



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

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Key Findings

- 28.2% of students are currently chronically absent—9.3 points more than the previous school year 2020-21.
- 2021-22 attendance rates in the 1st period started much lower than recent years and this trend continued throughout the close of the 7th 20-day period (91.6% compared to 94.1%).
- African American students, students with disabilities, and economically disadvantaged students have chronic absenteeism rates consistently above the District average.
- In-person instruction has led to a return of pre-COVID-19 exclusionary suspension trends.
- African American students and economically disadvantaged students’ exclusionary suspension rates are higher than the District average year-over-year.
- 78% of high school students show low to medium graduation risk overall—a decrease of two percentage points from March 2021. 22% of high school students are at high risk for not graduating on time.

Overview

May’s key performance indicators (KPIs) are aligned to District Priorities 1 and 2. Note that the analyses presented in this report reflect results for both charter and District-managed schools through the 7th 20-Day Period. Note that data for the 2019-20 end of year data reflect results through the 6th 20-Day Period due to pandemic-related school closures.

School Year	Attendance Rate	Chronic Absenteeism ¹	Exclusionary Suspension Rate	Missed Instructional Days
2017-18	95.1%	16.3%	13.7%	51,636 days
2018-19	93.8%	20.1%	13.7%	64,941 days
2019-20	93.8%	19.4%	9.2%	55,715 days
2020-21	94.1%	18.6%	0.4% ²	689 days
2021-22	91.6%	28.2%	9.7%	61,054 days

Attendance

Student attendance rates are displayed at the end of the 7th 20-day period for five school years (2017-18 through 2021-22). Since 2017-18, each school year has trended downward in attendance rate through the close of the 7th 20-day period.

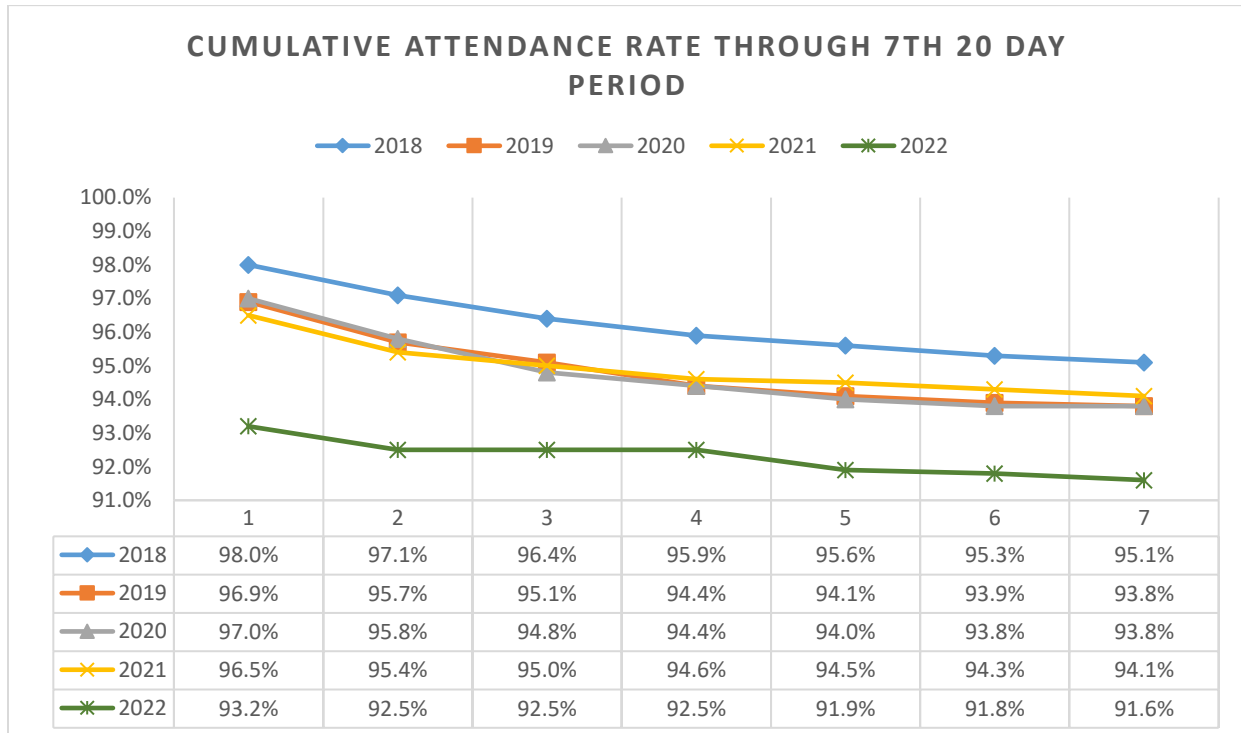
¹ Chronic Absenteeism is measured as the percent of students with 10% or more days absent. The calculations in this report exclude students without at least 50% school days enrolled for each school year reported.

² Due to the fully remote nature of the start of the 2020-21 School Year, discipline data is not directly comparable to previous years.



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In 2021-22, Memphis-Shelby County Schools returned to in-person instruction following State policy and guidance. As seen below, the District attendance rate for the beginning 20-day periods lagged below the previous years. At the end of the 1st 20-day period, the 2021-22 attendance rate was 3 points lower than 2020-21 (93.2% compared to 96.5%). This trend continued through the close of the 7th 20-day period.



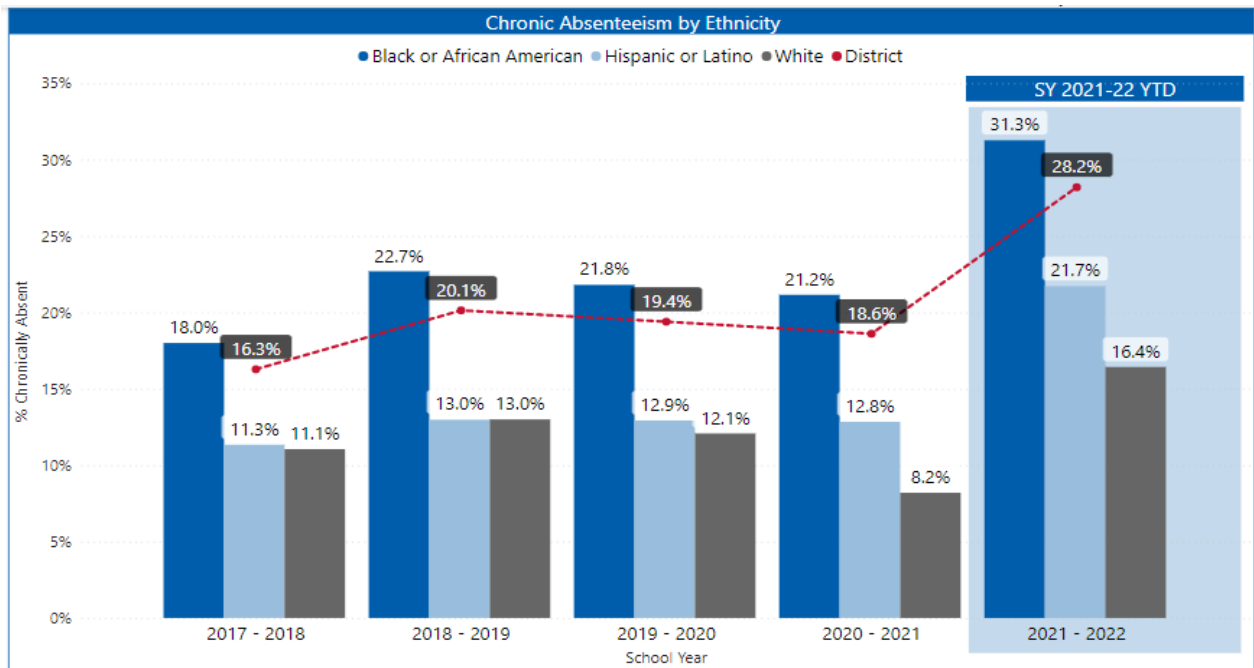
Chronic Absenteeism

Chronic absenteeism is defined by the TN Department of Education as *missing 10% or more school days for any reason (excused, unexcused, suspended/expelled)*. Note that in State Department of Education calculations and in this report, students enrolled less than 50% of the school year are removed from both the numerator and the denominator for all school years including 2021-22.

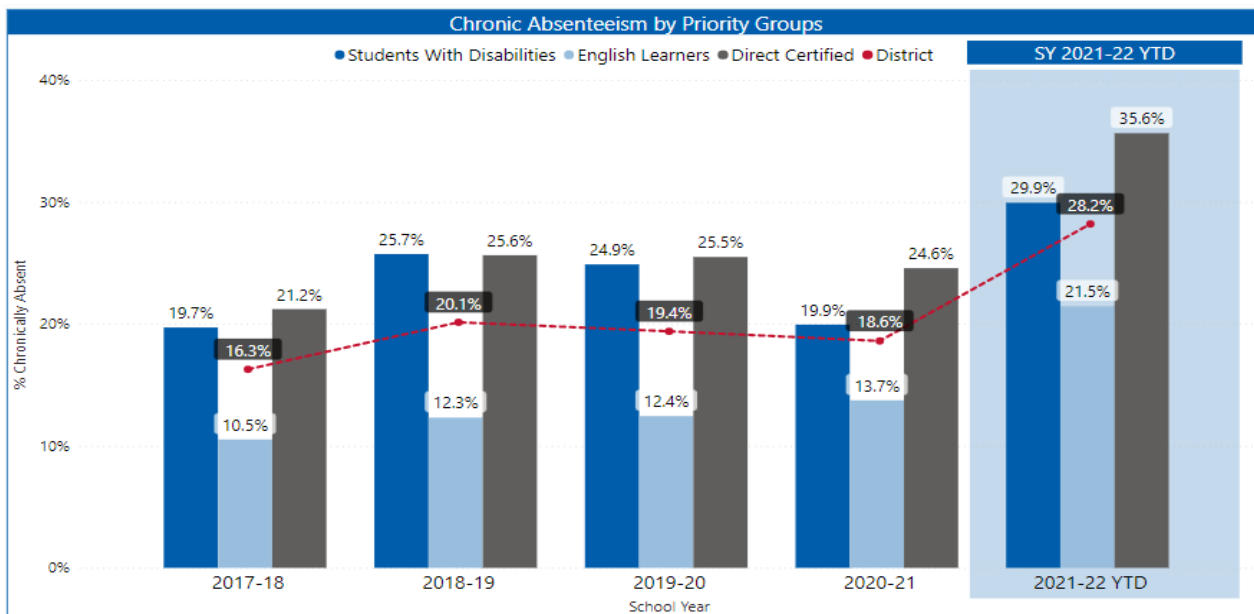


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In 2021-22, Memphis-Shelby County Schools students are exhibiting higher levels of chronic absenteeism compared to previous years; 29.6% of students are currently chronically absent compared to 20.3% in 2020-21. Students with disabilities, direct certified (economically disadvantaged) students, and African American students have higher rates of chronic absenteeism than the District average.

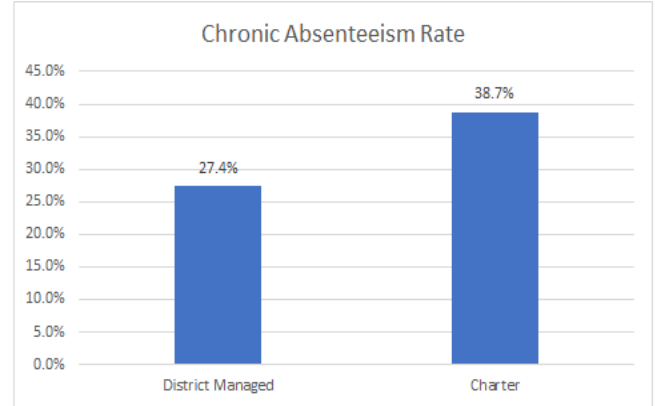
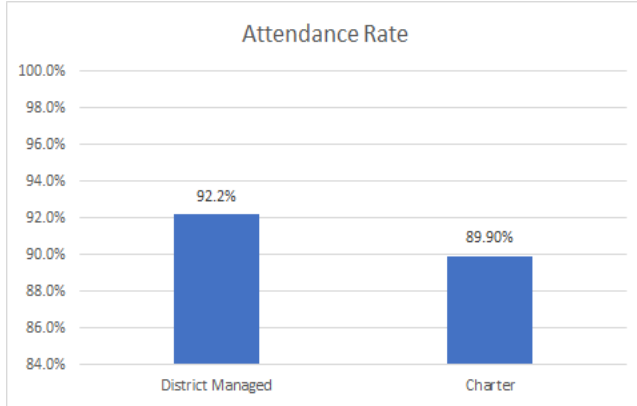




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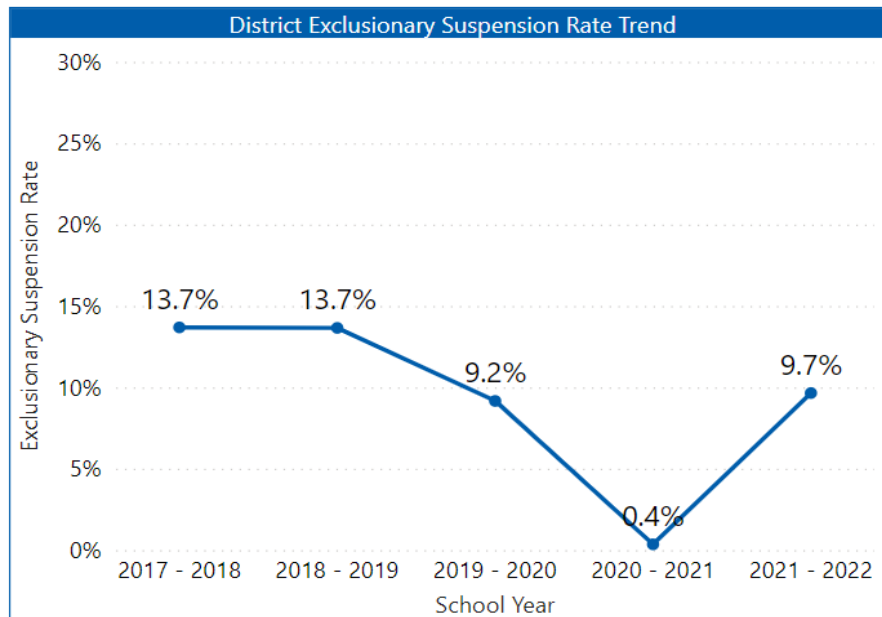
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In the 2021-22 school year, MSCS' charter sector has experienced lower attendance rates and higher chronic absenteeism rates than District-managed schools.



Exclusionary Suspensions

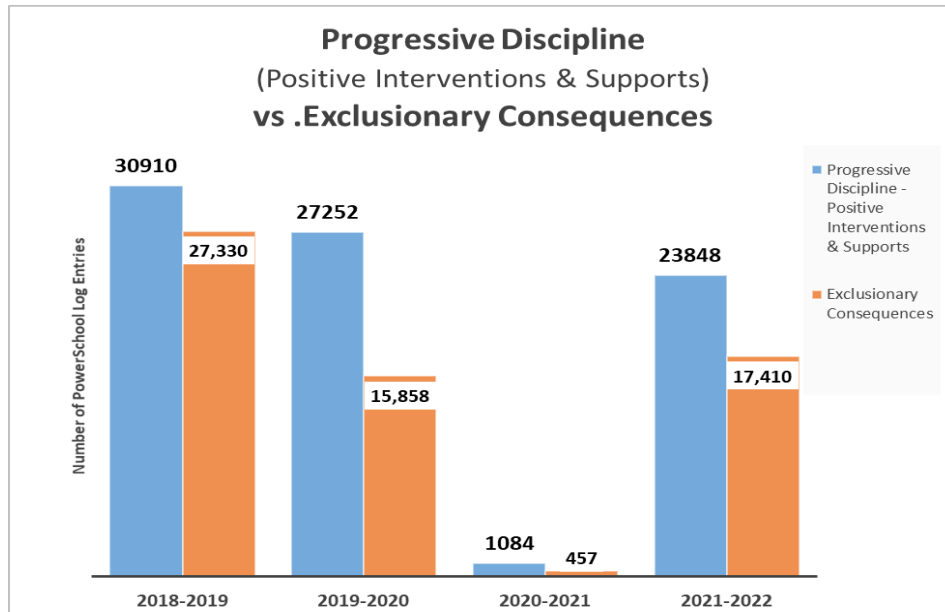
The exclusionary suspension rate is the count of students with one or more exclusionary actions (OSS, expulsion, or remand) divided by total student enrollment. Total student enrollment includes all unique students who enrolled at least one day during a given school year excluding Pre-K. District exclusionary suspension rates have decreased year-over-year, but 2020-21 suspension rates are not directly comparable to previous years due to the remote learning environment for most of this school year.



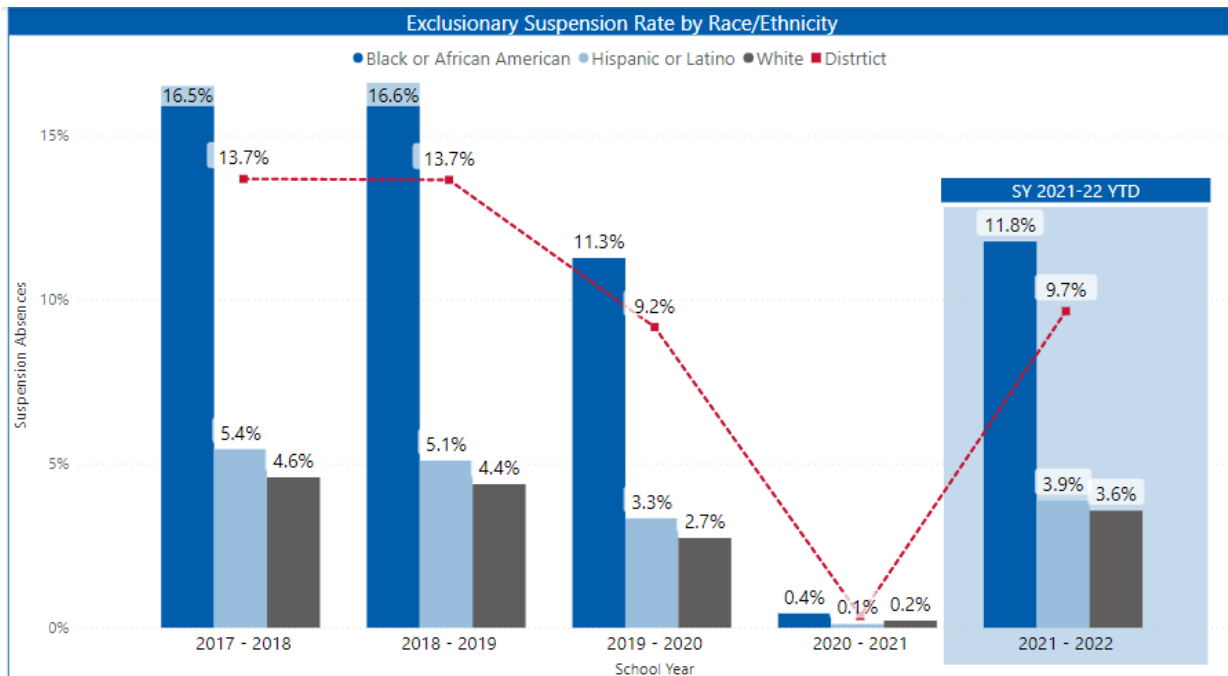
MSCS has provided ongoing training and resources to schools to implement more progressive (non-exclusionary) discipline actions and behavior supports. Over the past four school years, schools have used progressive discipline practices more frequently than exclusionary consequences.

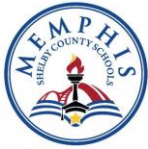


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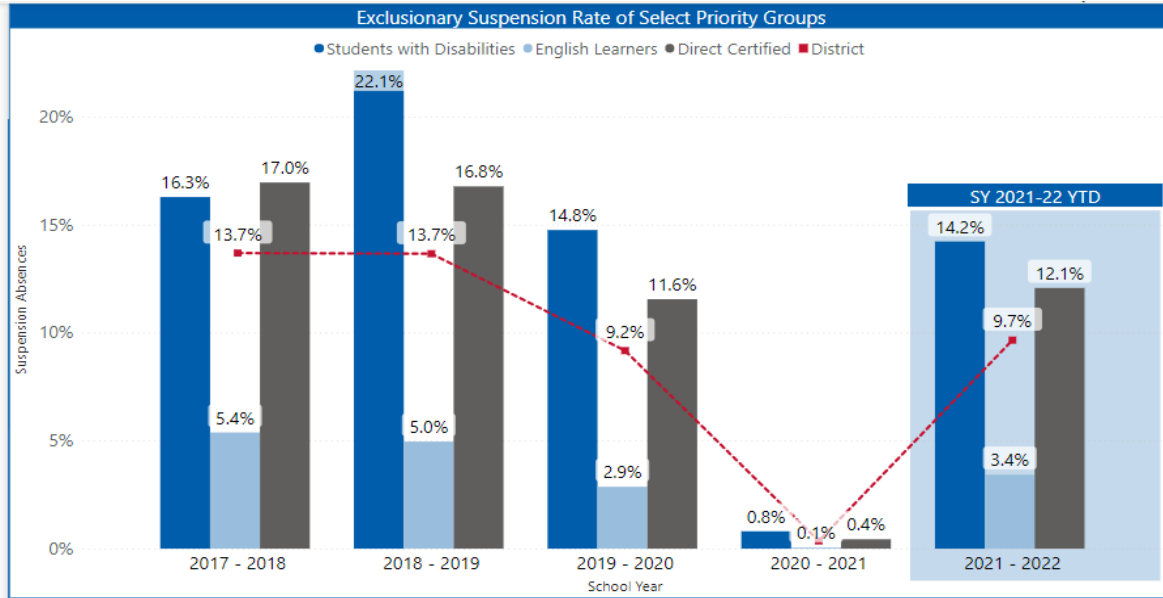
The return to in-person instruction in 2021-22 shows a return to pre-COVID-19 exclusionary suspension rates. African American and direct certified students have historically had higher suspension rates than the overall District rate, and this trend resurfaced in 2021-22.



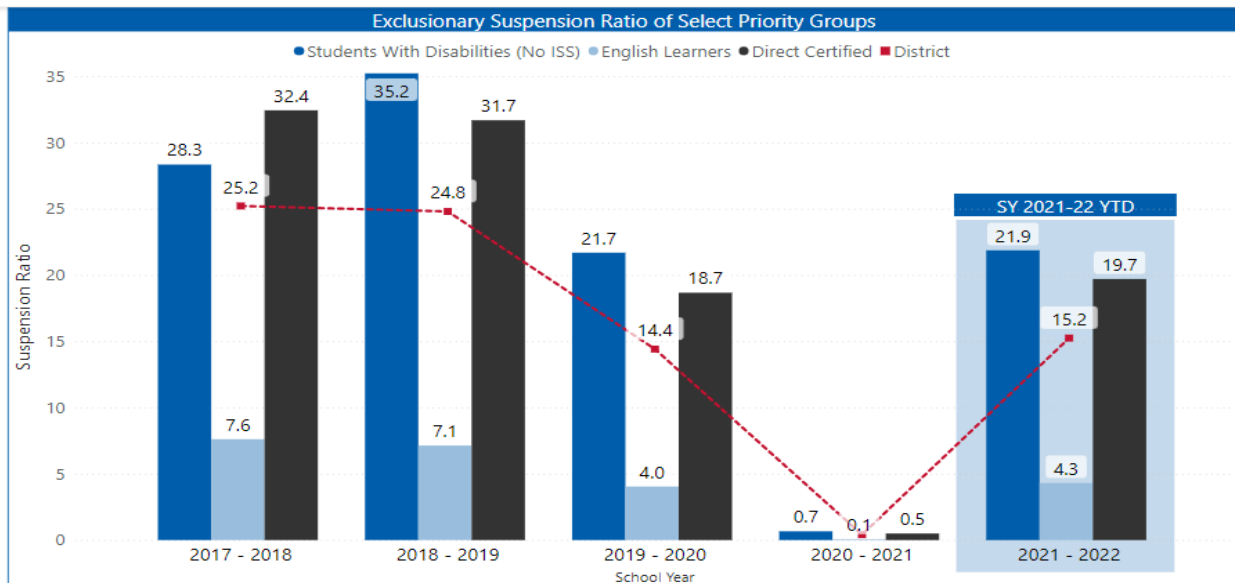


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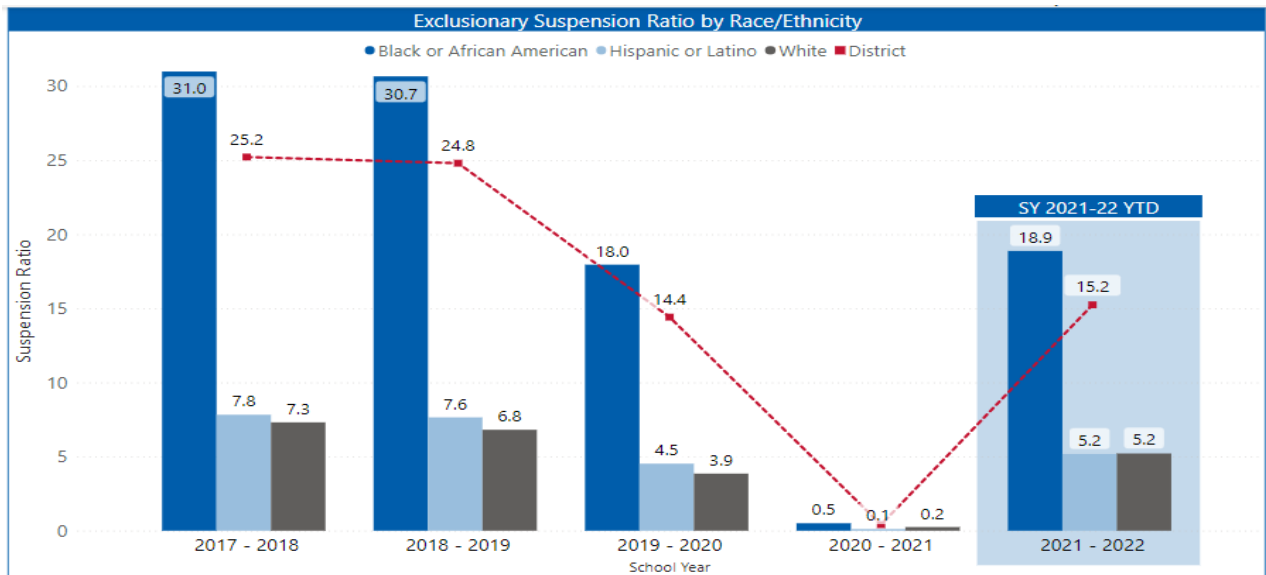
The exclusionary suspension ratio is used to show the frequency of exclusionary practices within a student population and is presented as the number of suspensions per 100 students. The calculation is the total count of exclusionary practices (OSS, expulsion, and remands) divided by total student enrollment. Similar to suspension rate trends, the suspension ratio returned to pre-COVID-19 levels. African American students continue to have a higher suspension ratio than White and Latinx peers.





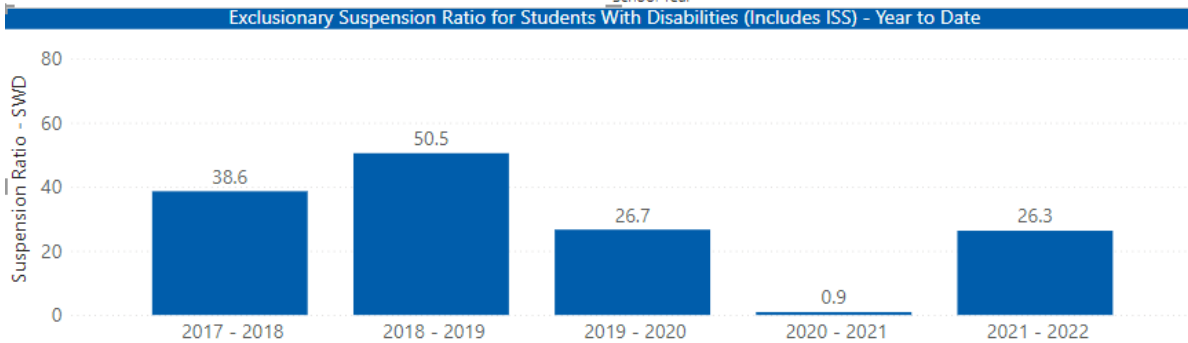
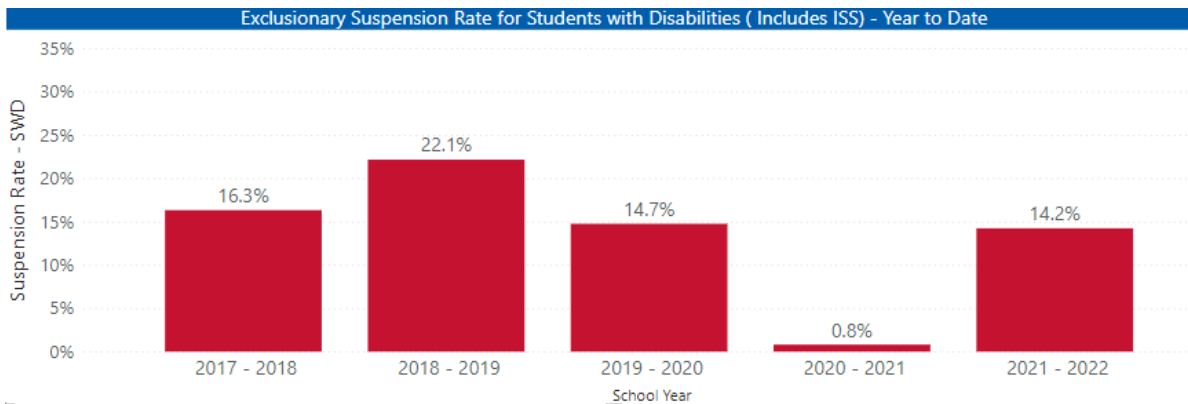
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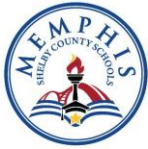
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Students with Disabilities Suspensions

The students with disabilities (SWD) suspension rate and ratio are similar calculations but also include in-school suspensions (ISS) to align with State accountability standards. Due to the inclusion of ISS in the SWD calculation, this measure cannot be compared to the overall District ratio and must be evaluated as a standalone metric. The year-to-date suspension rate and ratio for students with disabilities is 14.2% with a suspension ratio of 26.3 suspensions per 100 students in 2021-22.

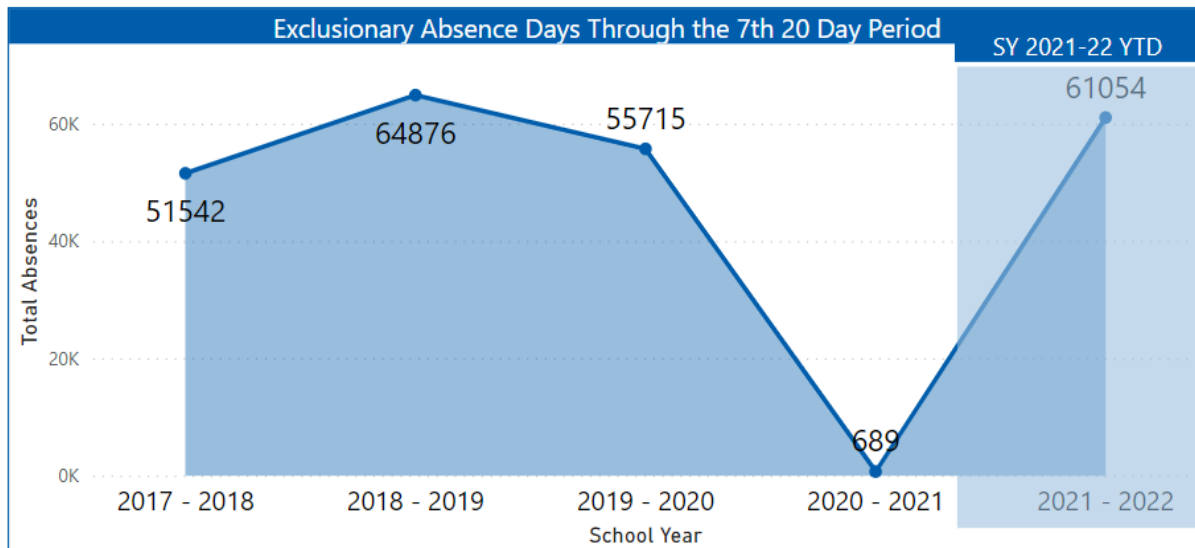




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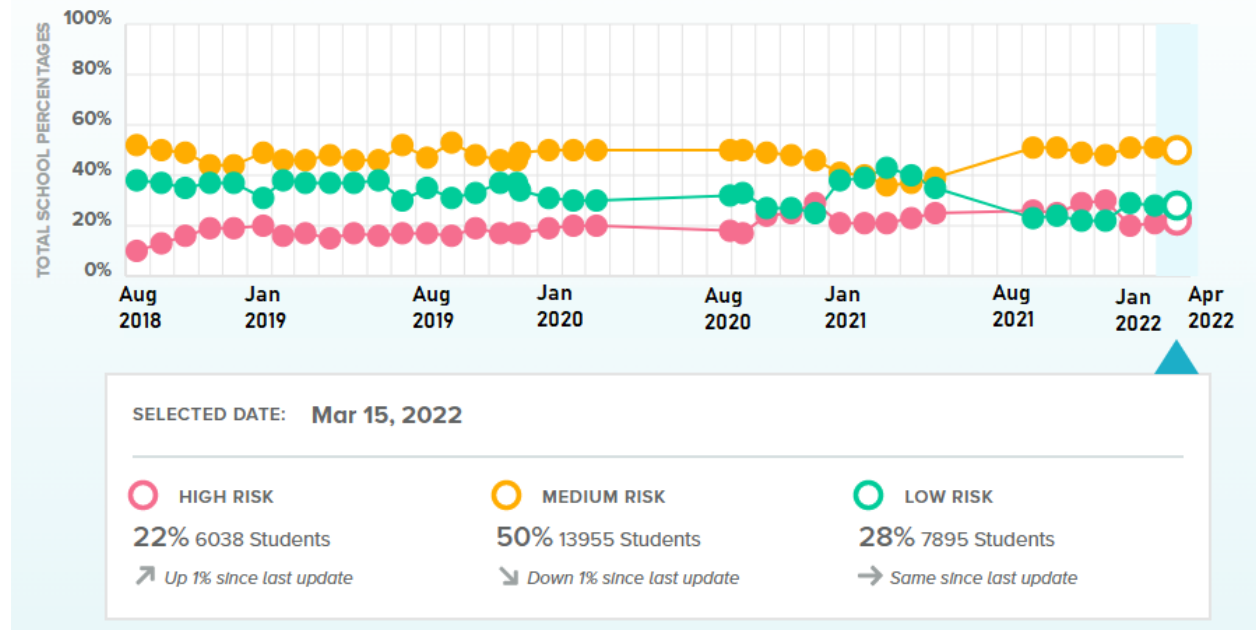
Instructional Days Lost due to Exclusionary Suspension

Students have lost 61,054 instructional days due to exclusionary suspension consequences through the 7th 20-day period in 2021-22, in line with pre-pandemic numbers at a similar point in the school year.



On-Time Graduation Risk

22% of secondary students are High Risk for On-Time Graduation compared to 20% in March 2021.



On-track to graduate is measured using the BrightBytes Clarity platform's Progress to Graduation predictive risk indicator. The at-risk student identification system uses predictive analytics to identify



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when students are exhibiting traits that place them at risk for not graduating based on 31 indicators across attendance, discipline, and academic performance for students in first through twelfth grade.

The predictive risk model uses historical Shelby County Schools' data and computes the probability of current students' on-time graduation based on the trajectory of previous students. BrightBytes Clarity provides District, school, and student level risk ratings to quickly and holistically determine the area most greatly impacting Progress to Graduation and Post-Secondary Readiness probability.

Risk is updated monthly within the platform so that decision makers within in the District—teachers, counselors, principals, and District staff—can determine the trends in risk over the course of the school year and understand the impact of efforts on graduation risk for students.

District Strategies

Disciplinary Supports

- Continue training staff on Adverse Childhood Experiences (ACEs) and best practices/supports for students and families
- Implementation of progressive disciplinary practices per board policy
- Implementation of districtwide SEL screener in Fall of 22-23 school year for early identification and supports
- Implementation of districtwide SEL ReThink curriculum
- Utilization of ReSet rooms and supports
- Implementation of dedicated full-time Behavior Specialist at all high schools
- Implementation of Tier I and II supports by School Counselors and Behavior Specialists
- Implementation of Tier III supports by Social Workers
- Implementation of Family Wellness Centers for students and families with wrap around supports and services
- Monitoring of schools with high out-of-school suspension rates with targeted supports

Graduation Rate

- Appointment of high school Assistant Superintendent to oversee high school leadership
- Providing Peer Power support to focus on Algebra 1 which is a key indicator of on-time graduation
- Refining our practice around ACT Prep to provide differentiated content support Expansion of Newcomers Center sites to accommodate additional seats for high school ESL students
- Implementation of Naviance to assist in course planning and postsecondary opportunities
- Grade Results is a resource for online course content, which is available to all MSCS high school students through the Virtual Schools and Online Learning Department. This program supports graduation through credit recovery, grade repair (failure intervention) or credit accrual efforts. This school year, MSCS high schools enrolled students 7,208 Grade Results Credit Recovery courses, and 10,025 Grade Results Grade Repair courses.
- Project Graduation (PG) provides opportunities to take in-person and distance learning courses to all MSCS high school seniors. This year school year, 657 12th graders are on track to graduate with PG participation, while 2,203 total students enrolled in PG courses.