



Destination 2025 Monthly: May 2019
Prepared by the Department of Research & Performance Management

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Key Findings

- **18.6% of students are currently chronically absent—2.4 points higher than the end of year rate for 2017-18.**
- **Attendance rates dipped lower this year than the previous three years with the current attendance rate at 93.8 at the 7th 20-Day reporting period.**
- **Secondary students, African American students, students with disabilities, and economically disadvantaged students have absenteeism rates consistently above the District average.**
- **The District exclusionary suspension rate has decreased year over year.**
- **African American students and economically disadvantaged students’ exclusionary suspension rates are higher year to date than the District average.**
- **77% of Secondary students show low to medium graduation risk overall.**
- **Attendance is the greatest driver of SCS graduation risk based on the BrightBytes predictive model.**

Overview

May’s key performance indicators (KPIs) are aligned to Destination 2025 priorities 1 and 2. The KPIs under Priority covered in this report is: KPI 10, Student Absenteeism Rates. Priority 2 KPIs are: suspension rates by subgroup (5), and instructional days missed (6), and percentage of secondary students on track to graduate (9).

Note that the analyses presented in this report reflect both charter and non-charter schools.

Table 1 - District-level Attendance, Chronic Absenteeism, Exclusionary Suspension Rates, and Instructional Days Missed over time related to exclusionary suspensions. Note: Unless reported at the 20-day level, it is not advisable to compare EOY and YTD.

School Year	Attendance Rate through 7 th 20-day	Chronic Absenteeism	Exclusionary Suspension Rate	Instructional Days Missed Due to Suspensions through 7 th 20-day
2015-16 EOY	94.6%	19.1%	15.7%	78,303 days
2016-17 EOY	94.4%	19.4%	14.5%	71,740 days
2017-18 EOY	95.1%	16.2%	13.0%	49,996 days
2018-19 YTD	93.8%	18.6% ¹	11.7% ²	63,300 days

The overall attendance rate through the 7th 20-day period for 2018-19 is 1.3 percentage points lower than at the same point last year.

Comparing the current attendance rate to previous rates through the 7th 20-Day, the 2018-19 rate is 1.3 percentage points lower than 2017-18 moving from 95.1% to 93.8%. Rates have decreased since 2015-16 with exception of 2017-18.

¹ Note: It is not advisable to compare end of year and year to date measures for chronic absenteeism. YTD rates are provided as a health check for this metric.

² Note: It is not advisable to compare end of year and year to date measures for the exclusionary suspension rate.



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Attendance rates follow a discernable pattern over 20-day periods—decreasing after the first 20 days.

Attendance rates by 20-day reporting periods show a clear pattern as the beginning of the year attendance is higher—typically landing between 96-98% in the first 20-day period—with a steep drop in the 2nd 20-day period. From the 3rd through 6th period, attendance declines lower and a slight increase in the 7th 20-day period. Historically, this rise continues through the 8th period and then plummets in 9th, below 90% on average. 2018-19 rates are lower across each reporting period than previous years’.

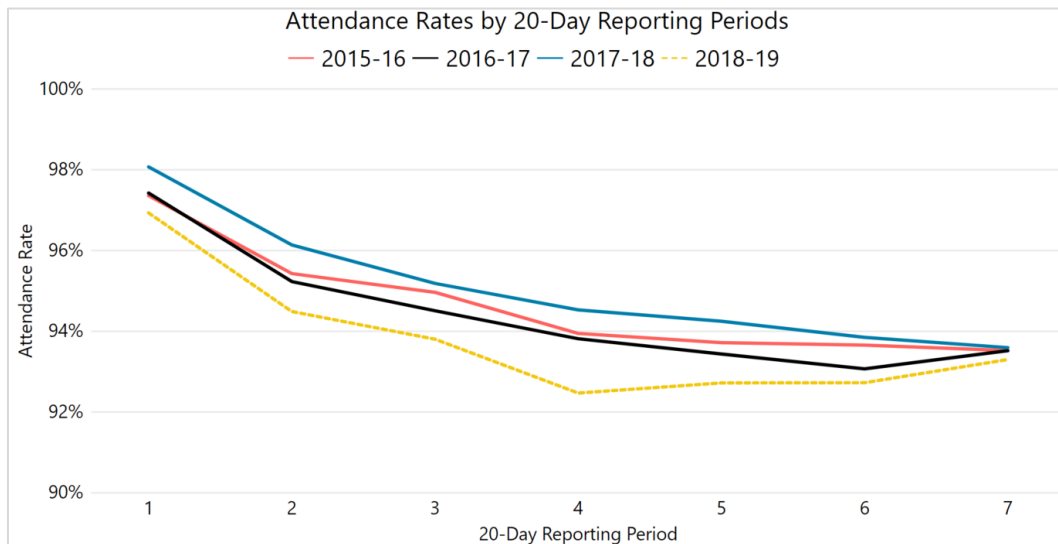


Figure 1 - Attendance Rates by 20-day Reporting Period. This multi-series line chart shows the pattern of attendance year over year by 20-days. 2017-18 (blue line) sits highest on the chart while 2018-19 (yellow dashed line) is at the bottom of the series.

Chronic Absenteeism Definition

Chronic absenteeism is defined by the TN Department of Education as *missing 10% or more of school days for any reason (excused, unexcused, suspended/expelled)*. Note that in State end of year calculations students enrolled less than 50% of the school year are removed from both the numerator and the denominator. To identify students in need of absenteeism support and provide real-time reporting, these students are not excluded from District calculations.

Subgroup chronic absenteeism is highest for Secondary students followed by Students with Disabilities.

Secondary students in 9th-12th grade consistently surpass District and other subgroup rates of chronic absenteeism with the year to date rate of 29.8% students missing at least 10% of the enrolled school year. Chronic absenteeism rates for Students with Disabilities (SWD) and students considered Economically Disadvantaged (ED) also exceed the District rates year over year; the 2018-19 year to date for SWD and ED rates outpace the District by 6.6 and 2.7 percentage points, respectively. English Learners’ (EL) rates of chronic absenteeism year over year are lower than the District and other referenced subgroups.



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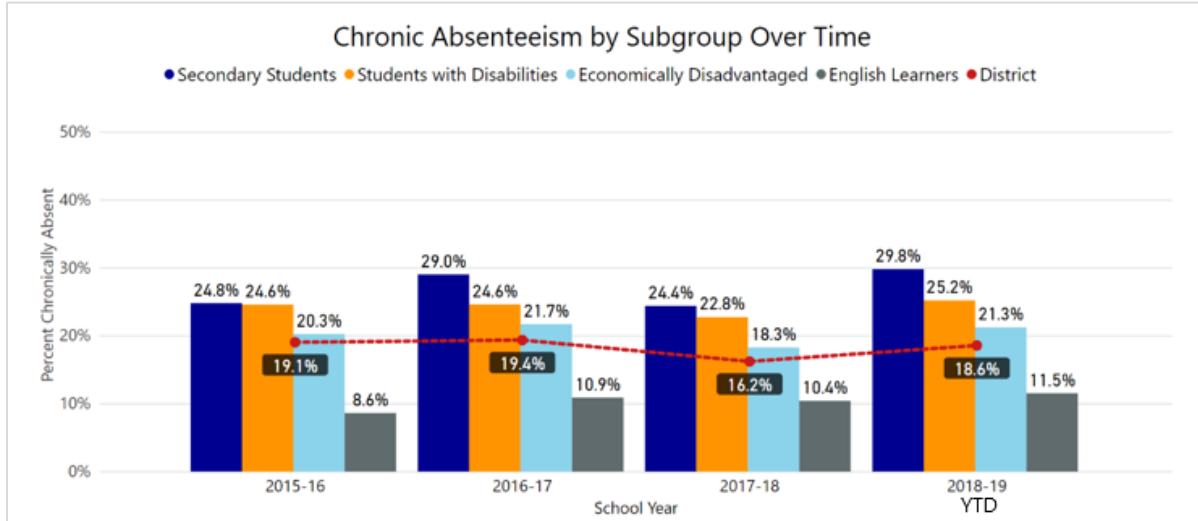


Figure 2 - Chronic Absenteeism by Subgroup over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected subgroups with the District rate as the dashed red line across the series.

Chronic absenteeism is slightly higher for African American students than the District rate year over year.

African American students YTD rate of chronic absenteeism is currently 2.2 percentage points higher than the District rate—with similar EOY rates in previous years. Hispanic/Latino and white students rates are 6.4 and 6.2 percentage points lower than the YTD District rate with similar patterns historically as well.

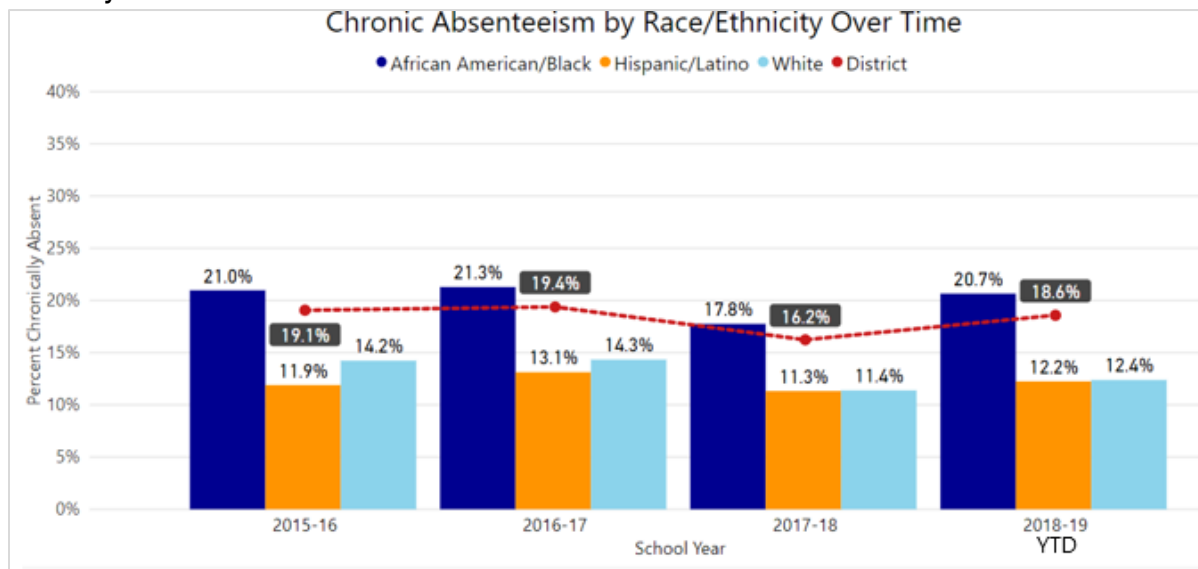


Figure 3 - Chronic Absenteeism by Race/Ethnicity over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected groups with the District rate as the dashed red line across the series.



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The Exclusionary Suspension rate is percent of students, excluding SWD, that have had at least one incidence of exclusionary discipline actions.

Exclusionary Suspension rate is the count of students with one or more out of school suspension (OSS, expulsion, or remand) divided by the total student enrollment. Total student enrollment is considered all unique students who enrolled at least one day excluding Pre-K and Students with Disabilities. Students with Disabilities Suspension rate includes in-school suspensions (ISS) to align with State accountability standards. Due to the inclusion of ISS in the SWD calculation, this subgroup cannot be compared to the overall District rate and must be evaluated as a standalone metric. The Exclusionary Suspension rate definition was determined by the Educational Data Council, a cross-functional SCS data governance group aimed at aligning District reporting calculations.

The Exclusionary Suspension Rate has decreased year over year.

Over the previous three years, the District end of year exclusionary suspension rate has decreased by at least one percentage point.

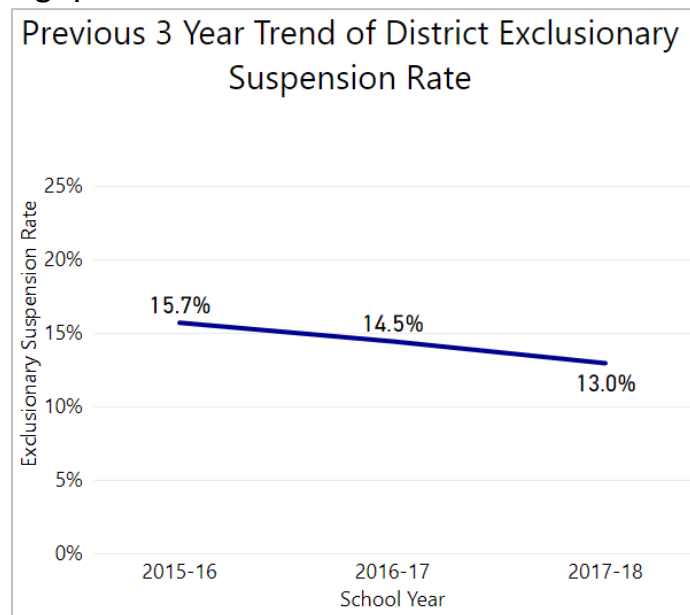


Figure 4 - Previous 3 Year Trend of District Exclusionary Suspension Rate. This line chart shows the historical exclusionary suspension rate (% of students with OSS, expulsions, and remands) declining over time.

African American and Economically Disadvantaged students' YTD exclusionary suspension rates surpassed the District rate of 11.7%.

The year to date exclusionary rate indicates that 14.3% of African American and 13.5% of Economically Disadvantaged students have received at least one exclusionary suspension. Hispanic/Latino, English Learners, and white students are around 7 percentage points below the District currently.



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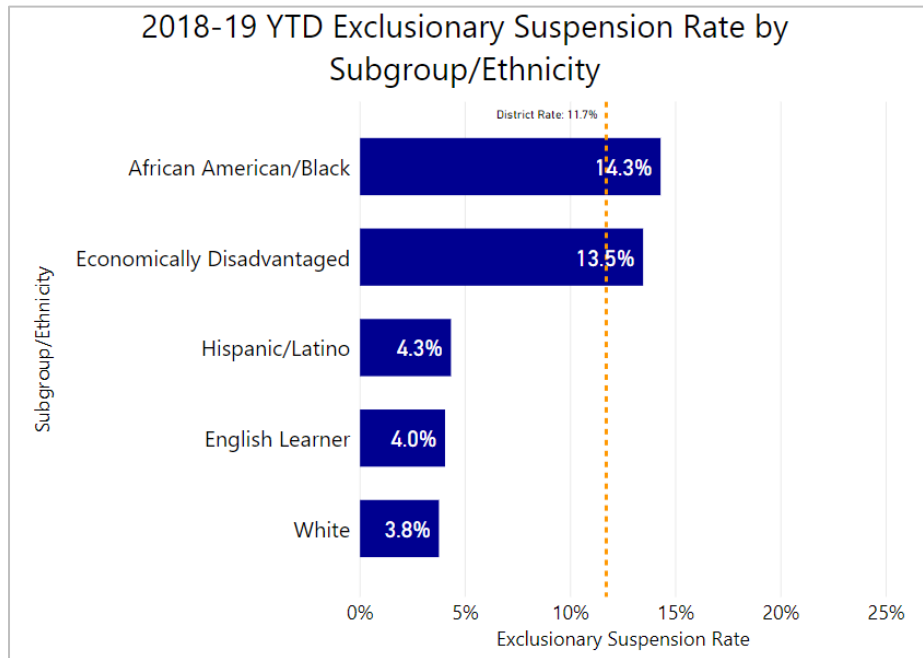


Figure 5 - 2018-19 YTD Exclusionary Suspension Rate by Subgroup/Ethnicity. This bar chart shows the subgroup/ethnicity exclusionary suspension rate along with the District rate (orange dashed line).

21.3% of students with disabilities have received at least one instance of ISS, OSS, expulsion, or remand this year.

As of April 2019, students with disabilities have a YTD exclusionary suspension rate of 21.3%. Comparing historical EOY SWD exclusionary suspension rates, exclusionary discipline actions have decreased over time—a decrease of 4.6 percentage points from 2015-16 to 2017-18.

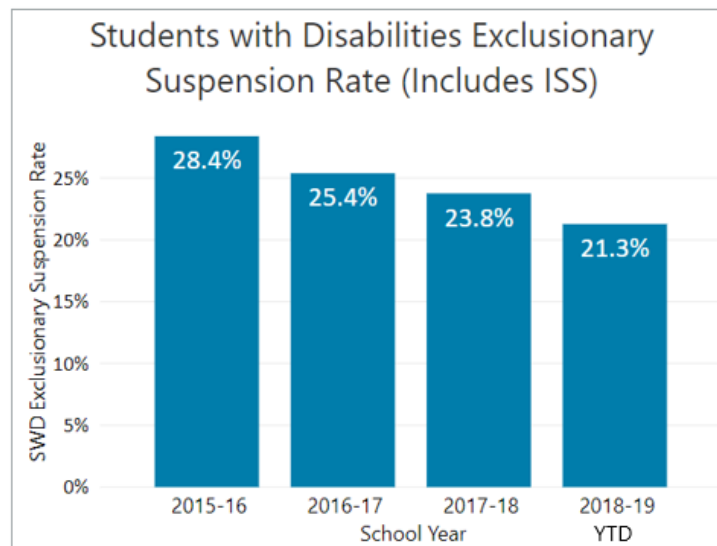


Figure 6 - Students with Disabilities Exclusionary Suspension Rate (Includes ISS) shows the percent of SWD with at least 1 instance of ISS, OSS, expulsion or remand. This cannot be compared to the general District rate as they are different calculations.



Exclusionary Suspension Ratio shows the number of exclusionary suspensions per 100 students.

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 population enrollment. Total student population enrollment is the total number of unique students who enrolled at least one day at any point in the year, excluding Pre-K. Students with Disabilities Suspension ratio is the same calculation with the addition of in-school suspensions (ISS) to align with State accountability standards. Due to the inclusion of ISS in the SWD calculation, this subgroup cannot be compared to the overall District ratio and must be evaluated as a standalone metric.

The ratio of students experiencing exclusionary suspensions has decreased over time.

Economically Disadvantaged students have experienced a higher ratio of exclusionary suspensions than the District overall population with the current ratio indicating that 26 incidences have occurred per 100 Economically Disadvantaged students. Like the District ratio, the trend has declined over time for both Economically Disadvantaged students as well as English Learners.

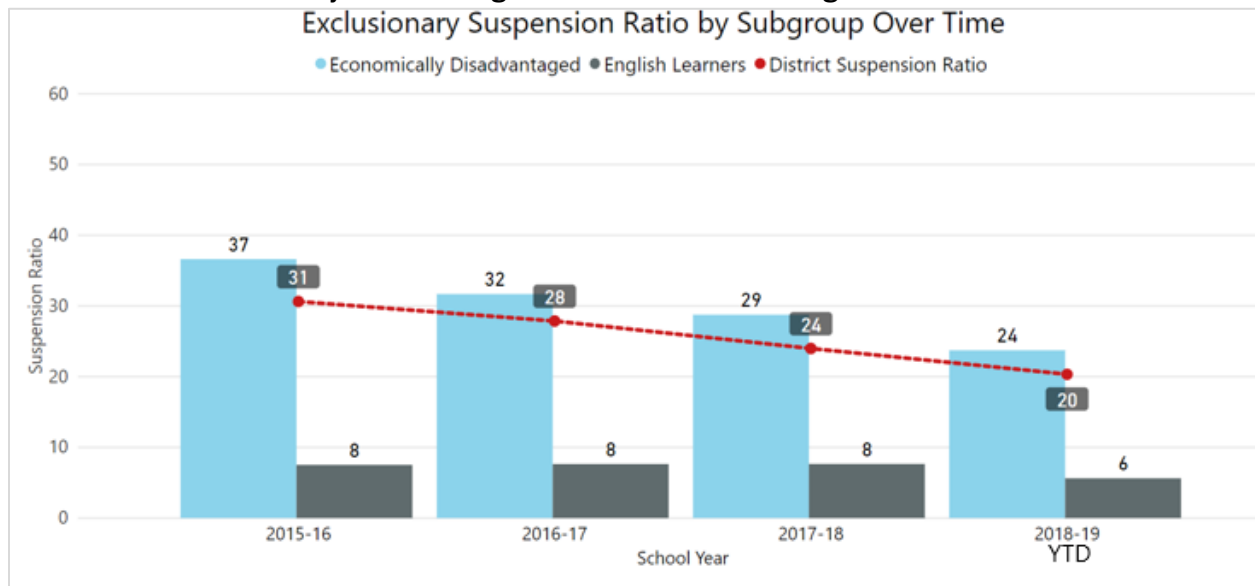


Figure 7 - Exclusionary Suspension Ratio by Subgroup over Time. This clustered column chart shows the ratio of exclusionary suspensions per 100 students compared to the District ratio (red dashed line).

The ratio of Students with Disabilities experiencing exclusionary suspensions has decreased over time.

Students with Disabilities ratio of exclusionary suspensions have decreased with the current ratio indicating that 48 instances of exclusionary suspensions have occurred per 100 students.



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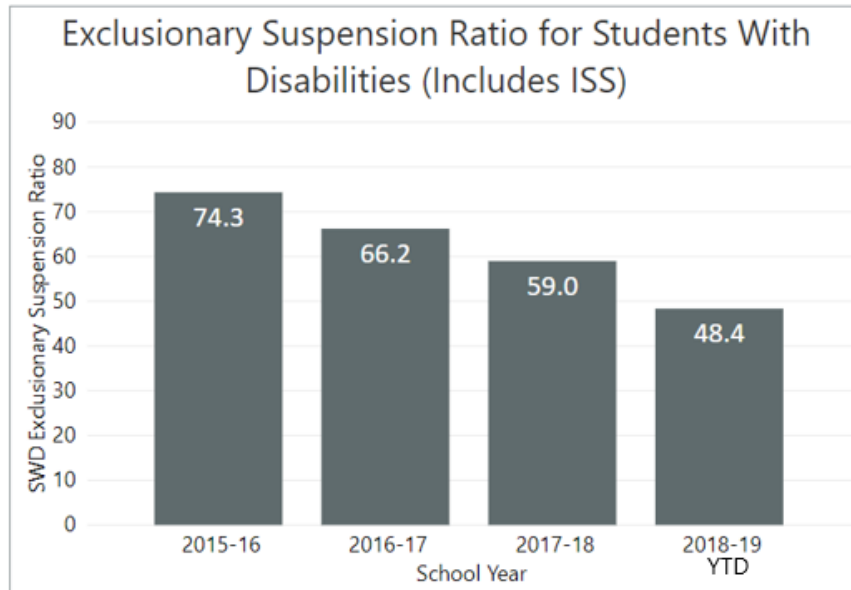


Figure 8 - Exclusionary Suspension Ratio for Students with Disabilities (Includes ISS). The column chart above describes the ratio of exclusionary suspension per 100 students. This calculation differs from the District's as it includes ISS.

The total YTD number of instructional days missed due to exclusionary suspensions is 63,000 or 6.9% of total absences.

Lost instructional days due to exclusionary suspension had been trending down from 2015-16 to 2017-18 but showed an increase of 13,000 days in 2018-19. An important note regarding the drop in 2017-18: PowerSchool did not sync suspensions documented in the behavior panel with attendance records, which could have led to underreporting for that school year.

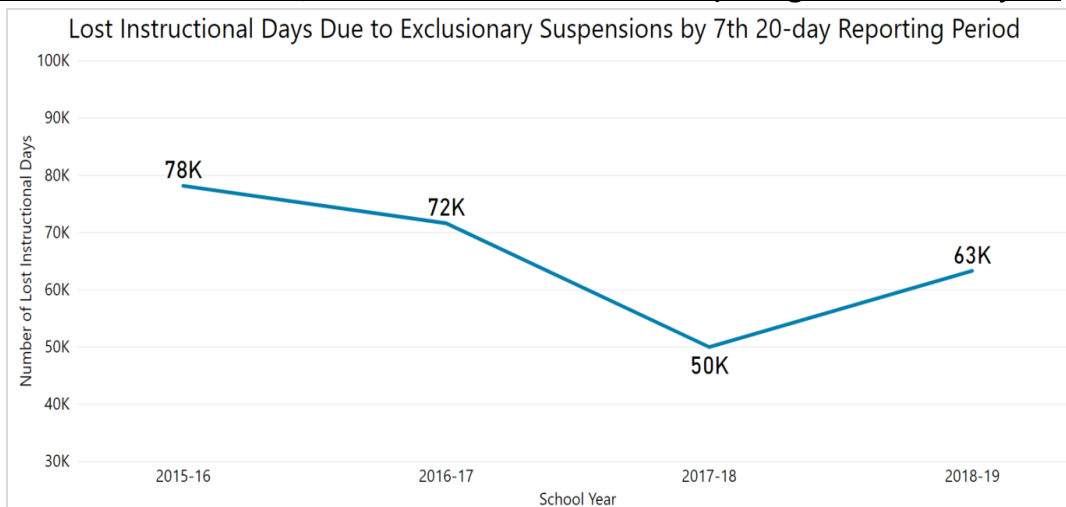


Figure 9 - Lost Instructional Days Due to Exclusionary Suspensions by 7th 20-Day Reporting Period. This line graph indicates year over year number of days assigned to suspensions by the 7th 20-day reporting period.



Percentage of Secondary Students On-Track to Graduate is calculated using the predictive risk platform, BrightBytes Clarity.

77% of secondary students show low to medium risk for on-track graduation overall. 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 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.

Progress to Graduation Risk for Secondary Students

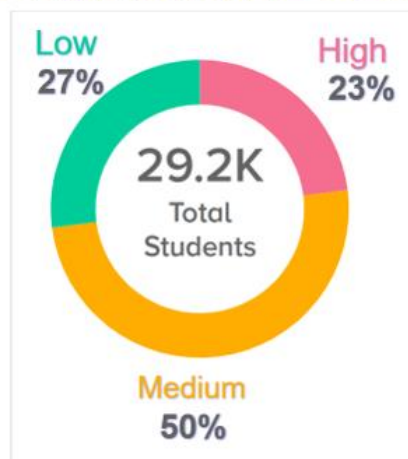


Figure 10 - Secondary Students Progress to Graduation Overall Risk Levels. This donut chart is from the BrightBytes Clarity platform and shows the predictive risk for on-time graduation for Secondary students as of March 2019.

Attendance is the Highest-Risk Domain in Progress to Graduation for Secondary Students.

Attendance impacts the probability of graduation the greatest amount with 40% of Secondary students high risk in this domain. 11,642 Secondary students are considered high risk as of March 2019. Distribution across the secondary grades is relatively similar for risk areas.



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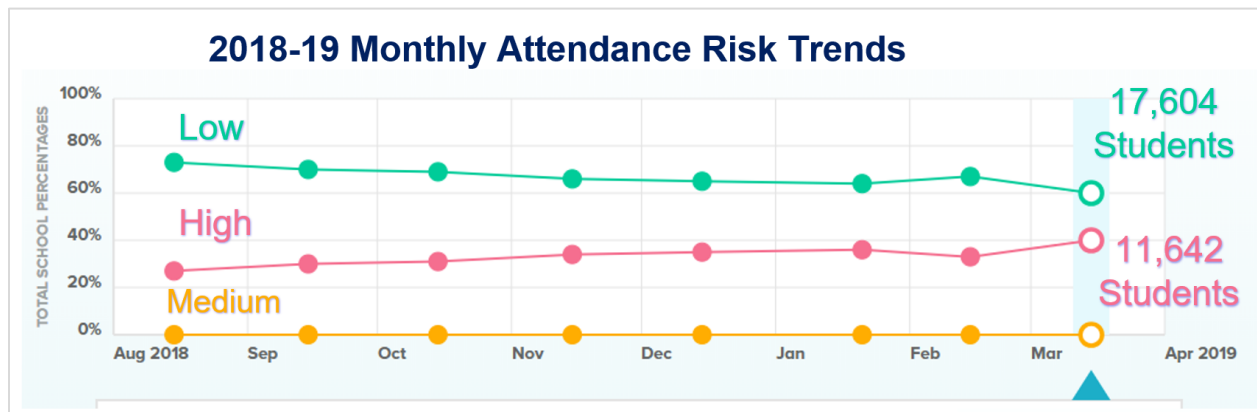


Figure 11 - 2018-19 Monthly Attendance Risk Trends for Secondary Students. The above line graph shows percentage of secondary students falling into each risk level during the current school year due to attendance.

Drilling further into the attendance risk indicators, 40% of Secondary students currently show high risk associated with chronic absenteeism, while 37% show high risk associated with tardies.



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Appendix

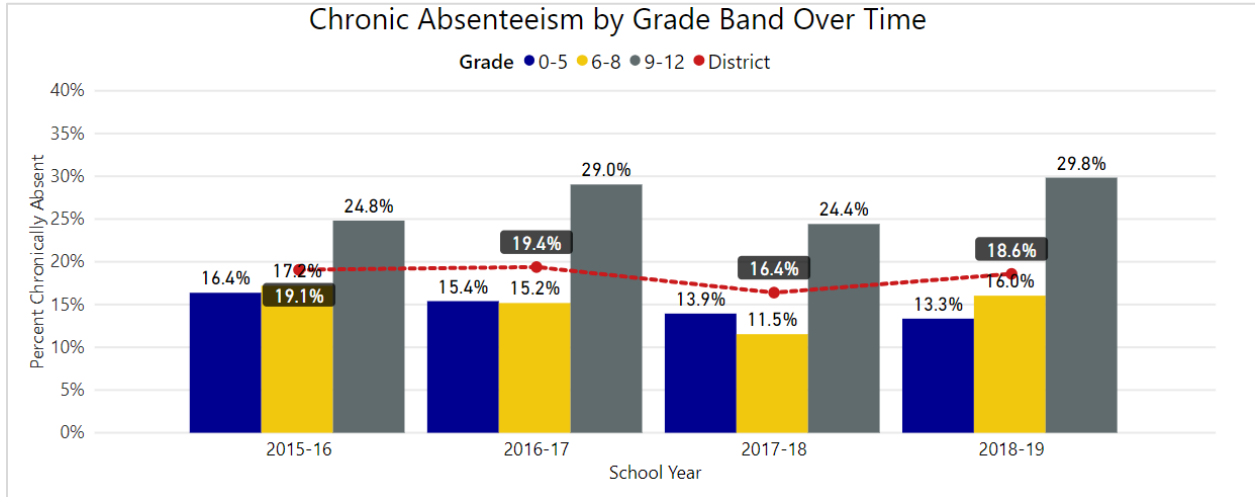


Figure 12 - The clustered bar chart above depicts the differences in chronic absenteeism by grade band. The red dashed line indicates the District rate.

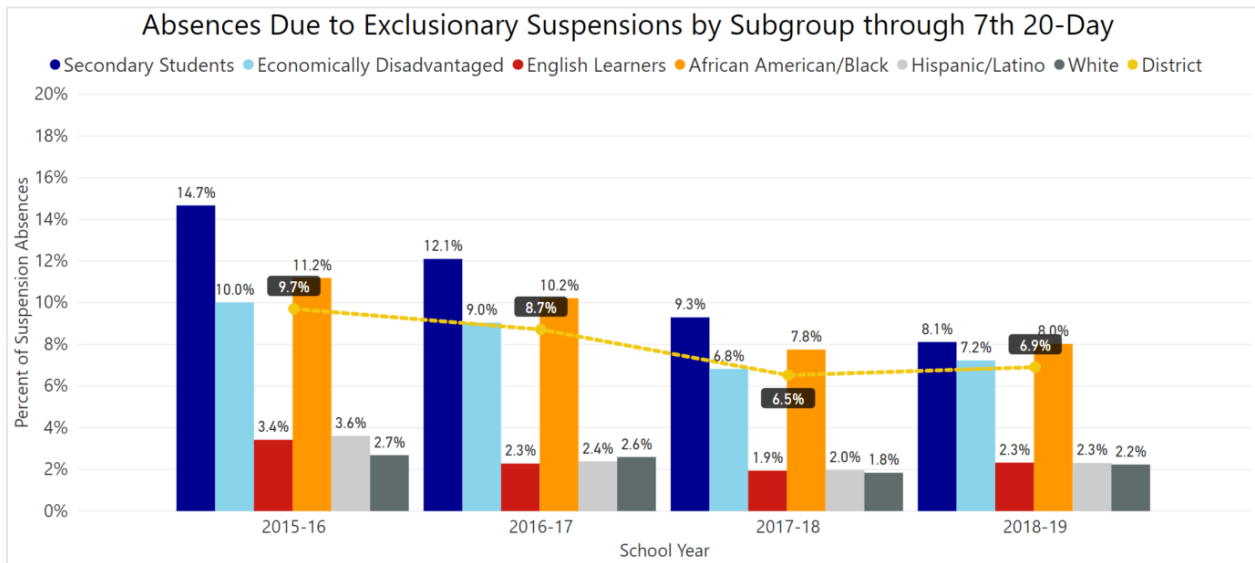


Figure 13 - The clustered bar chart above shows the percentage of absences due to exclusionary suspensions by subgroup. Note: Secondary students means grades 9-12.