

Part 2 – Read | Key Universal Data Findings

This page contains key findings from the data analysis that is relevant and applicable to all committees.

Absenteeism

- Schools in neighborhoods with higher social vulnerability have higher absenteeism rates.
- Schools with high proportions of historically underserved student groups have higher absenteeism rates.
- There is no statistically significant relationship between absenteeism rates and ESA or FCA.
- 13.77% of students (9884) were chronically absent during the 2020-2021 SY
- The groups most disproportionately impacted by chronic absenteeism were:
 - Homeless students (40%)
 - Black students (26%)
 - Immigrant students (26%)
 - Economically disadvantaged students (24%)
 - Students receiving special education services (20%)
 - Hispanic / Latinx students (20%)
 - Refugee students (18%)
- Students who live in high vulnerability neighborhoods are much more affected by chronic absenteeism (; there is a direct relationship between neighborhood vulnerability and chronic absenteeism rate.
- This holds true across race/ethnicity categories - students of all races who go to school in high vulnerability neighborhoods have higher chronic absenteeism on average.
- On average, older students are more chronically absent; absenteeism is lower in ES than in MS and MS is lower than in HS
- Graduation Preparatory Academy (GPA) and GPA at Navarro have the highest chronic absenteeism rates of any school by a 22% lead

Source:

Student data 2020-2021

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Part 2 – Read | Key Universal Data Findings CONT.

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ESA – Top Issues

The most common qualitative ESA issues among the 25 schools evaluated are:

- inadequate SPED spaces (20 schools)
- poor acoustics in learning studios (19 schools)
- No secure vestibule (19 schools)
- lack of / minimal transparency (17 schools)
- missing learning neighborhood spaces (17 schools)
- lack of power for technology (15 schools)

Source:

2020-2021 Teacher Data

Teacher Data

Teacher Demographics

- in 2020-2021 SY, 51% of teachers were white, 37% were Hispanic, 8% were Black, and 3% were Asian. This is compared to 30% white students, 55% Hispanic students, 7% Black students, and 5% Asian students.
- Schools with a high proportion of underserved students have a higher percentage of Hispanic and Black teachers. The percentage of Asian teachers stayed consistent across categories.

Teaching Experience

- The average teaching experience for teachers in the district is 10.46 years, and 8.32 years for TAs
- Schools with a higher SVI score have a higher percentage of Hispanic teachers. The percentage of Asian teachers stayed consistent across categories.
- In 2020-2021 SY, average years of professional/admin experience for

- teachers was lower at schools in very high and high vulnerability neighborhoods (9.63 and 9.97 years respectively), compared to an average of 11.58 years of experience in very low vulnerability neighborhoods. There was no significant difference across SVI categories for classified/TA experience.
- Teachers in schools with a high proportion of underserved students had a slightly lower average teaching experience (9.8 years compared with 11.1 years for schools that had a lower proportion of underserved students.

Source:

2020-2021 Teacher Data