



Monthly Board KPIs: May 2021

Prepared by the Department of Research & Performance Management

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Key Findings

- 21.2% of students are currently chronically absent—1.9 points more than the previous school year 2019-20.
- 2020-21 attendance rates started the year lower than the previous year, but the overall rate through the 6th 20-day period matches the rate of the previous year (93.8%).
- African American students, students with disabilities, and economically disadvantaged students have chronic absenteeism rates consistently above the District average.
- COVID-19 and remote learning dramatically reduced the number of suspensions for the 2020-21 school year.
- African American students and economically disadvantaged students' exclusionary suspension rates are higher than the District average year over year.
- 85% of secondary students show low to medium graduation risk overall—an increase of nine percentage points from March 2020.

Overview

May's key performance indicators (KPIs) are aligned to District Priorities 1 and 2. Note that the analyses presented in this report reflect both charter and District-managed schools. Due to the COVID-19 pandemic District closure, 2019-20 end of year data stop at 3/12/2020 unless otherwise noted.

Table 1 Attendance and Suspension Information. Attendance data is through the 6th 20-Day Period for each school year.

School Year	Attendance Rate	Chronic Absenteeism ¹	Exclusionary Suspension Rate	Missed Instructional Days
2016-17	94.6%	18.1%	14.6%	57,402 days
2017-18	95.3%	16.4%	13.5%	43,439 days
2018-19	93.9%	20.1%	13.3%	53,161 days
2019-20	93.8%	19.3%	9.0%	48,700 days
2020-21	93.8%	21.2%	0.1% ²	287 days

Attendance

Student attendance rates are displayed at the end of the 6th 20-day period for five school years (2016-17 through 2020-21). Since 2017-18, each school year has trended downward in attendance rate through the close of the 6th 20-day period.

¹ Chronic Absenteeism in year within a current school year is measured as the percent of students with 10% or more days absent. Historical years exclude students without at least 50% school days enrolled.

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



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In 2020-21, Shelby County Schools opened with all virtual instruction in response to the ongoing COVID-19 global pandemic. As seen below, the District attendance rate for the beginning 20-day periods lagged below the previous year. At the end of the 1st 20-day period, the 2020-21 attendance rate was 0.8 points lower than 2019-20 (96.2% compared to 97.0%). This trend continued until the 5th 20-day period when 2020-21 attendance rates matched previous performance in 2019-20. At the end of the 6th 20-day period, the 2020-21 District attendance rate matched the rate from 2019-20 (93.8%).

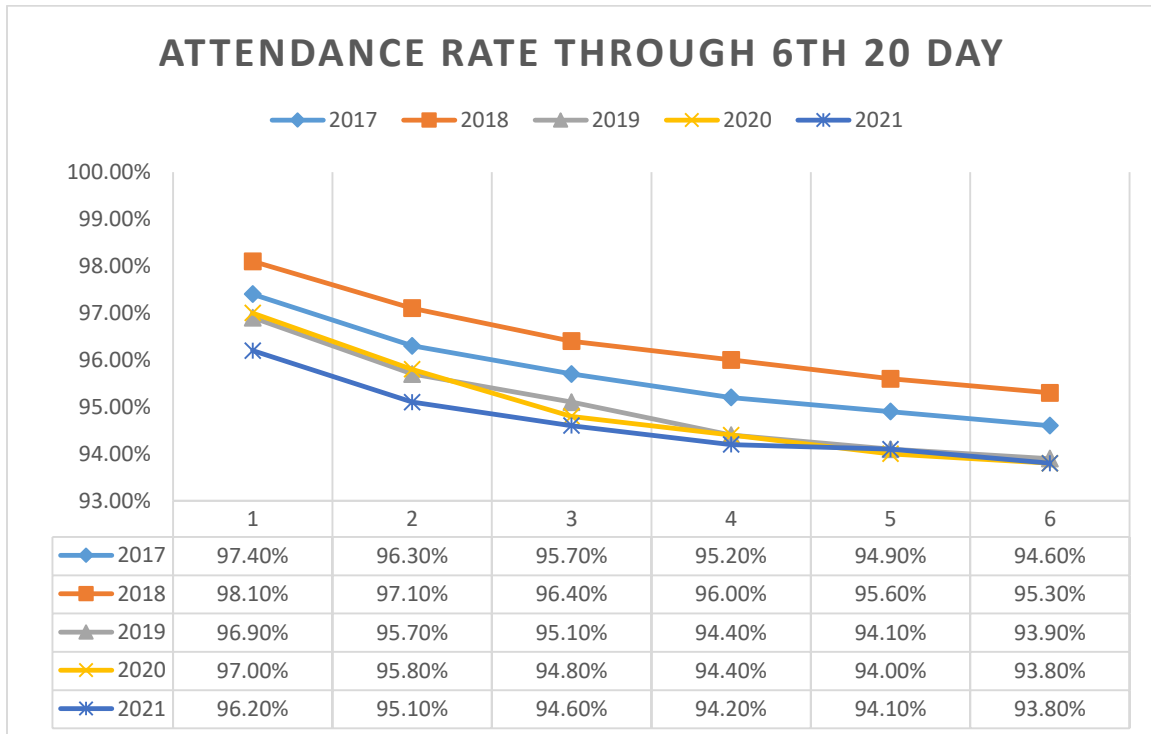


Figure 1 - Attendance Rates by 20-day Reporting Period. This multi-series line chart shows the pattern of attendance year over year by 20-days. 2017-18 (red line) sits highest on the chart while 2020-21 (dark blue line) runs slightly below the previous year (2019-20, yellow line) until meeting at period 5 and 6.

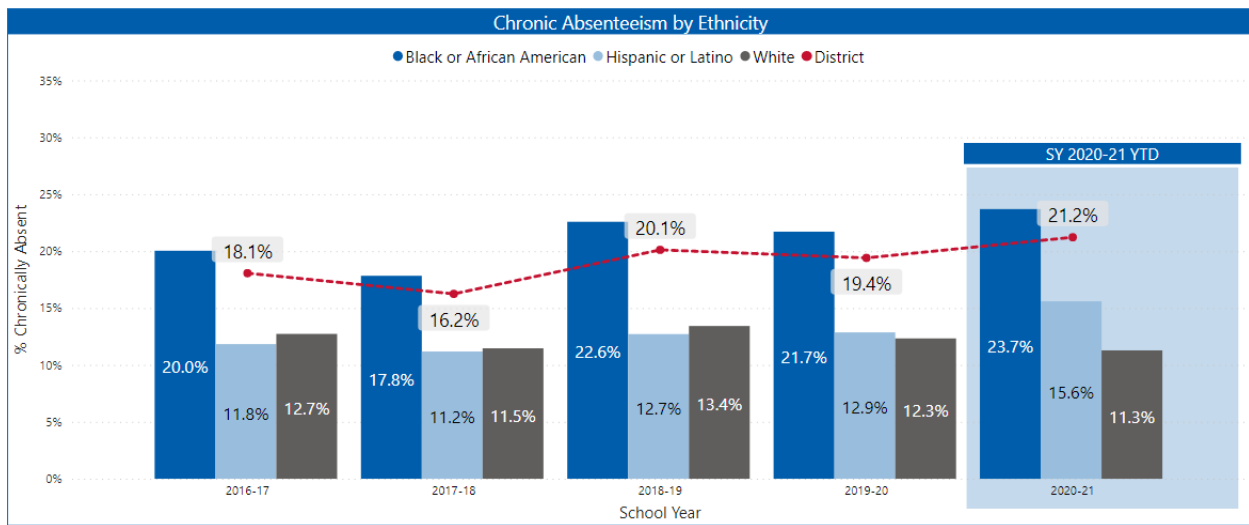
Chronic Absenteeism

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. Here, chronic absenteeism includes students with 10% or more days absent during the current year regardless of the enrollment criteria. Historical school years exclude students not meeting the 50% enrollment criteria.



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In 2020-21, Shelby County Schools students are exhibiting higher levels of chronic absenteeism: **21.2%** of students are currently chronically absent compared to **19.4%** in 2019-20. Students with disabilities, economically disadvantaged students, and African American students have higher rates of chronic absenteeism than the District average.

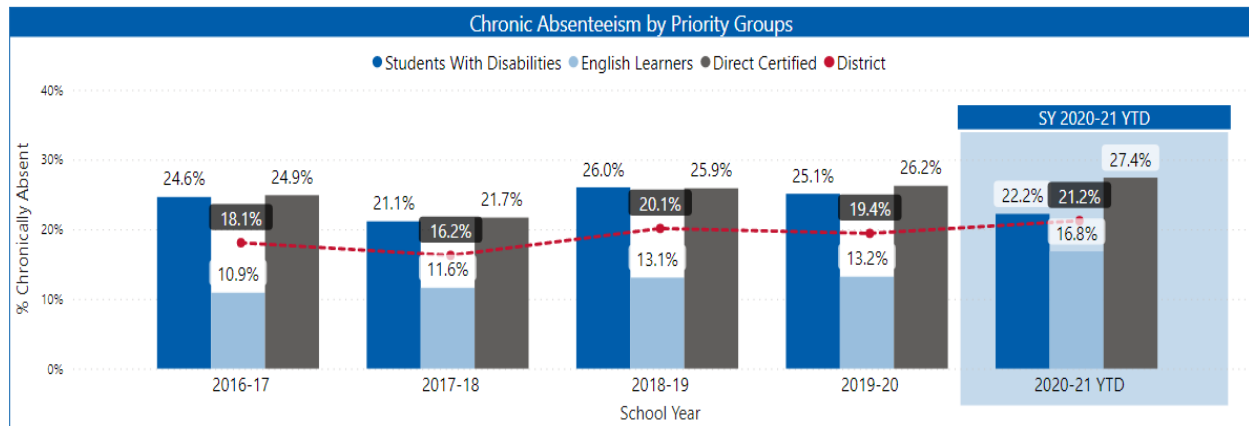


Figure 2 - Chronic Absenteeism by Priority Group over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected subgroups with the District rate as the dashed red line across the series.

Group	Chronic Absenteeism Rate	Difference from District Rate
Students with Disabilities	22.2%	+ 1.0 point
Economically Disadvantaged (Direct Certified)	27.4%	+ 6.2 points
African American	23.7%	+ 2.5 points

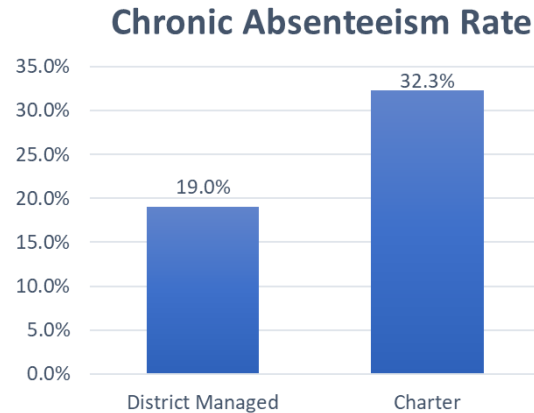
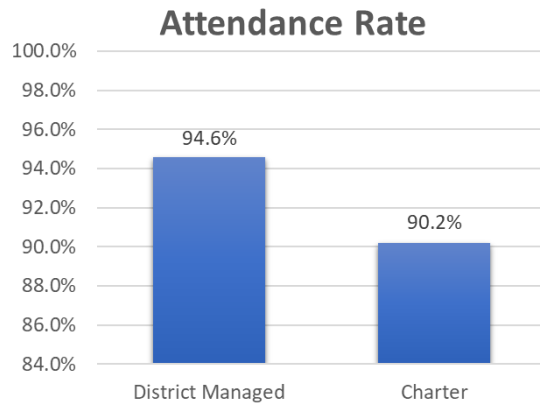
In the 2020-21 school year, SCS' charter sector has experienced lower attendance rates and higher chronic absenteeism rates than District-managed schools. Because charter schools had the autonomy to develop their own continuous learning plans (CLPs) on how to deliver instruction and



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what criteria to use to define student absences in remote or hybrid learning environments, many charter schools used more stringent criteria for attendance than District-managed schools.



Exclusionary Suspensions

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

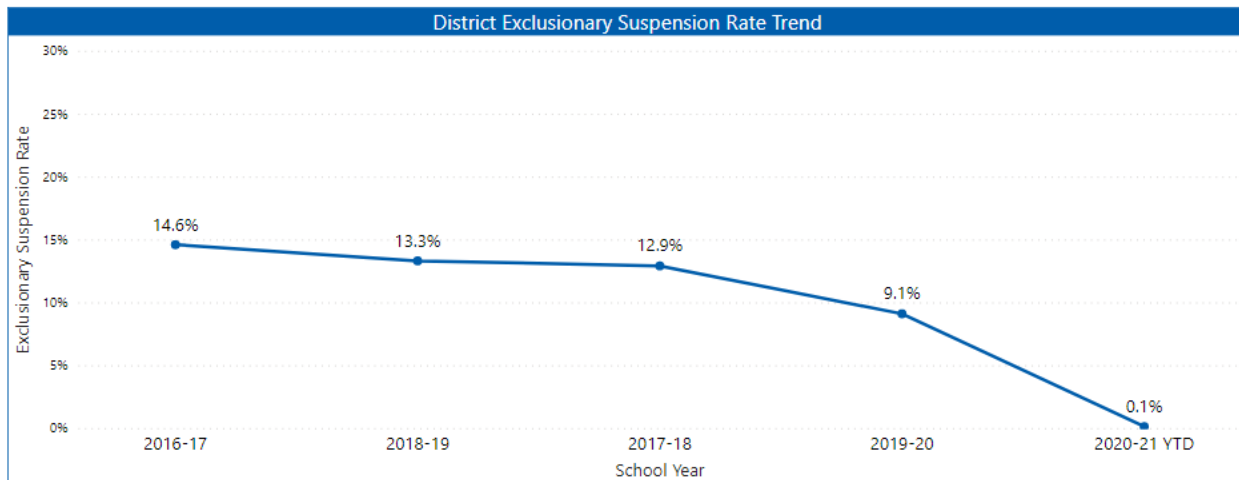


Figure 3 Overall Suspension Rate Trend from 2016-17 through 2020-21 Year To Date

The remote learning environment for 2020-21 resulted in almost a complete elimination of suspensions. There are too few data to make prior year comparisons. African American and Direct Certified students have historically had higher suspension rates than the overall District rate, but have received very few suspensions so far in 2020-21, similar to overall trends.



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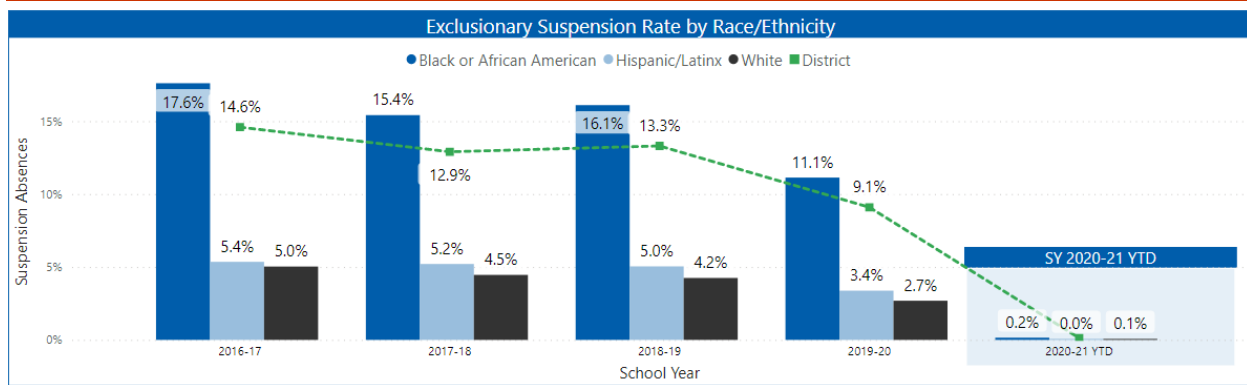


Figure 4 - Exclusionary Suspension Rate for African American, Hispanic/Latinx, and White student populations over time.

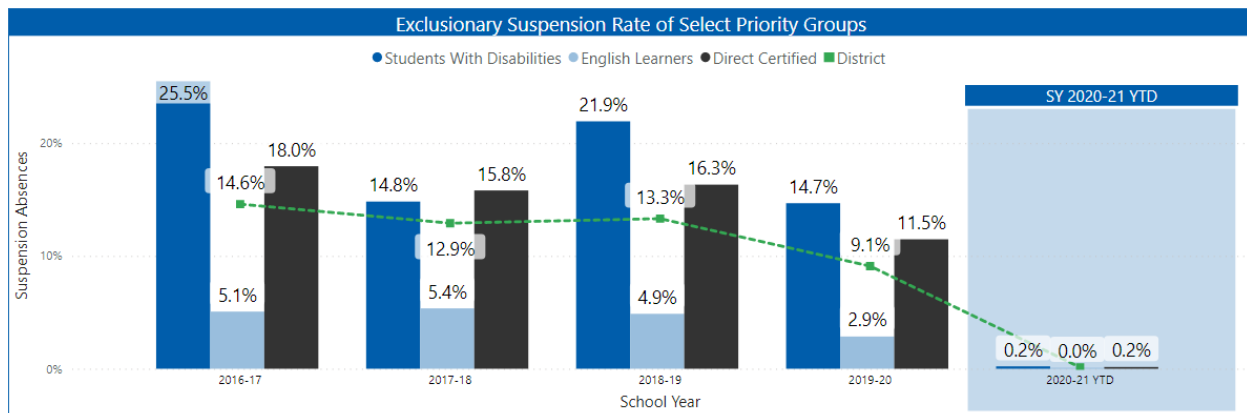


Figure 5 - Exclusionary Suspension Rate for Students with Disabilities, English Learners, and Direct Certified Student Populations over time.

The exclusionary suspension ratio is used to show the frequency of exclusionary practices within a student population and is presented as the number of suspensions per 100 students. The calculation is the total count of exclusionary practices (OSS, expulsion, and remands) divided by total student enrollment. Similar to suspension rate trends, the suspension ratio has been very low so far in 2020-21 due to the virtual learning environment.

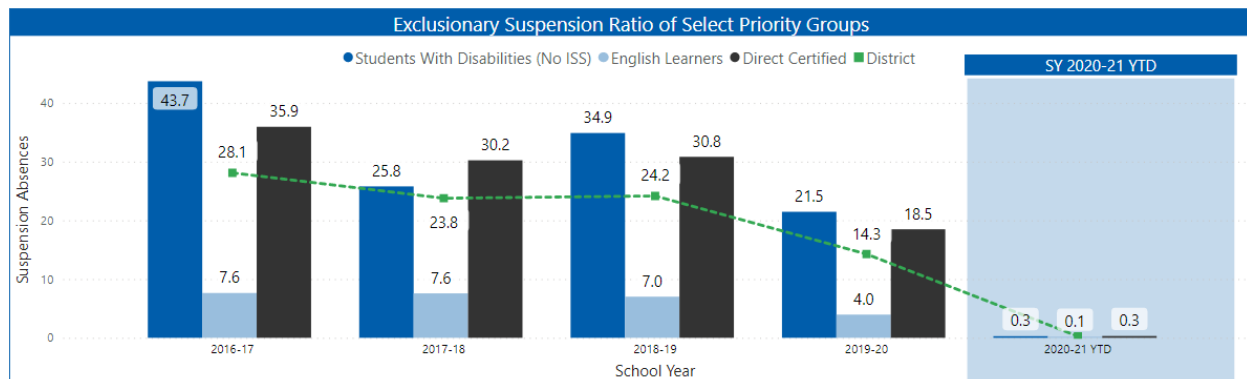


Figure 6 - Exclusionary Suspension Ratio for Students with Disabilities, English Learners, and Direct Certified student populations over time.



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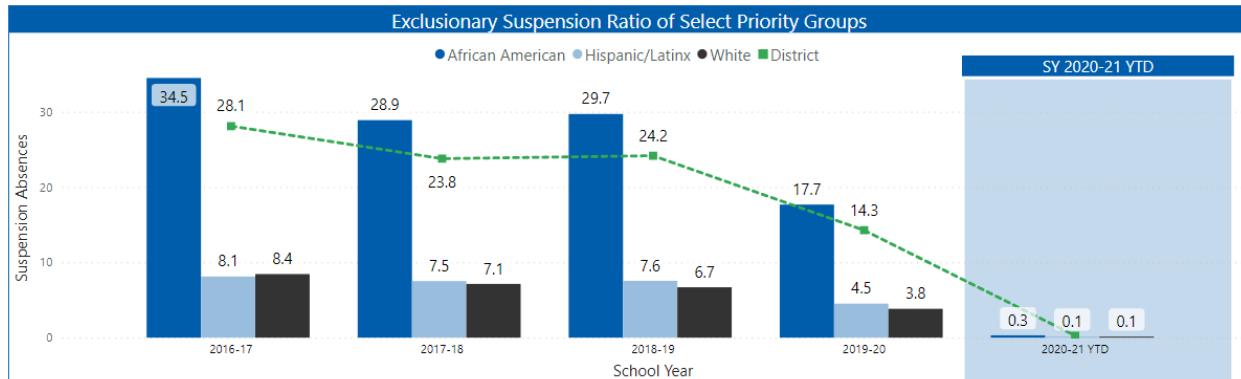


Figure 7 - Exclusionary Suspension Rate over time for African American, Hispanic/Latinx and White student populations overtime.

Students with Disabilities Suspensions

In this context, the students with disabilities (SWD) suspension rate and ratio are similar calculations 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 year-to-date suspension rate and ratio for students with disabilities is 0.2% with a suspension ratio of 0.4 suspension events per 100 students in 2020-21.

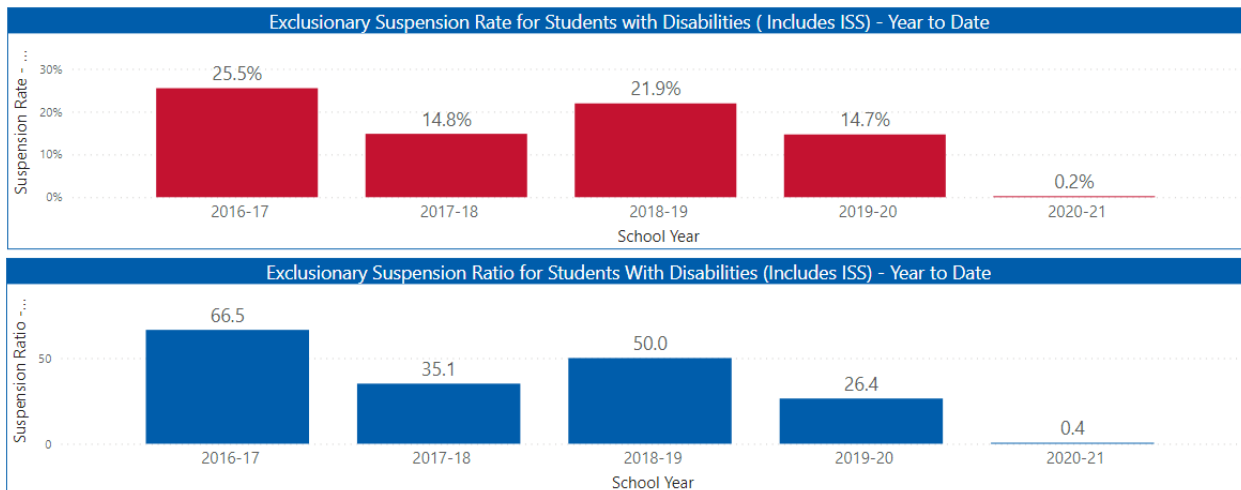


Figure 8 - Students with Disabilities Suspension Rate and Ratio over time. This metric includes ISS which is not normally included in the Exclusionary Suspension definition.

Instruction Days Lost due to Exclusionary Suspension

Instructional days lost due to exclusionary suspensions in 2020-21 have also been influenced by the remote learning environment. Student instructional days lost due to exclusionary suspension absences total for 287 days in 2020-21: a gain of over 48,000 instructional days for students compared to the same point in time in 2019-20.



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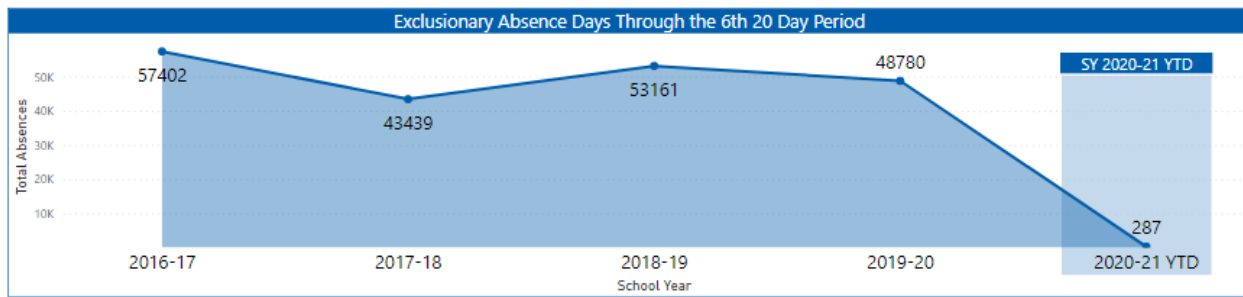
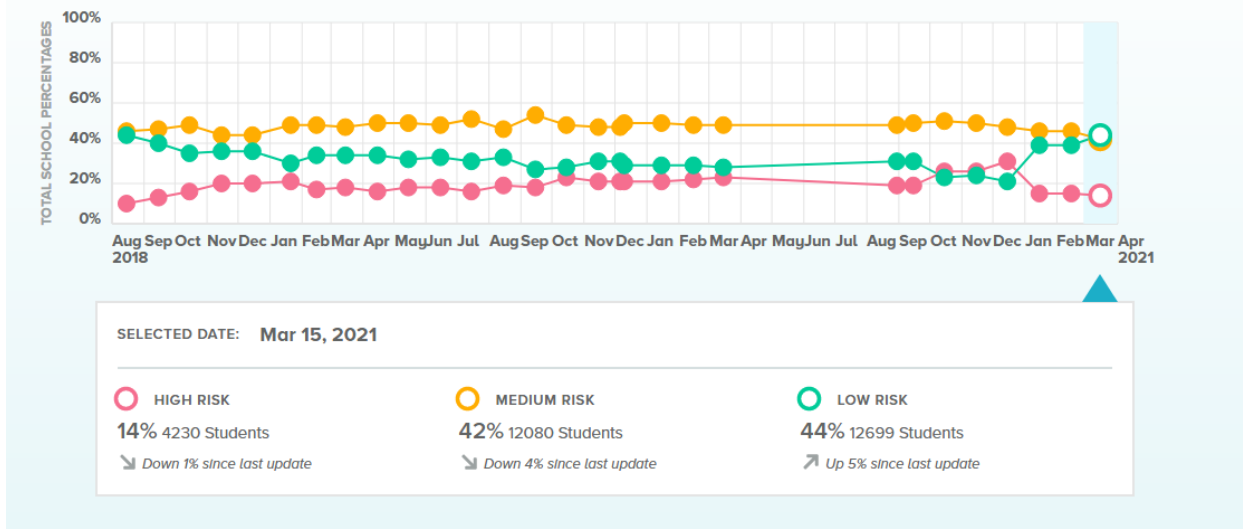


Figure 9 - Lost Instructional Days Due to Exclusionary Suspensions by 6th 20-Day Reporting Period. This line graph indicates year over year number of days assigned to suspensions by the 6th 20-day reporting period.

On-Time Graduation Risk

14% of secondary students are High Risk for On-Time Graduation compared to 23% in March 2020.



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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District Strategies

- **Attendance Supports-** District-wide PD specifically aimed to support school attendance teams to review all attendance, discipline & truancy processes each month. Targeted Summer supports, with wraparound services for parents of chronically truant students, will be provided as an intervention.
- **PD for Newly Hired Teachers -** Shelby County Schools teachers will receive ACEs Awareness training. ACEs Awareness training is available to all staff each month. A make-up ACEs DLD opportunity will be held in the Spring.
- **Monthly RTI2-B Meetings-** Monthly and quarterly meetings will be held by zone to review district trends and how individual schools compare to norms for exclusionary behavior consequences and Office Discipline Referrals. Data and best practices will be shared with the principals, ILDs, and Assistant Superintendents to ensure implementation of progressive disciplinary practices prior to exclusionary consequences.
- **SEL/ACEs Supports-** Increase utilization of interventions among K12 students across all support tiers to decrease exclusionary consequences (out-of-school suspensions and expulsions) and provide behavioral supports. Implement SEL curriculum districtwide for 2021 school year.
- **Naviance-** Utilize Naviance platform to monitor and support students for graduation requirements and postsecondary opportunities and enrollment.