While numerous studies show the academic benefits of teacher and leader diversity on achievement for students of color, **educators of color remain underrepresented in Memphis and Tennessee** more broadly.

**SOURCE:** Tennessee Department of Education, 2016-17
Educator diversity at SCS is not proportional to the number of SCS students of color.

SOURCE: Tennessee Department of Education, 2016-17
Educator diversity in the ASD is not proportional to the number of ASD students of color.

SOURCE: Tennessee Department of Education, 2016-17
Schools with a greater concentration of students experiencing poverty are less likely to have highly-effective teachers. Last year, SCS schools with the greatest number of low-income students had less access to strong teachers.*

*The State Board of Education considers a strong teacher to receive a 4 or 5 on Tennessee’s Value-Added Assessment Score (TVAAS).
Schools with a greater concentration of students experiencing poverty are less likely to have highly-effective teachers. Last year, ASD schools with the greatest number of low-income students had less access to strong teachers.*

*The State Board of Education considers a strong teacher to receive a 4 or 5 on Tennessee’s Value-Added Assessment Score (TVAAS).

A Quartile of Schools by Number of Low-Income Students

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Portion of ASD Schools with Strong Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>3</td>
<td>50.0%</td>
</tr>
<tr>
<td>4</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

SOURCE: Tennessee Department of Education, 2017-18
At SCS, under 1 in 4 students were deemed proficient across all grades for the 2017-18 school year. But even these proficiency rates were not shared by all students, especially historically underserved students.

SOURCE: Tennessee Department of Education, 2017-18
Student proficiency by subject-area also remains inequitable across student groups. In the 2017-2018 school year, only 12 percent of SCS 8th graders were proficient in math. Gaps widen, however, when looking at success rates for Black or African-American, low-income, and English Learner students as well as students with disabilities.

SOURCE: Tennessee Department of Education, 2017-18
15 percent of SCS 8th graders are proficient in English/Language Arts. But Black/African-American students, low-income students, and English Learners are four times less likely to reach proficiency than White students.

SOURCE: Tennessee Department of Education, 2017-18
Less than 2 in 10 Black and low-income students were proficient on the English II assessment, compared to over half of White students. English Learners and Students with Disabilities experienced the greatest disparities, with each population at less than 1 in 10 students in these groups achieving proficiency.

**SOURCE:** Tennessee Department of Education, 2017-18
High school graduation rates provide a measure of how well schools are providing individuals with a diploma. While nearly 8 in 10 SCS students graduate in four years, this success is not shared across student groups. **American Indian, English Learners, Latino and White student populations all graduate at rates less than the district average.** This is also true for low-income students, students with disabilities, and those experiencing homelessness.

**SOURCE:** Tennessee Department of Education, 2017-18
In 2018, approximately **34,000 students attended a Priority School**, which are schools performing in the bottom 5 percent of the state. **Nearly 1 in 5 of these schools are located in Memphis.**

**SOURCE:** Tennessee Department of Education, 2018
Of Memphis* students attending a Priority School, more than ½ of these students are Black or African-American and low-income.

SOURCE: Tennessee Department of Education, 2018

*Includes students at Priority Schools in Shelby County Schools and Achievement School District.
When it comes to school funding, both SCS and the ASD spend more per pupil than the State of Tennessee at large.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement School District</td>
<td>$13,336.77</td>
</tr>
<tr>
<td>Shelby County Schools</td>
<td>$12,086.17</td>
</tr>
<tr>
<td>State Average</td>
<td>$10,340</td>
</tr>
<tr>
<td>National Average</td>
<td>$12,526</td>
</tr>
</tbody>
</table>

SOURCE: Tennessee Department of Education, 2017-2018
Education Week, 2018
On average, all Tennessee students are suspended in-school at a rate of about 7 percent, and out-of-school at a rate of 5 percent. But Black or African-American students, low-income students, and Students with Disabilities are suspended in and out-of-school at higher rates within their respective student groups.

SOURCE: Tennessee Department of Education, 2017-18
SCS students are suspended at a rate of 6 percent in-school, and just over 11 percent out-of-school. But Black or African-American students are suspended at higher rates, as are low-income students and students with disabilities.

SOURCE: Tennessee Department of Education, 2017-18
Student groups experience chronic absence at different rates. Low-income students, students with disabilities, Black or African-American students, and American Indian students are all more likely to be chronically absent than the state’s average chronic absence rate.

SOURCE: Tennessee Department of Education, 2017-18
Nearly 13 percent of SCS students are chronically absent. **American Indian or Alaska Native and Black or African-American students experience higher rates than the district average.** This is also true for low-income students and those with disabilities.

**SOURCE:** Tennessee Department of Education, 2017-18
American Indian or Alaska Native, Asian, and Native Hawaiian/Pacific Islander students are over-represented in chronic absenteeism rates compared to the SCS overall demography. This is also true of students with disabilities.

SOURCE: Tennessee Department of Education, 2017-18
Nearly 3 in 10 students in the Southwest region deemed proficient in 8th grade attempted any EPSO course. Students of color, low-income students, students with disabilities, and English Learners – even if deemed proficient – were less likely to enroll.

**SOURCE:** Tennessee Department of Education, 2017
Prior academic proficiency is, however, a strong predictor of EPSO success. **3 out of 4 8th grade proficient students earned EPSO credit** in the Southwest region, although specific students groups lag behind the average.

**SOURCE:** Tennessee Department of Education, 2017
Earning credit for an EPSO, whether through AP testing, industry certification, or another credit, shows promise to increasing the chance that a student enrolls in a postsecondary institution after high school graduation. Below, the chart shows 8th grade proficient students in the Southwest region earning an EPSO credit that enrolled in college.

SOURCE: Tennessee Department of Education, 2017
Beyond earning EPSO credit, simple exposure to any EPSO increases the chance a student enrolls in college. Nearly 9 in 10 Southwest region students that attempted an EPSO enrolled in college upon graduation.

SOURCE: Tennessee Department of Education, 2017
The number of students that enrolls in a postsecondary institution immediately following high school graduates varies for SCS graduates. On average, White and Asian SCS graduates are more likely to enroll in college. African-American graduates are somewhat less likely, and less than half of Latino graduates enroll in college.

Between 2013 and 2017, enrollment increased by 30.4 percent for Latino students. However, for Black or African-American students, enrollment declined overall by 13.7 percent, White student enrollment declined by 10.6 percent, and Asian student enrollment declined by 8 percent.

*Southwest Tennessee Community College & Jackson State Community College
For the region’s community colleges, three-year graduation rates remain concerningly low. Many students of color, and particularly Black or African-American students and Pell-Recipients, are the least likely to obtain a credential.

SOURCE: Integrated Postsecondary Education Data System, 2017
In this region’s four-year institutions*, enrollment for White students has **decreased** by 5.1 percent, and for Black or African-American students by 8.7 percent. Latino enrollment and Asian enrollment has **increased** by 46.9 percent and 34.3 percent, respectively.

**SOURCE:** Integrated Postsecondary Education Data System, 2013-2017

*University of Tennessee-Martin and University of Memphis
Colleges and universities differ in their capacity to succeed students, and historically underserved students in particular. Below is a chart demonstrating 6-year graduation rates for this region’s four-year institutions.

*SOURCE:* Integrated Postsecondary Education Data System, 2017
Postsecondary credentials matter, especially for Tennessee’s most underserved populations. Wage data shows that the impact of a postsecondary degree on an individual earnings is greatest for Asian, Black or African-American, and Latino students, and women.

### Educational Attainment and Median Income

**Median Income ($), Ages 25-34 (2016)**

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Black</th>
<th>White</th>
<th>Latino</th>
<th>Asian</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Degree</td>
<td>31,830</td>
<td>27,820</td>
<td>34,750</td>
<td>29,960</td>
<td>29,120</td>
<td>28,000</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>38,000</td>
<td>30,440</td>
<td>43,000</td>
<td>34,900</td>
<td>39,580</td>
<td>31,870</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>49,990</td>
<td>45,820</td>
<td>50,000</td>
<td>44,730</td>
<td>59,670</td>
<td>44,990</td>
</tr>
<tr>
<td>% Increase</td>
<td>57%</td>
<td>65%</td>
<td>44%</td>
<td>49%</td>
<td>105%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**SOURCE:** National Center for Education Statistics, 2016
Stand For Children

Stand For Children Tennessee is a non-profit education advocacy organization focused on ensuring all students receive a high quality education. Through parent engagement initiatives, educator organizing, policy and advocacy strategies, coalition building with other community-based organizations, and electoral work from local school boards to state officials, Stand For Children informs, acts, and mobilizes its membership and partners with students at the center of its priorities.