



T W E N T Y - T W E N T Y O N E

SHELBY COUNTY SCHOOLS

KPI

COMPENDIUM

★ ★ BOOKLET ★ ★

MARCH 2020 - MARCH 2021



Shelby County Schools KPI Compendium March 2020 to March 2021

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Prepared by the Department of Research & Performance Management

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Key Findings

- Academic progress is measured with Illuminate FastBridge this year. Students in Grades K-1 are assessed one-on-one with earlyReading and earlyMath. Students in Grades 2-3 are assessed with aReading and aMath, which are computer-adaptive assessments.
- The median growth percentiles for reading for SCS students in Grades K-1 were notably low, at the 28th percentile and 27th percentile, respectively. In Grades 2-3, the median growth percentiles in reading for SCS students were comparable to the national median growth percentile, at the 52nd percentile and the 50th percentile, respectively.
- With the exception of Kindergarten, the median growth percentiles for SCS students in math was comparable to the national median growth percentile (50th percentile). The median growth percentile for SCS Kindergarten students was the 39th percentile.
- The percentage of SCS students in the bottom quartile in reading increased markedly for Grades K-1 from fall to winter, but decreased slightly for students in Grades 2-3. Over one third of SCS student at all grade levels are in the bottom quartile in reading on the winter assessment.
- There were slight increases from fall to winter in the percentage of SCS students in the bottom quartile in math in Grades K-2. In Grade 3, there was a slight decrease. Approximately 30% of all SCS students in Grades K-3 are in the bottom quartile in math on the winter assessment.
- With the exception of Grade 3, the median Lexile score for each Grade 2-8 was below the recommended Lexile range of text complexity students should be reading to be college- or career-ready at the end of Grade 12.

Illuminate FastBridge Assessments

This year, SCS switched from using Measures of Academic Progress (MAP) to a suite of assessments offered through Illuminate. FastBridge assessments are used to measure K-8 students' academic standing and growth three times per year. Students in Grades K-1 are assessed using earlyReading and earlyMath. Both these assessments are administered in a one-on-one setting between the teacher and student, with teachers asking the assessment questions and recording student responses in the computer as they proceed. Students in Grade 2 and above take aReading and aMath, which are computer-adaptive assessments. That is, as a student answers questions correctly or incorrectly, the computer adapts so the subsequent questions will be more or less difficult until the student's level of performance is identified. The computer-adaptive format is similar to how MAP was administered in previous years for all students in Grades K-8. The one-on-one assessments for students in Grades K-1 this year introduces a different process from how these grades have previously been assessed.

As with the District's previous universal screen measures, there are three assessment windows per year - fall, winter, and spring. For each assessment, students receive an achievement percentile. In addition, student growth is calculated and growth percentiles are assigned to the level of progress. Both the achievement percentiles and growth percentiles allow for comparisons to national percentiles, which are based on a large and demographically-representative sample of students from across the country.



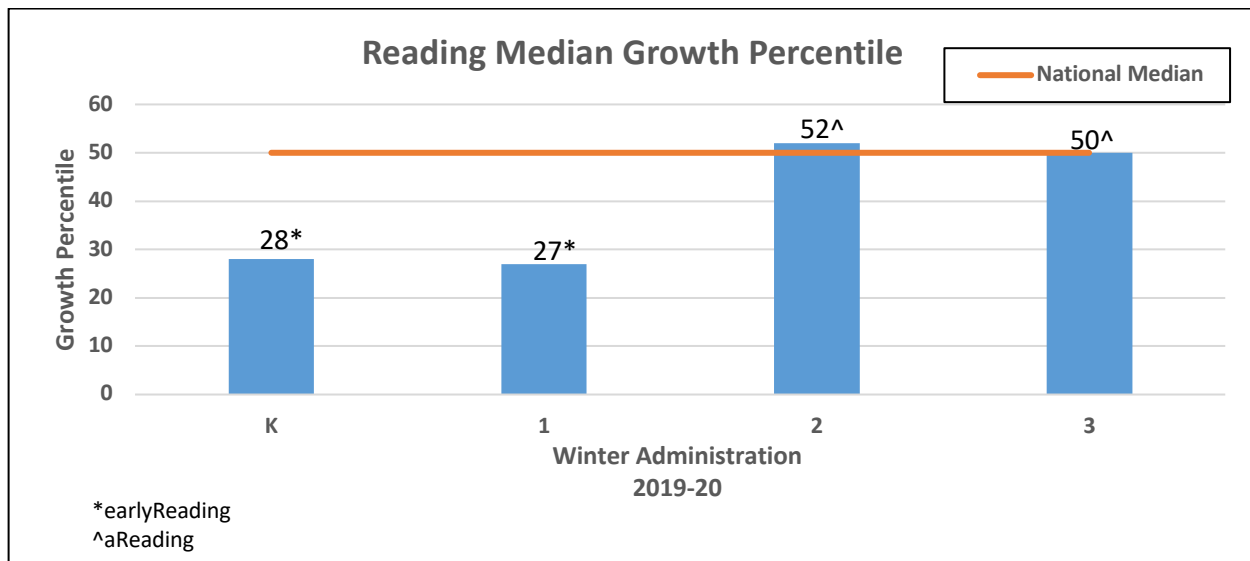
Academic Growth in Reading and Mathematics

Median Growth Percentiles

FastBridge median growth percentiles for Reading and Mathematics for students in Grades K-3 were analyzed to look at academic progress. If a student earns a growth score at the 50th percentile, it means that half the students in the national sample demonstrated more growth and half demonstrated less growth between test administrations than that student.

The median growth percentile for each grade level can be used to compare the academic growth for SCS students to the academic growth of students nationally. If students in all SCS grades are demonstrating academic growth comparable to the national growth rate, the median growth percentiles for SCS would all be at the 50th percentile. Growth rates above the 50th percentile would indicate faster growth than the national rate, and those lower would indicate slower growth than the national rate.

Two graphs below show the FastBridge median growth percentile by grade for Reading and Mathematics from fall to winter this year. The first graph displays percentiles for Reading. The median growth percentile for Kindergarten was the 28th percentile, which means that half of SCS Kindergarten students' rate of growth in reading was below the 28th percentile and half above. The median growth percentile for Grade 1 was the 27th percentile. These median percentiles indicate that SCS students in Grades K-1 are progressing at a rate quite a bit slower than the national average. By contrast, SCS students in Grades 2-3 are keeping pace with the national average with median growth rates at the 52nd percentile and 50th percentile, respectively.

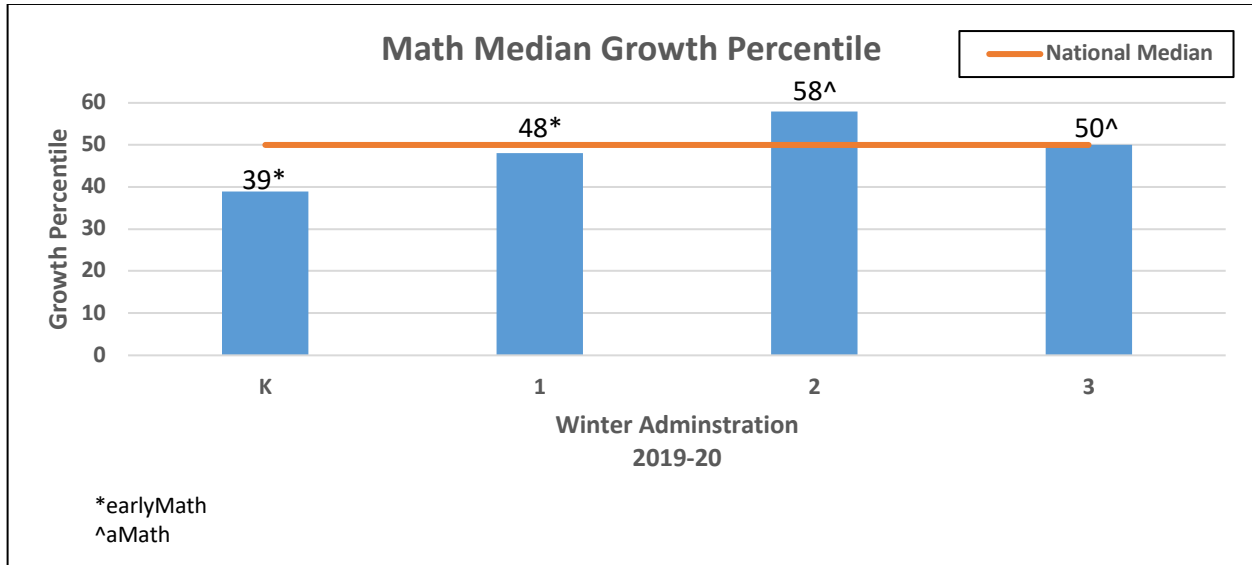


The next graph displays median growth percentiles for Mathematics. All grades, with the exception of Kindergarten, reached a median growth percentile comparable to or above the national average growth percentile (Grade 1: 48th percentile, Grade 2: 58th percentile, Grade 3: 50th percentile). SCS students in these grades are demonstrating growth in Mathematics at a rate similar to the national average growth rate, and in the case of students in Grade 2, at a pace faster than the national average. However, this year's median growth percentile in Mathematics for Kindergarten was lower,



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at the 39th percentile, indicating slower growth for Kindergarten students compared to the national average growth rate.



Percentage of Students in Bottom Quartile

Another data point that can speak to academic growth is the percentage of students whose test scores are in the bottom quartile (25th percentile or below) on the FastBridge Reading and Mathematics assessments. Unlike the median growth percentile discussed above, which measures students' growth in Reading and Mathematics from fall to winter compared to test takers nationwide, the percentage of students in the bottom quartile indicates how many students had test scores ranked at or below the 25th percentile on the fall or winter assessments. Ideally, it is best to have as few students as possible in the bottom quartile.

The first graph below presents Reading data for fall and winter. The percentage of SCS students with test scores in the bottom quartile increased markedly for Grades K-1, while the percentage of students in Grades 2-3 declined slightly. The dramatic increases in Grades K-1 bear examination. It is also notable that over one third of SCS students in all grade levels (Gr K-3) were in the bottom quartile for reading, which also bears scrutiny. In K-1, new early literacy subskills were tested in winter that were not tested in fall (Word Segmenting and Nonsense Words for Gr K and Curriculum Based Measure Reading [passage reading] for Gr 1)

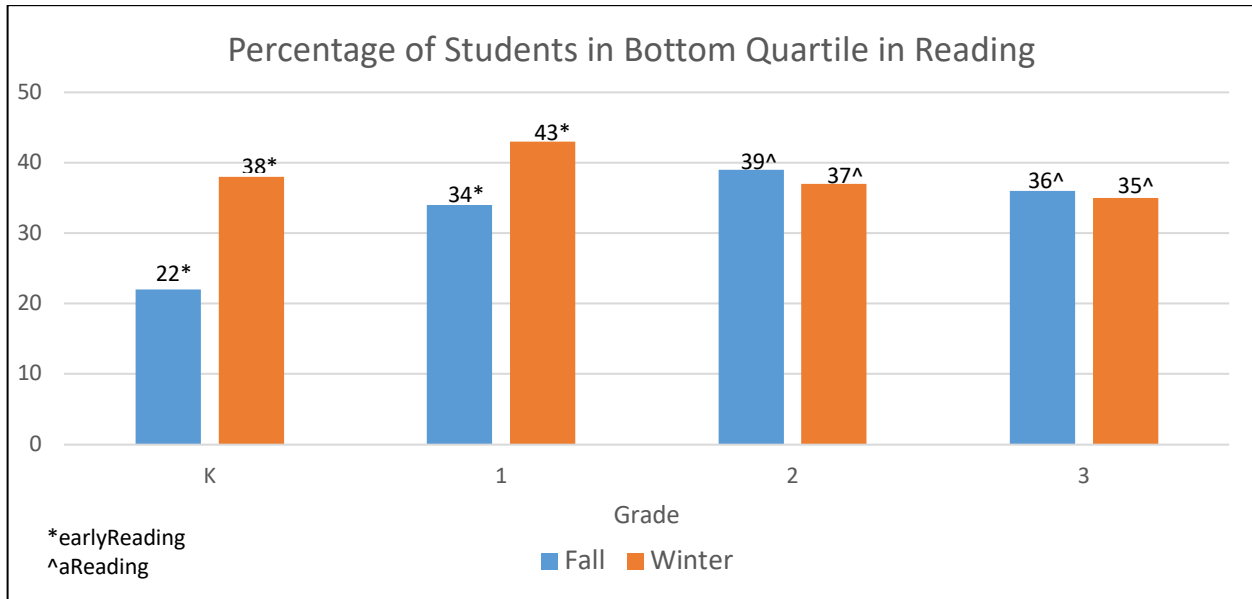
The SCS median test percentile for all subtests except one was below the national average of the 50th percentile. According to Illuminate, some notable challenges include:

- 6% of Gr K students scored in the 1st percentile on Letter Sounds (unable to say any letter sounds on the assessment)
- 15% of Gr K students were unable to perform any of the Nonsense Word assessment items, compared to 5% nationally

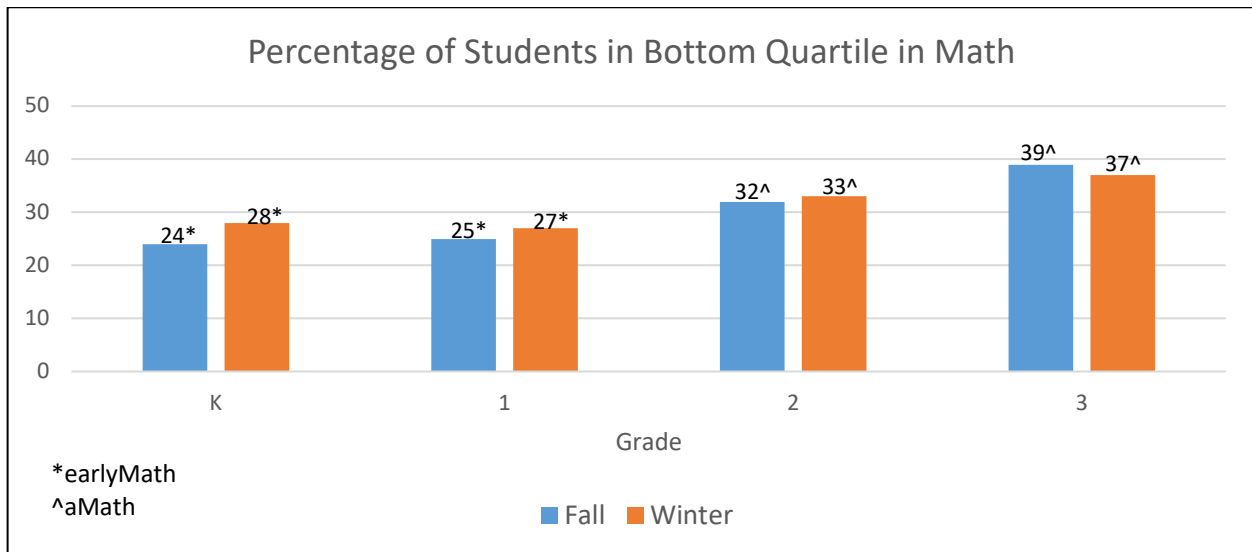
This downward trend could be due to a combination of factors such as misalignment of skills with the SCS curriculum pacing, student skill deficits in these literacy competencies, and/or inter-rater reliability among teachers conducting the assessment.



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In Mathematics, the percentage of students with test scores in the bottom quartile remained relatively constant from fall to winter for all grades. There were slight increases in the percentage of students in Grades K-2, and a slight decrease for Grade 3. While Grades K-1 show lower percentages of students in the bottom quartile than in Reading, there are still one third or more of Grade 2-3 students in the lowest quartile in Mathematics.



For students to move out of the bottom quartile, their growth rate would need to be faster than the national average, or above the 50th percentile. Students in the bottom quartile whose growth rate is below the 50th percentile are not making enough progress to get on track to meet grade-level expectations. The two tables below present information on the number of students in the bottom quartile with growth rates at or below the national average.

The first table shows numbers for reading by grade level. The first row presents the number of students with assessments. The second row is the number and percentage of students in the bottom



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quartile. The third row shows the number of students in the bottom quartile with growth rates at or below the national average. The first column shows that 2,608 Kindergarten students (38%) scored in the bottom quartile on the winter assessment; and 2,543 (37%) are in the bottom quartile with growth rates slower than the national average. The students in the bottom row across the table are those who are most struggling with reading in Grades K-3 throughout the District.

Students in Bottom Quartile and Below National Median in Reading				
	Grade K	Grade 1	Grade 2	Grade 3
Total # of students with test scores	6,795	6,933	6,895	6,945
Students in bottom quartile on winter assessment	2,608 (38%)	2,980 (43%)	2,541 (37%)	2,454 (35%)
Students in bottom quartile and at or below national median growth percentile (50th percentile)	2,543 (37%)	2,907 (42%)	1,314 (19%)	1,282 (18%)

The second table below presents the same information for the math assessment. Again, the students who are in the bottom quartile slower than average growth rates (third row) are those facing the most challenges in early math.

Students in Bottom Quartile and Below National Median in Math				
	Grade K	Grade 1	Grade 2	Grade 3
Total # of students with test scores	6,813	6,823	6,827	6,870
Students in bottom quartile on winter assessment	1,878 (28%)	1,827 (27%)	2,267 (33%)	2,512 (37%)
Students in bottom quartile and at or below national median growth percentile (50th percentile)	1,641 (24%)	1,028 (15%)	1,448 (21%)	1,697 (23%)

Lexile Scores

Additional information about student reading levels can be obtained from Lexile scores. The Lexile scale provides information about text complexity by reporting scores ranging from the Beginning Reader level up through college level. Lexile scores are reported as a whole number followed by the letter *L* (e.g., 0L, 250L, 1190L). The Lexile scale reports scores lower than 0L, and it is typical for many beginning readers to score in this range. Lexile scores that begin with *BR*, which stands for Beginning Reader, indicate scores below 0L (e.g., BR20L, BR360L). The Lexile scale is like a thermometer in that BR scores with greater numbers indicate that they are further away from 0L compared to BR scores with smaller numbers. Additional information about Lexile scores can be obtained from the Lexile Framework (<https://lexile.com>).



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Students' Lexile scores indicate the complexity of text they are capable of reading. Median Lexile scores for SCS students in grades 2-8 are presented in the table below. To better understand the reading levels of SCS students, the scores were compared with additional information provided by the Lexile Framework that is related to college and career readiness. For each grade level from Kindergarten through Grade 12, the Lexile Framework provides a Lexile range to describe the complexity of texts students should be reading at each grade level to be college and career ready (CCR) by the end of twelfth grade. The table below shows where SCS students' Lexile scores from above compare to the recommended Lexile ranges. Except for Gr 3, the median Lexile score for each grade is below the bottom end of the CCR range for winter Lexile scores, meaning that at least half the students at each grade level are currently reading below the recommended range.

Median Lexile Scores by Grade Level Compared to CCR Lexile Ranges		
Grade Level	SCS Median Lexile	CCR Lexile Range
2	403L	420L to 650L
3	583L	520L to 820L
4	655L	740L to 940L
5	745L	830L to 1010L
6	781L	925L to 1070L
7	853L	970L to 1120L
8	961L	1010L to 1185L

District Strategies & Updates

- Complete a future **linking study** between Illuminate FastBridge results and other academic results such as i-Ready to determine how consistently they assess student performance
- Determine from schools if they are experiencing any **barriers to implementing the K-1 earlyReading assessment** that might influence results
- **Third Grade Commitment** processes are underway with schools administering the required assessments and communicating with parents about student progress. Student progress on success criteria is included on K-2 report cards.
- **Foundational Literacy Laureates** in elementary schools serve as a resource for K-2 instruction in foundational skills in their school
- **Second-Grade Paraprofessionals** in elementary schools support foundational skills in the classroom by assisting teachers with various instructional tasks
- The Office of Schools and Leadership provided resources (scripted PowerPoints, assessment descriptions and facts, and parent resources for all schools (K-12) to host **January Family Data Night**



Author: Christopher Hill

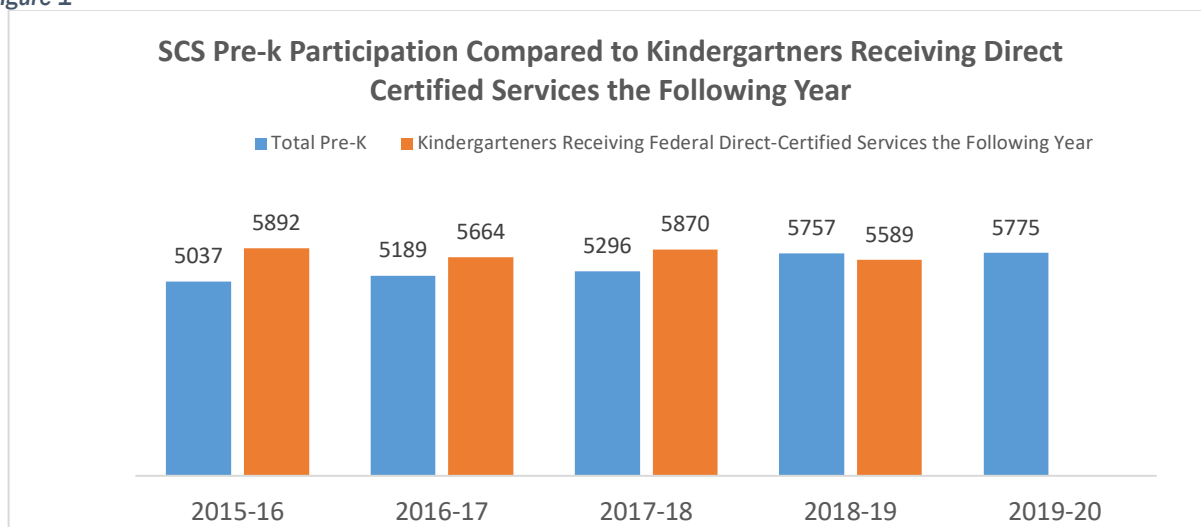
Key Findings

- 54% of Kindergarteners entering the District in 2019-20 were considered Kindergarten ready based on Fall Fastbridge Illuminate results, and 46% met the benchmarks for Kindergarten readiness in both Reading and math.
- 86% of SCS Pre-K students enrolled in 2018-2019 cohort were retained in SCS in 2019-2020—up 4 percentage points from the 2017-2018 cohort.
- 30% of SCS Pre-k students enrolled in 2018-2019 either did not enroll or enrolled in Charter School in the 2019-2020 School year.
- 2014-2015 Pre-K students achieved higher 3rd grade ELA proficiency (22%) on the 2019 TNReady assessment when comparing economically disadvantaged students.
- 69% of Kindergarteners who attended an SCS Pre-K program in 2018-19 were considered Kindergarten ready in reading compared to only 49% of students who did not attend an SCS Pre-K program.
- 84% of exiting Pre-K students in 2019 met the iStation Literacy Benchmark for Kindergarten readiness—up 10% from 2018

Prior Enrollment in a Pre-K Program

SCS Pre-K programs support of Priority 1 of Destination 2025 to strengthen early literacy. SCS Pre-K enrollment has the potential to bridge an opportunity gap for District students with the most need. The 2018-2019 cohort of Pre-K had a total of 5,757 students enrolled. When we compare the Pre-K enrollment to the 5,589 Kindergarteners enrolled in 2019-2020 receiving direct certified services (Figure 1), the level of service potentially matches the need of this Kindergarten cohort. This means that SCS filled enough Pre-K seats in 2018-19 to potentially have had a seat available for all incoming Kindergarteners who were eligible.

Figure 1



As we look at the number of students from each Pre-K cohort who were subsequently retained in SCS (Figure 2), 4,970 of the 5,757 (86%) Pre-K students in 2018-19 enrolled in SCS in 2019-2020. The 86% retention rate for 2018-19 is above the average for the previous 3 cohort years of 81%.



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This increase in retention rate, coupled with the increased capacity to service eligible incoming Kindergartners with available Pre-K seats, is an improvement toward increasing the share of SCS students having access to high quality early childhood education.

Figure 2

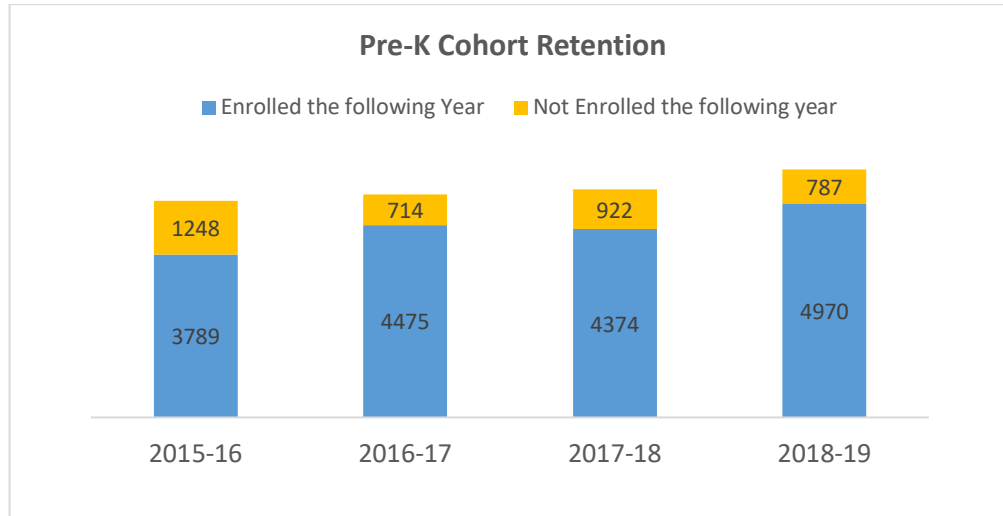
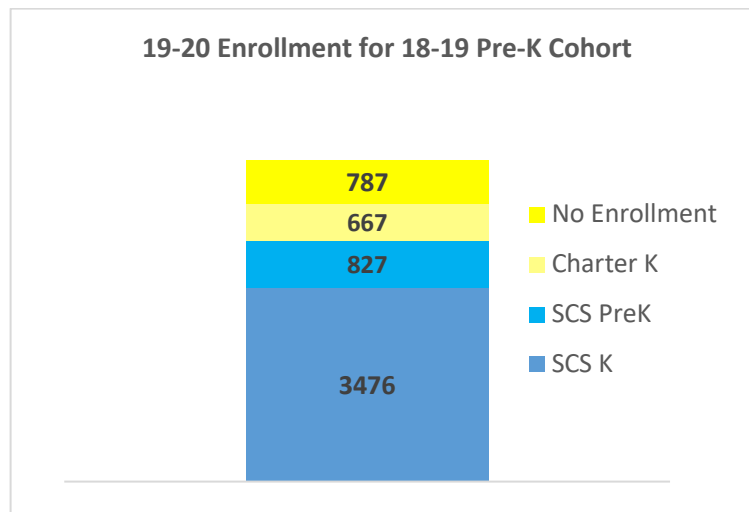


Figure 2a shows the 19-20 enrollment of the 2018-19 Pre-K cohort. 30% of students (1,452) either did not enroll or were enrolled in Charter Schools. 14% of students (827) enrolled again in SCS Pre-K.

Figure 3a



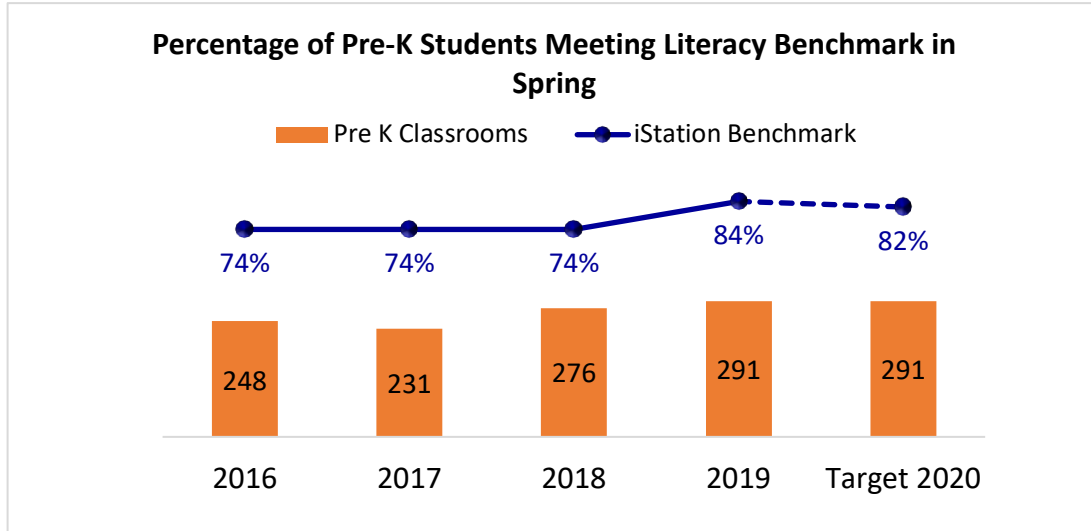
iStation

SCS Pre-K programs use iStation as a measurement for literacy and as an indirect indicator of readiness for incoming Kindergartners. In spring 2018-19, 84% of Pre-K students reached the benchmark for literacy (Figure 3). The Percentage of exiting Pre-K students meeting the literacy benchmark on iStation increased by 10% from 2018 to 2019. This increase in achievement is coupled with an increase in the number of Pre-K classrooms (291). The Department of Early



Childhood Programs has set a target of 82% and the program remained at 291 classrooms in 2019-20.

Figure 4



Evaluating Kindergarten Readiness

SCS *Kindergarten readiness* in recent years has been measured using NWEA-MAP Fall RIT scores to determine the preparedness of students for Reading and Math at the Kindergarten level (Figure 4). For the 2019-20 School Year the District began using the Fastbridge Early Reading and Early Math Assessments to measure academic levels for Kindergarten and First Grade Students. Fastbridge uses National comparison data to rank student scores on each assessment, SCS uses the 50th Percentile Rank as a benchmark for students to be considered *Kindergarten ready*. The same 50th Percentile rank is also used as a benchmark for math. Understanding the readiness level of students entering Shelby County Schools allows District decision makers to take actions; not only to increase early identification for intervention pathways, but also to support SCS Pre-K rigor and enrollment. Schools receiving fewer students prepared for Kindergarten will need greater support for targeted intervention.

With the Kindergarten Readiness benchmarks for 2019 being measured with the Fastbridge assessments (Figure 5), a direct comparison cannot be drawn to the Kindergarten Ready results from NWEA-MAP RIT Scores (Figure 4). 54% of entering Kindergarten students met 2019 readiness benchmarks. 59% met 2019 math benchmarks, and 46% met both Reading and Math benchmarks (50th Percentile and above).



Figure 5

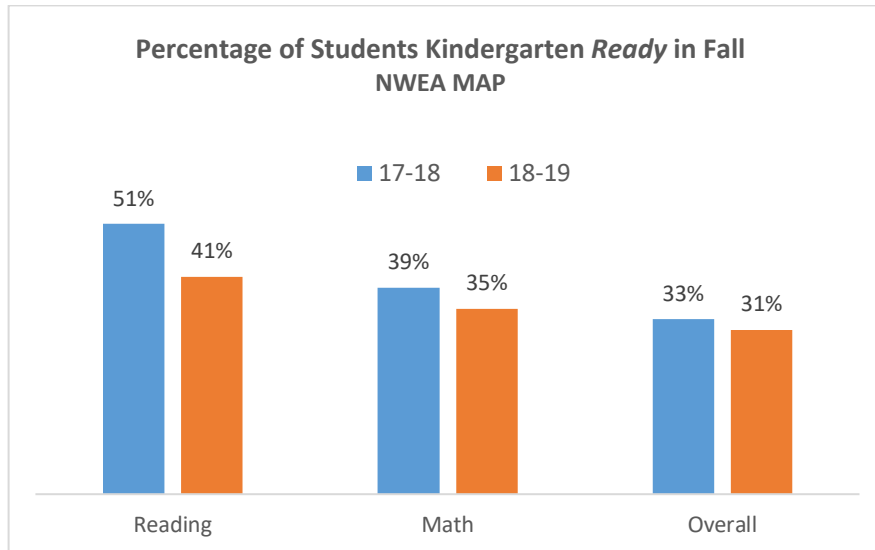
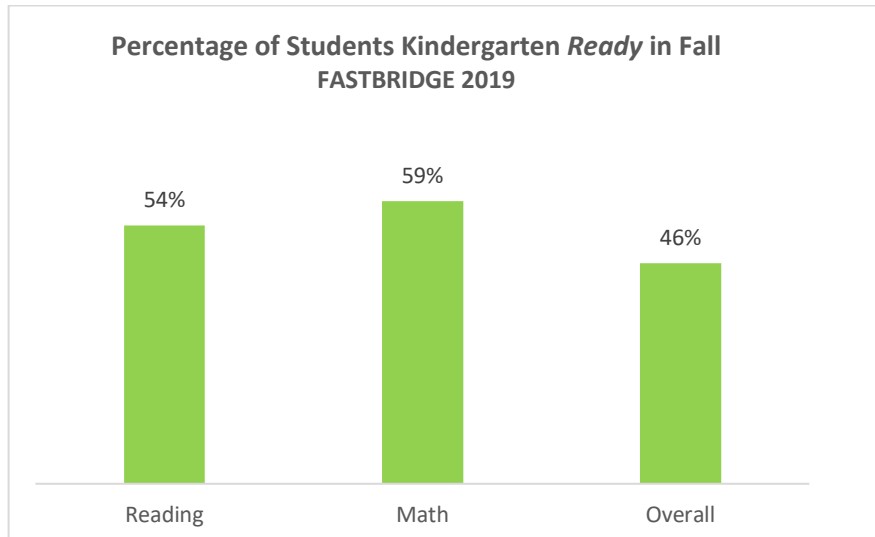


Figure 5

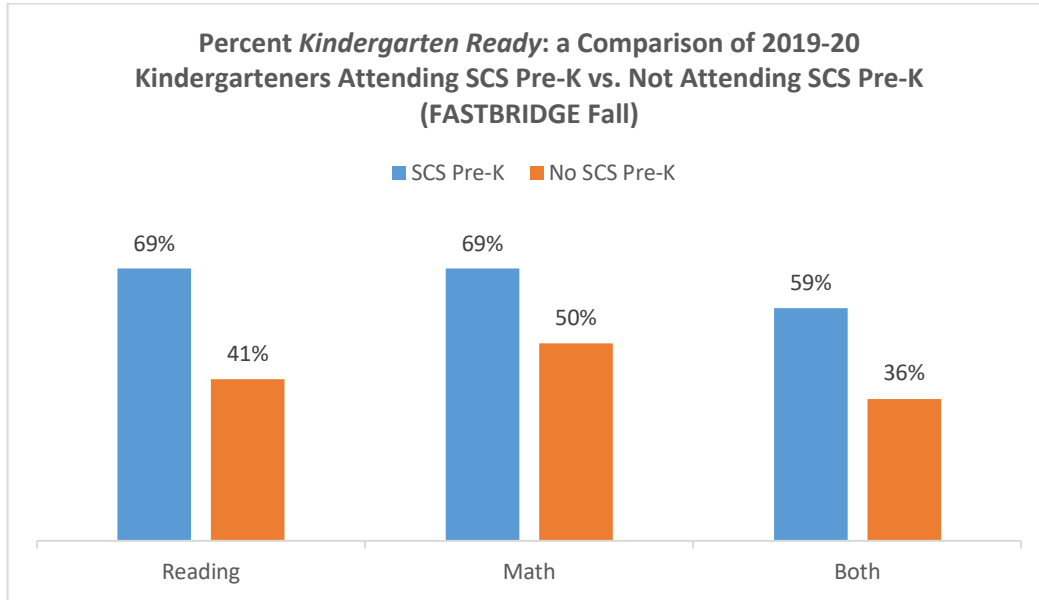


Pre-K and Kindergarten Readiness

Kindergarten readiness can be further evaluated as an indicator of SCS Pre-K effectiveness. When Kindergarten students who participated in a SCS Pre-K program are compared with those who did not, we find that a higher percentage of students with SCS Pre-K participation are considered Kindergarten ready (Figure 5). 69% of students with SCS Pre-K achieved the reading benchmark for Kindergarten readiness compared to 41% of students who did not participate in SCS Pre-K. For students achieving both math and reading benchmarks, 59% of students with SCS Pre-K met both benchmarks versus 36% of students without SCS Pre-K.



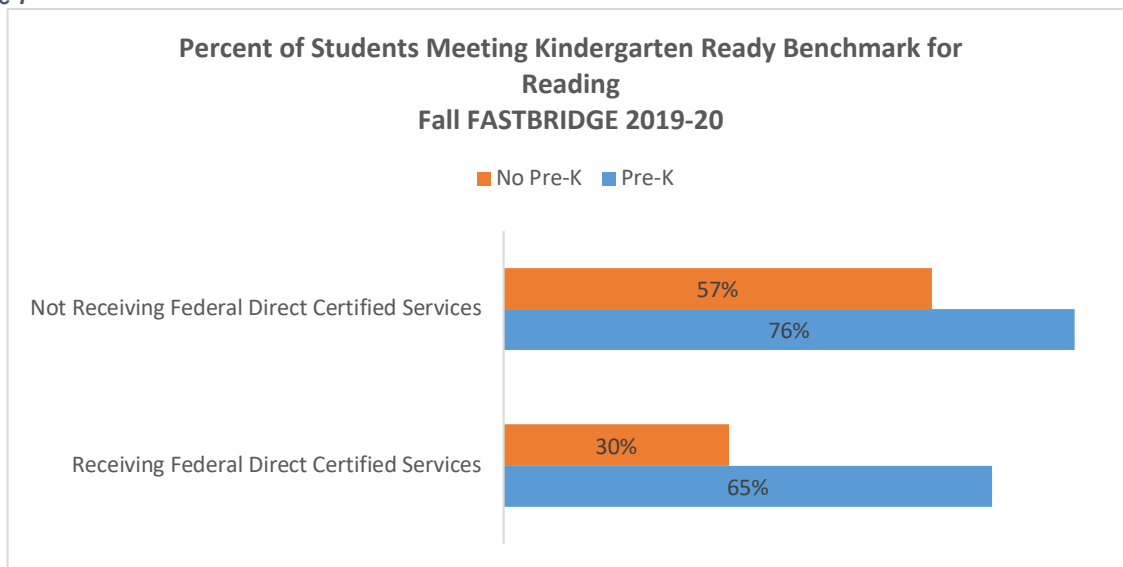
Figure 6



Pre-K and Economic Status

Kindergarten students of varying economic backgrounds consistently show a gap in performance on measures of Kindergarten readiness. Filling Pre-K seats with students that have the most need has been employed as an effective strategy to close the gap. In 2019 Kindergarten students receiving Federal Direct Certified services (Economically Disadvantaged) were Kindergarten ready at a significantly higher percentage (65%) having attended SCS Pre-K versus not (30%) (Figure 6). Economically disadvantaged students with Pre-k also outperformed their non-economically disadvantaged peers that did not attend Pre-K (57%).

Figure 7

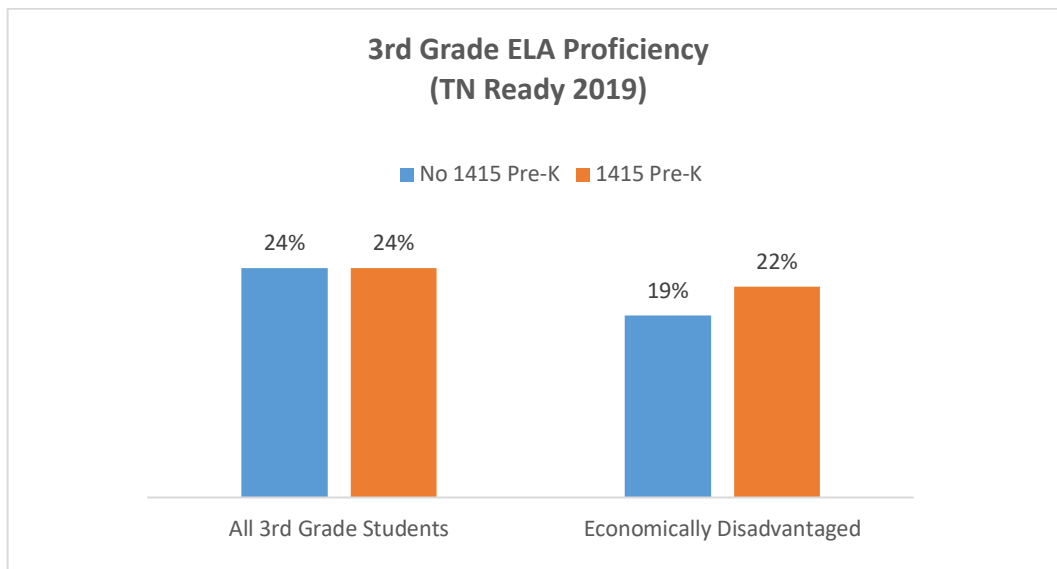




Pre-K and 3rd Grade Reading

Pre-K can affect academic achievement and close gaps at the Kindergarten level. When students matriculate to 3rd grade the effect of having attended Pre-K becomes dramatically less pronounced compared to earlier grades. The results of the TNReady ELA assessment of Spring 2019 shows no advantage for students that attended SCS Pre-K in 2014-2015 when comparing all 3rd grade students. However, there is still a difference in achievement for economically disadvantaged students (Figure 7) with 22% of the 14-15 Pre-K students achieving proficiency versus 19% of their peers who were not a part of the 14-15 Pre-K cohort.

Figure 8



Of the 3,965 students that participated in the 2014-2015 Pre-K cohort, 2,385 (60%) were successfully matched to 3rd grade TNReady ELA Scores.

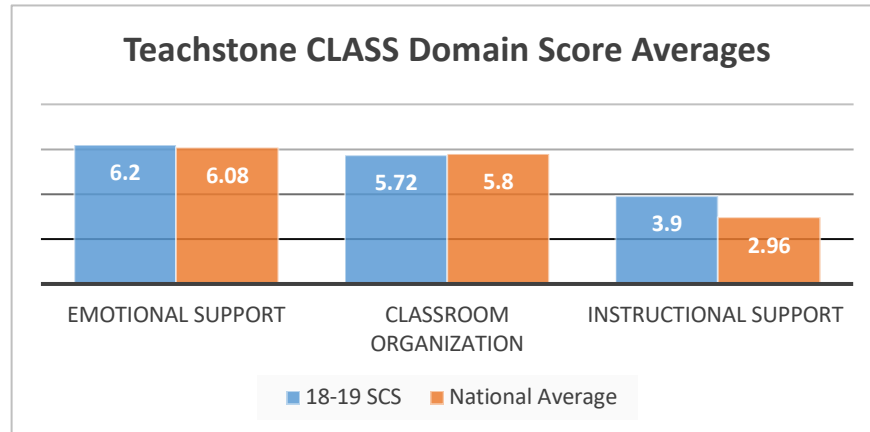
Division of Early Childhood Program Outlook

The Division of Early Childhood is working to continuously improve quality while expanding its reach. Research has shown that quality interactions between teachers and children are critical to a child's achievement and development in all areas. The Division of Early Childhood utilizes the Classroom Assessment Scoring System (CLASS) by Teachstone to measure the quality of teacher-child interactions in the following domains: Emotional Support, Classroom Organization, and Instructional Support. SCS Early Childhood classrooms have exceeded or maintained comparable scores to the 2018 Office of Head Start national average (Figure 8).



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Figure 9



Quality improvement efforts are also taking shape in the form of new initiatives for community engagement and partnerships, Kindergarten transition, Family Support, and student enrichment. The Division of Early Childhood strengthened relationships within the community by hosting community fairs throughout the county with an objective of supporting Kindergarten transition. The Real Men Read Program engaged 115 community volunteers as readers to nearly 1,000 students, and partnered with local Barbershops to offer family furnishings and reading corners at their establishments. Community partnerships with Homewood Suites by Hilton and Studio institute provided the funds and resources to create Pre-K libraries and introduce Pre-K classrooms to visual arts.

Family support and Kindergarten transition programs were implemented to assist families of Pre-k students experiencing homelessness, incarceration, or other forms of family crisis. Purchasing of school materials, Adult learning, and on-site early childhood program registration were a few of the support services offered to families.

The Division of Early Childhood Programs has introduced other improvement efforts to expand program reach and quality. One of these efforts is to make student enrichment more accessible by starting to collaborate with the CLUE department to identify Pre-K students that may be eligible. Another is collaborating with the Early Literacy department to create a summer enrichment packet promoting early literacy and foundational skills. In addition, Pre-K screening and recruitment has been made available online. Parents are able to complete applications and select individual appointments to bring required documents. Parents without online access can visit the designated screening site (Knight Road) to get assistance completing the application.

The Division of Early Childhood Programs has also made a large investment in professional learning and leadership. Over 100 teachers participated in after school professional development sessions (New Teacher Monday and Toolbox Tuesday) provided to strengthen learning strategies to achieve high-quality instruction. The Education Director has worked with the instructional support team focusing on best practices in Early Childhood by engaging in book studies, data digs, and weekly focused meetings regarding foundational skills, social-emotional learning, and effective teaching strategies. All Advisors, specialists, and coaches are Classroom Assessment Scoring System (CLASS) certified.



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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 6th 20-day	Chronic Absenteeism*	Exclusionary Suspension Rate*	Instructional Days Missed through 6th 20-day
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.

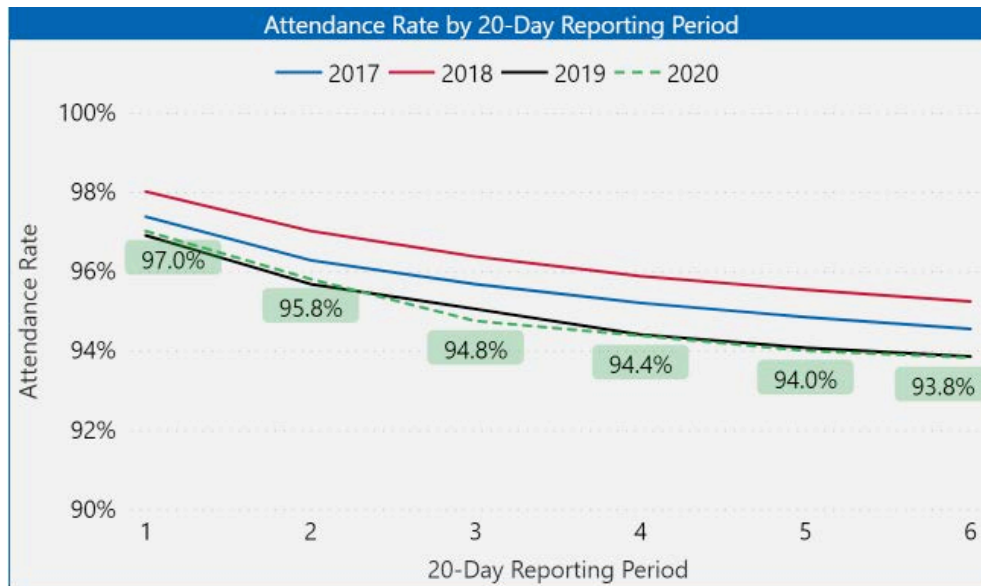


Figure 10 - Attendance Rates by 20-day Reporting Period. This multi-series line chart shows the pattern of attendance year over year by 20-days. 2017-18 (red line) sits highest on the chart while 2019-20 (green dashed line) runs mostly parallel to last year's rates (black solid line).

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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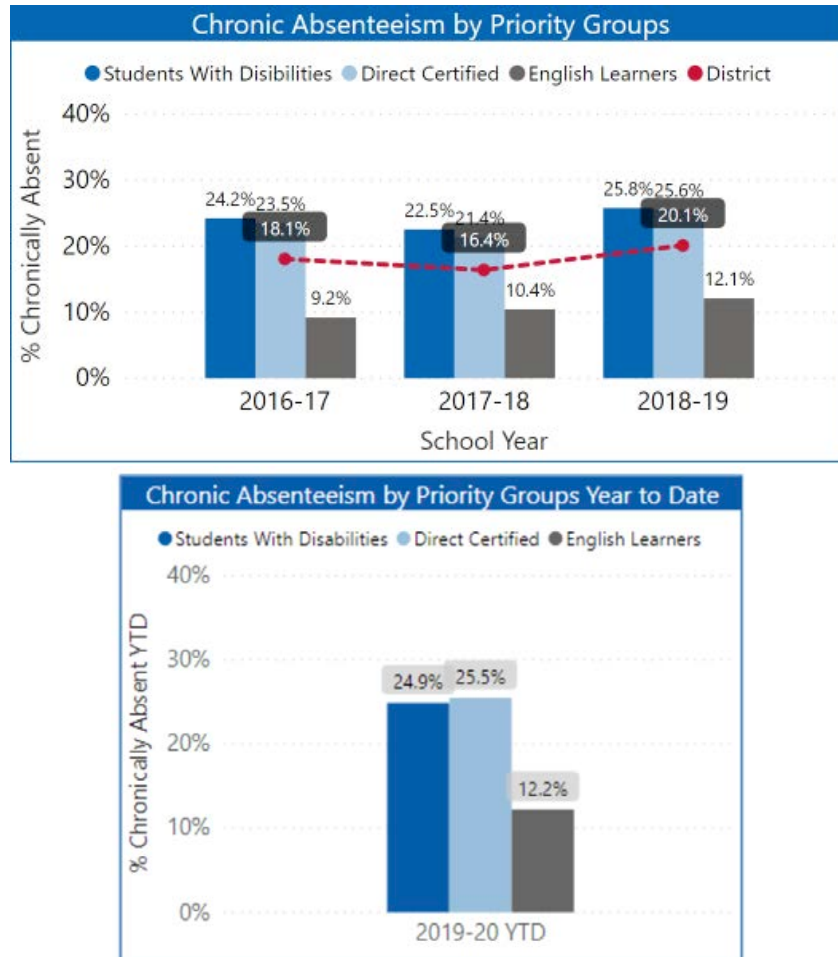


Figure 11 - Chronic Absenteeism by Priority Group over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected subgroups with the District rate as the dashed red line across the series.

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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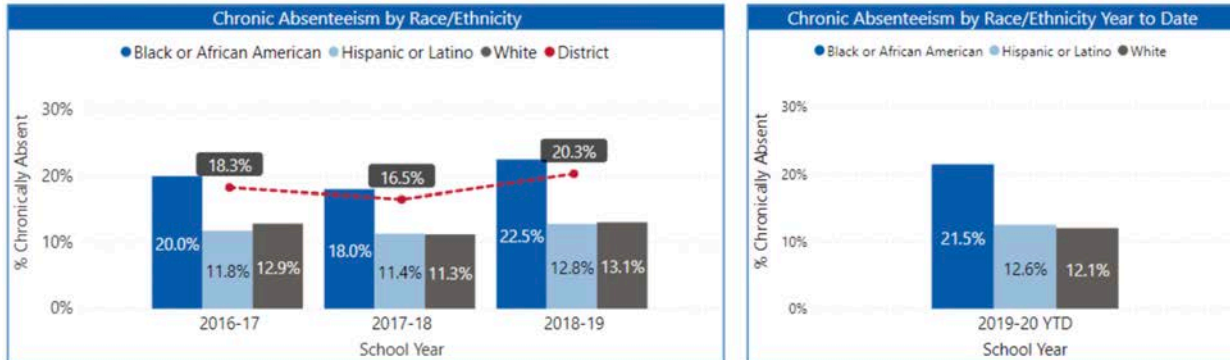


Figure 12 - Chronic Absenteeism by Race/Ethnicity over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected groups with the District rate as the dashed red line across the series.

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.

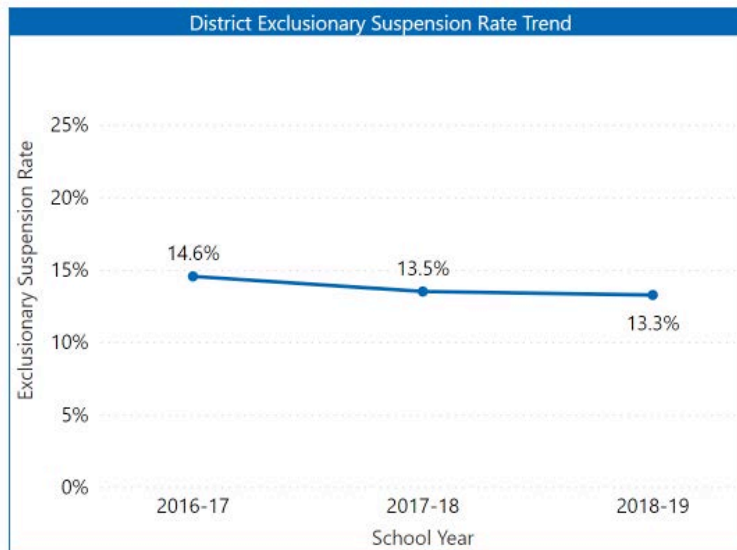


Figure 13 - Previous 3 Year Trend of District Exclusionary Suspension Rate. This line chart shows the historical exclusionary suspension rate (% of students with OSS, expulsions, and remands) declining over time.



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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.

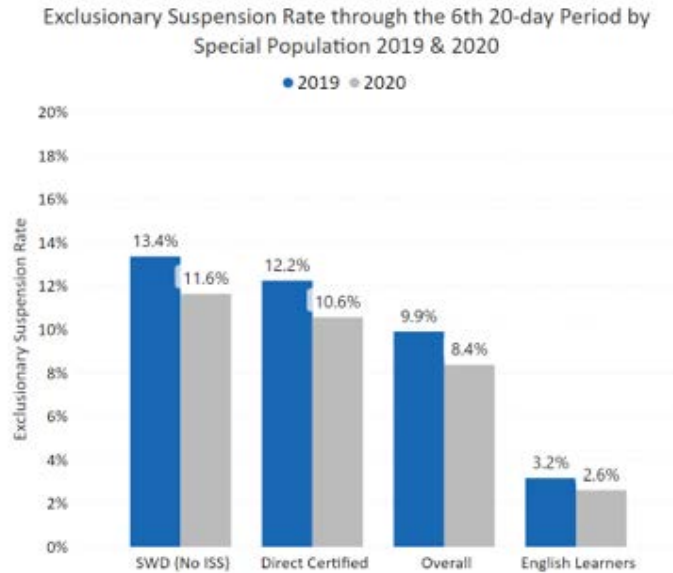


Figure 14 - Exclusionary Suspension Rate through the 6th 20-day period by Special Population shows the differences in exclusionary suspension rates across priority groups.

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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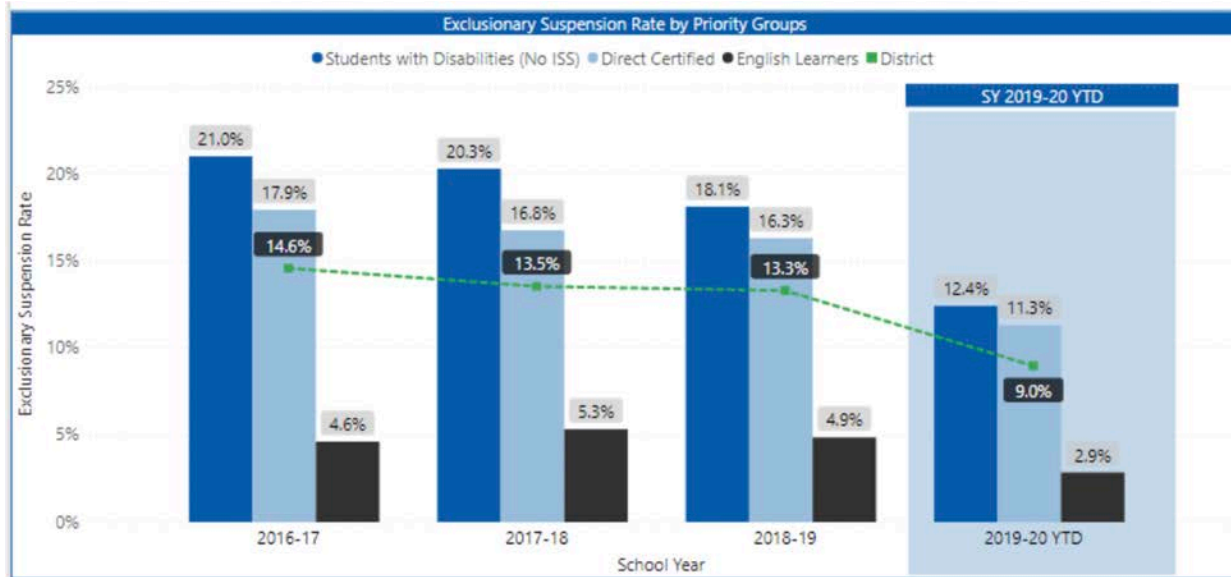


Figure 15 - Exclusionary Suspension Rate by Priority Groups. The above clustered column chart depicts both historical and YTD suspension rates for students with disabilities (no ISS included in calculation), economically disadvantaged (DC), and English learners.

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.

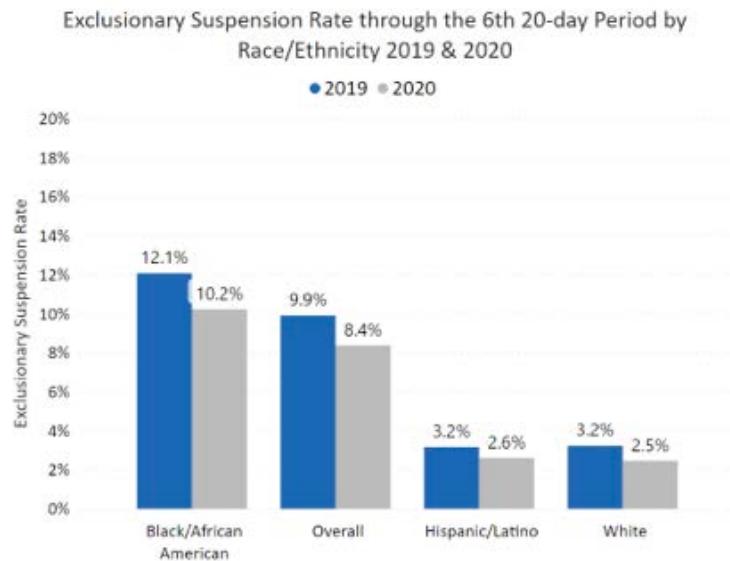


Figure 16 - Exclusionary Suspension Rate through the 6th 20-day Period by Race/Ethnicity shows the decrease in the percentage of students receiving OSS, expulsion, or remand for 2019-20 actively enrolled students.



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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.

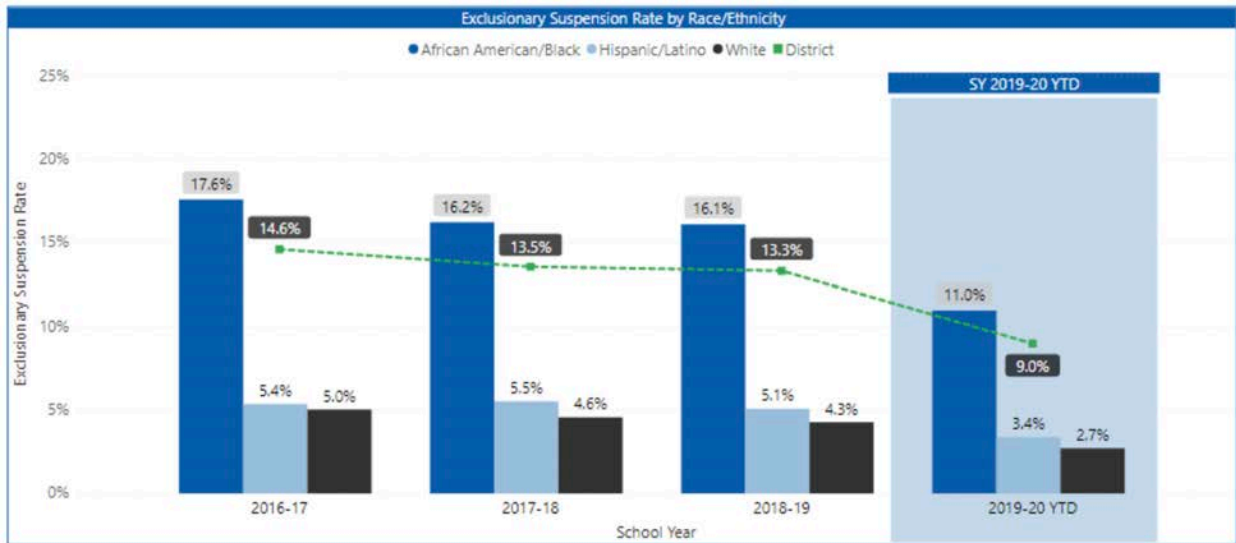


Figure 17 - 2018-19 YTD Exclusionary Suspension Rate by Race/Ethnicity. This bar chart shows the race/ethnicity exclusionary suspension rate along with the District rate (green dashed line).

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.

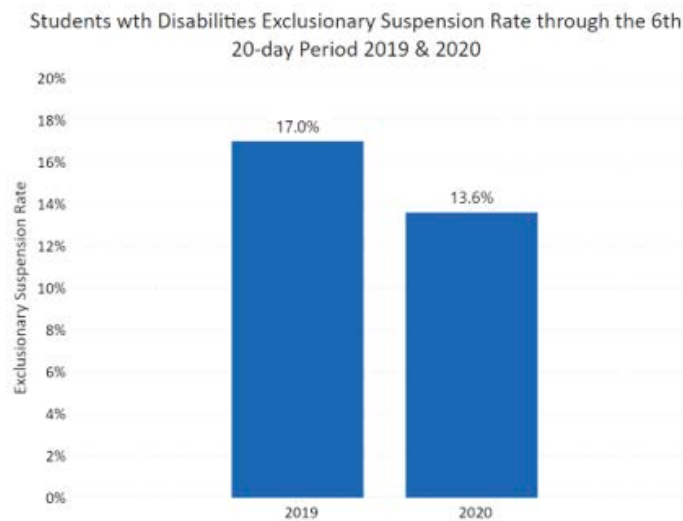


Figure 18 -Students with Disabilities Exclusionary Suspension Rate through the 6th 20-day Period 2019 & 2020 includes in-school suspension in the calculation as this is considered an exclusionary discipline action for students with disabilities.



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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.

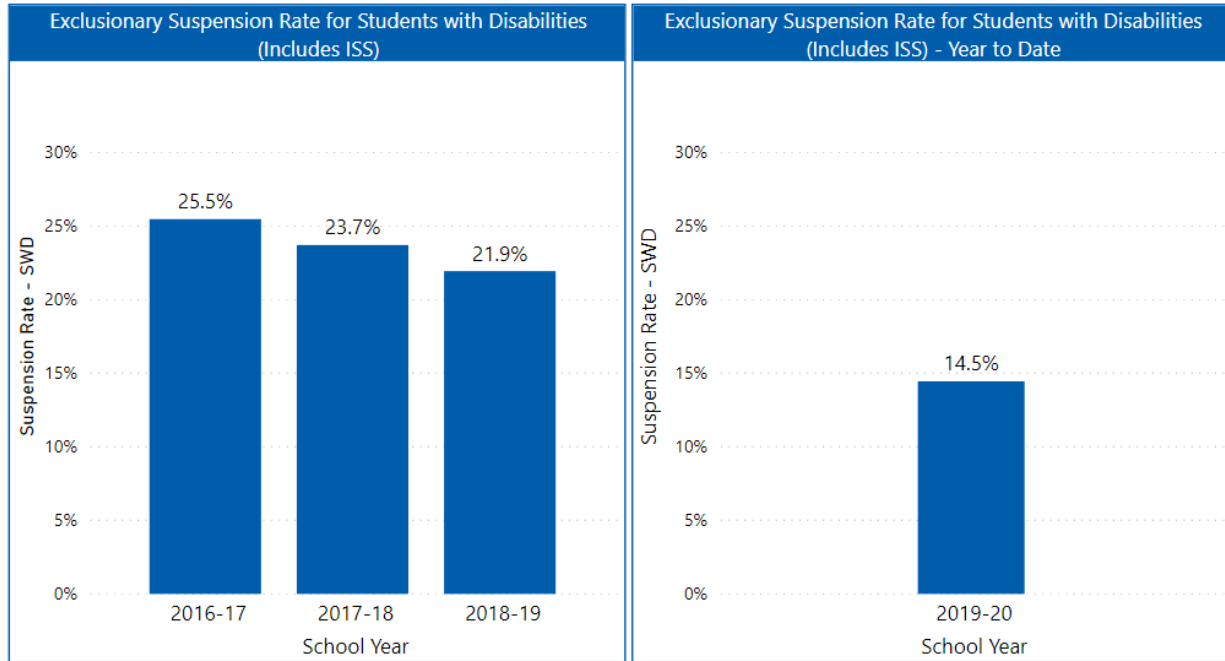


Figure 19 - Students with Disabilities Exclusionary Suspension Rate (Includes ISS) shows the percent of SWD with at least 1 instance of ISS, OSS, expulsion or remand. This cannot be compared to the general District rate as they are different calculations.

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.



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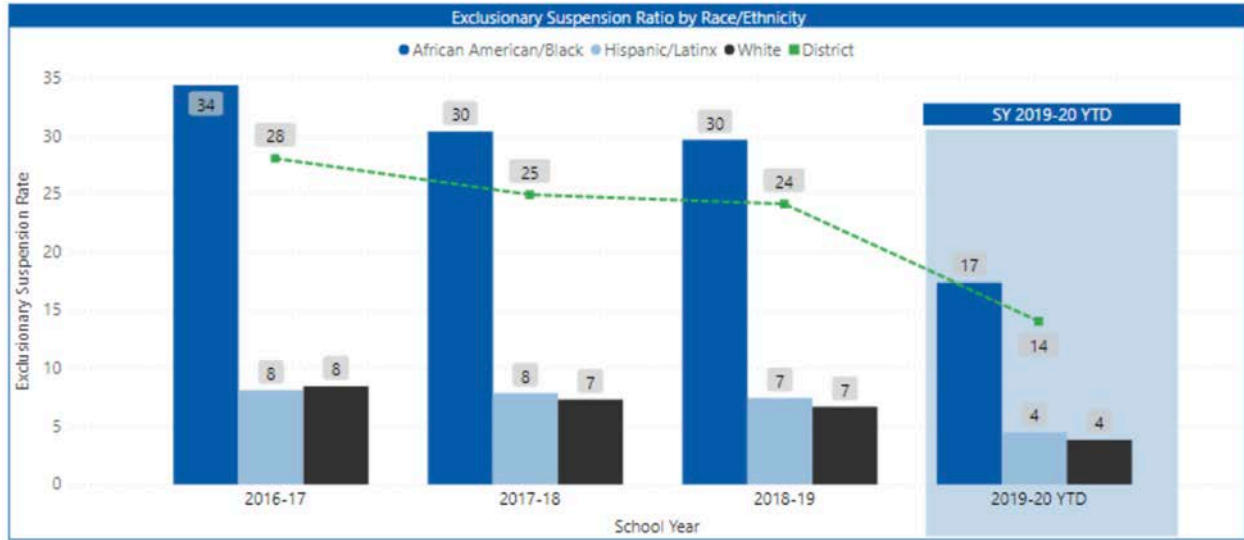


Figure 20- The Exclusionary Suspension Ratio by Race/Ethnicity is a cluster column chart with the ratio of exclusionary suspensions per 100 students.

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.

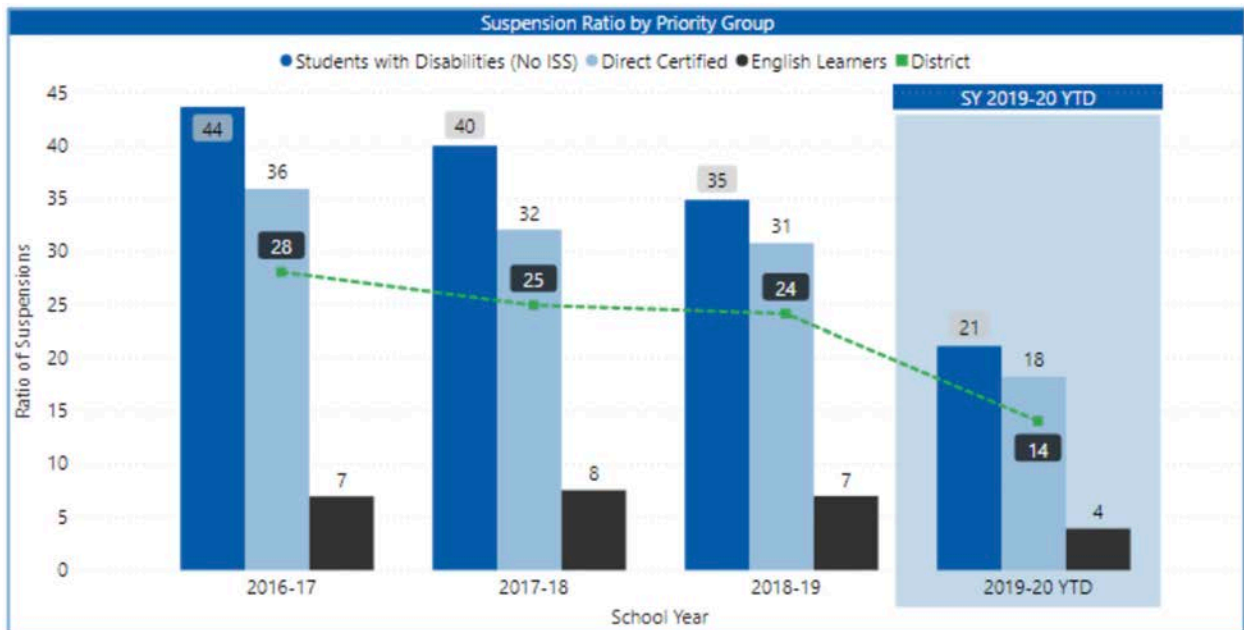


Figure 21 - Exclusionary Suspension Ratio by Subgroup over Time. This clustered column chart shows the ratio of exclusionary suspensions per 100 students compared to the District ratio (red dashed line).



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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 22 - 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.



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TOTAL RISK PREDICTION FOR YOUR STUDENTS

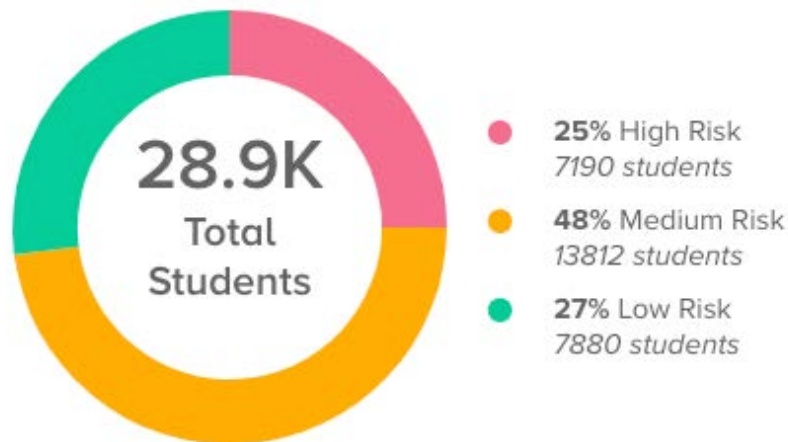


Figure 23 - Secondary Students Progress to Graduation Overall Risk Levels. This donut chart is from the BrightBytes Clarity platform and shows the predictive risk for on-time graduation for Secondary students as of March 2020.

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
- 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



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- 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

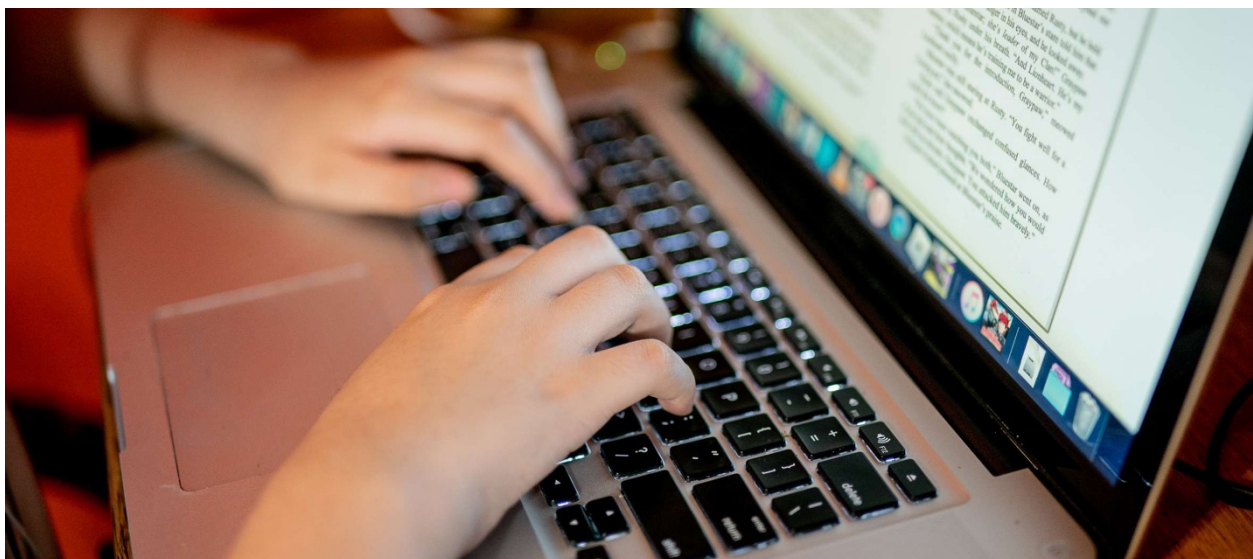
We will launch youth guidance circles which is a counseling program that will help young men in 7-12th grades to learn to internalize and practice social cognitive skills, make responsible decisions and become positive members of their school and community. Becoming a Man (BAM) integrates clinical theory 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.





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

Author: Danielle Clewley

Key Findings

- On average, both instructional school-based employees and administrative certified school-based employees were present 95% of contracted days, missing an average of 10-11 days this year.
- The number of long-term substitutes has remained steady over the past three years with less than 5% of students in all three grade bands being taught by long-term subs.
- In each year, less than 3% of students were assigned to teachers who taught outside their areas of certification.

Employee Absences

Data provided by the Department of Human Resources for fiscal years 2018 and 2019 were analyzed to determine the degree of absenteeism among Shelby County Schools employees. Instructional staff, school administrators, and central office administrators (classified by Human Resources as Administrative Certified, Administrative Other, MCS, and Instructional) comprised the employee sample population.¹ Other staff classified by Human Resources as Class Instructional Support, Clerical, Food Service, Plant Maintenance, and Transportation were not included in this analysis. Attendance rates and reasons for absence were examined. Data were grouped according to school-based and non-school-based instructional and administrative employees.

The attendance rates for all groups were consistently above 93% for all employee groups in 2019-20. The average attendance rate for school-based staff was slightly higher (96.1%) than non-school-based staff (94.6%). The group with the highest attendance rate was non-certified school-based staff (96.4%) and the group with the lowest attendance rate was non-school-based certified staff (93.4%). The full breakdown of attendance rates per group is below.

Employee Type	Work Base	Employees	Average Contract Days	Average Days Absent	Average Attendance Rate
All Groups	School-Based	7,893	203	7.9	96.10%
	Non School-Based	1,664	249	13.7	94.60%
Administrative Certified	School-Based	281	231	10.5	95.50%
	Non School-Based	237	253	16.9	93.40%
Admin. Non-Certified	School-Based	3,424	202	7.3	96.40%
	Non School-Based	1,027	251	13.3	94.80%
Instruction	School-Based	4,189	203	8.3	95.90%
	Non School-Based	398	241	12.8	94.80%

The most frequent reasons for absence for all groups in 2020 were illness (60.4%), vacation (14.5%), and Board Approved absences (9.0%). The tables below show the comparison of school-based, non-school-based, administrative, and instructional staff. Illness was the most frequent reason for absence for all school-based staff (64.9%, 69.2%) and non-school-based instructional staff (49.8%). Vacation was the most frequent reason for absence for non-school-based administrative staff (50.3%).

¹ Administrative Certified Employees defined as "EMPLOYEE_TYPE_DESC" = Administrative Certified
 Administrative Non-Certified Employees defined as "EMPLOYEE_TYPE_DESC" = Administrative Other & MCS
 Instruction Staff defined as "EMPLOYEE_TYPE_DESC" = Instruction



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All Employees		School Based Administrators	
Type	% of Total	Type	% of Total
Sick	60.4%	Sick	64.9%
Vacation	14.5%	Vacation	4.4%
Board Approved	9.0%	Board Approved	9.9%
Personal	4.8%	Personal	5.9%
Professional	5.4%	Professional	6.1%
Unpaid	4.6%	Unpaid	7.5%

School Based Instructional Staff		Non-School Based Instr. Staff	
Type	% of Total	Type	% of Total
Sick	69.2%	Sick	49.8%
Vacation	1.7%	Vacation	32.8%
Board Approved	10.8%	Board Approved	9.5%
Personal	6.5%	Personal	1.4%
Professional	7.2%	Professional	3.1%
Unpaid	3.1%	Unpaid	3.0%

The following chart shows how many employees may be at risk for absenteeism based on the percentage of sick days taken during the year. The percentage of employees missing contracted days due to illness is notably lower during the 2019-20 school year than the 2018-19 school year.² The percentage of school-based employees who missed 5% of contracted days due to illness is notably higher than non-school-based employees. The percentage of employees missing 10% of contracted days has remained relatively stable and low for both school-based and non-school-based staff.

Type	School Year	% Missed >=5 % of Contracted Days	% Missed >=10% of Contracted Days
School Based	2018-19	18.6%	3.5%
	2019-20	11.6%	2.4%
Non-School Based	2018-19	16.5%	2.6%
	2019-20	8.3%	1.8%

Long-term Substitutes

Long-term substitute positions for K-12 regular classroom teachers were included in the analysis. Charter schools were excluded because teacher staffing is not managed by the District for these schools. Specialist positions such as librarians and ESL staff were not included since they serve the whole school instead of a

² Potentially due to the COVID-19 pandemic and shortened school year.

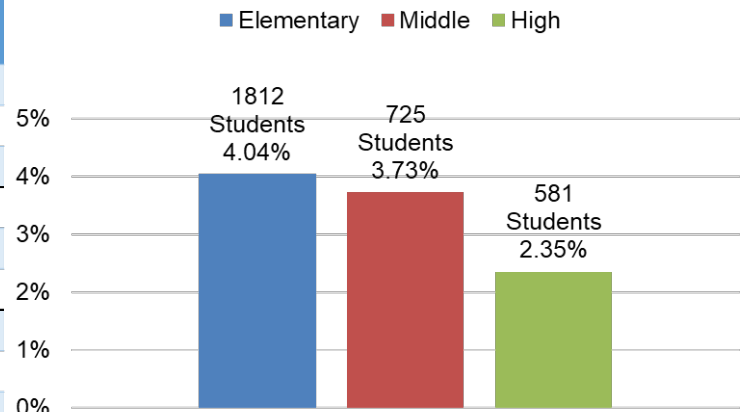


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subset of students. The number of long-term substitutes remained steady from 2018-19 to 2019-20. The largest increase over the past two years was in middle schools where six additional long-term substitutes taught in 2019-20.³

Grade Band	Year	Long-Term Substitutes
Elementary	2017-18	53
Elementary	2018-19	49
Elementary	2019-20	50
Middle	2017-18	2
Middle	2018-19	3
Middle	2019-20	9
High	2017-18	9
High	2018-19	8
High	2019-20	7

Portion of District Affected by Long Term Substitutes

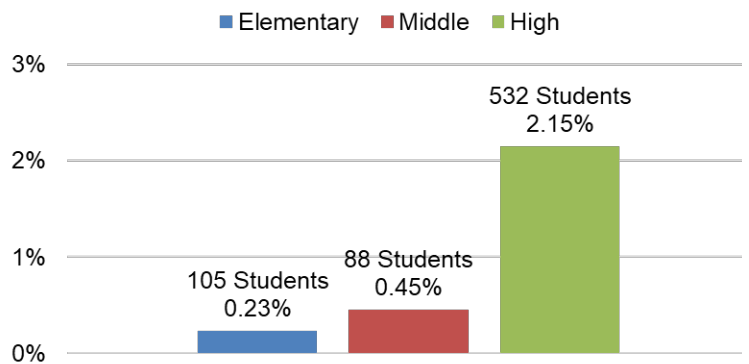


Teachers on Waiver

In 2020, less than three percent of students were assigned to teachers who taught outside their areas of certification. Charter schools were excluded from this analysis because teacher staffing is not managed by Shelby County Schools for these schools. Teachers on waiver were assigned most frequently to high schools.⁴

Grade Band	Year	Teachers on Waivers
Elementary	2017-18	4
Elementary	2018-19	9
Elementary	2019-20	3
Middle	2017-18	1
Middle	2018-19	3
Middle	2019-20	1
High	2017-18	1
High	2018-19	4
High	2019-20	4

Portion of District Affected by Teachers on Waiver



District Strategies

HR Staffing and Retention Updates

³ Four missing long term substitute student counts

⁴ One missing teacher on waiver contract end-date



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- Executed a research-based comprehensive recruitment plan that included early hiring practices, precise candidate tracking and cultivation logs
- Recruited certified, retired teachers as substitutes to ensure classroom coverage
- Collaborated with Partner Programs to recruit additional teachers (TFA, Relay, MTR, University of Memphis River City Partnership)
- Aspiring Teachers Program was developed to provide multi-tiered support to permit teachers, substitutes and educational assistants
- Subway to Teach event was held to provide substitute teachers with key information and resources to become licensed teachers
- Virtual Hiring Events were planned to recruit and hire qualified candidates
- WHY SCS? WHY 901? College and University Webinar Sessions will be held to share why prospective teacher candidates should choose the City of Memphis and Shelby County Schools.
- Increased online presence with targeted sites (LinkedIn, Indeed, City Leadership Teach 901)

Strategies to Address Culture and Climate

- Launched the SCS Cares platform to address workplace culture goals
- Established District Teacher Advisory Council (DTAC)
- Employee attendance is addressed specifically in the Employee Handbook with codified protocols and monitoring
- Attendance dashboards are currently managed by the SCS Decision Analytics team in Power BI for Principals and ILDs
- Panorama Employee Engagement Survey and Culture/Climate Strategic Plan
- Insight Survey
- Methodist Employee Assistance Program





Author: John Anderson

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:

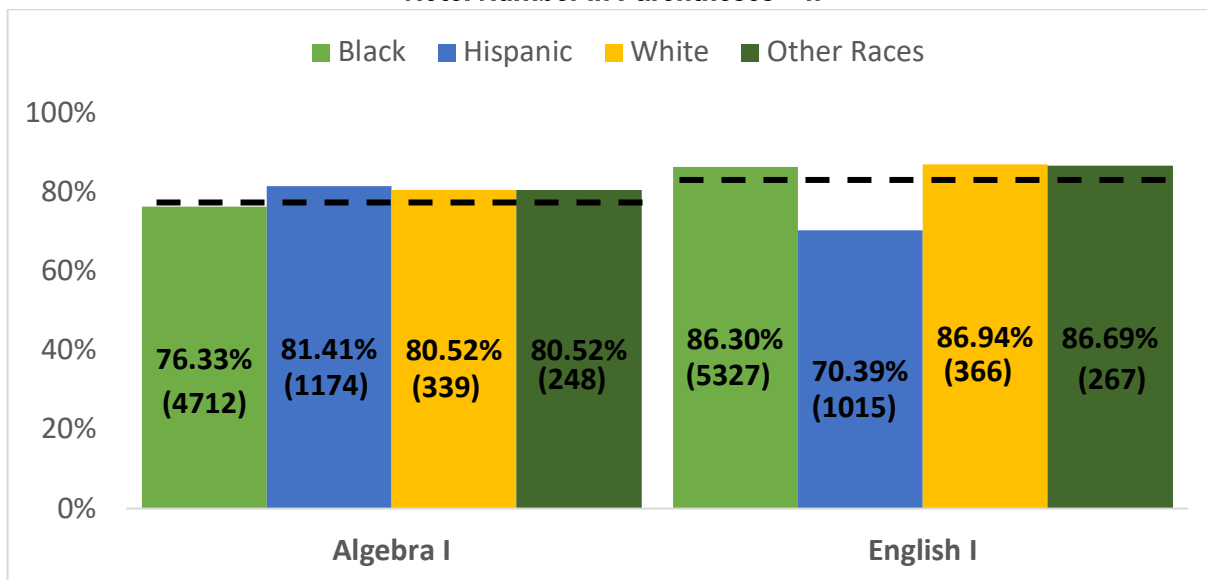
- 83.55% of students successfully completed Algebra I by ninth grade.
- 77.52% of ninth graders successfully completed English I.
- 17.16% of ninth graders failed one or more core courses.

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*

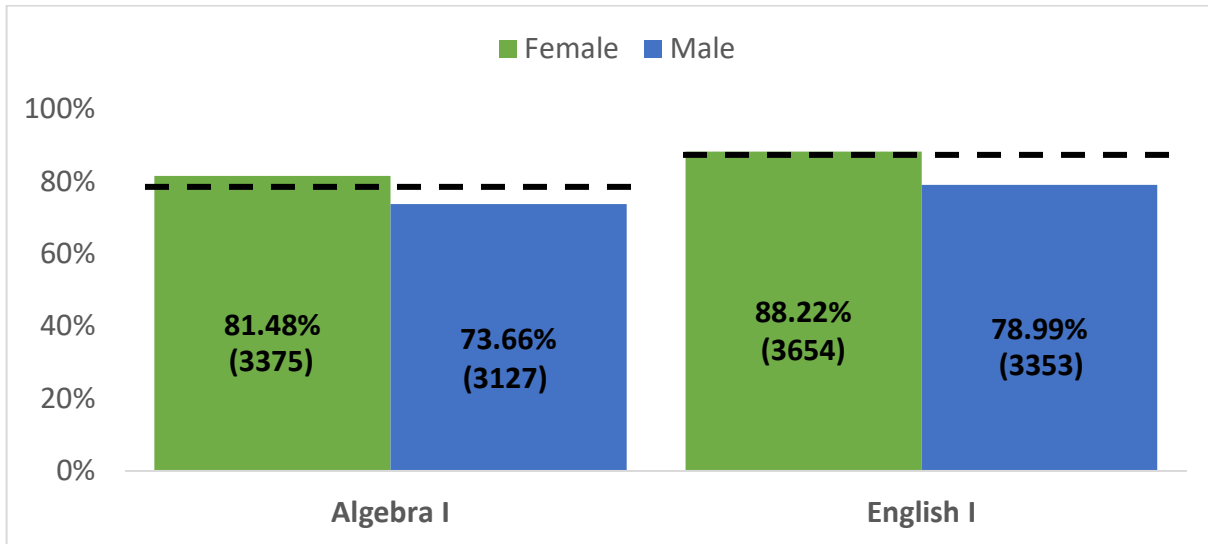




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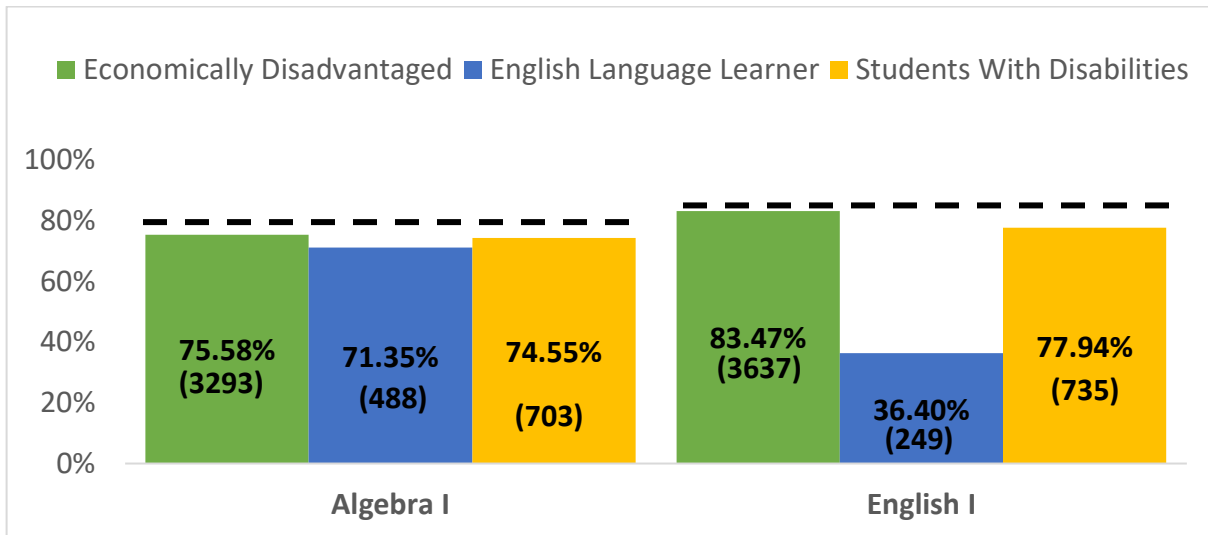
In both Algebra I and English I, female students outperformed their male peers and the overall District average, noted with the dotted line in the chart that follows. For each subject, female students outperformed male students by at least 7 percentage points.

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*



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.

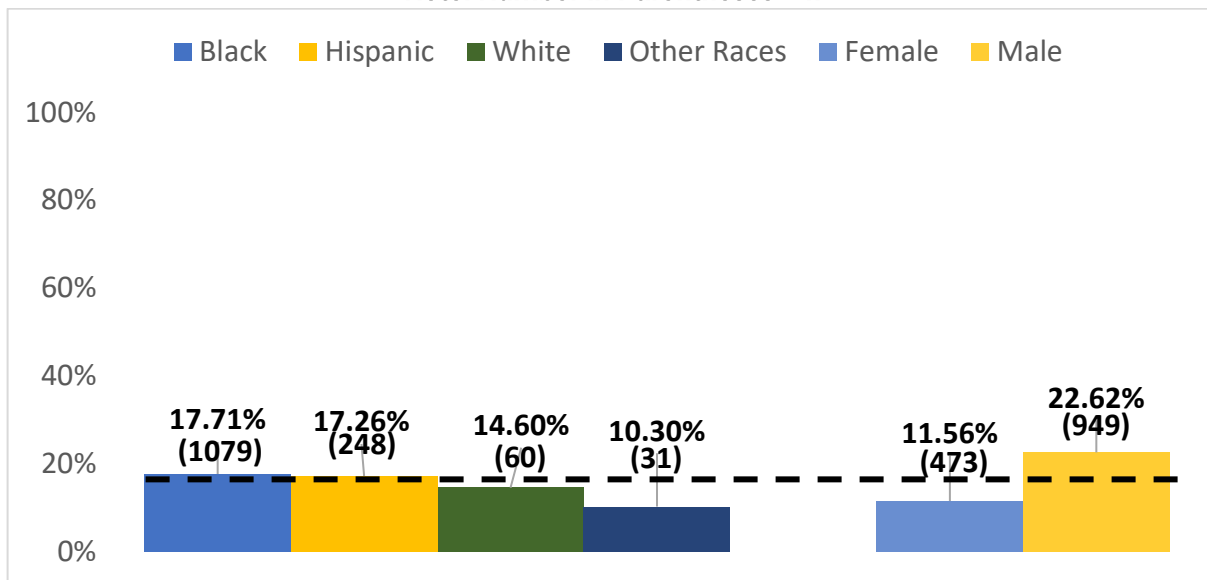


Core Course Failures

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*



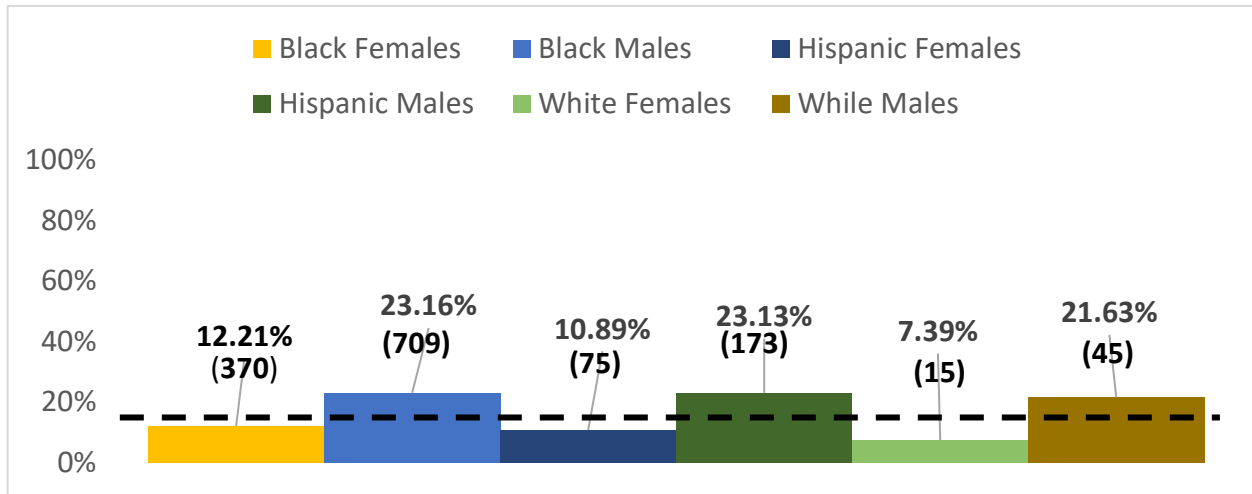
The rate of course failures for each group of males exceeded the District rate. Black and Hispanic males had the largest failure rate, exceeding the District's by over 5 percentage points.



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Figure 5: Core Course Failure by Race & Gender

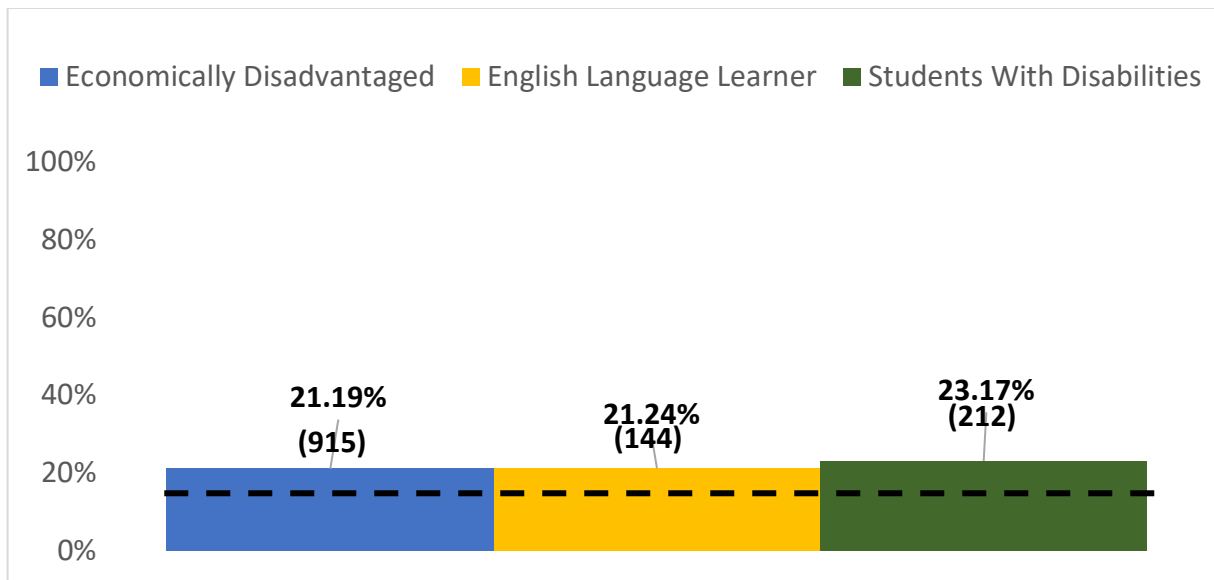
Note: Number in Parentheses = *n*



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

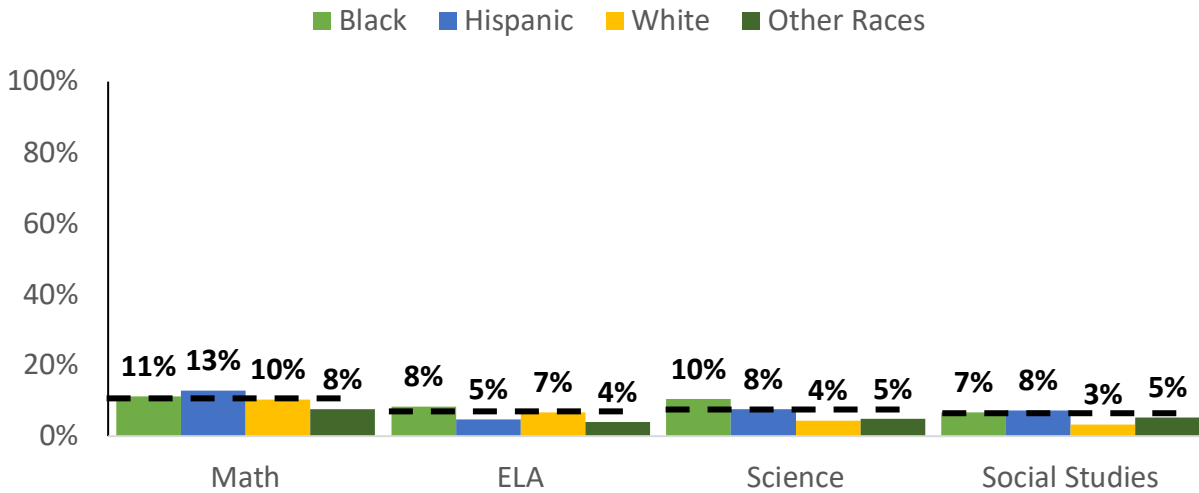
Note: Number in Parentheses = *n*



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.



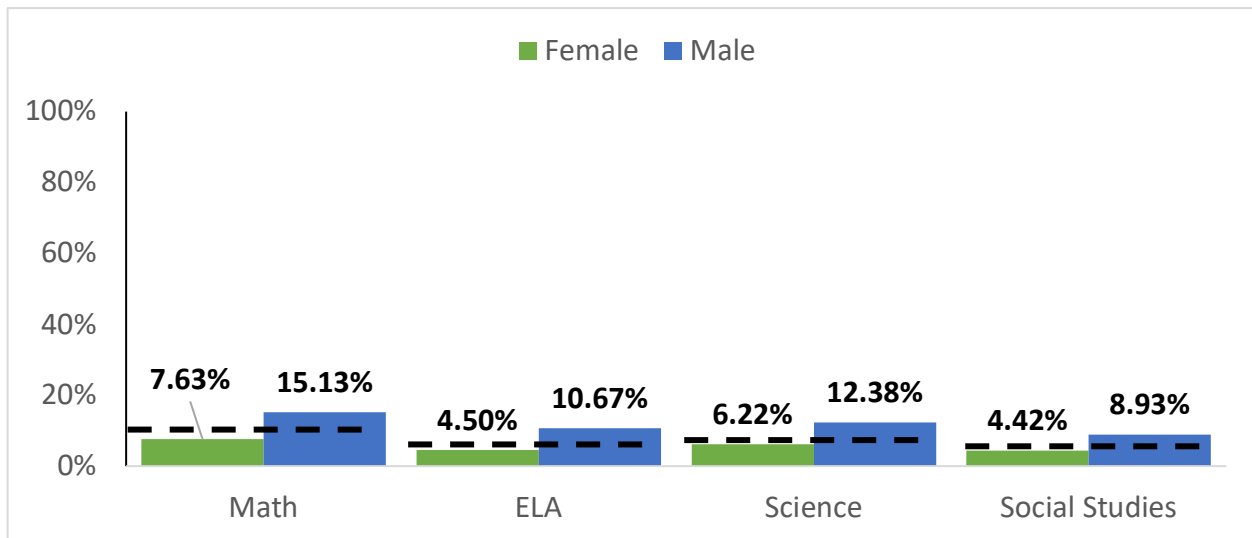
Figure 6: Core Course Failures by Subject & Race



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*

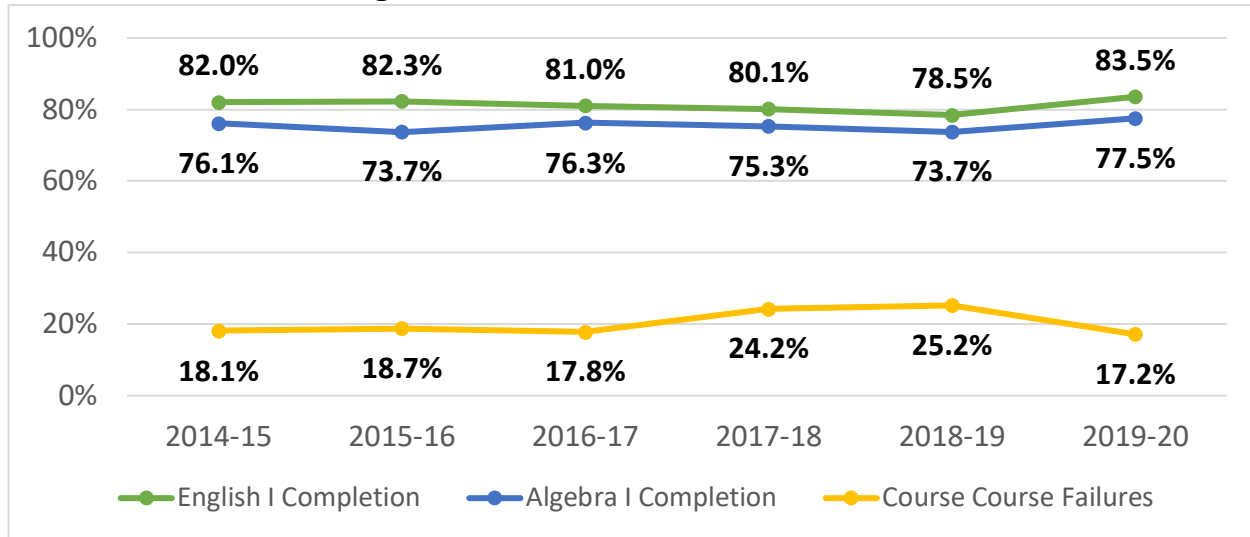


Examining the trend of ninth grade performance over the last six years, the rate of course completion in both English I and Algebra I has remained steady, fluctuating within a range of around three to four percentage points. Core course failures saw a decline of eight percentage points from the previous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



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Figure 8: Trends in Ninth Grade Performance



District Strategies

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)



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<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.
<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





Destination 2025: August 2020

Prepared by the Department of Research & Performance Management

*Authors: Shelby G. Roberts
Chris Hill*

Key Findings

- The percentage of stakeholders who agree the District is on track to improve student achievement was the highest it has been in seven years. The 5% increase resulted in an approval rating of 87% in 2020.
- The percentage of stakeholders who agree schools are on track to improve student achievement also rose from 82% in 2019 to 92% in 2020, and 91% of parents believe *their child's school is on track*.
- Ninety-one percent (91%) of stakeholders agree that the Superintendent is on track to improve student achievement.
- The percentage of stakeholders who believe SCS is of similar or higher quality than neighboring districts rose from 65% in 2019 to 73% in 2020.
- The majority of SCS parents (80%) plan to re-enroll their child next year up from 75% in 2019. Parents who are considering other schooling options primarily cited the global pandemic as a reason for not re-enrolling.
- There was a 76% increase in the number of respondents, 6,934 in 2020 compared to 3,947 in 2019.
- Most Priority schools had one to four community partners, but many District-managed Priority schools still have challenges which can be met through additional community partnerships.

Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Priority 5 of Destination 2025: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In June and July of 2020, SCS administered English and Spanish versions of the 2019–20 District Confidence Survey. Both versions were available for SCS parents, SCS employees, and community members.⁵ This report combines the results of the shared questions in the surveys. To include all the 2019–20 respondents and align respondent grouping over the past three years, we report the results for three groups: SCS parents, SCS employees (school and District staff), and community members. The total number of respondents was 6,934, with 5,015 SCS parents, 1,549 SCS employees, and 370 community members.⁶ The number of respondents in 2020 increased from last year (3,947 in 2019) in all three categories, resulting in a 76% increase in total responses.

Stakeholder Confidence and Perceptions of SCS

On Track to Improve Student Achievement

The percentage of stakeholders who agree that the **District** is on track to improve student achievement increased from 82% in 2019 to 89% in 2020. This year saw the highest level of

⁵ The 2018 Spanish version was only available for SCS parents. The 2017, 2019, and 2020 Spanish versions were available for SCS parents, SCS staff, and community members. In 2020, the majority (98%) of the respondents who took the Spanish survey were parents.

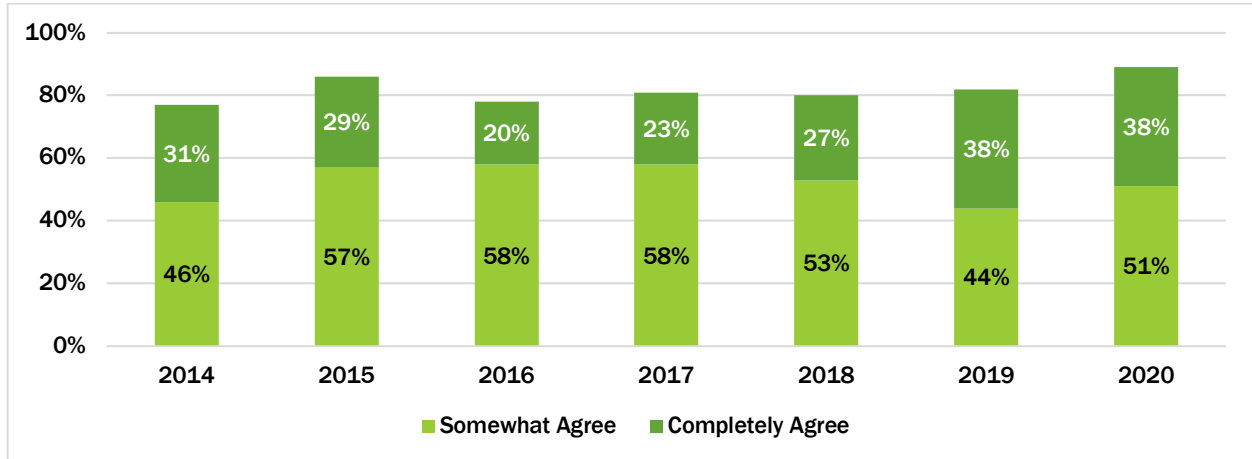
⁶ Based on the number of respondents who answered more than the parent question.



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agreement in seven years (see Figure 1). The District's rating includes responses about the Central Office and Superintendent.

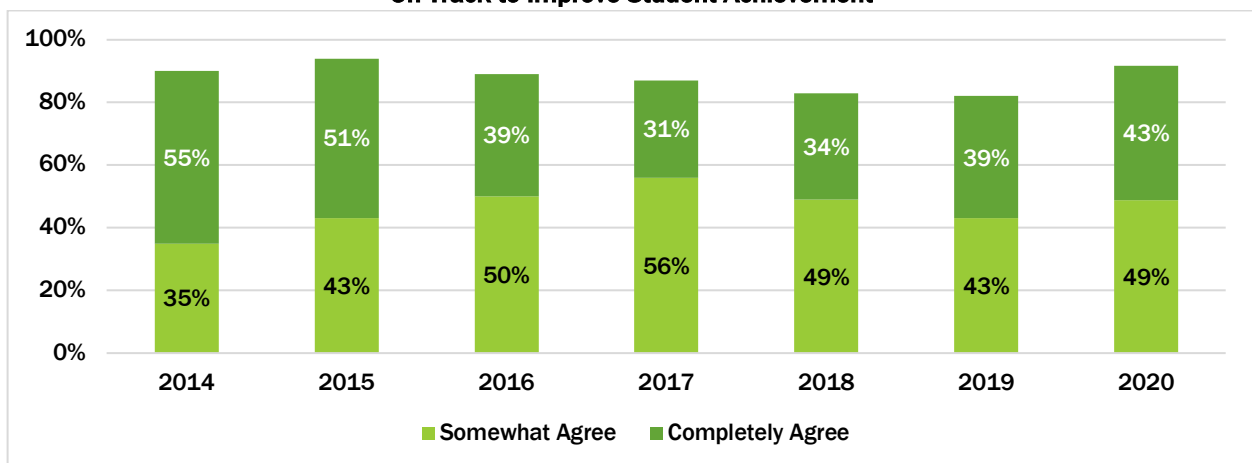
Figure 1. Percentage of Stakeholders Who Agree that the District is On Track to Improve Student Achievement



Ninety-one percent (91%) of respondents agree that the **Superintendent**, Dr. Joris Ray, is on track to improve student achievement with 93% of staff and 90% parents in agreement. **Central Office** had an overall rating of 87% with 34% in completely agreement that the Central Office is on track to improve student achievement.

There was also a stark increase in the percentage of stakeholders who agree that **schools** are on track to improve student achievement with an increase from 82% in 2019 to 92% in 2020 (see Figure 2). The percentage of stakeholders who completely agree rose from 39% in 2019 to 43% in 2020.

Figure 2. Percentage of Stakeholders Who Agree that the Schools are On Track to Improve Student Achievement

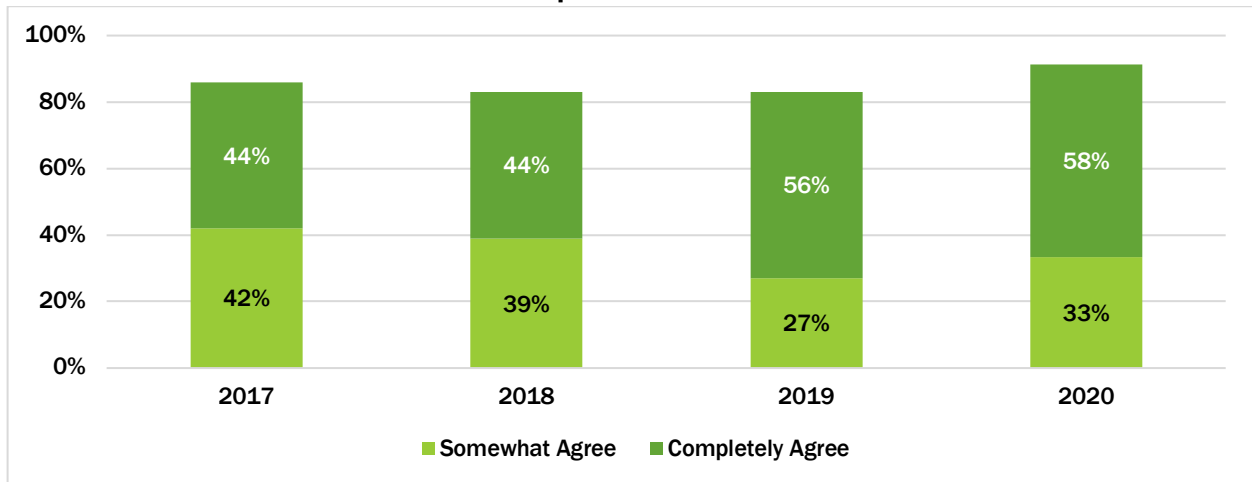




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The 2017-2020 surveys asked SCS parents for their level of agreement on whether **their child's school** is on track to improve student achievement. In 2020, 58% of parents completely agreed and 33% somewhat agreed for a total of 91%.⁷ This was an 8% increase from the 2019 responses (see Figure 3) due to an increase in parents who were in complete agreement.

Figure 3. Percentage of Stakeholders Who Agree that their Child's School is On Track to Improve Student Achievement



SCS Quality Compared to Neighboring Districts

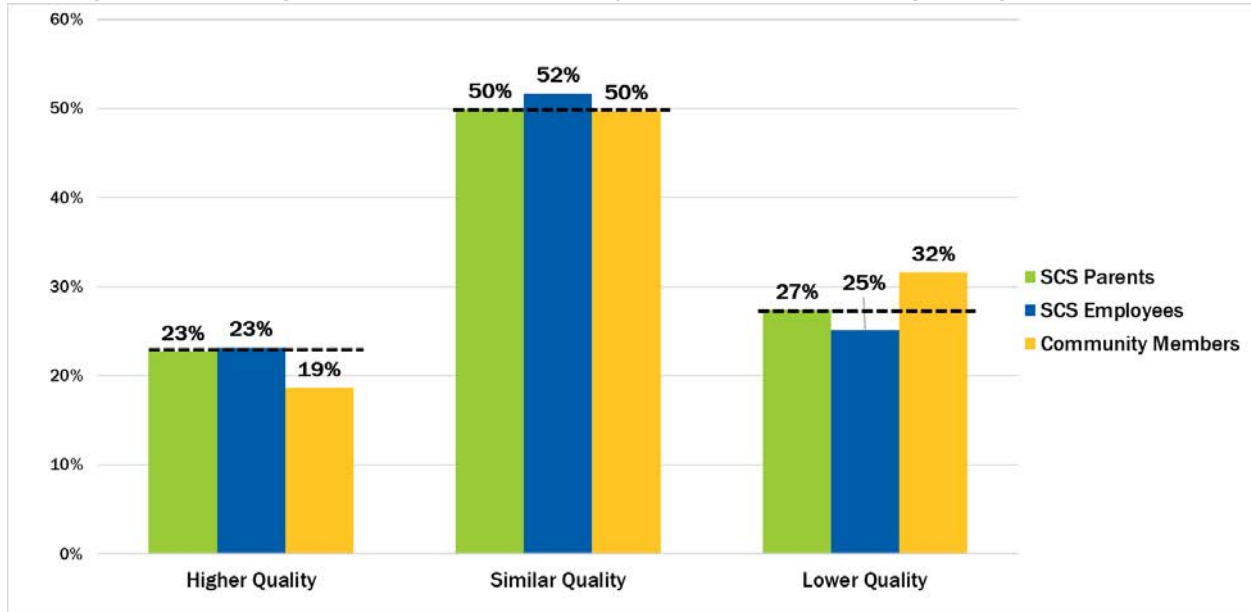
Across all stakeholders, 23% report that SCS is of higher quality, 50% report that SCS is of similar quality, and 27% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (73%) increased from 65% in 2019. Although the higher quality rating decreased (23% vs 27% in 2019), the similar quality rating increased significantly (50% vs 38% in 2019) since last year. By group, community members perceive the quality of SCS as lower than SCS parents and employees (see Figure 4⁸).

⁷ Parents had the ability to rate up to three of their children's schools for this item.

⁸ As in 2019, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and District employees, and community members.



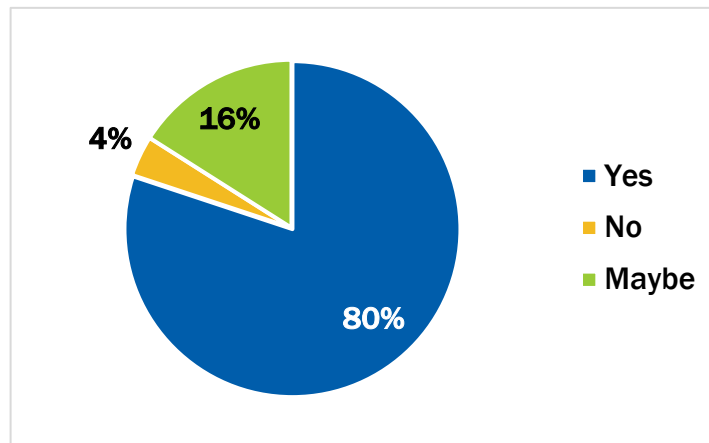
Figure 4. Percentage of Perceived Overall Quality of SCS Compared to Neighboring School Districts



Parent's Intent to Re-enroll Students

The majority (80%) of SCS parents report that they will re-enroll their school-age children next year (see Figure 5). Parents' plans for re-enrollment increased since last year (75%).

Figure 5: Percentage of SCS Parents/Family Members who Intend to Re-Enroll their School-Age Children Next Year



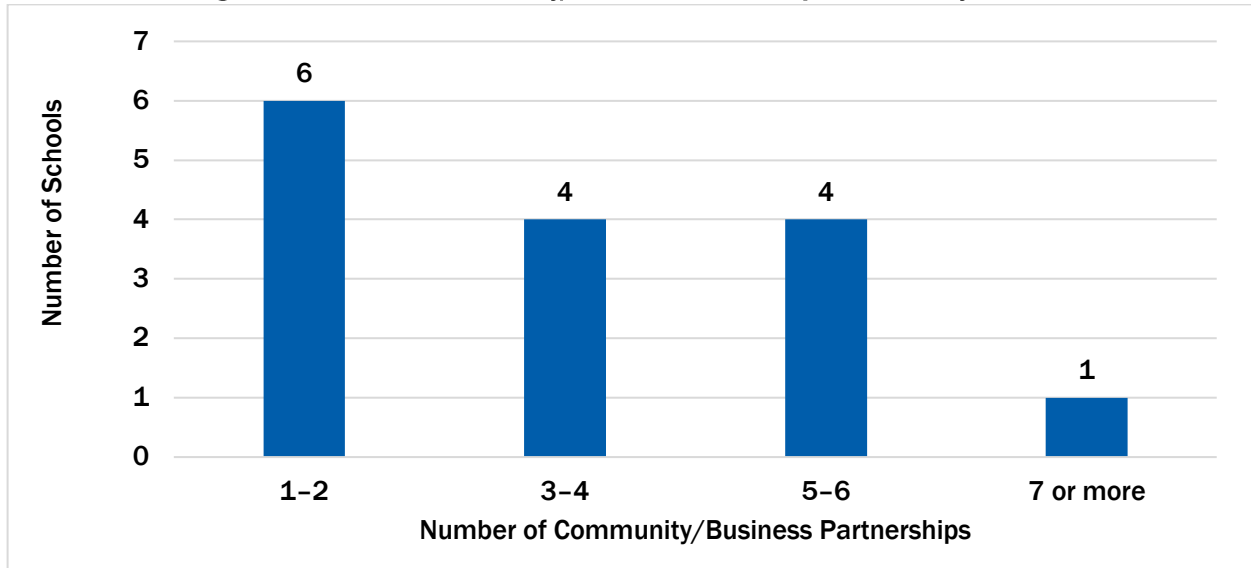
In 2020, approximately 93% of the parents completing the Spanish version said that they would re-enroll their children compared to 71% of the parents completing the English version. The primary reason parents considered not re-enrolling was concern around the global pandemic. (The appendix provides complete themes and related comments based on qualitative analyses of English and Spanish-speaking parents' explanations for why they may not re-enroll or will not re-enroll their children in SCS next year.)



Priority Schools' Community/Business Partnerships

SCS currently has 18 schools (15 District-managed, three charter) on the State Priority List because they are in the bottom 5% for student achievement across Tennessee. Based on 2019–20 school reports to Family and Community Engagement, District-managed Priority schools had a range of one to seven community/business partnerships. Two thirds of the Priority schools (67%; 10) had one to four partnerships (see Figure 6).

Figure 6: Number of Community/Business Partnerships with Priority Schools



Priority Schools Needs Assessment

In spring 2020, District-managed schools were asked to complete a community needs assessment survey to identify assets and gaps related to student and family needs within and outside of schools. This section summarizes open-ended comments that principals provided near the end of the survey about needs and challenges that they still need support to address. The themes may help District leaders determine opportunities for new investments, new community partnerships and different resource allocations to improve school/community assets going forward.

Physical Plant Needs for Priority Schools

When asked to assess plant needs, **painting** was the most frequent response given (26%). Examples of such responses include things like “painting inside and out”, “painting of classrooms”, “painting of the halls”, etc., then **general maintenance** (16%) and **HVAC needs** (11%) were the next most frequent responses, examples include “pressure washing”, “high dusting-remove dust from light fixtures”, and “consistent heating and air conditioning” and “classroom heating/AC” respectively. These first three categories account for over half (52%) of all responses from Priority schools.



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Priority Schools' Physical Plant/Building Needs		
Services Needed	Responses	
	%	<i>n</i>
Paint	26%	10
General Maintenance/Repair/Cleaning	16%	6
HVAC/Electrical	11%	4
Roofing	8%	3
Flooring/Carpet Removal	8%	3
Doors/Windows	8%	3
Paving/Concrete	5%	2
Furniture/IT	5%	2
Plumbing/Leak	3%	1
Construction/Renovation	3%	1
Additional space/Storage	3%	1
Other	5%	2
Total		38

Additional School Support Needs for Priority Schools

Responses for additional school services were led by **parent/family services (32%)**, **health and wellness (24%)**, **transportation (13%)**, **tutoring and mentoring (11%)**. Parent/family services included examples like “curriculum training for parents” “support for adult GED”, with most responses indicating a need to support furthering the education or training of parents. Health and wellness responses were mostly related to behavioral and mental health to support SEL for students. Transportation responses highlighted a need to support students with getting to after school activities and community centers.

Priority Schools Support Needs		
School Services	Responses	
	%	<i>n</i>
Parent/Family Services	32%	12
Health and Wellness	24%	9
Transportation	13%	5
Tutor/Mentoring	11%	4
Staffing	8%	3
Athletics	4%	2
Technology	3%	1
Facilities	3%	1
Other	3%	1
Total		38

Additional Community Support Needs for Priority Schools

There were much fewer responses for additional community services compared to school services and plant needs. Most responses indicated a need for **health and wellness (36%)** as well as **family services (21%)**. The **health and wellness** responses share some overlap with responses of the same categorical name for school services, with the most prevalent need being mental and behavioral health services. **Family service** needs identified as an additional community service were geared toward parenting skills and providing additional resources to families.



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Priority Schools' Community Support Needs		
Community Service	Responses	
	%	n
Health and Wellness	36%	5
Family Services	21%	3
Transportation	14%	2
Job Training/Placement	7%	1
Facilities	7%	1
Public Safety	7%	1
Other	7%	1
Total		14

Overall, the additional services identified in the school and in the community align in support of continued education and job training for parents, health and wellness services for the whole family, and additional supports for students by means of transportation to activities and community centers.

Major Challenges in the School and/or Community

The major challenge that most respondents identified is **poverty/housing/food** (23%). This challenge is inclusive of comments on unemployment rate, mobility rate, and homelessness. The next major challenge highlighted in responses is **behavioral/mental health** (18%). This being presented as a major challenge aligns with the additional services that respondents would like to see in the school or community. **Parent/community involvement** (13%) included comments advocating for more community partners, more engagement with PTA, mentorship, and overall community ownership of school/student support.

Priority Schools' Challenges		
Major Challenges	Responses	
	%	n
Poverty/Housing/Food	23%	9
Behavioral/Mental Health	18%	7
Parental/Community Involvement	13%	5
Safety	10%	4
Academics/Programs	8%	3
Attendance	5%	2
Staffing	5%	2
Technology	5%	2
Funding	3%	1
Transportation	3%	1
Recruitment	3%	1
Other	10%	4
Total		40



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District Recommendations

Several District teams identified current initiatives and plans for next steps that address stakeholders' feedback on specific areas that need improvement, including school-level experiences, district-level experiences, and community perceptions.

Improve School-Level Experiences

Current Initiatives

- Continuous focus on customer service with Customer Service WORKS program
- Communications PROs have increased social media presence and positive storytelling at the school level
- Continuous collaboration between FACE and Schools & Leadership Office to support feeder patterns
- Increased focus on SEL and discipline practices along with parental involvement in these processes
- Development of communications tool kits for principals to share important information and updates with parents

Next Steps

- Customer Service WORKS - continue to implement school-based customer service recognition programs inclusive of recommendations and rated service experiences
- Ensure customer service training occurs throughout the year
- Continue the PRO initiative
- Continue to provide principals with communications tool kits to ensure consistent messaging across all schools

Improve District-Level Experiences

Current Initiatives

- Development of Spotlight 901 webpage to share best practices of schools
- Increased cross-collaboration between teams to provide families with resources during school closure (e.g., instructional packets, meals, SEL supports)
- Increased awareness of community events
- Intentional focus on consistent District and community-wide messaging
- Feedback opportunities for all stakeholders regarding major District decisions (e.g., surveys, student input sessions, listening sessions– sponsored by Student Affairs & FACE)
- Expanded resource page with addition of community information

Next Steps

- Increased support from the Parent Welcome Center
- Continue to tell our story as Shelby County Schools utilizing all platforms
- Create additional ways to receive stakeholder feedback and engage the community virtually (e.g., virtual community chat, online trainings)
- Resource Page - strengthen resource pages on District sites to support families' academic and non-academic needs as well as bolster available content for community partners and other stakeholders' commitment to advancing District initiatives



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Improve Community Perceptions

Current Initiatives

- Ensuring collaboration efforts with community partners align with the needs, vision, and goals of SCS
- Expanding outreach efforts on District social media platforms (e.g., Facebook, Twitter, Instagram) and outlets (e.g., 88.5FM, C19TV, website) to keep the community informed
- Consistent messaging and updates directly from Superintendent Ray each week
- Involving community leaders in planning and decision-making task forces
- Partnership Listing (business, non-profit, and faith-based community partnerships)

Next Steps

- Enhance the alignment of community partner support with SCS needs using our partnership with the Harvard Government Performance Lab
- Partnership List - continue to implement Adopt-a-School Partnership programs for schools with special attention to high-need Priority schools and expand distribution of District announcements (e.g., Superintendent's Weekly Address) to include key partnership organizations
- Multicultural Services - expand partnerships with key providers of multicultural and multilingual supports within the community to ensure open communication channels for families and other stakeholders





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APPENDIX: Parents' Explanations for Maybe/Not Intending to Re-Enroll Students in SCS Next Year⁹

Key Themes

- Concerns around COVID-19 and re-entry into schools during the pandemic
- Academic quality
- Poor experience with staff and teachers

Concerns Stemming from the Global Pandemic

Over half of all respondents who gave an explanation cited the pandemic as a reason for possibly not re-enrolling. Comments ranged from worry about children and staff getting sick or transmitting the virus to how virtual schooling will be managed.

- I am not sure about sending my kids to school, because of the pandemic, I believe, in my opinion, you should wait more time before reopening the schools. *[Original comment in Spanish¹⁰: No tengo la seguridad de mandar a los niños a la escuela, por el problema de la pandemia, creo en mi opinión, debieran esperar más tiempo antes de reabrir las escuelas.]*
- Considering homeschooling as the option of 6+ hours per day of virtual learning with no flexibility is not age appropriate.
- My son is in kindergarten, so if SCS goes to all online instruction or a hybrid model that I cannot accommodate with my job, I will have to look at private school options.
- Until this pandemic is contained and controlled, my child will not attend.
- Our school is overcrowded, and I can't imagine how it can be made safe for that many children to be in the building together until we have a vaccine for Coronavirus.
- My son's immune system isn't as strong as other kids, I'm not putting him at a bigger risk by sending him...
- Undecided for the upcoming year. My main concern is the safety of my child during this pandemic.
- The District is putting students and teachers lives in danger returning to physical campus thus lack of concern for students and employees.
- Only in a virtual setting for the 1st semester and after that according to what is happening based on Covid-19 in Shelby County.

Academic Quality

Parents who are considering not re-enrolling their child with SCS were looking into alternative schooling options due to the academic quality they felt their child received in Shelby County Schools.

- Prefer for my child to attend one of the municipal schools as they are on a higher academic level than SCS. My child's current school is top notch and I love it. This is my child's final year and will be going to Middle School. SCS middle schools are struggling compared to the municipal school districts.
- I am considering other options. I feel like I did a disservice to my oldest when I enrolled him in SCS schools. The rigor and level of engagement were lacking.
- We have enrolled our child at the school but if she is too ahead and does not receive appropriate lesson plans, we will need to reconsider our options. She was 99% and did not get into CLUE.
- Quality of education is poor with crowded classrooms.

⁹ Eighty-four percent (747) of parents who responded "maybe" or "no" to the re-enrollment questions provided an explanation.

¹⁰ Translation provided by the ESL, English as a Second Language Department.



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- My children continue to dread going to school due to excessive amount of testing. There seems to be more test vs. actual learning.
- Interested in seeing how our rigor of learning compares to other options.

Previous Experience with School Staff and Teachers

Parents also reported previous experiences with school staff and teachers as a reason for considering alternative options. Parents voiced concern over teaching practices as well as how principals and administrative staff handled issues in the past.

- Too many problems with the teachers, no interest for the students.
- Teachers and principals treat all children the same and deal with them unfairly.
- Poor teaching ethics, teachers are rarely concern[ed] about student grades, poor getting in contact with parents about important information.
- Overall, the material and many of your teachers are not in tune with the students. You all focus too much on test scores and not the children.
- For most of the 2019- 2020 school year the students didn't have consistent teachers. There was a big turnover of teachers. Very unacceptable. [...] We must do better for our kids.





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

Author: Danielle Clewley

Key Findings

Key Performance Indicators (KPIs) for the month of September are aligned with Priorities 3, 4, and 6 of Destination 2025 as it relates to developing school staff and expanding high quality school options. These indicators include student satisfaction with school climate (via Panorama survey), teacher ratings of principals (via Insight survey) and the number of teacher vacancies present on the first day of school. Due to COVID-19, the Panorama survey results for the 2019-20 school year are not available. Examination of the data from the sources listed above has led to the following findings:

- Spring 2020 Insight survey results indicated that 84% of teachers agreed with the statement “My school is a good place to teach and learn,” and 84% of teachers agreed with the statement “My school has effective instructional leadership.” The percentage of teachers agreeing with these statements increased by 5-6 points compared to Spring 2019.
- As of August 31st, SCS had a total of 63 vacant teacher positions, down from 125 at the same point the previous year.

School Climate: Instructional Culture Insight Survey

The Instructional Culture Insight survey gathers teachers’ feedback on multiple domains. Over the past three spring administrations, response rates have averaged around 79%. In the spring of 2020, approximately 81% of teachers (4,779) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.¹¹

Insight Survey Participation				
	# Teachers Listed on Roste	# Survey Respondent	Survey Response Rat	# of Schools
Spring 2018	6,627	5,616	85%	164
Top Quartile	1,303	1,144	88%	42
Spring 2019	6,038	4,231	70%	156
Top Quartile	1,607	1,142	71%	45
Spring 2020	5,882	4,779	81%	159
Top Quartile	1,306	1,039	80%	40

Learning Environment

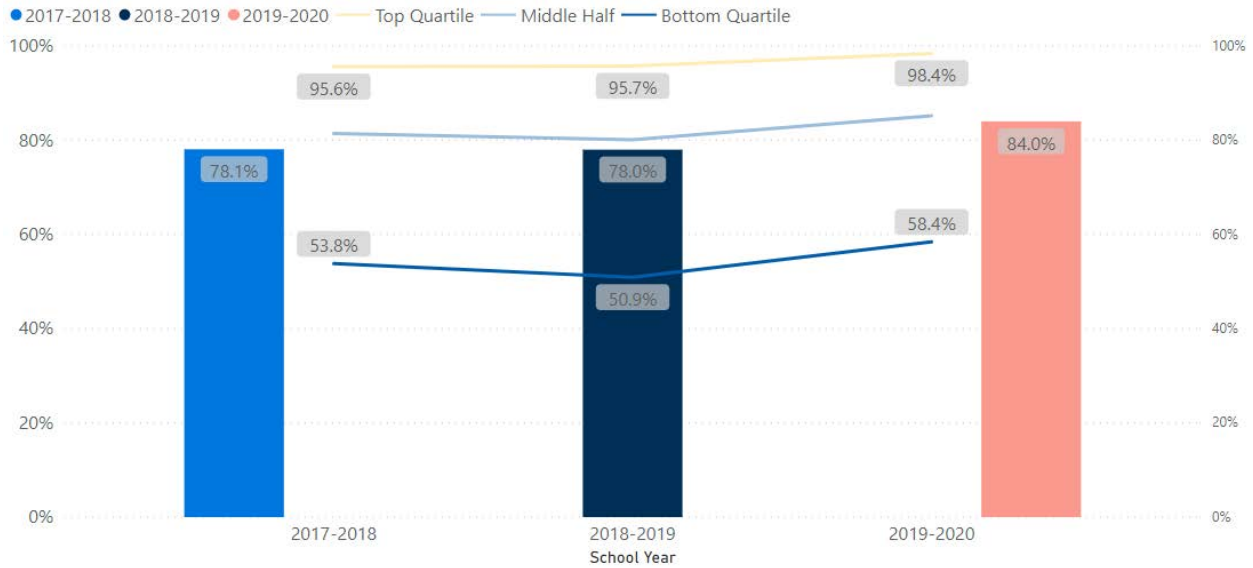
In the Learning Environment domain, a key statement related to school climate is: My school is a good place to teach and learn. The results for the District Average increased by 6 percentage points from 2018-19 to 2019-20 to 84%. Results were consistent across the last three years for the top and middle quartiles, but the bottom quartile increased by 7.5 percentage points from 2018-19 to 2019-20. Schools in the top quartile ranged from 95.74%-98.43% agreement on this statement and schools in the bottom quartile ranged from 50.9%-58.44%.

¹¹ The domain titles and survey questions indicated in this report are proprietary to TNTP, Inc., and may not be replicated without written permission.



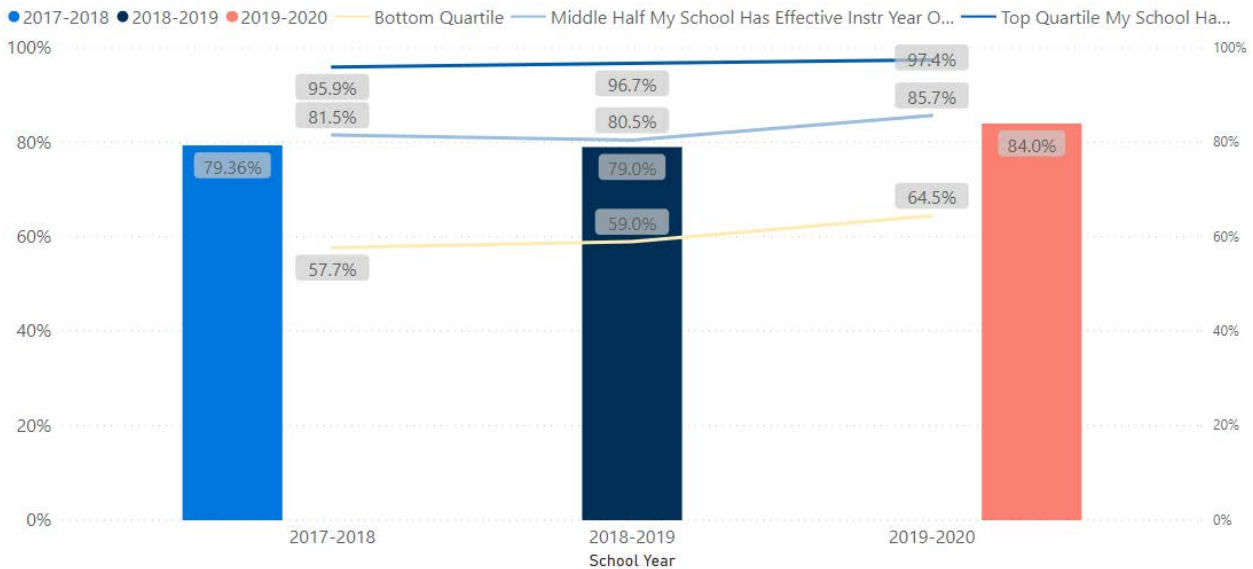
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Percent of Teachers Who Agree “My School is a Good Place to Teach and Learn



Leadership

In the Leadership domain, a key statement related to school climate is: My school has effective instructional leadership. The results for the District Average increased by 5% from 2018-19 to 2019-20. Results were consistent across the last three years for the top quartile, but the middle and bottom quartiles increased by 6.7 percentage points each from 2018-19 to 2019-20. The top quartile ranged from 95.9%-97.4% and the bottom quartile improved 6.8 percentage points from 57.7% to 64.5%.





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Percent of Teacher Who Agree “My School has Effective Instructional Leadership”

The Spring 2020 Insight survey included the following domains related to leadership climate: Learning Environment, Instructional Planning for Student Growth, Observation and Feedback, Professional Development, Evaluation, Peer Culture, Leadership, and Family and Community Engagement. The percentages reported are District averages across teachers who participated in the survey. The three highest-rated items across these domains in the District are:

Indicator	Annual % Agreement
Evaluation - I know the criteria that will be used to evaluate my performance as a teacher.	2018: (92%) 2019: (93%) 2020: (94%)
Family and Community Engagement - Families at my school regularly receive useful updates about their student's progress.	2018: (87%) 2019: (89%) 2020: (89%)
Instructional Planning for Students - I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals.	2018: (86%) 2019: (87%) 2020: (89%)

The three lowest-rated items across these domains in the District are:

Indicator	Annual % Agreement
Learning Environment - Across my school, there are consistent expectations and consequences for student behavior.	2018: (65%) 2019: (63%) 2020: (69%)
Evaluation - I agree with the criteria that will be used to evaluate my performance as a teacher.	2018: (62%) 2019: (63%) 2020: (70%)
Learning Environment - Interactions between students and adults at my school are respectful.	2018: (64%) 2019: (63%) 2020: (70%)

Teacher Vacancies

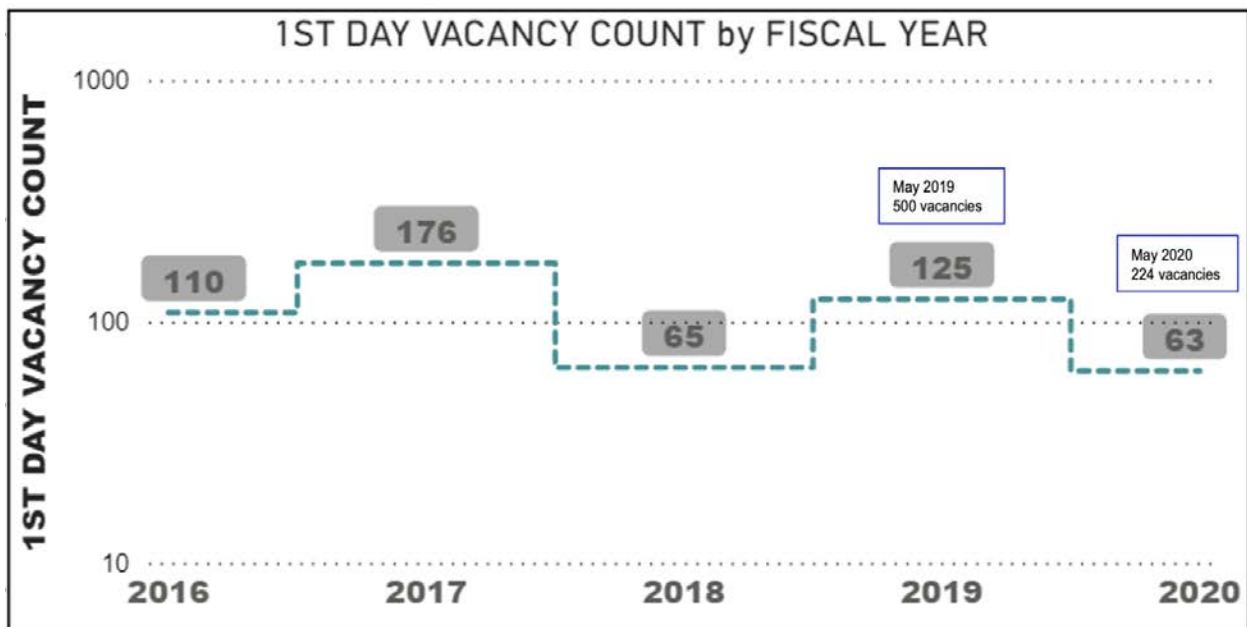
As of May 31, 2020, there were approximately 224 vacant teacher positions. There have been 389 teacher type resignations since May 2020. Eight (8) virtual hiring fairs were held to hire teachers for the SY 2020-21. From these events, 324 teachers were employed. Currently, there are 63 vacant teaching positions that are covered by degreed and/or licensed substitute teachers.



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Month	# Teacher Type Resignations
May	85
June	172
July	73
August	59

As of August 31st, SCS had a total of 63 vacant teacher positions, down from 125 at the same point the previous year and down from 65 vacancies at the same point in 2017-18. This excludes 15 hiring recommendations that were in process at that time.



District Strategies

In an effort to support principals, teachers, students, and the broader school community on culture and climate, several departments are leading implementation of the strategies below:

Office of Leadership Development:

- Office of Leadership Development will continue to provide on -going learning sessions conducted by principals who have scored in the top 25% of the Insight.
- Office of Leadership Development will continue to conduct instructional walks focusing on the learning environment for schools who have scored in the top 25%.
- Office of Leadership Development will continue to use the "Spotlight Schools" site to display videos, as well as share leadership strategies across the district.

ILDs

- ILDs will coach and model for leaders how to convey clear and consistent expectations for staff during Zone professional development sessions.



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- ILDs will continue to use RELAY coaching methods and strategies that focus on learning environment, teaching and learning, and observation.
- ILDs will continue to collaborate and work closely with the HR department to ensure that leaders complete the TEM training.
- ILDs will continue to model the alignment of TEMs and the expectations for descriptors.

Leaders

- Leaders will model and share the expectations with teachers during in-service week.
- Leaders will use SEL strategies to improve the interactions between students and adults
- Leaders will model the evaluation criteria for teachers to ensure that teachers are fully aware of the expectations

Human Resources

We are implementing a newly designed recruitment/retention plan which offers varied opportunities to secure teachers. (8 events in 4 months yielded 324 new hires.) These best practices will drive the work throughout the year-round strategic staffing/retention plan:

Recruitment/Staffing:

- Tracking and analyzing data (Data Driven Talent Management (DDTM) with a focus on accountability and customer service)
- Developing a strategic calendar and starting early (collaboration with key departments)
- Enhanced Online Marketing
- Pipeline Programs-TFA, MTR, River City, Relay (60 Teach for America (TFA) and 33 Memphis Teacher Residency (MTR) candidates were hired for SY 2020-21. Thirty-nine employees began Relay classes July 2020 to complete coursework towards obtaining licensure.)
- Approaching job fairs as a strategic gateway
- Refining HR Processes and candidate cultivation strategy

Initiatives:

- Recruitment Incentives: Hard to Staff Stipends, Relocation allowances, I-Zone Stipends, etc.
- Virtual Hiring Events
- Virtual College and University Recruitment Webinars
- New Principal Ambassadors
- Subway to Teach Hiring Event
- Mid-Year Hiring Event for December Graduates
- Why SCS Why 901 Webinars
- Educational Preparation Partners
- Grow Your Own Partnerships
- Aspiring Teacher Program (Praxis support for Educational Assistants, Permit Teachers, Substitute Teachers)
- AA Male Task Force
- Retention Task Force established to support with transformation strategy (Collaboration with Academics, PD and HR)
- Online Praxis Support using 240 Tutoring and PCG education platforms
- Face-to face praxis sessions led by SCS teachers
- Strategic Staffing Meetings with ILDs and Principals
- Support for schools with >30% attrition rate (Partnership with Academics and PD)



*Authors: Jason Ogle
Hannah Pallotta*

Key Findings

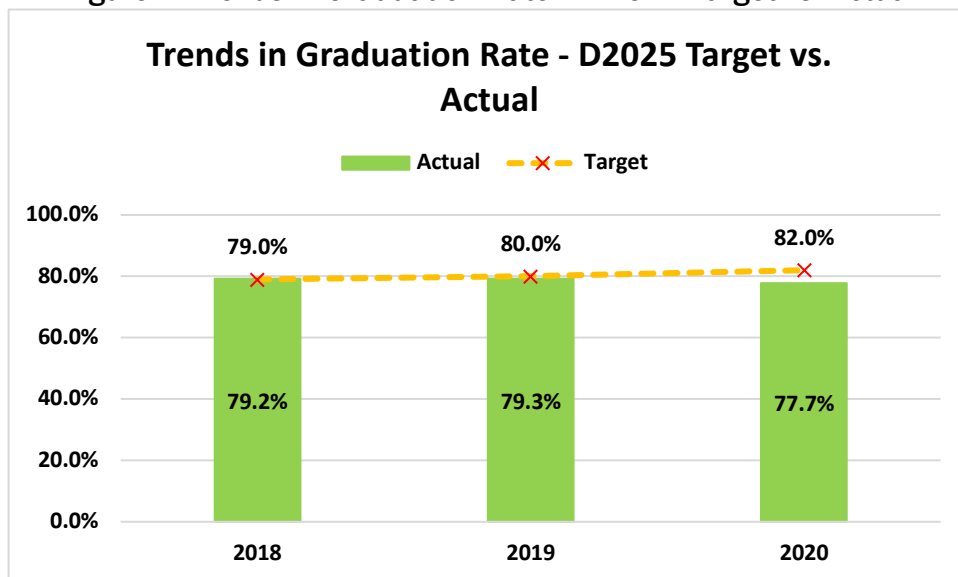
The key performance indicators for October report TVAAS growth rates, TNReady and EOC achievement gaps by demographic group, and graduation rate. These performance indicators align with priorities 1 and 2 of Destination 2025: Strengthen Early Literacy and Improve Post-Secondary Readiness. Due to the COVID-19 pandemic, spring testing, including TNReady and EOC, were cancelled. Because of this, TVAAS growth rates and achievement gaps between demographic groups are not available. Only graduation rates will be addressed in the present report. The following are the key findings:

- The cohort graduation rate decreased from 79.3% to 77.7%.
- Historical data showed that the graduation rate of students with disabilities (SWD) increased progressively over time with a 2.1 percentage point increase from 2019 to 2020.
- Annual change in graduation rate by demographic groups revealed that Hispanic students' graduation rate had the greatest decrease from 2019 to 2020 (-3.9 percentage points).
- Graduation rates by demographic group were as follows: Black, 79.5%; White, 76.1%; Hispanic, 67.4%; and ED, 75.4%.
- Graduation rates by race and gender indicated that Black females' graduation rate was the highest among all student demographic groups at 84.7%.

Trends in Cohort Graduation Rate

The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (including the last summer if needed) of starting ninth grade. The District's graduation rate decreased from 79.3% in the 2018-19 school year to 77.7% in the 2019-20 school year. Figure 1 shows the trend of graduation rate over the past three years, along with the Destination 2025 target for each year.

Figure 1: Trends in Graduation Rate – D2025 Target vs. Actual





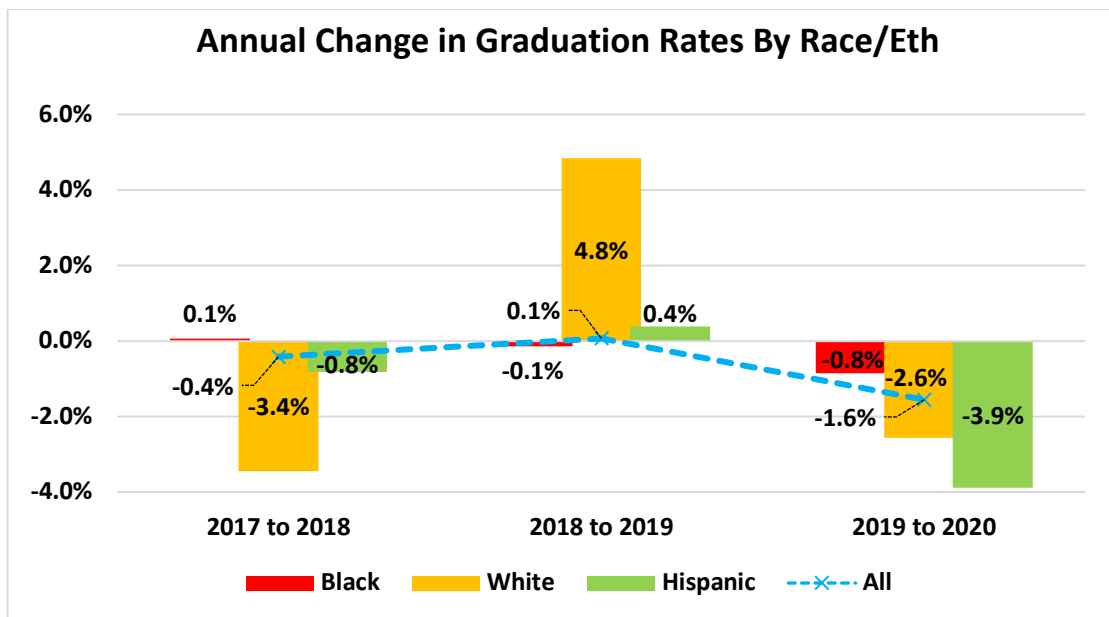
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Table 1 shows the historical data of graduation rates among all students, as well as with student demographic groups. All demographic groups had lower graduation rates in the 2019-20 school year than the previous year, with the exception of students with disabilities (SWD), which generally continues to improve each successive year. Economically disadvantaged (ED) students', and English Learner (EL) students' graduation rates have fallen each year for the last five years.

Table 1: Historical Graduation Rates among Student Demographic Groups

	2016	2017	2018	2019	2020
All Students	78.7%	79.6%	79.2%	79.3%	77.7%
Asian	87.1%	89.4%	85.0%	91.4%	84.0%
Black	79.2%	80.4%	80.5%	80.3%	79.5%
Hispanic	70.3%	71.7%	70.9%	71.2%	67.4%
White	79.3%	77.2%	73.8%	78.6%	76.1%
Male	74.1%	75.3%	73.9%	74.2%	72.0%
Female	83.3%	84.0%	84.1%	84.6%	83.5%
ED	78.3%	80.2%	77.3%	76.3%	75.4%
EL	64.7%	62.9%	60.0%	59.8%	54.6%
SWD	59.2%	58.9%	58.7%	61.4%	63.5%

Figure 2 shows the annual change in graduation rate by race/ethnicity group. From 2019 to 2020, all three demographic groups' graduation rate decreased, with Black students' graduation rate decreasing by less than a percentage point. White students' graduation rate decreased by 2.6 percentage points. Hispanic students' graduation rate saw the largest change with 3.9 percentage points between 2019 to 2020. Graduation rates by race/ethnicity are as follows: Black, 79.5%; White, 76.1%; Hispanic, 67.4%; and ED, 75.4%.



As shown in Table 1, the female student graduation rate has been rather consistent for the past five years, hovering around 83-85%. This was above the overall District's 2020 graduation rate of 77.7% and the Destination 2025 target graduation rate for 2020 of 82%. The male student graduation rate



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for 2020 was both below the overall District's graduation rate as well as the Destination 2025 target rate. Figure 3 shows the comparison of male and female student graduation rates over the past three years.

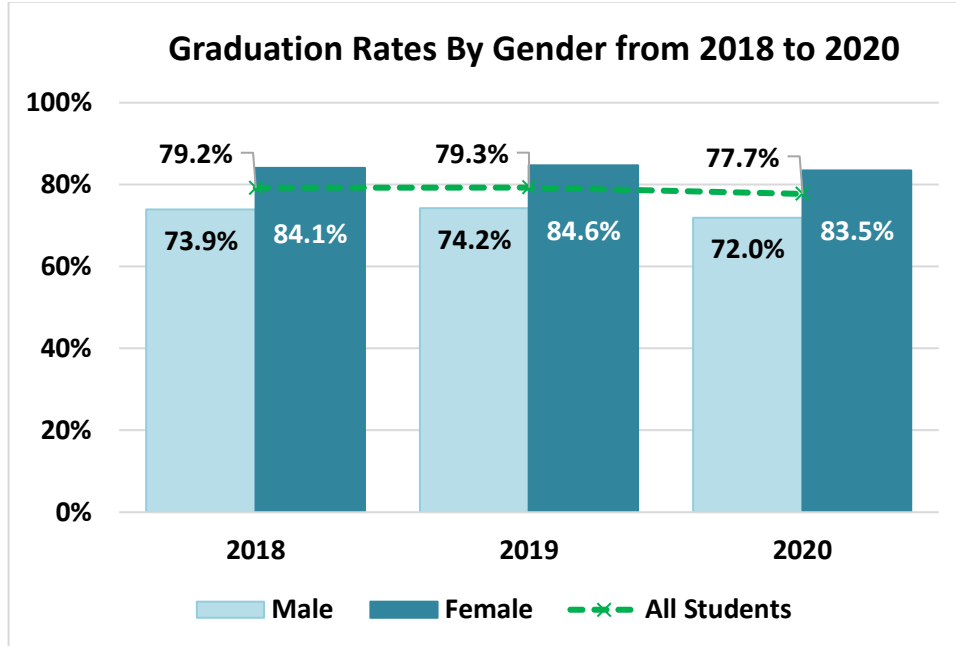
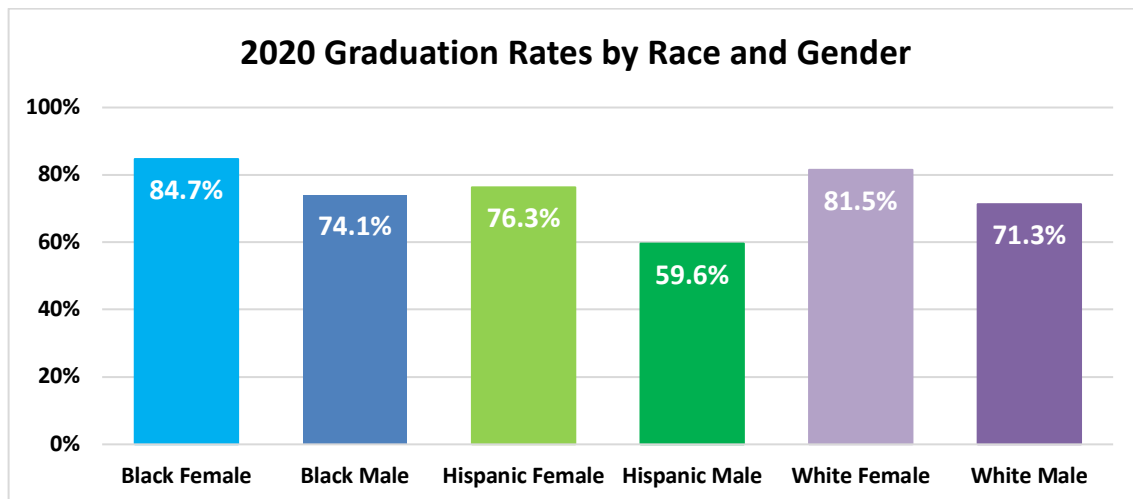
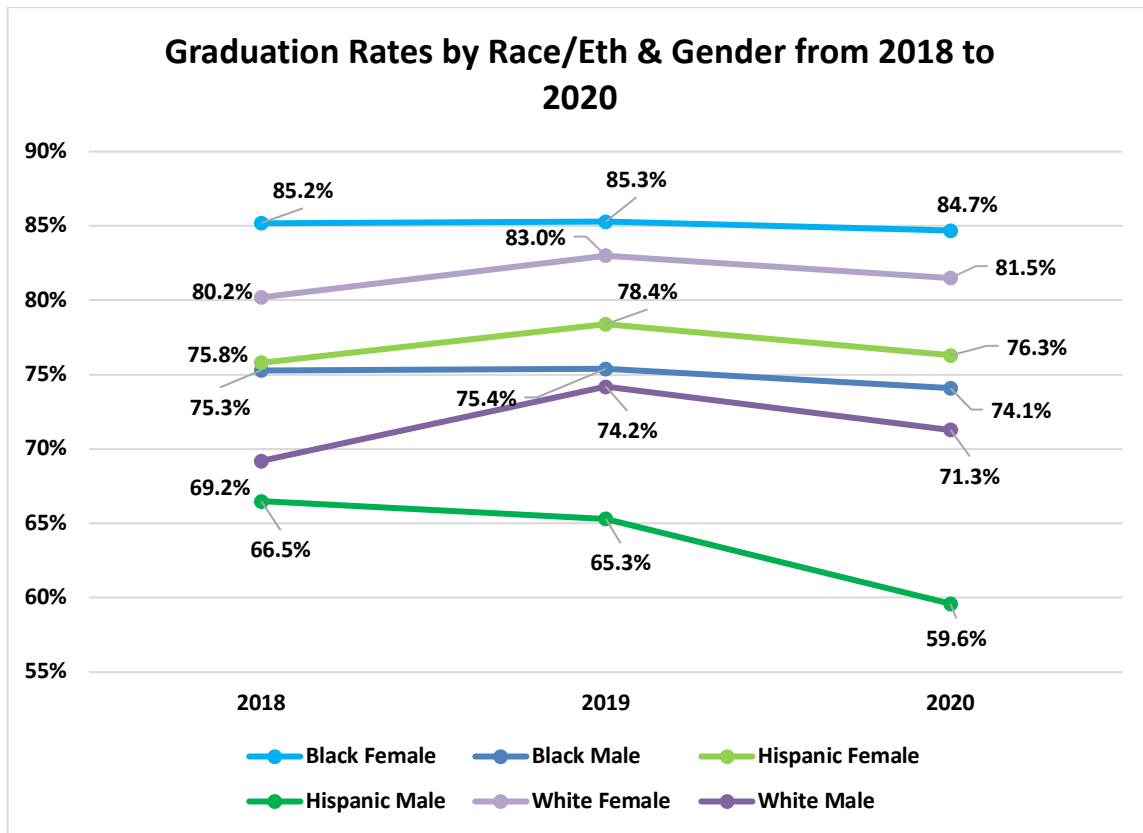


Figure 4 shows the student graduation rates broken down by race and gender for 2020. The Black female and white female groups had the highest graduation rates at 84.7% and 81.5% respectively. All other groups were below the overall District rate of 77.7% with Hispanic male students having the lowest graduation rate of 59.6%. Figure 5 shows the three year trend of graduation rates broken down by race/ethnicity and gender. Similarly to the graduation rate of 2020, the Black and white female graduation rates are the highest of the six groups and the Hispanic male rate is the lowest across all three years. The 2018-19 academic year had the highest graduation rate for five out of the six demographic groups; all groups had a decrease in graduation rate from 2018-19 to 2019-20.





School-Level 2019-20 Results

Thirty-eight schools reported a Graduation Rate in both 2018-19 and 2019-20. Ten (26%) schools posted an improvement of one percentage point or more. Nine (24%) schools remained within 0.9 percentage points of their previous rate. Nineteen (50%) schools posted a lower score as compared to the previous year. Two schools earned an increase of over ten percentage points. The two schools with an improved rate of over ten percentage points are Northwest Prep Academy and East High School. Eight additional schools earned an improved rate of at least one percentage point. Of the twenty-eight schools that did not earn an improved rate of one percentage point or higher, five of those still earned a rate of 95.0% or higher. Table 2 lists these schools in order of graduation rate, indicating whether they posted a score below or above the Destination 2025 target rate for 2020 (82%), and includes the percentage point difference between 2019 and 2020.



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Table 2: School Graduation Rates with Annual Change from 2019 to 2020

School	2020 Graduation Rate	Change from 2019 to 2020
Schools Below D2025 Target for 2020: 82%		
Memphis Virtual School	47.0%	-0.6
Sheffield High	48.5%	-15.5
Hamilton High	61.2%	-8.2
Northwest Prep Academy	61.5%	15.8
Trezevant High	62.8%	4.7
Manassas High	65.3%	-6.2
Kingsbury High	65.5%	-5.3
Wooddale High	65.6%	-0.5
Melrose High	67.4%	-3
Raleigh Egypt High	72.3%	-6
Oakhaven High	72.7%	-10.6
Craigmont High	75.3%	-1.4
Overton High	75.9%	-0.1
Westwood High	76.0%	-5.1
Kirby High	77.1%	6.1
Douglass High	78.9%	-5
Mitchell High	79.7%	-2.1
Central High	81.4%	-6.9
Schools Above D2025 Target for 2020: 82%		
Ridgeway High	83.1%	-3.1
East High	84.1%	11.5
Cordova High	85.3%	0.9
Memphis Business Academy High	85.3%	-8.2
Memphis Academy of Health Sciences High	85.7%	-5
Bolton High	86.0%	-0.6
B. T. Washington High	86.4%	1.6
White Station High	86.6%	-3.8
Southwind High	87.0%	1.6
Whitehaven High	87.4%	-2.7
City University of Liberal Arts	93.4%	-0.9
KIPP Memphis Collegiate High	94.0%	7.2
Freedom Preparatory Academy	95.5%	5
Hollis F. Price Middle College High	95.5%	-4.5
Soulsville Charter	96.7%	-0.5
Germantown High	97.3%	-1
Power Center Academy High	97.8%	2.5
Memphis Academy of Science & Engineering	97.8%	-0.8
Memphis School of Excellence	100.0%	2.1
Middle College High	100.0%	0



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Compendium Note: Due to the global pandemic and corresponding school closures, all school and district staff evaluations were canceled for 2019-20, so these KPIs reflect evaluation results from the 2018-19 school year.

Author: John Anderson

Key Findings

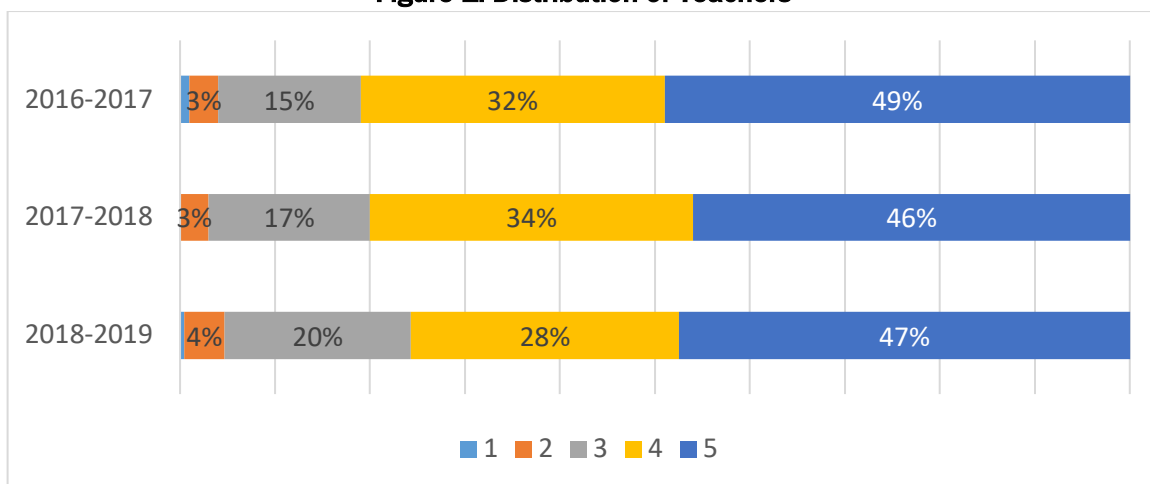
Key Performance Indicators (KPIs) for the month of November are aligned with Priority 3 of Destination 2025 as it relates to developing teachers, leaders, and Central Office. These indicators include teacher retention rates after 1-5 years of service, the percentage of teachers by TEM level, teacher observation ratings, and Central Office evaluation ratings. Examining employee data from the 2018-2019 school year, the following has been observed:

- Mean teacher observation scores have remained relatively constant; however, mean scores showed slight declines from the previous year. The largest decline was in middle schools, going from an average score of 4.26 to 4.08.
- 105 schools had a mean observation score of 4.0 and above.
- 98.5% of direct reports and 99.7% of supervisors met or exceeded expectations.
- The one-year teacher retention rate from 2017-18 to 2018-19 was between 70 and 90% for most cohorts when grouped by years of experience.
- When looking at retention of all teachers hired during a given fiscal year, the rate declines steadily over time. Less than half of the teachers originally hired in in 2014-15, 2015-16 and 2016-17 are still with the District.

Teacher Observation Ratings

Observation ratings from the past three academic years have generally remained constant. In 2018-19, teachers receiving an overall observation rating of 5 increased by one percentage point from the previous year. At the same time, teachers scoring a 4 decreased by six percentage points, and those scoring a 3 increased by three percentage points.

Figure 1. Distribution of Teachers

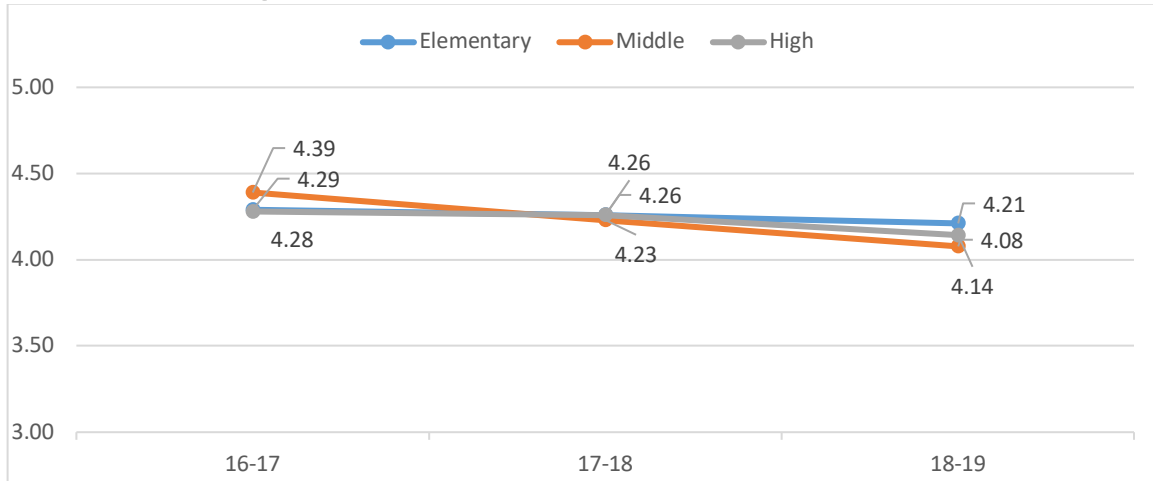




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The mean observation scores across elementary, middle, and high schools showed overall declines from the previous school year. Middle school had the largest decline between 2017-2018 and 2018-2019 with mean observation scores going from 4.26 to 4.08.

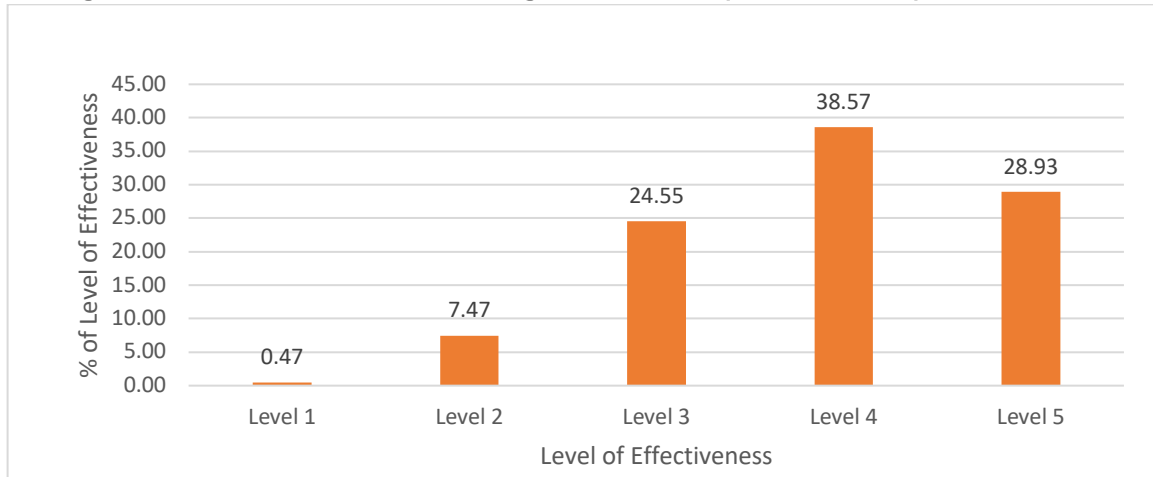
Figure 2. Mean Observation Scores Across Grade Bands



Teacher and Administrator Effectiveness

Of 6,398 teachers evaluated in 2018-2019, 92.05% met or exceeded expectations

Figure 3. Level of Effectiveness Ratings for Teachers (SY 2018-2019) PRELIMINARY

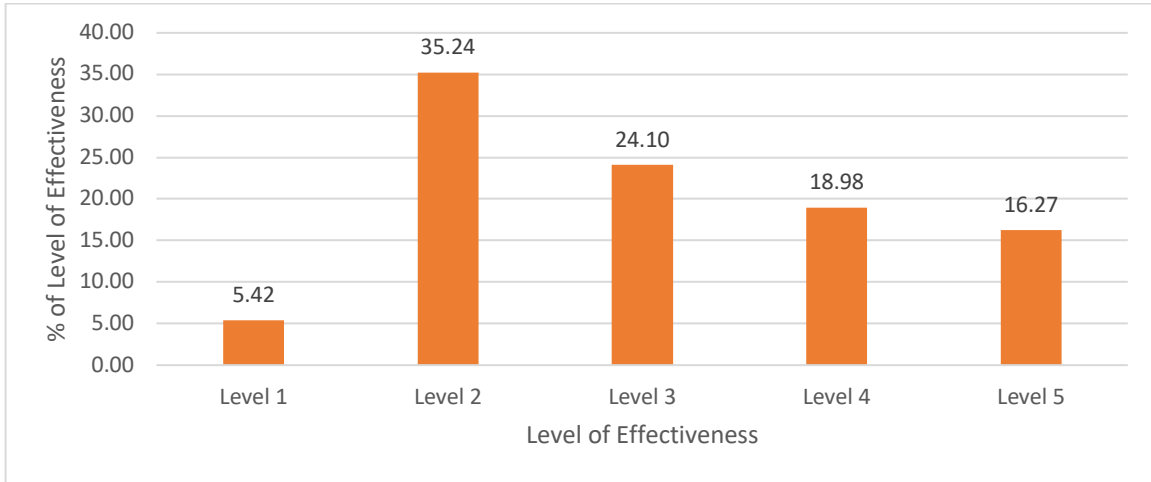




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Of 332 school administrators evaluated in 2017-2018, 59.35% met or exceeded expectations.

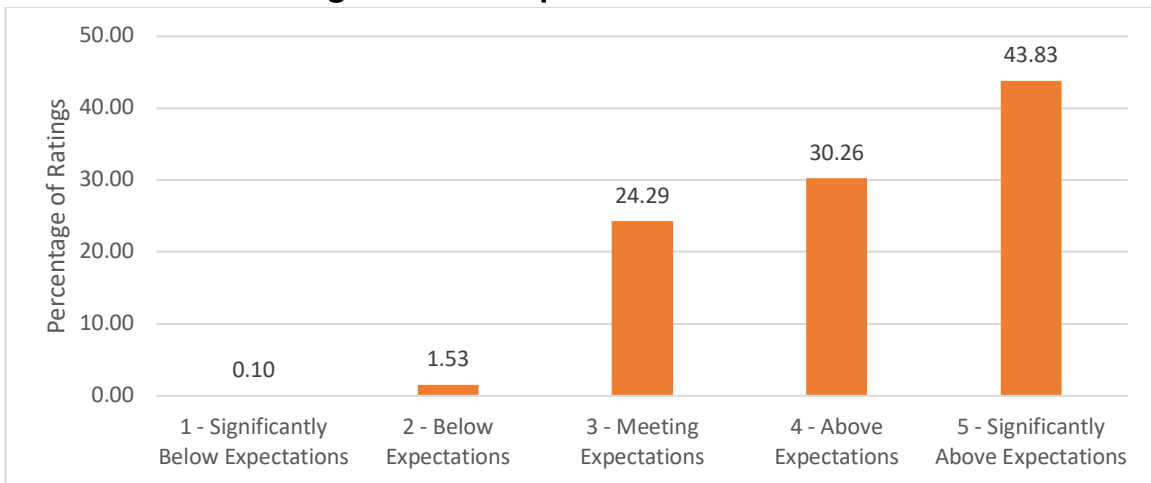
Figure 4. Level of Effectiveness Ratings for School Administrators (SY 2018-2019) PRELIMINARY



2018-19 Non-Instructional Employee Evaluations

98.5% of direct reports and 99.7% of supervisors met or exceeded expectations. District report scores clustered around a score of five, while supervisor scores clustered around a score of three.

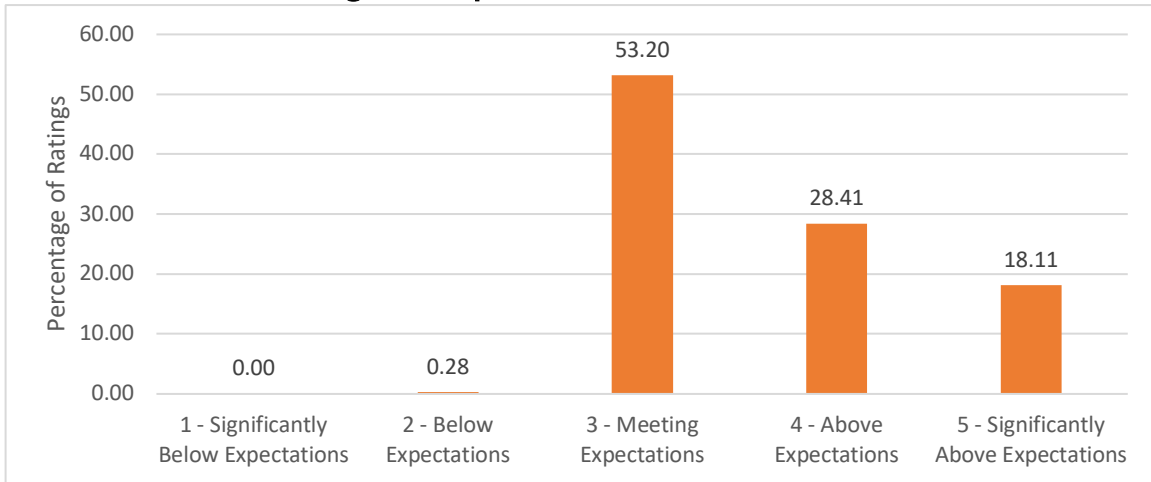
Figure 5. Direct Report Overall Performance





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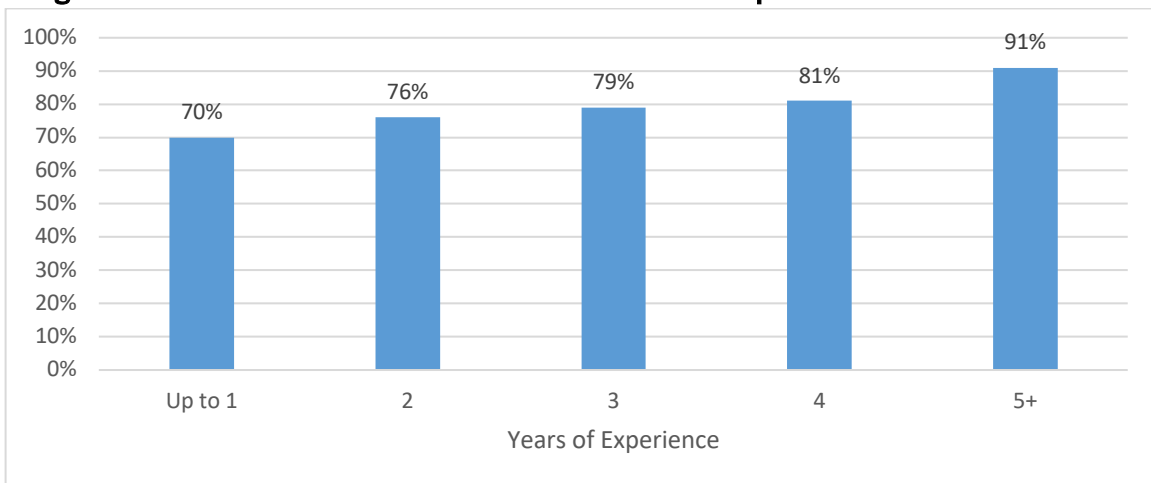
Figure 6. Supervisor Overall Performance



Teacher Retention

Grouped by years of experience, the teacher retention rate from 2018-19 to 2019-20 varied from 70 to over 90 percent. Teachers with five or more years of experience had the highest retention rate, and teachers with up to one year had the lowest rate.

Figure 7. One-Year Teacher* Retention Across Years of Experience from 18-19 to 19-20



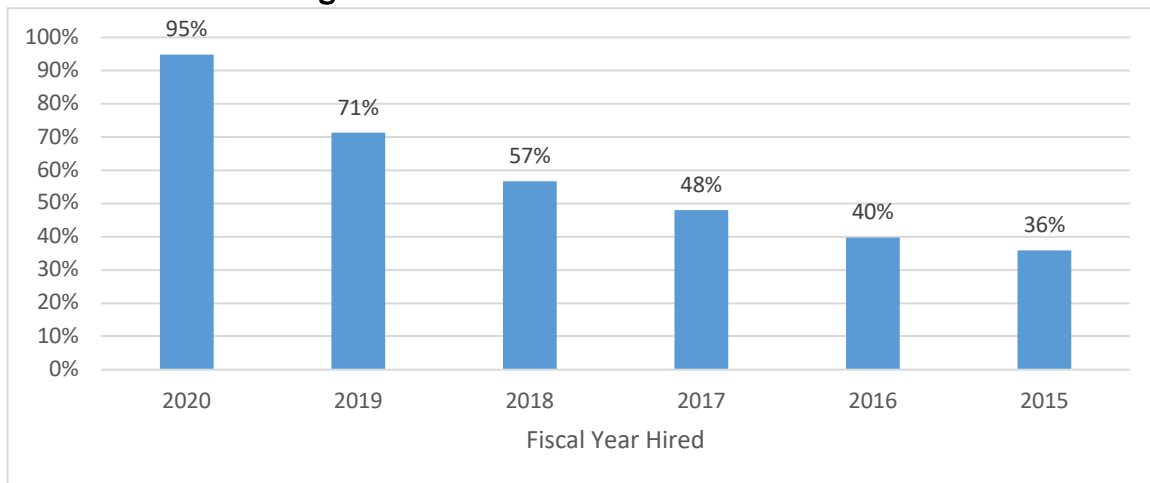
*Teacher is teacher-type (teachers, counselors, ROTC, librarians)

When looking at retention of all teachers hired during a given fiscal year, this rate declines steadily over time. Less than half of the teachers originally hired in 2014-15, 2015-16 and 2016-17 are still with the District.



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Figure 8. Teacher* Retention Since Year Hired



*Teacher is teacher-type (teachers, counselors, ROTC, librarians)

District Strategies

Teacher Performance

- Facilitate TEM norming sessions for new and struggling principals to reinforce understanding of the rubric and accuracy of ratings.
- Deploy a cadre of external observers to support the observation process

Non-Instructional Performance

- Provide an NIE certification course for all supervisors to take a deep dive to better understand the components of the rubric and scoring
- Propose a new multiple measures model for calculating overall non-instructional employee performance to include District growth and achievement data

Office of Schools/ILDs

- Collaborate with Employee Performance to support school-based leaders in providing ongoing professional learning for teachers on the TEM instructional evaluation model and its impact on teaching and learning.
- Conduct co-observations with principals and norm with school teams utilizing the TEM instructional evaluation model to guide scoring and feedback to effectively coach teachers.
- Coach school-based leaders to schedule and conduct regular informal and form observations to enhance teacher support and growth.
- Connect student performance data to teacher appraisals by developing performance goals to support student growth and achievement.
- Collaborate with school-based leaders to evaluate the effectiveness of PBIS plans to improve school climate that impacts working conditions for teachers and leaders.
- Collaborate with HR to assist school-based leaders to routinely recognize faculty and staff successes and contributions to positively impact the learning environments.



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Teacher Retention

	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
HR	<p>HR's role is to collect and share data on new teacher experience and expand principal's human capital capacity. HR fulfills this role by implementing talent systems and communications that supports the new teacher experience.</p> <ul style="list-style-type: none"> - Collects & analyzes data on new teacher performance and experience - Shares themes, trends, & hotspots with others for response and adjustments - Supports Principals with new teacher retention, assignment, etc. - Provides data driven support and tools to principals to facilitate differentiated retention strategies. 	<ul style="list-style-type: none"> - Assists new teachers with completing certification requirements, onboarding, paperwork, etc. quickly and efficiently - Designs and implements a competitive compensation and benefits package for new teachers (Hard to Staff Bonus, Sign on bonus, etc. - Provides a New Teacher information guide with quick facts about the district, city, and employee benefits, incentives and perks - Manages the relationship with the union and how it communicates with new teachers

	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
Professional Development Department	<p>The role of the PD Department is to maximize the tools to help facilitate system- and school-level supports for new teachers, and provide resources at their disposal to positively support and impact new teacher experience.</p> <ul style="list-style-type: none"> - Creates tools, resources, & PD to support instruction across schools - Develops instructional staff that support new teachers (e.g., Mentors, ILT Team) - Plans and hosts district-wide Welcome and New Teacher Orientation in collaboration with other central offices - Creates and monitors plan for differentiating induction based on new teacher needs - Facilitates the mentoring process (e.g., selection of mentors) - Checks in on all new teachers hired over the course of the year - Checks in with all principals with new teachers for feedback - Develops learning opportunities for school leaders on new teacher experience 	<ul style="list-style-type: none"> - Ensures adequate supplies and budget available to support new teachers - Notifies all offices of any changes to policies or procedures that may impact new teachers Tracks and helps align all of the "stuff" new teachers receive and when – so as to not overwhelm them – collaborating with others, as needed



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	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
Principal & School Leadership Team	<p>The Principal & School Leadership Team’s role is to create an environment that grows and retains great new teachers committed to the school & community.</p> <ul style="list-style-type: none"> - Limits assignment of new teachers in high needs classrooms - Designs and implements school-level induction experience, including ongoing mentoring. Evaluates and makes adjustments, as needed - Aligns new teachers’ professional development to their individual needs - Facilitates a new teachers’ ability to observe high-performing teachers - Provides feedback to new teachers on their performance - Retains high performers and supports low performers to meet their best potential 	<ul style="list-style-type: none"> - Welcomes new teachers to the school building and community - Provides supplies for first day in role – and gives tips on how things work in the school (e.g., taking attendance, lesson plans for subs) - Introduces new teachers to other teachers in school and grade level/ subject - Sets aside adequate time to support any and all new teacher needs





Destination 2025 Monthly: January 2021

Prepared by the Department of Research & Performance Management

*Authors: Angelica Thompson, Ph.D.
Anne Walton Garrison, M.A.*

Key Findings

- In middle schools, honors course offerings varied with school size. Larger schools were more likely to offer 11 or more honors courses than small or mid-size schools.
- Similarly, high school enrollment was strongly and positively correlated with the number of advanced course offerings (Pearson correlation coefficient = .79).
- Asian students had by far the highest rate of Advanced Placement (AP) participation followed by White students and then by Multiracial, Latinx, and African American students, respectively.
- Most AP exams taken by Asian and White students scored at least a 3 (the “passing” score). Although most AP exams taken by Latinx and African American students fell below that threshold, they improved over the past three years by 8 and 5 percentage points, respectively.
- Direct-certified (DC) students’ AP exam pass rates increased by 5 percentage points last year, though they still trailed their non-DC counterparts by a substantial margin.
- Students at District-managed schools outperformed their charter-attending counterparts on AP exams by very wide margins: 21, 15, and 18 percentage points among African American, Latinx, and DC students, respectively. Indeed, underperformance among charter students accounted for a large portion of the racial/ethnic and economic performance gaps noted above.
- There has been a 55.9% increase since 2017–18 and a 40.3% increase since 2018–19 in the percentage of 9th through 12th grade students attending Hollis F. Price and Middle College high schools and the 11th through 12th grade students attending all other schools participating in Dual Enrollment (DE) and Statewide Dual Credit (SDC).
- According to their performance on the ACT, SCS graduates were more prepared for college in English and reading than in science and math.
- The percentage of graduates with an ACT composite of 21 or above has declined by 3–4 percentage points over the past four years.
- There has been a 9 percentage-point increase in the number of graduating students earning professional certifications and a substantial increase in the number of certifications these students earned between 2018 and 2020.

Overview

January’s key performance indicators (KPIs) are aligned to Destination 2025 priorities 2 and 4. The KPIs under Priority 2 covered in this report are: 7 – Advanced Placement (AP) course participation rates and scores by subgroup; 8 – Dual Enrollment (DE) participation; 10 – percentage of students meeting ACT college-readiness benchmarks; and 11 – number and percentage of students who graduated with professional certifications in 2020. The KPI covered under Priority 4 is 4 – advanced course options available by school.

Note that the analyses presented in this report reflect both charter and District-managed schools, unless specified otherwise.

Advanced Course Options Available by School

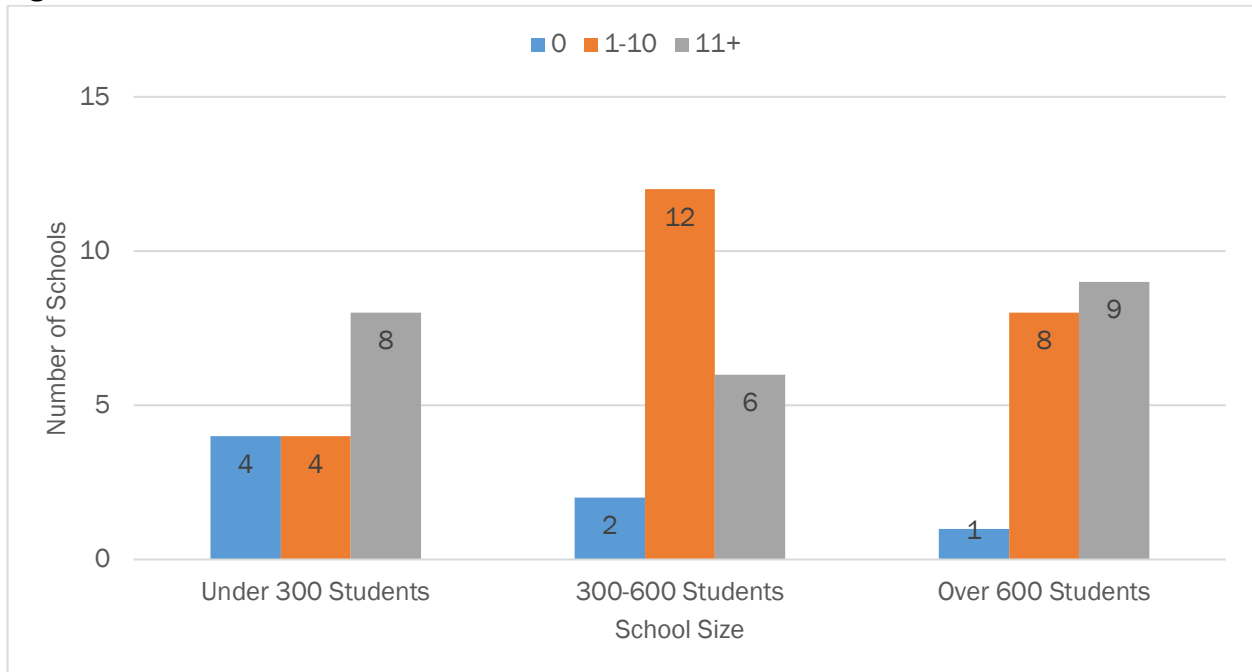
Shelby County Schools (SCS) offers its students several options for advanced courses. Both Dual Enrollment (DE) and statewide Dual Credit (SDC) afford students the opportunity to earn college credits while still in high school. DE courses are early college courses taught on the college campus, the technology center, or at the high school by a college professor or a secondary teacher who is



credentialed under SACS as an adjunct professor. Conversely, SDC classes are taught by trained high-school teachers. Other options include Honors, Advanced Placement (AP), and International Baccalaureate (IB)¹² courses. In the middle grades, the honors program is the only option available.

Several factors affect schools' ability to offer advanced courses: student interest and ability to handle the increased rigor of advanced coursework, and the availability of teachers with the required subject-area knowledge and teaching skills. Additionally, school size is a major determinant of advanced course availability. Smaller schools are often unable to offer multiple sections of many courses (a regular section and an advanced section) because there are not enough students or teachers who meet the requirements. Figures 1 and 2 show the number of advanced course offerings by school size for middle and high schools, respectively. The relationship between school size and advanced course offerings is clear.

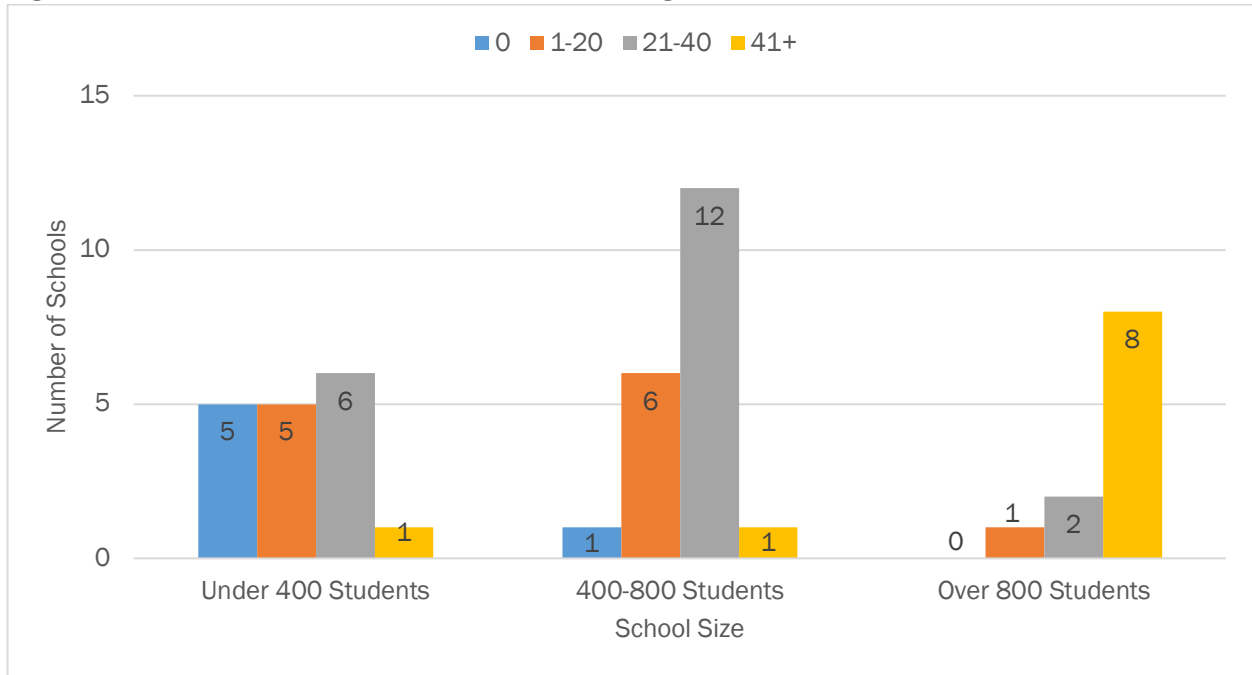
Figure 1. Number of Honors Courses Offered in Middle Schools 2020–21



¹² SCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are outside the purview of this report.



Figure 2. Number of Advanced Courses Offered in High Schools 2020–21



Of the District’s 54 middle schools, Colonial School offers the highest number of honors courses (38). Forty-three percent (23) of middle schools offer 11 or more honors courses; 44% (24) offer 1–10 honors courses. Thirteen percent (7) of middle schools do not offer any honors courses. Five of these are charters, and 2 are District-Managed alternative schools. However, it is important to note that some charter schools use their own student schedule platforms and may offer honors courses that are not reported centrally to the District.

Note that in tables 1 and 2, the number of courses offered refers to the number of unique advanced courses that are available at a given school, not the number of times/sections the same course is offered for different groups of students. This analysis is meant to convey how many different types of courses an individual student could access at each school. For example, a high school may offer Algebra I Honors five times a day to different sections of students, but that course would only be counted as one course offering that a single student would consider taking. Table 1 presents a list of honors courses at each middle school. School names in **bold** font are charters and those listed in *ALL CAPS AND ITALICS* are alternative and adult high schools.



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Table 1. Number of Honors Courses Offered in Middle Schools 2020–21

Honors Courses →	0	1-10	11+
School	Honors		School Size
A. Maceo Walker Middle		12	844
Airways Achievement Academy MS	0		20
American Way Middle		8	722
Barret's Chapel School		4	586
Believe Memphis Academy Charter School		4	372
Bellevue Middle		18	126
Chickasaw Middle		1	1080
City University School Girls Preparatory	0		755
Colonial Middle		38	527
Cordova Middle		16	393
Craigmont Middle		13	286
Cummings School		12	367
Dexter Middle		1	331
Douglass School		14	812
E.E. Jeter School		2	20
Freedom Prep Academy Brownlee		2	456
Geeter School		1	724
Georgian Hills Middle		12	818
Germantown Middle		15	668
Gordon Achievement Academy MS	0		81
Grandview Heights Middle School		4	61
Hamilton School		1	1144
Havenview Middle		16	696
Hickory Ridge Middle		8	324
Highland Oaks Middle		4	257
Ida B. Wells Academy		1	369
J. P. Freeman School		17	239
Kaleidoscope School of Memphis	0		253
Kate Bond Middle School		15	478
Kingsbury Middle		2	63
KIPP Memphis Academy Middle		4	300
KIPP Memphis Collegiate Middle School		2	335
Lowrance School		6	558
Maxine Smith STEAM Academy		20	535
Memphis Academy of Health Sciences		2	326
Memphis Academy of Science & Engineering - M.S.		8	458
Memphis Business Academy		16	294
Memphis Business Academy Hickory Hill Middle School	0		493
Memphis Grizzlies Preparatory Charter School		1	744
Memphis Rise Academy - M.S.		4	861



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Honors Courses →	0	1-10	11+
School	Honors		School Size
Mt. Pisgah Middle	12		151
Oakhaven Middle	12		162
Power Center Academy	2		1224
Power Center Academy Middle - Southeast	0		328
Raleigh-Egypt Middle	12		493
Ridgeway Middle	15		744
Riverview School	12		241
Sherwood Middle	1		861
Snowden School	15		607
Treadwell Middle School	12		634
University Middle School	13		151
Veritas College Preparatory	0		162
White Station Middle	22		1224
Woodstock Middle School	2		328

Table 2 presents the advanced course offerings among the District’s 48 high schools. White Station provides the most at 153. Twenty-one percent of the schools (10) offer 41 or more advanced courses, 42% (20) offer 21-40 courses, and 25% (12) offer 1–20. Thirteen percent (6) of the schools offer no advanced courses, 5 were District-Managed alternative schools and 1 was an adult high school. Note that schools offering both middle and high-school grade levels are included in this list.

Table 2. Number of Advanced Courses Offered in High Schools 2020–21

Advanced Courses →	0					1-20	21-40	41+
School	AP	Honors	DE	DC	IB	Total Advanced Courses	Enrollment	
Adolescent Parenting Program	0	0	0	0	0	0	24	
B. T. Washington High	1	16	3	4	0	24	494	
Bolton High	3	15	3	2	8	31	733	
Central High	18	74	16	3	0	111	1391	
City University	0	3	0	0	0	3	254	
City University School of Independence	0	2	0	0	0	2	14	
Compass Community School Midtown	0	13	0	0	0	13	265	
Cordova High School	12	46	9	4	0	71	2224	
Craigmont High	1	22	8	2	0	33	762	
Crosstown High School	6	26	1	0	0	33	397	
Douglass High	1	23	3	3	0	30	677	
East High	9	61	8	1	0	79	543	
Freedom Prep Academy Flagship	3	7	0	0	0	10	825	
G.W. Carver College & Career Academy	0	0	0	0	0	0	151	



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Advanced Courses →				0	1-20	21-40	41+
School	AP	Honors	DE	DC	IB	Total Advanced Courses	Enrollment
Germantown High	8	41	4	4	31	87	1969
Hamilton High	2	17	3	5	0	27	715
Hollis F. Price Middle College	0	15	14	0	0	29	109
Hope Academy	0	0	0	0	0	0	55
Kingsbury High	8	20	2	2	0	32	1332
KIPP Memphis Collegiate High	6	0	0	0	0	6	486
Kirby High	3	20	8	7	0	38	801
Manassas High	2	7	1	4	0	13	416
Melrose High	2	19	6	2	0	29	738
Memphis Academy of Health Sciences High	0	9	2	0	0	11	372
Memphis Academy of Science & Engineering - H.S.	5	17	0	0	0	22	343
Memphis Business Academy High	6	22	0	0	0	28	565
Memphis Rise Academy - H.S.	9	28	0	0	0	37	441
Memphis School of Excellence	4	14	0	0	0	18	634
Memphis Virtual School	4	26	0	0	0	30	67
Middle College High	7	37	18	2	0	64	329
Mitchell High	1	9	6	4	0	20	434
Newcomer International Center	0	0	0	0	0	0	30
Northeast Prep Academy	0	0	0	0	0	0	90
Northwest Prep Academy	0	0	3	0	0	3	98
Oakhaven High	1	16	1	4	0	22	391
Overton High	10	55	6	5	0	76	1335
Power Center Academy High	4	23	1	0	0	28	650
Raleigh-Egypt High	2	17	5	5	0	29	712
Ridgeway High	3	41	4	2	18	68	909
Sheffield High	1	9	3	4	0	17	565
Southwind High	5	45	15	3	0	68	1494
The Excel Center	0	0	0	0	0	0	403
The Soulsville Charter School	0	13	0	0	0	13	632
Trezevant High	1	13	5	3	0	22	550
Westwood High	1	14	4	5	0	24	359
White Station High	34	102	14	3	0	151	1979
Whitehaven High	10	52	5	4	0	71	1571
Wooddale High	1	21	4	5	0	31	682

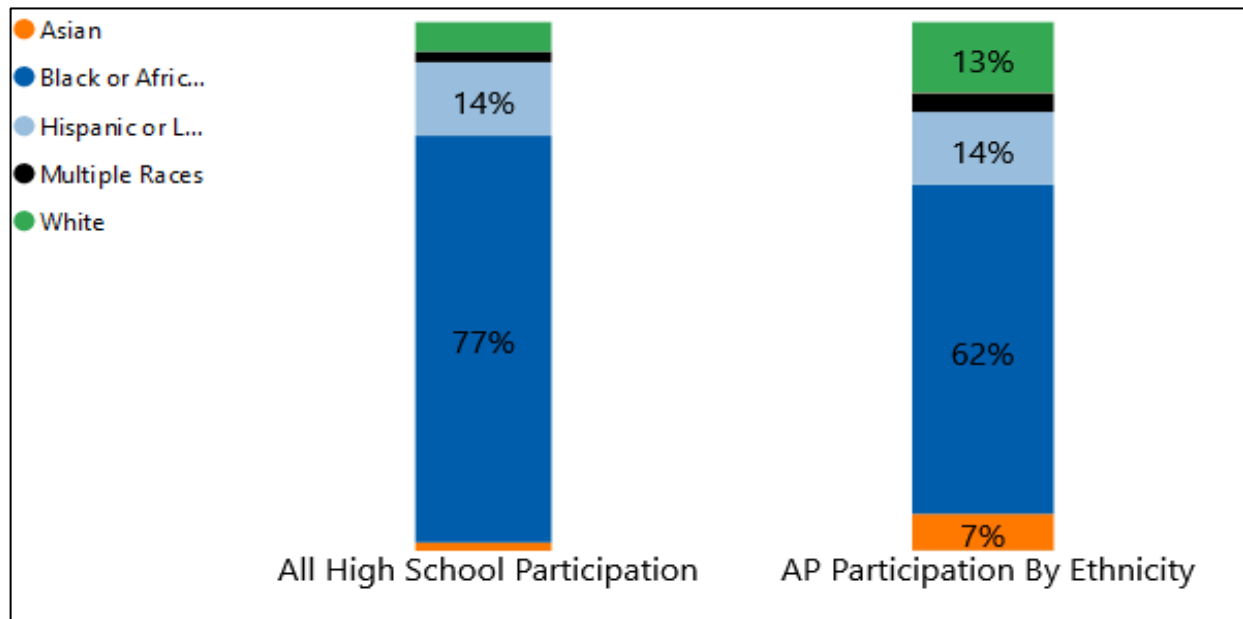


Advanced Placement Participation by Subgroup

One method of enhancing college-readiness is through rigorous college-preparatory coursework, such as Advanced Placement (AP). Students can begin taking AP courses as early as ninth grade, though the bulk of AP courses are taken in 11th and 12th grade. Increasing AP participation among disadvantaged groups can help close achievement gaps, as well as gaps in different groups' college-readiness, college enrollment, and college success.

Figure 3 displays the 2019–20 racial/ethnic breakdown of AP participants compared to all students in grades 9–12. White and Asian students were overrepresented in AP courses, while African American students were underrepresented. Latinx students, on the other hand, were at parity. (Students with racial/ethnic designations not listed in the chart legend were excluded, because they constituted less than one percent of both AP participants and high-schoolers in general.)

Figure 3. 2019–20 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders

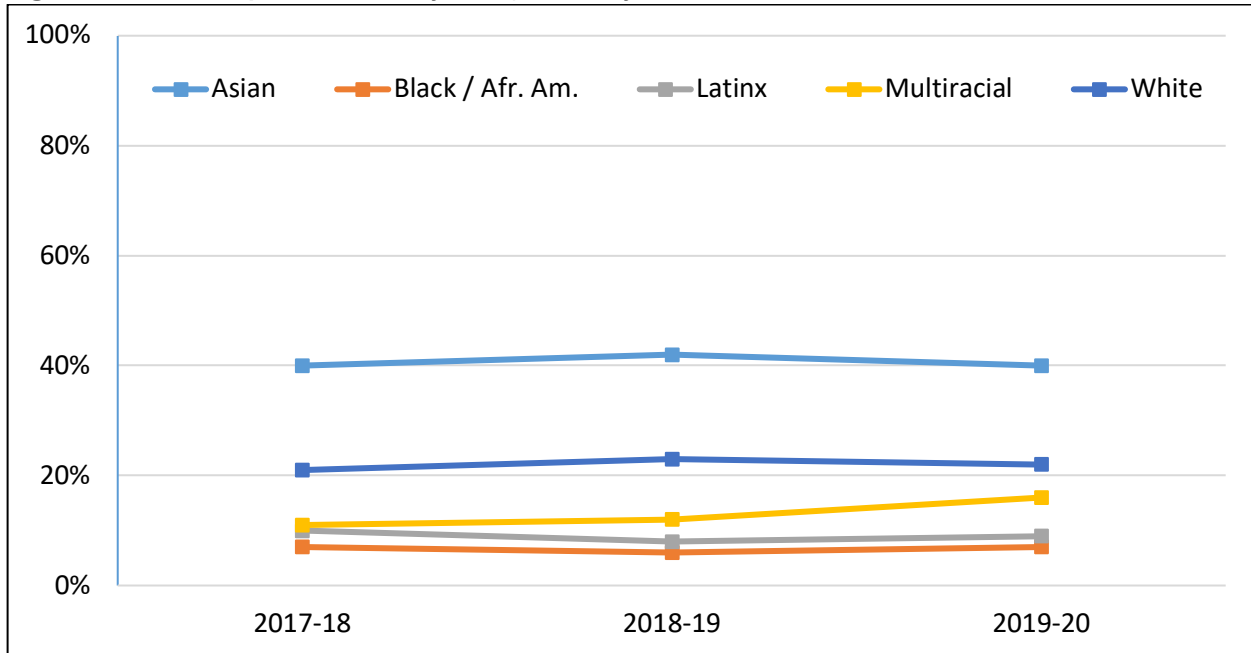


AP participants are defined as any 9th–12th graders enrolled in at least one AP course in 2019–20.

While Figure 3 gives a good overview of the racial/ethnic composition of AP participants, it is important to look also at AP participation rates *within* each racial/ethnic group to get a real sense of the equitability of AP participation. Thus, Figure 4 presents this information for the past three years and year-to-date for the current school year. As Figure 4 reveals, Asian students have had by far the highest rate of AP participation, followed by White students, and trailed by Multiracial, Latinx, and African American students, respectively.



Figure 4. AP Participation Rates by Race/Ethnicity



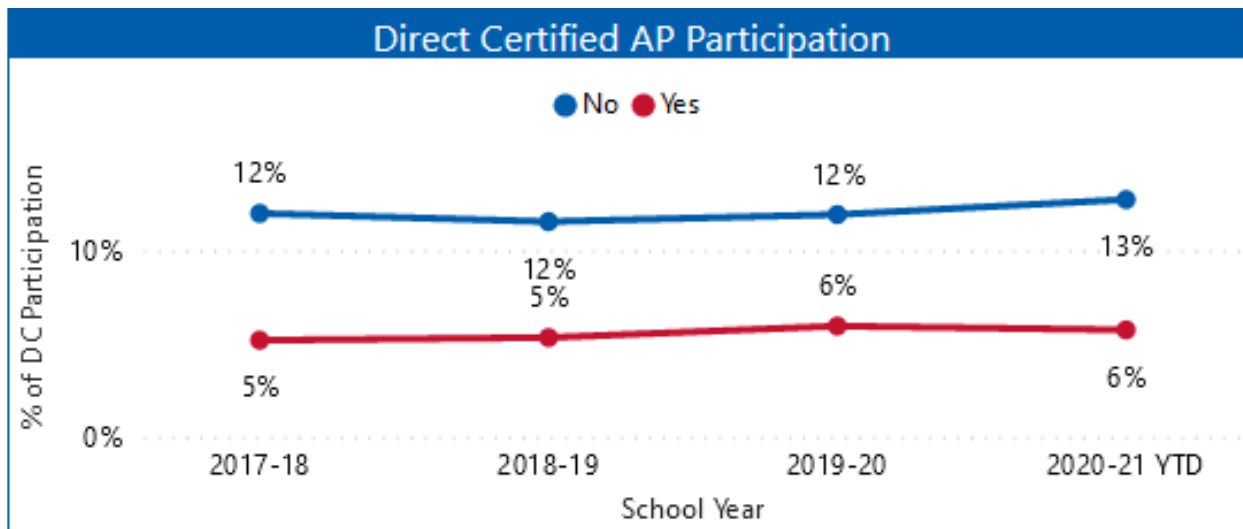
Ethnicity	2017-18	2018-19	2019-20
Asian	40%	42%	40%
Black or African American	7%	6%	7%
Hispanic or Latino	10%	8%	9%
Multiple Races	11%	12%	16%
White	21%	23%	22%
Overall	9%	8%	9%

For each year, AP participation rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.

Figure 5 presents AP participation by economic status from 2017–18 through the current school year. As shown, direct-certified (DC) students have lower AP participation than non-DC students. The two groups’ participation rates, and thus the gap between them, have remained relatively stable over time.



Figure 5. AP Participation by Economic Status



Subgroup Performance on Advanced Placement Exams

While participation in AP courses is a very valuable way to prepare for college, performance on AP exams determines whether students can get college credit for their AP participation. A score of 3 or higher (on a scale of 1 to 5) on an AP exam is the minimum score required to obtain college credit at most postsecondary institutions. Figure 6 presents the percentage of AP exams with scores of 3 or higher, by race/ethnicity for the past three years. As shown in the figure, most AP exams taken by Asian and White students scored at least a 3. Although most AP exams taken by Latinx and African American students fell below that threshold, they improved over the past three years by 8 and 5 percentage points, respectively, thus serving to narrow the performance gap.

The performance gap seen in Figure 6 was driven in part by a disparity in AP exam performance between students in charter and District-managed schools. Figure 7 displays the 2019–20 AP exam performance of African American and Latinx students in charter versus District-managed schools. (There were not enough students in the other racial/ethnic categories attending charter schools to allow for meaningful comparison.) Both African American and Latinx students in District-managed schools outperformed their counterparts in charter schools by wide margins.

As for economic status, Figure 8 presents DC and non-DC students' AP exam performance over the past four years. The percentage of DC students scoring a 3 or higher increased by 5 percentage points last year, though DC students still trailed their non-DC counterparts by a substantial margin.

However, breaking down DC/non-DC AP exam performance by school sector (i.e., charter versus District-managed) reveals some interesting results, as shown in Figure 9. Last year, both DC and non-DC students attending District-managed schools performed much better on their AP exams than did their counterparts at charter schools. One striking finding is that DC students at District-managed schools far outperformed non-DC students at charter schools.

One reason for this disparity between school sectors may be that the AP participation rate at charter schools (19%) was quite a bit higher than at District-managed schools (7%). If charter schools prioritize giving more students exposure to AP instead of limiting participation to just those with the



most robust prerequisites, the performance gap may be (at least partly) an artifact of differences between the two sectors' approaches to structuring AP participation.

Figure 6. Percentage of AP Exams with 3+ Score, by Race/Ethnicity

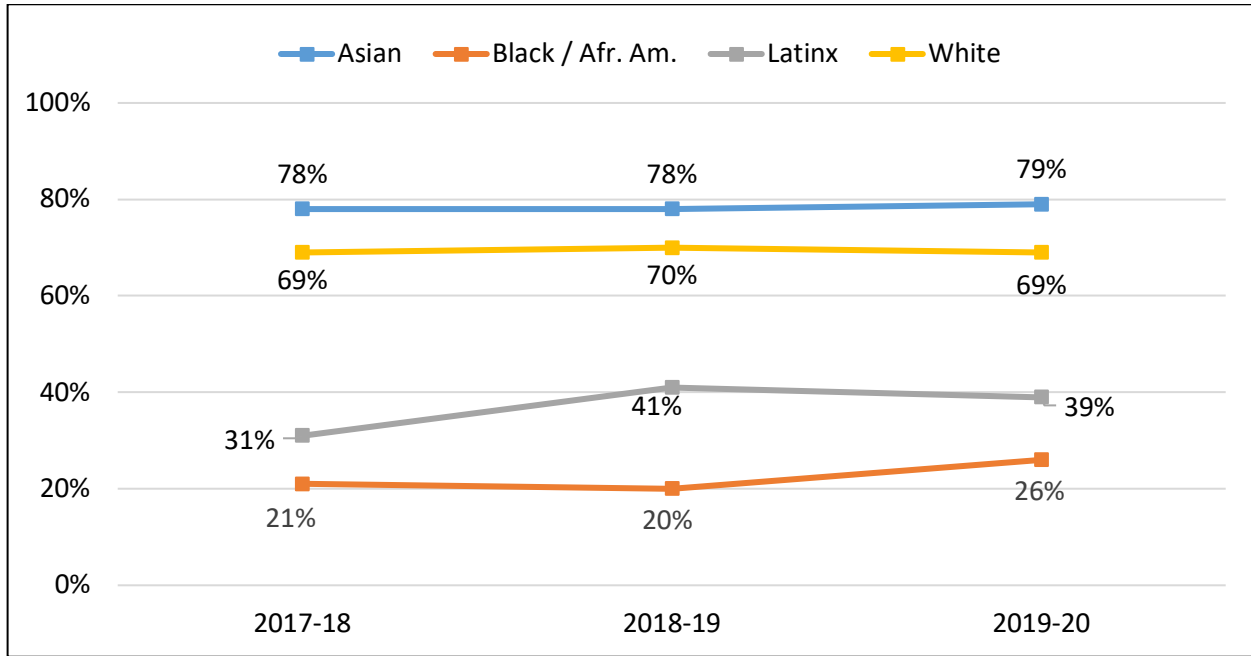
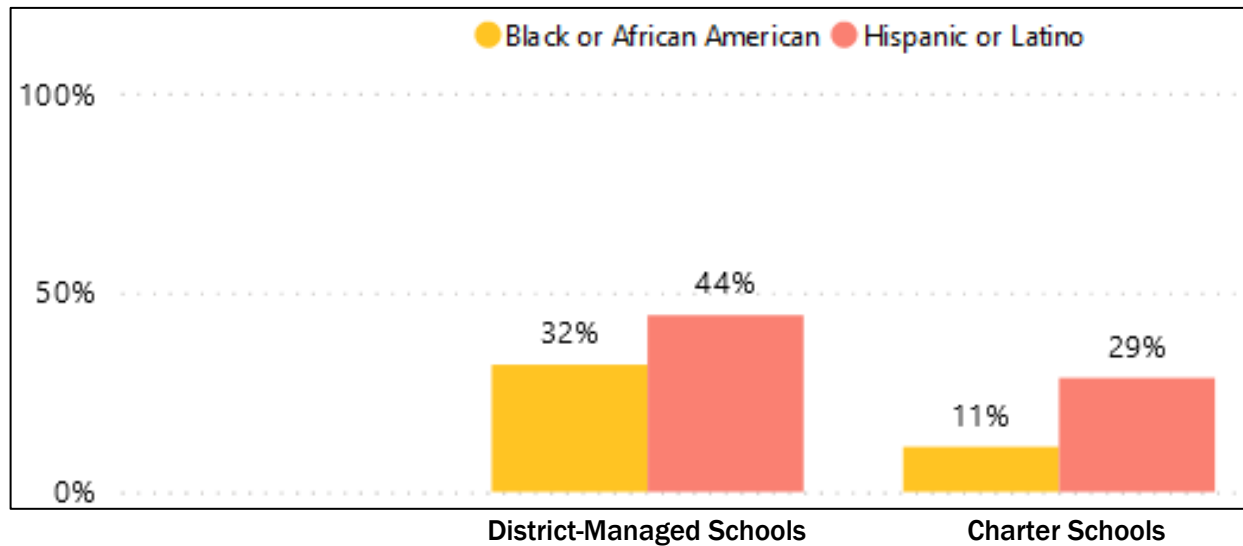


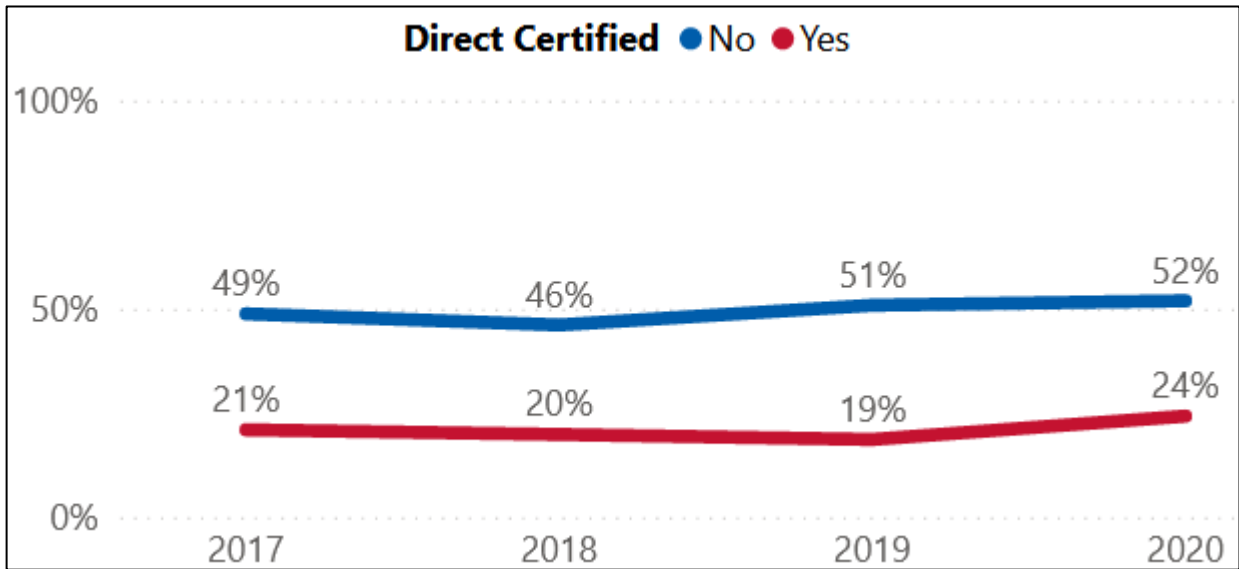
Figure 7. Percentage of 2019–20 AP Exams with 3+ Score, by Race/Ethnicity



Charters → # of AP exams taken: African American=434, Latinx=133
District-managed → # of AP exams taken: African American=1,073, Latinx=280

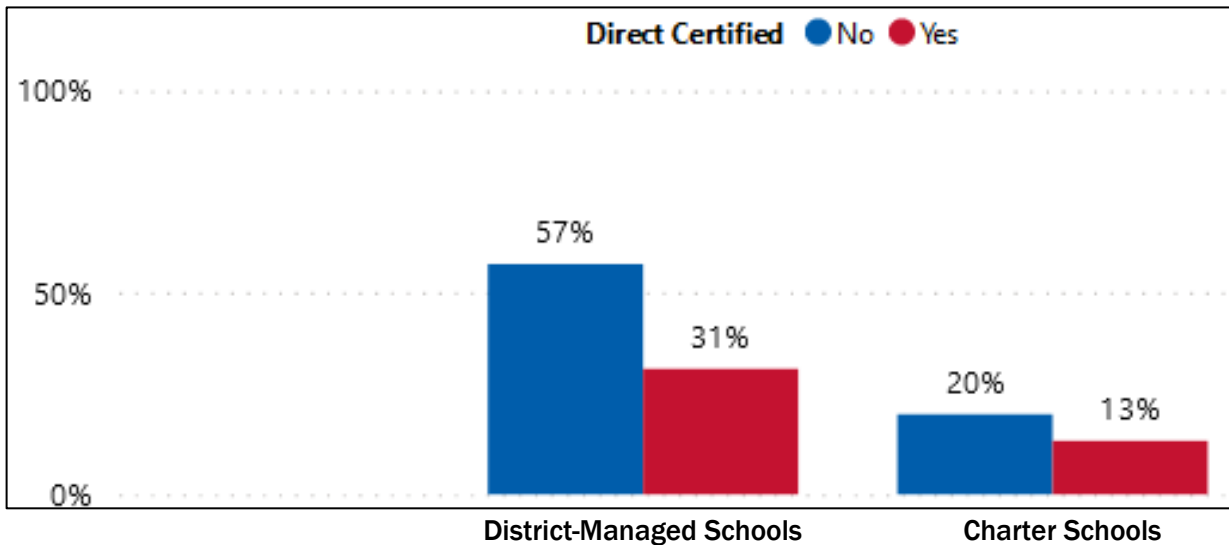


Figure 8. Percentage of AP Exams with 3+ Score, by Economic Status



Number of AP exams taken in 2020: DC=651, non-DC=2,578

Figure 9. Percentage of 2019–20 AP Exams with 3+ Score, by Economic Status



Charters → # of AP exams taken: DC=249, non-DC=358

District-managed → # of AP exams taken: DC=402, non-DC=2,214



Dual-Enrollment (DE) and Statewide Dual Credit (SDC) Participation

Shelby County Schools (SCS) has DE partnerships with seven local postsecondary institutions:

- Bethel University
- Christian Brothers University,
- LeMoyne Owen College
- Southwest Tennessee Community College
- Tennessee College of Applied Technology
- University of Memphis
- William Moore College of Technology (Moore Tech)

Students participating in SCS's DE program earn high school credit as well as college credit at one of the above partnership institutions. Students participating in SDC who pass the course challenge exam earn credit that can be applied to any public postsecondary institution in Tennessee. The intended benefits of DE and SDC include the following:

- Reduce the financial burden of paying for college,
- Shorten the time required to complete an undergraduate degree,
- Provide a wider range of course offerings for high-school students,
- Improve general academic preparedness for college,
- Create a "college mentality" versus "high-school mentality",
- Instill the desire and ambition to attend college in students who might not have previously seen college as a viable option (as is often the case with economically disadvantaged students and students from non-college-educated families),
- Create a seamless transition from high school to college,
- Eliminate the duplication of courses taken in high school and college, and
- Provide access to college resources, facilities, libraries, etc.

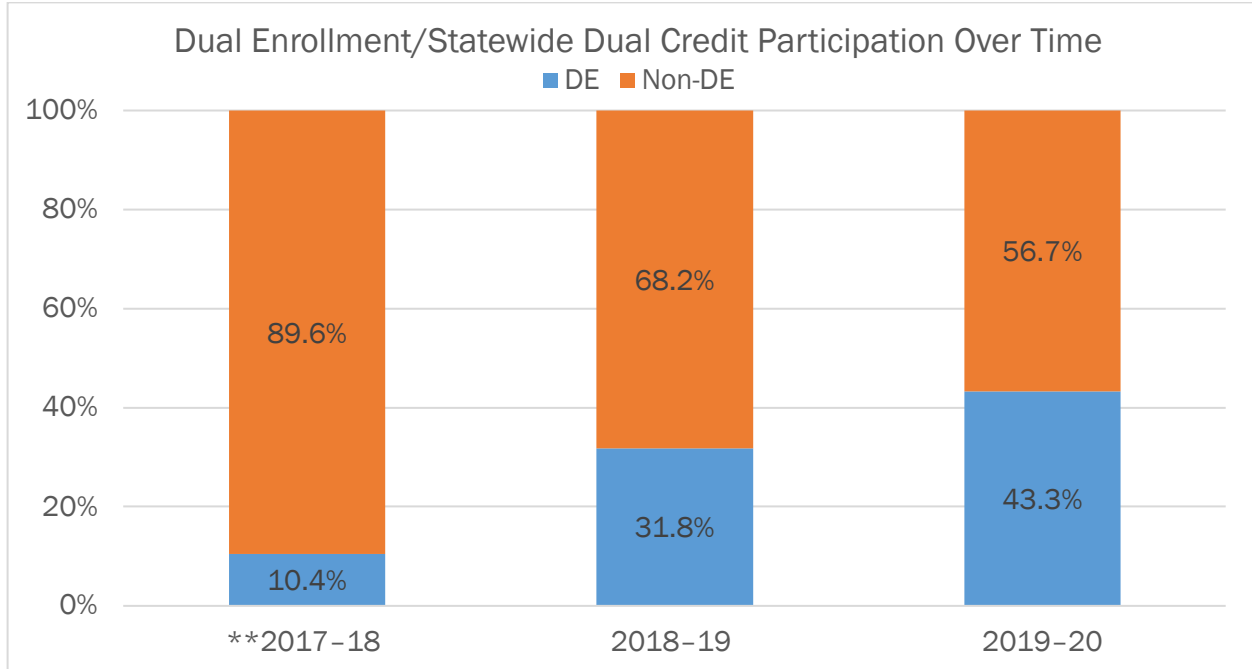
SCS employs two DE Advisors to administer its program. They liaise with the District's college partners, the staff at participating high schools, and current and potential program participants. They educate high-school staff and students about the benefits of DE and SDC and how to navigate the process. This includes eligibility requirements, funding parameters, course offerings, required paperwork, and deadlines. They also speak with potential students about the differences between high-school and college expectations to give them a better understanding of what participating in the program will entail.

Although all eligible¹³ high school students can participate in the program, DE and SDC is primarily aimed at 11th and 12th grade students, with the exception of two schools: Middle College High School and Hollis F. Price. Unlike other schools, Middle College High offers ninth- and tenth-grade students funding to participate in the program. At Hollis F. Price, DE participation is a requirement for all students. Consequently, Figure 10 reflects 11th and 12th grade student participation, as well as 9th and 10th grade participation in the aforementioned schools. Participation in the program has risen substantially over the past three years.

¹³ Students are eligible to participate if they meet the agreed-upon acceptance requirements established between their high school and the participating college. These can include earning a minimum course grade, GPA, and/or ACT score.



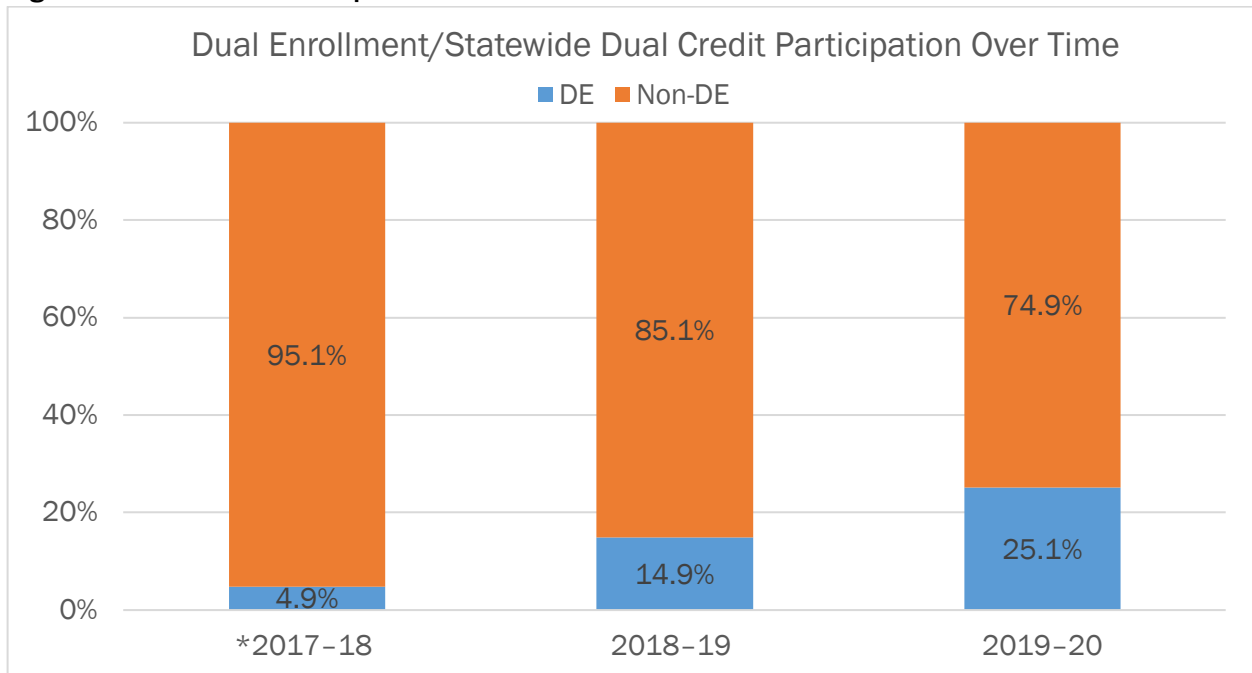
Figure 10. DE and SDC Participation: 11th–12th + Hollis F. Price & Middle College High 9th–12th Grade



** The SAILS curriculum was modified in 2017–18 resulting in a decline in SAILS students qualifying for DE Statistics in the second semester. Two hundred fifty-five students transitioned from SAILS to DE in 2016–17, but only 105 students made the transition in 2017–18.

Figure 11 provides a more comprehensive view of DE and SDC by presenting the percentage of all eligible high school students participating in the program.

Figure 11. DE & SDC Participation: All 9th–12th Grade



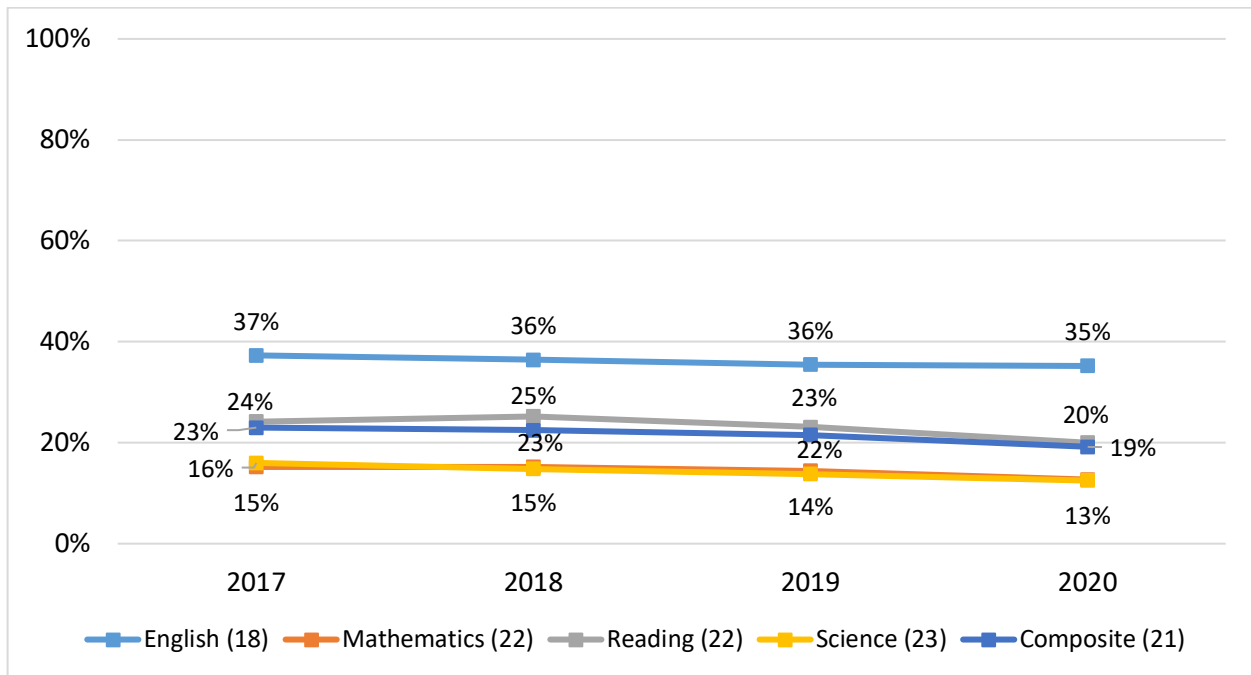


College-Readiness

ACT, Inc. conducts research examining the relationship between high-school students' performance on the ACT subject tests and their subsequent performance in various college courses. Using this information, ACT, Inc. formulates college-readiness benchmarks for each ACT subject-area test. Every year, SCS administers the ACT to all 11th-graders, and many students retake the test at least once by the time they graduate.

The Tennessee Department of Education (TDOE) calculates and tracks the ACT performance of on-time graduates for accountability purposes, using each student's highest score earned. Figure 12 presents the ACT performance of the District's on-time graduates for the past four graduating cohorts. The highest college-readiness rate was in English, then reading, followed by very low readiness levels in science and math. TDOE designates students who score an ACT composite of 21 or higher as *on track*. By this definition, 19% of the class of 2020 were on track, down 3-4 percentage points from the previous three cohorts.

Figure 12. Percentage of On-Time Graduates Meeting ACT College-Readiness Benchmarks



Each subject's college-readiness threshold is indicated in parentheses above.



In over half of the District's high schools, fewer than 15% of on-time graduates met the state's definition of on track (ACT composite of 21 or higher), as shown in Table 3.

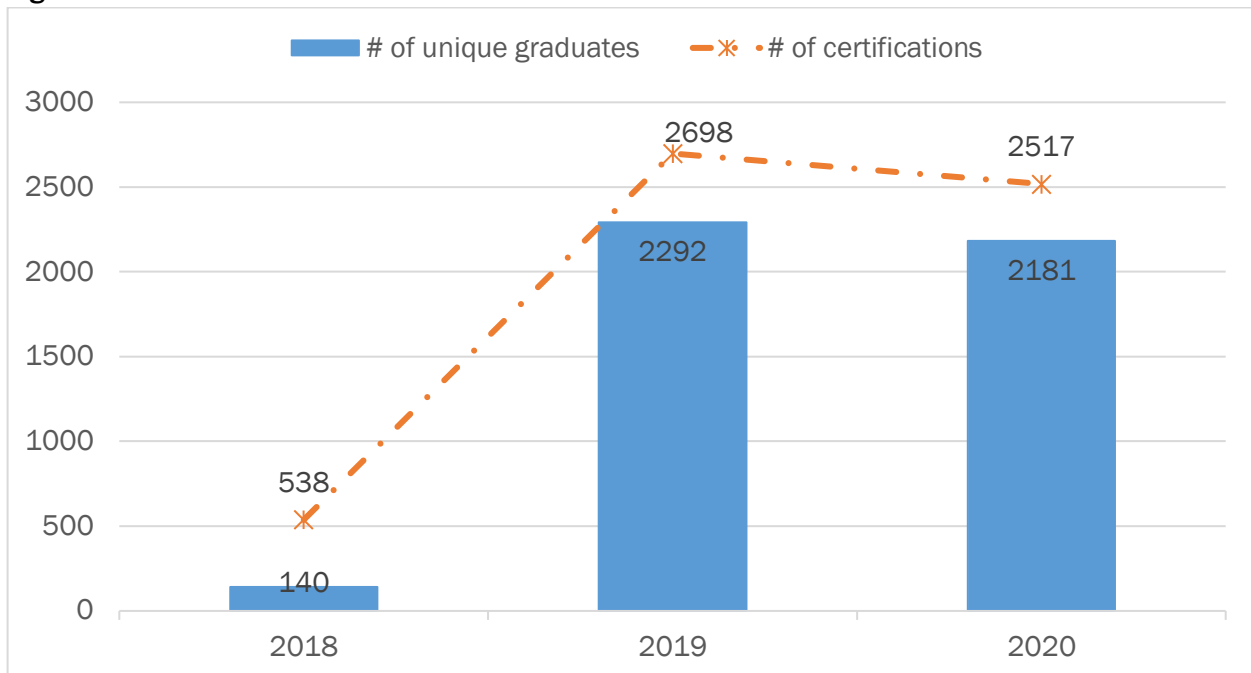
Table 3. Percentage of 2020 On-Time Graduates with an ACT Composite Score of 21+

Percentage of 2020 On-Time Graduates with ACT Composite of 21+	Number of High Schools	Average Number of Advanced Courses Offered
0 – 5%	10	22
>5 – 15%	13	32
>15 – 30%	11	33
>30 – 45%	3	76
61%	Middle College High	64
63%	White Station High	153

Students Graduating with Professional Certifications

Figure 13 shows that there has been a substantial increase the number of graduating students who earned professional certifications as well as the number of certifications earned since 2018.

Figure 13. Number of Students with Certifications & Number of Certifications





District Strategies

Office of Optional Schools & Advanced Academics

- Continue to expand Advanced Academics in all high schools with individualized Advanced Academics Plans to increase access to advanced courses (Honors, Pre-AP, SDC, DE, AP and/or IB) with fidelity districtwide. This includes ensuring that each high school offers a variety of advanced courses with an emphasis on increasing AP courses.
- Continue to provide professional development and specialized training to support theme-based program teachers, SDC teachers, and Honors/Pre-AP/AP/IB teachers in providing high-quality learning experiences for students.
- Utilize Naviance data to recommend additional advanced course offerings based on multiple student data points and course demand.
- Continue to partner with college and university stakeholders to increase access for more students into Dual Enrollment classes. This may include modifying some admission requirements to increase access for certain courses.

Office of College & Career Technical Education

- Maximize strategic Enrichment opportunities for grades 6-12.
- Increase professional development opportunities for current CTE teachers.
- Recruit and Retain teachers in Big Six high-wage, high-demand occupations.
- Provide a rigorous curriculum and resources for CTE Courses.
- Facilitate highly functional content specific CTE PLCs.
- Supplement classroom instruction with experiences provided by Industry Professionals and Postsecondary Partners.
- Provide stipends for hard to staff Big Six high-wage, high-demand vacancies.

Office of Equity

- Build a track to create and monitor increased advanced courses at the middle school level (physical science, Algebra I) with a specific focus on road mapping how to get to college for black boys and their families.
- Provide PSAT for all 8th graders to create 4 year plans in collaboration with the feeder HS with parents to course correct and plan for the path of choice for AP in classes with a focus on Black males.
- Monitor the District's revised grading policy to ensure consistent implementation. Work with teachers and schools to ensure grades reflect what students have learned as grades are the gate keeper for advanced coursework
- The Office of Equity will develop a set of systems and processes for ILDs to assist principals during each grading period to identify at-risk students and create intervention steps as GPA is a greater predictor of college success than ACT scores.

Office of Schools & Leadership

- Use Naviance platform in middle school to identify students to begin advanced coursework and begin creating a coursework track that would ensure placement, access, and path towards more AP courses. Ensure that feeder patterns communicate, so that course offerings will align to the needs of students and middle schools offer high-quality honors courses.
- Provide ongoing support to students and teachers for all advanced coursework in addition to AP classes, such as virtual planning across the district and monthly tutoring support to



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increase student success in advanced courses. Add virtual AP course opportunities for students at other schools that do not offer certain courses.

- Provide ILD support to schools to expand advanced course plans and ensure fidelity of assessments used to identify prospective students to participate in advanced courses.
- Create consistent communication of the importance of the ACT starting in elementary school. Begin looking at College Board standards to align coursework starting in primary grades. Ensure that the time frame for courses and standards taught align closer to when students take the ACT.
- Increase use of PSAT and Khan Academy as preparation resources for students.

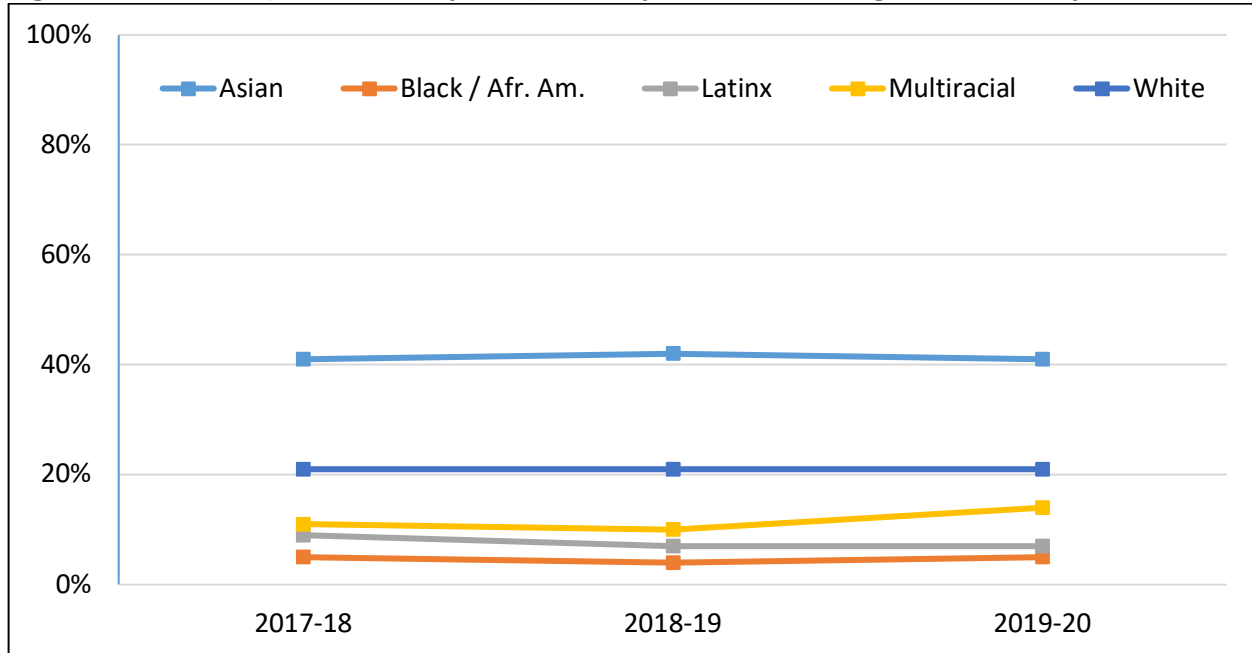




Appendix

Advanced Placement (AP) participation rates by race/ethnicity for just the District-managed schools look very similar to the overall District rates when charter schools are included (see Figure A1).

Figure A1. AP Participation Rates by Race/Ethnicity for District-Managed Schools Only



Ethnicity	2017-18	2018-19	2019-20
Asian	41%	42%	41%
Black or African American	5%	4%	5%
Hispanic or Latino	9%	7%	7%
Multiple Races	11%	10%	14%
White	21%	21%	21%
Overall	7%	6%	7%

For each year, AP participation rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.



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Author: Ashton Toone

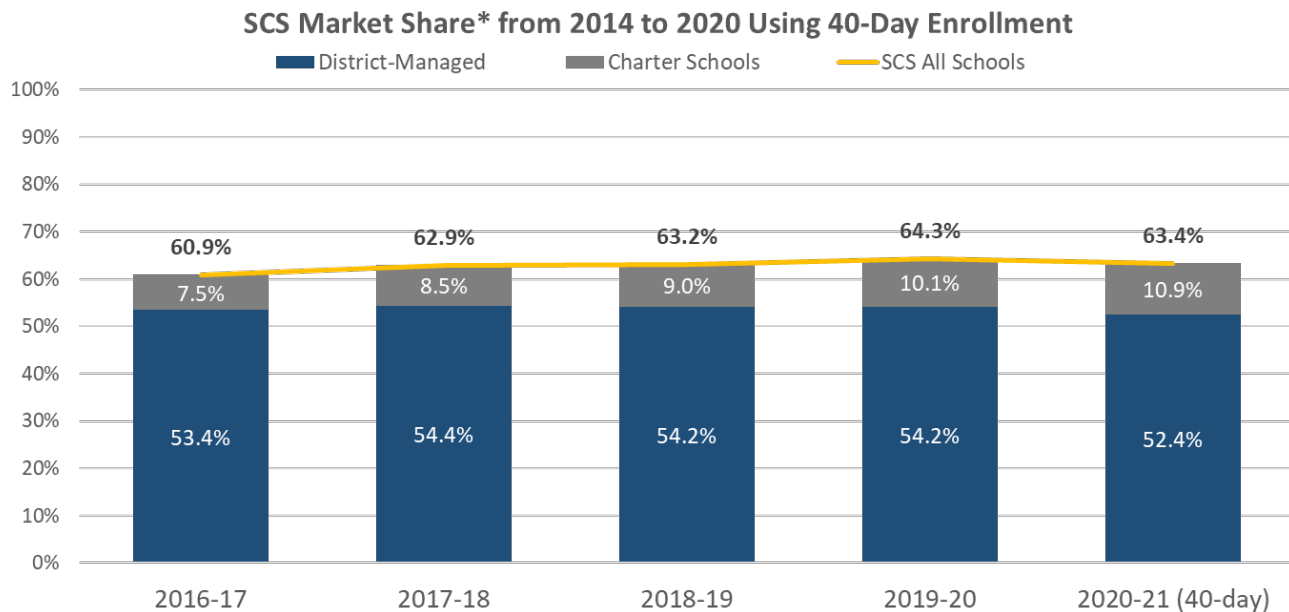
Key Findings

February’s Key Performance Indicators (KPIs) are aligned to Priority 4 of Destination 2025: Expand High Quality School Options. The KPIs are the market share of school-aged students, change in student enrollment, percent of students attending their neighborhood/zoned school, and the percent of students enrolled in one of their top two transfer choices.

- Per the 2020 Census 5-year Estimates, an estimated **63.4%** of the school-aged population in Shelby County attend an SCS school (charters included).
- The District experienced a decrease in enrollment when comparing 2020-21 40-day enrollment to 2019-20 40-day enrollment.
- As of January 11, 2021, **65.9%** of students are attending their neighborhood/zoned school.
- **68%** of students who applied for a general choice transfer were approved for one of their top two school transfer choices for the 2020-21 school year.
- **49.3%** of students who applied for an optional school were approved for one of their top two optional school choices for the 2020-21 school year.

Estimated Market Share of School-Aged Population

Using the 2020-21 40-day enrollment counts and 5-year census estimates* **63.4%** of the school-aged population is enrolled in Shelby County Schools. This is a **0.9** percentage point decrease from 2019-20.



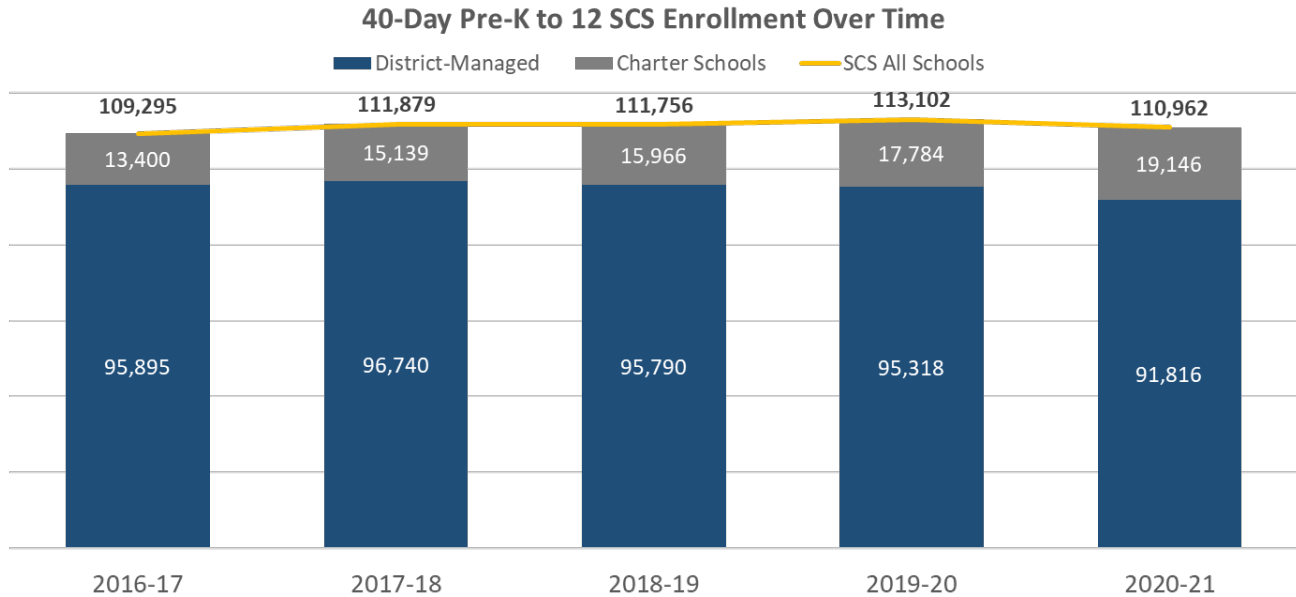
**Note: American Community Survey 5-year estimates are subject to change after the date of publication, which means market share is an approximation based on the best available data at a given time. See the Appendix for full calculations.*



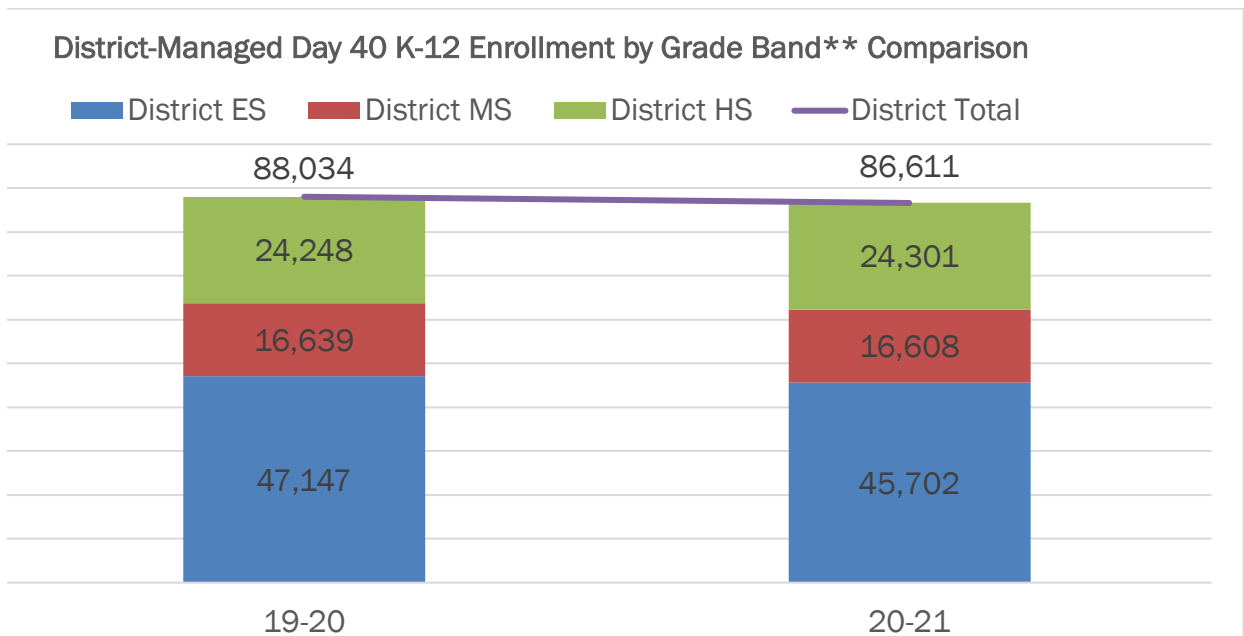
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Change in Student Enrollment Over Time (40-day enrollment counts)

Using November 2, 2020 enrollment counts (2020-21 40th day), Shelby County Schools (including charter schools) experienced a decrease in overall enrollment this year from **113,234 to 110,962**. Over the past five years, district-managed schools have experienced an annual decrease in enrollment, while the charter sector's enrollment has increased annually.



The district-managed sector's enrollment saw decrease across all grade bands when comparing 40-day enrollment counts from 2019-20 to 2020-21. The district-managed elementary school grade band had the largest enrollment decrease, with 1,445 fewer students enrolling in 20-21.

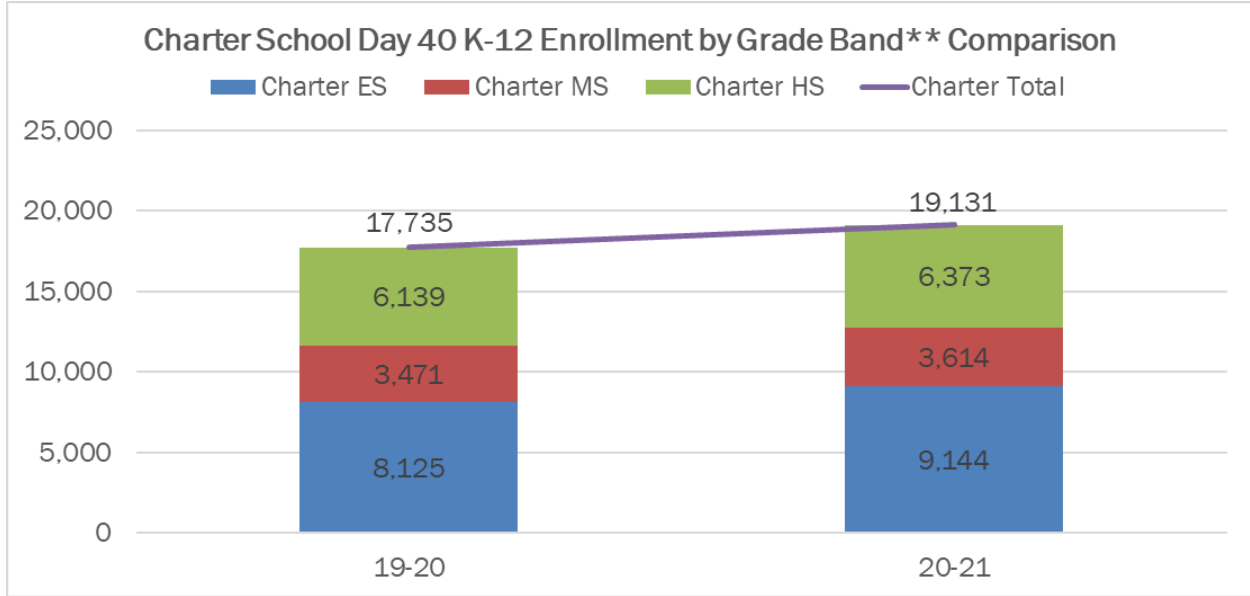


**K-8 schools are coded as elementary schools.



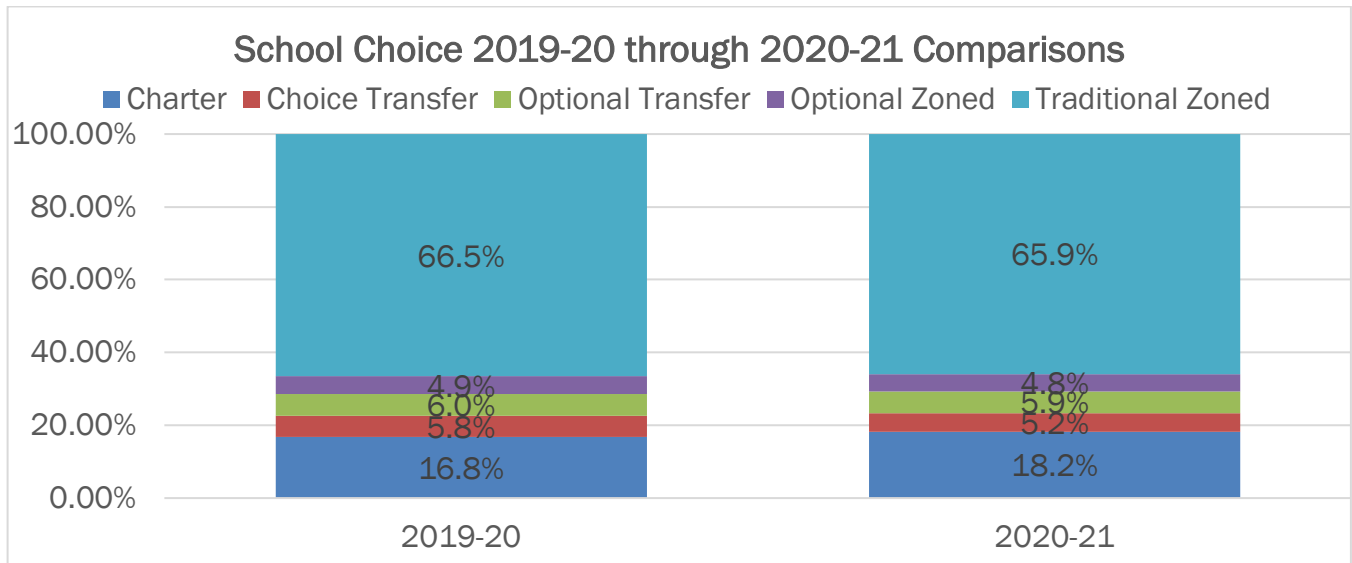
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The charter sector's enrollment saw an overall increase across all grade bands when comparing 40-day enrollment counts from 2019-20 to 2020-21. The charter elementary school grade band had the highest enrollment increase, with an additional **1,019** students enrolling in 20-21.



School Choice

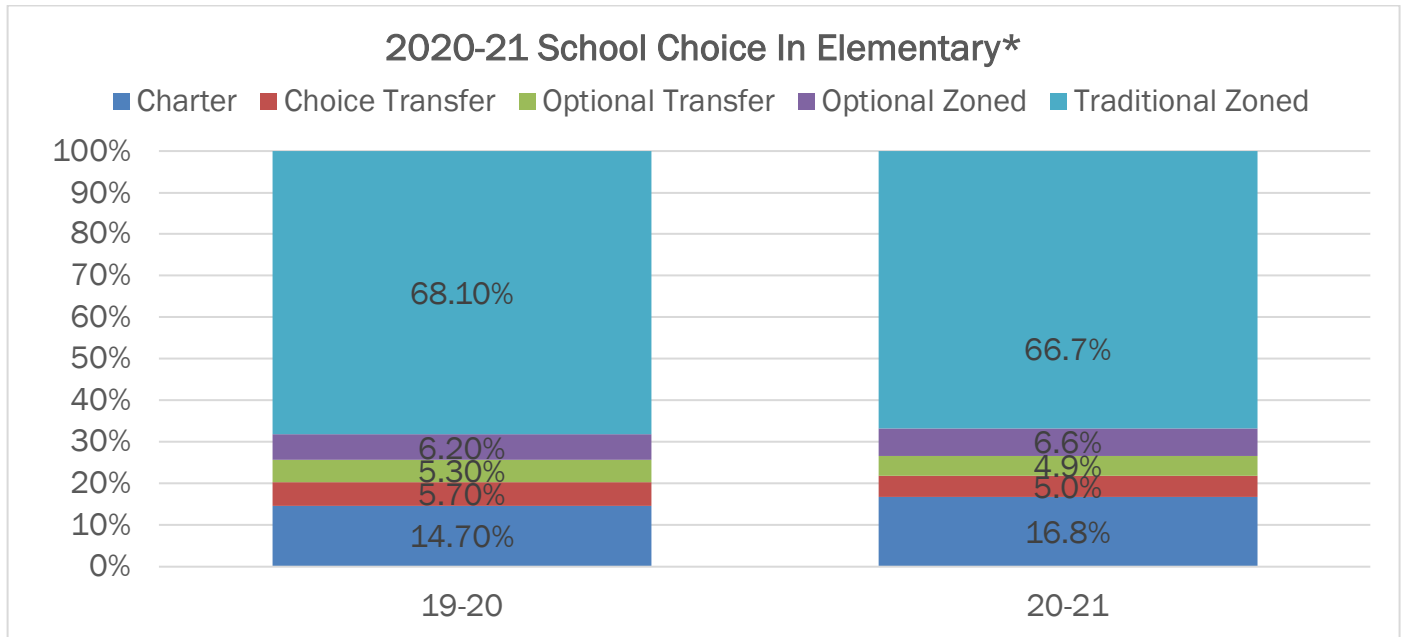
Using the 40-day enrollment report, **65.9%** of students in the District are attending their neighborhood/zoned school for the 2020-21 school year compared to **66.5%** in 2019-20. Aside from the charter sector, there was an overall decrease in the percent of students participating in choice options.



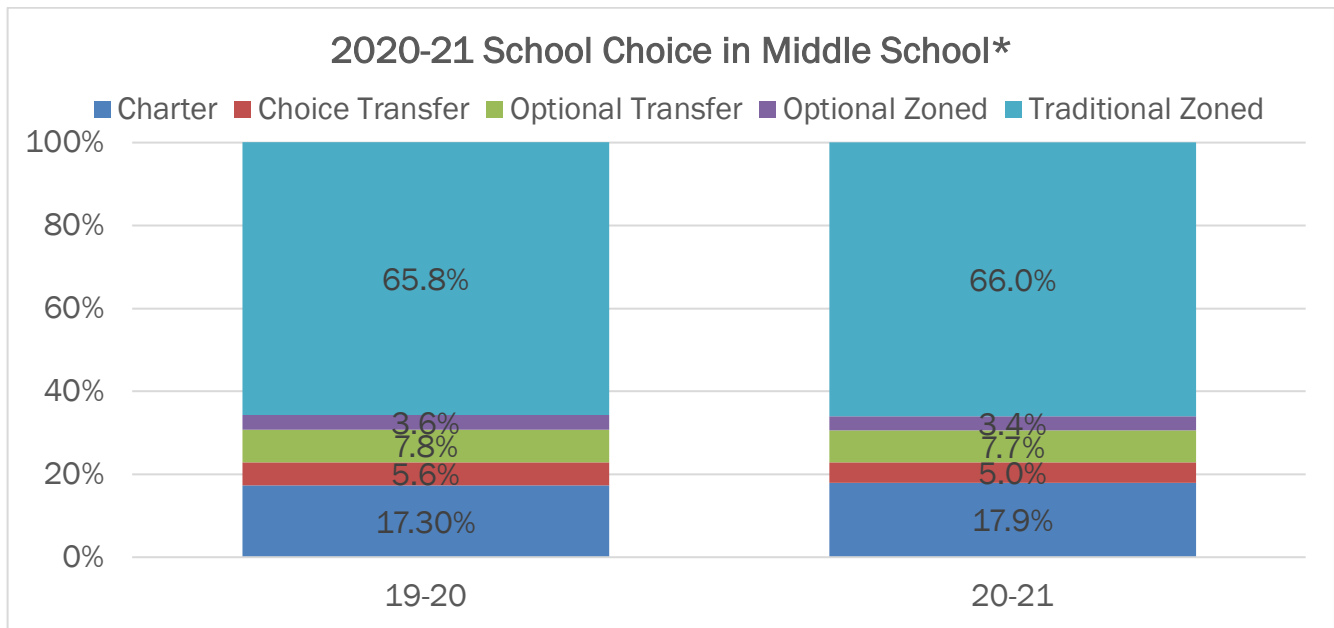


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The elementary grade band contained the highest percent (66.7%) of students attending a zoned/neighborhood school for the 20-21 year – a decrease of about 2 percentage points from the previous year. Though the percent of elementary students participating in school choice experienced an overall decline, on average, a higher percent (6.6%) of elementary students attended a zoned optional school than any other grade band.



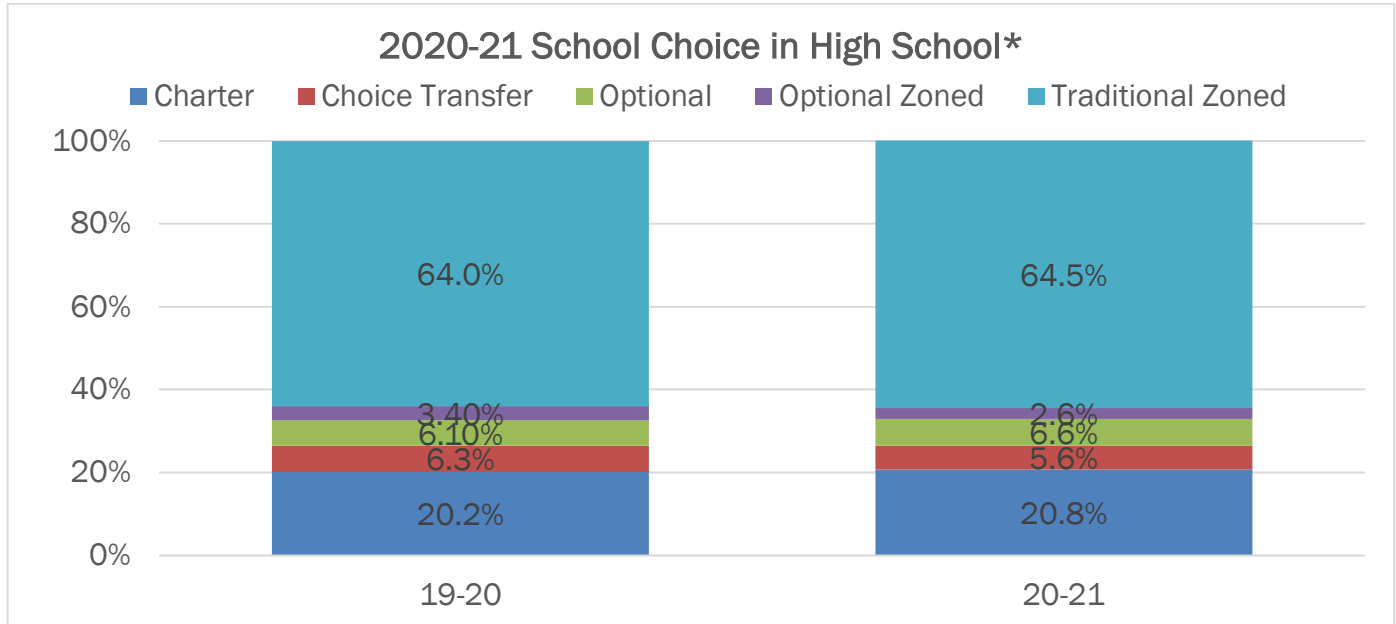
The middle school grade band has the second highest percentage of students attending their zoned school and saw a slight increase from 65.8% to 66% for the 20-21 year. Similar to the elementary grade band, there was a small increase in charter enrollment and decreases across all other choice options in the middle school grade band.





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The high school grade band has the highest percent (**20.8%**) of students attending a charter school. There was an increase in the percent of students attending their zoned school from **64%** in the **19-20** school year to **64.5%** in the 20-21 school year.



*K-8 Optional schools are included in the elementary counts for optional/optional zoned enrollment.

General Choice Transfer

Each year, families participating in the General Choice Transfer process are given the opportunity to identify their top two school choices when applying online. The General Choice Transfer process has been online since 2015. **68%** of the students applying for choice transfers were approved/accepted to one of their top two (2) choice transfer options for the 2020-21 school year.

Table 1: 2020-21 General Choice Transfer Summary*

11,896	8,127	5,499 - 68%
New general choice transfer seats available at 139 schools for the 20-21 school year.	Number of new unique student applications received for the 20-21 available seats.	Number and percent of unique student applicants that were granted a general choice transfer for 20-21.

*The numbers above do not include renewal applications – the students who were approved in prior years. In prior years, systems were not in place to accurately and efficiently capture the number of approved general choice transfer students who enrolled in their approved transfer placement.



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Optional School Choice

Each year, families that participate in the Optional Schools process are given the opportunity to identify their top two school choices when applying. 2018-2019 was the first year of the Optional School's online process. Approximately **49.3%** of students who applied were approved for one of their top two (2) optional school choices for the 2020-21 school year,

Table 2: 2020-21 Optional Schools Application Summary

5,504	7,018	3,461 – 49.3%
New optional school transfer seats available* at 46 schools for the 20-21 school year.	Number of new unique student applications^ received for the 20-21 available seats.	Number and percent of unique student applicants that were granted an optional placement for 20-21.

**The total number of new optional seats fluctuates each year based on the number of students who are zoned to an optional school.*

^The numbers above do not include renewal applications – the students who were approved in prior years.

District Strategies

As the District continues to compete with Municipal school districts, private schools, and state-run charter schools and soon vouchers, we must enhance our communication with parents about school choice; review, revamp and revitalize the types of schools in our portfolio; work to offer new models that are in demand and increase the number of seats at our high performing optional, neighborhood and/or choice transfer schools. Additionally, we must utilize Board Policy and move forward with closing low performing charter schools and work to transition those students to higher performing schools.

Current District strategies include:

- Analyze root causes for student attrition to inform our 20-21 and 21-22 recruitment plan.
- Initiate follow-up with students who withdrew from the Optional Program to determine why they left and plan to recruit them back for 21-22.
- Implement both virtual and in-person recruitment events in collaboration with community and industry partners.
- Host open houses, interactive video tours, and school-specific recruitment activities to increase enrollment.
- Develop new marketing materials, including Sway pages, updated videos, and social media advertisements to increase enrollment.
- Pursue TN STEM Designation for William H. Brewster Elem., East High, and John P. Freeman.
- Increase Optional schools' visibility through participation in local and national competitions.
- Continue to expand advanced academics (i.e., AP, Pre-AP, DE, SDC) across SCS-managed high schools and develop Ready Graduate plans for each school.



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Appendix: Census Data for Estimates

Census Data	2013 ACS, 5YR	2014 ACS, 5YR	2015 ACS, 5YR	2016 ACS, 5YR	2017 ACS, 5YR	2018 ACS, 5YR	2019 ACS, 5-YR
Total Population	932,919	936,130	937,750	936,990	937,847	937,005	936,374
Under 5 Year	67,307	67,703	67,817	67,684	67,140	66,676	66,253
18+ Years	689,493	694,022	697,112	698,020	700,242	700,758	701,193
Ages 5-17	176,119	174,405	172,821	171,286	170,465	169,571	168,928
15 - 19 Years	70,076	68,625	66,876	65,545	64,295	63,264	62,215
Per Year Average (estimate)	14,015	13,725	13,375	13,109	12,859	12,653	12,443
50% of 18 Year Olds (estimate)	7,008	6,863	6,688	6,555	6,430	6,326	6,222
Total School-Age Estimate (5 - 18)	183,127	181,268	179,509	177,841	176,895	175,897	175,150
SCS Enrollment Data (K-12)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SCS All Schools	116,013	114,534	109,295	111,879	111,756	113,102	110,962
Charter Schools	10,565	12,363	13,400	15,139	15,966	17,784	19,146
District-Managed	105,448	102,171	95,895	96,740	95,790	95,318	91,816
Market Share Percentages	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SCS All Schools	63.4%	63.2%	60.9%	62.9%	63.2%	64.3%	63.4%
District-Managed	57.6%	56.4%	53.4%	54.4%	54.2%	54.2%	52.4%
Charter Schools	5.8%	6.8%	7.5%	8.5%	9.0%	10.1%	10.9%





Destination 2025 Monthly: March 2021

Prepared by the Department of Research & Performance Management

Author: Marie A. Sell, Ph.D.

Key Findings

- In reading, as measured by FastBridge assessments, the median achievement percentiles for SCS students in grades K-3 was below the national average (50th percentile) for all grade levels except for students in grade 2. The median percentile for grade 2 was 57.
- In math, the median achievement percentiles for SCS students were below the national average for all grade levels except for Kindergarten, which had a median percentile just above the national average at 53.
- In reading, the percentage of students with test scores in the bottom quartile increased for students in grades K-1 in fall 2020 compared to students in fall 2019. The percentage of students with scores in the bottom quartile in grades 2-3 decreased. Notably, 50% of all students in grade 1 scored in the bottom quartile.
- The same pattern held for math. The percentage of students whose test scores were in the bottom quartile increased for grades K-1 and decreased for grades 2-3.
- Median Lexile scores for students in grades 2-5 increased compared to fall 2019 for all grade levels except grade 5. The median Lexile score for grade 5 was unchanged.
- The median Lexile score for students in grade 3 was within the CCR Lexile range. No other grade level reached the recommended CCR range.
- Data should be interpreted in a larger context to account for the impact of COVID-19 learning loss and challenges related to virtual instruction and learning.

Introduction

The March KPIs focus on academic progress for students in grades K-3 in reading and math. Historically, the KPIs have compared students' progress to the previous year using the winter (or mid-year) assessment scores from the District's universal screener. This year, however, due to the impact of the COVID pandemic, the assessment windows for the universal screener were adjusted. Instead of being assessed both at the beginning of the year and at mid-year as is typical, students have been assessed only once so far, in October. Thus, as opposed to having a fall and winter assessment score on all students, only one score is available from the universal screener that was administered in mid-fall. (Students will be assessed again on the universal screener at the end of the school year, providing a spring score.)

Students in grades K-5 were screened using the Illuminate FastBridge suite of assessments. The universal screener measures where students stand compared to a national comparison group on reading and math skills appropriate to their grade level. Students in grades K-1 are evaluated in a one-on-one testing format between the student and the teacher using the earlyReading and earlyMath assessments. All assessments were administered virtually using virtual supports that included placing student copies of the materials needed for the assessment in PowerPoint, OneNote, Whiteboard, or another comparable app. Students in grades 3-5 are assessed using aReading and aMath, which are computer-adaptive assessments that adjust question complexity based on the students' correct or incorrect responses to previous questions. Fewer adjustments were needed to administer aReading and aMath in a virtual setting as it is a computerized assessment. The schools and the Curriculum and Instruction staff, however, worked to support and monitor grade 2-5 students' completion of the assessments.



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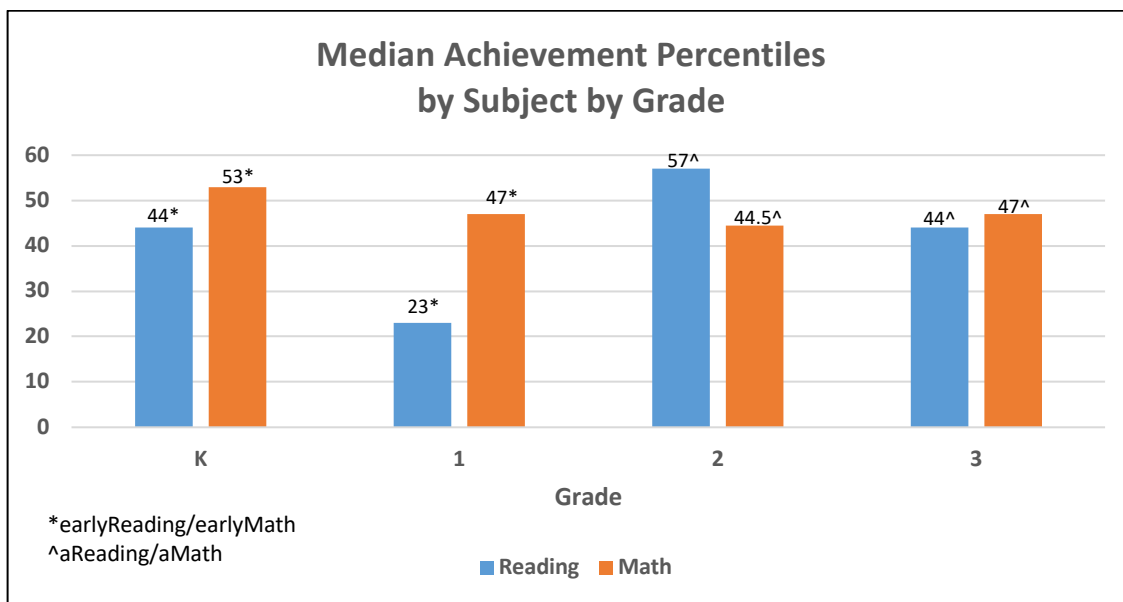
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Three metrics were used to examine K-3 student progress in reading and math: median achievement percentiles, the percentage of students in the bottom quartile, and Lexile scores of text complexity. Each of these will be discussed below.

Median Achievement Percentiles

Due to the COVID-adjusted assessment window, the universal screener has been administered only once. Therefore, no student growth data (which requires a comparison of two assessment scores for the same students) are available. Instead, median achievement percentiles will be presented. Median achievement percentiles measure the percentile cut point at which half SCS students scored above and half scored below. A median achievement percentile of 50 would indicate that, as a group, students are achieving on par with the national average.

The graph below presents the median achievement percentiles by subject by grade for students in grades K-3. Reading percentiles are represented by the blue bars, and math percentiles the orange bars. For both subjects and all grades, except for Kindergarten math and grade 2 reading, the median percentile was below the national average (50th percentile). In math, Kindergarten students had a median achievement percentile of 53, putting the grade level just above the national average. Grade 2 students had a median achievement percentile 57 of in reading, also indicating that as a group they were above the national average. Perhaps the data point that stands out most is the median achievement percentile for grade 1 reading, which is 23. This means that half the students in grade 1 had an achievement percentile below 23 on the fall earlyReading assessment.



Percentage of Students in the Bottom Quartile

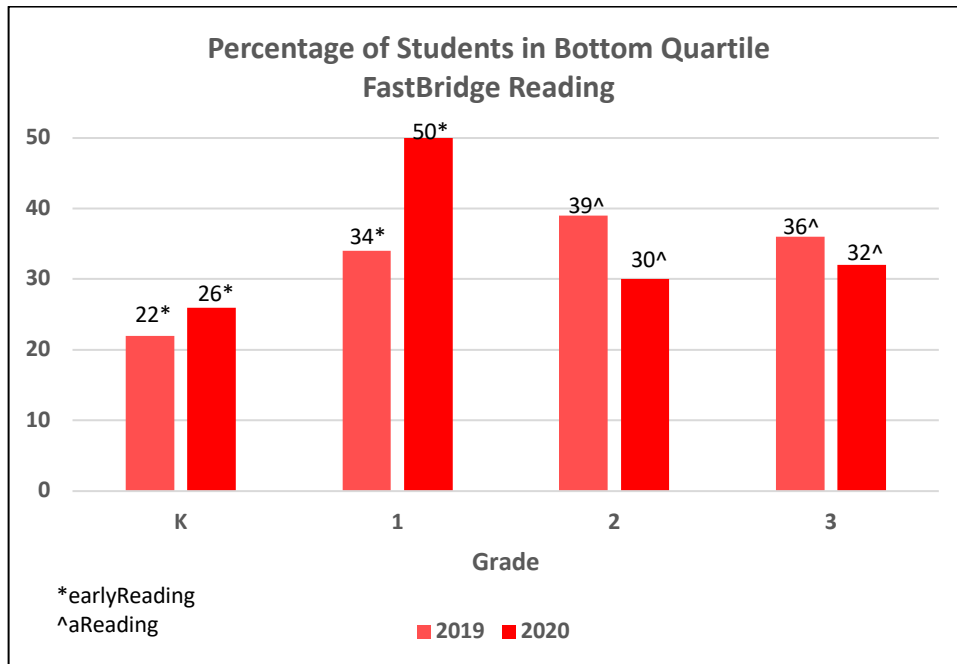
The second metric examined was the percentage of students whose test score was in the bottom quartile on the assessment, or at or below the 25th percentile. The lower the percentage of students in the bottom quartile, the better the academic standing of the students as a whole. This metric examines each grade level as a group; therefore, the percentages from this year's assessment can be compared to the percentages from last year to gauge academic standing over time. To examine



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comparable tests across the years, comparisons must come from the same assessment window.¹⁴ This year, although the timing of the assessment window was adjusted due to COVID, the assessment SCS students in grades K-1 completed in October was the fall assessment. Therefore, these scores will be compared to last year's fall 2019 assessment scores. There were approximately 14 months between the fall 2019 assessment and the fall 2020 assessment completed in October.

The graph below contains the percentage of students in the bottom quartile for reading from fall 2019 (blue bars) and fall 2020 (orange bars). The percentage of students in the bottom quartile increased for grades K-1 from 2019 to 2020 and decreased for grades 2-3. Of note, is that 50 percent (i.e., half) of the students in grade 1 had test scores in the bottom quartile.

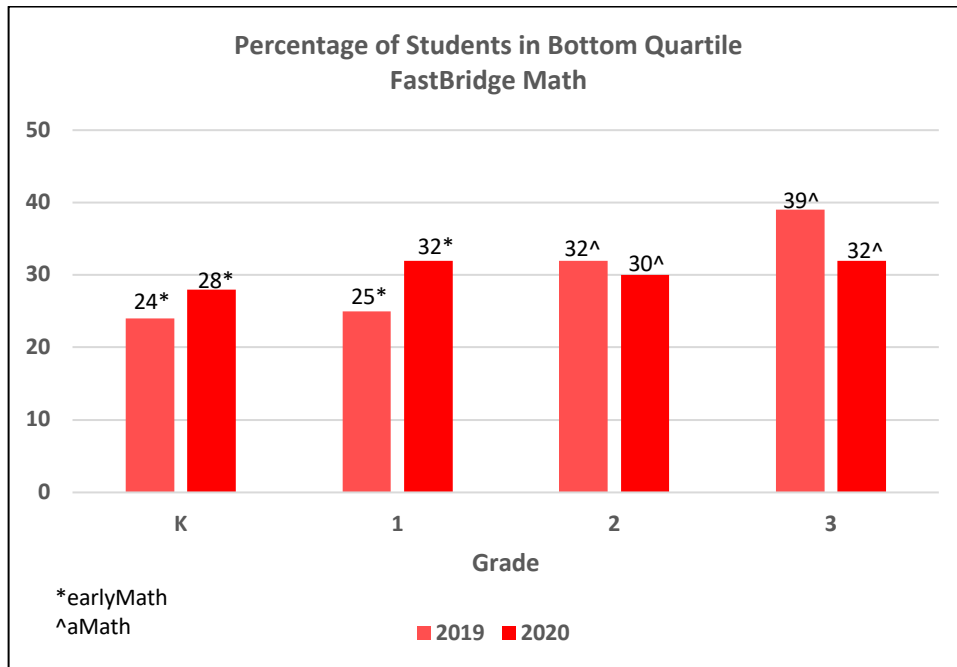


The next graph displays the percentage of students in the bottom quartile in math in fall 2019 and fall 2020. The same pattern holds here as in reading. There was an increase in the percentage of students in grades K-1 in the bottom quartile and a decrease for students in grades 2-3.

¹⁴ The assessments administered in grades K-1 contain different subtests at different points in the school year, relative to academic instruction throughout the year. Thus, the content of the assessment differs from fall to winter to spring for earlyReading and earlyMath.



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Lexile Scores

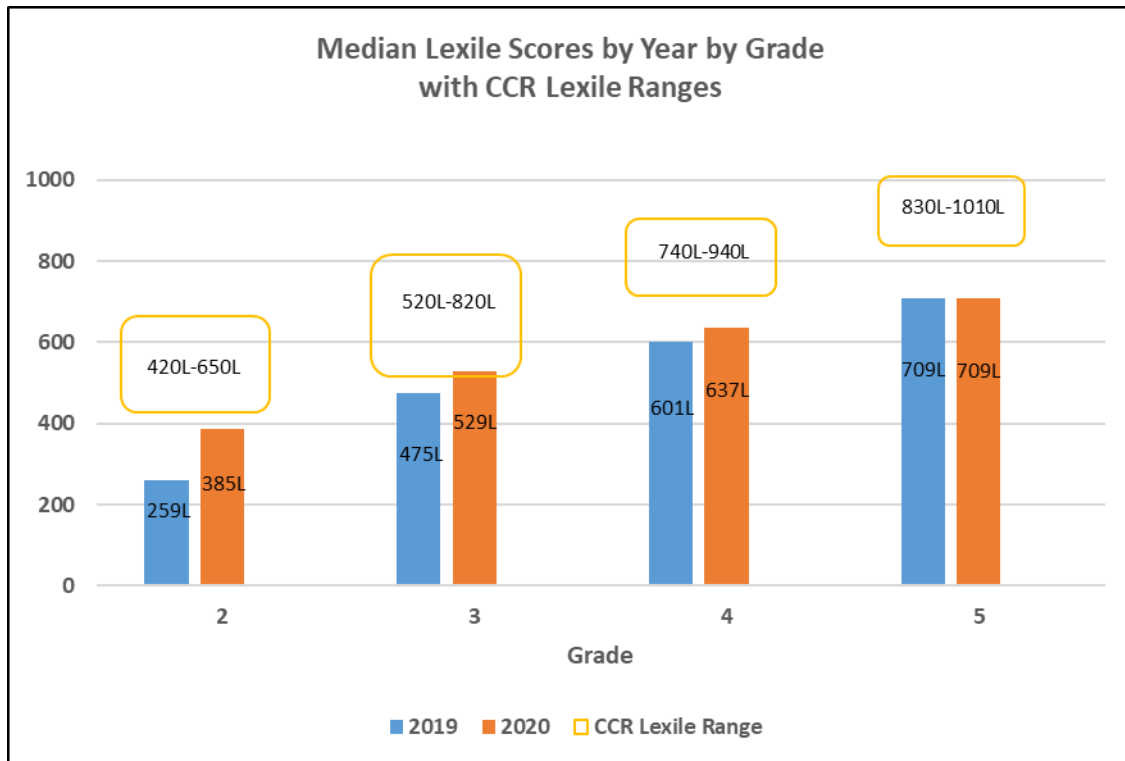
The final KPI for March is to examine the Lexile scores of students in all grades. Lexile scores indicate the level of text complexity students are able to comprehend on their own. The Lexile framework also provides the range of Lexile scores at which students should be reading over the course of a year to be college and career ready (CCR) by the time they graduate from high school.¹⁵

This year, Lexile scores are available for SCS students in grades 2-5. The graph below presents median Lexile scores for fall 2019 (blue bars) and fall 2020 (orange bars). For all grade levels, except grade 5, the median Lexile score was higher in fall 2020 than fall 2019. In grade 5, the median Lexile score was unchanged. As these are fall Lexile scores, to be on track for CCR, students should have Lexile scores at least at the bottom end of the CCR range depicted in the yellow box. Students in grade 3 in fall 2020 have a median Lexile score just reaching the lower end of the CCR range. No other grades have median Lexile scores in the CCR range.

¹⁵ [lexile.com/educators/measuring-growth-with-lexile/college-and-career-readiness/](https://www.lexile.com/educators/measuring-growth-with-lexile/college-and-career-readiness/)



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Interpreting the Data

Keeping a few points in mind will allow for a better interpretation of the above data. First, the median achievement percentiles presented represent achievement on a universal screener and not on a summative achievement test such as TNReady. The purpose of universal screeners is to identify students at risk or needing additional support for learning. Therefore, they do not necessarily predict mastery on summative achievement tests. Second, the assessments differ across grades. Students in grades K-1 are assessed with earlyReading and earlyMath which have a one-on-one testing format between the student and teacher, while students in grades 2 and above take aReading and aMath, both of which are computer adaptive tests. Any comparisons across grades must be interpreted with caution.

Third, outcomes may be influenced by COVID-19 learning loss and challenges related to virtual instruction and learning. For example, during the first few weeks of the school year, students were assessed with iReady, an online tool that provides diagnostic assessment information in reading and math. iReady scores for students in grades K-2 could not be analyzed due to questions about data validity, perhaps caused by challenges in a virtual environment. The one-on-one testing format in FastBridge for grades K-1 likely make the current earlyReading and earlyMath scores more accurate even though the assessments had to be administered virtually. The iReady scores for students in grade 3 in were compared to their scores from winter 2019 when the same students were in grade 2. The median percentiles increased slightly in both reading and math for this group of students from winter 2019 to fall 2020. However, despite median percentile increases, 44% of students in reading and 47% of students in math showed decreases in their individual percentile ranks across the two times.



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The various data for SCS students in grades K-3 show a mixed picture of both some progress compared to last year and some regression. Perhaps the best strategy moving forward is for the District to provide additional supports for all struggling students regardless of why they are struggling. The COVID-19 pandemic has added challenges for students and families and the youngest students in the District will likely need to be bolstered to reach their academic potential.



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