



Destination 2025 Monthly: October 2019

Prepared by the Department of Research & Performance Management

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Key Findings

The key performance indicators for October report TVAAS growth rates, TNReady 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 & Non-Black/Hispanic/Native American (BHNA & Non-BHNA) and economically disadvantaged & non-economically disadvantaged (ED & Non-ED) subgroups. These performance indicators align with priorities 1 and 2 of Destination 2025: Strengthen Early Literacy and Improve Post-Secondary Readiness. The following are the key findings:

- In 2019, SCS earned a composite TVAAS score of 1.
- Overall, 47% of elementary schools, 45% of middle schools, and 48% of high schools earned a Level 3 or above composite TVAAS score.
- SCS earned a Level 3 or above TVAAS score across 14 subjects and grade levels. Notably, Algebra I, Algebra II, and Geometry are included for the first time in three years.
- TNReady On Track/Mastered (OTM) rates improved from 23% to 28% and from 12% to 14% in grades 3-8 and high school math, respectively.
- In ELA subjects, high school OTM rates improved from 16% to 20%, and in grades 3-8, dropped subtly from 22% to 21%.
- Gaps in achievement exist across race/ethnicity and ED for all ELA and math subjects and grade levels. OTM rates for BHNA and ED students remain lower than their Non-BHNA, and Non-ED peers.
- The cohort graduation rate increased slightly from 79.2% to 79.3%. Annual change in graduation rate by subgroups reveal that white students showed the greatest improvement from 2018 to 2019 (+4.8 points). Graduation rates by subgroup are as follows: Black, 80.3%; White, 78.6%; Hispanic, 71.2%; and ED, 76.3%.

TVAAS Growth Rates

The TVAAS assessment system measures year-to-year student growth and scores range from 1 (no growth) to 5 (highest level of growth). The District received a composite TVAAS score of 1 in literacy, numeracy, social studies, and overall. These score indicate a decrease from 2018 in both literacy and the overall composite score. However, TVAAS trends by school type indicate that 22% of elementary schools, 26% of middle schools, and 30% of high schools showed improvements in TVAAS from 2017/18 to 2018/19. Figure 1 provides additional trends in growth by school type.



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Figure 1: TVAAS Trends by School Type: 2017/18 to 2018/19

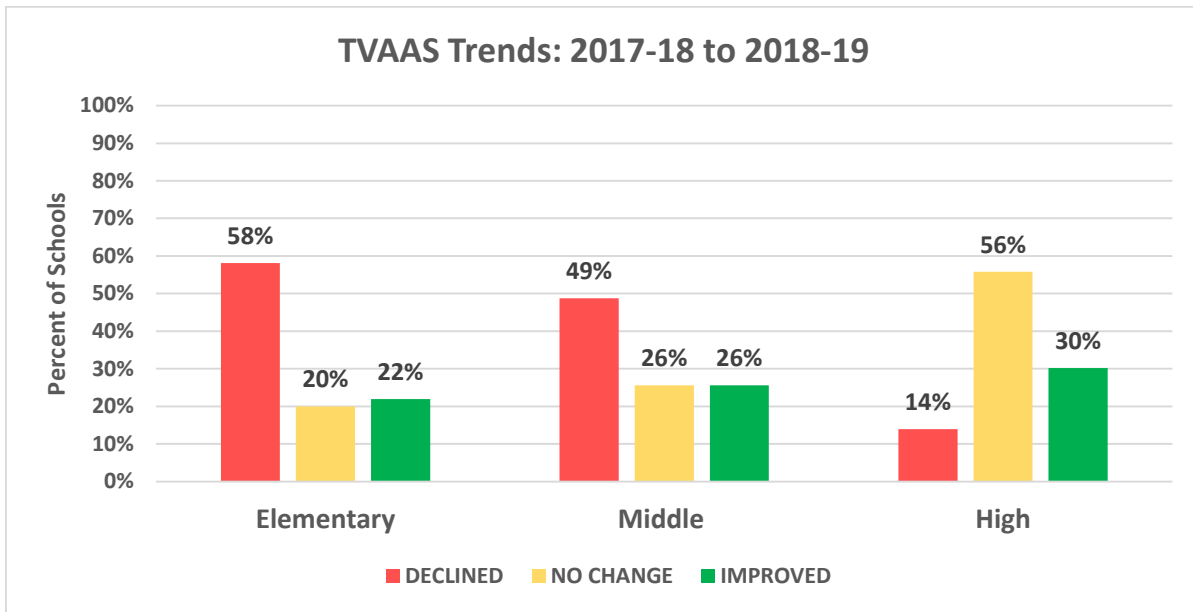
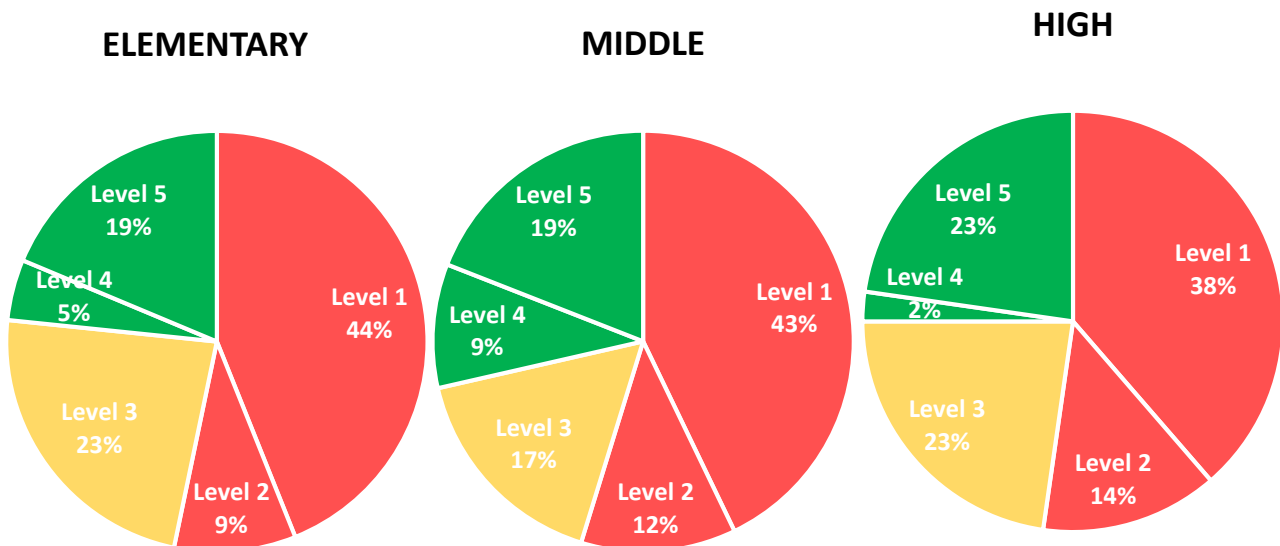


Figure 2 provides the percentage of schools that earned each TVAAS level by school type. Forty-seven percent of elementary schools, 45% of middle schools, and 48% of high schools received scores representing student growth at or above the expected amount (designated by a Level 3 or above).

Figure 2: TVAAS Composites by School Type



SCS showed additional improvements in TVAAS scores earned by subject. Notably, the District received a Level 3 or above for Algebra I, Algebra II, and geometry for the first time in three years. The Districts English I students continue to show growth and earned a Level 3 or above for the third consecutive year. Students in each subject in the grade levels below showed notable growth and earned a Level 3 or above TVAAS score.



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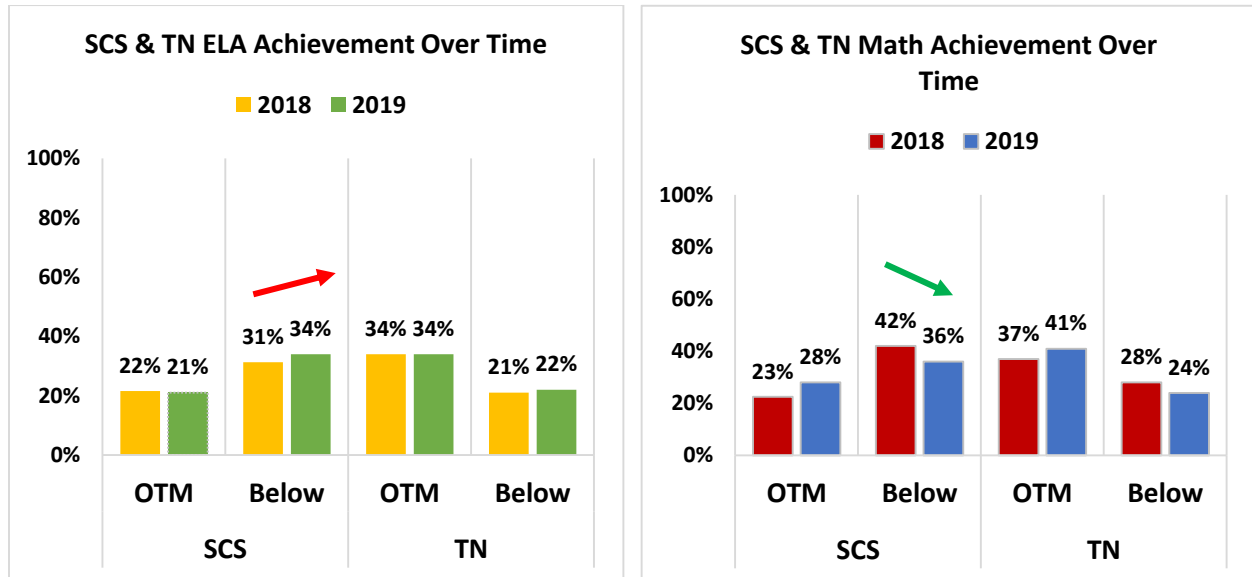
Table 1: 2018/19 TVAAS Level 3 and Above by Subject and Grade

TNREADY			EOC		
Subject	Grade	TVAAS Level	Subject	Grade	TVAAS Level
ELA	5	Level 4	Algebra I	9-12	Level 5
ELA	6	Level 3	Algebra II	9-12	Level 3
Math	3	Level 5	English I	9-12	Level 3
Math	5	Level 3	Geometry	9-12	Level 3
Math	7	Level 5	Integrated Math I & II	9-12	Level 3
Social Studies	6	Level 4	Integrated Math III	9-12	Level 5
Social Studies	7	Level 5			

Trends in TNReady Achievement

Achievement rates are determined by the percentage of students achieving on-track or mastered scores (OTM) on the TNReady assessments. Figures 3 and 4 show the OTM and below proficiency rates for SCS and the state. In grades 3-8 ELA, both SCS and TN rates changed very little from 2017/18 to 2018/19. In grades 3-8 math, both SCS and TN showed improvements in their OTM and below rates from 2017/18 to 2019/19. SCS math OTM rates increased by five percentage points, and the below rate decreased by six percentage points.

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

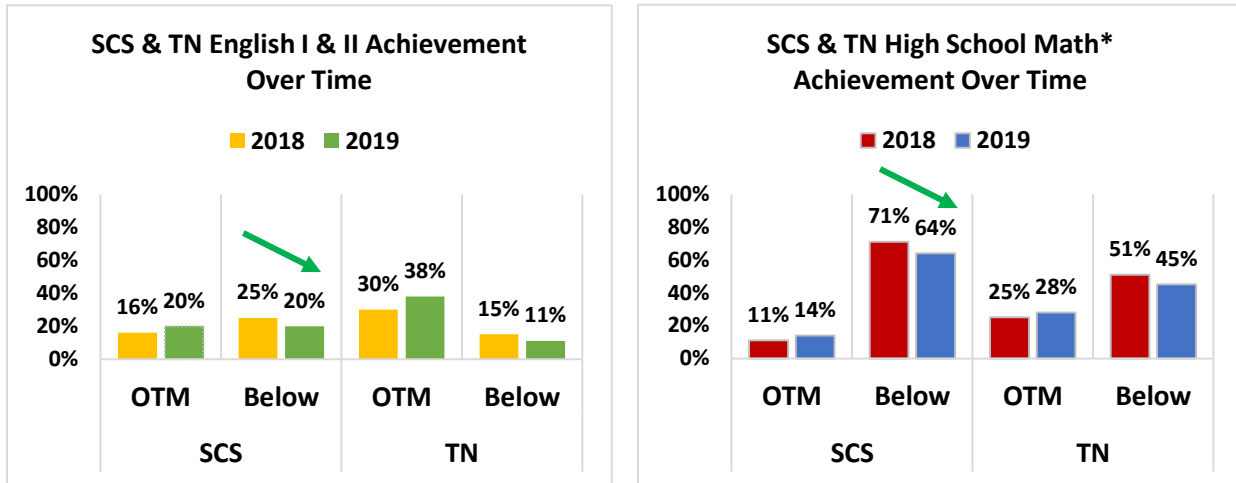


Additionally, SCS high school students demonstrated improvements in ELA and math. Figure 4 shows SCS and TN OTM and below rates for English I and English II combined and for the following math subjects combined: Algebra I, Algebra II, Geometry, and Integrated Math I-III*. In ELA subjects, the SCS OTM rate increased by 4 percentage points, and the below rate dropped by 5 percentage points. In math subjects, the SCS OTM rate improved by 3 percentage points, and the below rate improved by 7 percentage points. Overall, the District's trends mirror those of the state, with improvements in both OTM and below rates.



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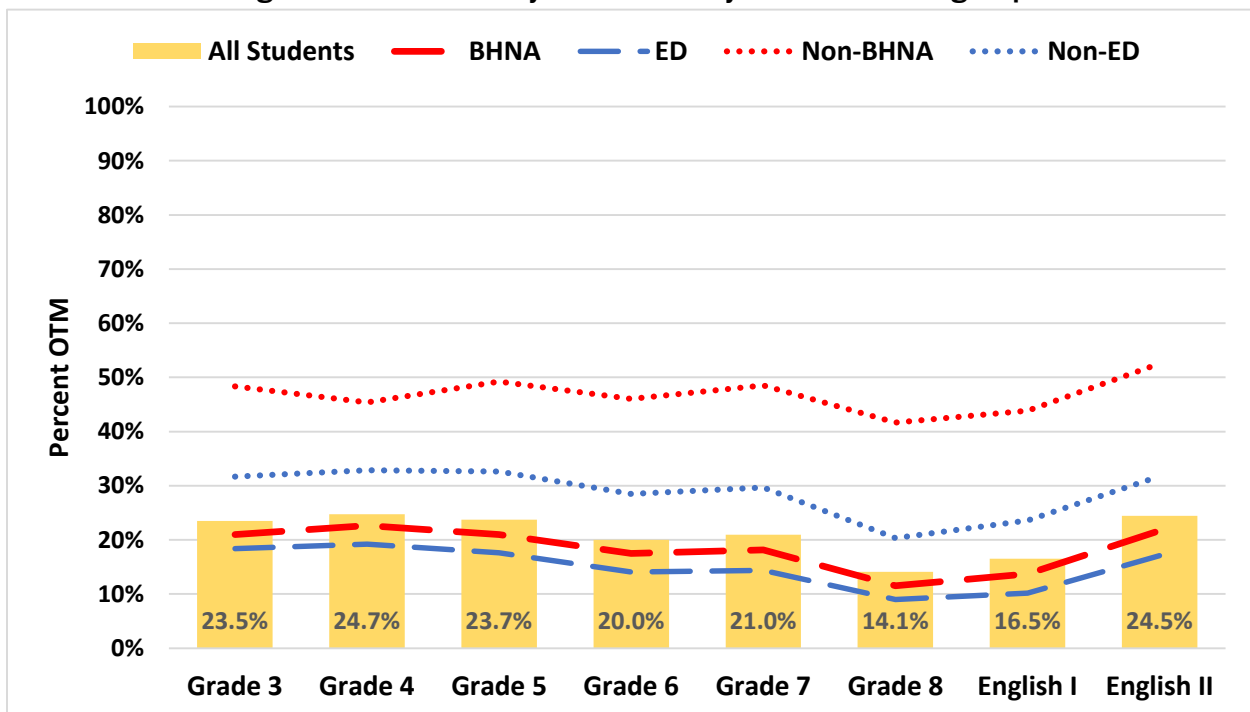
Figure 4: District and State Achievement Over Time in High School ELA and Math



TNReady Achievement by Subgroup

Gaps in achievement exist across race/ethnicity and socioeconomic factors 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, approximately 22% of all students are OTM in ELA subjects across grade levels. Grade 8 and English I earned the lowest OTM rates of 14.1% and 16.5%, respectively. Including subgroup results reveals that OTM rates for Non-BHNA students exceed those of their peers, but OTM rates of BHNA and ED students were lower than those of their peers. Figure 6 also reveals that OTM rates vary little across grade level within each group. The widest achievement gap (-35.5 points) by grade was between Non-BHNA and ED English II students.

Figure 6: ELA TNReady OTM Rates by Grade and Subgroup

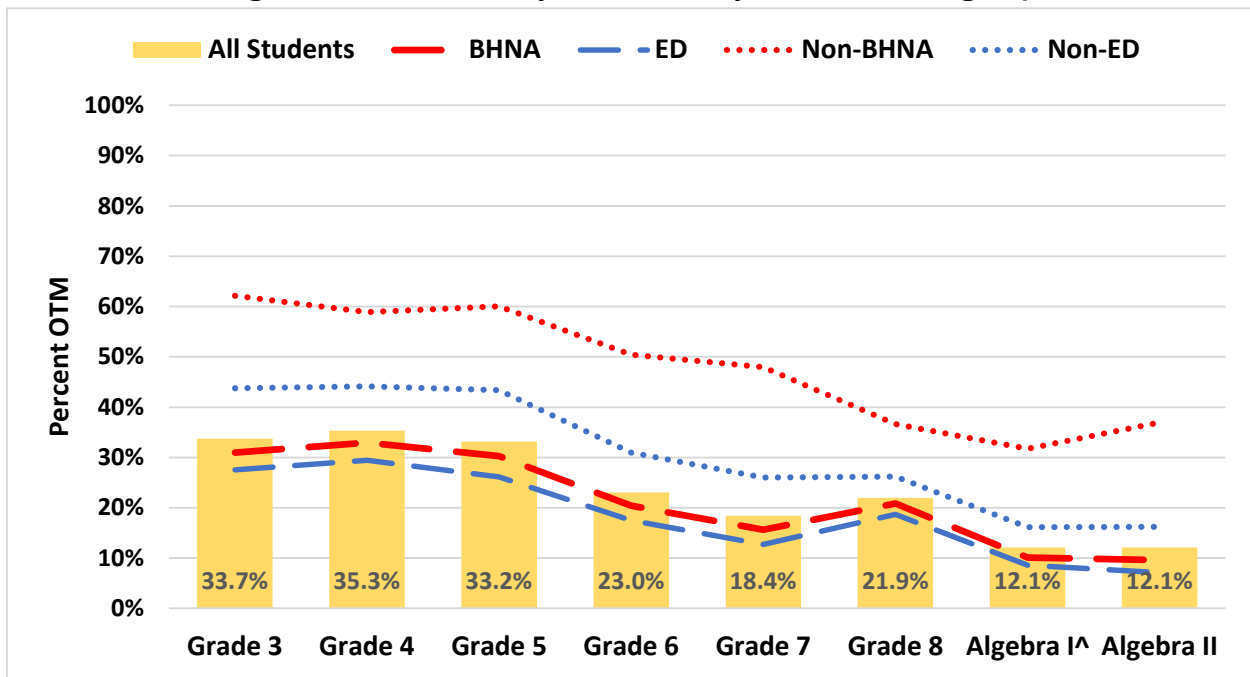




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In math subjects, OTM rates vary more by grade for all students, with 4th graders achieving the highest OTM rate (35.3%) and Algebra I and II students receiving the lowest OTM rates (12.1%). As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest OTM rates. The widest achievement gap (-35.2 points) by grade was present between Non-BHNA and ED students in 7th grade.

Figure 7: Math TNReady OTM Rates by Grade and Subgroup



^AIt is necessary to point out that 7th and 8th grades (528 students) who took Algebra I are included in calculations for the Algebra I OTM rate. When 9-12 grade Algebra I students are isolated, the OTM rate decreases from 12.1% to 8.0%. Because the majority of Algebra I students (84%) are in 9th grade, and only 8.7% of 9th graders were OTM, emphasis should be placed on increasing interventions and improving the outcomes of our 9th grade Algebra I students.

Examination of High Schools – Race/Ethnicity and ED Subset

To examine achievement gaps across race/ethnicity further, OTM rates for the high schools with the highest concentration of Non-BHNA (specifically, White) students were isolated. This subset of schools¹ accounts for 36% of the District’s total enrollment, yet 86% of the District’s White student enrollment. The OTM rates for this subset are compared with the District’s overall OTM rates, as the majority of the District’s enrollment are BHNA students (91%). Additionally, 73% of the District’s high school students are identified as economically disadvantaged, yet this high school subset accounts for 23% of the District’s economically disadvantaged students. OTM rates for the subset are presented in Figure 8, and OTM rates for high schools NOT in the subset are presented in Figure 9. Although gaps in achievement are present in both figures, the gaps are substantially smaller with the subset of high schools is removed. In general, OTM rates by subgroup and subject were higher in the high school subset; however general trends in achievement remained with ED and BHNA students fairing worse than their peers. This exploration of race/ethnicity and ED status reveals that achievement gaps in TNReady EOC subjects are reflected both within and between SCS schools.



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Figure 8: OTM Rates by Subject and Subgroup for High School Subset

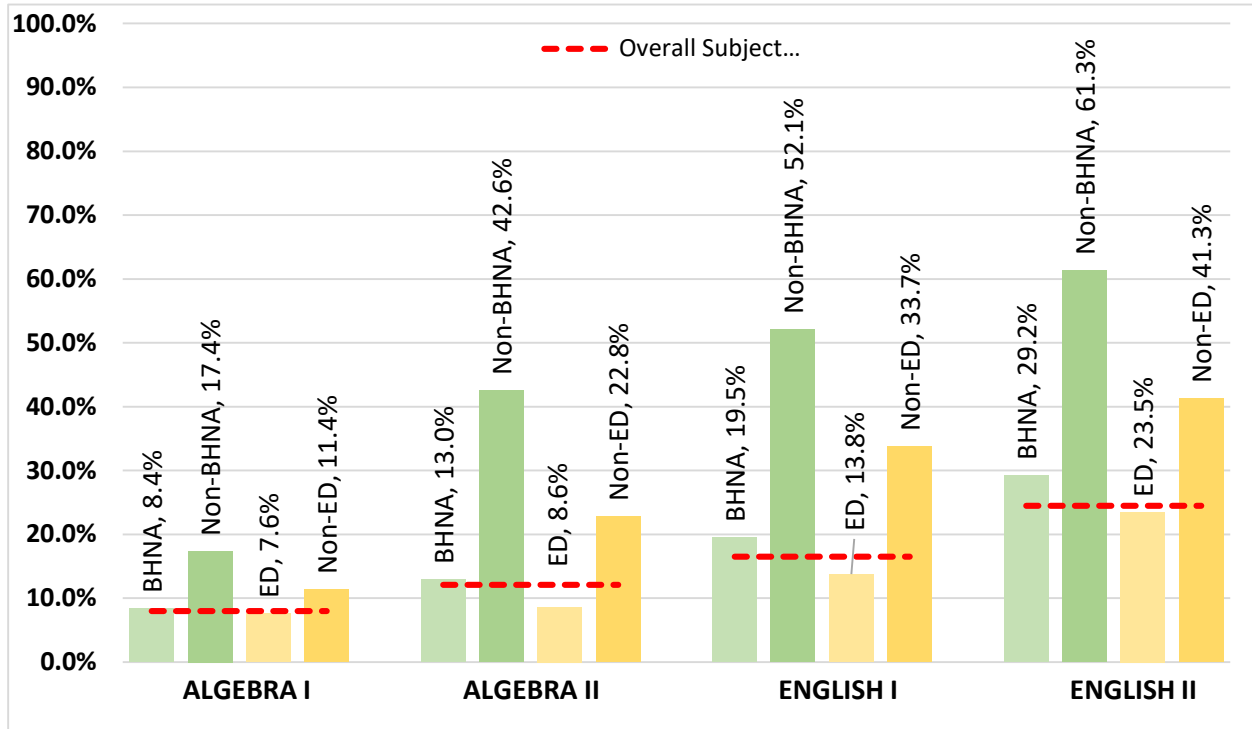
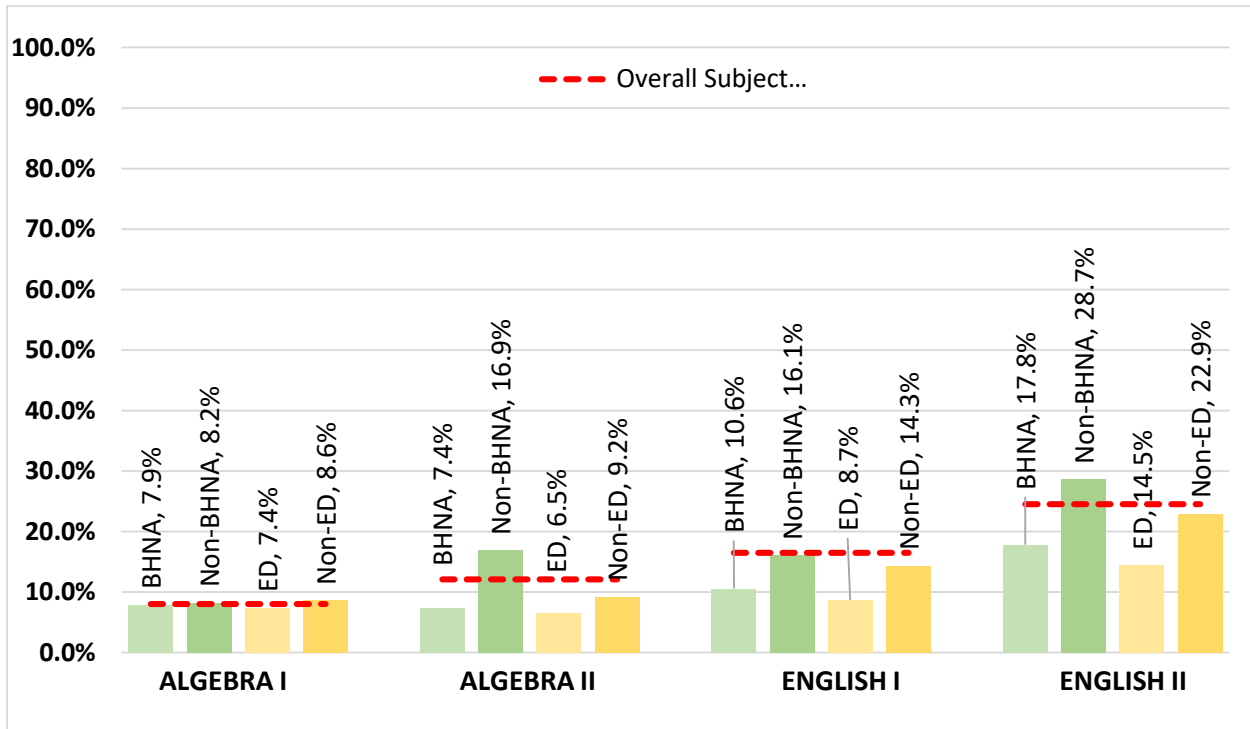


Figure 9: OTM Rates by Subject and Subgroup for High Schools NOT in Subset



¹Bolton, Central, Cordova, Crosstown, Germantown, Kingsbury, Overton and White Station High Schools.



TNReady Achievement – Gender and Race

As a part of the District-wide strategic plan to develop more effective support for African American male students, TNReady achievement results for Black, Hispanic, and White female and male students are presented below. In Figure 10, we see that OTM rates in grades 3-8 ELA and Math were lowest for Black males. This trend persists in high school, as shown in Figure 11. In English I and II, the lowest OTM rates were for Black males (14%), Black females (20%), and Hispanic males (21%). In high school math subjects, the lowest OTM rates were for Black males (9%), Black females (12%), and Hispanic students (16%).

Figure 10: TNReady Grades 3-8 Achievement by Gender and Race

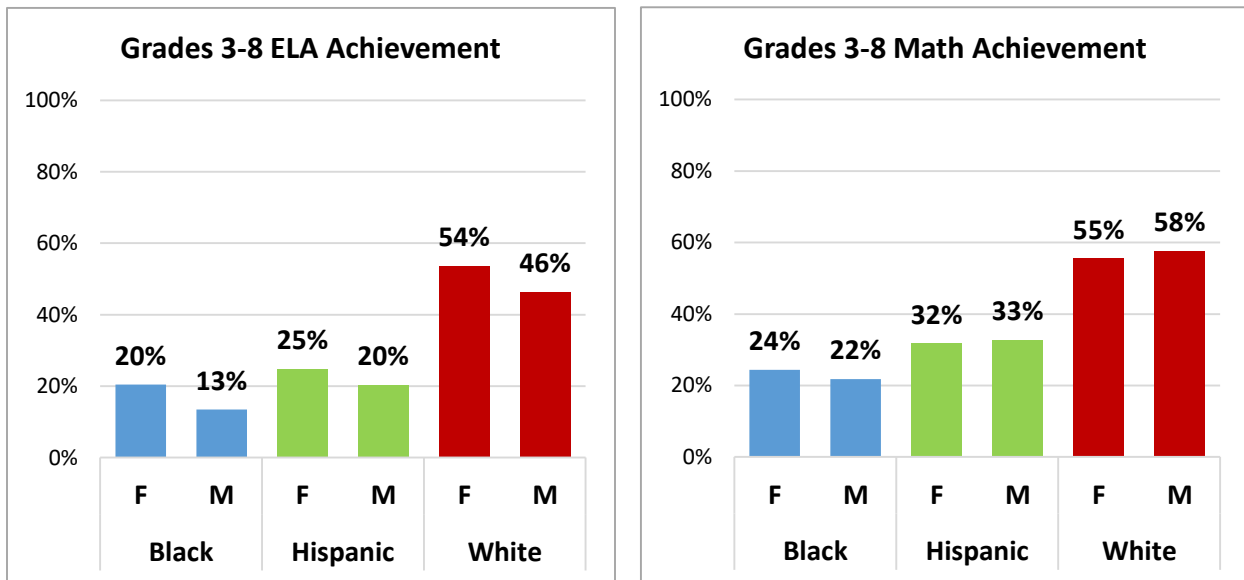
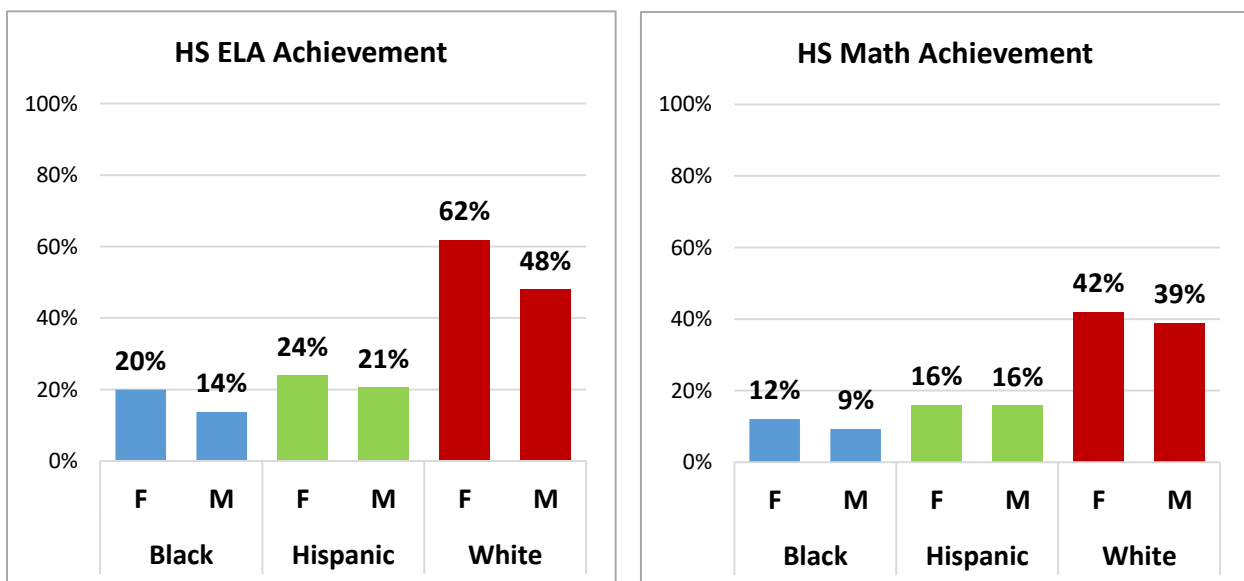


Figure 11: TNReady EOC Achievement by Gender and Race





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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 79% for the 2018/19 school year.

Figure 12: Trends in Graduation Rate – D2025 Target vs. Actual

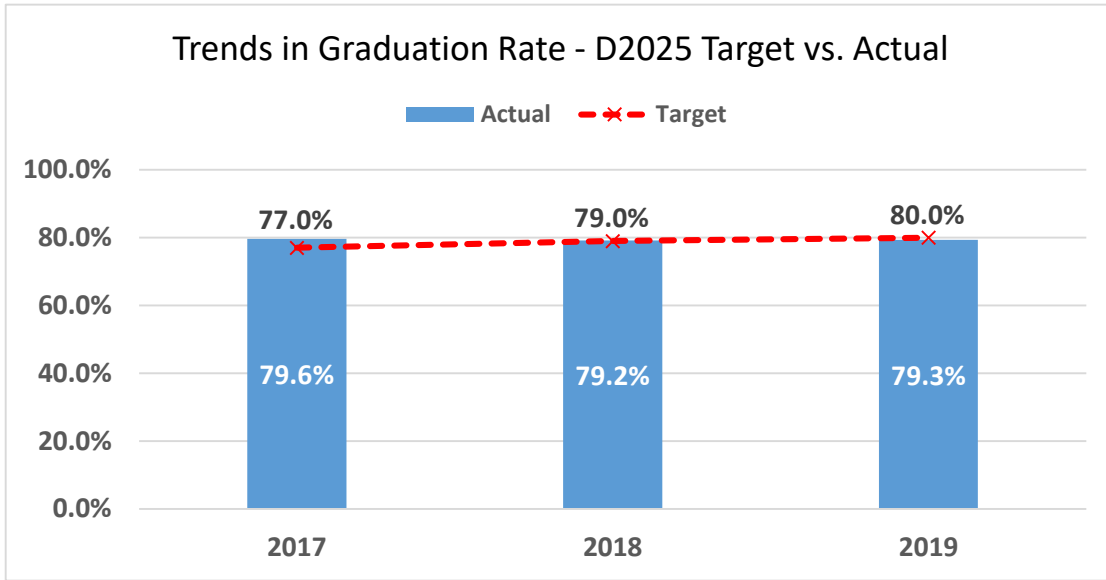
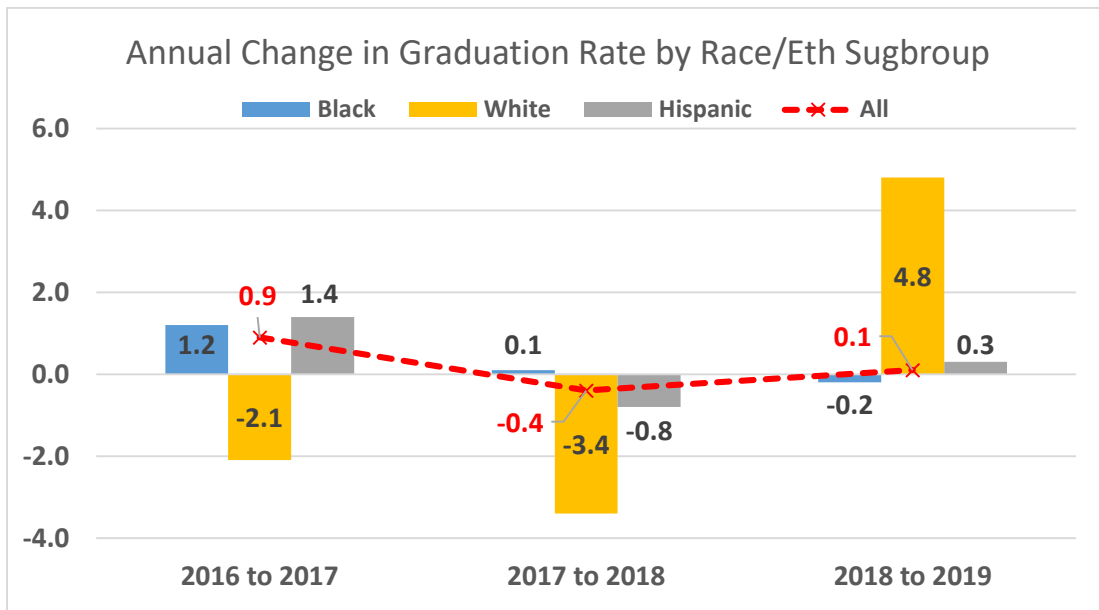


Figure 13 shows the annual change in graduation rate by subgroup. From 2018 to 2019, white students showed the greatest improvement in graduation rate after demonstrating the greatest drop in graduation rate from 2017 to 2018. Although the change in graduation rate for Black students did indicated a minor drop from 2018 to 2019, the overall the graduation rate made a modest increase from 2018 to 2019. Graduation rates by subgroup are as follows: Black, 80.3%; White, 78.6%; Hispanic, 71.2%; and ED, 76.3%.

Figure 13: Annual Change in Graduation Rate by Race/Ethnicity Subgroup



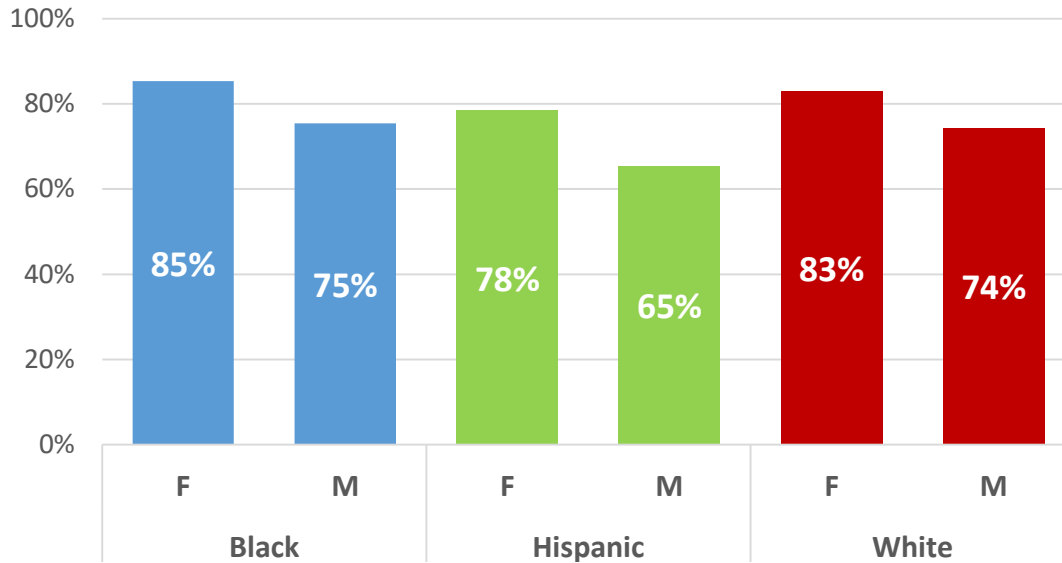


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Figure 14 presents graduation rates by gender and race and reveals that black (85%) and white (83%) females exceeded the target graduation rate of 80% for 2019. The graduation rates for Hispanic females, and black and white males were all within 6 points of the target; however, the graduation rate for Hispanic males was the lowest at 65%.

Figure 14: 2018-19 Graduation Rates by Gender and Race



District Strategies to Increase Achievement

- Provide ACT workshops to support high school students master more rigorous content
- Deploy high school literacy coaches to students needing ELA support
- Adopt TNReady-aligned high school ELA curriculum for 2020-21 and math curriculum for 2021-22 to support instruction
- Utilize curriculum implementation data from the District IPG (Instructional Practice Guides) Walkthroughs conducted by C & I and PD at select schools in 2019-20
- Improve monitoring and support for ATSI schools with large achievement gaps between student groups
- Improve access to advanced coursework and early postsecondary opportunities for African American male students