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Key Findings

October's key performance indicators (KPIs) are aligned to Priority 2 of Destination 2025: Improve Post-Secondary Readiness. The KPIs are the number/percentage of students graduating with professional certifications, the four-year cohort graduation rate, achievement gaps in reading and math by subgroup, and growth gaps by subgroup.

- The success rates for both white and Hispanic students exceeded or met the District success rates in Algebra I and II and English I, II, and III; however, success rates for black students were at least 2.5 points lower than the District success rate in the same subjects.
- Success rates for students with disabilities, economically disadvantaged students, and ELL students were lower than District success rates in the same subjects.
- 2% (154) students graduated with professional certifications in 2017.
- The cohort graduation rate increased from 74.6% in 2014 to 79.6% in 2017. From 2015 to 2017, Black, White and Hispanic subgroups have all shown improvement in graduation rate.
- In 2016-17, SCS earned a District TVAAS score of 1 overall and in each subject. 64% of schools earned a Level 1 composite.
- Although 56% of high schools demonstrated some improvement in success rate since 2016, only four schools (10%) made proficiency gains of five or more points.

TVAAS Growth Rates

In 2016-17, SCS earned a District TVAAS score of 1 overall and in each subject. 64% of schools earned a Level 1 composite.

Figure 1: 2017 School TVAAS Composites by Grade Band
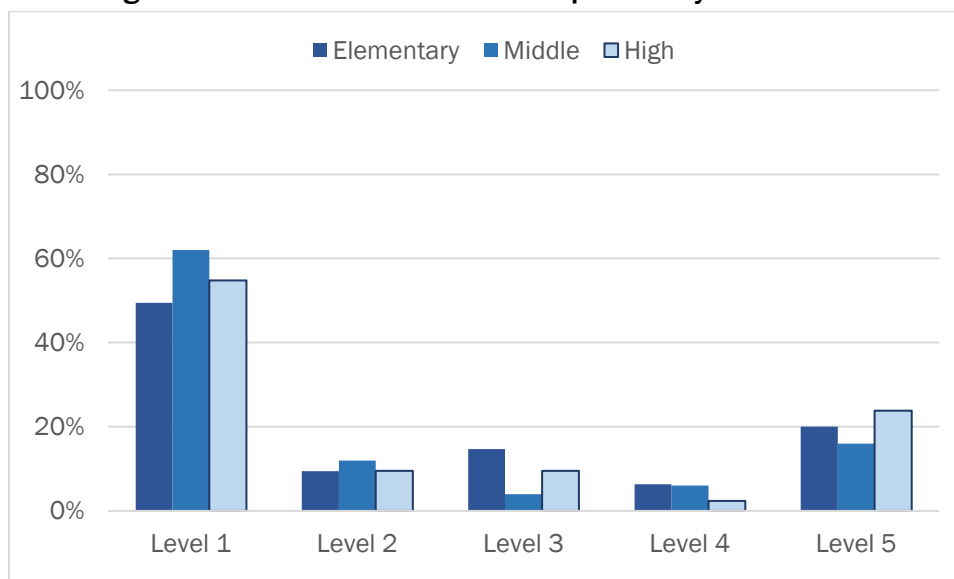
Forty-one percent of elementary, 26% of middle, and 36% of high schools earned a Level 3 or above composite score. SCS earned a Level 3 higher in 8 grades and subjects, as shown in Table 1.

Table 1: 2017 TVAAS Level 3 and Above by Subject and Grade

Subject	Grade	TVAAS Level
Biology I	9-12	Level 4
Chemistry	9-12	Level 3
English I	9-12	Level 5
English II	9-12	Level 5
English III	9-12	Level 5
Math	3	Level 5
Science	7	Level 5
ELA	8	Level 5

Trends in TNReady EOC Success Rates

Although there was no change from 2016 to 2017 in the success rates for high school ELA and math, fewer students performed in the lowest achievement category ("Below") in both subjects in 2017.

Figure 2: Change in EOC Achievement Levels from 2016 to 2017
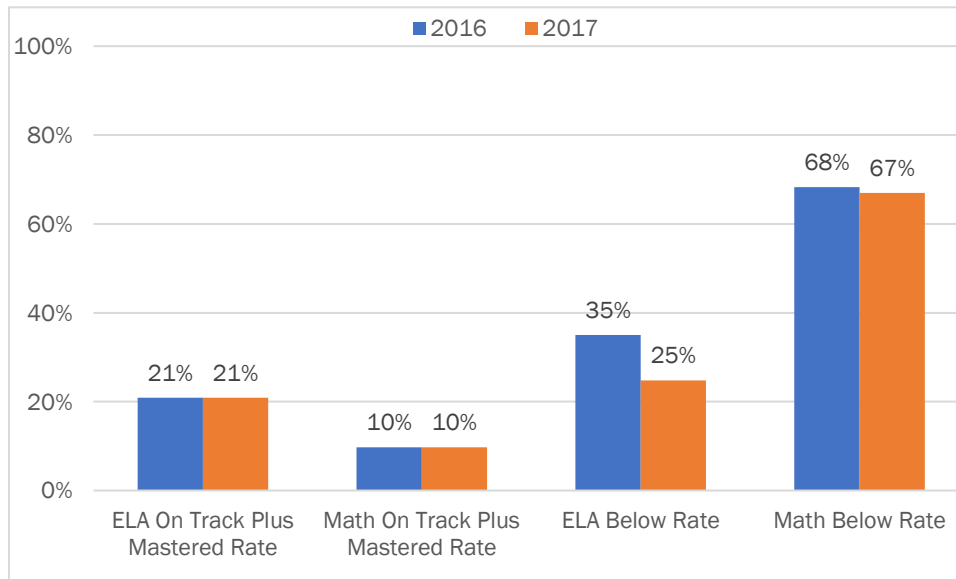
TNReady Success Rates by Subgroup

Achievement gaps across race/ethnicity and income subgroups existed in all math and English Language Arts (ELA) subjects and grade levels in 2017. These gaps were larger in lower grades than in upper grades, but overall proficiency also declined for all groups in upper grades. The largest gaps were in 7th grade math and ELA where Black/Hispanic/Native American (BHNA) students earned proficiency rates that were 36 to 37 points lower than their non-BHNA peers. The smallest gaps were in Algebra I and II where Economically Disadvantaged (ED) students earned proficiency rates that were eight points lower than their non-ED peers.

Figure 3: 2017 SCS Subgroup Proficiency Rates in TNReady Math Subjects

2017 TNReady Proficiency in Math by Grade Level and Subgroup

Legend: All Students; Black/Hispanic/Native American; Economically Disadvantaged; Non-BHNA; Non-ED
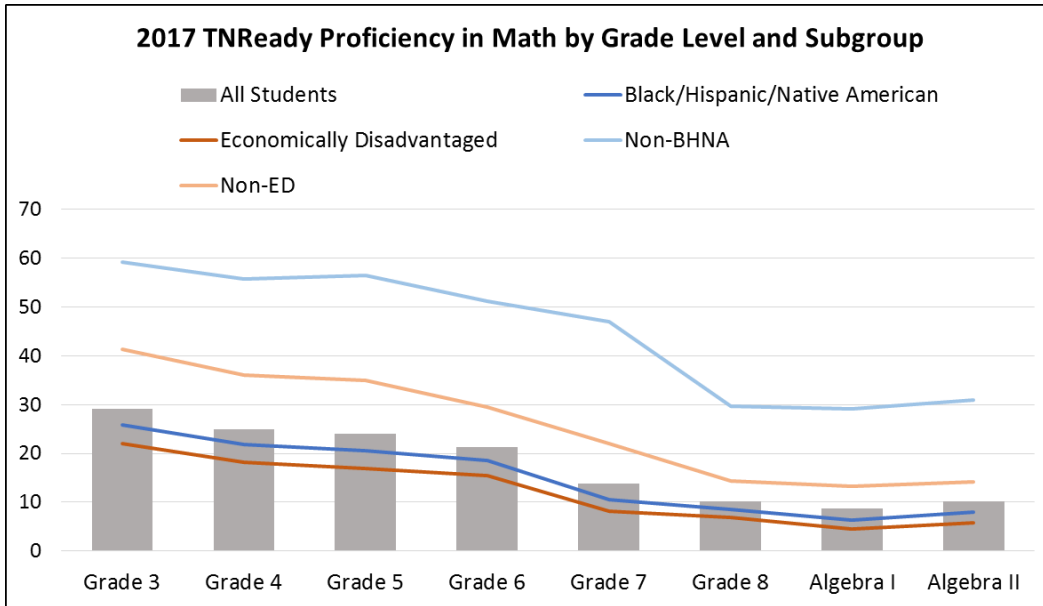
Figure 4: 2017 SCS Subgroup Proficiency Rates in TNReady ELA Subjects

TNReady Proficiency in ELA by Grade Level and Subgroup

Legend: All Students; Black/Hispanic/Native American; Economically Disadvantaged; Non-BHNA; Non-ED
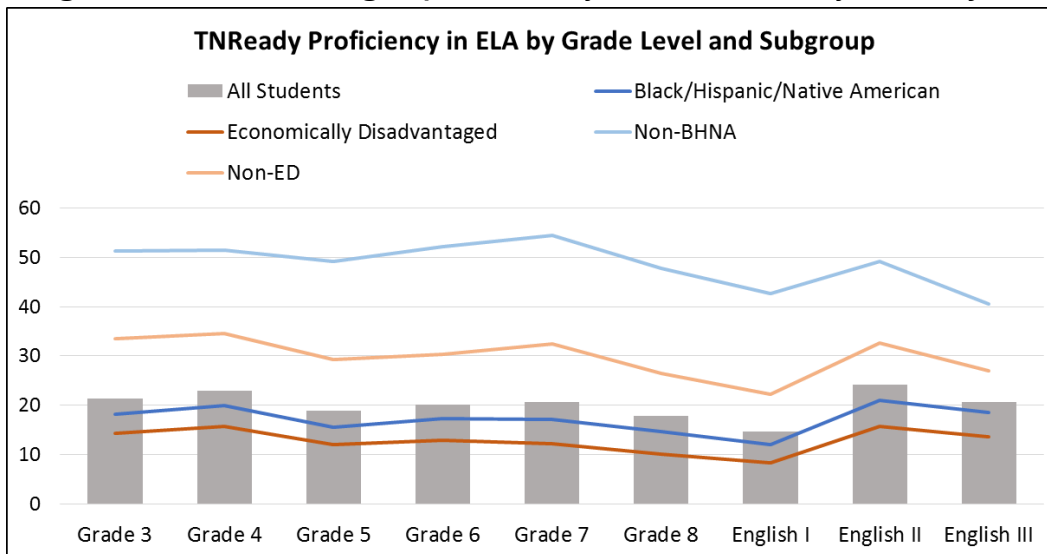
When comparing the District's achievement gaps in EOC subjects with state-wide gaps, SCS has larger gaps for race/ethnicity subgroups and smaller gaps for ED versus non-ED students. However, state achievement gaps increased for both groups from 2016 to 2017 while SCS' gaps decreased, most notably by race and ethnicity, in EOC math and ELA.

Figure 5: State and District Achievement Gaps Over Time in EOC Subjects
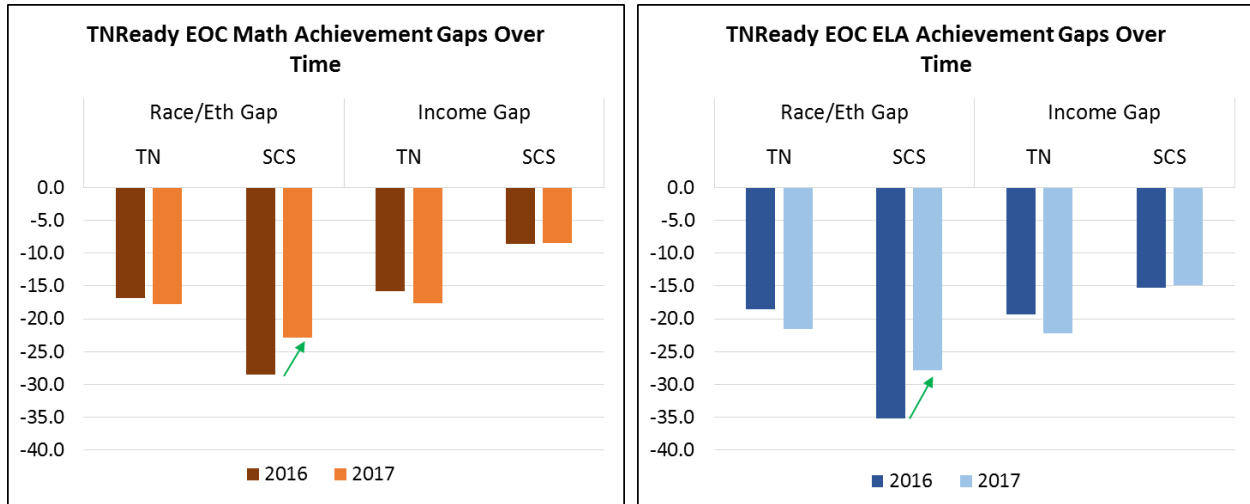
In order to examine possible drivers of race/ethnicity achievement gaps further, RPM analyzed TNReady proficiency rates for subgroups in the high schools with the highest concentrations of non-BHNA students. These seven schools[1] account for 42% of total high school enrollment SCS but 88% of white student enrollment and 57% of Hispanic student enrollment. Within the subset, the three largest subgroups (white, black and Hispanic) exceeded the District proficiency rate in most subjects; however, large gaps still existed between BHNA and non-BHNA students.

## Figure 6: TNReady EOC Proficiency Rates by Race/Ethnicity Subgroup in Subset Schools

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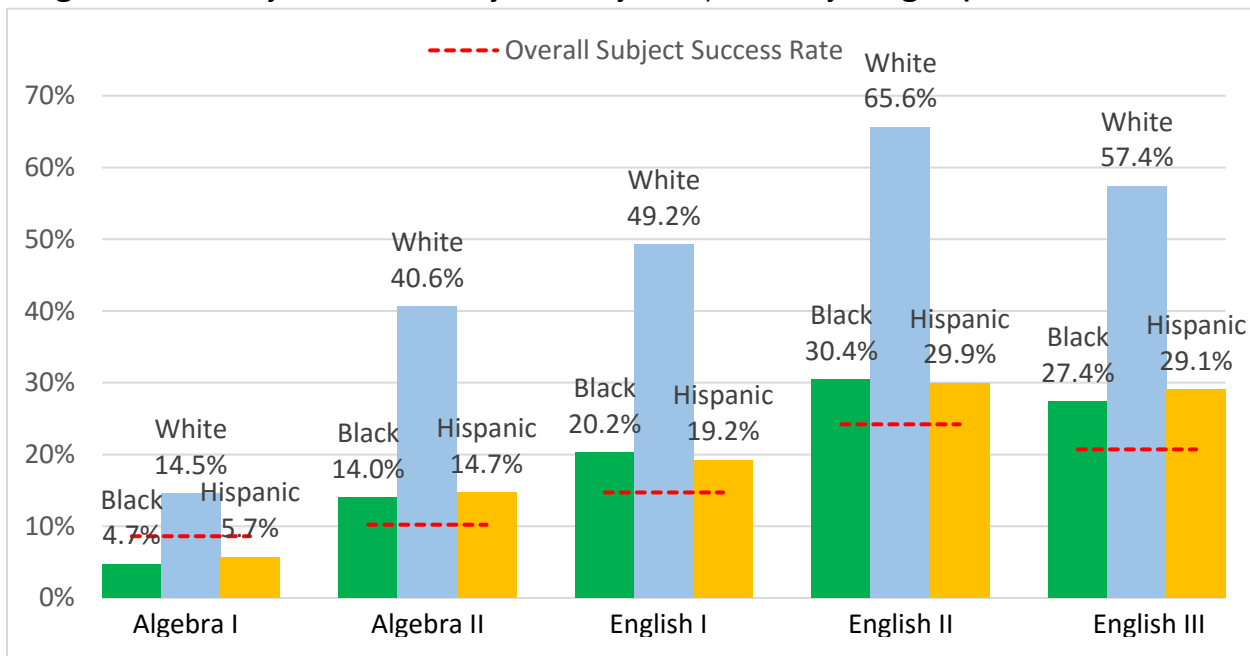
[1] This subset includes Bolton, Central, Cordova, Germantown, Kingsbury, Middle College and White Station High.

When looking at the same trends in SCS high schools outside of the subset, achievement gaps between BHNA and non-BHNA students were smaller in this group than in the above subset. However, all three subgroups had lower proficiency rates in nearly all subjects.

Figure 7: TNReady EOC Proficiency Rates by Race/Ethnicity Subgroup in Non-Subset Schools
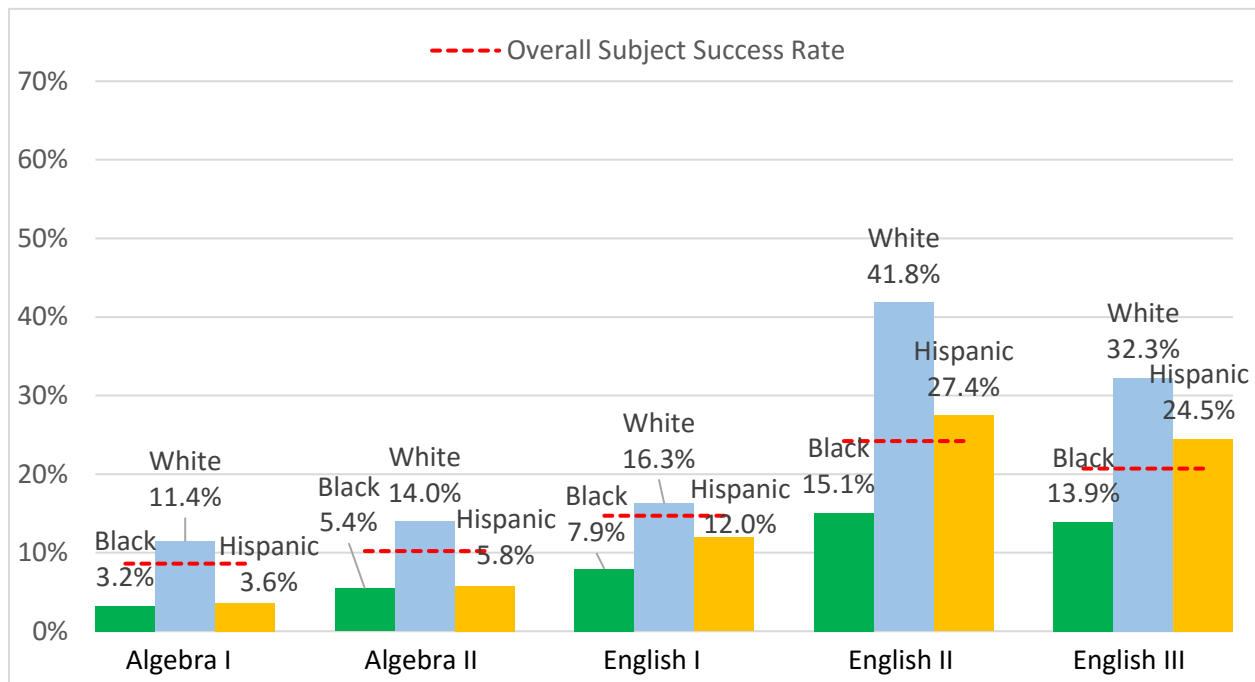
Comparing this same subset by income subgroups yields similar results. While this subset of schools accounts for 42% of total student enrollment, they represent 35% of Economically Disadvantaged SCS high school students based on family income and 28% of Direct Certified high school students, meaning they receive federal poverty supports such as TANF or SNAP.

In the subset (Figure 8), both ED and non-ED subgroups met or exceeded the District proficiency rate in nearly all EOC TNReady subjects, but clear achievement gaps exist between the two groups in all subjects. In all other high schools (Figure 9), achievement gaps between the two groups were smaller, but overall proficiency was also lower than in the subset.

In summary, achievement gaps in TNReady subjects are reflected both within schools and between schools in SCS in terms of race/ethnicity and income. The District must continue to pursue strategies and resources that can increase the number of high-quality school options available and also address drivers of inequality within schools.

Figure 8: TNReady EOC Proficiency Rates by Income Subgroup in Subset Schools
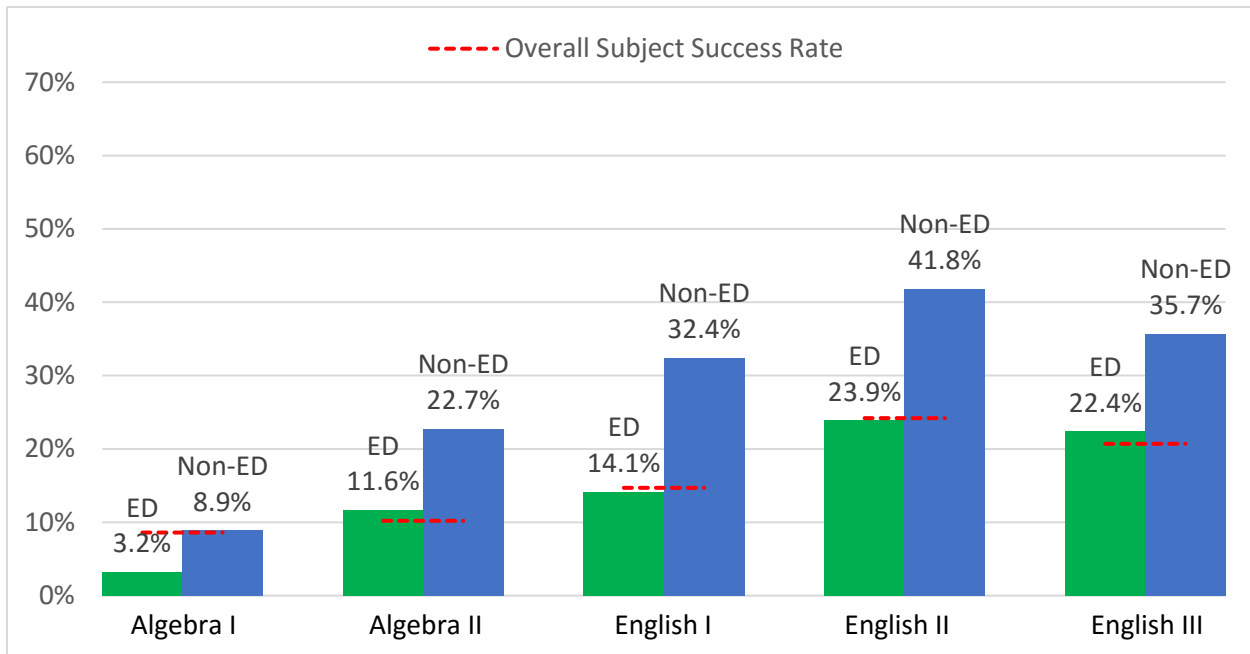
**Figure 9: TNReady EOC Proficiency Rates by Income Subgroup in Non-Subset Schools**
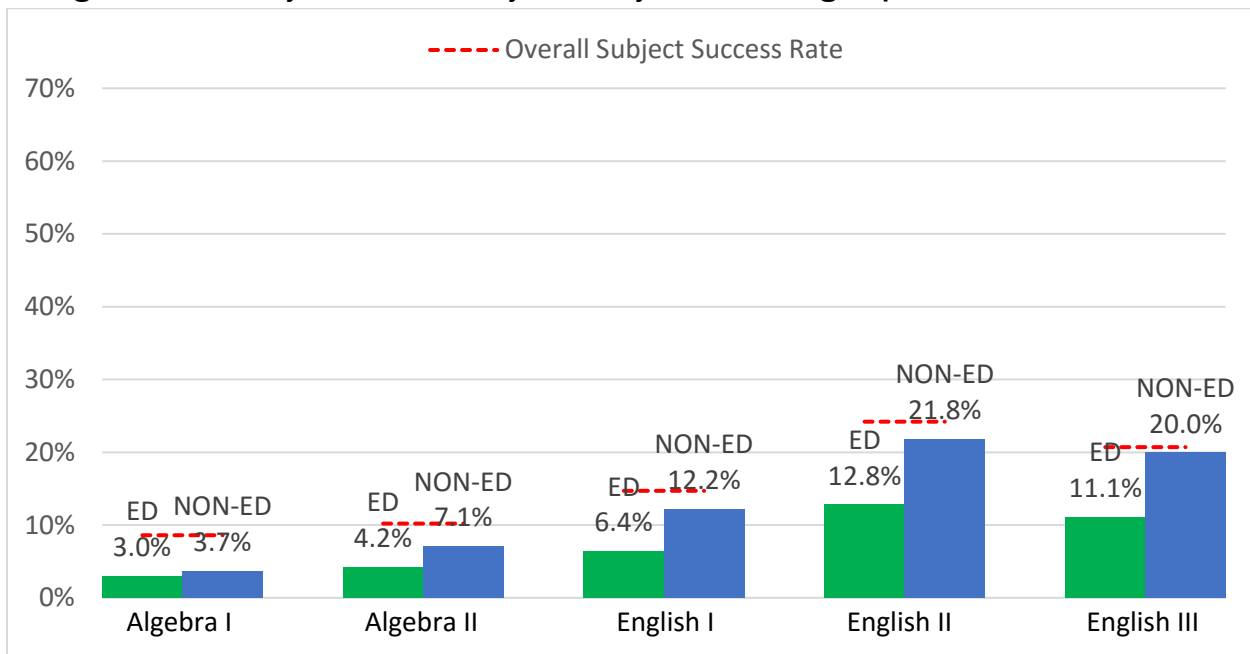
## Number/Percentage of Students Graduating with Professional Certifications

The percentage of students who earned professional certifications in Career & Technical Education (CTE) increased from 2015 to 2016, but has remained stable since then.

Figure 10: Percentage of Students with Professional Certifications
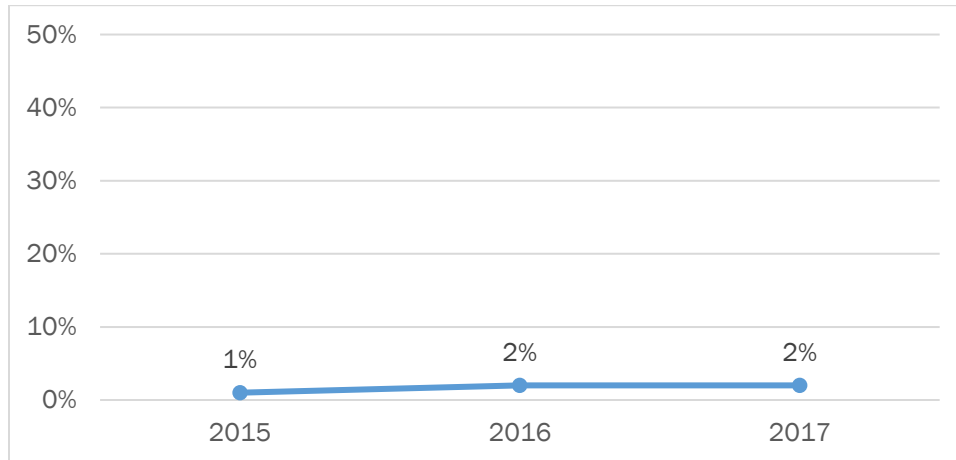
The number of total certifications earned has fluctuated over the past three years due in part to changes in the CTE areas approved by the State. In 2015, students earned 366 certificates; however, the State removed several certifications (ServeSafe, CPR, Pesticide, and A*S*K*) from the approval list beginning in 2016. When comparing just the currently approved certification areas across the past three school years, the number of certifications increased in 2016 and remained flat in 2017.

Figure 11: Number of Students with Certifications & Number of Certifications
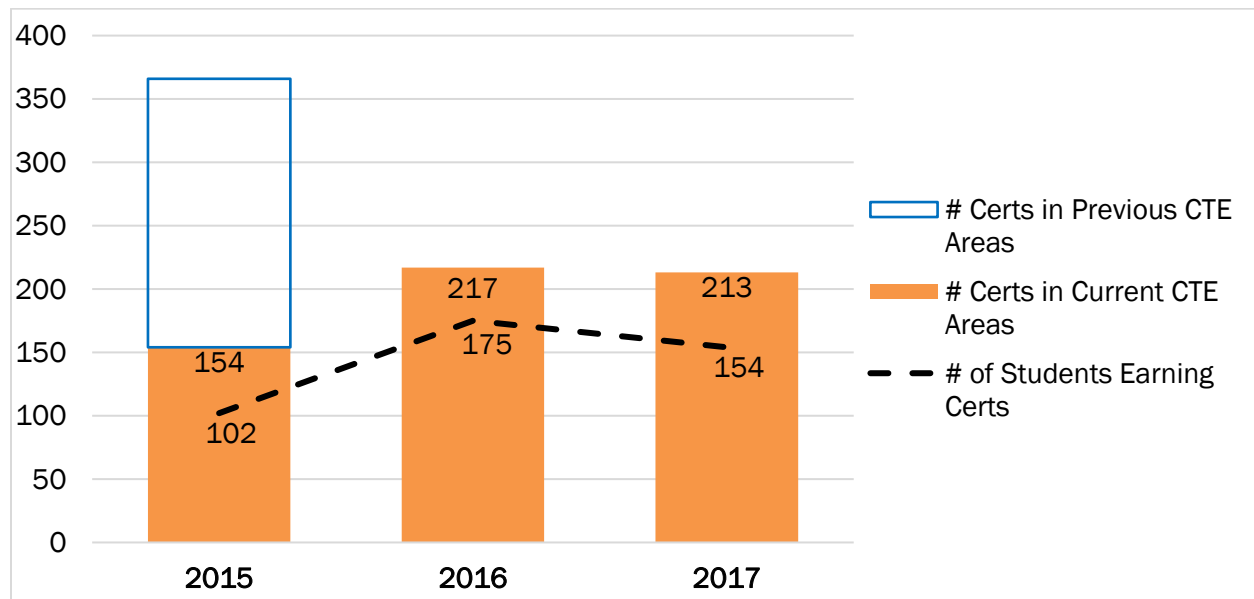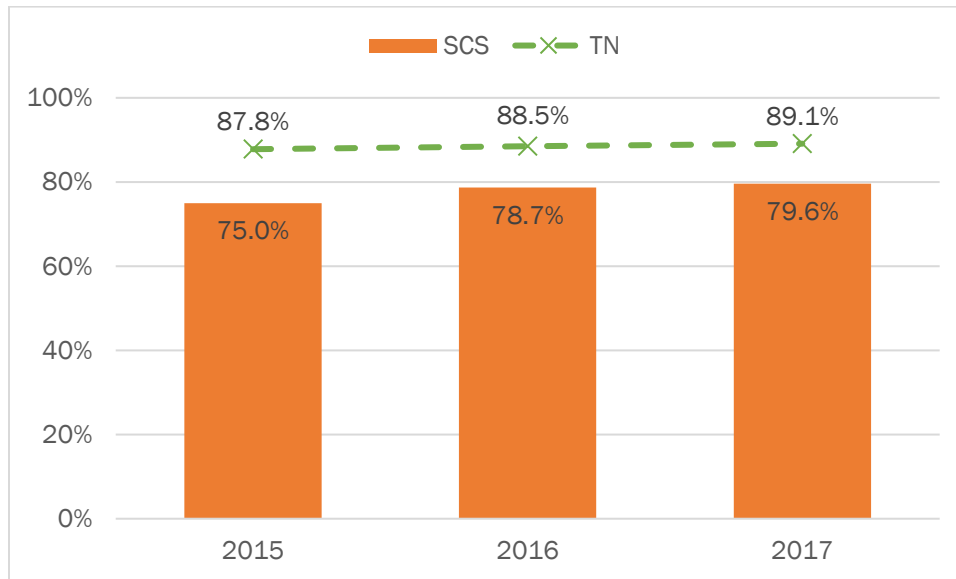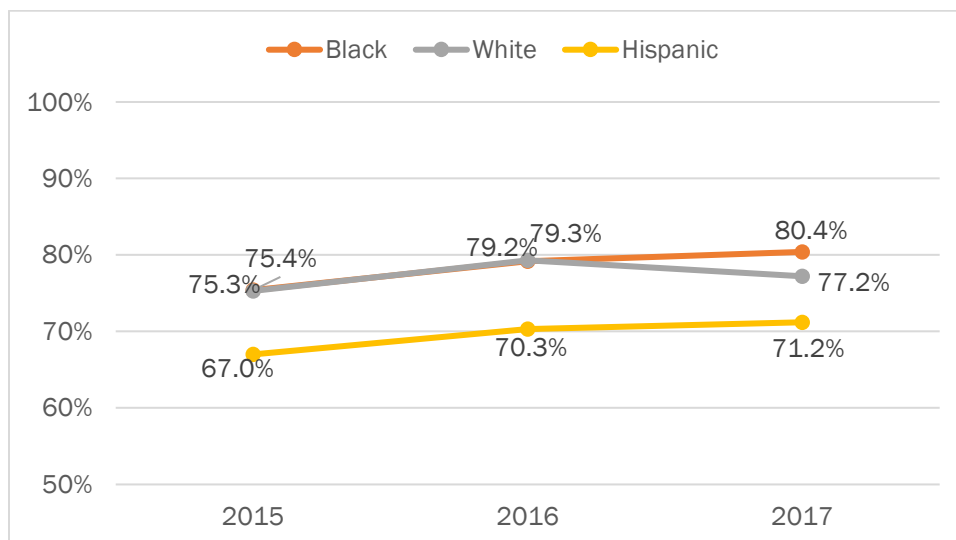
Trends in Cohort Graduation Rate

SCS's cohort graduation rate has increased by 4.6 points from 2015 to 2017. The gap between the District graduation rate and Tennessee graduation rate has narrowed somewhat from 12.8 points in 2015 to 9.5 points in 2017.

Figure 12: Trends in Cohort Graduation Rate – SCS vs. TN

Black students had the highest graduation rate for the 2015 (75.4%) and 2017 (80.4%) cohorts, while White students had the highest graduation rate for the 2016 (79.3%) cohort. Hispanic students had the lowest graduation rate in all three years. The cohort graduation rate has improved in all three years for Black and Hispanic students, but declined for White students in 2017.

### Figure 13: Trends in Cohort Graduation Rates by Subgroup

Black students have shown the largest growth (5.0%) in the cohort graduation rate from 2015 to 2017 than the other reported subgroups. Hispanic students' cohort graduation rate has also improved, resulting in an overall 4.2% growth from 2015 to 2017. White students' cohort graduation rate has varied over the past three years. From 2016 to 2017, the rate dropped by 2.1%; however, the overall graduation rate increased by 1.9% from 2015 to 2017.

Figure 14: Year-Over-Year Changes in Graduation Rate by Subgroup
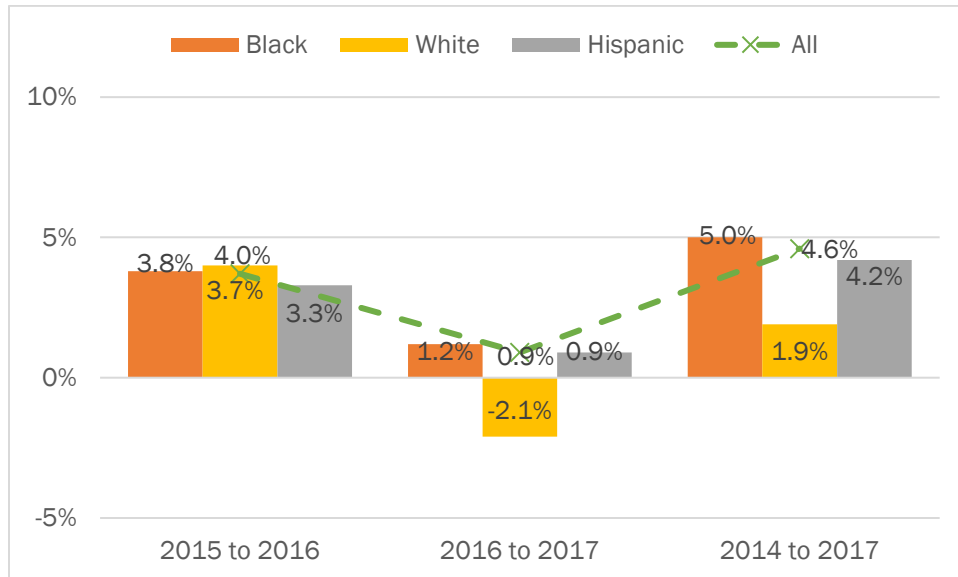
Recommendations

- Support all schools in implementing rigorous curriculum
- Identify and share best practices from schools that did show high TVAAS growth and/or increases in success rate
- Strengthen course offerings and teacher capacity for CTE career pathways
- Continue to identify and intervene with students who are falling behind on credits and coursework early