

ESSER KPIs: November 2022





Fall Break Learning Academy

Program Overview:

A 4-day academic enrichment opportunity for students during semester break. K–8 students review first nine weeks of content standards, while HS students work on ACT preparation.

Program Goals:

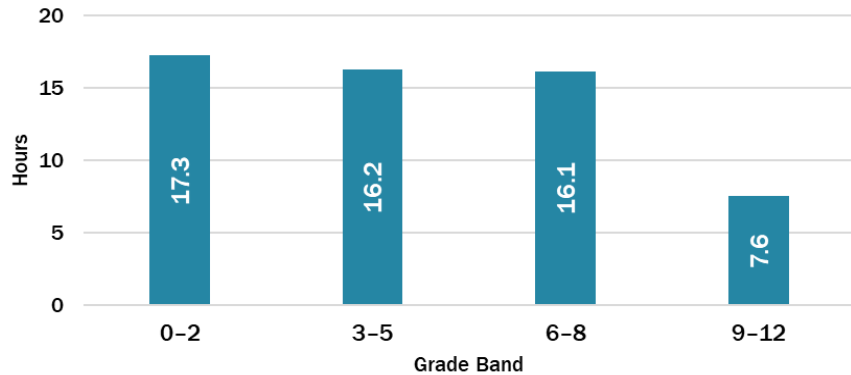
This program seeks to support students academically during a time when schools are not open. Additionally, the program provides a safe space and meals for students within our community.

Key Performance Indicators	Status
Increase enrollment for FB & SB Learning Academies.	●
Receive overall positive responses from families participating in the Learning Academies.	●
Provide additional instructional hours to students.	●
Provide additional meals to Direct Certify students.	●
Increase attendance at the Learning Academies for those registered.	TBD

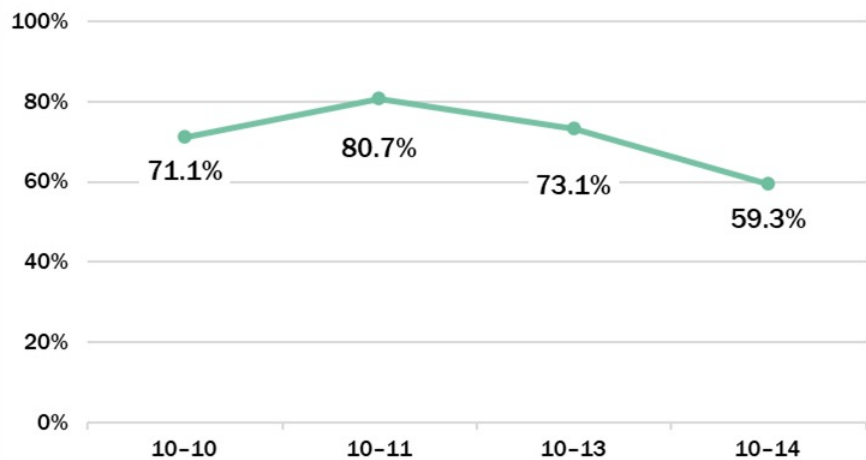
Fall Break Learning Academy



Average Additional Instructional Hours

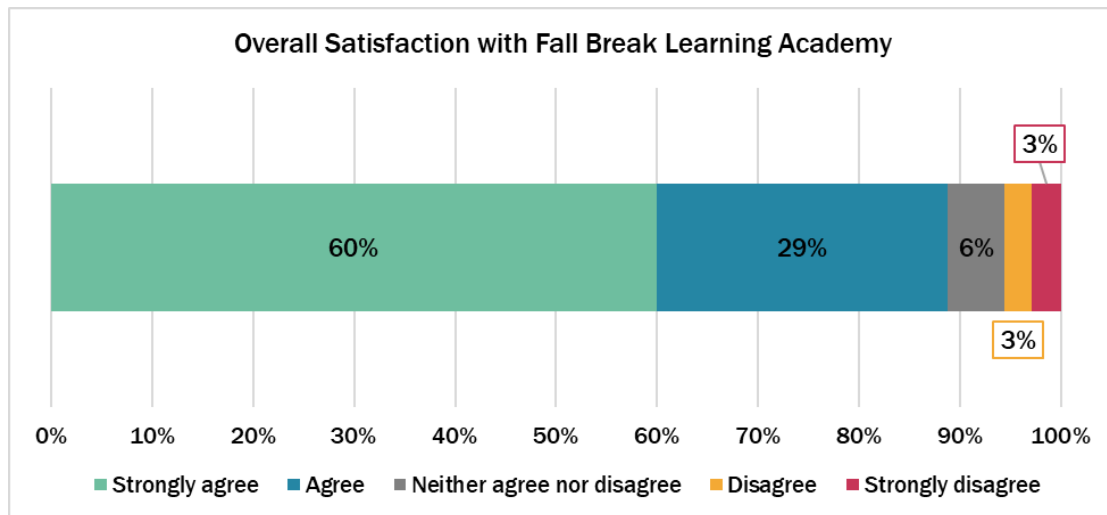
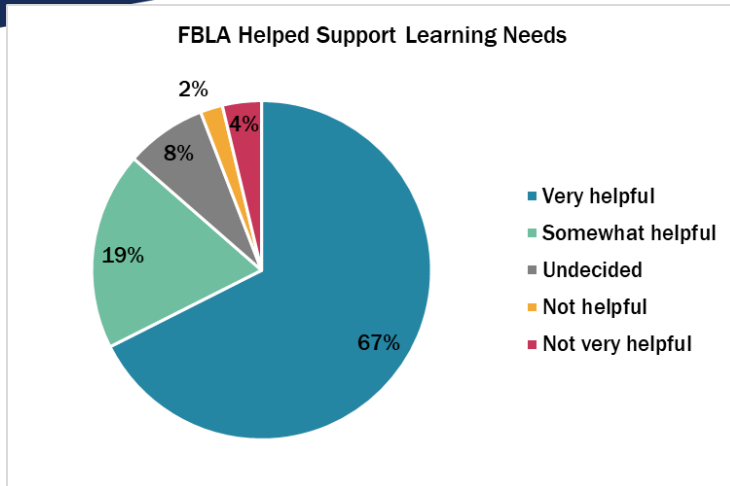


Daily Attendance Rate



- **1,174 students from 119 schools participated in the Fall Break Learning Academy, more than in 2021.**
- **The K–2 grade band had the highest enrollment** with 1st graders having the highest grade-level enrollment ($n = 201$).
- **K–8 students received an average of 16.74 additional hours of instruction** and **high school students received an average of 7.55 hours of ACT prep.**
- **The average attendance rate was 71% (2.84 days).**
- **2,973 were provided to economically disadvantaged students and a total of 6,499 meals were served to all students** over the course of the week.

Fall Break Learning Academy



- **89% of parents reported satisfaction** with the Fall Break Learning Academy.
- **84% of parents felt that the Learning Academy provided high-quality instruction.**
- **87% found the FBLA helpful in supporting their child's learning needs.**
- **Parents felt that their child was more academically prepared** for the current year after attending the FBLA (71%).
- **84% expressed interest in the Spring Break Learning Academy.**



Advanced Academics

Program Overview:

Advanced Academics serves all schools offering Honors, Pre-AP, AP, IB, Dual Enrollment, and Statewide Dual Credit courses, ensuring fidelity of program implementation, providing specialized support to students, teachers, and school administrators, and assisting all schools in leveraging and expanding these specialized courses.

Program Goals:

Provide increased equitable access to advanced courses.

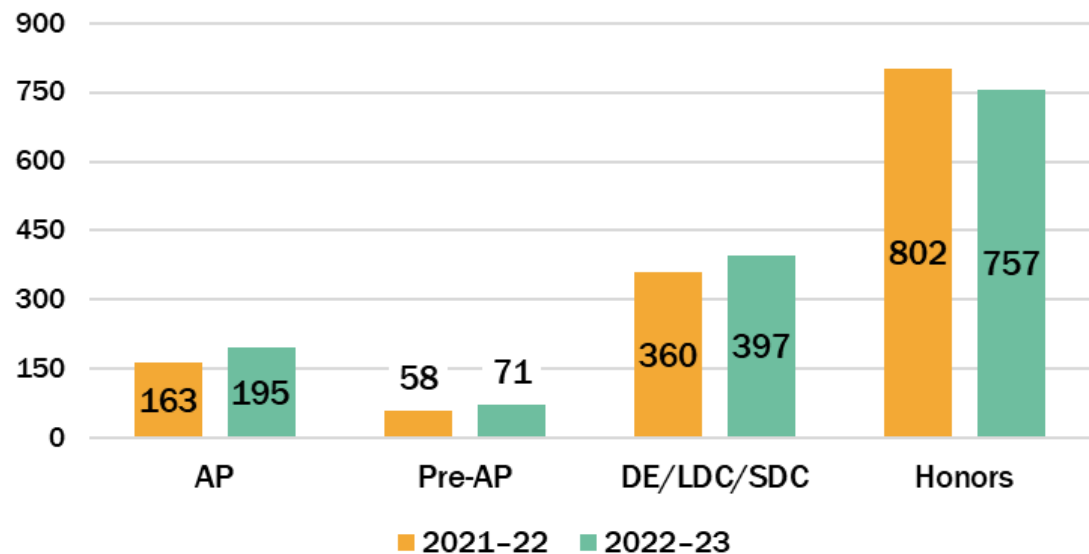
Key Performance Indicators	Status
Ensure each traditional high school has at least 5 SDC/LDC/DE courses.	●
Ensure each traditional high school has at least 5 Pre- AP/AP/Virtual AP courses.	●
Increase the number of Pre-AP courses offered.	●
Increase the percentage of students enrolled in advanced coursework.	●

Advanced Academics

Course Offerings



Advanced Course Offerings



- 13 high schools increased the number of Pre-AP courses offered and **across all schools, 14 more Pre-AP courses are offered** in 2022–23.
 - Since Pre-AP courses are honors-level courses, Pre-AP courses often replace honors courses, reducing the number of honors courses.
- **100% of traditional District-managed high schools have at least 5 Dual Enrollment, Local, or Statewide Dual Credit courses**, and there are **49 more DE/DC courses offered** across the District.
- **All traditional high schools have at least 5 AP, Pre-AP, or MSCS Virtual AP courses offered** (except middle college high schools).

Advanced Academics

Enrollment Counts



- **More students are enrolled in at least one advanced academic course** than the prior year; however, the percentage of students enrolled is lower (1.8% percentage point decrease).
 - The number of students enrolled in MSCS overall increased from 2021-22 to 2022-23, which contributed to this decrease.
- **AP, DE, Honors, Local Dual Credit (LDC), and Pre-AP course types have higher enrollment than 2021–22.**
- There is a decline in enrollment in Statewide Dual Credit courses this year.
 - This was caused by the state restricting the grade range for SDC courses. Had the new restrictions not taken place, MSCS would have increased the percentage of students taking advanced academic coursework.

Course Type	2021–22	2022–23	Percentage Point Change
AP	1,681	1,998	▲ 0.40%
DE	1,497	2,204	▲ 1.30%
Honors	13,342	15,011	▲ 1.00%
IB	84	76	▬ 0.00%
LDC	1,674	3,405	▲ 3.70%
Pre-AP	1,169	1,909	▲ 1.50%
SDC	8,736	6,791	▼ -6.50%
All Adv. Courses	20,295	21,447	▼ -1.80%
6–12 Enrollment Counts (sem. 1)	38,877	42,513	

Data pulled on 10/24/22.



ReSET Room Assistants

Program Overview:

A non-punitive, in-school intervention available for K-12 students. ReSET rooms provide a safe & therapeutic space for students who may be experiencing social, emotional, and/or behavioral difficulties. Students learn strategies to help them manage relationships, make responsible decisions, build social awareness, and manage emotions.

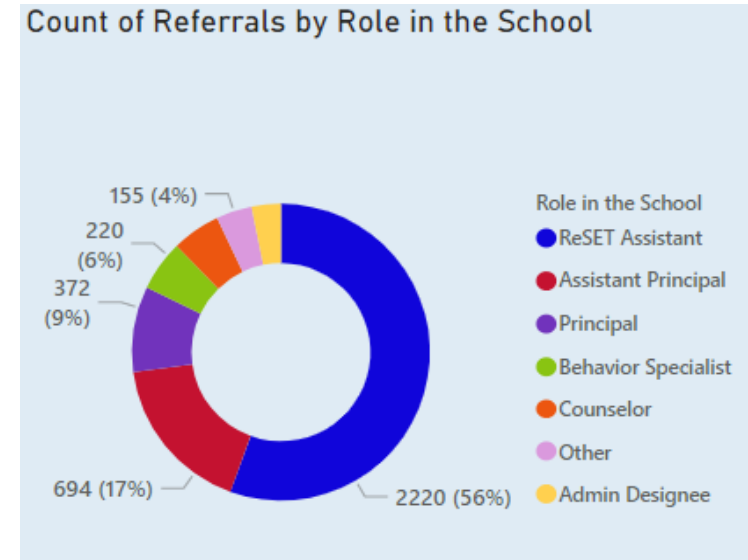
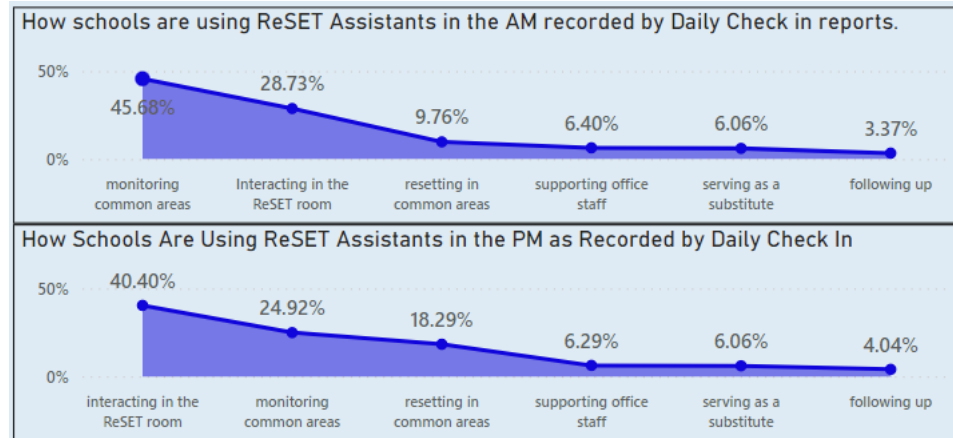
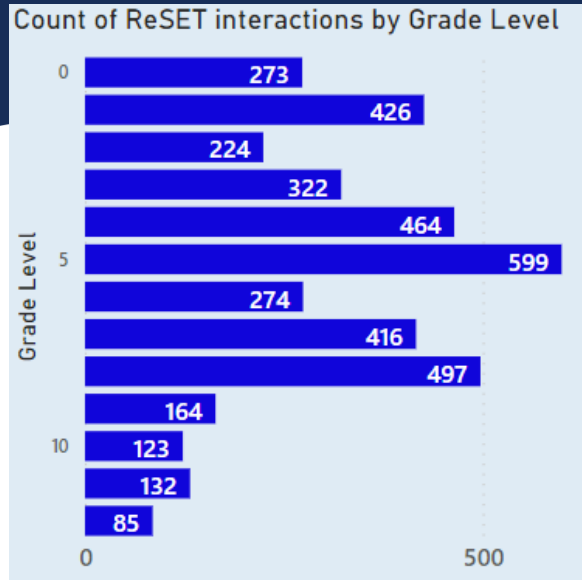
Program Goals:

To improve the climate and culture of schools by increasing students access to restorative and de-escalation practices. while reducing behavioral incidents and increasing attendance.

Key Performance Indicators	Status
Increase in use of progressive disciplinary practices and supports.	●
Decrease in the number of student discipline incidents	TBD- Semester 1
Increase in student attendance	TBD- Semester 1
Reduce out-of-school suspensions in schools with ReSET Rooms	TBD- Semester 1
Increase in culture and climate scores on relevant sections of the Panorama/Insight Surveys	TBD- Semester 1

ReSET Room Assistants

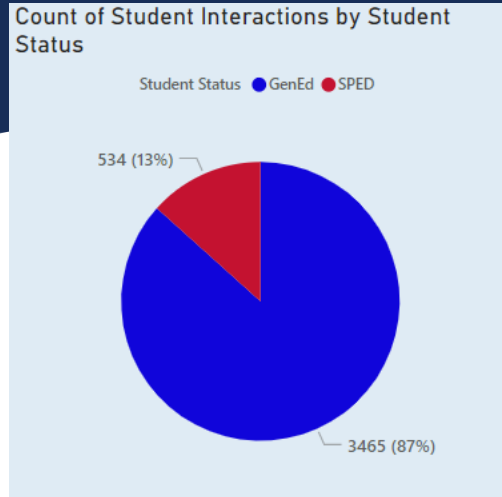
2022–23 Quarter 1



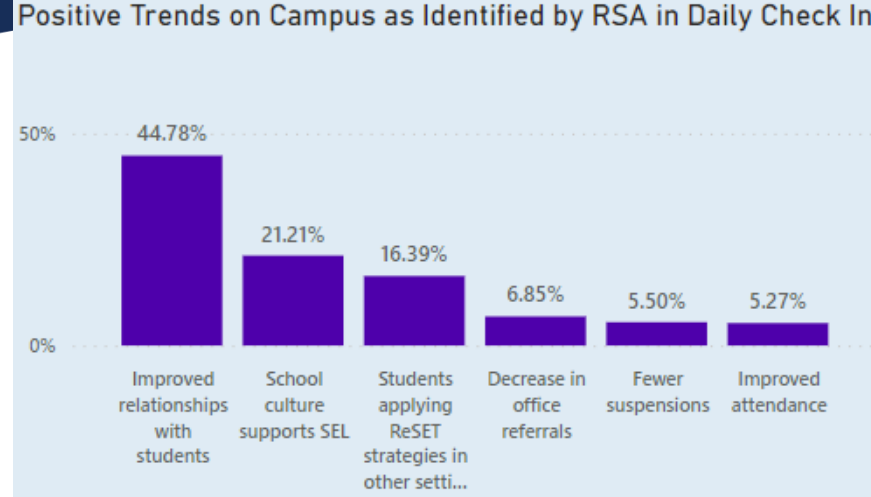
- 3,999 interactions
- 2,229 unique students
- **AM:** 45% of time monitoring common areas; 29% spent in the ReSET room
- **PM:** 40% in ReSET room; 25% monitoring common areas
- ReSET Assts. initiate 50% of total student interactions
- 31% are seen as referrals from administrators

ReSET Room Assistants

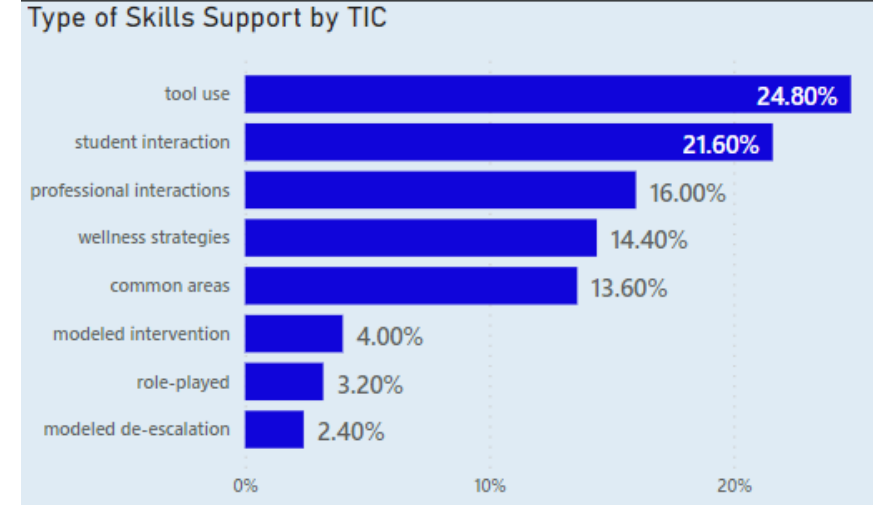
2022–23 Quarter 1



- 87% of students served by ReSET are general education
- 13% of students are SPED



- 45% of ReSET Assistants report improved relationships on campus.
- 21% report the school culture supports SEL
- 16% of students use SEL strategies in other settings



- Trauma coaches supported RSAs with training in using SEL tools 25% of the time
- Coaches modeled student interactions 22% of the time
- Coaches modeled professional interactions 16% of the time

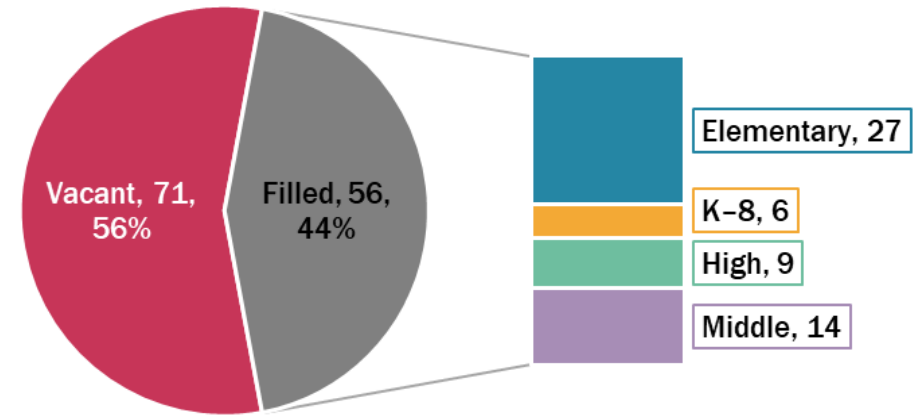
ReSET Room Assistants

2022–23 Program Status



- 71 vacancies
- **56 ReSET Room Assistants hired**
 - 27 in elementary
 - 6 in K8 schools
 - 9 in high schools
 - 14 in middle schools

ReSET Room Assistant Position by Assignment



- The ReSET Room program has **onboarded 143 staff** since 2018.
- RSAs receiving intensive behavior training beyond that of a traditional educational assistant.
 - Intensive 8-day training
 - Weekly visits from Trauma coaches
 - Power school and Bright Bytes training
 - Learn 6-minute SEL curriculum lesson PD
 - Training on SEED processes
 - Training on reporting procedures
 - Receive District's SEL ReThing curriculum mini lessons

Data included covers 8/8–10/7.

ReSET Room Assistants

2022–23 Staffing Challenges



- Between May 2022 and August 2022, **25 ReSET Assistants left the position. Many found higher paying roles within the District** (even only \$1-2 more per hour).
 - Specialized Educational Assistants
 - Behavior Specialists
 - Study Hall teacher
 - Substitute teacher
 - Classroom teacher
- Some ReSET Assistants left due to schools utilizing them as substitutes, hall monitors or cafeteria monitors much of the day. **ReSET Assistants feel frustrated being unable to serve the role they are trained and coached for.**
- **ReSET Room Assistants are more specialized than regular educational assistants.** Originally, it was written as a specialist role.
- **The current pay rate is locked at \$15 per hour,** although an increase is currently being considered.



Safety & Security

Program Overview:

ESSER funds were used to purchase new safety and security equipment as well as place Safety Special Project Coordinators in select schools.

Program Goals:

To provide a positive, safe, and respectful environment for students, staff, and families of Memphis-Shelby County Schools and to ensure that each student can develop to their full potential.

Key Performance Indicators	Status
Documentation and checklists will also be completed by vendor and submitted to team to ensure proper installation.	●
Meetings with staff and wiring vendor for updates and to remain on schedule without conflicts.	●
Increase student interaction and services provided by Safety Special Project Coordinator for students who are involved in specific incidents tracked.	●

Safety & Security

2021–22 ESSER Program Updates



- During the 2021–22 school year, **all intrusion alarm equipment was ordered.**
 - **Wiring at 10 schools has started** and the vendor will continue installing the new intrusion system throughout the District during 2022–23.
- Safety Special Project Coordinators (SSPCs) were deployed into schools at the end of February 2022. **SSPCs completed prevention and intervention for students** involved in violent, aggressive and/or disruptive behavior.
 - **Safety Special Project Coordinators completed 165 intervention sessions** from 2/22/22–5/27/22.
- **Five SSPCs supported 21 middle and high schools in the Spring 2022 semester.**

Safety & Security

Preliminary 2021–22 Data



- Due to the timeline of deployment of the Safety Special Project Coordinators in 2022 and the school closures in March 2020, **there was only a 3-week timeframe to extract comparable data between 2019–20 & 2021–22.**

- 2021–22 will be used as a baseline for comparison later this school year.

- The preliminary data* showed a **29% decrease in violent, disruptive, or aggressive incidents**** in schools with a SSPC.

- For the comparison weeks, **2021–22 saw a reduction in expulsions, OSS, ISS, and "other actions"**, although remanding students to an alternative school setting increased.

- **Female involvement in group fights increased** by 57.4% in 2021–22, so females now make up 48% of students involved in these incidents.

Student-Based Discipline Counts			
Action Taken	2019–20	2021–22	% Change
Expulsion	7	3	▼ -57.1%
In-School Suspension	71	27	▼ -62.0%
Remand/Alternative School	11	29	▲ 163.6%
Suspension	178	175	▼ -1.7%
Other Disciplinary Action	142	73	▼ -48.6%
Total Students Involved	409	307	▼ -24.9%

*Incidents include those categorized as disruptive Behavior, gang-related activities, brawls/group fights, other threats, threats to staff, threats to students, fighting, and fighting-gang related.

Safety & Security

2022–23 Q1 Data



- Though less pronounced, similar trends are evident in Q1 for the 2022–23 school year for the 21 schools supported by the 5 SSPCs.
- This year, **there has been a 9.6% reduction in violent, disruptive, or aggressive incidents for schools with an SSPC.**

<i>Violent, Disruptive, or Aggressive Incidents</i>			
	2021-22 Q1	2022-23 Q1	% Change
SSPC Supported Schools	575	520	● -9.57%

***Incidents include those categorized as disruptive Behavior, gang-related activities, brawls/group fights, other threats, threats to staff, threats to students, fighting, and fighting-gang related.*



Schools with Safety Special Project Coordinators

Board Member	Zone	School
5 Sheleah Harris	08- Corey Williams	Bolton High
1 Michelle McKissack	07-Kymerli Chandler	Central High School
5 Sheleah Harris	05- Levi Pointer	Cordova Middle School
8 Amber Garcia	06- Yvette Renfroe	Dexter School
2 Althea Greene	07-Kymerli Chandler	Douglass High School
2 Althea Greene	06- Yvette Renfroe	Douglass Elementary/Middle
3 Stephanie Love	10- Terrence Brittenum	Grandview Heights Middle
4 Kevin Woods	05- Levi Pointer	Hickory Ridge Middle School
6 Amber Garcia	05- Levi Pointer	Kate Bond Middle
4 Kevin Woods	06- Yvette Renfroe	Lowrance K-8
6 Keith Williams	07-Kymerli Chandler	Mitchell High School
7 Frank Johnson	05- Levi Pointer	Oakhaven Middle School
7 Frank Johnson	11 - Alisha Kiner	Oakhaven High School
9 Joyce Coleman	07-Kymerli Chandler	Overton High School
7 Frank Johnson	12-Janice Tankson	Sheffield High School
1 Michelle McKissack	06- Yvette Renfroe	Snowden School
9 Joyce Coleman	05- Levi Pointer	Sherwood Middle School
6 Keith Williams	11 - Alisha Kiner	Westwood High School
6 Keith Williams	08- Corey Williams	Whitehaven High School
9 Joyce Coleman	11 - Alisha Kiner	Wooddale High School
3 Stephanie Love	10- Terrence Brittenum	Woodstock Middle



Facilities & Deferred Maintenance

Program Overview:

This program allows for numerous capital improvement projects, upgrades to current facilities, reduction of maintenance backlog, and other improvements.

Program Goals:

The updates and reduction in backlog will afford MSCS students and teachers a safe, clean environment to learn and work.

Key Performance Indicators	Status
% of projects completed on time/performance to schedule	●
Air Quality index measurements in buildings with improvements	TBD
Categorized as acceptable on air-quality assessments	TBD
All schools have water bottle filling station by Jan. 2022	●
Increase in useable square footage in permanent buildings	●
Insight Survey perception increases (my building is maintained and clean)	●
Measurements of lead in water supply every two years	●
Reduction in the number of portable buildings used as classroom space	●
Reduction of deferred maintenance backlog	●
Square foot per student ratio increases	●

Facilities & Deferred Maintenance



- **100% of ESSER 2.0 and 3.0 projects are on schedule for completion by the deadline.**
- Once HVAC system upgrades are complete, air quality tests will be conducted.
- Once ESSER projects are complete, **MSCS will increase the usable square footage for 6 schools by 89,446 sq. ft.** This represents an increase in the square foot per student by 22.9 sq. Ft. These projects are currently underway, but not complete.

Status of Facilities ESSER Projects								
	Total Projects	HVAC Projects	Classroom Additions	Playgrounds & Auditoriums	Projects Started	Deadline for Completion	Completed to Date	# on Track
ESSER 2.0	13	13	0	0	13	6/30/2023	0	13
ESSER 3.0	29	20	6	3	29	6/30/2024	0	29

Facilities & Deferred Maintenance

Portables



- To date, **26 portable classrooms have been removed from schools** to make space for six classroom additions using ESSER 3.0 funds.
- There are **no portables in use at the 6 schools receiving classroom additions.**
- The District has a total of 170 portables on school campuses; **106 portables are in use at MSCS schools, including at ASD schools.**

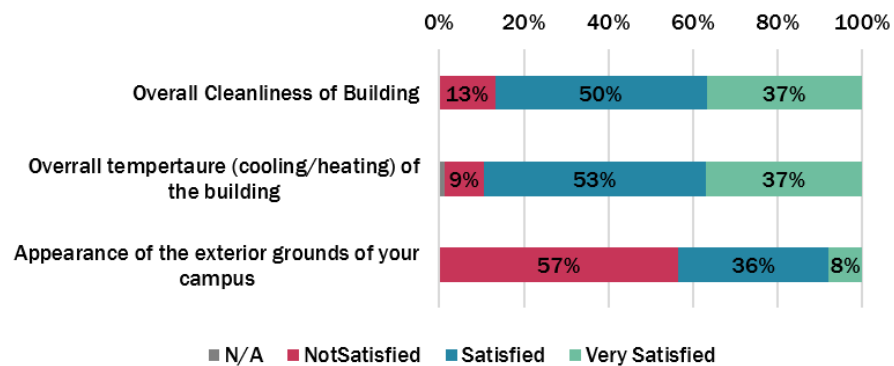
Facilities & Deferred Maintenance



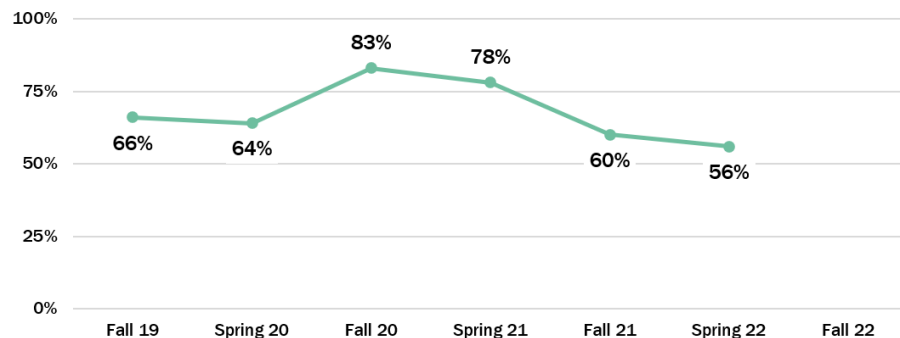
Bottle Filling Station

	By 1/30/22	To Date
Percent of Schools with Filling Stations	20%	82%

School Leader Survey Responses



District Agreement on Insight Question "My Building is Clean and Well Maintained"



- Water bottle filling stations are still being installed in schools. **To date 82% of schools have working filling stations.**
- In 2019 MSCS had 35 schools test above the lead threshold (20ppb) in at least one water source. As of 2021, **MSCS reduced identified schools to 12** (68% decrease) and is continually working to lower that number.
- **Teachers' agreement level for the question "my building is clean and well maintained" decreased in 2021–22 to 56%.**
- **87% of school leaders were satisfied with their buildings' cleanliness** and 90% with the heating and cooling of their facilities. [$n = 129$ ('21) & 122 ('22)]
- The deferred maintenance backlog has not decreased, but ESSER funds are only supporting the HVAC deferred maintenance.

Facilities & Deferred Maintenance



- Schools with the lowest Spring 2022 school Insight ratings Cleanliness and Maintenance item.

Board Member	Zone	Schools with Lowest Insight Agreement	Spring 2022
9 Joyce Coleman	05- Levi Pointer	Sherwood Middle School	16%
2 Althea Greene	05- Levi Pointer	Kingsbury Middle School	17%
2 Althea Greene	08- Corey Williams	Kingsbury High School	20%
2 Althea Greene	04- Phyllis Jones	Treadwell Elementary	23%
2 Althea Greene	02- Rita White	Raleigh- Bartlett Meadows School	25%
1 Michelle McKissack	04- Phyllis Jones	Downtown Elementary	25%
3 Stephanie Love	03-Kimberly Sanders	Lucie E. Campbell Elementary	26%
2 Althea Greene	01- Sharonda Beard	Grahamwood Elementary	27%
5 Sheleah Harris	05- Levi Pointer	Cordova Middle School	27%
6 Keith Williams	05- Levi Pointer	Chickasaw Middle School	27%
1 Michelle McKissack	06- Yvette Renfroe	Snowden School	27%
7 Frank Johnson	12-Janice Tankson	Hamilton High School	28%
6 Amber Garcia	03-Kimberly Sanders	Shady Grove Elementary	29%
1 Michelle McKissack	03-Kimberly Sanders	Rozelle Elementary	29%
7 Frank Johnson	05- Levi Pointer	Oakhaven Middle School	30%
9 Joyce Coleman	09-Debra Stanford	Dunbar Elementary	30%
1 Michelle McKissack	03-Kimberly Sanders	Bruce Elementary	30%