



Destination 2025 Monthly: May 2020
Prepared by the Department of Research & Performance Management

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Key Findings

- **19.3% of students are currently chronically absent**—1 point lower than the end of year rate for 2018-19.
- Other than a slight dip at the 3rd 20-day reporting period, **2019-20 District attendance rates were similar to last year's** through the 6th 20-day reporting period.
- **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.**
- **75% of Secondary students show low to medium graduation risk overall**—a decrease of 2 percentage points from April 2019.

Overview

May's key performance indicators (KPIs) are aligned to Destination 2025 priorities 1 and 2. The KPIs under Priority 1 covered in this report is: KPI 10, Student Absenteeism Rates. Priority 2 KPIs are: suspension rates by priority group (i.e. 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 district-managed schools. Due to the COVID-19 pandemic District closure, year to date data are as of 3/12/2020 unless otherwise noted.

School Year	Attendance Rate through <u>6th 20-day</u>	Chronic Absenteeism*	Exclusionary Suspension Rate*	Instructional Days Missed through <u>6th 20-day</u>
2016-17 EOY	94.6%	18.1%	14.6%	57,413 days
2017-18 EOY	95.3%	16.4%	13.5%	43,434 days
2018-19 EOY	93.9%	20.1%	13.3%	53,161 days
2019-20 YTD	93.8%	19.3%	9.0%	50,113 days

*Note: 2019-20 data may not be as comparable to other school years due to the shortened calendar



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The District attendance rate through the 6th 20-day period for 2019-20 is relatively similar to the same point last year—93.8%.

The 2019-20 attendance rates remained within 0.1 percentage points at each 20-day reporting period except for the 3rd 20-day where the rates differed by 0.3 percentage points.

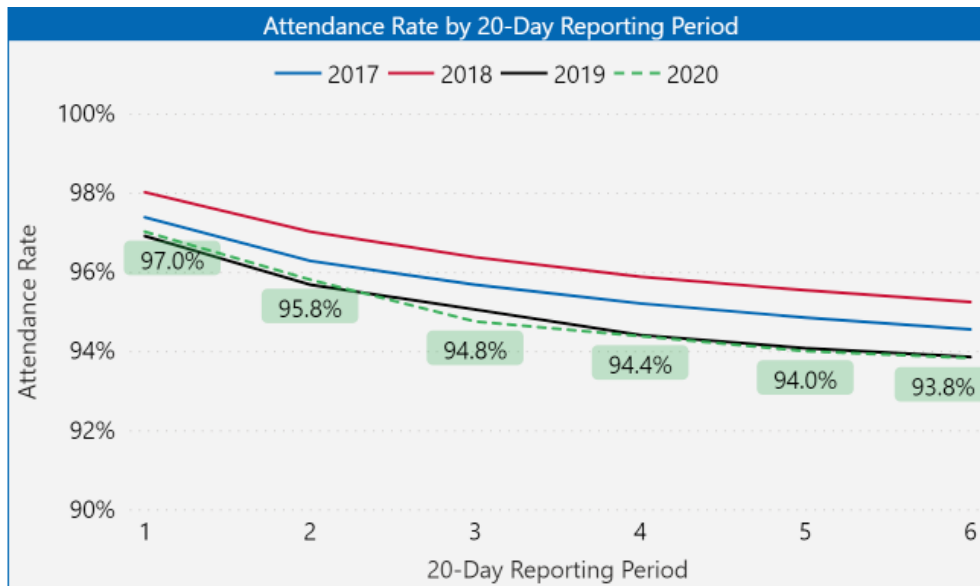


Figure 1 - Attendance Rates by 20-day Reporting Period. This multi-series line chart shows the pattern of attendance year over year by 20-days. 2017-18 (red line) sits highest on the chart while 2019-20 (green dashed line) runs mostly parallel to last year's rates (black solid line).

District chronic absenteeism year to date is similar to last year's end of year rate—19.3%.

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.

Students with disabilities and students who are considered economically disadvantaged (direct certified) continue to exhibit higher rates of chronic absenteeism than the District overall.

Chronic absenteeism rates for Students with Disabilities (SWD) and students considered Economically Disadvantaged (DC) exceed the District rates year over year; the 2019-20 year to date for SWD and DC rates outpace the District by 5.6 and 6.2 percentage points, respectively. English Learners' (EL) rates of chronic absenteeism year over year are lower than the District and other priority groups.



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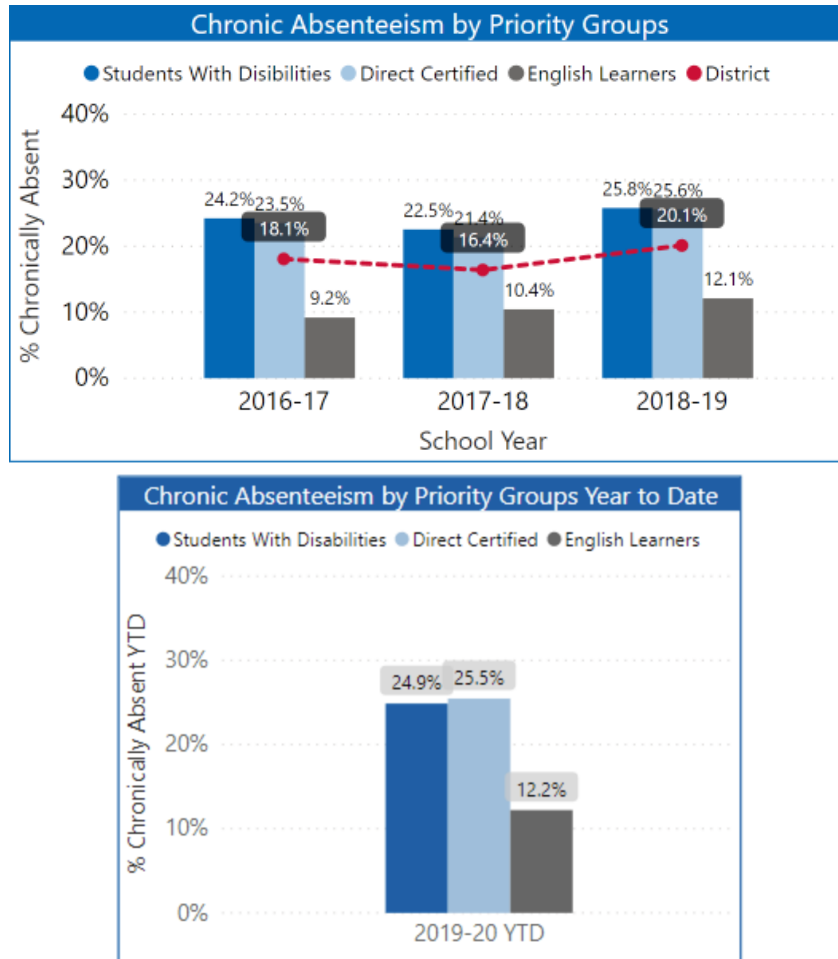


Figure 2 - Chronic Absenteeism by Priority Group over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected subgroups with the District rate as the dashed red line across the series.

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 6.5 and 7.2 percentage points lower than the YTD District rate with similar patterns historically as well.



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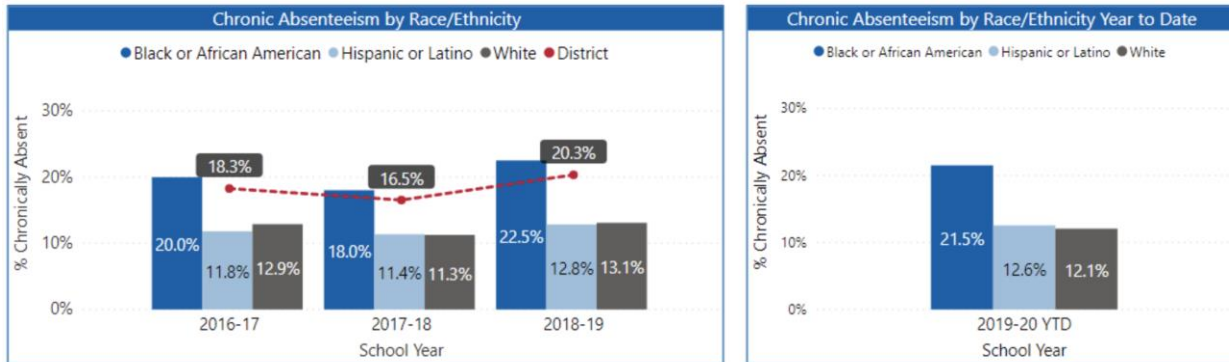


Figure 3 - Chronic Absenteeism by Race/Ethnicity over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected groups with the District rate as the dashed red line across the series.

The Exclusionary Suspension Rate has decreased year over year.

The 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. Calculations for the 6th 20-day comparisons use only actively enrolled students during the 2019-20 school year. Students with Disabilities Suspension rate includes in-school suspensions (ISS) to align with State accountability standards. Over the previous three years, the District end of year exclusionary suspension rate has decreased.

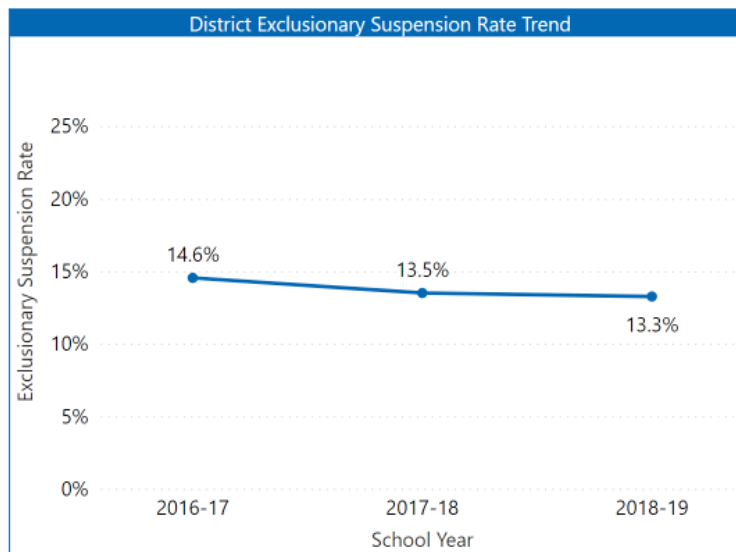


Figure 4 - Previous 3 Year Trend of District Exclusionary Suspension Rate. This line chart shows the historical exclusionary suspension rate (% of students with OSS, expulsions, and remands) declining over time.



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Compared to the same point last year, the suspension rate decreased from 2018-19 and 2019-20. However, Students with Disabilities and those considered economically disadvantaged show higher suspension rates than the District overall.

The exclusionary suspension rate through the 6th 20-day period for both this year and last year shows a decrease in the percentage of students receiving exclusionary suspension actions. This decrease is apparent across priority groups as well. Note: This calculation uses actively enrolled students in 2019-20 only.

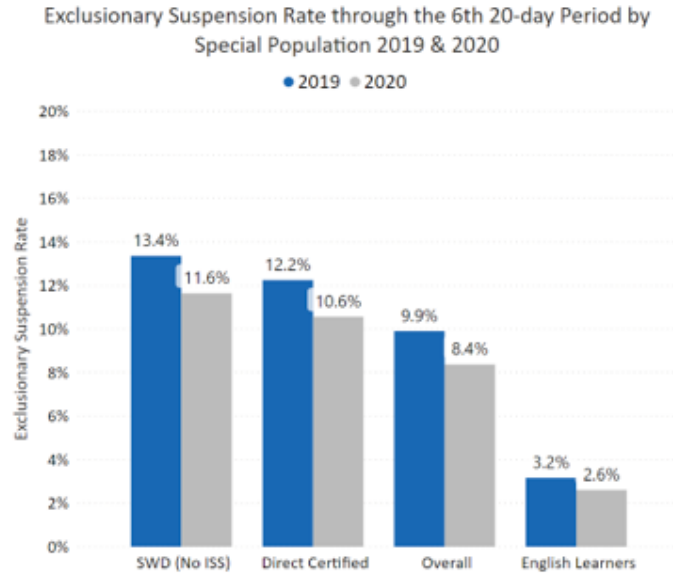


Figure 5 - Exclusionary Suspension Rate through the 6th 20-day period by Special Population shows the differences in exclusionary suspension rates across priority groups.

Students with disabilities and economically disadvantaged students receive a greater proportion of exclusionary suspension incidences compared to the District rate.

The year to date exclusionary rate indicates that 12.4% of students with disabilities have received at least one exclusionary suspension in 2019-20. 11.3% of students who are economically disadvantaged (direct certified) and 2.9% of English Learners have received at least one exclusionary suspension this year. Note that the SWD rate in this graph does not include ISS.



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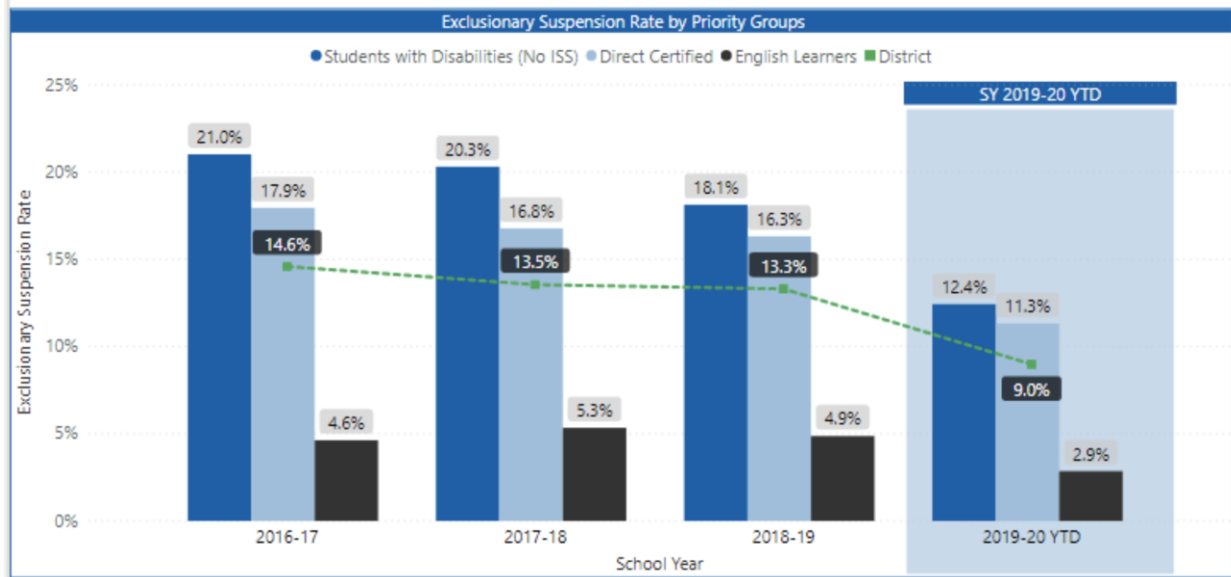


Figure 6 - Exclusionary Suspension Rate by Priority Groups. The above clustered column chart depicts both historical and YTD suspension rates for students with disabilities (no ISS included in calculation), economically disadvantaged (DC), and English learners.

African American students received a higher exclusionary suspension rate than students of other races/ethnicities. African American males experienced a 2.2 percentage point decrease from 2019 (15.2%) to 2020 (13%) through the 6th 20-day.

Though the percentage of exclusionary suspension incidences has decreased from last year, these Black/African American students experience a higher rate than the District average.

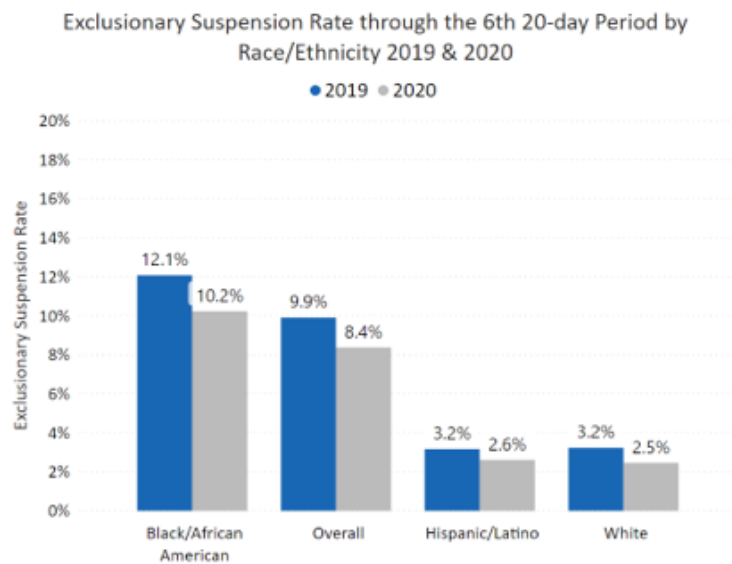


Figure 7 - Exclusionary Suspension Rate through the 6th 20-day Period by Race/Ethnicity shows the decrease in the percentage of students receiving OSS, expulsion, or remand for 2019-20 actively enrolled students.



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African American students' YTD exclusionary suspension rates surpassed the District rate of 9.0% by 2 percentage points.

The year to date exclusionary rate indicates that 11% of African American students have received at least one exclusionary suspension in 2019-20. Hispanic/Latino and white students are around 6 percentage points below the District rate currently.

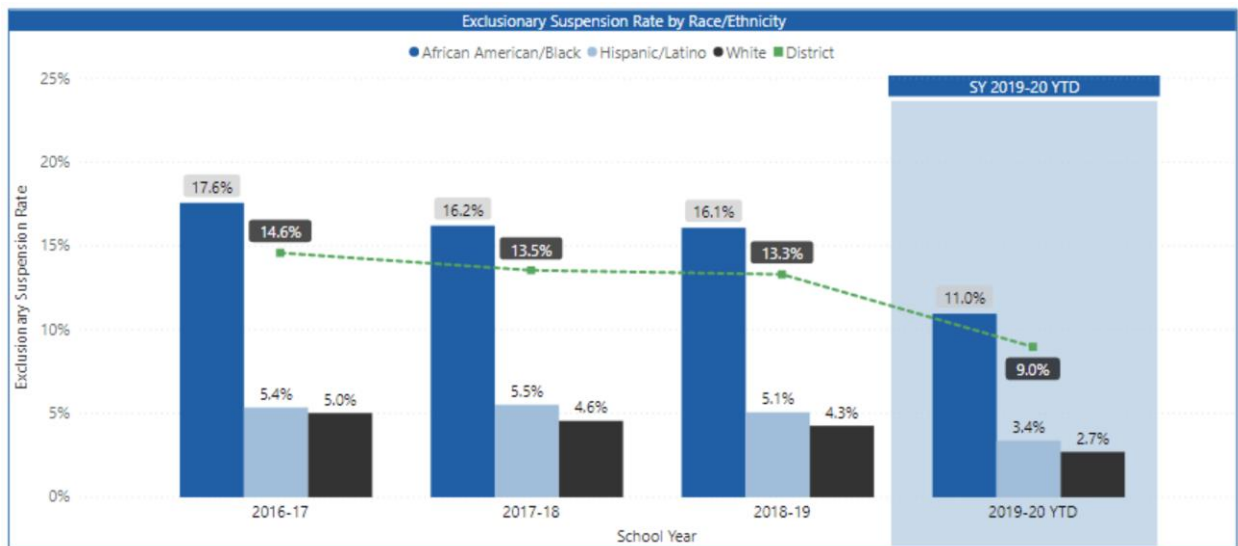


Figure 8 - 2018-19 YTD Exclusionary Suspension Rate by Race/Ethnicity. This bar chart shows the race/ethnicity exclusionary suspension rate along with the District rate (green dashed line).

The Students with Disabilities exclusionary suspension rate, which includes ISS, decreased by 3.4 percentage points from 2019 to 2020 through the 6th 20-day period.



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Note: Calculation includes actively enrolled students only. SWD in this calculation does not include ISS for comparability across populations.

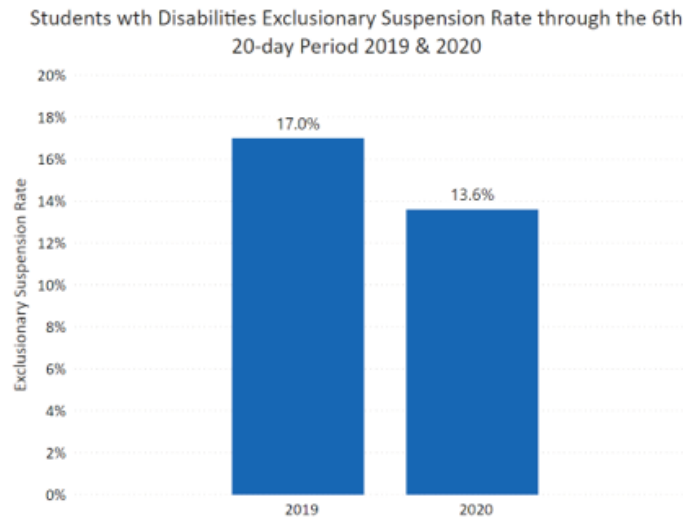
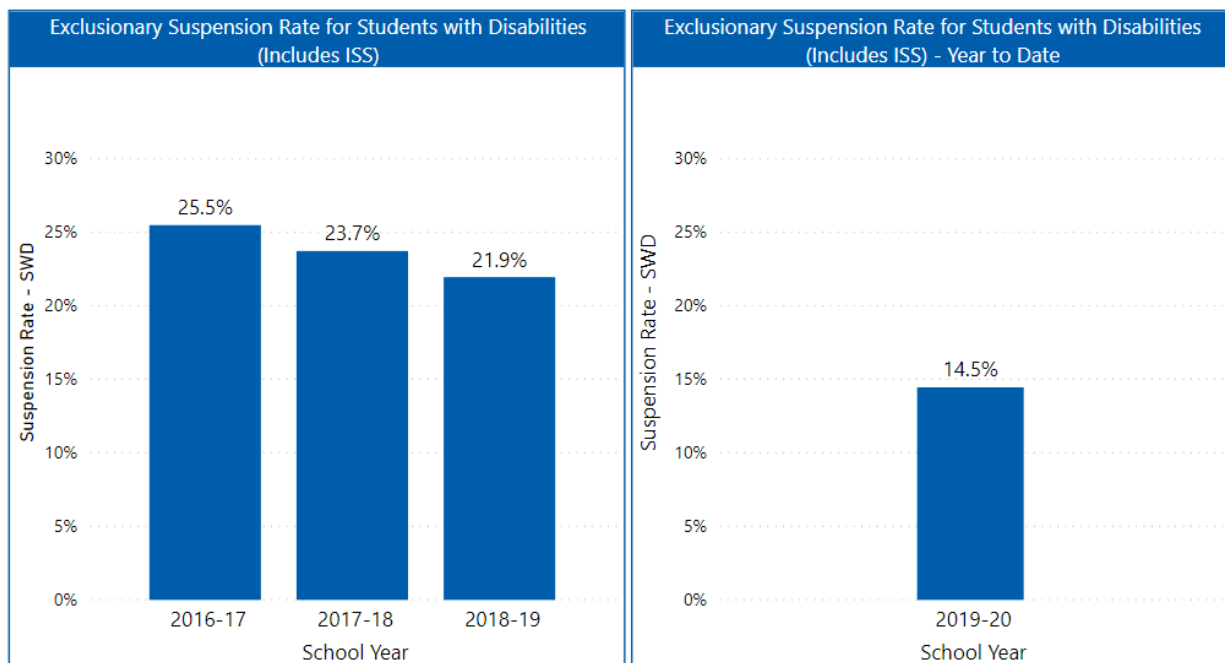


Figure 9 -Students with Disabilities Exclusionary Suspension Rate through the 6th 20-day Period 2019 & 2020 includes in-school suspension in the calculation as this is considered an exclusionary discipline action for students with disabilities.

14.5% of students with disabilities have received at least one instance of ISS, OSS, expulsion, or remand this year.

Students with disabilities have a YTD exclusionary suspension rate of 14.5%. Previous school years have show a decrease year over year.





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Figure 10 - 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 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. Total student 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 measure 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, but African American students, economically disadvantaged students and students with disabilities have higher suspension ratios than their peers.

For every 100 African American students, there were 17 exclusionary suspension incidences this year—3 more incidences that the general District population.

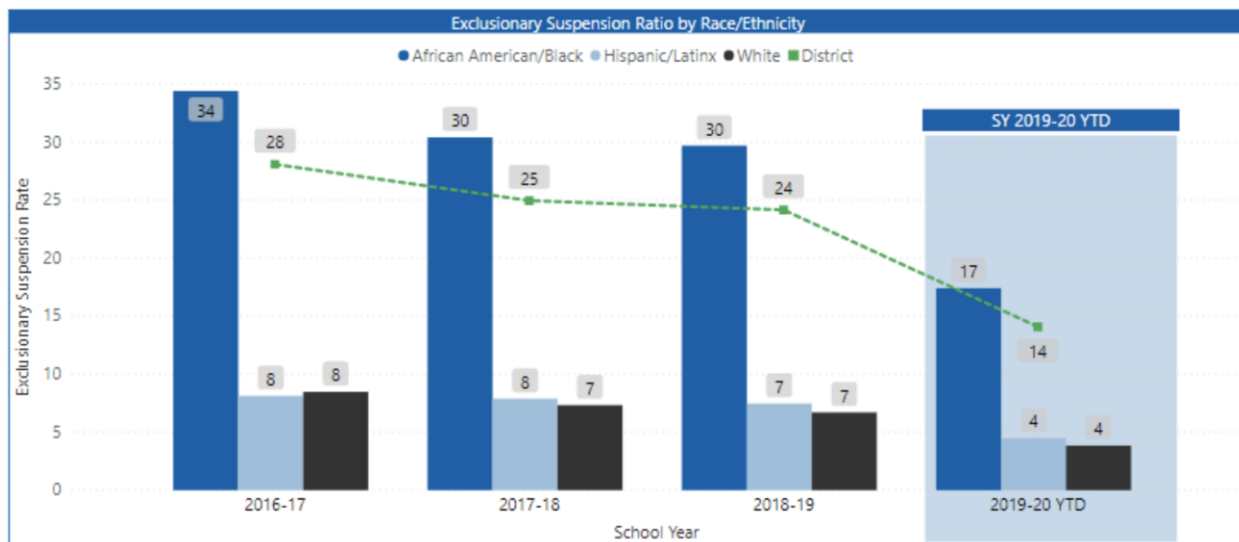


Figure 11- The Exclusionary Suspension Ratio by Race/Ethnicity is a cluster column chart with the ratio of exclusionary suspensions per 100 students.

Economically disadvantaged (Direct Certified) students have experienced a higher ratio of exclusionary suspensions than the District overall population with the current ratio indicating that 21 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. Note that the SWD rate in this graph does not include ISS.



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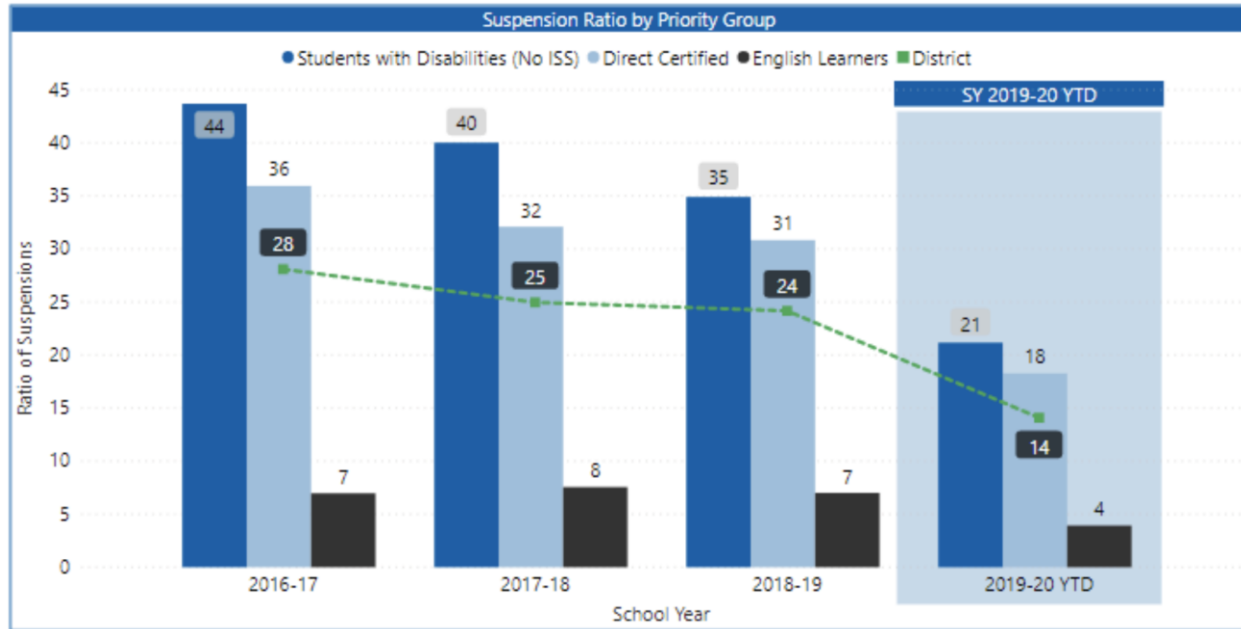


Figure 12 - Exclusionary Suspension Ratio by Subgroup over Time. This clustered column chart shows the ratio of exclusionary suspensions per 100 students compared to the District ratio (red dashed line).

Compared to the same point last year, students missed about 3,000 fewer instructional days due to suspensions.

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.

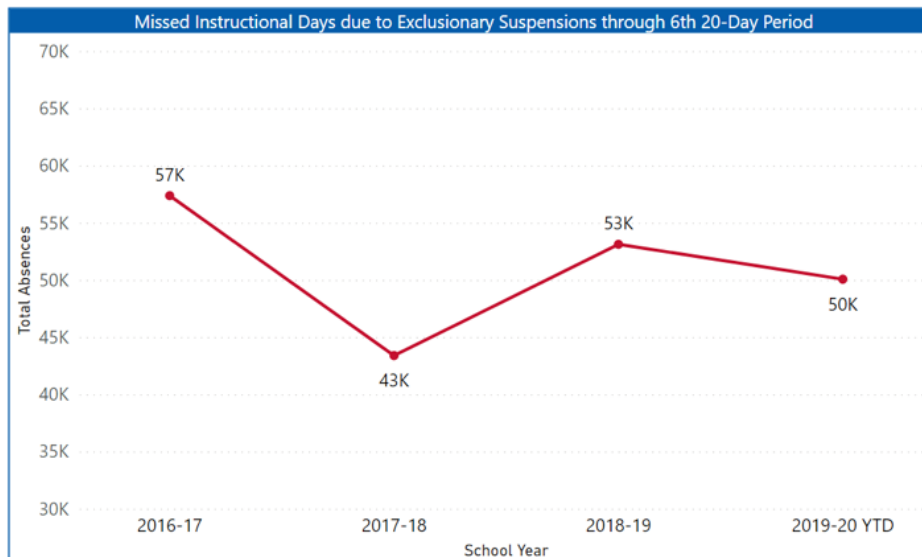


Figure 13 - Lost Instructional Days Due to Exclusionary Suspensions by 6th 20-Day Reporting Period. This line graph indicates year over year number of days assigned to suspensions by the 6th 20-day reporting period.



75% of secondary students (grades 9-12) 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.

TOTAL RISK PREDICTION FOR YOUR STUDENTS

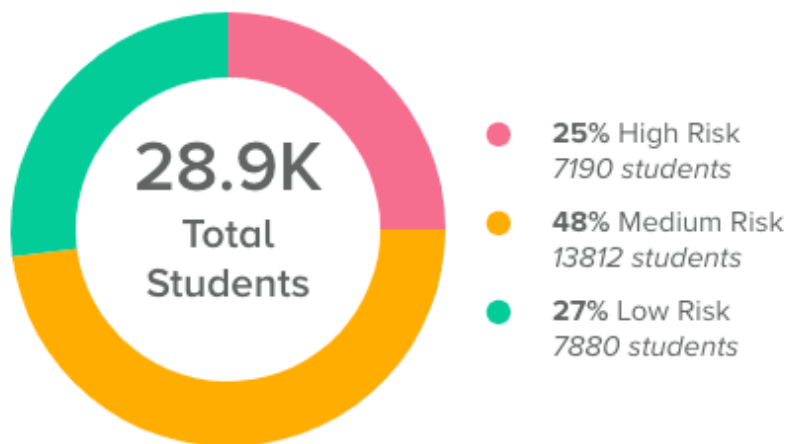


Figure 14 - Secondary Students Progress to Graduation Overall Risk Levels. This donut chart is from the BrightBytes Clarity platform and shows the predictive risk for on-time graduation for Secondary students as of March 2020.

District Strategies and Updates

SEED and ACEs, Trauma-Informed, and Progressive Disciplinary Practices

- All SCS staff is required to participate in ACEs training, trauma-informed practices, culturally relevant instruction, social emotional learning, and restorative practices
- Individual data meetings were held with the top twenty (20) schools that had the highest chronic absenteeism and/or discipline rates overall and identified subgroups (SWD, African American, African American males, and Hispanic) with a review of practices and targeted supports



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- A restorative aspect has been added to the appeals process to ensure schools have implemented appropriate interventions prior to expelling a student

ILDs, Principals, and Performance Management

- ILDs work collaboratively with RTI 2-B Team to develop coaching document on improving students and staff culture for the 2020-21 SY
- ILDs and RTI2-B Team will provide PD to principals and school-based leadership teams on leading positive learning and teaching culture and climate beginning in May 2020
- ILDs, SEED, and Performance Management are developing metrics of success to be captured in the principals' TEAM Observations

Students with Disabilities Supports

- Provided district and online resources and PD opportunities to help teachers improve their classroom management (routines and procedures) and student behavior
- Analyzed student behavior data with teachers and administrators to determine the best behavior supports
- Utilize reset rooms for participating schools with SWD students
- Ensuring the administration utilize the SCS code of conduct with implementing suspension/expulsion and progressive discipline for students with disabilities

Creating healing spaces for children of color in 7-12th grades

We will launch youth guidance circles which is a counseling program that will help young men in 7-12th grades to learn to internalize and practice social cognitive skills, make responsible decisions and become positive members of their school and community. Becoming a Man (BAM) integrates clinical theory and practice, men's rites of passage work, and a dynamic approach to youth engagement. Our young boys of color will delve in sessions built around lesson plans designed to develop a specific skill through stories, role playing and group exercises.

Culturally Relevant Pedagogy

SCS provide access and exposure to classes intentionally designed to provide students with a conspiracy of care through engagement in a caring community (i.e., changing students' experience of the schooling system). A direct emphasis will be placed on a heterogeneous cohort model in which students with higher and lower performing academic results will be mixed together in each class.

Champions for Equity and Responsive Teaching Studies (C.E.R.T.S.)

This program is available to all staff, educators, and administrators in our ATSI schools. Our Equity and Access division will partner with the Urban Education Departments of Rhodes College and the University of Memphis and Facing History and Ourselves for educators to debunk the model of deficit thinking that attributes African Americans to a culture of poverty