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Key Findings

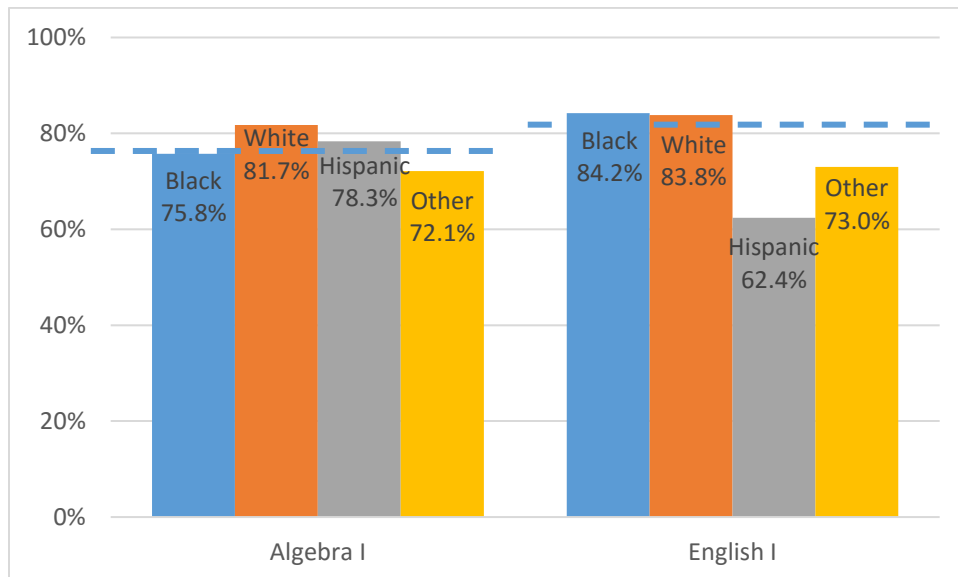
July's key performance indicators (KPIs) are aligned to Priority 2 of Destination 2025: Improve Post-Secondary Readiness. The KPIs are the percentage of ninth graders who completed Algebra I and English I on time, and the percentage of ninth graders who failed one or more core course.

- 76.3% of ninth graders completed Algebra I on time.
- 81.0% of ninth graders completed English I on time.
- 17.8% of ninth graders failed one of more core courses.

On-Time Algebra I and English I Completion

On-time completion is defined as the number of first-time ninth-grade students who successfully completed course by May 2017 divided by total number of active number of ninth-grade students in May 2017. In the case of Algebra I, students who completed this course during their eighth grade years are also counted as having completed the course on time. A higher rate of White students completed Algebra I on time than did students in all other racial groups. Additionally, the rate of White and Hispanic students that completed Algebra I on time exceeded the District's rate of 76.3%. A higher rate of Black students completed English I on time than did students in any other racial group. Additionally, the rate of Black and White students that completed English I on time exceeded the District's rate 81.0%. The largest disparity between Algebra I and English I on-time completion existed for Hispanic students, who completed Algebra I on par with the District average and other subgroups but who were notably less likely to complete English I on time compared to these groups.

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

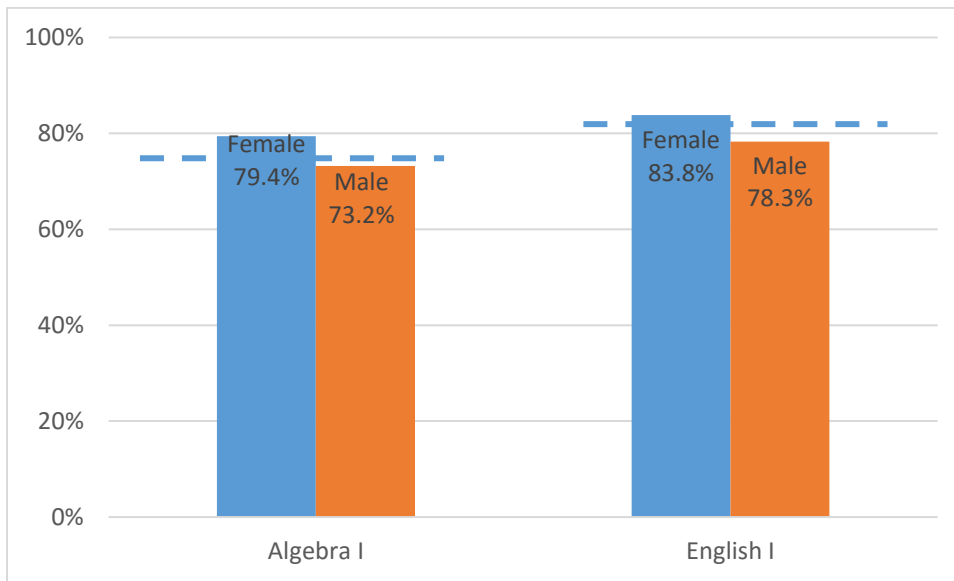


Female students successfully completed Algebra I and English I at a higher rate than did male students and exceeded the district's rate. The rate of on-time course completion was slightly lower in Algebra I than in English I for both males and females.



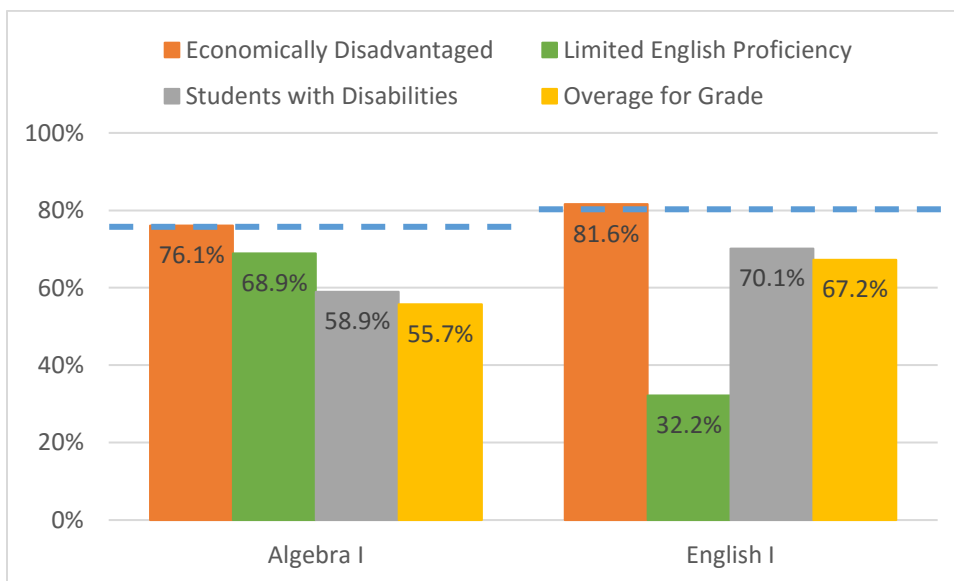
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Figure 2. Algebra I & English I On-Time Completion by Gender



Economically disadvantaged (ED) students achieved similar on-time course completion rates to the District average in both subjects. However, all other subgroups featured in Figure 3 had lower-than-average completion rates. Note that this KPI reflects completion rates for all ninth-grade students in each subgroup including those who may not have enrolled in Algebra I or English I in 2016-17. A disproportionate rate of Limited English proficiency (LEP) students did not complete the course on time. The rate of on-time course completion was lower in Algebra I than in English I for ED students, students with disabilities (SWDs), and overage for grade (OAG) students. The largest disparity in on-time course completion between Algebra I and English I existed for LEP students.

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

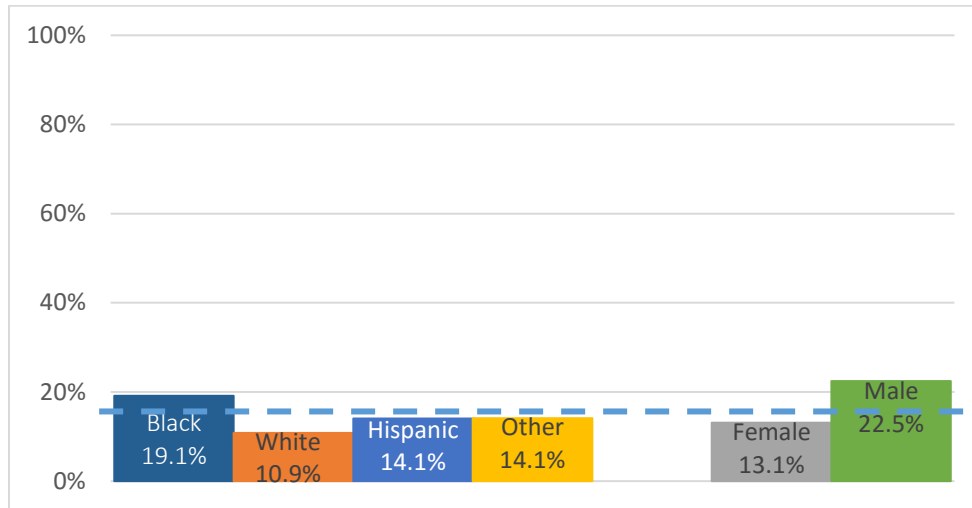




Core Course Failures

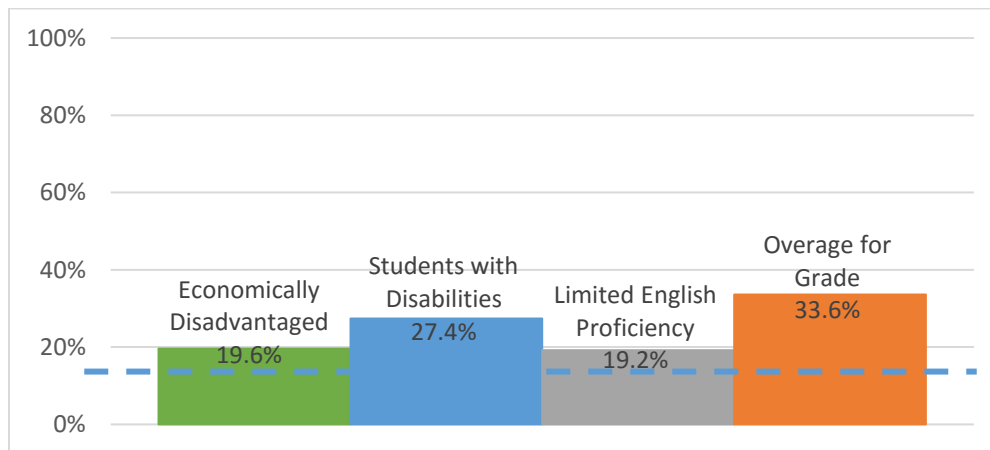
The core course¹ failure rate is defined as the number of ninth-who failed at least one core course in 2016-17 divided by the number of ninth-grade students who took the course in 2016-17. The rate of core course failures among Black students was higher than any other racial group and exceeded the District rate of 17.8%. White students had the lowest rate of core course failures. Disparities in rates of core course failures exist based on gender as well. A substantially higher rate of male students failed one or more core course compared to female students.

Figure 4. Core Course Failure by Race & Gender



The rate of ED students, SWDs, LEP and OAG students failing a core course exceeded the District's rate. OAG students failed one or more core courses at a disproportionately higher rate than any other demographic.

Figure 5. Core Course Failure by Demographics



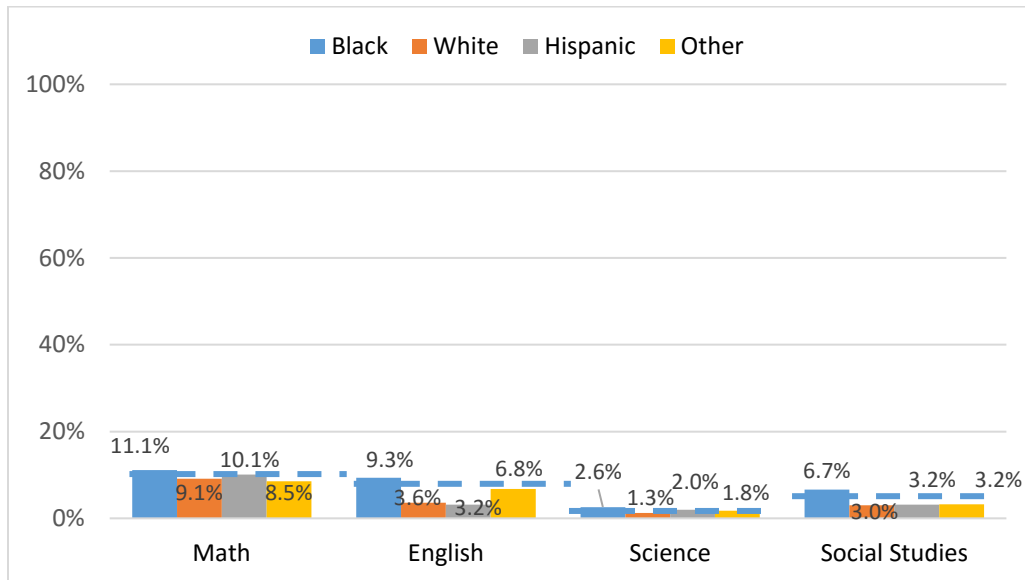
¹ Ninth grade core courses are as follows: English = English 1; Math = Algebra I, Algebra II or Geometry I; Science = Biology I; Social Studies = US Government, US History/Geography, World History/Geography.



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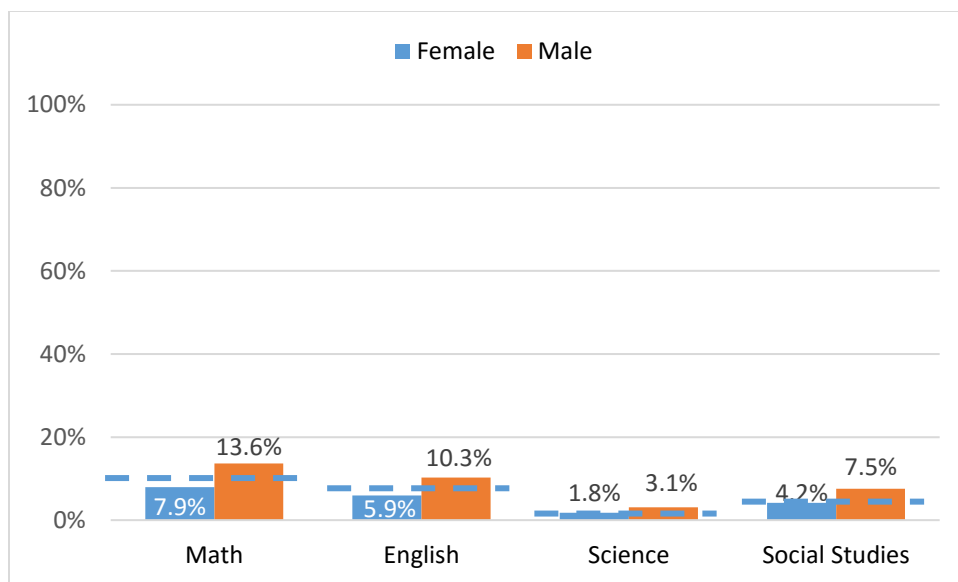
Across the District, students had the highest rate of course failures in mathematics and the lowest rate in Science. The rate of course failures was highest in every subject for Black students than for students in every other racial group. The largest gaps between Black students and White and Hispanic students were in English and Social Studies core courses.

Figure 6. Core Course Failure by Subject & Race



Male students had the highest rate of core course failures in every subject and exceeded the District's rate. The largest gender disparity existed in Math.

Figure 7. Core Course Failure by Subject & Gender

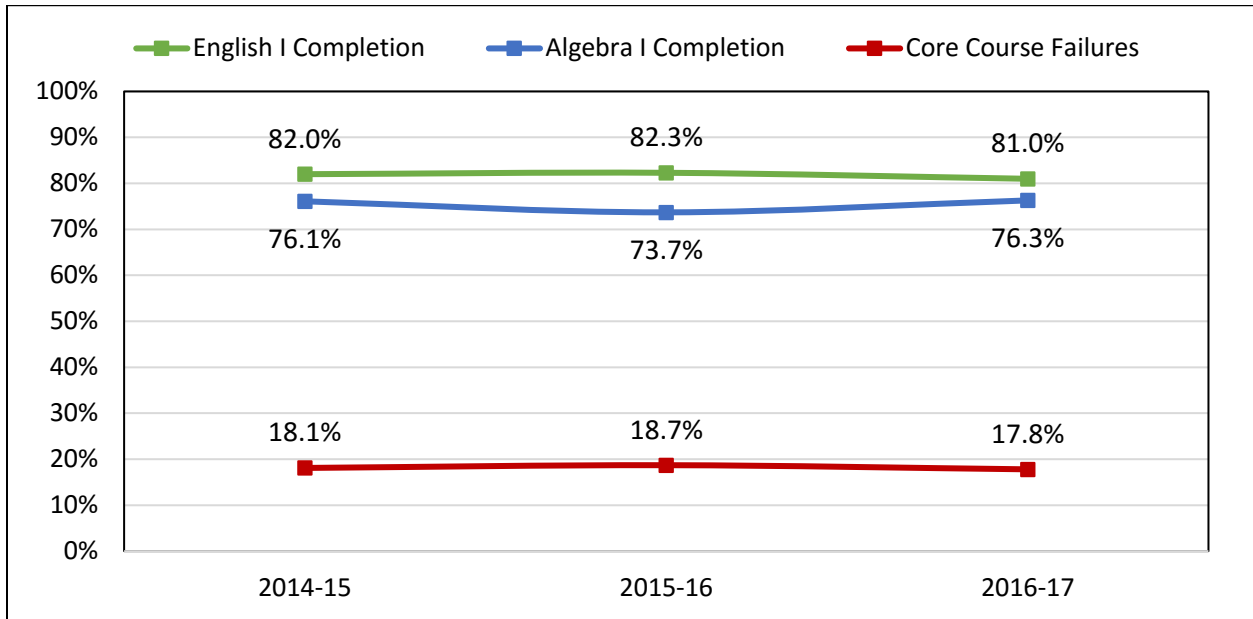




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Over the past three years, core course failures and on-time completion of English I have remained relatively stable. The percentage of students completing Algebra I on time dropped in 2015-16, but peaked in 2016-17. Most students successfully completed Algebra I in ninth grade. The percentage of students completing the course peaked in 2015-16, and declined in 2016-17.

Figure 8. Trends in Ninth Grade Performance



Recommendations

- Continue to support educators in implementing new curricula through instructional coaching and lesson planning support.
- Utilize online interventions such as Grad Point and Grade Results for student grade and credit recovery.
- Continue strengthening our high school math teacher talent pool given national teacher shortages.²
- Monitor the District's revised grading policy to ensure consistent implementation.

² Podolsky et al. "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators." *Learning Policy Institute*. 2016.