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Key Findings

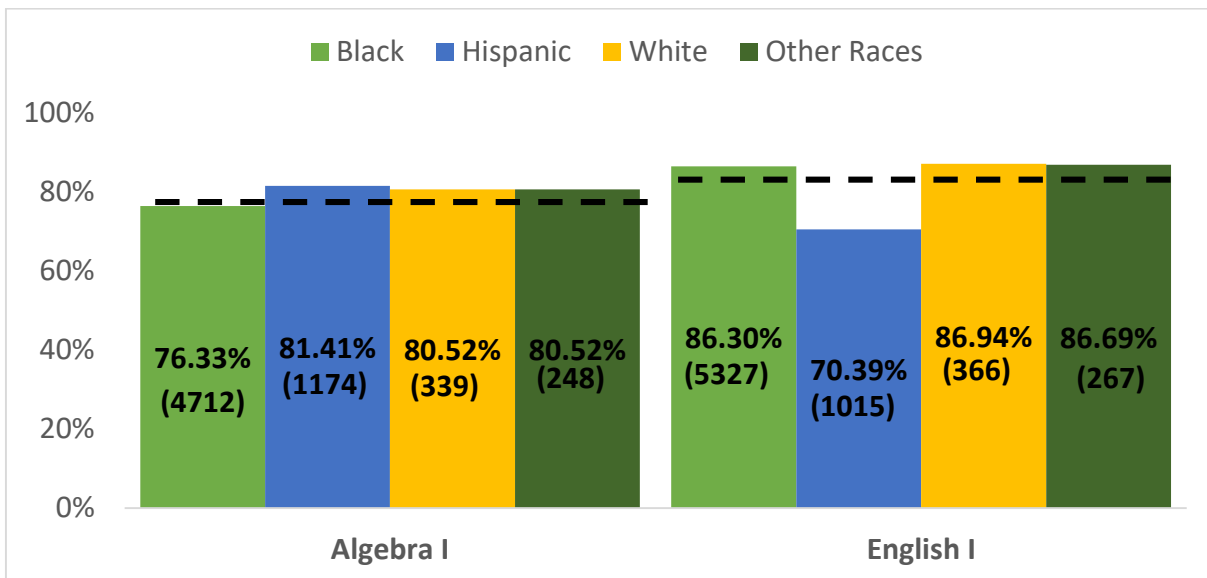
Key Performance Indicators (KPIs) for the month of July are aligned with Priority 2 of Destination 2025 as it relates to improvements in post-secondary readiness. These indicators include the percentage of ninth graders completing Algebra I and English I on time, and the percent of ninth graders failing one or more core course. It should be noted that due to COVID-19, all SCS schools closed at the end of March. As a result, final grades were derived from students' performance through quarter 3 of the school year. Examining final grades from the 2019-2020 school year, the following has been observed:

- 83.55% of students successfully completed Algebra I by ninth grade.
- 77.52% of ninth graders successfully completed English I.
- 17.16% of ninth graders failed one or more core courses.

On-Time Algebra I and English I Completion

On-time course completion was calculated by taking the number of students with a passing grade in a core course and dividing by the total number of active ninth grade students for the school year. For Algebra I, this also included students completing the course during their eighth-grade year. By race, Hispanic and white students had higher completion rates in Algebra I, while Black, white and students of other had higher rates in English I. Hispanic students in English I had the largest gap (around 13.16%) in relation to the overall District average of 83.55%.

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

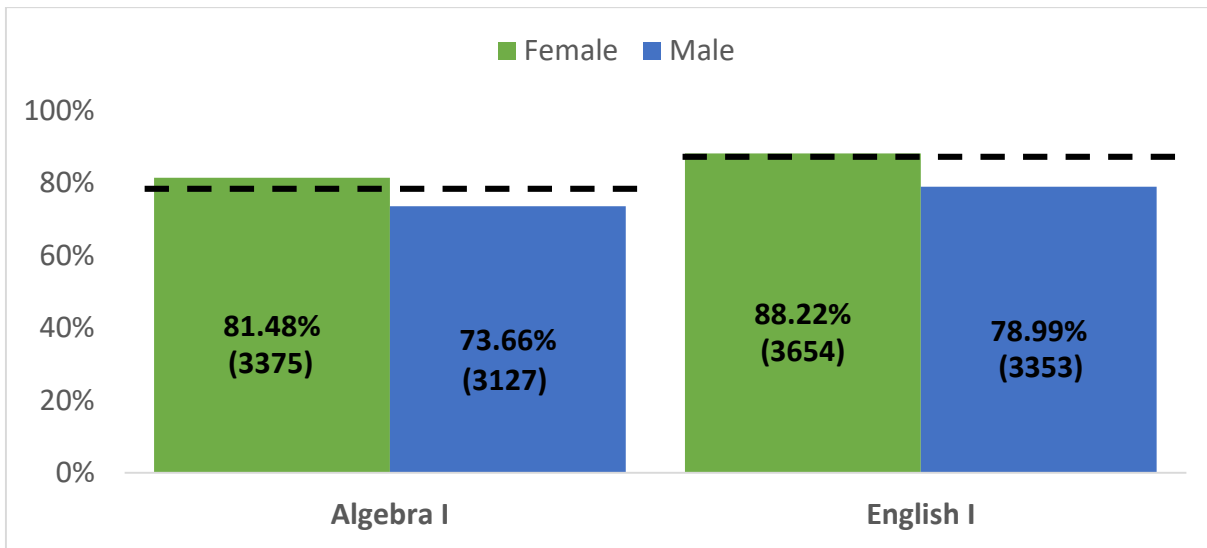




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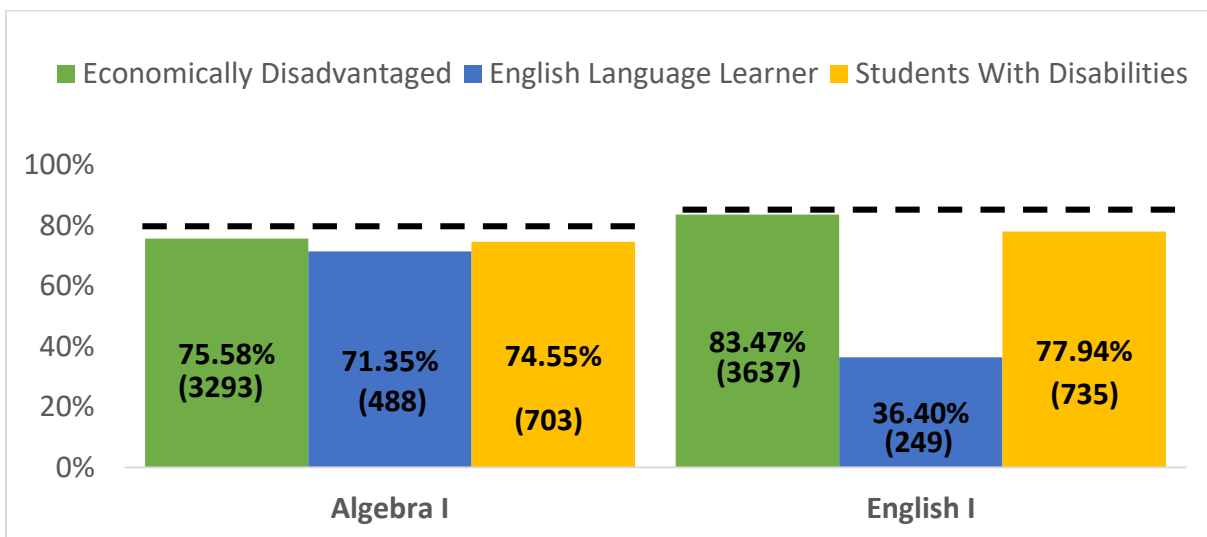
In both Algebra I and English I, female students outperformed their male peers and the overall District average, noted with the dotted line in the chart that follows. For each subject, female students outperformed male students by at least 7 percentage points.

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



Looking at students in key demographic groups, such as Economically Disadvantaged, English Learner, and Students with Disabilities - all fell short of the District average on core course completion. Economically disadvantaged students scored closest to the District average.

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





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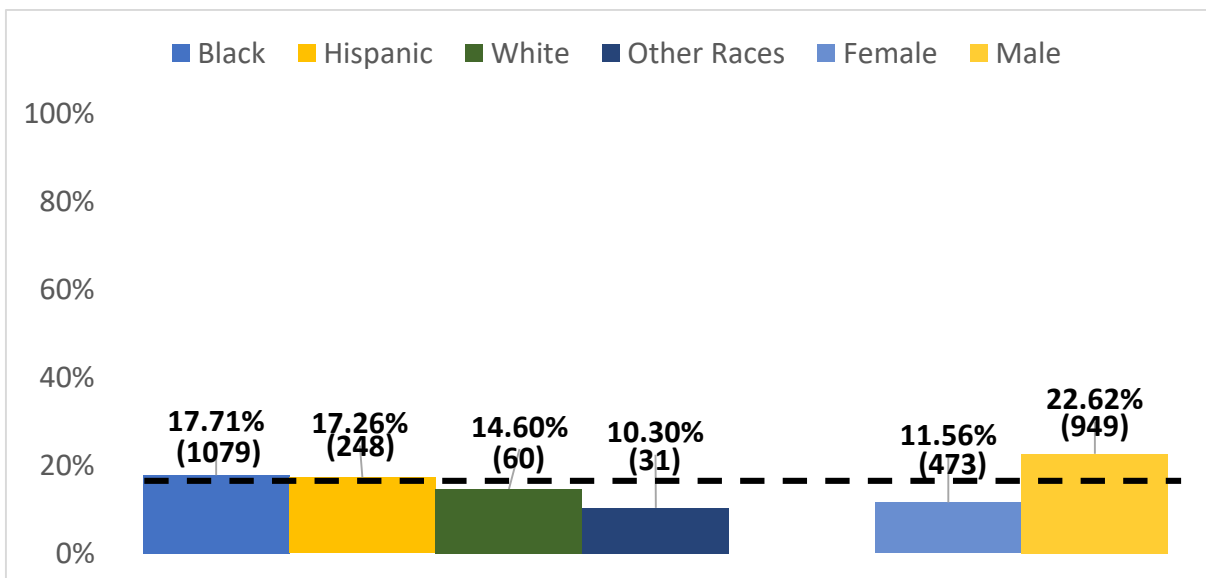
The biggest gap between the District average and a key demographic subgroup is with English I for English Learner (EL) students. EL students had a completion rate over 47 percentage points lower than the District average.

Core Course Failures

Core Courses are identified as those courses a student needs to graduate. In addition to English I and Algebra I, for ninth graders, this includes: Algebra II, Geometry I, Biology I, US Government, US History/Geography, and World History/Geography. Failure rates are calculated by the number of students with at least one failure in these courses over the total number of students enrolled in those courses. Overall, SCS students had a core course failure rate of 17.16% for the 2019-2020 school year. Of the core course failing grades, 1,045 were below 60. By comparison, 2018-2019 core courses had 1,918 failing grades below 60. Failure rates are notable lower than previous years, which could be due to students being offered a make-up period after Quarter 3 due to schools being closed for COVID-19.

Breaking the failure rate down by race, Black and Hispanic students had higher course failure rates compared to their peers. Additionally, when looking at gender, male students exceeded the District average by nearly 6 percentage points.

Figure 4: Core Course Failure by Race & Gender
Note: Number in Parentheses = *n*

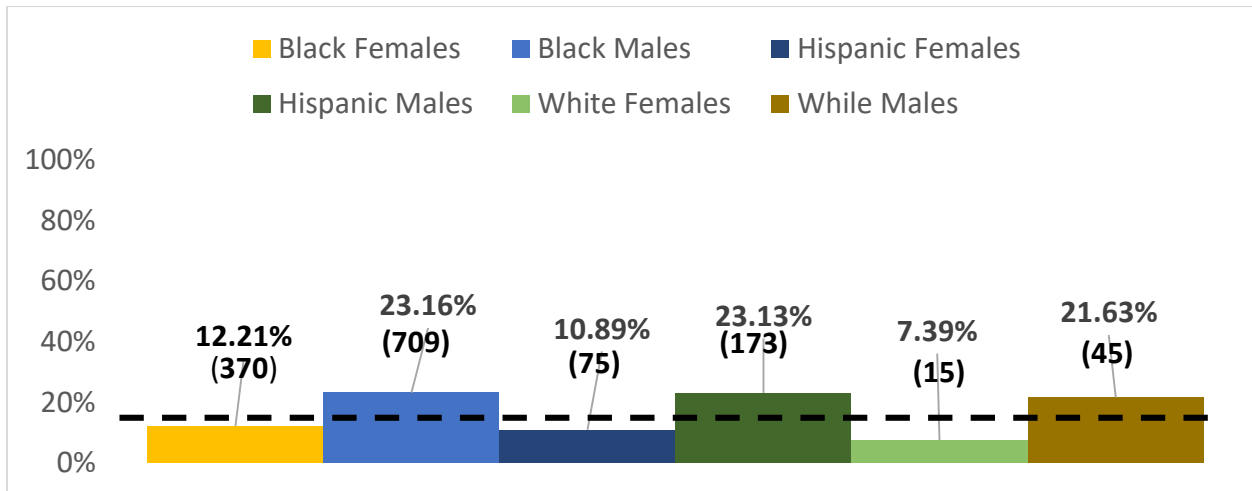




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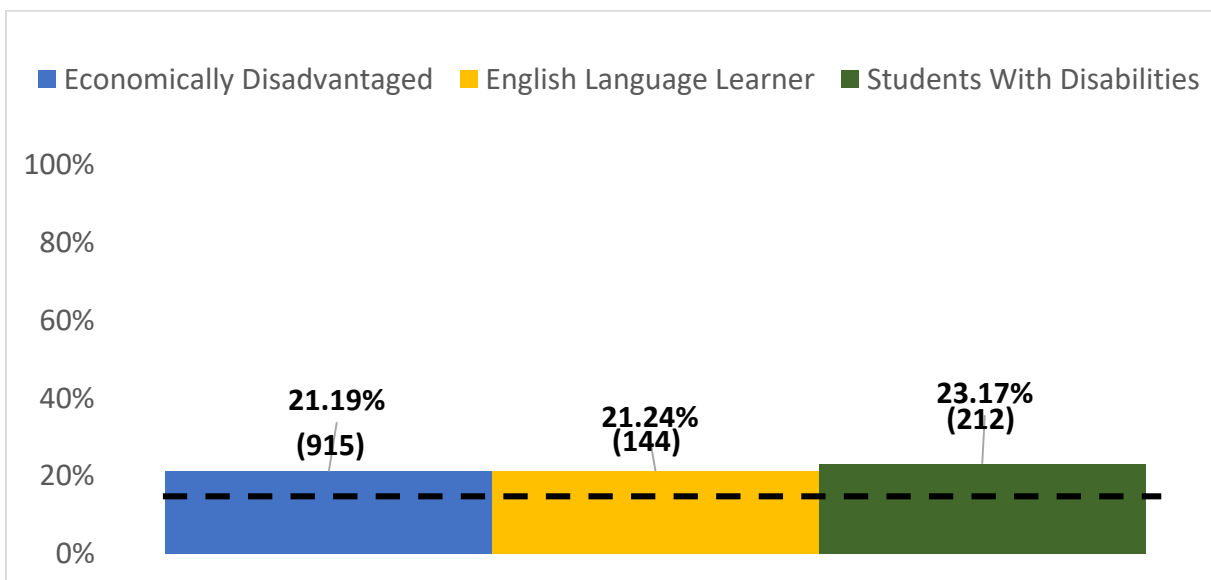
The rate of course failures for each group of males exceeded the District rate. Black and Hispanic males had the largest failure rate, exceeding the District's by over 5 percentage points.

Figure 5: Core Course Failure by Race & Gender
Note: Number in Parentheses = *n*



Looking at the failure rate among demographic subgroups, all three had rates exceeding the District average. The highest percentage of failure rates occurred among Students with Disabilities.

Figure 5: Core Course Failure by Demographics
Note: Number in Parentheses = *n*

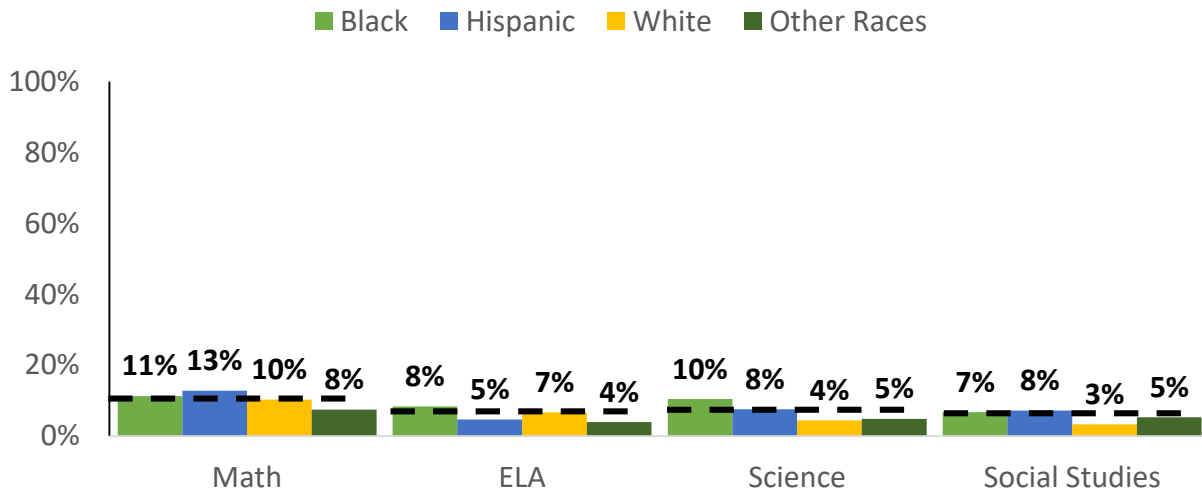




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Across subject areas, by race, failure rates remained consistent. With the exception of white students in ELA, Black and Hispanic students showed the highest failure rates within each subject area. The largest percentage was present with Hispanic students in Math.

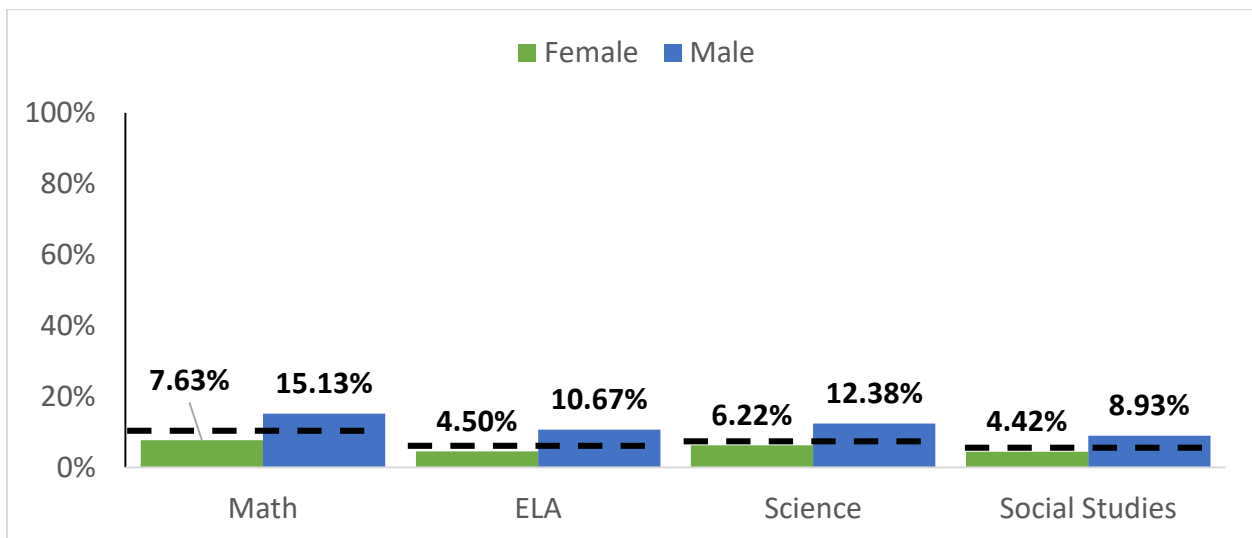
Figure 6: Core Course Failures by Subject & Race



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

Figure 7: Core Course Failures by Subject & Gender

Note: Number in Parentheses = *n*

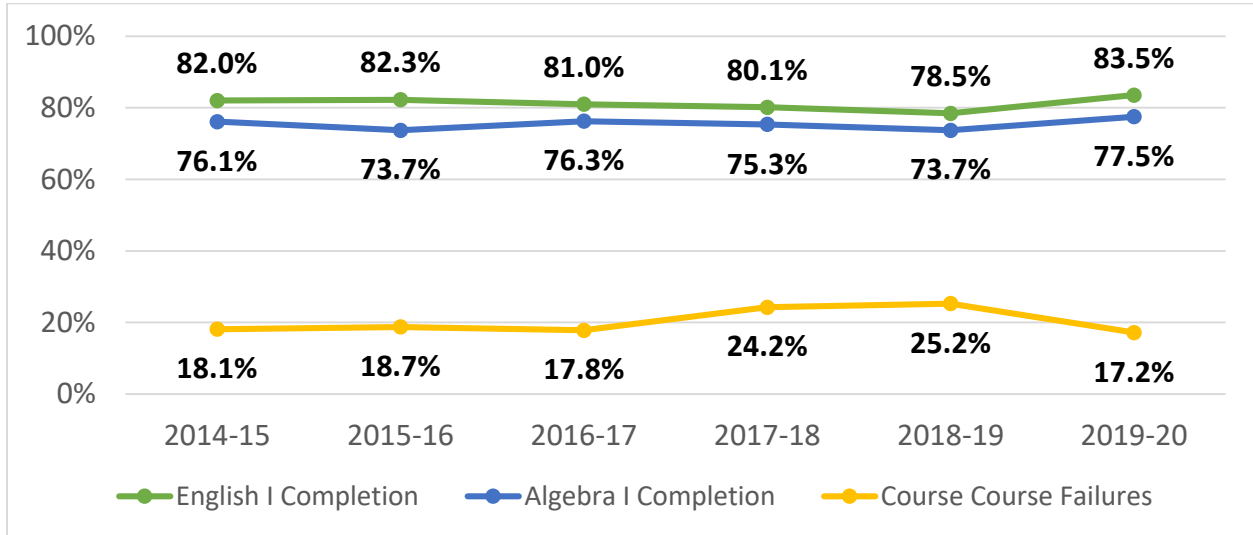




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Examining the trend of ninth grade performance over the last six years, the rate of course completion in both English I and Algebra I has remained steady, fluctuating within a range of around three to four percentage points. Core course failures saw a decline of eight percentage points from the previous year.

Figure 8: Trends in Ninth Grade Performance





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Plan of Action

The following recommendations were put forward going into the 2019-2020 school year. Included is any progress made since then.

<u>Priorities and Trends in Student Outcomes</u>	<u>Plan of Action</u>
<ul style="list-style-type: none"> • 83.55% of students successfully completed Algebra I by ninth grade. • 77.52% of ninth graders successfully completed English I. • 17.16% of ninth graders failed one or more core courses. 	<ul style="list-style-type: none"> • Continue implementation of Credit Recovery, Grade Repair and Project Graduation for identified students. • A substantial increase of schools has been utilizing Grade Repair and Credit Recover this year compared to last. • Continue to monitor progress report data and report card data to ensure implementation of district grading protocols for grade improvement. • Continue communicating failures to high schools on a regular basis and their participation in available supports. • Review implications of COVID-19 closure on student readiness for grade-level content • Use diagnostic assessments for rising 9th graders to determine instructional levels and content areas of reinforcement • C&I will develop resources to support key foundational skills (Ex: Pre-Algebra and 8th grade ELA concepts)
<ul style="list-style-type: none"> • The rate of course failures for Black, Hispanic and white males exceeded the District's rate of 17.2%. • Black and Hispanic students showed the highest failure rates within each subject area. • In math, Black students struggled the most. While in ELA, both Hispanic and Black students struggled the most. 	<ul style="list-style-type: none"> • Set a grade distribution threshold of no more than 3-6% failure for 9th grade in the freshmen academies. • Review grade distribution with the top 20 HS which exceed the 6% failure rate for Af-Am in ELA and Hispanic in mathematics. • Recognize and highlight schools that have shown bright spots in closing the gap on failures in ELA and mathematics. As of 3/2020, 37% of Af-Am males in 6-12 were failing at least one core subject. • Support schools implementing Zeros Are Not Permitted (ZAP) program with 9th grade and mathematics ELA teachers to ensure district-wide fidelity.
<ul style="list-style-type: none"> • For Students with Disabilities, the on-time completion rate for Algebra I was 74.55% compared to 77.95% in English I. 	<ul style="list-style-type: none"> • Continue to provide tutoring to support students taking Algebra 1.



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<ul style="list-style-type: none">• The biggest gap compared to the District average is with English I for English Learner (EL) students with a completion rate 47 points lower than the District average.	<ul style="list-style-type: none">• ESL/ELA co-teaching in ENG I (in addition to ESL class); progress & supports routinely checked during ILP updates
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