



ANNUAL REPORT

2017



DESTINATION
2025



Executive Summary

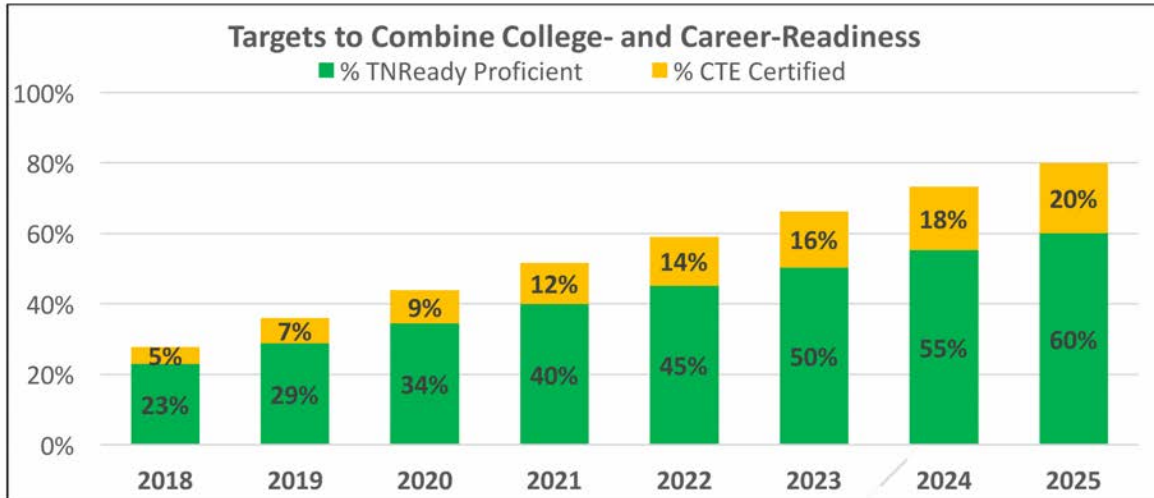
2017 marks the third year of implementation for Shelby County Schools' Destination 2025 strategic plan. The past year has yielded growing traction and deeper investment in a number of promising strategies that support our Destination 2025 goals and priorities. Key accomplishments include:

- Initiating the Superintendent's Summer Learning Academy, a six-week instructional program to stem summer learning loss for more than 6,000 elementary students
- Adding nearly 600 Pre-K seats to ensure more students enter SCS Kindergarten-ready in 2018
- Leading the state and the nation once again in Free Application for Federal Student Aid (FAFSA) completion in order for graduating seniors to have improved access to post-secondary resources
- Launching the School Performance Framework (SPF) and student-based budgeting as systemic tools to improve school quality and student equity
- Investing in two additional Innovation Zone schools, one additional Empowerment Zone school and 20 new Critical Focus schools to bolster resources for better student outcomes

We believe these accomplishments and many other points of progress outlined in this report have contributed to the improved Destination 2025 outcomes SCS has achieved across several priorities this year. Most notably, the District improved its graduation rate for the fourth year in a row and remains on track to achieve a 90 percent graduation rate by 2025. SCS also saw improvements in student market share and community confidence in 2017 and met the annual target for community confidence in the District.

However, the District also has urgent work ahead to improve one of its most important goals for students: 80 percent college- and career-readiness by 2025. This is the first year that SCS and other districts across the state of Tennessee received TNReady assessment results for students in elementary and middle grades and the second year that high schools have received results based on the rigorous new standards. Currently in SCS, only one in five third-grade students is proficient in English Language Arts (ELA). As a group, SCS high schools remained flat in terms of the percentage of students who were proficient in end-of-course TNReady subjects from 2016 to 2017, meaning we will need to achieve more aggressive gains in future years to get back on track. Moreover, the state Department of Education has placed greater emphasis on improving career-readiness outcomes for students in its Every Student Succeeds Act (ESSA) plan, an emphasis that the Shelby County Board of Education shares as SCS works to strengthen Career Technical Education (CTE) offerings.

Given renewed focus on high-quality career-readiness opportunities and the District's new baseline for student achievement as measured by TNReady, SCS has refined its 80 percent college- and career-readiness goal. Specifically, the new targets call for aggressive improvement in both the percentage of graduating seniors earning CTE certifications and the percentage of students who perform at the "On Track" and "Mastered" levels of achievement on TNReady. Projected annual targets for these goals are provided below, as well as a summary of SCS' 2017 performance on all top-line goals for Destination 2025.



Annual Progress: 2017 – For a full list of Destination 2025 measures, refer to the **Appendix** of this report.

| Priority 1: Strengthen Early Literacy | 2016 Actual | 2017 Target | 2017 Actual | Target-to-Actual |
|---|--------------------------|------------------------------|---------------------------|------------------|
| By 2025, 90% of SCS third graders are proficient in English & language arts (ELA). | <i>No Data Available</i> | Baseline | 21.4% | N/A |
| Priority 2: Improve Post-Secondary Readiness | 2016 Actual | 2017 Target | 2017 Actual | Target-to-Actual |
| By 2025, 90% of SCS students graduate on time. | 78% | 77% | 79.6% | +2.6 points |
| By 2025, 100% of college- or career-ready SCS graduates enroll in a post-secondary opportunity. | 55% | 64% | TBD * | TBD |
| Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success | 2016 Actual | 2017 Target | 2017 Actual | Target-to-Actual |
| By 2025, 60% of students are proficient on TNReady assessments. | 17.3% (HS) | Baseline (K-8) 22.0% (HS) | 27.1% (K-8) 17.5% (HS) | -4.5 points (HS) |
| Priority 4: Expand High-Quality School Options | 2016 Actual | 2017 Target | 2017 Actual | Target-to-Actual |
| By 2025, SCS student market share increases by 5%. | 60.5% | 62.4% | 61.1% | -1.3 points |
| Priority 5: Mobilize Family & Community Partners | 2016 Actual | 2017 Target | 2017 Actual | Target-to-Actual |
| By 2025, community confidence in SCS increases to 90%. | 78% | 81% | 81% | 0 points |

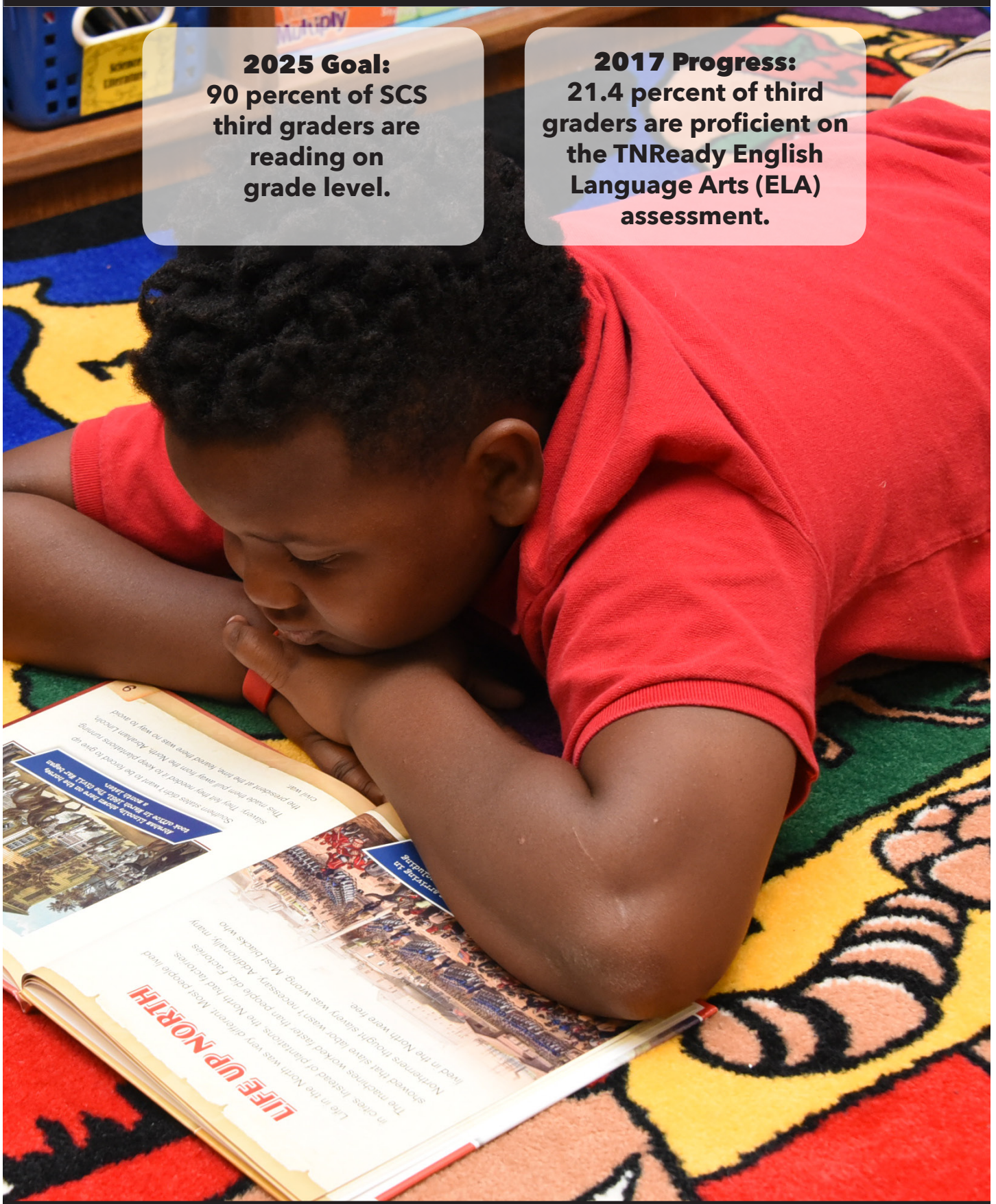
*Due to the timing of available data, the post-secondary enrollment rate reflects the percentage of 2016 graduates who enrolled in a post-secondary opportunity during the past year. The 2017 rate will be included in the 2018 annual report.



Priority 1: Strengthen Early Literacy

2025 Goal:
90 percent of SCS
third graders are
reading on
grade level.

2017 Progress:
21.4 percent of third
graders are proficient on
the TNReady English
Language Arts (ELA)
assessment.



The focus of early literacy is to build a strong foundation so that students become proficient readers. Early literacy covers grades Pre-K through three, at which time students shift from the task of “learning to read” to the task of “reading to learn.” The end of third grade marks the first time students’ reading proficiency is tested using Tennessee’s state-mandated achievement test, TN-Ready. In spring 2017, 21.4 percent of third-grade students in SCS were considered to be on track or mastered in Reading.

The scores from last spring serve as a baseline year for data on third-grade reading proficiency as measured by new, more rigorous TNReady standards. The decline in percentage of students considered proficient in reading in third grade from 2015 to 2017 is partially a reflection of the changing test, but it also illustrates how far the District must go to meet the new expectations of third-grade reading proficiency.

What’s Working: Strengthening Early Literacy in Practice

To strengthen early literacy among the District’s students, Shelby County Schools has drawn on both national research and District data to develop programs that support classroom literacy instruction for the District’s youngest students. Efforts this year have emphasized four strategies that research supports as being effective in strengthening literacy skills among students in Kindergarten through third grade.

- **Ensuring a Strong Start: Expansion of the District’s Pre-K Program** – In order to reach our third-grade reading proficiency goal by 2025, we must address student literacy needs that become evident much earlier. For example, in fall 2016, only 49 percent of the incoming Kindergarten students were considered to be “Kindergarten-ready” based on their reading scores measured early in the school year.¹ The experiences children have prior to Kindergarten can influence how prepared they are to begin school. Research shows that children who attend Pre-K or participate in Head Start come to Kindergarten “more ready” for school compared to their peers who did not attend Pre-K, and the benefits of attending Pre-K are especially noted for economically disadvantaged students.² The District’s own data mirror this finding. Schools with a high percentage of incoming Kindergarten students who attended Pre-K the previous year had average reading scores considered Kindergarten-ready in fall 2016. By contrast, schools with a lower percentage of students who attended Pre-K had average reading scores below the Kindergarten-ready range. SCS has worked to help more students enter Kindergarten ready for school by increasing access to high-quality Pre-K education. SCS expanded the number of spaces available in its Pre-K program from 4,952 in 2016-17 to 5,529 in 2017-18, allowing the District to serve an additional 577 4-year olds this year. This represents a potential 10 percent increase in Pre-K participation for the Kindergartners of 2018-19.



- **Supporting Classroom Teaching: Response to Instruction and Intervention (RTI2)** – Last year, the state Department of Education mandated that all public school districts in Tennessee provide literacy and math instruction following the State’s Response to Instruction and Intervention (RTI2) protocol. In this protocol, all students participate in a reading block and a math block of grade-level instruction each day. Students who are not performing on grade level also receive intervention that is tailored to their individual needs to help them shore up targeted skills. Given the vast scope of struggling readers in the District, the RTI2 program targets students with the greatest need. Periodic screening occurs throughout the school year that allows teachers to identify students to receive intervention, as well as students who have made enough gains during intervention to return to regular instruction. Last year, 4,228 K-3 students received additional intervention in reading.

Data from SCS has shown improvements in K-3 reading from winter 2015-16 to winter 2016-17. In each grade, there was approximately a 10 percent increase in the number of students who scored above the 50th percentile in a mid-year measure of reading progress. Additionally, there was a drop in the percentage of students who scored in the lowest quartile for that same period. ³Despite these improvements, there are still 10,900 K-3 students (36 percent) performing below the 25th percentile on formative assessments.

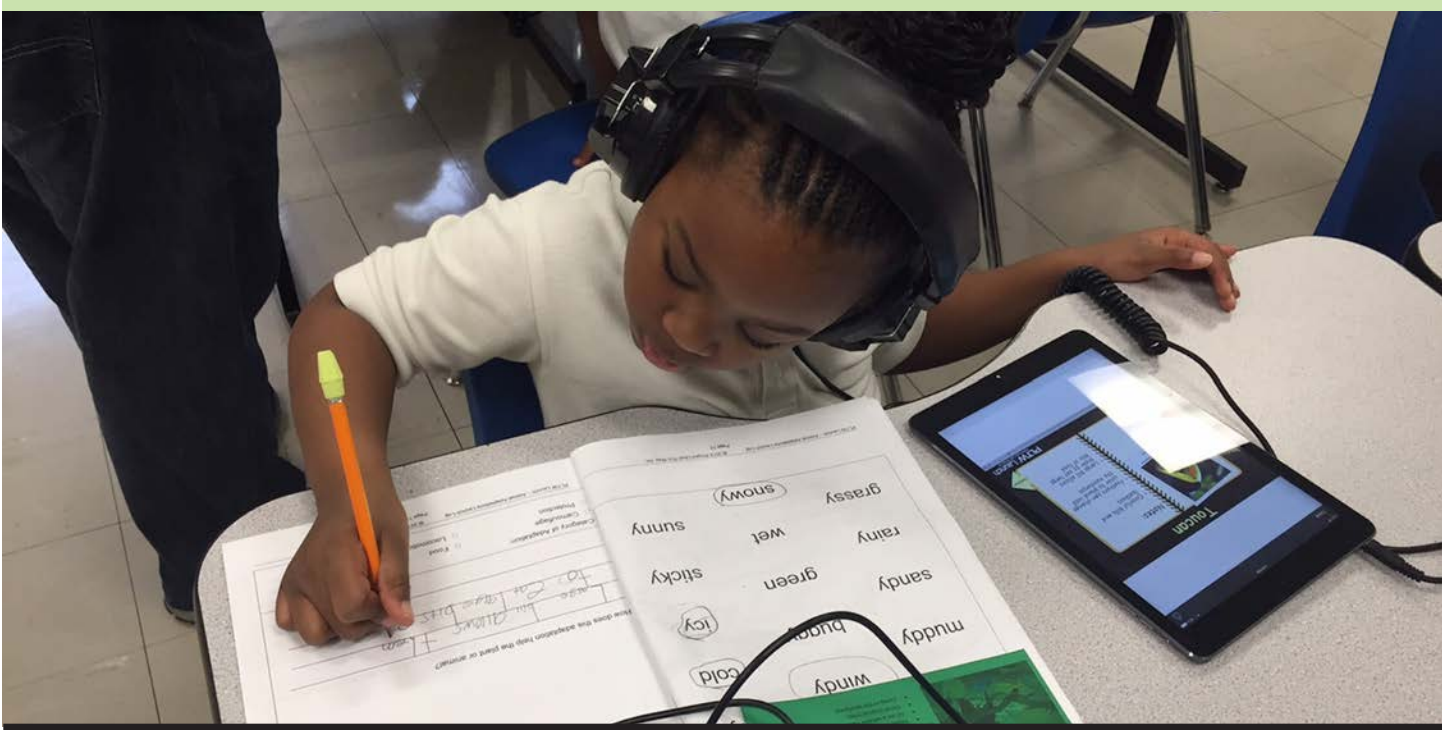
- **Mitigating Summer Learning Loss: Summer Learning Academy** – Over the summer break, students tend to lose some of the skills they had mastered the year before. By some estimates, students can lose up to two months of material that teachers then spend four to six weeks re-teaching each fall. ⁴In SCS, 44 percent of the K-3 students demonstrated a summer learning loss in reading between spring 2016 and fall 2016 based on formative assessment data. To help address this challenge, the District launched the Superintendent’s Summer Learning Academy in 2017. Rising first through sixth graders were able to participate in a six-week, all-day summer program. In addition to reading and math instruction, students participated in science and art projects and attended weekly field trips. Approximately 6,200 students attended the six-week program, which was housed at 26 elementary schools throughout the District. Initial data showed that from the beginning to the end of Summer Learning Academy, students improved their ability to read more complex texts and gained roughly nine weeks of academic progress during six weeks of instruction. Analyses are currently underway to track the academic progress of student participants throughout the year to examine the long-term impact of program participation.
- **Utilizing Community Resources: Team Read Tutoring Program** – The Team Read tutoring program began in two SCS elementary schools several years ago. The program expanded and is currently in its fourth year as a District-wide program. Last year, Team Read paired approximately 1,200 volunteer reading coaches with students in 44 elementary schools. Last year, 1,156 second-grade students participated in the program. Student-coach reading pairs worked on learning sight words and reading them in the context of passages and books. Students who can master these words *become better readers overall because their reading is more fluent.

*Sight words are words that occur frequently in text and may not be easy to “sound out” because the spelling and pronunciation do not match, as in the word “one.”

Programs such as Team Read are successful in part due to the commitment of the many volunteers and District partners who participate. Team Read partners assist with the training sessions that must be held for every volunteer who serves as a reading coach in the program. The lead volunteer reading coaches at each school coordinate with both school personnel and Team Read coaches to make sure the program is running smoothly and taking as little time away from teachers as possible. By tapping into willing and available community resources, the District is able to ensure early literacy support is available to more students at more schools.

What's Ahead

As the District moves ahead with its efforts to strengthen early literacy, each of these strategies will continue to be refined to improve outcomes, program quality and the level of targeted support for students. Pre-K teachers will be evaluated this year with new student growth measures that were introduced across the state as part of Tennessee's new Pre-K Quality Act of 2016. Educators serving grades K-3 will continue to focus on providing high-quality, standards-aligned instruction to all students, as well as intervention for students who need more intensive support. Taking a "lessons learned" approach to RTI2 and the Summer Learning Academy, staff will revise processes that were ineffective or cumbersome to allow more time for supporting students' needs through supplemental instruction. Finally, efforts to maximize available resources are ongoing, especially in the expansion of Pre-K seats and volunteers for the Team Read tutoring program. The Team Read program will continue to ensure that all volunteer reading coaches receive high-quality training and coordinate activities so that volunteers can maximize their time directly supporting students. Through these multi-faceted, student-centered efforts, SCS will continue to improve the quality and quantity of literacy support for students in early grades.





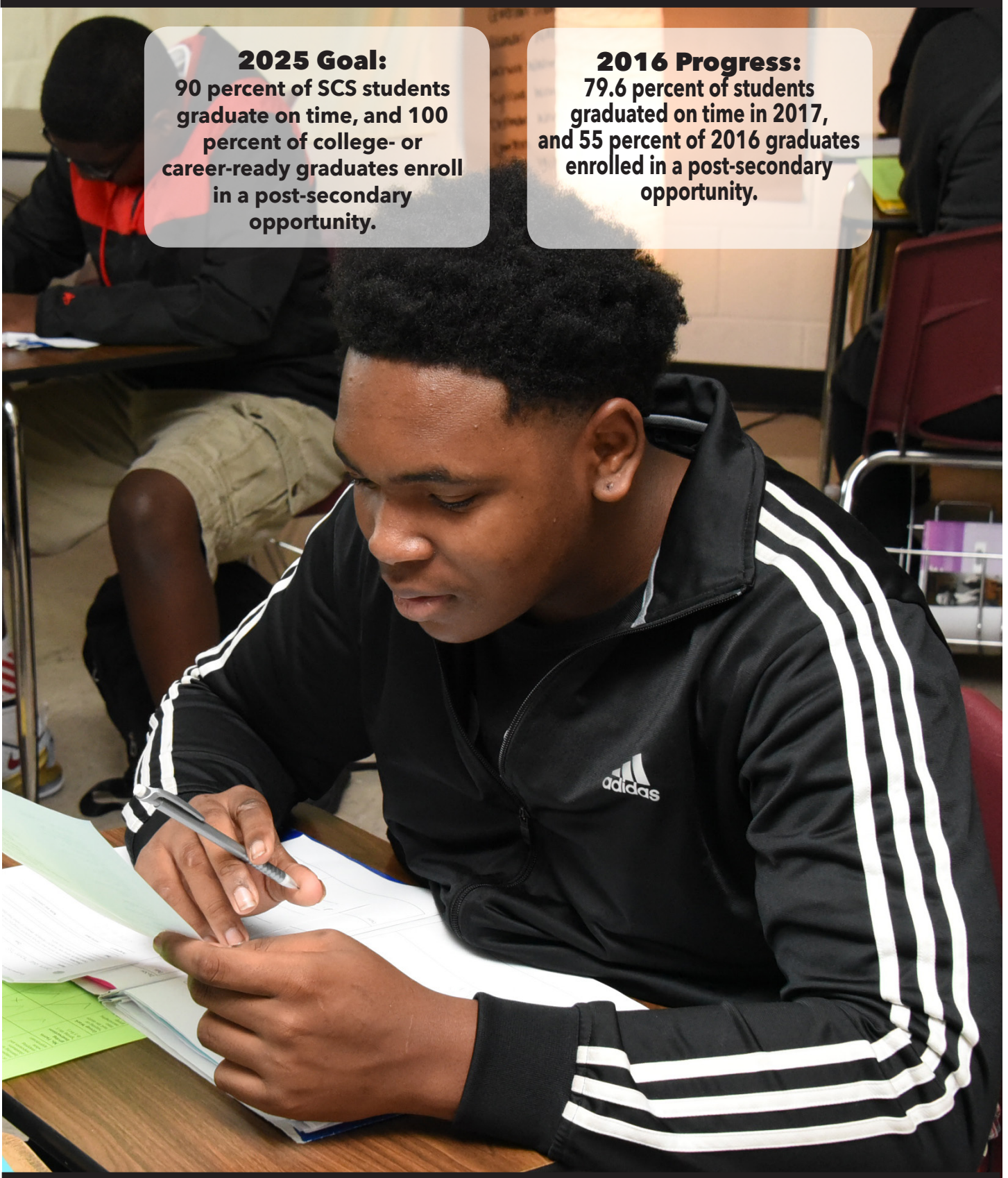
Priority 2: Improve Post-Secondary Readiness

2025 Goal:

90 percent of SCS students graduate on time, and 100 percent of college- or career-ready graduates enroll in a post-secondary opportunity.

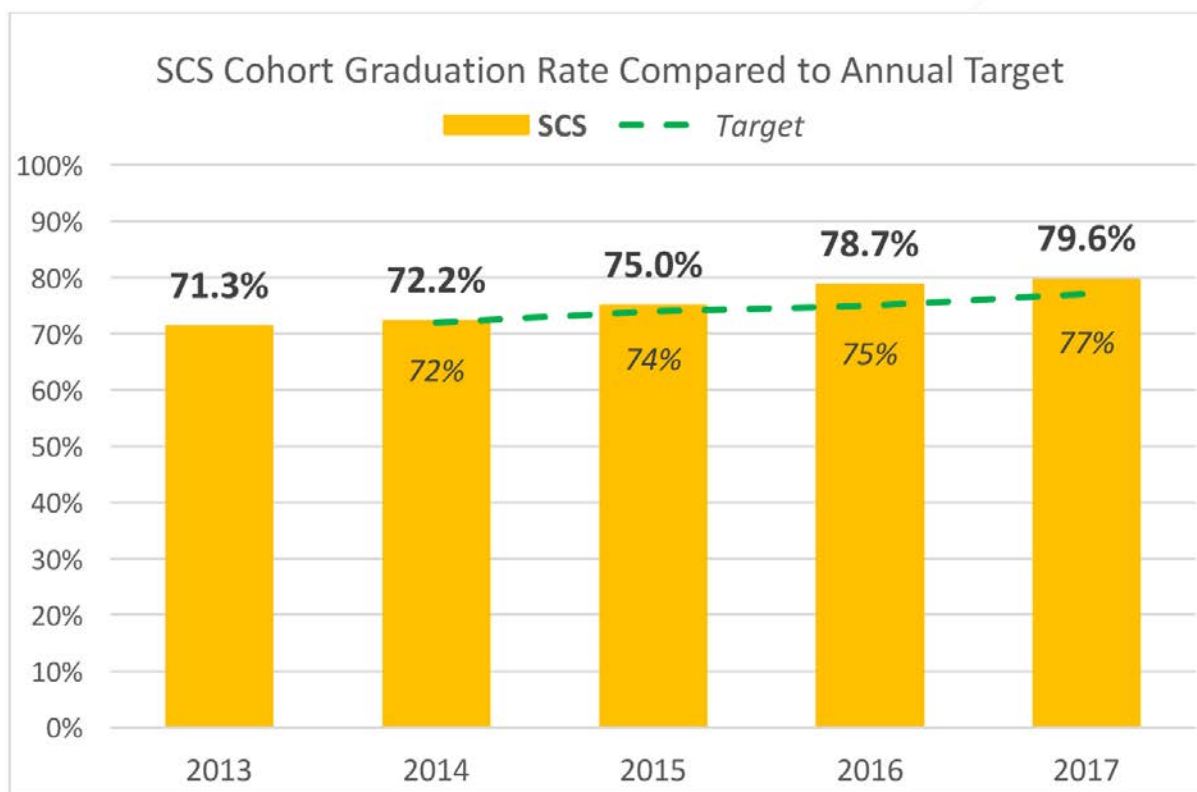
2016 Progress:

79.6 percent of students graduated on time in 2017, and 55 percent of 2016 graduates enrolled in a post-secondary opportunity.



High School Graduation Rate

In 2017, 79.6 percent of SCS students graduated on time compared to 78.7 percent of students in 2016. This outcome exceeded the annual target by 2.7 percentage points. Additionally, the District has continued to show steady improvement over the past three years and remains on track to achieve the 90 percent graduation rate goal by 2025.

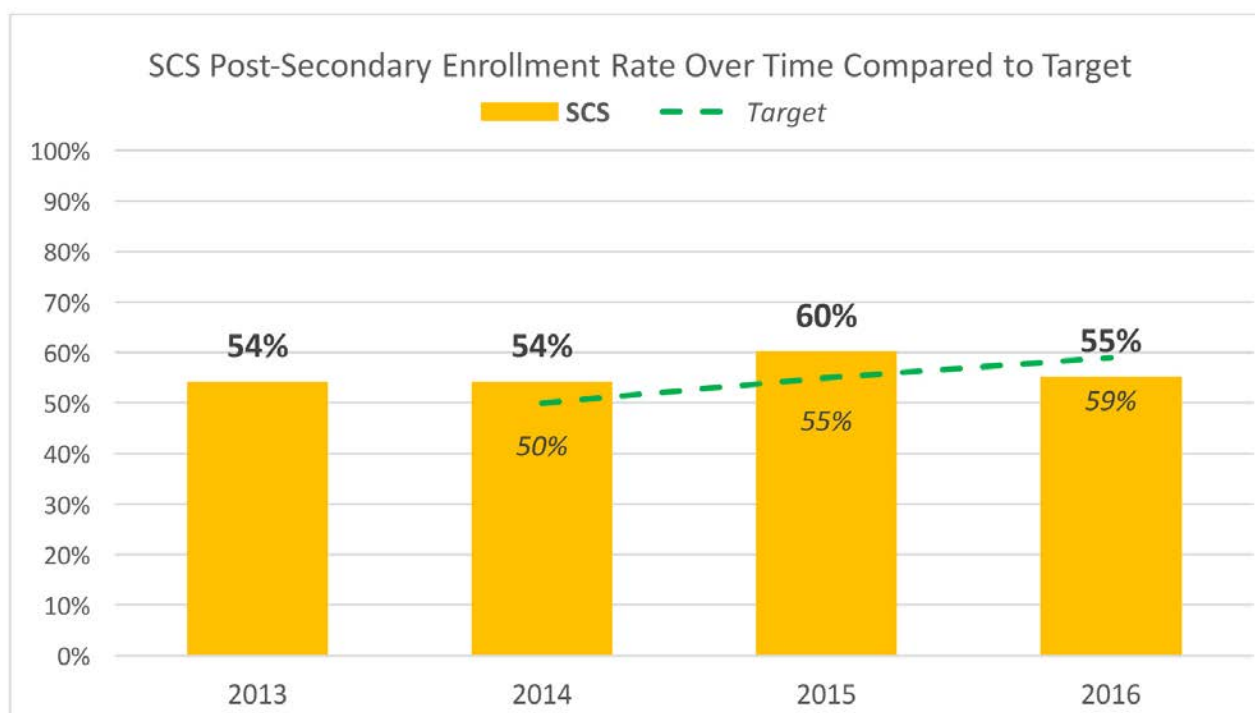


Graduation outcomes varied by high school. Including charter schools, 61 percent of SCS high schools met the 2017 target, suggesting they are currently on track to meet the 90 percent graduation rate by 2025. *Additionally, approximately 37 percent of SCS high schools already achieved a 90 percent graduation rate in 2017.

*This rate excludes Excel Center and Virtual School.

Post-Secondary Enrollment Rate

The post-secondary enrollment rates for 2017 graduates are not yet available, but enrollment rates for 2016 graduates show that the District achieved a total post-secondary enrollment rate of 55 percent. Note that this does not reflect post-secondary enrollment specifically for students who are considered college- or career-ready since most graduates in 2016 did not take TNReady-aligned assessments to make this determination.



What's Working: Improving Post-Secondary Readiness in Practice

Because student needs and interests are diverse when it comes to on-time graduation and post-secondary participation, SCS has implemented a wide variety of strategies and programs to support this Destination 2025 Priority. The District's focus remains on ensuring all students stay on track for graduation in terms of required credits and grades while also increasing access to resources and coursework that will better prepare students for college or career opportunities.

- **Diversifying Instructional Support: Academic Intervention and Enrichment** - In order to promote on-time graduation and academic persistence for high school students, SCS relies on a number of programs to support students who have fallen behind academically and also prepare all students to be college- or career-ready graduates. Programs such as Project Graduation and Grade Results provide classroom and online opportunities for students to earn the credits they need to graduate on time and recover failing grades by demonstrating mastery on skills and standards they may have struggled with in previous

coursework. In 2016-17, 807 students participated in Project Graduation at three high school sites, and 250 seniors graduated in May based on credits earned in the program. During the same school year, 4,320 students enrolled in 6,277 online courses for enrichment, test preparation, grade recovery or credit recovery purposes. Nearly 600 students successfully completed online courses specifically to recover credits they needed to meet graduation requirements. Several SCS high school principals have also participated in the "Stat" continuous improvement process in which they review data trends for early warning indicators, such as attendance, discipline, course failures and credits accumulated on a regular basis and determine school-level strategies and interventions that respond to student needs. In 2016-17, 10 of 14 participating Stat schools improved their graduation rate from the previous year.

In addition to putting resources and processes in place to intervene with struggling students, SCS continues to expand instructional supports to improve college- and career-readiness for all students. With the exception of three charter schools and three alternative programs, all SCS high schools offer advanced course opportunities consisting of honors, AP/IB or dual enrollment classes. Nearly 75 percent (27) of District-managed middle schools also offer honors courses, ensuring more students have early exposure to advanced coursework to help them prepare for high school standards and beyond. Additionally, SCS partners with the state Department of Education to offer Seamless Alignment and Integrated Learning Support (SAILS) and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). In SCS, SAILS targets seniors who have not yet achieved a minimum ACT Math sub score of 19, provides a blended curriculum to help them master foundational standards, and reduces the likelihood they will need remedial math coursework once they enter college. In 2016-17, more than 99% of 636 students (632) successfully completed all five SAILS modules and are eligible for college-level math courses. GEAR UP is designed to improve post-secondary enrollment and persistence for low-income first-generation college students. Participating students receive academic support, mentoring, advising, college and job site visits, financial aid counseling and personalized college-planning sessions as early as seventh grade through high school graduation.

- **Improving Post-Secondary Access: FAFSA and TN-Promise Resources** – Research shows that every additional \$1,000 in grant aid increases a student's post-secondary persistence rate by four percentage points. Additionally, Free Application for Federal Student Aid (FAFSA) completion is strongly associated with post-secondary completion, and 52 percent of FAFSA filers complete a bachelor's degree within six years of enrollment compared to just 44 percent of students who do not. ⁵SCS continues to have a strong track record in ensuring nearly all high school students take advantage of post-secondary financial aid opportunities, including FAFSA and TN-Promise, a state scholarship that gives students the opportunity to enroll in two-year post-secondary programs for free.

According to the Tennessee Student Assistance Corporation (TSAC), 75 percent of SCS seniors completed FAFSA, which is required not only for federal financial aid but also TN-Promise and other state funds, such as the Hope Scholarship. The percentage of SCS students who completed FAFSA exceeded the state-wide rate of 70.3 percent in 2017, as

well as the SCS' own rate of 71 percent the previous school year. Both the state and District have completed substantially more FAFSA applications than seniors across the nation in both years. This may be due in part to TSAC's outreach efforts in Shelby County, including conducting 312 school visits, 89 FAFSA workshops, 146 presentations and workshops on personal finance and TN-Promise and 38 college fairs that ultimately reached more than 12,000 students. In terms of TN-Promise completion, 86 percent of SCS seniors applied for the scholarship, and 51 percent ultimately received the award, an improvement over the previous school year. Over the past three years, there has been a 20- to 30-point difference between the number of initial applicants and final awardees. Students who choose to attend a four-year institution are not eligible. Additionally, students who receive outside funding may not be eligible, as TN-Promise is a last-dollar scholarship provided only after a student's other financial aid is factored in.

- **Strengthening Career-Readiness: Career & Technical Education (CTE)** - The ultimate goal of the CTE program is for every student to graduate with the academic, technical, interpersonal, communication and social skills they need to compete and contribute in a global society. In 2017, 154 SCS students earned 213 certifications in trades that included auto mechanics, carpentry, welding and medical assistant training. In both 2016 and 2017, roughly two percent of SCS seniors completed a professional certification, so the District is shifting more attention to strengthening CTE offerings and ensuring that more students get early exposure to different career paths in order to increase the percentage of students who are career-ready when they graduate. SCS has aligned curriculum in nine "Career Clusters" for 2017-18 school year implementation in the following areas: Transportation, Distribution and Logistics, Human Services, Arts/AV Technology and Communication, STEM, Law and Public Safety, Education and Training, Hospitality and Tourism, Marketing and Media. Through collaboration with the Workforce Investment Network (WIN) and FedEx, SCS has established a partnership pipeline to provide students with access to careers and career training embedded in workforce settings.

What's Ahead

Although SCS has made steady, substantial progress in increasing the percentage of students who graduate on time, we recognize that our 2025 goal will require intensive ongoing work to sustain these gains. District leaders will continue to use early warning indicators to conduct regular deep data dives to monitor schools' implementation of timely interventions for at-risk students. Additionally, the District plans to incorporate earlier grades into its early warning process, as several studies have shown that risk factors for dropping out are evident long before students enter high school. SCS will also collaborate with community partners and post-secondary institutions to develop support systems that will lead students to good college and career choices with increased emphasis on matriculation. These partnerships include non-profit historically black colleges and universities (HCBUs) to increase student exposure to culturally diverse college experiences, as well as the University of Memphis, Latino Memphis and Equal Chance for Education to provide scholarships for Deferred Action for Childhood Arrivals (DACA) students who would otherwise have limited opportunities to attend college. In 2017-18, improving the quality and scope of CTE offerings available to high school students is a top priority. A major planning effort is underway to determine areas of concentration that have the strongest workforce potential and ensure SCS has sufficient resources and teacher talent to expand offerings and student success throughout the certification process. The District will need to improve student enrollment and progression through CTE coursework dramatically to achieve its career-readiness targets and strengthen students' career and post-secondary opportunities after graduation.



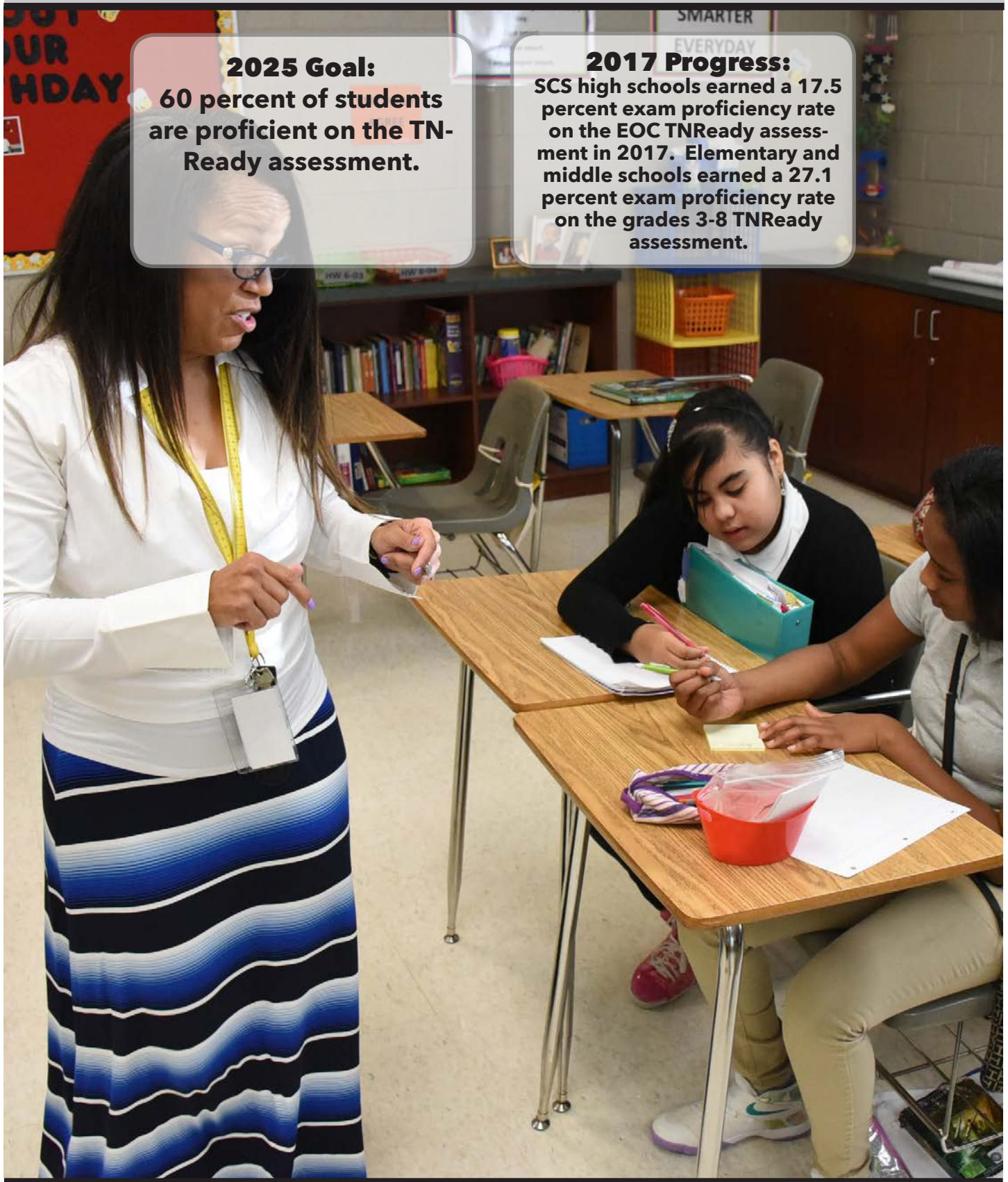
Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success

2025 Goal:

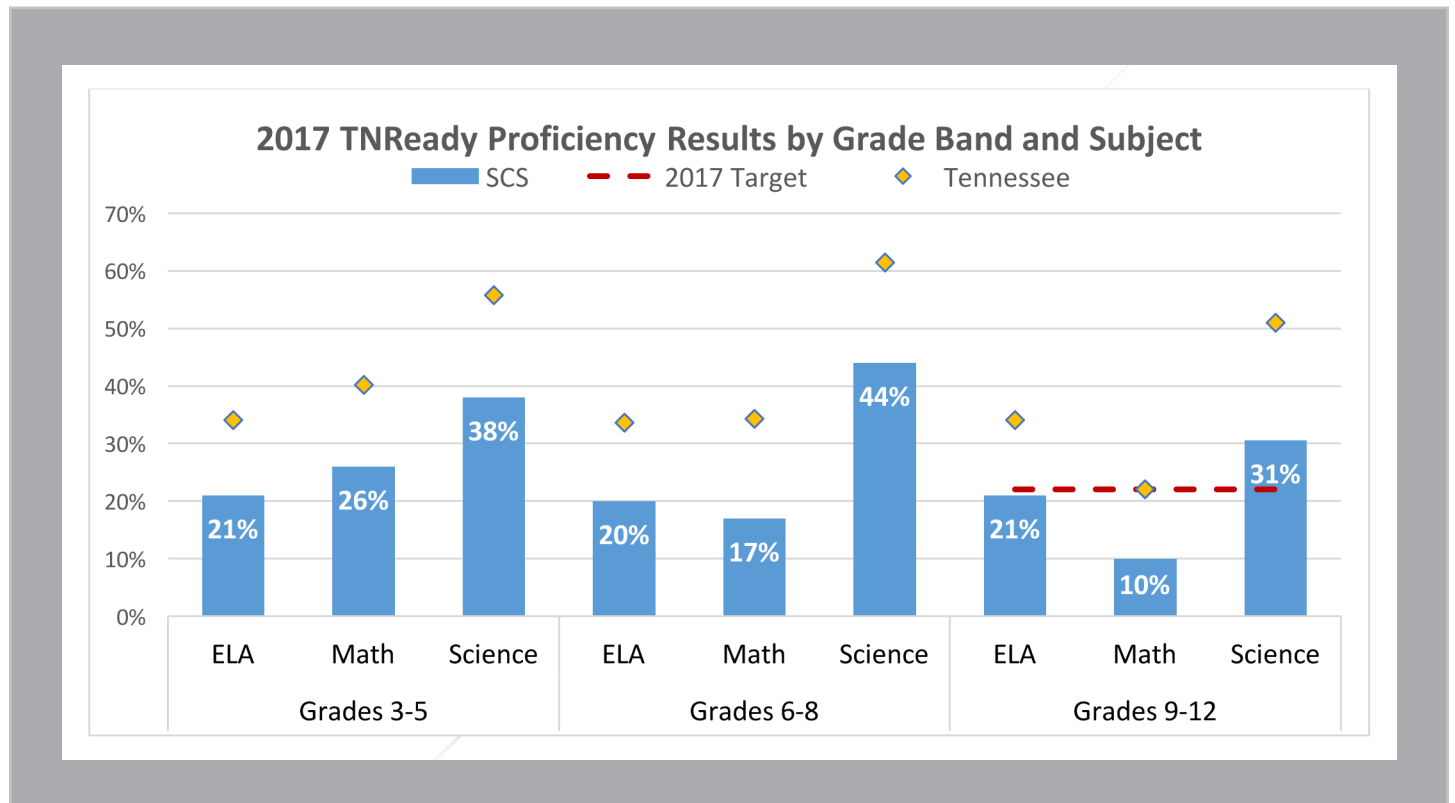
60 percent of students are proficient on the TN-Ready assessment.

2017 Progress:

SCS high schools earned a 17.5 percent exam proficiency rate on the EOC TNReady assessment in 2017. Elementary and middle schools earned a 27.1 percent exam proficiency rate on the grades 3-8 TNReady assessment.



Across all TNReady tested grades and subjects, SCS earned an overall proficiency rate of 23 percent in 2017. Broken down by grade band, high school students had a proficiency rate of 17.5 percent, while elementary and middle school students had overall proficiency rates of 28 and 26 percent, respectively.



As expected, proficiency rates dropped for grades 3-8 since 2017 was the first year that students in these grades were tested on the more rigorous TNReady standards in math and English Language Arts (ELA). Elementary and middle school students achieved a similar proficiency rate in ELA; however, elementary students earned a notably higher proficiency rate in math compared to middle school students. Whereas 2017 was a baseline year for elementary and middle schools being assessed on the new standards, high schools now have two years of TNReady results to assess progress toward our college- and career-readiness goal. From 2016 to 2017, proficiency rates remained relatively flat in high school ELA and math. However, the rate of students scoring in the lowest performance category decreased from 35 to 25 percent in ELA and from 68 to 67 percent in math. The average ACT score for Shelby County Schools rose from 17.5 in 2016 to 17.8 in 2017, and the percentage of students scoring a 21 or higher increased by 2.4 percentage points from 2016 to 2017. Despite these small indicators of progress, the District will need to make aggressive improvements in student academic outcomes over the next several years to reach its 2025 goals.

What's Working: Developing Teachers, Leaders and Central Office in Practice

The District's latest TNReady results underscore an urgent need to support students and educators in transitioning to more rigorous college- and career-readiness standards. The key strategies for this priority focus on all levels of the organization so that SCS can continuously improve workforce skills and District performance in service of better student outcomes.

- **Strengthening the Teacher Talent Pool: Recruitment and Retention** – Given heightened competition for teacher talent across school systems in Shelby County, SCS continues to strengthen its recruitment and retention strategies for top educators. In terms of recruiting new high-performing and high-potential teachers to the District, SCS moved its teacher hiring timeline up in 2017 compared to previous years in order to identify known vacancies sooner and secure top candidates earlier when the talent pool is strongest. As a result, the District had fewer students taught by substitutes on the first day of class in 2017-18 and was able to hire more than 450 teachers by the end of May, a full month before this number of hires has typically occurred in the past. Yet like school districts across the country, SCS has also needed to employ intensive ongoing hiring strategies due to a national teacher shortage. The District deployed 50 central office staff with teaching credentials to schools at the beginning of the 2017-18 school year to reduce the number of classrooms starting the year with substitutes, and the District recruitment office has now assigned staff to specific content areas in order to increase the number of candidates available for hard-to-staff content areas.

Even more important than securing top teachers for vacant positions, SCS has renewed its focus on retaining its best educators by overhauling its compensation system going into the 2017-18 school year. The District has allocated an additional \$12 million for teacher pay in three areas: higher maximum salaries, annual performance based raises and additional supplemental bonuses and stipends. Teachers who earn an evaluation score of Level 4 or 5 will be eligible for additional pay by teaching in hard-to-staff subjects, such as Special Education and secondary math and science; earning secondary degrees in their primary teaching subject or educational practice; and for relocating to SCS from surrounding school systems and communities. More information about the different aspects of the new teacher compensation plan can be found at <http://www.scsk12.org/investing/>.

- **Aligning Instruction to TNReady Expectations: New Curriculum Resources** – Prior to the 2017-18 school year, a key challenge in transitioning to the new college- and career-readiness standards has been the misalignment between curriculum materials and the content that students are assessed on with TNReady. Last year, 28 schools piloted the more closely aligned Expeditionary Learning (EL) and/or Eureka Math curriculum materials while other schools continued to use materials that had not yet been updated. Based on formative assessment results, classroom observations and school leader feedback, the pilot schools demonstrated stronger alignment to the new standards, and SCS has now made EL and Eureka Math materials available to all schools. The District's focus going forward in

2017-18 is to provide ongoing support and professional development opportunities for teachers and school administrators to become more comfortable utilizing the new curricula and ensuring instructional practices and student work shows improved alignment with TN Ready standards.

- **Building Capacity:** School Leader Development – Principals, assistant principals and instructional coaches continue to participate regularly in professional development and training opportunities designed to strengthen their leadership capacity. These opportunities have included District-wide summer learning sessions, recurring Instructional Leader Support Weeks (ILSWs) during the school year and one-on-one and small-group coaching support. The purpose of ILSWs is to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Each monthly opportunity connects to a broader vision of where and how each school and the District can grow over time based on aligned training and reinforcement of instructional strategy.

SCS has established a number of development programs to strengthen the leadership pipeline from teaching to coaching to leading in schools. The “Leaders and Teachers to Learn From” Program to provide support for novice principals and novice teachers. Its primary goal is to empower principals and teacher leaders to create conditions and supports that foster an intentional culture of teaching and learning while meeting students’ academic, social, and emotional needs. SCS is also participating in two Supporting Effective Educators Development (SEED) grant opportunities that focus on building the coaching capacity of school-based staff through the New Teacher Center and New Leaders for New Schools (NLNS). Each grant includes research to inform future school-based coaching practices proven to improve instruction and student achievement. Finally, the District continues to partner with NLNS and has initiated a new grant partnership with the University of Memphis to build out its pipelines for prospective principals. Successful candidates will receive intensive training and hands-on experience prior to taking on principal positions in high-need schools.

Beyond aligned training and development programming, SCS has a renewed focus on building capacity for its most important school leadership roles. Instructional Leadership Teams (ILTs) are the primary mechanism for improving instructional outcomes within a school using a collaborative approach with teachers and administrators. The ILT is responsible for establishing the vision and goals within each school and scaling effective practices across classrooms that have positive effects on student achievement. SCS has also invested in increasing the number of Instructional Leadership Directors (ILDs) who provide direct supervision and coaching to principals to increase the amount of time and depth of support with each school leader.

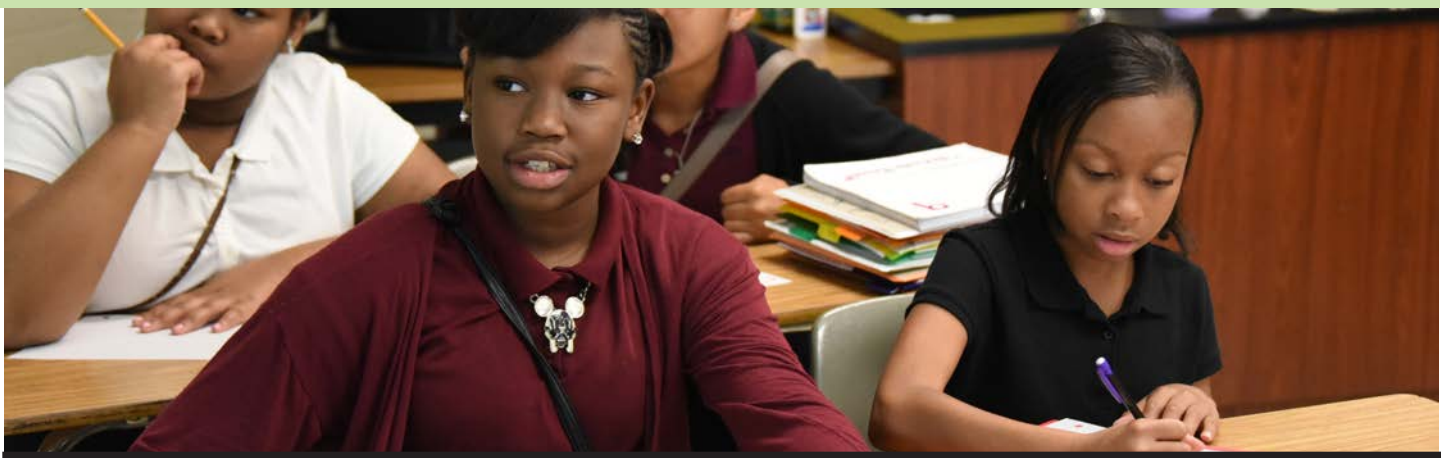
- **Strengthening Organization-Wide Performance: Data-Driven Continuous Improvement** – Educators and other school staff are SCS’ most critical resources when it comes to student success. Yet, schools rely on the efficient, effective operations of central office to receive adequate resources and minimize time spent on non-instructional responsibilities. SCS continues to shift toward becoming a more performance-driven

organization in a variety of ways. The Shelby County Board of Education reviews Key Performance Indicators (KPIs) aligned to the five priorities of Destination 2025 on a monthly basis in order to hold the District accountable for student outcomes and identify opportunities for improvement and support. All KPI reports are available online here. All central office divisions set and monitor measurable goals on an annual basis, and a growing number of offices have access to data dashboards so that they can track progress toward goals, diagnose trends and make adjustments to stay on track.

SCS' Performance Management team facilitates the "Stat Cycle" continuous improvement process throughout the year, a set of recurring collaborative sessions in which participants from various offices and schools measure progress toward a shared goal and establish action steps to improve performance. The sessions also provide an opportunity for implementation-level staff to share concerns, ask for additional support or share best practices that might aid others. In surveys conducted at the end of the Stat Cycle process at the end of 2016-17, participants expressed 100 percent agreement and 78 percent strong agreement that actions taken as a result of the process improved outcomes within that particular field. Past Stat Cycles have involved student attendance/absenteeism, online course completion, graduation, teacher hiring and turnaround (iZone) schools. In 2017-18, new sessions include Response to Intervention & Instruction (RTI2) and Critical Focus Schools.

What's Ahead

In 2017-18, SCS' focus is on sustaining implementation of its current strategies and improving the quality of implementation across the District. Human Resources aims to improve upon the strength of its teacher candidate pool by prioritizing hard-to-staff subjects and building an overall pool of 2,400 qualified applicants to fill vacant positions. Current and prospective teachers will also have more opportunities to be rewarded for their hard work through compensation that reflects their achievements inside and outside the classroom. School staff will receive ongoing resources and training aligned to the new curriculum standards to make positive impacts on student performance. For school and central office leadership, opportunities for capacity building are an essential part of the District's focus, and ultimately, student success. Principals and potential school leaders will be given new ways to improve their technical skillset through training and hands-on coaching. Finally, schools and central office departments will utilize timely, relevant data to engage in continuous improvement discussions to better ensure they are supporting the goals of Destination 2025 on behalf of students.





Priority 4: Expanding High Quality School Options

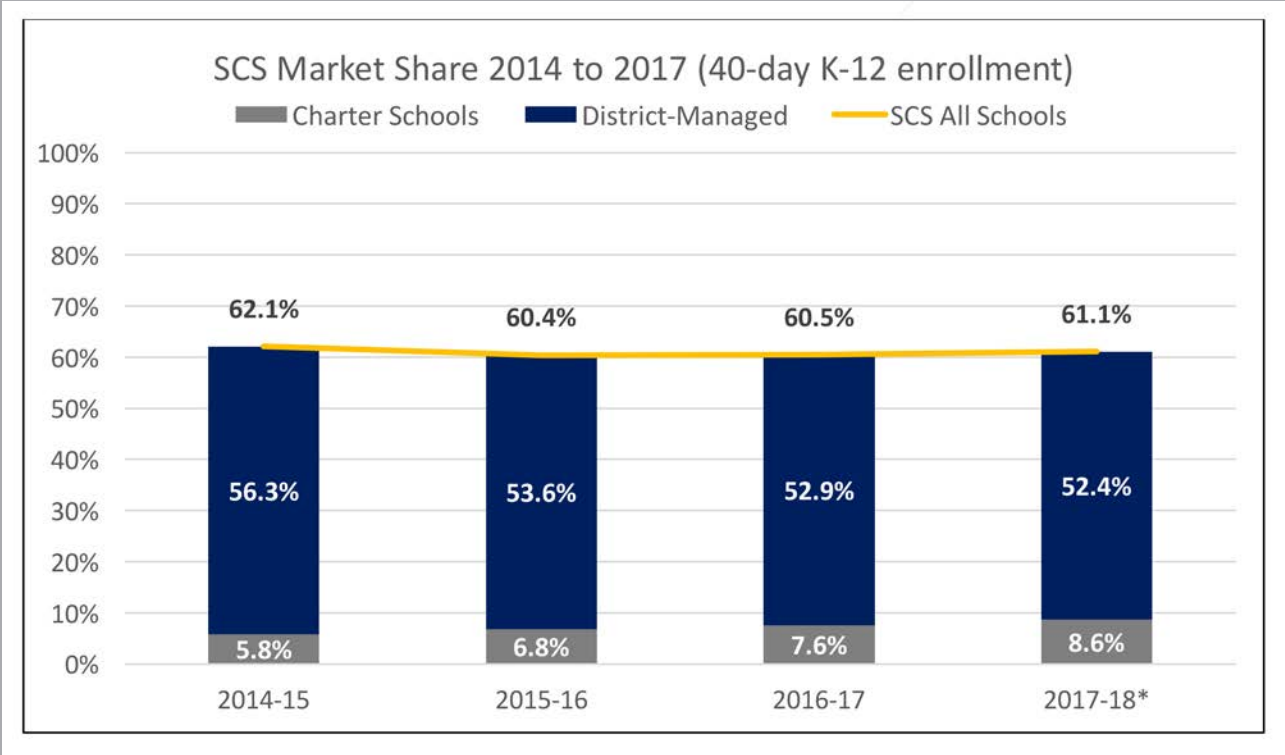
2025 Goal:
SCS student market share increases by 5 percentage points.

2017 Progress:
61.1 percent of school-aged children in Shelby County are enrolled in SCS.





Shelby County Schools’ student market share is currently estimated to be 61.1 percent based on K-12 enrollment counts on the 40th day of the 2017-18 school year and the most recent census estimates of the county-wide school-age population. Based on the best-available population estimates, SCS’ market share improved by 0.6 percentage points from 2016 to 2017, though this calculate may fluctuate as school-age population estimates are revised. *This increase in market share coincides with both a slight enrollment increase of about 100 students in 2017-18 and a decrease in overall number of school-aged children ages 5 – 18 in Shelby County. Within SCS, 14 percent (15,139) of students attend charter schools and 86 percent (96,740) are enrolled in District-managed schools. Although not factored into the K-12 market share, SCS did see an increase of roughly 2,500 students enrolled in Pre-K compared to the same time during the 2016-17 school year.



*Since the previous Destination 2025 Annual Report was published in 2016, the U.S. Census Bureau has updated its Shelby County population estimates going back several historical years. Starting with this report, SCS will calculate market share using the most recent available five-year estimates provided by the American Community Survey and has adjusted the previous years’ calculations to reflect these estimates. Data for this report was captured 10/16/2017.

ACS 5-year estimates were not available at the time of this report for the 2017-18 school year, so Annual population estimates were used - this data was captured on 10/24/2017.

In 2017, 13 SCS schools earned Reward status, meaning they were in the top quartile of schools across the state for their student growth and/or achievement results on the most recent TNReady assessment. These schools represent several models discussed later in this section and include three Optional schools, three charter schools, one Innovation Zone school and one Empowerment Zone school.

What's Working: Expanding High-Quality Options in Practice

After concerted planning and collaboration efforts, the District is positioned to begin implementation of many key strategies to support Priority 4 this year. The strategies are designed both to strengthen quality across the District and its portfolio of schools and to invest more resources where students need them most.

- **Communicating School Quality to Stakeholders:** The School Performance Framework (SPF) – Following years of development and collaboration with a diverse set of stakeholders, SCS has now launched a School Performance Framework (SPF) to better inform the residents of Shelby County of individual school quality. Measures of Student Achievement, Student Growth, College & Career Readiness and School Climate will be reported for all Shelby County Schools and combined into individual school quality ratings that range from 1 to 5. The framework will provide community and family stakeholders with a clear and consistent way to assess the quality of all school options, and it will also serve as an accountability measure of student outcomes and continuous improvement.
- **Addressing Student Need: School Turnaround Investments** – An area of critical focus for the District is to improve academic performance at Priority schools in the bottom five percent for state-wide achievement on TNReady while sustaining student success and growth at all schools. The number of students in Priority schools that are receiving turnaround interventions has increased by 75 percent from 11,888 in 2016-17 to 20,835 in 2017. Now encompassing 23 schools, the Innovation Zone (iZone) is the largest turnaround effort for current Priority schools and has achieved the largest, most consistent student achievement gains of any turnaround model in Tennessee. ⁶iZone schools enact five strategic approaches to accelerate student success: 1) recruitment and development of strong school leaders; 2) principal empowerment in deciding how to utilize human capital, time and resources; 3) extended learning time for individualized student learning and enrichment; 4) intensive instructional support for teachers; and 5) coordinated resources for student wrap-around support. To date, nine iZone schools have exited the Priority list due to outsized student gains including two schools in 2017: Mitchell High and Treadwell Elementary.

SCS has also expanded its investments in two other turnaround models: the Empowerment Zone (E-Zone) and Critical Focus Schools. Led by Whitehaven High principal Dr. Vincent Hunter, the E-Zone is a set of elementary, middle and high schools in the Whitehaven feeder pattern that has increased flexibility in utilizing school staff and resources to support student academic needs.

Educators, parents, and community members in the E-Zone schools also work together to implement a common set of strategies and instructional practices across school levels so that students are better prepared for transitions to middle school, high school and beyond. Finally, Critical Focus Schools represent the District's newest turnaround investment, launching in 20 schools in 2017-18. The schools selected for Critical Focus investments have each been granted \$300,000 in discretionary funds to support a combination of student academic needs, school climate, family engagement and building utilization. Critical Focus Schools share a common goal of earning a minimum School Performance Framework (SPF) score of 3 and building utilization of at least 70 percent after plans are implemented.

In 2017, 13 SCS schools earned Reward status, meaning they were in the top quartile of schools across the state for their student growth and/or achievement results on the most recent TNReady assessment. These schools represent several models discussed later in this section and include three Optional schools, three charter schools, one Innovation Zone school and one Empowerment Zone school.

- **Promoting Equity: Student-Based Budgeting** – SCS is now preparing for the launch of two aspects of a Student-Based Budgeting (SBB) system in 2018-19: SBB flexibilities and an SBB formula. SBB flexibilities grant individual principals and schools more autonomy concerning how they may use funding to best meet the unique needs of their students. Whereas current budget allocations to schools are centrally driven and utilize student enrollment counts to determine fixed staffing formulas and instructional resources, SBB flexibilities will empower schools to decide how to allocate teachers, instructional support staff and other resources such as interventions, tutoring and extended learning time based on individual school needs and priorities. This aspect of SBB will have a staggered rollout with six cohort schools and 26 early adopter schools piloting varying levels of flexibility in 2018-19. SCS is also working to finalize an SBB formula to better ensure that the students with the greatest need receive the most funding. Although there are centrally managed resources for student populations needing additional support, such as students with disabilities, English learners and economically disadvantaged students, SCS does not currently allocate additional funding directly to schools for students with these needs. The SBB formula will take more intensive student needs into account so that students with higher levels of need receive more funding, translating into additional funding for the schools they attend.
- **Strengthening Charter School Partnerships:** Enhanced Collaboration and Accountability – Six new charter schools opened in 2018-19, and SCS maintains a strong focus on ensuring charter schools are of high quality and provide robust services and resources to the students they serve. Enhanced strategies for approving and renewing charter applications, monitoring school performance and identifying underperforming schools will enable SCS to strengthen its partnership with the charter sector. With the support and guidance of partners, the Office of Charter Schools has undertaken many initiatives. Partnerships with the Board Charter Accountability Committee (CAC) and the National Association of Charter School Authorizers (NASCA) and will continue to support the District in assuring that charter school programs provide school-age children in Shelby County with educational options of merit. The CAC has established a

charter compact to address specific areas of mutual concern and make recommendations on Board policies and processes to improve collaboration between the District and its charter schools. The compact is organized according to three areas of shared commitment: 1) Supporting Accountability, Transparency and Adequate and Appropriate Access to Services and Resources; 2) Creating Strategic Partnerships – Academic and Legislative; and 3) Providing Access to High-Quality School Options.

In 2016, NACSA completed a review of SCS' charter authorization practices and made recommendations for improvement. Key recommendations that are now being implemented include:

- o A strengthened accountability framework to evaluate the effectiveness of charter schools. The District now has the operations score card, the financial score card and the school performance framework to measure the operational, financial and academic effectiveness of charter schools
- o A comprehensive monitoring process, schedule and protocol that includes District partners in the monitoring of the frameworks
- o A formalizing charter renewal process for charters, including clear communication to schools throughout the process as well as compliance with state timelines and guidelines
- o A strengthened SCS webpage so that stakeholders are able to access information regarding the charter sector (application timelines, charter applications, school information, etc.)

What's Next

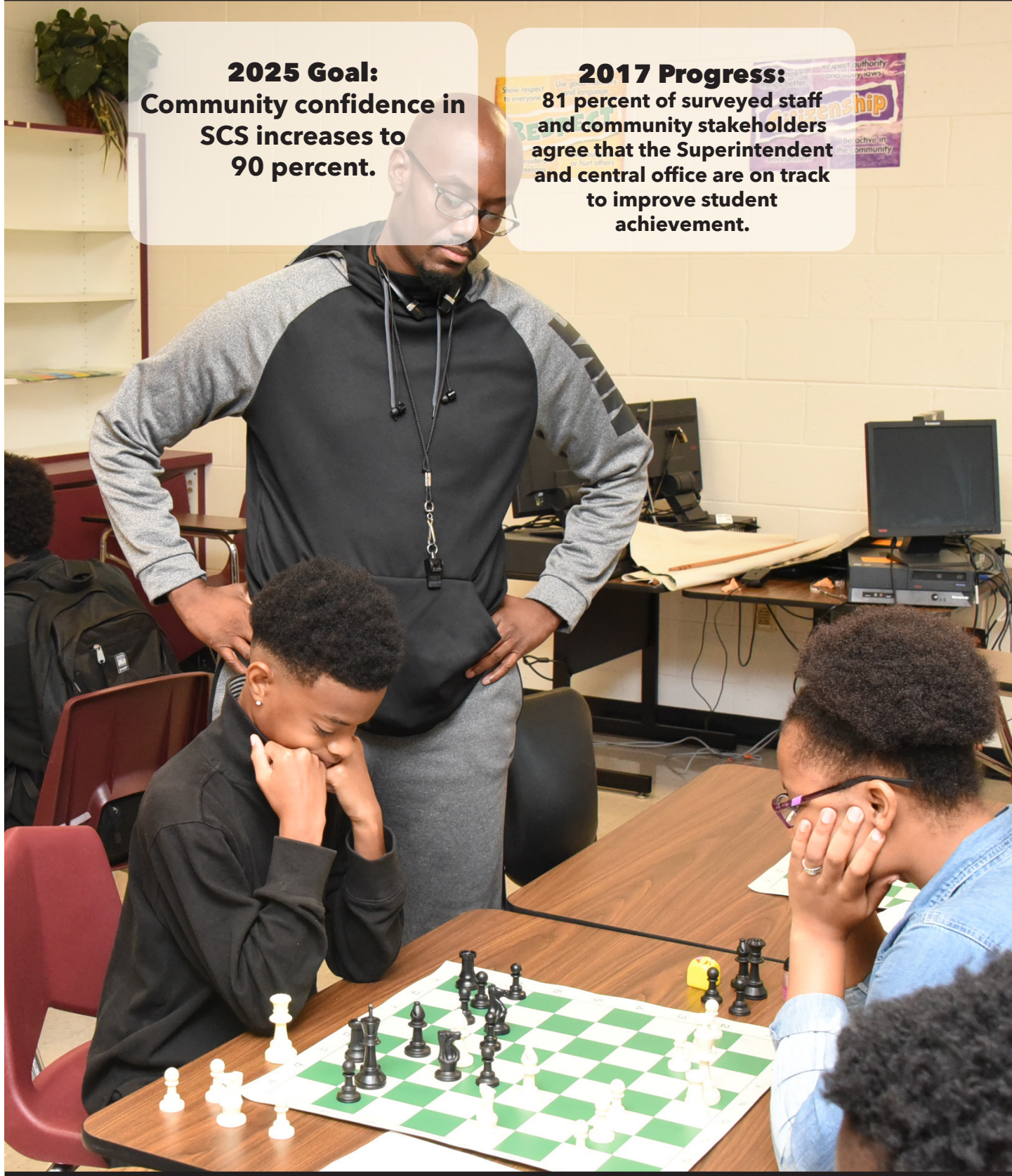
Although SCS has experienced more stable student enrollment in the past two years, competition with municipal districts, the Achievement School District and private schools, as well as a decline in the number of school-age children, all present ongoing challenges when it comes to improving District market share. The surest path forward is to continue to invest in improving the quality of the District's diverse set of school options, including traditional neighborhood schools, successful turnaround models, specialized enrichment programs such as Optional Schools and effective charter operators. SCS has dedicated staff and structures to ensure each of these school models has consistent leadership, sufficient resources and accountability structures to promote continuous improvement. The Shelby County Board of Education is also revisiting the application process for Optional Schools to identify opportunities to increase student access and promote equitable enrollment practices. The District has also taken dramatic steps to change the way decisions about school quality and resource allocation are made with the launch of the School Performance Framework and student-based budgeting. By utilizing common performance measures and need-based funding formulas, SCS can better ensure that students have equitable access to high-quality instruction no matter where they enroll.



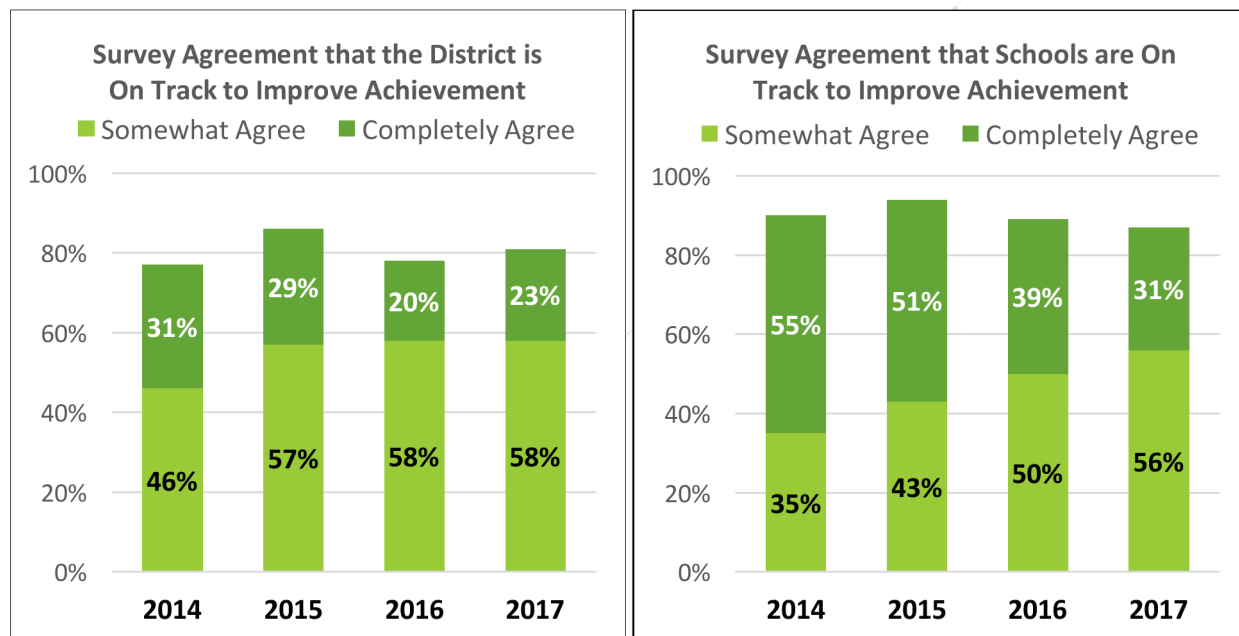
Priority 5: Mobilize Family & Community Partners

2025 Goal:
Community confidence in
SCS increases to
90 percent.

2017 Progress:
81 percent of surveyed staff
and community stakeholders
agree that the Superintendent
and central office are on track
to improve student
achievement.



Based on SCS' most recent annual survey to parents, community members and District staff, 81 percent of stakeholders are confident in the District's efforts to improve student achievement. This represents a 3-point increase in confidence from the previous school year. Although confidence in SCS schools themselves remains even higher, the percentage of stakeholders who agree that the schools are on track to improve student achievement dropped slightly from 89 percent in 2016 to 87 percent in 2017.



A new question in the 2017 survey asked SCS parents/family members if they think their children's schools are on track to improve student achievement, and 44 percent completely agreed and 42 percent somewhat agreed. A higher percentage of parents are very confident that their children's schools are on track (44 percent) versus SCS schools in general (31 percent). As the District continues to make progress toward Destination 2025's goals for college- and career-readiness, community confidence in SCS and its schools remains key.

What's Working: Mobilizing Partners in Practice

Destination 2025 has proven an effective framework for mobilizing external partners and services for each of the five strategic priorities and for students at each stage of their academic careers. We believe by devoting time and other resources to schools, families and community members can have a direct impact on student achievement. This year the District focused on three key strategies to mobilize families and community partners to work towards Destination 2025 goals.

- Increasing Opportunities for Community Input: Greater Schools. Greater Community.** – Our District is home to more than 200 traditional, Optional, specialty and charter schools, and each is deeply rooted in its community. With that in mind, the District recognizes the challenges and needs of each school can be vastly different. In 2016-17 the District launched its “Greater Schools. Greater Community.” campaign to create additional opportunities for families, educators, community partners and local leaders to identify barriers to success and work with us toward solutions for moving our students and city forward (<http://www.scsk12.org/greaterscs/>). These efforts included workshops in each of the nine Board Member zones, small focus groups with families, a public online survey and input sessions with nearly 600 students. Their feedback helped the District identify its 20 Critical Focus Schools and establish school-specific interventions strategies to address factors that impact learning, such as facilities, specialized programs, recruitment of high-performing teachers and family resources. These schools received a combined \$6 million in new investments in 2017-18 to improve student achievement. (See Priority 4: Expand High Quality School Options for more details).
- Keeping Families Informed: Communication and Engagement Avenues** – The District is constantly working to identify strategies that improve our ability keep stakeholders informed of important news and engagement opportunities. One area where we continue to see success is the District’s official social media accounts on Facebook, Twitter and Instagram. With nearly 80,000 followers across the three platforms, the District is able to share announcements from Superintendent Hopson, information about upcoming events and emergency updates as soon as information is available. Beyond the central office, nearly 70 percent of schools are now using at least one social media platform to engage their school community. In the District’s most recent communication survey, stakeholders ranked social media as one of the most relied on sources for updates around the District. To further meet the needs of our growing number of Hispanic students and families, the Office of Communications also added a Bilingual Communications position to its department for bilingual outreach efforts across SCS. The SCS website (<http://www.scsk12.org/>) now provides Spanish translations of the student calendar, student/parent handbook and other resources, and Spanish pages have been added to the SCS Newsroom and Twitter pages. Moreover, in collaboration with Latino Memphis Padres Comprometidos, the Division of Family Partnerships and School Support helped develop a parent engagement program delivered in both Spanish and English that enables families to build strong connections with their children’s schools and support student learning at home. Nine training modules have been developed and more than 20 parents at 10 schools have been trained in a train-the-trainer model.

Research shows that parent/family engagement in schools is associated with better academic achievement, school behavior, and social skills.⁷ The Division of Family Partnerships and School Support has been charged with the development of programs and strategies to support the meaningful engagement of families in our District. In 2016, SCS elevated customer service and support for families by launching our Parent Welcome Center in response to feedback collected during the “Greater Schools. Greater Communities.” campaign showing that parents and community members were not getting consistent quality service across schools. The Parent Welcome Center led efforts to enhance

customer service in schools by developing District-wide customer service core values, expectations and guidelines for an enhanced focus on customer service, and providing training to staff. In July, all school-based front office staff had the opportunity to attend customer service training on providing a welcoming environment and excellent service to every customer every day. From providing hands-on registration in a computer lab to providing details on transfer options and transportation, bilingual assistance and general information on District programs and services, the Center has served over 200,000 families through the Call Center (901-416-5300), in-person assistance (2687 Avery Ave.), and email (scshelp@scsk12.org). During 2016-17, Parent Liaisons resolved 4,104 (100 percent) constituent concerns, mainly related to academic affairs and student services.

- **Building Family Partnerships: Academy Parent Teacher Teams** - The Division of Family Partnerships and School Support provides services that strengthen the home-to-school connection by building the capacity of our families to participate actively in their child's education as partners. First implemented in 2016-17 in eight Priority elementary schools, the Academic Parent-Teacher Team (APTT) program elevated the efforts of traditional parent-teacher conferences by inviting all families of the same classroom teacher to meet together, rather than individually, to enact strategies that support students' academic growth. During the APTT meetings, parents and teachers review student progress data, set parent-student academic goals and practice skill-building activities that can be used at home to support student learning. APTT also provides parents with the opportunity to meet each other and build community. Over 90 percent of participating parents agreed the meetings were useful and that they were able to see learning progress from their children as a result of utilizing APTT practices at home.
- **Aligning Partnerships with Destination 2025: Collective Community Action** - Preparing students to succeed is a shared responsibility. The Division of Community Empowerment serves as the liaison for individuals, businesses and community organizations to support SCS by creating partnerships to promote greater student outcomes on our journey to Destination 2025. Partnerships range from donating time and expertise to sending tutors and mentors to volunteer in the classroom, contributing money and/or materials or supporting specific programs. For example, in an effort to strengthen early literacy, more than 1,400 volunteers provided extra reading support to students at 43 schools through the Team Read initiative. In 2016-17, SC also increased the total number of active school volunteers to a total of 4,134. Recognizing the importance community partners play in reaching our Destination 2025 goals, the District collaborated with these stakeholders in numerous ways:
 - **Hosted the first-ever #GreaterSCS Engagement Summit** - More than 150 school and classroom leaders attended the half-day professional development that included sessions led by community partners and internal departments. Sessions focused on providing schools with the tools and strategies to create engagement opportunities to grow their school community.

- **Established SCS Family Resource Centers (FRCs)** – The FRCs combine the efforts of SCS’ Office of Coordinated School Health and over 250 community partners to connect families with community resources that can help eliminate obstacles to academic success for their students. Here, families can access support and training in the following areas: GED and English classes, parenting classes, tutoring for students, emergency assistance, immigration services and health services and resources. The District has three FCR locations: Douglass (901-416-7077), located within the Parent Room of Douglass K-8; Kingsbury (901-416-6708), located within the Parent Room of Kingsbury High School; and the District-Wide FRC (901-416-7024) that serves the remaining schools. In 2016-17, the Centers served 7,132 families and 15,283 students.
- **Partnered with Seeding Success to Align Community Resources to the District’s Goals** – In 2016-17, Seeding Success (www.seeding-success.org) facilitated collaboration between 100+ organizations across Shelby County. Seeding Success has six Collaborative Action Networks (CANS) in which organizations come together monthly to monitor progress through the use of data and to learn from District representatives how the partners can improve their work. Network members directly served approximately 23,000 students from Pre-K to post-secondary in 2016-17. By connecting organizations to data for continuous improvement and collaboration, we can reduce duplication of efforts and improve the effectiveness of our partners. For example, Seeding Success supported SCS in a District-wide effort to reduce Chronic Absenteeism by aligning community-based partners to the goal, resulting in a 11 percent reduction in students who were chronically absent within one academic year. Other ongoing collective efforts include helping students complete FAFSA and TN-Promise applications for post-secondary aid, working with literacy partners serving 10,000 students to help reduce summer learning loss and improving data quality and reporting methods to measure the long-term benefits of Pre-K education.

What’s Ahead

As we look to the 2017-18 school year, we are excited about our opportunities to build on these strategies by continuing to collaborate with internal and external stakeholders on the road to Destination 2025. The Parent Welcome Center will expand customer service trainings to include principals, other school staff and central office staff and will also develop a customer service survey with the goal of cultivating more welcoming environments and high quality service across the District. To scale engagement opportunities for families, SCS will expand the Academic Parent-Teacher Teams (APTT) model to seven additional elementary schools and continue to align parent training to help improve student outcomes. The Division of Family Partnerships and School Support will also hire 25 new in-school Family Engagement Specialists, distribute Parent Home-to-School Connection guides on the new TNReady standards, conduct recurring Parent Institutes and recruit and train Parent Ambassadors from each school to build the capacity of families as advocates for school improvement. The SCS Parent Institutes will be the primary platform for building the capacity of families to be effective participants in student learning and school improvement. The institutes will be held at both the District level and the neighborhood feeder pattern level targeted to specific parent needs. SCS will work to expand the pool of volunteers and partners and provide specific training aligned to Destination 2025 goals and

strategies. For example, Team Read volunteers are trained to tutor struggling elementary school readers in order to strengthen early literacy, and Seeding Success will continue partnering with SCS to coordinate TN-Promise and FAFSFA completion efforts to improve students' college and career opportunities. Continued support from families and partners helps us work toward solutions for moving our students and our community forward.



Closing

At the close of 2017, Shelby County Schools has significant progress to celebrate with regard to Destination 2025. More students are accessing early learning opportunities, such as Pre-K and summer literacy support, that are critical to their long-term academic success. More students are also graduating on time, and the majority of graduates are now enrolling in post-secondary opportunities and receiving the funding resources to do so. These successes can be attributed to both the District's sustained implementation of key strategies and programs and a marked increase in community and family partnerships over the past three years in support of the five priorities of Destination 2025.

However, the District still has an urgent responsibility to improve student outcomes as they relate to achieving 80 percent college- or career-readiness by 2025. During the 2017-18 school year, key strategies to support this goal include:

- Providing ongoing support and training to schools in adopting new curricula aligned to college- and career-readiness standards
- Redesigning Career & Technology Education (CTE) offerings to ensure more students have the courses they need to receive a certification and focus resources on the most promising career pathways
- Mobilizing community partners and parents through efforts such as Team Read and Academic Parent Teacher Teams to provide students with more academic support outside of the classroom

By continuing to improve the quality and scale of promising practices and working in collaboration with our partners, we believe that our 80/90/100% goals for student success are possible. To share your feedback on how we can improve school offerings to reach our Destination 2025 goals or find out how you can get involved in helping out students achieve them, go to www.scsk12.org/greaterscs to learn more.

Let us know how useful you found Shelby County Schools' 2016 Annual Report and share your ideas on where we can improve here: <https://www.surveymonkey.com/r/2017SCSannualreport>



End Notes

¹Bhagat, Geeta. Destination 2025 Monthly Performance Brief. Shelby County Schools, 30 Apr. 2017, www.scsk12.org/rpm/files/2017/SCBE%20Monthly%20KPIs_04%202017%20PreK%20Kindergarten%20Readiness.pdf.

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³Sell, Marie. Destination 2025 Monthly Performance Brief. Shelby County Schools, 31 Mar. 2017, www.scsk12.org/rpm/files/2017/SCBE%20Monthly%20KPIs_03%202017%20Grades%201-3.pdf

⁴"The Effects of Summer Learning Loss." ThinkStretch, Mar. 2016, www.thinkstretch.com/blog/the-effects-of-summer-learning-loss-2/.

⁵Morgan, Elizabeth. "Why Invest in Increasing FAFSA Completion?" National College Access Network, www.collegeaccess.org/WhyInvestFAFSA.

⁶Driving Improvement in Low Performing Schools: Lessons from Five Years of Research on State Turnaround Efforts. Tennessee Education Research Alliance, Oct. 2017, http://peabody.vanderbilt.edu/research/tnedresearchalliance/files/Lessons_From_School_Turnaround.pdf.

⁷Promoting Parent Engagement: Improving Student Health and Academic Achievement. Centers for Disease Control and Prevention, Nov. 2012, www.cdc.gov/healthyyouth/protective/pdf/parentengagement_administrators.pdf. Brener, N D, et al. School Health Profiles 2016: Characteristics of Health Programs Among Secondary Schools. Centers for Disease Control and Prevention, 2016.

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Appendix

| <i>Metric</i> | <i>2016 Actual</i> | <i>2017 Target</i> | <i>2017 Actual</i> | <i>Target Met?</i> | <i>Actual-to- Target Difference</i> | <i>2018 Target</i> |
|--|------------------------|------------------------|------------------------|------------------------|---|------------------------|
| Priority 1: Strengthen Early Literacy | | | | | | |
| Grade 3 ELA Proficiency | N/A | Baseline | 21% | N/A | N/A | 30% |
| MAP - Kindergarten RLA (above 50th percentile) | 39% | 45% | 51% | Yes | + 6 points | 50% |
| MAP - Grade 1 Math (above 50th percentile) | 48% | 51% | 46% | No | -5 points | 56% |
| MAP - Grade 1 RLA (above 50th percentile) | 40% | 50% | 44% | No | -6 points | 55% |
| MAP - Grade 2 Math (above 50th percentile) | 44% | 51% | 39% | No | -12 points | 56% |
| MAP - Grade 2 RLA (above 50th percentile) | 32% | 43% | 44% | Yes | +1 point | 49% |
| Priority 2: Improve Post-Secondary Readiness | | | | | | |
| High School Graduation Rate | 78.7% | 77% | 79.6% | Yes | +2.6 points | 79% |
| Post-Secondary Enrollment Rate | 55% | 64% | TBD | | | 68% |
| Professional Certification Rate | 3% | 4% | 2% | No | -2 points | 5% |
| FAFSA Completion Rate | 71% | 72% | 75% | Yes | +3points | 74% |
| TN Promise Eligibility Rate | 44% | 25% | 51% | Yes | +26 points | TBD |
| High School Dropout Rate | 8.0% | 6% | TBD | | | 6% |
| District-Wide Attendance Rate | 94.0% | 94.3% | 93.9% | No | -0.4 points | 94.4% |
| 8th Grade Course Failure Rate | 23% | 16% | 20% | No | +4 points | 15% |
| 9th Grade Course Failure Rate | 28% | 22% | 18% | Yes | -4 points | 21% |
| Priority 3: Develop Teachers, Leaders & Central Office to Drive Student Results | | | | | | |
| Grade 3 - 8 Total Exam Proficiency Rate | N/A | Baseline | 27.1% | N/A | N/A | 31.1% |
| Grade 9 - 12 Total Exam Proficiency Rate | 17.3% | 22.0% | 17.5% | No | -4.3 points | 30.0% |
| Level 4/5 Teachers Retained | 91% | 95% | TBD | | | 95% |
| Level 4/5 Principals Retained | 95% | 91% | TBD | | | 92% |
| Grades 3 - 8 RLA Proficiency | N/A | Baseline | 20.4% | N/A | N/A | 25.1% |
| Grades 3 - 8 Math Proficiency | N/A | Baseline | 21.2% | N/A | N/A | 25.7% |
| Grades 3 - 8 Science Proficiency | N/A | 55.0% | 39.9% | No | -15.1 points | 58% |
| English I Proficiency | 17.0% | 21.8% | 14.7% | No | -7.1 points | 26.6% |
| English II Proficiency | 25.0% | 28.9% | 24.2% | No | -4.7 points | 32.8% |
| English III Proficiency | 16.0% | 20.9% | 20.7% | No | -0.2 points | 25.8% |
| Algebra I Proficiency | 6.8% | 12.7% | 8.7% | No | -4.0 points | 18.6% |
| Algebra II Proficiency | 10.5% | 16.0% | 10.2% | No | -5.8 points | 21.5% |
| Geometry Proficiency | 8.5% | 14.2% | 8.4% | No | -5.8 points | 19.9% |
| Biology I Proficiency | 34.6% | 53.1% | 39.7% | No | -13.4 points | 56% |
| Chemistry Proficiency | 19.9% | 36.4% | 21.0% | No | -15.4 points | 42% |
| U.S. History Proficiency | 15.1% | 20.1% | 14.3% | No | -5.8 points | 25.1% |
| Priority 4: Expand High-Quality School Options | | | | | | |
| SCS Student Market Share | 60.5% | 62.4% | 61.1% | No | -1.3 points | 62.8% |
| iZone Schools in the Top 25% | N/A | 27% | 0% | No | -27 points | 36% |
| Schools in Priority Status | 12% | 20% | 11% | Yes | -9 points | 19% |
| Schools in Reward Status | N/A | 23% | 8% | No | -15 points | 24% |
| Schools Improving Instructional Culture | 49% | 50% | 36% | No | -14 points | 50% |
| Priority 5: Mobilize Family & Community Partners | | | | | | |
| % Community Confidence in SCS | 76% | 81% | 81% | Yes | 0 points | 82% |
| Priority Schools with External Partnerships | 100% | 77% | 100% | Yes | +23 points | 81% |
| % Increase in District Volunteers | 30% | 27% | 38% | Yes | +11 points | 36% |

"TBD" indicates that data will be available later in the 2017-18 school year.



Board of Education

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