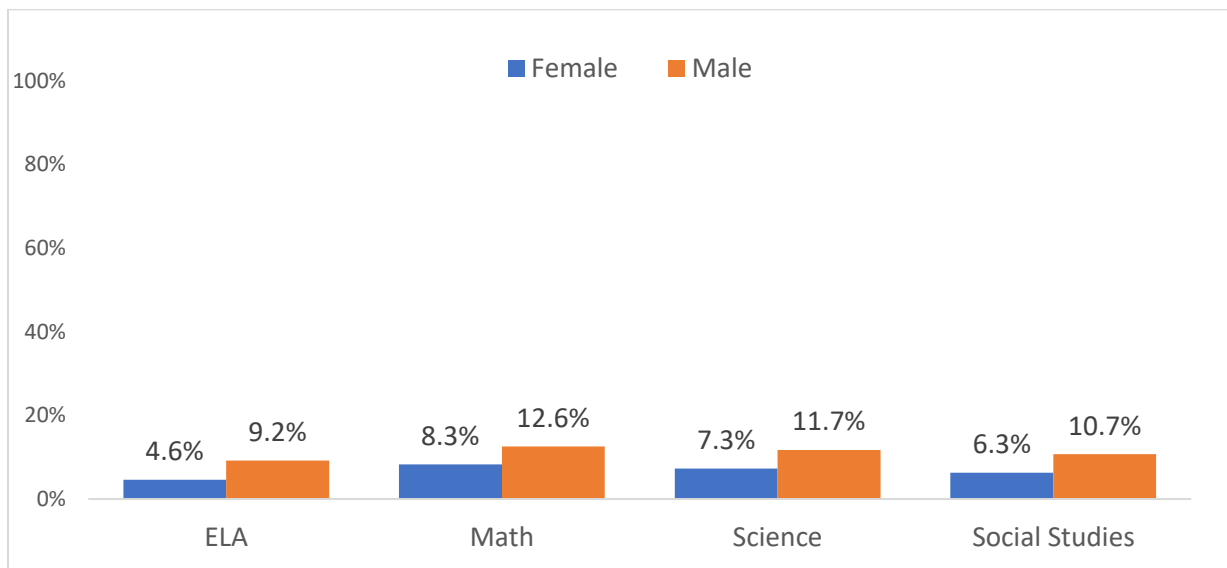
Across subject areas, by race/ethnicity, failure rates remained mostly consistent. Black students, White students, and students of Other Races/Ethnicities had the highest failure rate in Math while Hispanic students had the highest failure rate in Social Studies.

**Figure 9: Core Course Failure by Subject & Race/Ethnicity**  
 Note: n = Number in Parentheses



Looking at subject area breakdown by gender, ninth-grade male students consistently showed higher failure rates than female students. Math had the highest failure rate for both females and males. By contrast, ninth-grade students in ELA courses had the lowest failure rate.

**Figure 10: Core Course Failure by Subject & Gender**  
 Note: n = Number in Parentheses





## Monthly Board KPIs: July 2022

Prepared by the Department of Research & Performance Management

Both Algebra I and English I on-time completion rates for 2021-22 school year are among highest within the last eight years, likely due to including ninth-grade repeaters who had completed Algebra I and English I courses during a previous year as well as ninth-graders who were enrolled in online and credit recovery Algebra I and English I courses during the current year. Examining trends in ninth-grade student on-time course completion rates over the last eight years, Algebra I has shown some fluctuations but has remained within 8.3 percentage points, while English I has remained with 5.6 percentage points. The 2021-22 core course failure rate is 7 percentage points lower than last year's and is consistent with many prior years.

**Figure 11: Trends in Ninth-grade Performance**

