

ANNUAL REPORT



2018

DESTINATION

2025



Executive Summary

Shelby County Schools (SCS) is now four years into implementation of its Destination 2025 strategic plan with continued investments across all five priorities. Key accomplishments for the past school year include:

- Expanding capacity to serve up to 10,000 students in the Superintendent's Summer Learning Academy to curtail summer learning loss and provide academic enrichment opportunities for students in all grades
- Increasing the percentage of high schools offering honors, Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment (DE) courses to 84 percent
- Reducing the number of teacher vacancies on the first day of school from 176 in 2017 to 65 in 2018 due to more competitive early hiring practices
- Increasing the number of Rewards schools in the top quartile for student growth and/or achievement across Tennessee from nine schools in 2017 to 37 in 2018 while reducing the number of District-managed Priority schools in the bottom five percent for achievement

The District still has much work to do to ensure 80 percent of students are college- or career-ready, 90 percent of students graduate on time, and 100 percent of college- or career-ready students enroll in a post-secondary institution or opportunity by 2025. However, SCS remains on track to meet its 90 percent on-time graduation goal in 2018 and has begun to realize important improvements in achievement on the TNReady assessment in grades K-8 that will build momentum toward our 80 percent and 100 percent goals for 2025.

In terms of our early literacy priority, the percentage of third graders proficient in English Language Arts (ELA) increased by 5.6 percentage points from 2017 to 2018, and nearly all tested elementary and middle grades earned the highest possible student growth score in ELA this past year. K-8 students also demonstrated gains in math proficiency in nearly every grade, signaling that more students will be ready for high school curriculum and advanced coursework that will prepare them for post-secondary opportunities. Yet SCS continued to struggle in most high school grades and subjects on TNReady with modest improvements in Algebra I and II and declining proficiency and low growth in all English subjects. In response, the District will continue to provide schools with intensive support to ensure that students get timely intervention in the foundational skills they need to make progress in these subjects while also providing teachers with ongoing professional development so they can continue to adapt to the new, more rigorous curriculum standards.

One other notable development since our previous annual report is that the Tennessee Department of Education has issued a new definition of college- and career-readiness for which all districts and high schools are now accountable. A major focus is student access and participation in early post-secondary opportunities (EPSOs) that include AP, IB, DE and dual credit courses. Based on this definition, students who meet one of the following criteria by the time they finish high school are considered "Ready Graduates":

- Earn a composite score of 21 or higher on the ACT; OR
- Complete four early post-secondary opportunities (EPSOs); OR
- Complete two EPSOs + earn an industry certification; OR
- Complete two EPSOs + earn a score of military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

For the purposes of our Destination 2025 reporting, we will continue to track the measures and goals we have previously used to approximate college- and career-readiness such as 60 percent proficiency across all TNReady subjects and 20 percent industry certification completion among seniors by 2025. However, we will utilize the State's Ready Graduates definition as our official measure for 80 percent college- and career-readiness by 2025 once the Department of Education begins to report this data for 2018 graduates in 2019.

Annual Progress: 2018 – For a full list of Destination 2025 measures, refer to the Appendix of this report.

Priority 1: Strengthen Early Literacy	2017 Actual	2018 Target	2018 Actual	Change Since 2017	Target-to-Actual
By 2025, 90 percent of SCS third graders are proficient in English & Language Arts (ELA).	21.4%	30%	27.0%	+5.6 points	-3 points
Priority 2: Improve Post-Secondary Readiness	2017 Actual	2018 Target	2018 Actual	Change Since 2017	Target-to-Actual
By 2025, 90 percent of SCS students graduate on time.	79.6%	78.5%	79.1%	-0.5 points	+0.6 points
By 2025, 100 percent of college- or career-ready SCS graduates enroll in a post-secondary opportunity.	58%	68%	TBD ¹	TBD	TBD
Priority 3: Develop Teachers, Leaders & Central Office to Drive Student Success	2017 Actual	2018 Target	2018 Actual	Change Since 2017	Target-to-Actual
By 2025, 60 percent of students are proficient on TNReady assessments.	27.1% (3-8) 17.5% (HS)	31.1% (3-8) 30.0% (HS)	26.8% (3-8) 15.9% (HS)	-0.3 points -1.6 points	-4.3 pts -14.1 pts
Priority 4: Expand High-Quality School Options	2017 Actual	2018 Target	2018 Actual	Change Since 2017	Target-to-Actual
By 2025, SCS student market share increases by 5 percent.	62.9%	62.8%	63.1%	+0.2 points	+0.3 points
Priority 5: Mobilize Family & Community Partners	2017 Actual	2018 Target	2018 Actual	Change Since 2017	Target-to-Actual
By 2025, community confidence in SCS increases to 90 percent.	81%	83%	80%	-1 point	-3 points

¹Due to the timing of available data, the post-secondary enrollment rate reflects the percentage of 2017 graduates who enrolled in a post-secondary opportunity during the past year. The 2018 rate will be included in the 2019 annual report.



Priority 1: Strengthen Early Literacy

2025 Goal:

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

2018 Progress:

27.0 percent of third graders are proficient on the TNReady English Language Arts (ELA) assessment.

Priority 1 Progress Highlights

- ★ Grade 3 reading proficiency increased from 21.4% to 27%.
- ★ The number of third graders reading on grade level increased by 400.
- ★ Pre-K was offered to 5,500+ students, 300 more than 2017.
- ★ The percentage of former Pre-K students who were Kindergarten-ready rose from 42% from 2017 to 59% in 2018.
- ★ Over 15,000 students received reading & math support via Response to Instruction & Intervention (RTI²).
- ★ The Superintendent's Summer Learning Academy increased to 10,000 seats, including new middle and high school programs.



Strengthening early literacy is a major catalyst for student success in all subsequent areas of academic performance. Early Literacy covers grades K-3 culminating in a Tennessee State Assessment at the end of the third grade school year. In 2018, 27 percent of third grade students were proficient in ELA by earning “On Track” or “Mastered” status on the TNReady State Assessment. This is an increase of 5.6 percentage points from 2017, representing nearly 400 more students reading on grade level compared to the previous school year. While these increases demonstrate improvement toward the Destination 2025 goal of 90 percent proficiency, the District will need to make even more aggressive gains in future years to realize this goal.

What’s Working: Strengthening Early Literacy in Practice

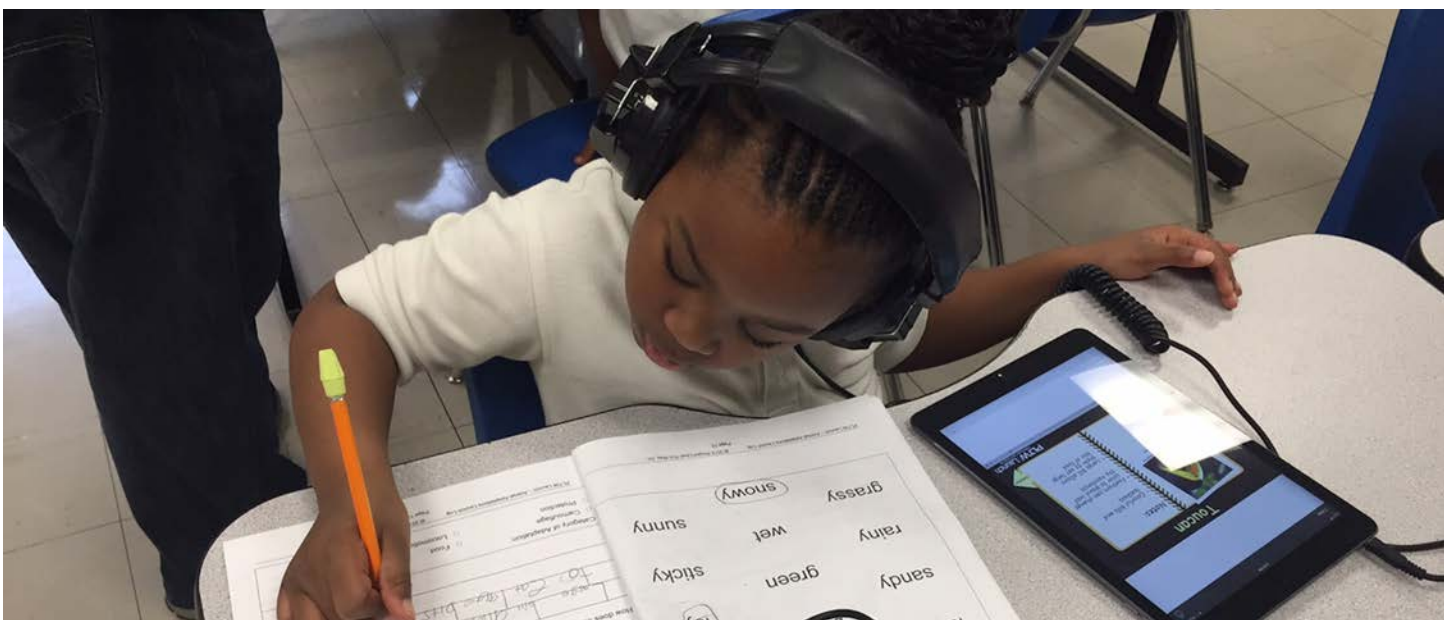
Making a Strong Start: Expansion of Pre-Kindergarten - One of the District’s most impactful opportunities to strengthen early literacy is the work to support students before they reach kindergarten. Setting students up for success early with expanded opportunities for high-quality Pre-K instruction aligns directly with the Destination 2025 goal for third grade reading proficiency. In 2018, Pre-K enrollment increased by nearly 300 students, representing an increase of 15 Pre-K classrooms and bringing the total number of funded Pre-K classrooms to 276 and the number of students to more than 5,500 in the SCS Early Childhood program. In total, 68 percent of students who enrolled in kindergarten with SCS in 2018 participated in a Pre-K program in 2017. Not only have the number of seats increased, but SCS data reveals that overall program quality is improving as well. Formative assessment data (iStation) shows 74 percent of Pre-K students achieving literacy benchmarks by the end of the 2017-18 school year, a 24-point increase from assessments taken at the start of the school year. A recent two-year SCS Pre-K study also shows improved overall satisfaction of parents whose children participate in the Early Childhood program.ⁱ

The expansion of Pre-K opportunities has led to a measurable improvement in kindergarten readiness. Based on formative MAP assessment data, 51 percent of students entered school “kindergarten-ready” in the 2018 school year compared to 42 percent in 2017. Among students who previously participated in Pre-K, 59 percent were considered kindergarten-ready. With increased Pre-K enrollment in 2018 and enhanced Early Childhood programming, the District is looking to achieve more gains in kindergarten readiness and early literacy in the 2019 school year. Our goal for the 2019-20 school year is to provide seats for up to 75 percent of prospective 2020-21 kindergartners, totaling 6,750 seats. The Shelby County community has already raised \$8 million in funding to address expiring grant revenue in 2019-20 and preserve 1,000 Pre-K seats. In the longer term, community partners aim to raise enough funding to offer Pre-K to 8,500 eligible four-year-olds by 2020-21.

Supporting Classroom Teaching: Response to Instruction and Intervention - Over the previous school year, SCS has implemented the Tennessee Department of Education’s Response to Instruction and Intervention (RTI²) protocol. This protocol is designed to provide intervention level support for reading and math instruction to students not performing on grade level. The reading interventions give students support in targeted foundational skills so that they can later succeed with grade-level instruction. RTI² features daily intervention blocks of 30-45 minutes, regular monitoring of students’ progress in skill areas of need, and recurring benchmarking to ensure that students with the greatest need are receiving the most intensive support.

Over the 2017-18 school year, roughly 15,000 K-8 students had individual intervention plans created as a part of the implementation of the RTI² protocol. Individual intervention plans allow schools to provide very targeted instruction, and school leadership teams meet regularly to review student progress and make recommendations on whether to continue or revise intervention plans based on individual student needs. This sort of intervention is particularly important in the early grades when skill gaps can be addressed at a narrow point to keep more students on track through 3rd grade. Among students who received a full year of intervention, 65 percent of students showed improvement in an average of two to three identified skill deficit areas. The District and the State continue to make investments in implementing RTI² to bridge the gap in skill deficits for students with the most pressing need for extra academic support.

Mitigating Learning Loss: The Superintendent's Summer Learning Academy - The District launched Superintendent's Summer Learning Academy (SSLA) in the summer of 2017 as a way to mitigate the annual learning losses many students experience while transitioning between school years. In the summer prior to the launch of this inaugural Summer Learning Academy, 44 percent of students demonstrated summer learning loss between Spring 2016 and Fall 2016 based on formative MAP assessment results. SCS' Research team recently found that the original SSLA participants demonstrated more academic growth in math from spring 2017 (before the program) to fall 2017 (after the program) than a comparison cohort of peers with similar demographic and baseline academic characteristics.ⁱⁱ This indicates that program participation did mitigate potential summer learning loss in mathematics. The Academy expanded its reach in 2018, increasing capacity to serve up to 10,000 students and offering programming to middle and high school students for the first time. Whereas elementary SSLA participants continued to receive instructional reinforcement in foundational skills and early-grades curriculum, middle and high school participants took part in enrichment opportunities in a variety of specializations such as arts, robotics and athletics. SCS continues to monitor the impact of the Summer Learning Academy by tracking measures of quality such as attendance, pre-testing, and post-testing of participating students.



*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.”

What's Ahead

Additional strategic efforts are underway in 2018-19 to curtail the literacy deficits among both early and older learners. Early learners continue to show a need for support with foundational literacy skills needed to master reading comprehension and more rigorous content. Foundational literacy skills include print concepts, vocabulary acquisition, fluency, sentence and word composition, phonic and word recognition. Without these skills, a student will likely continue to struggle with literacy as he or she attempts to learn more complex concepts in later grades. In order to address this area of student need, the District will provide additional coaching and development for K-2 classroom teachers via the Foundational Literacy Laureates program. Foundational Literacy Laureates (FLLs), a subset of 89 elementary classroom teachers, have been mobilized to coach their K-2 teacher colleagues in best practices for teaching foundational literacy. To strengthen FLLs' content knowledge and build their capacity to support their colleagues, the SCS Early Learning Team will design and facilitate a seven-module series of intensive year-long foundational skills professional development.

Older learners will also receive additional support in 2018-19 through a new Senior Reading Advisors program. SCS has deployed 29 Senior Reading Advisors (SRAs) at select middle and high schools to provide intensive support to students continuing to struggle in foundational skill areas that typically fall outside of the curriculum for these grade levels. Using a research-based intervention program, SRAs will provide targeted literacy support to students showing the greatest need for reading skill interventions in grades six, seven, nine and ten. The Senior Reading Advisors program will extend the District's capacity to serve students in need of additional support that may not have fit into the parameters designed for an RTI intervention block. SRAs will receive District-level support from the SCS Early Learning Team and curriculum software support from Reading Horizons. Support for SRAs will include observation and feedback centered on program implementation and professional development to build their capacity to support older learners.





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.

2018 Progress:

79.1 percent of students graduated on time in 2018, and 58 percent of 2017 graduates enrolled in a post-secondary opportunity.

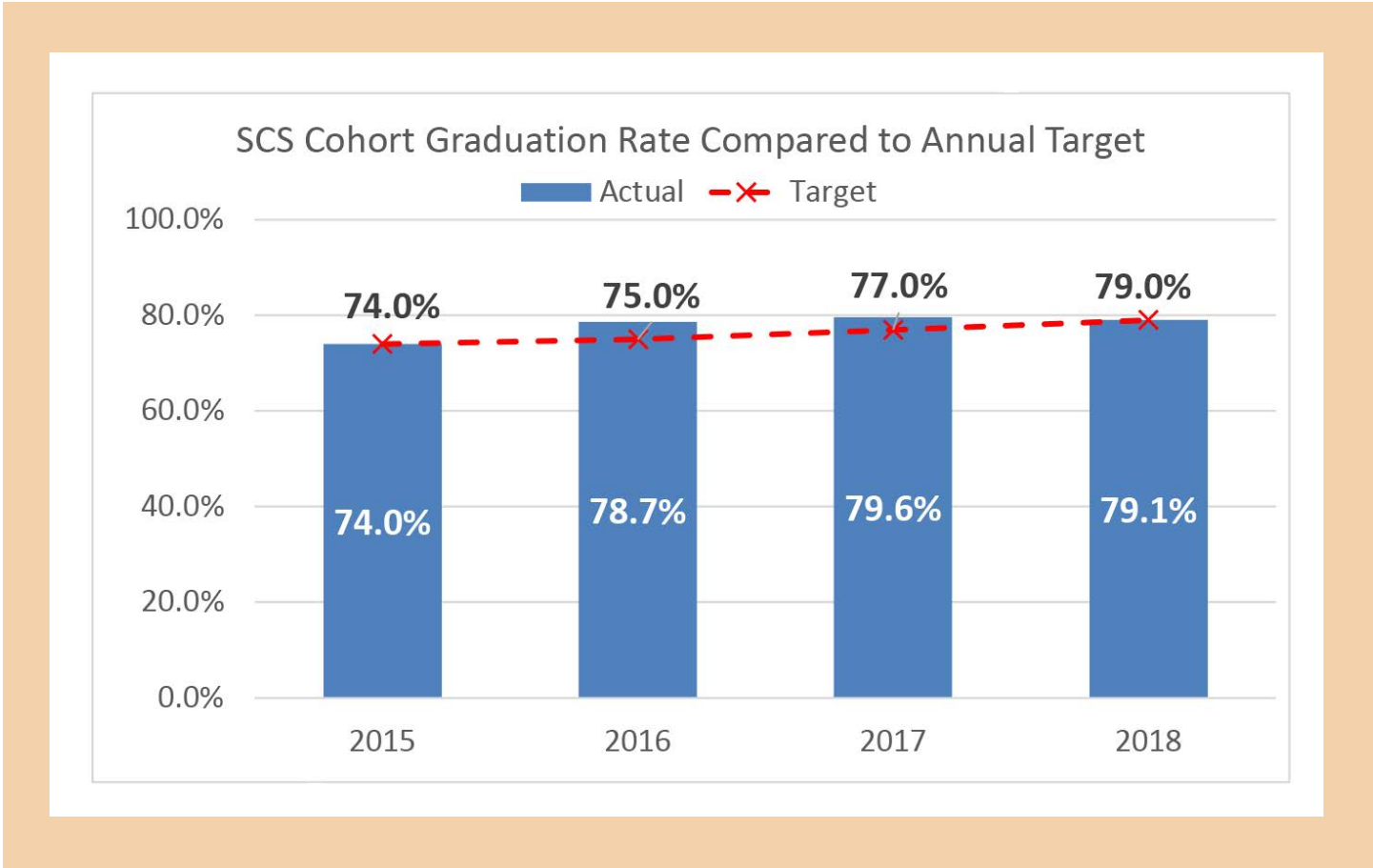
Priority 2 Progress Highlights

- ★ **The 79.1%** graduation rate in 2018 keeps SCS on track for its 2025 goal of 90%.
- ★ The number of grads who entered a post-secondary institution increased by **3%** in 2018 to **58%**.
- ★ The number of students who earned professional industry certifications rose from 150 in 2017 to **267** students (including 140 graduates) earned **352** certifications in 2018.
- ★ Project Graduation helped **486** seniors who were behind in credits graduate on time.
- ★ FAFSA applications were completed by **86%** of seniors in 2018.



High School Graduation Rate

In 2018, 79.1 percent of SCS students graduated on time compared to 79.6 percent of students in 2017. Although the graduation rate decreased, this outcome exceeded the annual target by 0.1 percentage points. Additionally, the District has continued to show improvements over the past four years and remains on track to achieve the 90 percent graduation rate goal by 2025.

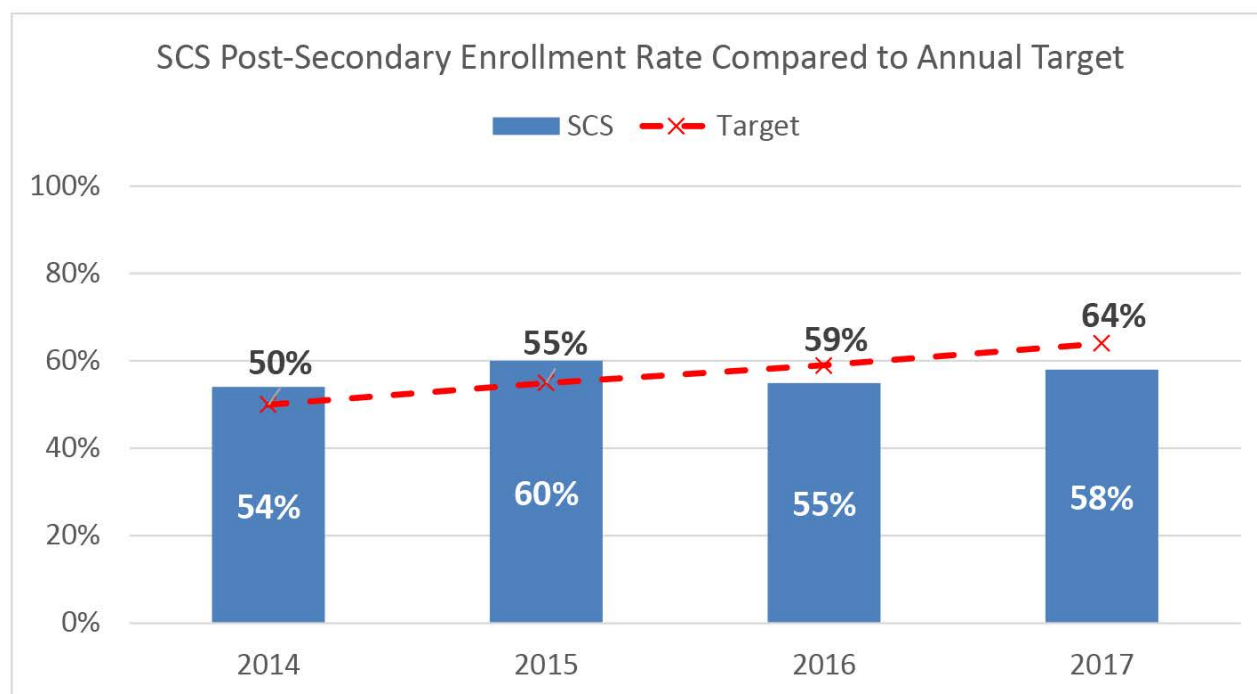


Graduation outcomes varied by high school. Including charter schools, 61 percent of SCS high schools met the 2018 target, meaning they are currently on track to meet the 90 percent graduation rate by 2025, 27 percent of already achieved a 90 percent graduation rate in 2018, and 33 percent improved their graduation rates from 2017 to 2018.²

²This rate excludes Excel Center and Virtual School since these programs enroll many adult students already past on-time graduation age

Post-Secondary Enrollment Rate

The post-secondary enrollment rates for 2018 graduates are not yet available, but enrollment rates for 2017 graduates show that the District achieved a total post-secondary enrollment rate of 58 percent. Note that this does not reflect post-secondary enrollment specifically for students who are considered college- or career-ready. We will begin to report both the overall post-secondary enrollment rate and the rate for just those students considered Ready Graduates by the State of Tennessee's definition in next year's annual report.



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. This is in line with one of Tennessee's new Every Student Succeeds Act (ESSA) accountability requirements as an indicator of school quality and student success - Ready Graduates. One indicator that a student is ready for college or career is the number of early post-secondary opportunities (EPSOs) the student has completed, which the District offers through the Division of Optional Schools and Advanced Academics (OSAA) and College, Career, and Technical Education (CCTE).

Expanding Access and Uptake of EPSOs - SCS uses several mediums to expand course-taking options, promote academic persistence, improve on-time graduation, and increase college- or career-readiness for all students. OSAA affords students the opportunity to take Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and Statewide Dual Credit (SDC) courses. To help prepare students for the rigor of AP and Honors courses, OSAA hosted four AP Student Saturday Reviews that averaged 380 students per review in 2018. Additionally, to further prepare students and expose them to a college campus, the department hosted AP and Honors Summer Camps on the University of Memphis campus for more than 200 students. Students were also able to tour the campus and visit the Admissions Office. To improve access to advanced offerings across the District, OSAA has provided specialized training and support for teachers in advanced subjects that require additional credentials. The Tennessee Department of Education (TDOE) trained more than 100 SCS teachers in order to facilitate the expansion of Statewide Dual Credit courses. OSAA also targeted three middle schools and eight additional high schools to build teacher capacity for advanced academics coursework so that more students could participate in these courses. Consequently, four additional District-managed high schools are now offering AP courses. Further evidence of the District's success in promoting advanced academic opportunities is the 21 students who earned the AP Capstone Diploma in 2017, Capstone's highest award achievement for students who earn scores of three or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. This is a substantially higher number of students than any other district in the state of Tennessee. Overall, SCS' pass rate for AP exams has continued a three-year pattern of growth while State-wide scores have declined.

In early 2018, the Department of Career & Technical Education (CTE) changed its name to the Department of College, Career, and Technical Education (CCTE or C2 Institute) to reflect its renewed emphasis in preparing students for college and career. The C2 Institute provides students with educational and hands-on experience for jobs in high-demand industries such as Advanced Manufacturing, Architecture and Construction, Health Science and Information Technology and offers students various department-promoted industry certifications (IC). This summer, the department hosted the C2 Institute Showcase to introduce parents and students to the new redesign. Forty-one industry partners and vendors were present, and more than 500 people attended the event. Also during the summer, the C2 Institute collaborated with the City of Memphis MPLOY program to provide 1,581 SCS students with jobs. In 2018, 140 graduates earned industry certifications, a slight decrease from the previous school year. The 2019 goal is for more than 1,000 students to earn certifications, and there are currently more than 4,300 enrollments in courses required for various certifications. SCS' Virtual Schools office also offers expanded course-taking options through its hundreds of online courses, which provide students with access to courses not offered at their home school. In this way, Virtual Schools acts as a conduit for equity and access for all students to take part in more EPSOs.

Providing Early Intervention for On-Time Graduation - Virtual Schools also provides an avenue for students to earn credits they may lack and recover failing grades by allowing them to take on-line courses outside of normal school hours at their own pace. In 2017-18, Virtual Schools served 100 full-time students who were not enrolled in any other school so that they could access the courses and credits needed to matriculate or graduate. Another 771 SCS students were enrolled in 961 online courses for enrichment, test preparation, grade recovery or credit recovery purposes. Additionally, Virtual Schools is now a College Level Examination Program (CLEP) Test Center where

students can take the exam to assess mastery of the post-secondary-level material they have acquired. Project Graduation and Grade Results also 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 2018, 1,661 students participated in Project Graduation at four high school sites, and 489 seniors graduated in May based on credits earned in the program.

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 2017-18, 887 students enrolled in the SAILS Program, and 776 finished all requirements for an 87-percent completion rate. GEAR UP is a federally-funded program that aims 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 that continue through high school graduation. GEAR UP has served 2,184 students annually and has awarded \$1,907,917 over the past seven years to students across the State.

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.ⁱⁱⁱ SCS 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), 86 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 79 percent in 2018, as well as the SCS' own rate of 75 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 179 school visits, 119 FAFSA workshops, 101 presentations and workshops on personal finance and TN-Promise and 23 college fairs that ultimately reached more than 10,690 students. In terms of TN-Promise completion, 90 percent of SCS seniors applied for the scholarship. 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.

What's Ahead

In the school year ahead, SCS will continue to build upon the 2017-18 progress featured for this Destination 2025 priority in two major areas: 1) further expansion of EPSO offerings and exposure for students in middle as well as high school; and 2) improved early intervention for students at risk for not graduating on time. To increase the number of advanced academic course offerings, Optional Schools and Advanced Academics is piloting the College Board pre-AP school-wide program at Central High in the 2018-19 school year. Additionally, a pool of 16 teachers were trained during the summer of 2018 to build toward additional AP offerings in the future. The C2 Institute (in partnership with the Greater Memphis Chamber and industries across the Memphis region) will also host the annual Advanced Manufacturing Day for SCS CTE students this year. Approximately 390 SCS CTE students will participate in site visits to 15 companies throughout Memphis that include plant tours as well as discussions with industry leaders to address the skilled labor shortage in the manufacturing industry. The C2 Institute's Early College Program was designed in collaboration with local colleges and universities to provide students the opportunity to simultaneously pursue a high school diploma and earn college credits. Students in the program also participate in local and out-of-town college tours. Middle College High School at Christian Brothers University and Hollis F. Price Middle College at LeMoyné Owen College are two schools that utilize this program. These schools ranked first and third, respectively, in the percentage of students scoring 21 or higher on the ACT in Shelby County. The C2 Institute and Virtual Schools have also begun collaborating to provide students with increased career and college access. Virtual Schools plans to add 204 CTE teacher to its blended learning platform. Additionally, the two departments are working to create a certified early post-secondary enrollment testing center for all high schools in the District.

In partnership with BrightBytes, SCS is also implementing an at-risk student identification and intervention platform aimed at connecting the right students to the right supports at the right time. The at-risk student identification system uses predictive analytics to identify when students are exhibiting traits that place them "at risk" for not graduating based on over 30 indicators across attendance, discipline, and academic performance for students in first through twelfth grade. Based on data from the past 12 months, 47 percent of SCS students are at a low risk of not graduating on time and 14 percent are high risk. After identifying students' specific areas of concern, schools can refer students into support services, monitor completion of these services, and determine whether these interventions have had a positive impact on student outcomes. Through earlier identification of students' challenges and targeted intervention, SCS can ensure more students receive timely, targeted support that they need to graduate on time and be ready for college or career.



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

2025 Goal:

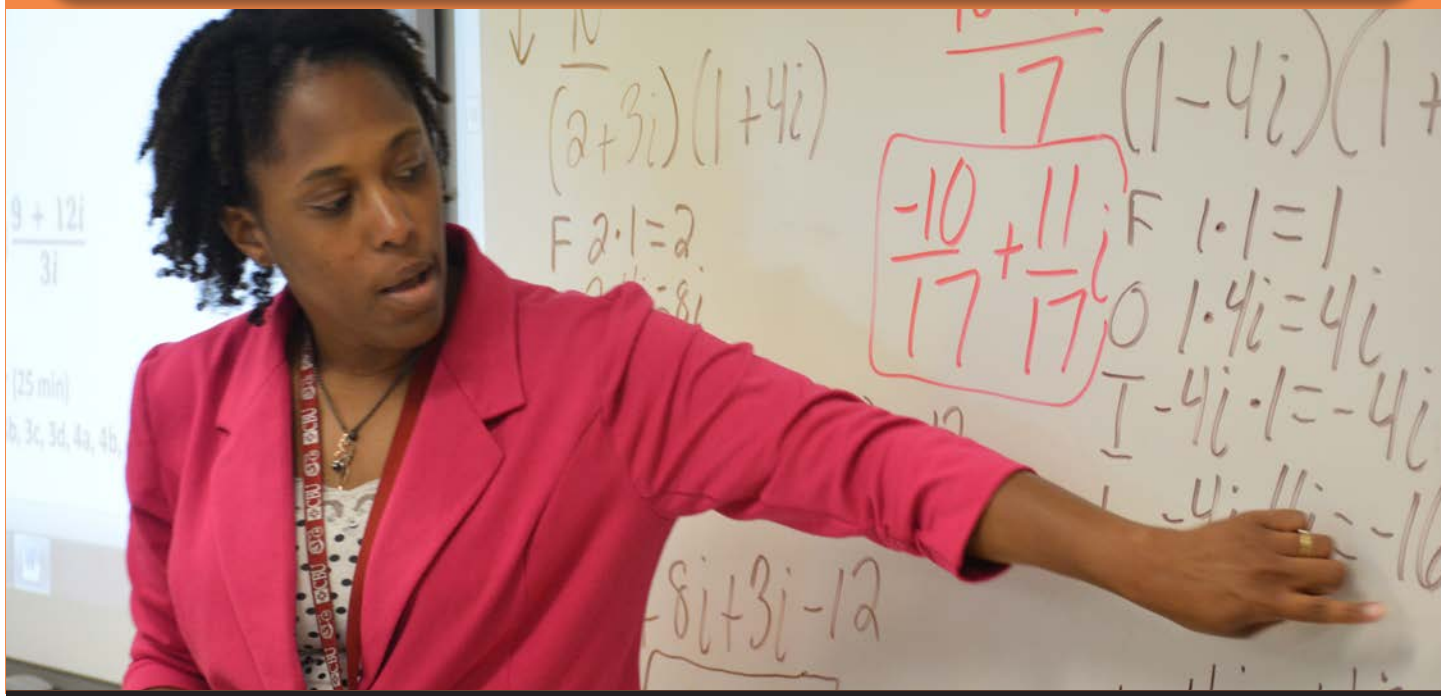
60 percent of students are proficient on the TNReady assessment.

2018 Progress:

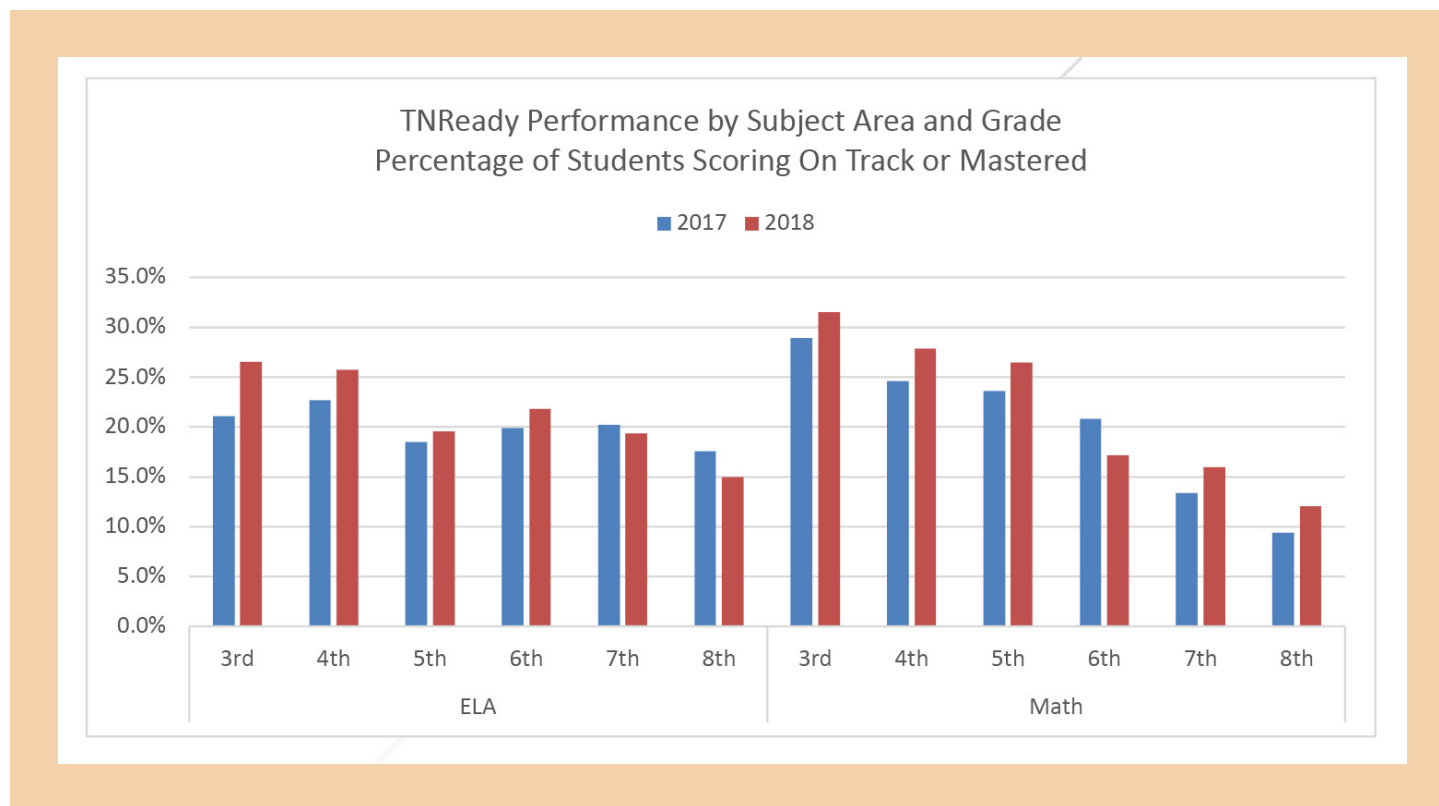
SCS high schools earned a 15.9 percent exam success rate in grades 9-12 in 2018. Elementary and middle schools earned a 26.8 percent exam proficiency rate in grades 3-8.

Priority 3 Progress Highlights

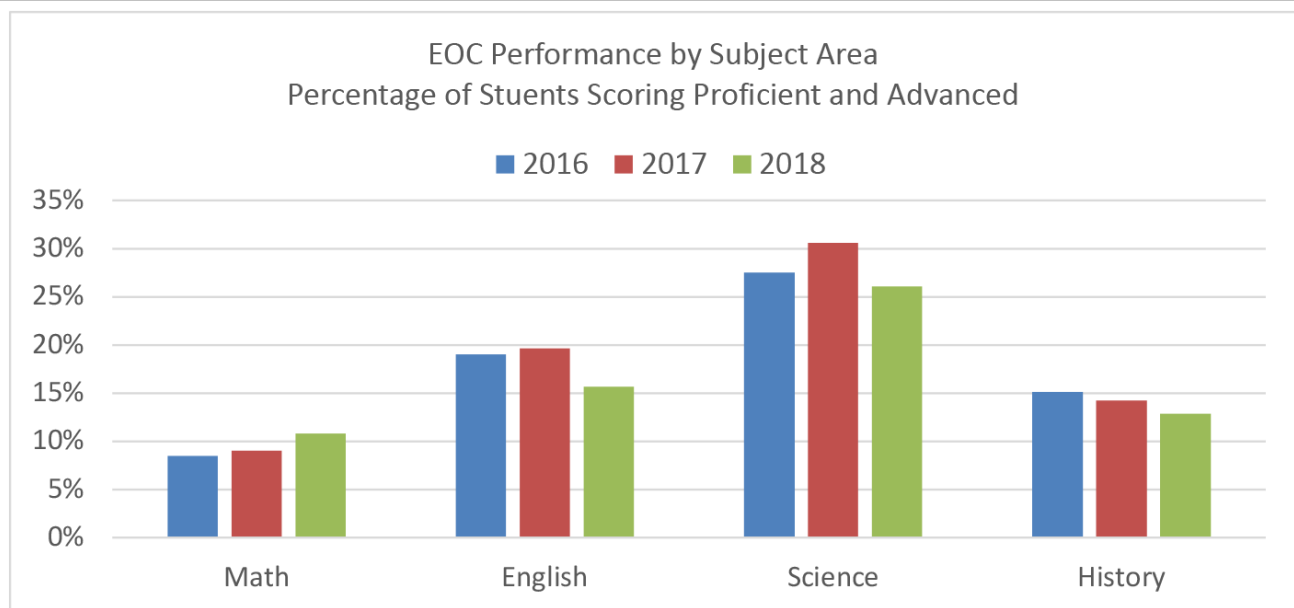
- ★ K-8 math & ELA proficiency improved in **9 of 12** grades and subjects.
- ★ SCS earned the highest possible student growth scores in literacy and science.
- ★ SCS earned the State's **second highest** accountability rating for improving achievement and student subgroup performance.
- ★ The number of schools that achieved the State's highest growth score rose from 38 in 2017 to **62** in 2018.
- ★ Day 1 teacher vacancies decreased from 176 in 2017 to **65** in 2018.



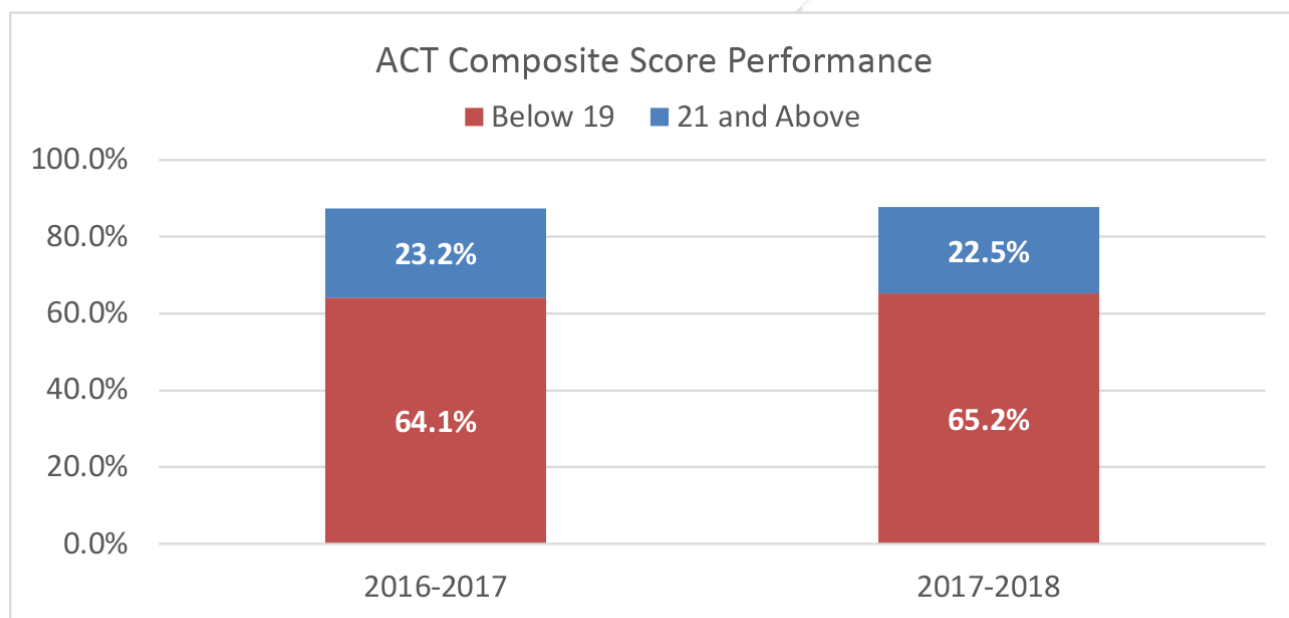
TNReady Results for the 2017-18 school year saw the percentages of students scoring On Track or Mastered increase for all grade and subject areas except for 7th and 8th grade ELA and 6th grade math. For both subject areas, 3rd graders had the highest percentage of students at proficient and advanced with 26.5 percent in ELA and 31.5 percent in math.



For high school End-of-Course (EOC) exams, progress from the previous year was mixed. The percentage of students scoring On Track or Mastered improved in math courses compared to the previous year. However, all English, U.S. History, and science courses saw declines. Grouping EOC results by subject area over the past three years shows a similar trend. Math saw an increase in 2018, while other subject areas saw declines.



Examining ACT performance, the percentage of graduates scoring at a 21 or above decreased from 23.2 percent to 22.5 percent in 2017-18.



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

School Capacity Building - To better facilitate high quality instruction, school leaders develop and regularly participate in a system of focused, collaborative planning. This system involves Instructional Leadership Teams (ILTs) designed to encourage collective leadership among teachers and school administrators. The ILT is typically comprised of the principal, assistant principals, and teacher leaders representing different grade levels and content areas. ILTs meet at least twice a month to analyze data, discuss instructional trends, and plan professional development opportunities for teachers. The ILTs regularly utilize Instructional Practice Guide (IPG) data that serves as an observation rubric for classroom instruction aligned to the new SCS curriculum. This data, in turn, facilitates what are known as Cycles of Professional Learning, or CPL. The purpose of the CPL is to create professional learning opportunities for teachers that build on their expertise and emphasize practicing new skills, receiving feedback, observing colleagues, and participating in peer discussion. As a result of the District's work in curriculum implementation and instructional practice, SCS was recently recognized by the Center for American Progress as one of only four districts nationally to adopt highly rated instructional materials across the board.^{vi}

School Leadership Pipelines and Professional Development - SCS implements several programs aimed at developing a pipeline of strong and effective leadership within school staff. For assistant principals, Leadership³ (Leadership Cubed) is a District-managed development program designed to provide prospective school leaders with strategies and tools that emphasize data analysis, team building, and operational management. Leadership³ focuses on three areas of leadership: instructional (promoting student learning and growth), executive (carrying out administrative duties) and disruptive (constantly innovating). For over a decade, SCS has also utilized the New Leaders New Schools partnership to develop school staff. Through New Leaders, assistant principals, PLC (Professional Learning Community) Coaches, and teachers develop skills that promote high academic achievement, especially for students of color and those living in poverty.

As for developing existing school leadership teams, the District regularly implements capacity building supports that emphasize effective use of data and the utilization of new strategies to drive student success. These supports are carried out through a series of developmental opportunities that include Leadership Development Week and regular ILT and small group meetings led by principal supervisors in zones. At these meetings, school leaders engage in collaborative learning to enhance instructional and pedagogical practice while also building knowledge of operational management. Principals and teachers also receive professional development throughout the year through the Leaders to Learn From and Teacher Leaders to Learn From programs. Both involve educators with particular areas of expertise getting the opportunity to present training on techniques and best practices that others may employ.

Teacher Hiring, Recruitment and Retention - SCS utilizes a bonus and stipend system designed to help retain top performing teachers and increase competitiveness to attract strong candidates. In total, this plan is focused on seven areas of recruitment: hard-to-staff subject areas, teachers with advanced degrees, veteran performers, top performers, relocation reimbursement, extended day pay, and stay pay bonus. The hard-to-staff subject stipend is geared towards recruiting teachers in secondary math, secondary science, and special education. Advanced degree recruitment stipends are offered to teachers with advanced degrees who have also earned a Teacher Effectiveness Measure (TEM) level 4 evaluation performance rating. Veteran performer stipends are available for teachers eligible for the salary maximum who also have a TEM rating of at least 4. Top-performer recruitment targets incoming teachers with performance ratings that exceed expectations from where ever they were previously hired. Relocation reimbursements offer a stipend amount to new hires moving at least 50 miles to teach in the District. Extended day pay provides teachers additional compensation to their base pay for an additional hour of instruction time. Finally, stay pay bonuses were provided to teachers who remained in Critical Focus schools in 2018-19 while also meeting minimum TEM score requirements. SCS also continued to implement more competitive hiring practices in 2018 by recruiting a larger teacher candidate pool during the spring semester and initiating planning processes for budgeting and staffing with schools earlier than in previous years. SCS extended 200 early hiring contracts to teaching candidates and decreased the number of teachers hired in July from 600 in 2016 to just 200 in 2018. As a result of this and deploying certified teachers on assignment to classrooms in August, SCS reduced the number of teacher vacancies on the first day of school from 176 in 2017 to 65 in 2018.

Stat Continuous Improvement Process - Shelby County School's Continuous Improvement (CI) team carries out a series of collaborative "Stat" sessions throughout the year to help the District become a system of process improvement. This Stat Cycle process includes school and central office administrative officials working toward a shared objective to improve student, educator or school performance on specific outcome goals. The Continuous Improvement team facilitates these meetings and provides relevant data to ensure that stakeholders can make informed and actionable decisions to improve results. The meetings also provide an opportunity for implementation-level staff to share concerns, ask for additional support, or share best practices that might aid others. Past Stat Cycles have included attendance/absenteeism, online course completion, graduation, teacher hiring/distribution, and turnaround (iZone) schools.

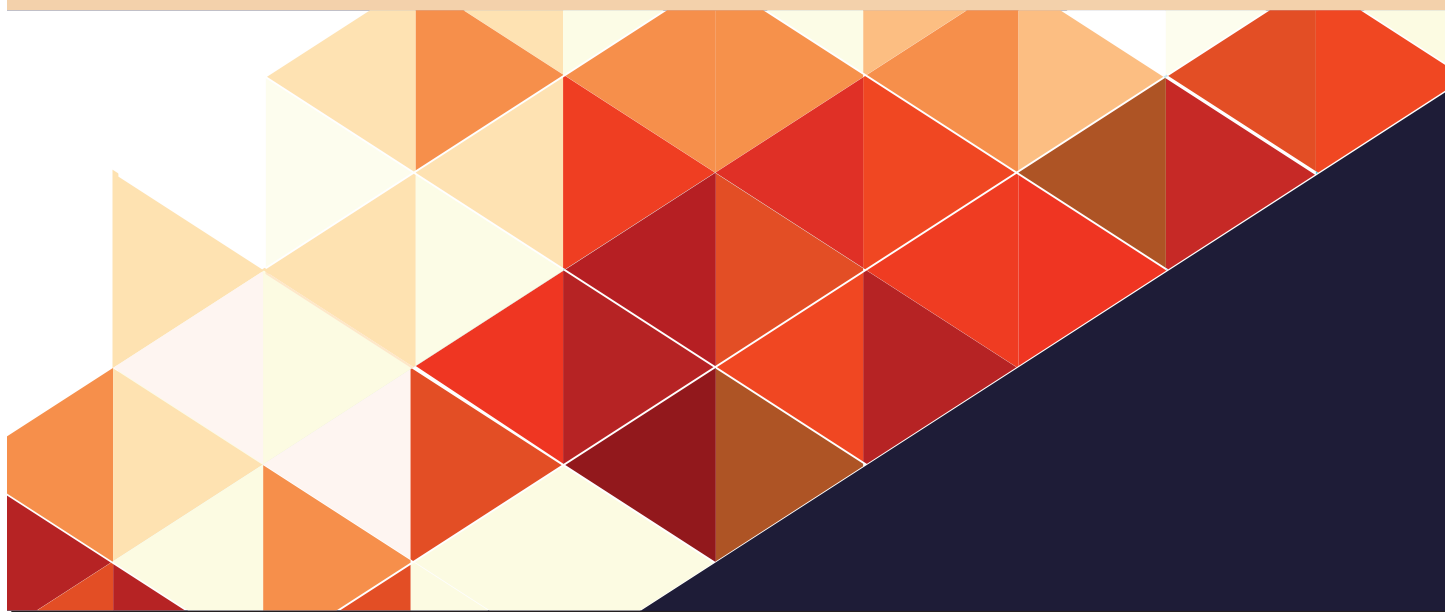
During the 2017-2018 school year, Stat Cycles centered on Critical Focus schools, and the Response to Instruction and Intervention, or RTI², process. The Critical Focus schools were a group of 20 schools identified for issues related to academic performance, school climate, or building utilization. Critical Focus Stat sessions focused on improving these schools' performance on the School Performance Scorecard in the areas of academic performance, attendance, behavior and school climate. At the end of the school year, half of Critical Focus schools showed improvement in attendance, 12 schools improved their ELA proficiency rate and 14 schools improved their math proficiency rate. For RTI², the stat process centered primarily on fidelity of intervention implementation. This included ensuring students are properly identified as needing intervention, enrolling them in the right intervention, and making sure that the intervention is being carried out with fidelity. By the end of 2017-18, schools improved the percentage of eligible students identified for intervention through the benchmarking process to 77 percent compared to 50 percent at the same point in 2016-17.

What's Ahead

In terms of hiring and recruitment for the 2018-2019 school year, SCS will build upon partnerships with two teacher pipeline programs, the Memphis Teacher Residency and the River City Partnership. Through the Memphis Teacher Residency (MTR), SCS will place recent college graduates with more experienced teachers in low-performing elementary schools so that they can get hands-on classroom experience while offering additional instructional support to students. SCS' Research team completed an analysis of MTR for the 2016-17 school year showing that teachers in the program tended to outperform teachers with the same years of experience who did not receive the same level of training.^v The River City Partnership program is a collaborative effort by SCS and the University of Memphis aimed at addressing teacher shortages by recruiting teaching candidates locally, with an emphasis on underrepresented groups, including African American males and Latinos/Latinas.

Going into the next school year, the District is partnering with Union University to implement the leadership pipeline program LIFT (Leadership Initiatives for Transformation). Over the course of three semesters, LIFT will train ten PLC coaches and/or assistant principals to become effective principals through clinical field experiences, broad-based instruction and problem-based research analysis. Additionally, Professional Development is in the process of drafting updated policy guidelines to ensure employees receive meaningful training opportunities that promote student success. All employees will be required to complete a formalized professional development program on an annual basis. Through the New Teacher Center (NTC) program, SCS has received funding from the Department of Education to test the effectiveness of the instructional coaching model. This will allow the expansion of the instructional coaching model with PLC coaches and allow for two years of high quality, research based professional development.

For the Stat continuous improvement process, the focus for 2018-19 is again on RTI² with an emphasis on intervention quality and school-centered Stat sessions embedded within Instructional Leadership Teams with the intent of sharing process best practices and ultimately building schools' capacity to lead continuous improvement efforts on their own.





Priority 4: Expanding High Quality School Options

2025 Goal:

SCS student market share increases by 5 percentage points.

2018 Progress:

63.1 percent of school-aged children in Shelby County are enrolled in SCS.³

Priority 4 Progress Highlights

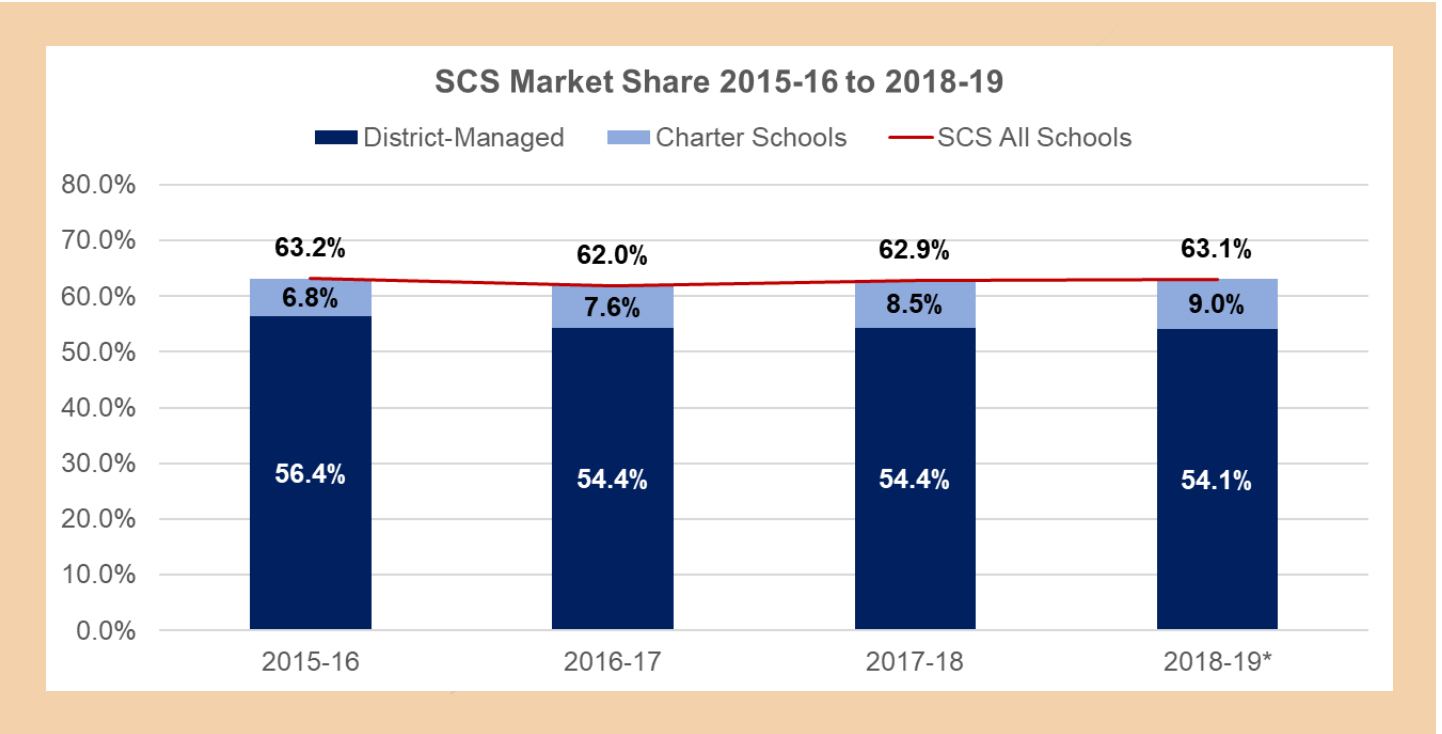
- ★ The number of Reward schools increased from **9 to 37**.
- ★ The number of District-managed Priority schools decreased from **21 to 18**.
- ★ With turnaround support, **16** iZone schools (70%) have now exited the Priority list.
- ★ SCS made **\$92 million** in capital investments to improve school building quality.
- ★ Advanced courses were offered in **84%** of high schools and **69%** of middle schools.
- ★ SCS launched **48** new College, Career & Technical Education (CCTE) programs in 2018.



³American Community Survey 5-year estimates are subject to change after the date of publication, which means market share is an approximation based on the best available data at a given time. The 2017-18 market share percentage was updated with the 5-year estimates date from 2016. Data captured 11/08/2018 11F:28 AM. *2017 ACS 5-year estimates were not available at the time of this report for the 2018-19 school year, so Annual population estimates were used to calculate the 2018-19 market share. This data was captured on 11/08/2018 11:28 AM.



Shelby County Schools’ student market share is currently estimated to be 63.1 percent based on Pre-K-12 enrollment counts on the 40th day of the 2018-19 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 0.2 percentage points though this calculate may fluctuate as school-age population estimates are revised. The overall student enrollment count remained steady from 2017-18 to 2018-19 while the county-wide school-age population estimates declined during the reporting period.



Indicators that school and District academic quality are improving may be contributing to SCS’ more stable enrollment trends than in years past. The 2018 Tennessee Department of Education Accountability Report identified SCS as a school district that is meeting the State’s expectations for performance in English/Language Arts, math and science, ACT scores, English language proficiency, graduation rate, and reduction in chronic absenteeism.



District achievements with respect to both reduction in chronic absenteeism and English Language Proficiency among English Language Learners earned Exemplary ratings.

These areas of student progress are due in large part to SCS' growing sector of high-quality schools. In 2018, the number of District schools that earned Reward status grew from nine to 37. These 37 schools were in the top quartile of schools across the State for their student growth and/or achievement results on the most recent TNReady assessment. Two schools were named Reward schools for the second consecutive year: Middle College High School and Westhaven Elementary.

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

Addressing Student Need: School Turnaround Investments - A continuing area of focus for the District is to improve academic performance in Priority schools. These are schools that have performed in the bottom five percent of schools State-wide with respect to student achievement on the TNReady assessment over the past three years. The number of District-managed Priority schools in 2018 decreased from 21 to 18, with 11 schools advancing out of Priority status and five of these 11 schools earning Reward status. Counting charter schools, 25 schools are currently in Priority status, comprising 12 percent of all SCS school options. Sixty-eight percent of students in District-managed Priority schools have received support from one of three District turnaround models: the Innovation Zone (iZone), Empowerment Zone (E-Zone), or Critical Focus Schools. Six Priority schools are a part of the iZone, the largest turnaround effort for current Priority schools and a model that has achieved the largest and most consistent student achievement gains of any turnaround model in Tennessee.^{vi} iZone 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, 16 iZone schools (70 percent) have exited the Priority list due to student performance gains, including seven schools in 2018: Grandview Heights Middle, Lucie E. Campbell Elementary, Melrose High, Raleigh-Egypt High, Riverview School, Sheffield Elementary, and Sherwood Middle.

Two Priority schools are members of the Empowerment Zone (E-Zone). The mission of the E-Zone is to provide all students with great first teaching through objective driven instruction, rigorous tasks on the table, and instructional time management which is evident in the curriculum taught at each school. Providing a curriculum that promotes College and Career Readiness has been one of the primary foci for the schools in the Empowerment Zone. E-Zone schools employ several strategies for student success:

- Curricula focused on the needs of an increasing special education population
- Curricula vertically aligned and designed to improve reading, writing, problem-solving, and critical-thinking skills
- Curricula that shifted the focus from teacher-directed to student-centered engagement and learning

- Relevant professional development for teachers and staff that is geared towards standards-based instruction

As a result of E-Zone efforts, A. Maceo Walker Middle, Holmes Road Elementary and Whitehaven High were recognized as Level 5 schools, meaning they were in the State's top category for student growth in 2017-18.

Finally, eight Priority schools are Critical Focus Schools. In 2017-18, the schools selected for Critical Focus investments received \$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 Scorecard score of three and building utilization of at least 70 percent after plans are implemented.

Facilities Upgrades and Developments - The Center for Evaluation and Education Policy Analysis reported that: "a growing body of research has found that school facilities can have a profound impact on both teacher and student outcome with respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort, [and] with respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs."vii In May 2018, the Shelby County Commission approved a \$92 million capital plan for building two new schools, addressing critical deferred maintenance and investing to support District growth. More than \$45 million dollars will be used for new construction at Alcy and Goodlett Elementary Schools. An additional \$26 million will be used for 38 projects designed to improve building conditions throughout the District. Finally, \$19 million will be used to build five gymnasiums at Cummings School, Douglass School, and Richland, Delano, and Grahamwood Elementary schools, and to construct five new building additions at Macon Hall, Germantown, Newberry, Kingsbury, and Jackson Elementary Schools.

Expanding Specialized Academics and Vocational Options - The Offices of Optional Schools and Advanced Academics (OSAA) and College, Career, and Technical Education (CCTE) have worked to increase academic and vocational options within schools for students over time. SCS offers Optional programs within some schools, while at others the entire school is Optional, each with a specialized learning focus. In 2017-18, 29.5 percent (46) of District-managed schools were Optional or had an Optional program. The same year, 84 percent (42) of all SCS high schools including charters offered advanced course opportunities consisting of honors (81.6 percent), AP/IB (50 percent) or dual enrollment (62 percent) classes. Approximately 69 percent (32) of middle schools also offered honors courses, providing more students with early exposure to advanced coursework to help them prepare for high school standards and beyond.

District partnerships with seven colleges have enabled OSAA to offer Dual Enrollment courses in 25 District-managed high schools where the pass rate has increased from 94 percent to 97 percent. Under OSAA oversight, a new Agri-STEM optional program opened at Bolton High School that allows students to prepare for careers that require a scientific and integrated understanding of agricultural science, technology, engineering, and math. In addition, the Cummins and Cummins

Foundation partnered with East T-STEM school and launched its first Technical Education for Communities (TEC) site in North America. The Memphis TEC program focuses on teaching students industry-relevant technical skills that will benefit our community both now and in the future. An additional \$8 million has been invested in College, Career, and Technical Education (CCTE) programs this year to fund 48 new programs of study across the District. Cybersecurity, Veterinary Science, Mechatronics, Fashion Design, Agriculture Engineering & Applied Technologies, and Supply Chain Management are some of these new additions. Both academic and hands-on training will be also offered for high-demand industries such as Advanced Manufacturing, Architecture and Construction, Health Science and Information Technology.

Student Recruitment and Retention - A primary focus of the Office of Student Recruitment and Retention in 2018-19 is to encourage collaborative engagement among SCS employees, parents, and community stakeholders to identify solutions directly related to waning enrollment at targeted schools. One of the Office's functions is to support District programs that positively impact student recruitment and retention, such as the Superintendent's Summer Learning Academy (SSLA), online registration, and summer block parties, designed to assist parents with registration, immunization, supplies and help with health care and language barriers.

Roughly 6,200 K-5 students attended the SSLA at 26 sites in 2017. These students participated in stimulating activities targeted to address reading and literacy, math, and intensive intervention. In 2018, the SSLA expanded capacity to serve up to 10,000 K-12 students at nearly 50 sites. While younger students continued to focus on intervention and foundational skills, specialized middle and high school programs offered robotics, music, visual art, dance, creative writing, CSI, and sports. The SSLA also provided benefits for parents that both impacted student retention and served as a significant recruitment incentive for families whose students attended educational institutions other than SCS. Of those students who attended the SSLA and were not enrolled in SCS in 2016-17, 297 registered with SCS for the 2017-18 school year.

Strengthening Charter School Partnerships - Among the District's 51 charter schools operating in 2017-18, two (four percent) earned Reward status and nine (18 percent) earned Priority status. Thus, SCS' Office of Charter Schools continues to focus on providing an appropriate balance of support and accountability to District charter schools to ensure they are high-quality options for students. Over the past three years, SCS has partnered with the National Association of Charter School Authorizers (NACSA) to refine its authorization process for new charter applicants as well as its renewal process for existing charters. Recently, the District received commendations from the Tennessee Board of Education on its thorough, cross-functional review process for charter applications that takes into account prior academic performance as well as the quality of applicants' academic, operational and financial plans for new schools.

The Office of Charter Schools has also initiated annual site visits to all schools in SCS' portfolio to strengthen relationship between school leaders, observe the classroom instruction, and observe day-to-day operation of the schools. Another way that SCS tracks charter performance is through the use of the District's School Performance Scorecard and an Operations Scorecard for non-academic, compliance-related responsibilities. These scorecards factor heavily into the District's decisions for authorization, renewal and revocation so that SCS may approve and renew the highest quality charter options and, if necessary, revoke charters for chronically underperforming schools.

Promoting Equity: Student-Based Budgeting - Student-Based Budgeting allows schools more autonomy with using funding to meet the unique needs of their students. Based on individual school needs and priorities, school leaders are empowered to make decisions about teacher allocations, instructional support staff and other resources such as interventions, tutoring and extended learning time. All schools now receive funding allocations weighted for student need including weightings specifically for high- and low-performing schools and for subgroup populations such as English Learners and Economically Disadvantaged students who may need unique resources to excel academically. Six schools are currently implementing the highest level of funding autonomy with new instructional designs based on strategic budgeting exercises they completed in 2017-18, and another 15 schools are implementing budget with the next-highest level of autonomy. The District is identifying 12 to 15 additional schools for another planning cohort based on performance for the 2019-20 fiscal year planning process.

What's Next

SCS will continue to build upon its turnaround successes in the Innovation Zone and Empowerment Zone. In the spring of 2019, iZone will broaden the scope of its school turnaround efforts to focus not only on current iZone schools but all Priority schools. The iZone's 2018-19 goal is to increase student proficiency on the TNReady assessment by 10 percent across all schools in this sector. The E-Zone has also added five new schools: Geeter K-8, John P. Freeman K-8, Oakshire Elementary, Robert R. Church Elementary, and Whitehaven Elementary. This school year, the primary goal of the E-Zone is to improve student achievement through rich and rigorous learning experiences to achieve this goal and meet the diverse needs of all students, core subjects in all schools have been aligned across all grades, K-12, to foster and facilitate positive and rigorous classroom interaction. Another focus for Priority 4 in 2018-19 is to keep increasing student access to early post-secondary opportunities (EPSOs) across schools. New CCTE vocational labs will be built at Overton High School, Whitehaven High School, and 20 middle schools, and Statewide Dual Credit offerings will increase increased from six to 77 unique course offerings and 237 total course sections, providing over 5,400 students in 22 high schools the opportunity to earn college credits. Finally, Student-Based Budgeting (SBB) will expand by adding a second cohort of 10 schools, bringing the total number of schools with the highest level of funding autonomy to 16. SCS' Budget team is also adjusting and adding additional weights to the SBB funding formula with the goal of increasing the percentage of funding schools can use flexibly to support their particular student bodies' needs.



Priority 5: Mobilize Family & Community Partners

2025 Goal:

Community confidence in SCS increases to 90 percent.

2018 Progress:

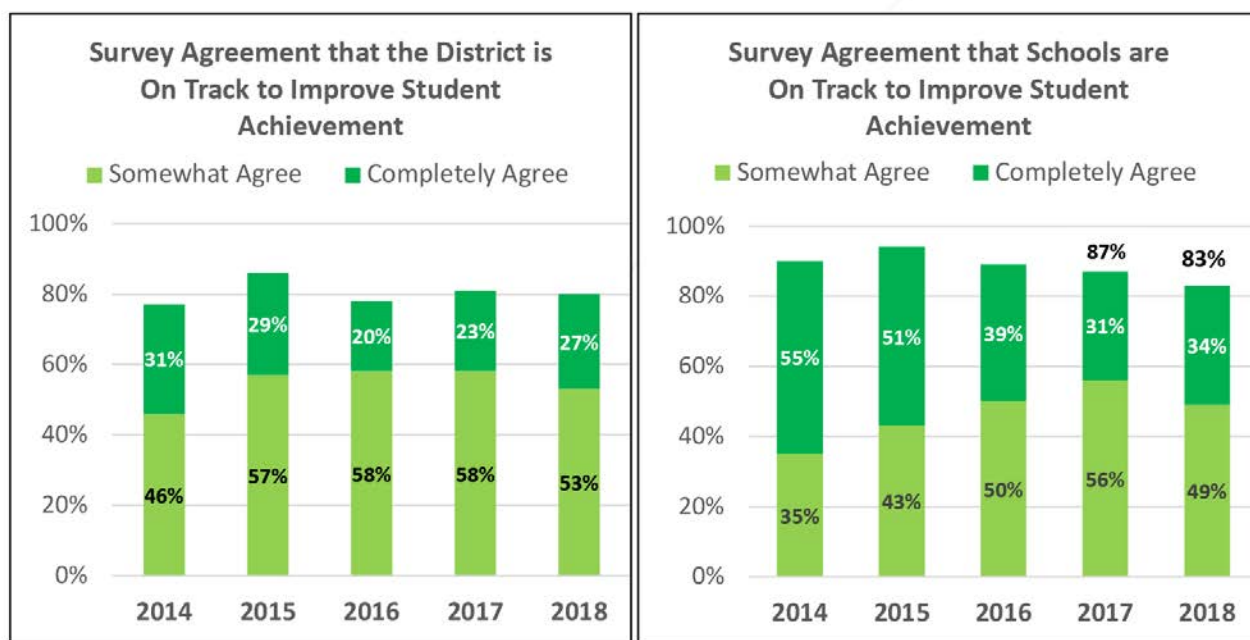
80 percent of surveyed staff and community stakeholders agree that the Superintendent and central office are on track to improve student achievement.

Priority 5 Progress Highlights

- ★ Over **21,000** new followers joined SCS social media pages in 2018, totaling nearly 100,000.
- ★ Bilingual outreach efforts were bolstered by **100+** school support visits and **200+** stories.
- ★ SCS earned national recognition for the new School Performance Scorecard website, a tool to help families make informed school choices.
- ★ The number of school volunteers increased to **4,245**, and school adopters rose to 731 in 2018.
- ★ Community partners provided support to **15,000** students, including attendance, academic proficiency and social/emotional learning.



Based on SCS' most recent annual survey to parents, community members, and District staff, 80 percent of stakeholders (similar to 81 percent in 2017) are confident in the District's efforts to improve student achievement and progress towards our Destination 2025 goals. The percentage of stakeholders who completely agree that the District is on track grew from 23 percent in 2017 to 27 percent in 2018. (See the first table below.) Although confidence in SCS schools themselves remains relatively high, the percentage of stakeholders who agree that the schools are on track to improve student achievement dropped from 87 percent in 2017 to 83 percent in 2018. However, the percentage of stakeholders who completely agree grew from 31 percent in 2017 to 34 percent in 2018. (See second table below.)



The 2017 and 2018 surveys also asked SCS parents for their level of agreement on whether their children's schools are on track to improve student achievement. In both years, a higher percentage of parents are very confident that their child(ren)'s schools are on track (44 percent) versus SCS schools in general (31 percent in 2017; 34 percent in 2018). As the District continues to make progress toward Destination 2025's vision for college-and-career readiness, confidence from our community and their support 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.

Keeping Families Informed and Connected: SCS Communications and Resources - Keeping our stakeholders informed and connected is essential to our mission. The better we communicate, the better we can serve our students, families, educators and supporters. The District is steadily working to increase its reach by enhancing public communication channels. By seeking input through surveys, focus groups and face-to-face interactions regularly throughout the year, we have been able to make information more targeted and accessible based on the needs and interests of each audience. This approach has led to significant growth of our mass communication channels. Social media continues to be our fastest growing avenue for sharing information and connecting with stakeholders. Over 21,000 new followers have joined our SCS Facebook, Twitter and Instagram pages, pushing our total to nearly 100,000 overall. Additionally, the 334,000 engagements (e.g., comments, shares, and likes) on our social media posts is almost double that of the previous year. The growth of our redesigned online SCS Newsroom has helped elevate positive stories from around the District. The Newsroom featured 150 stories and over 200 school videos in 2017-18, which helped earn a National Award of Excellence from NSPRA (National School Public Relations Association). In June 2017, the District filled its first dedicated bilingual communications position to better serve the rising Latino population in our schools and community. In the first year, we conducted over 100 school support visits, formed 17 strategic marketing partnerships to amplify our message and produced and/or placed over bilingual 200 stories.

In January 2018, the District released its first School Performance Scorecard – a tool to help families understand the education quality of our schools and make more informed education choices for their children. Schools and parents were given access to resources to help them understand and utilize the data to make decisions. A comprehensive website (www.scsk12.org/scorecard) was also created with videos and FAQs, as well as special features to search and compare schools based on programs, location, grade levels, performance data and more. Additionally, by making school performance data more easily accessible through redesigned online school profiles, traffic to our school directory increased by over 300,000 visits (761,000 overall). This was an added advantage for families during the busy online school choice period.

Increasing Opportunities for Student and Parent Input: SCS Voices of Destination 2025

- During the 2017-2018 school year, the Office of Schools made a concerted effort to listen to the input of stakeholders across the District while drafting a new Academic Plan. SCS launched Voices of Destination 2025 to engage student voice more meaningfully in the work of the Academic Plan and to provide students with a sense of place in the work of the District. Each elementary and K-8 school was invited to send a fifth grade student to attend a day-long event, the Voices of Destination 2025 Ambassadors' Summit. The District's 2017-18 fifth graders will graduate in 2025, when SCS aims to reach its 80/90/100 percent goals. During the course of the day, students

completed activities and collaborated with peers around the work of the academic plan. They also provided feedback to the Chief of Schools around their concerns and excitement regarding the plan, as well as how their families and community members could engage with the work of Destination 2025. During the event, parents of the ambassador students were invited to participate in breakout sessions hosted by the Department of Family and Community Engagement (FACE), aimed at informing parents and building networks to boost school level engagement.

After the Summit, each Ambassador was asked to select a team of 10 additional fifth grade students to act as a school level team and build messaging momentum around Destination 2025 at their school. The Office of Schools and Academics conducted site visits at some schools to pilot a series of student “missions” that allowed students different opportunities to help spread positive, academic plan- centered messages, especially relating to SY2025 cohort graduation.

Aligning Community Partnerships with Destination 2025 Goals: FACE and Seeding Success -

Preparing students to succeed is a shared responsibility that requires strategic partnerships between schools and the community. The Department of Family and Community Engagement (FACE) serves as the liaison for individuals, families, businesses, and community organizations to support SCS by creating partnerships that promote greater student outcomes on our journey to Destination 2025. Partnerships range from donating time and expertise, sending tutors and mentors to volunteer in the classroom, and contributing money and/or materials to specific programs. For example, in an effort to strengthen early literacy, more than 900 volunteers provided extra reading support to students at 53 Team Read School sites. In 2017-18, SCS increased the total number of school volunteers to 4,245 and the total number of school adopters to 731.

FACE also provides services that strengthen the home to school connection and helps schools build the capacity of our families to actively participate in their child’s education as partners. FACE developed a website (<http://www.scsk12.org/face/>) full of resources to help support parents and students. One of the main resources is a newly created Parent Home-School Connection Guide for Grades PreK-5 that provides tips for parents about how to support their child’s learning at home and at school, with grade-level lists of social, physical, communication, and cognitive developmental milestones and overviews of academic expectations and home activities that support them. In addition, the website contains specific resources for families on early childhood education, reading, special education, and TNReady.

The District collaborated with Seeding Success (www.seeding-success.org) to mobilize community partners, funders, and other supportive organizations to help achieve the District’s 2025 goals. Over 100 organizations continue to partner with schools and the District through the partnership with Seeding Success, including local and national investors and City and County Government. Some major highlights during the 2017-18 academic year from S2 Collaborative Action networks (CANs) include:

- Partners helped secure public and private commitments to sustain over \$8 million in funding for Pre-K programs, as these Pre-K programs helped ensure more students arrived to SCS “Kindergarten Ready” than ever before (59 percent).

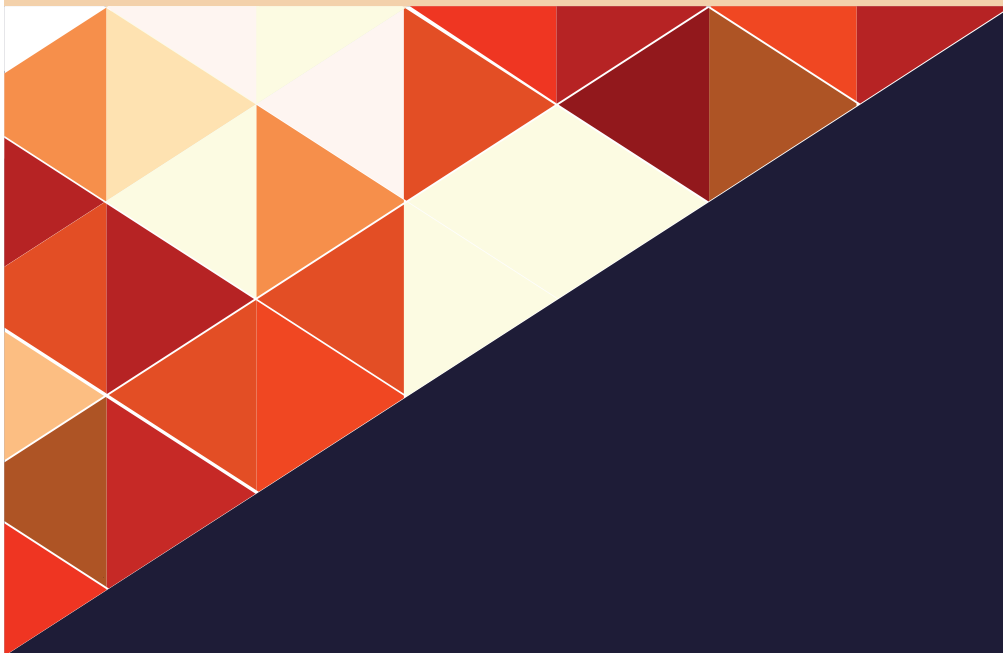
- Through the third grade reading Collaborative Action Network convened by Literacy Mid-South and 34 partner programs approximately 4,000 SCS students were supported in Summer Literacy efforts and over 6,000 books were distributed.
- Partner programs supported about 15,000 students in and out of school during the academic year working to improve issues around attendance, academic proficiency, and social and emotional learning.
- Through the collaboration of District and partner programs Memphis remains the national leader in FAFSA completion.
- Seeding Success and the Community Foundation of Greater Memphis launched the "Beyond the Classroom Initiative" to help improve outcomes for students in out-of-school time partner programs, resulting in measurable positive outcomes for SCS students. (The report can be found at <https://www.cfgm.org/community-impact/beyond-the-classroom/>)
- Community-based organizations serving or interested in serving "opportunity youth" (16-24 year olds who are out of school and not working) came together to create a strategic plan aimed at reducing the number in Memphis. These partners including Workforce Investment Network and Shelby County Schools are interested in creating strategies to prevent opportunity youth from disengaging in the education system. Throughout the process partners gathered feedback from in and out-of-school youth on what strategies maybe best suited to serve youth aged 16-24 in the city.



What's Ahead

As we look to the 2018-19 school year, we are excited about our opportunities to build on these strategies by continuing to engage, communicate, and collaborate with students, families, and community partners on the road to Destination 2025. As part of the Voices of 2025 Campaign, the Office of Schools plans to leverage existing partnerships to bring students together in collaborative events, conduct school visits, and continuing the campaign to raise awareness around the Destination 2025 Academic Plan among students in a sixth grade ambassador cohort. This school year, FACE is relaunching its Parent Ambassadors program that empowers parents to share and address concerns to help improve their child's school and the District. FACE is recruiting parents from schools across the District to participate in quarterly meetings where they can raise issues, receive information, and provide feedback. Parent Ambassadors will also have the opportunity to promote events for SCS and their child's school and support monthly school Board meetings.

The District is also launching a "We Are 901" identity campaign designed to increase pride, recruit students and teachers and reclaim its essential connection to greater Memphis. The multi-media campaign will be driven by storytelling and compelling facts, including a commissioned economic impact study to illustrate the significant impact our employees and graduates have on the local economy. To strengthen the branding and identity of our District and individual schools, we are also implementing a professional development series for school staff, called the PROs (Public Relations Organizers). The PRO program will equip employees with PR skills to keep families well-informed and market their schools effectively to support enrollment and staffing, as well as to lift up the positive stories of their students, teachers and families. Continued support and engagement by families and partners helps us work toward solutions for moving our students, schools, and community forward.



Closing

Over the past school year, we improved or sustained progress most notably in three of five Destination 2025 priorities. To strengthen early literacy, the District continued to expand access to Pre-K and the Superintendent's Summer Learning Academy and made a 5.6-point gain in third grade reading proficiency. To improve post-secondary readiness, the District has increased the percentage of graduates enrolling in post-secondary opportunities and remained on track to meet its 2025 goal for 90 percent of students to graduate on time. SCS also expanded high-quality school options by quadrupling the number of Rewards schools in the top 25 percent for student growth or achievement across the State while reducing the number of District-managed schools in the bottom five percent for achievement.

Nevertheless, SCS must still make up ground to meet many of its Destination 2025 goals in the years ahead, particularly in the areas of TNReady proficiency and Ready Graduates who meet the State's criteria for college- or career-readiness. In 2018-19, key strategies to support these goals include:

- Deploying Foundational Literacy Laurates to enhance K-2 reading instruction and Senior Reading Advisors to improve students' foundational reading skills in secondary classrooms
- Reviewing our high school instructional model to improve student outcomes aligned with End-of-Course TNReady standards
- Substantially expanding student access to Early Post-Secondary Opportunities (EPSOs) including advanced coursework and Statewide Dual Credit
- Utilizing predictive early warning data to identify and intervene quickly with students at risk of not graduating on time or being ready for post-secondary coursework
- Building schools' capacity to enact the cornerstones of high-quality instruction through cycles of professional learning, ongoing feedback, and collaborative structures such as Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs)

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 percent goals for student success are possible. Thousands of stakeholders have told us they believe our success is inextricably tied to the success of our community, so we believe supporting SCS is a meaningful way to impact the future of Memphis and Shelby County. Take the #SCSis901 Pledge to join the movement by becoming a supportive voice, volunteer and/or advocate for our students. Go to www.scsis901.org.

Let us know how useful you found Shelby County Schools' 2018 Annual Report and share your ideas on where we can improve here: <https://www.surveymonkey.com/r/2018SCSAnnualreport>

End Notes

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Dr. Angelica Thompson

Appendix

Metric	2017 Actual	2018 Target	2018 Actual	Target Met?	Actual-to-Target Difference	2019 Target
Priority 1: Strengthen Early Literacy						
Grade 3 ELA Proficiency	21%	30%	27%	No	-3 points	39%
MAP - Kindergarten RLA (above 50th percentile)	51%	50%	51%	Yes	+1 point	56%
MAP - Grade 1 Math (above 50th percentile)	46%	56%	49%	No	-7 points	61%
MAP - Grade 1 RLA (above 50th percentile)	44%	55%	48%	No	-7 points	60%
MAP - Grade 2 Math (above 50th percentile)	39%	56%	40%	No	-16 points	61%
MAP - Grade 2 RLA (above 50th percentile)	44%	49%	40%	No	-9 points	55%
Priority 2: Improve Post-Secondary Readiness						
High School Graduation Rate	79.6%	79%	79.1%	Yes	+0.1 points	80%
Post-Secondary Enrollment Rate	58%	68%	TBD		TBD	73%
Professional Certification Rate	2%	9%	2%	No	-7 points	7%
FAFSA Completion Rate	75%	74%	86%	Yes	+12 points	74%
TN Promise Eligibility Rate	51%	25%	57%	Yes	+32 points	TBD
High School Dropout Rate	TBD	6%	3%	Yes	+ 3 points	6%
9th Graders on Track (EWS-low/medium risk)	N/A	Baseline	85%		N/A	86%
10th Graders on Track (EWS-low/medium risk)	N/A	Baseline	84%		N/A	85%
11th Graders on Track (EWS-low/medium risk)	N/A	Baseline	85%		N/A	86%
12th Graders on Track (EWS-low/medium risk)	N/A	Baseline	85%		N/A	86%
District-Wide Attendance Rate	93.9%	94.4%	94.3%	No	-0.1 points	94.5%
8th Grade Course Failure Rate	20%	15%	7%	Yes	+ 8 points	14%
9th Grade Course Failure Rate	18%	21%	9%	Yes	+ 9 points	19%
Priority 3: Develop Teachers, Leaders & Central Office to Drive Student Results						
Grade 3 - 8 Total Exam Proficiency Rate	27.1%	31.1%	26.8%	No	-4.3 points	37.8%
Grade 9 - 12 Total Exam Proficiency Rate	17.5%	30.0%	15.9%	No	-14.1 points	32%
Level 4/5 Teachers Retained	TBD	95%				95%
Level 4/5 Principals Retained	TBD	92%				92%
Grades 3 - 8 RLA Proficiency	20.4%	25.1%	21.6%	No	-3.5 points	30.1%
Grades 3 - 8 Math Proficiency	21.2%	25.7%	22.5%	No	-3.2 points	30.6%
Grades 3 - 8 Science Proficiency	39.9%	58%	42.0%	No	-15.7 points	60.9%
English I Proficiency	14.8%	26.6%	13.4%	No	-13.2 points	31.3%
English II Proficiency	23.9%	32.8%	17.7%	No	-15.1 points	36.7%
English III Proficiency	20.7%	25.8%	16.0%	No	-9.8 points	30.7%
Algebra I Proficiency	4.0%	18.6%	10.1%	No	-8.5 points	24.5%
Algebra II Proficiency	10.2%	21.5%	11.5%	No	-10 points	27.0%
Geometry Proficiency	7.9%	19.9%	10.8%	No	-9.1 points	25.7%
Biology I Proficiency	39.4%	56%	30.9%	No	-25.6 points	44.2%
Chemistry Proficiency	21.0%	42%	19.9%	No	-21.9 points	30.8%
U.S. History Proficiency	14.3%	25.1%	12.9%	No	-12.2 points	30.1%
Priority 4: Expand High-Quality School Options						
SCS Student Market Share	61.1%	62.8%	63.9%	Yes	+1.1 points	63.3%
iZone Schools in the Top 25%	0%	36%	TBD		TBD	45%
Schools in Priority Status	11%	19%	12%	Yes	-7 points	18%
Schools in Reward Status	8%	24%	17%	No	-7 points	25%
Schools Improving Instructional Culture	36%	50%	36%	No	-14 points	50%
Priority 5: Mobilize Family & Community Partners						
% Community Confidence in SCS	81%	82%	80%	No	-2 points	83%
Priority Schools with External Partnerships	100%	81%	100%	Yes	+19 points	84%
% Increase in District Volunteers	38%	36%	42%	Yes	+6 points	45%

"TBD" indicates that data will be available later in the 2018-19 school year.



Notes

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