

SHELBY COUNTY SCHOOLS

Superintendent Executive Summary

Dorsey E. Hopson, II



Progress Update

2016-17



THE OFFICE OF THE SUPERINTENDENT

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October 29, 2017

Board Members, Colleagues and Families,

Thank you for allowing me to lead and serve Shelby County Schools (SCS). This progress report provides the opportunity to reflect upon and share some of the many achievements throughout our District. Students, staff and faculty returned this school year with great enthusiasm, and I am proud of the smooth opening of schools. This proves that after all of the changes we have faced over the last few years, we are now in a position of stability and ready to transform public education in Shelby County.

The 2016-17 school year was a challenging, yet productive year for our students, faculties, staff and administrators. Our dedicated employees continued to work hard each and every day, and we appreciate the many contributions made by our community partners and volunteers and the efforts of our School Board in the improvement, maintenance and success of our schools.

However, it is important that we remain focused on the needs of all our students. This year's budget reflects investments in three focus areas that will put our District on track to meet our Destination 2025 goals: struggling schools, innovative student learning experiences and support for our teachers and principals. Throughout this report, we will refer to these areas and explain more in detail about the successes that we have experienced and why they are our main priorities.

As in previous years, this report is divided into six categories:

1. Board Relationships
2. Community Relationships & Communications
3. Staff & Personnel Relationships
4. Facilities & Finance
5. Vision
6. Student Achievement

We are making a difference in our city, and I hope that we can continue to collaborate to move in the direction that allows us to not only succeed, but be the greatest urban district in the country. It is my pleasure to serve as Superintendent of Shelby County Schools, and I look forward to building on our successes and providing a better future for our students.

Sincerely,

Dorsey E. Hopson, II
Superintendent

Overview of the Report

The performance indicators of this report are presented in six categories. Each category demonstrates the progress that has been made over the last year, while at the same time, allows the Superintendent to identify challenges and address them, when necessary. These performance indicators are presented as a result of the most current data, analytics and information available to the District.

Categories

1. Board Relations
2. Community Relations & Communications
3. Staff & Personnel Relations
4. Facilities & Finance
5. Vision
6. Student Achievement



DESTINATION 2025



We're elevating the quality of public education in Shelby County by creating a more knowledgeable and productive workforce that can impact our entire community in a profound way for years to come.



By the year 2025,



80 percent of seniors will be prepared for post-secondary education or the workforce.



90 percent of students will earn their high school diploma on time.



100 percent of our college- and career-ready graduates will be learning in a college classroom or prepared to start their career straight out of high school.



1. Board Relationships

To ensure that the District has an intense focus on meeting the needs of all children, the Board and Superintendent must develop a trusting, positive, collaborative, team-oriented relationship. Mr. Hopson has established relationships with each Board Member and the Board, as a whole. Throughout the year, he discussed issues and matters of governance, management, values and beliefs, as well as the goals and priorities of Destination 2025. In addition, Superintendent Hopson engaged in multiple courageous conversations with the Board and presented difficult, but necessary recommendations to ensure Shelby County Schools continues to have a positive growth.

Key Performance Indicators:

- During his entire tenure, Superintendent Hopson has continued to create a collaborative working relationship with the Board. He understands that, individually and collectively, the Board he serves is a critical partner to improving academic performance and making Shelby County Schools the greatest in the country.
- Continued to boast a 100 percent attendance rate for all Board meetings and work sessions.
- Took time for personal meetings with each Board member to help them understand specific key issues. (Ex. school closures, budget, Destination 2025 progress).
- Kept Board members informed of projects, initiatives, activities, programs, and state and national recognition via his directive to the Chief of Staff to provide bi-weekly briefings, known as Cabinet News & Notes.
- Ensured Board members received responses to their inquiries in a timely manner and are kept abreast of all information asked by individual Board members.
- Appropriately involved Board members for input and interviews when making key cabinet level appointments. (i.e. Elizabeth Phalen, Business Operations)
- Participated in Board trainings, which included the revision of Mission, Vision Statement, and Core Beliefs and Commitments, implementation of Key Performance Indicators (KPI) calendar and reporting, and development of the District's Theory of Action.
- Has maintained a positive, productive relationship with the Board by being highly responsive, as well as providing ease and frequency of access.





2. Community Relations and Communications

Superintendent Hopson understands the importance of communicating and engaging with all of our stakeholders, including students, parents, legislators and the community-at-large. Our District faces increasing challenges every day, and telling our story is a priority. We must share the positive contributions that impact the lives of our students every day and illustrate how our schools are succeeding overall in spite of our challenges. This past year, we set ambitious goals in this area, including the increase of our public perception and social media engagement, reduction of negative stories in the local media and improvement of internal communications.

Key Performance Indicators:

- Throughout the past few years, our District has been working tirelessly to improve education for every child who attends our schools. Yet, to date, we have about 20,000 more seats than students. This creates inequities among our schools and lessens the opportunities that can increase student achievement. To help address this challenge, Superintendent Hopson launched the “Greater Schools. Greater Community.” campaign, which helped identify 19 Critical Focus Schools that received a combined \$6 million in new investments in 2017-18 to improve student achievement. Using feedback from parents, educators and students, we developed an assessment framework for measuring the quality of all schools. Treatment plans have been created for all 19 Critical Focus Schools to address factors that impact learning, such as facilities, specialized programs, recruitment of high-performing teachers and family resources. To learn about what our community views as a high quality we conducted a comprehensive engagement effort, which included:
 - 11 Community forums across all board member zones – 429 participants
 - 4 focus groups – 48 Participants
 - Online survey – 155 Responses
 - Student essay contest – 423 Entries

This framework for continuous assessment will be used on an annual basis to assess all SCS schools to ensure each student at each school is getting the best education possible. In addition, it provides the Board and community with a clear understanding of how the District makes recommendations for school improvement.

- An area of focus during the last year was to improve the District’s internal communications to ensure our school-based and central office employees receive important information about our District.

Some of the improvements in this area include:

- Redesigned Teacher Weekly newsletter and weekly District Updates emails, which both reach all 11,000+ SCS employees. The open rate for the 2016-17 school year was approximately 47 percent, compared to the average rate of 27 percent for education organizations.

- Superintendent Hopson recognizes the importance of having a strong social media presence because it has a direct correlation to the District’s public perception. Our stakeholders use social media as way to get questions answered and problems resolved, but it is also used to share positive news and experiences. During the last school year, we increased our overall social media engagement by 37 percent (over 20,000 new followers). Here are the total followers on our District-wide social media accounts as of June 2017:

- Total Twitter followers: 46,589
- Total Facebook fans: 26,635
- Total Instagram followers: 2,001

- Additionally, we created a social media presence for our www.voiceofscs.com team, which also allows us to engage with another segment of our community. Below are the total number for those channels:

- Total Twitter followers: 753
- Total Facebook fans: 1641

- We are also proud of the expansion and efforts of our SCS radio station, 88.5FM. During the last year, our radio station improved its average weekly ratings by 14,734 and held a total of 35 live remote events, including:

- Southern Heritage Classic Tailgate Event
- High School Football & Basketball Games
- National Civil Rights Museum Freedom Awards
- ArtsFest
- National Civil Rights Museum MLK Day
- Operation: Warm Hearts Clothing Drive



- C19TV created a total of 250 videos highlighting all the great things that happen in our schools and community. The team also organized and managed a total of 69 live broadcasts from graduation ceremonies, the National Civil Rights Museum, Southern Heritage Classic and many other events, averaging 80,000 viewers.

- Determined to continue to be strong advocate for public school children, Superintendent Hopson hosted a variety of community-based meetings and conversations with multiple stakeholder groups.

- 33 community events
- 17 closure meetings
- 32 school-based events
- 24 SCS District-wide event



- An area of great priority for Superintendent Hopson is professional development and support for all employees. At the end of the school year, he hosted the #GreaterSCS Engagement Summit, where nearly 150 school and classroom leaders took advantage of informative sessions from community partners, internal departments and keynote speaker Melissa Bryant, Director of Culture for the District of Columbia Public Schools. Approximately 93 percent of surveyed attendees agreed the Summit was a great opportunity to learn strategies to support the engagement work happening in our schools. Additionally, a total of 13 training sessions were held during the school year to assist schools in the development of their own communications channels, learn marketing strategies and enhance their social media presence.
- Superintendent Hopson is committed to increasing opportunities for our District to share good news. For that reason, we re-launched the SCS Newsroom, an online hub for District news, videos, pictures, facts or commentary about local media coverage. In addition, we make a great effort every day to pitch and place positive stories in the local median and manage the sensitive stories that might be reported. In 2016-17, we increased our positive/neutral media tonality by 3 percent, ending the year with a total average of 87 percent positive/neutral coverage.



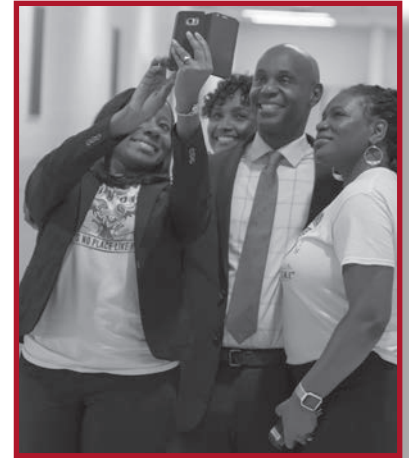


3. Staff & Personnel Relationships

Superintendent Hopson has a deep level of commitment to all SCS employees and recognizes that supporting our most valuable resource is the number one priority. Over the past year, he raised his focus on staff improvements by increasing the creativity of recruitment efforts, finding more ways to reward employees and ensuring managers are given more tools needed to support staff.

Key Performance Indicators:

- This past year, we faced increased competition for top performing teachers from surrounding districts and reports of a national teacher shortage that could have devastated our classrooms. However, under Superintendent Hopson's leadership, the Human Resources team began to recruit talent early with creative social media outreach and events to attract top-performing teachers to the District for 2017-18. From a mid-year Signing Day and a Why Teach? essay contest to the SCS Preview Weekend, the HR recruitment team managed to maintain a 99-percent staffing rate at the start of the school year, which was on par with previous years.
- The Superintendent's leadership specifically guided efforts to retain staff by holding off on teacher excessing to ensure the availability of more teachers, approving signing bonuses as an additional incentive and leaning on teacher coaches as another viable option for filling the gap. Further demonstrating his commitment to a teacher in every classroom at the start of school, he authorized incentives for principals who filled 100 percent of their vacancies by the end of June. In addition, he funded a pool of Teachers on Special Assignment (TOSA) to ensure qualified certified teachers would be advancing student learning on day one.
- Superintendent Hopson also led efforts to expand the rewards employees receive. In this fiscal climate, the rewards cannot always come in the form of compensation, so the District has been creative in supplying opportunities to celebrate its staff. Expanding on the Teachers Rock events from 2015-16, we held similar events and activities for principals. In addition, a total rewards section was added to the District website to include the expected compensation and benefit information, but also connect employees with a wide variety of discounts and other rewards exclusive to SCS employees. Further, the District has worked closely with Cigna, our main insurance provider, to offer more school-based and District level activities and workshops for employee health and wellness.
- The most challenging, but critical change regarding employee rewards was the first stage in development of the employee compensation structure. Over the past year, Superintendent led the charge to provide teachers with more sustainable and competitive performance-based pay. This is a cutting-edge approach that is gaining national attention, as



it ensures high-performing teachers are able to receive more pay at a faster rate, thus maintaining their loyalty to the District. The Superintendent and his staff carefully crafted this compensation plan, using feedback from teacher focus groups and surveys, a Teacher Advisory Council and union representatives. The feedback led to increased pay for teachers with advanced degrees, a change in increase amounts for the various evaluation levels and suggestions about how the compensation plan was communicated. The next step will be expanding this compensation structure for all employees.

- Superintendent Hopson has worked closely with the HR department to improve processes around employee evaluation. This year, he placed the evaluation performance function under Human Resources to ensure that all needs for employees were housed in one area. As the department has been encouraged to improve the implementation of all staff evaluations, it's began by increasing managerial support for principals and central office managers with online resources and a closer working relationship with Instructional Leadership Directors (ILD). This support has worked to ensure managers are better equipped to communicate improvement needs to employees and more objectively measure performance.
- Beyond school-based leadership development, SCS' primary focus has been on executive-level support for the Superintendent's Cabinet. Since 2016, the Cabinet has received recurring coaching sessions on strengthening organizational culture and effective leadership practices from GroupDynamics & Strategy Training (GST) and participated in three strategic planning retreats. Complementing this support is the Cabinet's partnership with Alma Advisory Group to improve the execution, follow-through and impact of key priorities and successfully identify, plan for and monitor the implementation of the key strategies for the current school year that will move student achievement toward Destination 2025 out comes. Beginning in July 2017, Superintendent Hopson will launch a monthly leadership academy for all central office directors that will be extended to other managers and high-potential employees in Spring 2018.





4. Facilities & Finance

Superintendent Hopson understands that in order to meet the needs of all of our students, it is critical that all support operations collaborate effectively. Considering the current strengths and opportunities for improvement, and in light of the recent budget challenges, this has and will continue to be a top priority area. Superintendent Hopson has analyzed and established ways to be more effective and efficient to maximize the support and services to schools.

Key Performance Indicators:

Operations

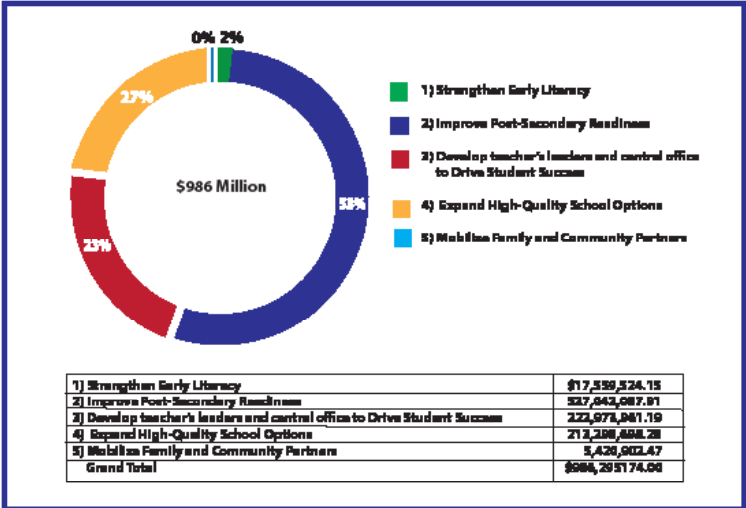
- Recognizing the challenges that SCS has in this area, Superintendent Hopson has placed additional focus on several areas to improve the identification of work that needs to be done at school buildings, the priority setting of that work, securing necessary funding and executing projects. One important step taken was the hiring of Elizabeth Phalen as the new Chief of Business Operations to oversee facilities planning and maintenance, nutrition services, District purchases, contracts and transportation.
- Through assessing the management and processes of the facilities organization, necessary improvements were identified to prioritize and complete the work. Most critically, Superintendent Hopson is in the process of improving the existing work order management system to ensure building requests are made in a centralized way and that the work throughout our school building network is prioritized based on need. This process improvement effort will remain a focus during the 2017-18 school year.
- A daily challenge that our District faces is the nearly \$500 million of deferred maintenance associated with our 200+ buildings. For this reason, Superintendent Hopson worked closely with Board members and County Commissioners to secure one of the largest capital allocations in recent history. In a short period of time, and by providing a vision and plan on how funds will be utilized, SCS received a FY2017 award of \$18.4 million and a FY2018 award of \$54 million to build two new school buildings, along with addressing other critical deferred maintenance projects. The effective execution of the plan presented to the Shelby County Commission and ongoing improvements within the facilities organization are critical to securing future capital awards to address the overwhelming needs in the District.
- Lastly, in the area of facilities, Superintendent Hopson is leading strategic changes in how SCS procures outside construction and maintenance support to ensure our financial resources are being spent responsibly. The intent is to migrate to a more viable resource model, build more capacity to do more work and increase the probability that awarded capital dollars will be spent.
- Superintendent Hopson understands the need to prepare students to be ready for the new century and grasp the technology demands by colleges and careers. Thanks to the support of the Board Members, SCS made great strides by purchasing over 25,000 new computing devices for student use. These devices replaced older devices and provided additional ones

to ensure schools have additional resources for students to learn. Additionally, a recent investment in Bright Bytes services will provide specific insights and research on technology for the District. The goal is to get a baseline of skills and technology to develop of a comprehensive technology plan.

- Through the Superintendent’s leadership, our District completed the upgrade of wireless networks in all schools using E-rate and operational funds. This upgrade ensures that every classroom has the capacity to support up to 60 computing devices while providing better connections. SCS also continues to support technology adoption in the District’s classrooms.
- Two major initiatives this year included the replacement of our student information system and selection of a new Enterprise Resource Planning (ERP) system. The new PowerSchool system launched successfully and supported the start of school efforts. Moving forward, we will be able to process, track and report student data more efficiently and effectively. The selection of a new ERP software system and the beginning of a planned 22-month implementation will provide 21st century business tools to support human resources, finance and business operations.

Finance

- Under the leadership of Superintendent Hopson, our District continues to make academic strides while becoming more efficient and being a prudent steward of public funds. For the first time since the merger, SCS has reached the financial stability necessary to make strategic investments that drive the goals of Destination 2025. This chart highlights the alignment of the 2017-18 General Fund budget with the five strategic priorities for Destination 2025.



1) Strengthen Early Literacy	\$17,539,524.15
2) Improve Post-Secondary Readiness	\$527,843,087.81
3) Develop teacher's leaders and central office to Drive Student Success	\$227,978,081.19
4) Expand High-Quality School Options	\$271,200,000.00
5) Mobilize Family and Community Partners	\$428,002.47
Grand Total	\$984,29174.62

- This year, we provided the Board and public with three major sets of financial reports on the condition of the school system. First, the Comprehensive Annual Financial Report (CAFR), referred to as the Financial Audit, for fiscal year 2015-16 was completed before the state-mandated deadline of December 31. The CAFR received an unmodified opinion on the financial statements with no significant deficiencies or material weaknesses relating to the audit of the financial statements. No instances of non-compliance material to the financial statements were identified.
- Superintendent Hopson always keeps SCS employees and the community at the center of all decisions, and this budget process wasn’t any different. After completing the budget planning phase, he hosted several budget workshops with school leaders and Instructional Leadership Directors (ILDs), conducted 12 parent engagement workshops and

two teacher focus groups. As a result, the 2016-17 District budget was approved by the Board on May 2017 and by the Shelby County Commission in June 2017, well before the state-mandated deadline of August 1. The General Fund budget was balanced with the planned use of \$18 million for additional investments to support schools and student learning. Some of the investments included teacher and school leader salary raises, instructional coaches, guidance counselors, educational assistants, CTE redesign, i-Zone expansion and Pre-K expansion.

- Quarterly financial reports were shared with the Board and Shelby County Commission throughout fiscal year 2016-17. These reports allowed the Board to monitor revenues and expenditure performance against budget for all Governmental funds to ensure the District stayed within the approved budget limit approved by the Board. The integration of the fiscal grant team and Finance Department has allowed the District to be more aggressive in pursuing grants and aligning grant spending with Destination 2025.
- Under Superintendent Hopson's leadership, the District received the following financial awards and honors in fiscal year 2016-17:
 - Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award
 - Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting Program
 - Association of School Business Officials International (ASBO) Meritorious Budget Award
 - Association of School Business Officials International (ASBO) Certificate of Excellence in Financial Reporting
- In the last two consecutive fiscal years, SCS has produced two surpluses in its main operating fund, the General Fund. On June 30, 2017, the total General Fund balance was projected to be \$195.8 million, which is the highest it's been over the last four fiscal years. This achievement did not stand in the way of the District investing in critical areas when funds became available during fiscal year 2016-17. SCS conducted a mid-year reallocation of \$30 million to adapt to the changing needs of our schools and students. The mid-year reallocation supported District-wide standards-aligned textbook adoption with professional development, teacher recruitment efforts and recruitment incentives, increased school computer adoption and supported stronger school options, such as the new East T-STEM High School.
- The District implemented two practices to monitor expenditures with the approved budget by the Board. First, quarterly financial reports were shared with the Board and Shelby County Commission throughout fiscal year 2016-17. These reports allowed the Board to monitor revenues and expenditure performance against budget for all Governmental funds. Second, the District performed monthly financial forecasting of our main operating fund. Monthly financial forecasting allowed us to track our revenues and spending and make adjustments to evolving needs around the District. As a result of both practices, the District produced a General Fund surplus of \$19.4 million in fiscal year 2016-17, which is 2 percent of actual expenditures. This 2 percent highlights how we are using current resources to address current student needs and is aligned with the Council of Greater City Schools benchmark of X.

- Through the “Greater Schools. Greater Community.” campaign led by Superintendent Hopson, the District provided an additional \$300,000 to 20 schools with low academic performance, low building utilization and/or weak school climate. The budget reflected an evaluation of our resource allocation needs, and the District used \$18 million in General Fund balance to meet them.
- Superintendent Hopson led two funding opportunity efforts. First, the winning of the Sweetwater case, which resulted in \$14 million in one-time funds to support student learning in fiscal year 2016-17. Second, he delivered a State of Shelby County Schools address to State Legislators, along with Board Chair Chris Caldwell, to increase awareness around our need for additional funding and educate them on how our District is putting those resources to good use.
- He provided the Board and State of Tennessee with detailed, account level Internal School Fund financial statements for each school within the District for the first time ever. The school financial statements fully complied with all State requirements and were submitted to the external auditors in a timely manner.
- Superintendent Hopson made tremendous progress towards building a high-performing organization that includes academics, operations, financial reporting, compliance and organizational communications. He directed each cabinet member to work with the Internal Audit Division to implement the Committee of Sponsoring Organization (COSO) internal control framework throughout all financial reporting, operations and compliance areas within the entire District. The objective is to ensure that adequate controls exist to drive intentional success, promote continuous process improvement to increase efficiency and effectiveness, evaluate and mitigate risks, safeguard human and fiscal resources and communicate reliable and informative information between all stakeholders. Everyone were required to use the COSO framework to conduct an initial assessment of their control environment, document weaknesses and create an action plan to facilitate continuous improvement. The initiative is in compliance with federal and state guidelines. The efforts place the entire organization on the path of becoming a premier organization for the delivery of educational services in Shelby County.





5. Vision

To be recognized as the premiere urban school district for designing and implementing innovative and effective educational strategies and social and emotional supports that prepare all students for post-secondary readiness and uplift our most fragile students out of poverty.

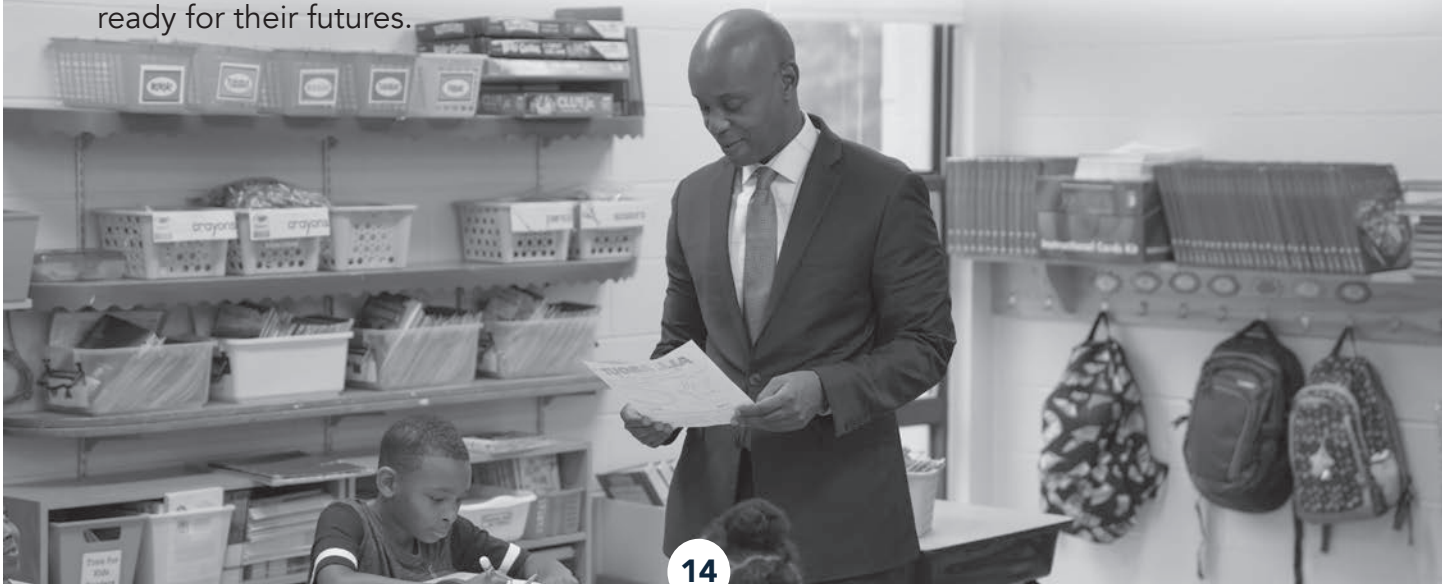
-- Superintendent Dorsey E. Hopson, II

Shelby County Schools established a new aim that outlines the expectation of how the District educates students and develops productive citizens. Superintendent Hopson envisions that SCS will be a national model for innovation and effective learning, while providing what is necessary for the most vulnerable students and keeping a keen focus on ensuring all students have access and opportunity to pursue a post-secondary education. This serves as the District's ultimate mark of success.

The following initiatives coordinated by Superintendent Hopson during the 2016-17 school year helped address the major challenges of our District and meet the needs of our students:

- **Professional Development and New Curricula**

Superintendent Hopson believes Shelby County Schools has some of the most talented and dedicated educators in the country, and it's our job to give them the support they need to reach their full potential. That's why this summer we kicked off a \$5 million investment in teacher professional development to train teachers to implement the new college- and career-ready aligned curriculum, Eureka Math (grades K – Algebra 1) and Expeditionary Learning (EL) in ELA (grades 6-8). By investing in our teachers and a unified curriculum, we ensure that students don't experience any learning gaps as they move from grade to grade or through sequential courses. Our Destination 2025 goals depend on supporting students to be ready for college or the career of their choice. Today, more students from Shelby County Schools are graduating high school and continuing their education than ever before. Still, the majority of SCS students are behind their grade level in Reading and Language Arts or Algebra. These curricula and improved academic materials are better aligned to TNCore Standards and will help teachers make sure our students graduate ready for their futures.

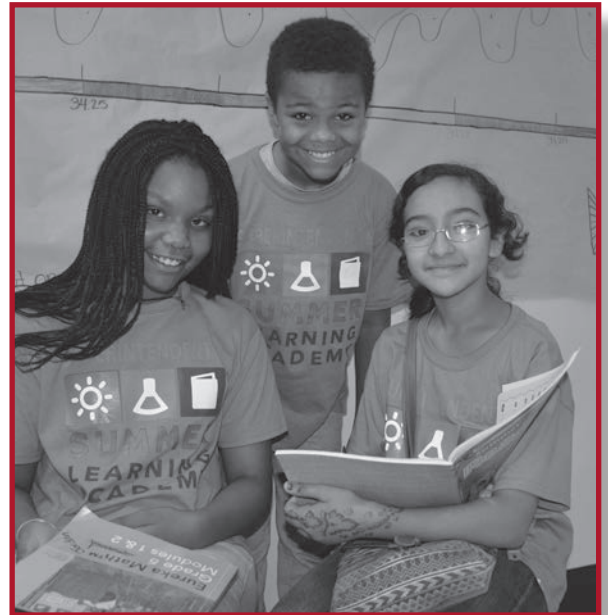


- **Newcomers International Center**

Superintendent Hopson is incredibly proud of our rich diversity and the almost 7,300 English Language Learners (ELL) that we serve. He also recognizes that we need to provide programs that will bring Destination 2025 within reach for more of our students. This school year, we opened the Newcomers International Center, where students will have the opportunity to practice English, learn about the culture of their adopted home and become productive citizens. This specially designed center provides an academic environment that meets the needs of newly arrived immigrant learners for a limited transitional period. Students and families participating in this program will benefit from cultural, academic and socio-emotional support needed to acquire the basics of English quickly while developing basic academic skills and adjusting to the cultural and social demands of a U.S. school.

- **Superintendent’s Summer Learning Academy**

Researchers have long shown that summer vacation is a period when students’ rate of academic development declines relative to the school year. Two-thirds of the academic achievement gap in reading and language found among high school students has been explained through the learning loss that occurs during the summer months of the primary school years. That’s why this summer, Superintendent Hopson made it possible for more than 6,200 elementary students to get a rich academic experience with lots of summer fun, and all free for families. The 26 Summer Learning Academies provided a full schedule of literacy, math, arts, health, field trips, breakfast, lunch and supper to our students that need it the most. As a result, students, increased their reading skills by an average of 19 Lexile points and fifth-graders experienced learning gains of approximately 4.8 months of grade-level equivalency.



- **East High School T-STEM Academy**

Our new T-STEM program at East High School has created a direct pathway to college and technology-focused careers, preparing students with the skills and experiences they need to meet the post-college workforce demands in Memphis’ transportation, distribution and logistics sectors. This new academy coupled with Maxine Smith’s STEAM Academy Middle School offers students hands-on, real-world experiences from members of the business community.

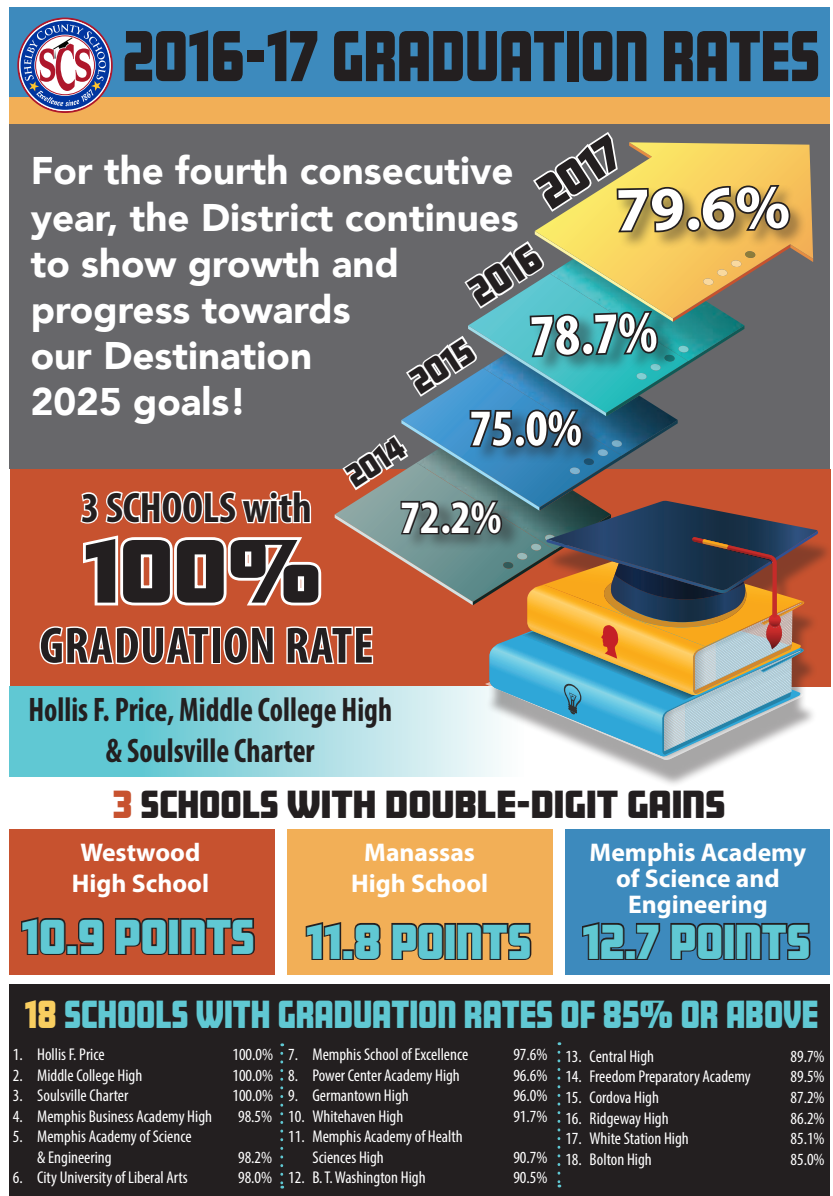


6. Student Achievement

Superintendent Hopson has been a champion of helping employees understand it's everyone's responsibility to ensure all students graduate college or career ready. To ensure instruction is occurring at high levels, teachers must have a rigorous K-12 instructional curriculum, pacing guides, unit plans and systems designed to facilitate optimal learning opportunities. They need tools to monitor student progress, as well as research-based interventions to deploy when necessary. He has made it a priority to focus all discussions and decisions around what is best for our students.

Key Performance Indicators:

- Recognizing that we are facing more rigorous academic strategic changes in order to improve student achievement at a faster rate, Superintendent Hopson promoted Dr. Sharon Schools. This new cabinet level position offers direct support to schools, principals and teachers in executing the curriculum road map and instructional tools and systems. At the same time, her expertise and success leading the innovation Zone (izone), the District's turnaround program, allows for sharing of best practices and increased collaboration at the central office and the academic leadership level.
- For the fourth consecutive year, high school graduation rates in Shelby County Schools improved, from 72.2 percent in 2012-13 to 79.6 percent in 2016-17. This year, 18 schools had graduation rates of 85 percent or better. Superintendent Hopson attributes this success to the continued investments across our classrooms and remains committed to providing every student with a strong classroom leader and more high quality programs.



- SCS earned “Exemplary” status overall for graduation rate, ACT composite scores and high school ELA (9-12) scores and “Achieving” status for elementary Math (3-5). High ratings were also given for the performance of multiple student subgroups, including “Exemplary” status for the Students with Disabilities (SWD) and English Learners (EL) subgroups and “Achieving” status for the Economically Disadvantaged (ED) and Black/Hispanic/Native American (BHNA) subgroups.
- For the first time since 2015, the Tennessee Department of Education (TDOE) announced accountability ratings for districts and schools. A total of 13 SCS schools were recognized as Reward schools for ranking among the top 5 percent of all schools in the state for performance (achievement) or progress (growth). Below is the list of SCS schools:
 1. Germantown High – Progress
 2. Egypt Elementary – Progress
 3. Freedom Preparatory Academy – Progress
 4. Hamilton Elementary – Progress
 5. Maxine Smith STEAM Academy — Performance
 6. Memphis Academy of Science and Engineering – Progress
 7. Memphis Grizzlies Preparatory School – Progress
 8. Memphis Rise Academy – Progress
 9. Middle College High – Performance & Progress
 10. Newberry Elementary – Progress
 11. Oakhaven Middle – Progress
 12. Westhaven Elementary – Progress
 13. Whitehaven High – Progress

The State also celebrated Priority and Focus schools that are making progress. Three SCS schools earned their way off the Priority list for moving from the bottom 5 percent of schools to the 15th percentile or higher. Those schools are:

1. Mitchell High
 2. Northwest Prep Academy
 3. Treadwell Elementary
- On the other hand, the State has released TVAAS scores for the 2016-17 school year rating the District as a level 1 in overall growth and a level 1 in each of the measurable subject areas. The 2016-17 school year was the first year our students in grades 3-8 took the more rigorous TNReady assessment, which certainly had an impact on our results. However, we don’t want to overlook the accomplishments of dozens of our schools that are meeting and exceeding the state’s expectations for student growth:
 - o 37 schools earned an overall level 5 rating
 - o 33 schools earned a level 5 in literacy
 - o 46 schools earned a level 5 in numeracy
 - o 40 schools earned a level 5 in science

- This is the first year when all districts have data for all tested grades (3-12), and it's clear we have a lot of room for improvement. That's why our strategic investments this school year are so important. However, Superintendent Hopson is proud of the schools that made double-digit gains in Math and ELA End of Course (EOC) tests, including:
 - Mitchell HS – 15.5 in Math
 - Whitehaven HS – 15.3 in Math
 - Overton HS – 18.3 in ELA
 - Oakhaven HS – 18.2 in ELA
 - Raleigh Egypt HS – 14.9 in ELA
 - Ridgeway HS – 14.2 in ELA
- With the release of the first TNReady scores for elementary and middle schools (grades 3-8), we now have a baseline for measuring and supporting the future growth of our students. Clearly, the results show we must aggressively support our students in order to ensure they're mastering these more challenging standards. However, we believe our students and teachers are capable of meeting the State's expectations. As we continue to implement a new, enhanced curriculum that aligns with the rigor of the TNReady assessments, this data will drive more intentional investments and interventions to help our schools improve achievement.

Percentage of Students Rated Mastered or On-Track

Subject	SCS	Statewide Avg.
ELA	20%	33.8%
MATH	21.3%	38%
SCIENCE	40.2%	58.5%

- These results, coupled by the new TNReady standards, demonstrate that we have a lot of work to do for our students to perform at the new level of rigor. With this in mind, Superintendent Hopson commissioned the work of the Office of Schools to ensure there is an intentional and strategic plan for the improvement of student achievement and growth. This academic strategy will support efforts to reach the goals of Destination 2025 by:
 1. Defining a clear vision for student success
 2. Redefining the role of central office to act as a support for schools
 3. Equipping all school leaders to become agents of change
 4. Fostering a dynamic, coherent instructional system to support and develop schools to achieve the shared vision.

A variety of tools and strategies are used to monitor the progression of improvement of students at the school and District level. Quarterly monitoring of student performance via the NWEA Map assessment provides individual school sites with the necessary data to modify instructional plans to address student needs. Intervention programs (Achieve3000, iReady and EasyCBM) are used weekly to assess student progress toward personalized benchmarks.

- In response to formative assessment data and 2016 EOC data, we incorporated additional strategies to address identified needs of students and schools. A rewrite of all curriculum guides in ELA, Math, Science and Social Studies was completed prior to the beginning of the 2017-18 school year to ensure standards-aligned instruction and the use of rigorous curriculum materials daily in all classrooms. Expeditionary Learning (Language Arts) and Eureka Math curriculums were adopted for use in all K-8, Algebra I and Geometry classes. The adoption of these two curriculums allows for the incorporation of more complex text and rigorous tasks daily.
- Not only is SCS providing schools and students with additional personnel and curricular materials to address student needs, but we are also providing guidance around best practices and intense professional development to build capacity at the school level to implement the revised strategies. Under the leadership of Superintendent Hopson, we began the implementation of the Instructional Leadership Team (ILT) structure to drive the continuous improvement work at each school site. These teams provide the structure needed for schools to develop collaborative and collegial cultures around the content of the standards, the instructional shifts they require and the work that needs to be done to implement them. The District has identified the school improvement functions of ILTs to include:
 1. Leading school improvement planning
 2. Monitoring instructional effectiveness
 3. Implementing Cycles of Professional Learning (CPL)
 4. Utilizing best practices research and school data to drive decision making

The ILT is the driving force for all school improvement efforts, and the collaborative nature of the ILT structure creates increased accountability and shared ownership among all.

- Superintendent Hopson is committed to building the instructional capacity of all staff members. The departments of Curriculum & Instruction, Professional Development and the iZone Instructional Support, in collaboration with the Chief of Schools, have developed a comprehensive professional development plan to address the current needs of our schools. Now, professional development is strategically aligned around four main factors:
 1. Implementation of the curriculum with fidelity
 2. Building capacity of the Instructional Leadership Team
 3. Building Principal capacity around the use Instructional Practice Guides (IPG)
 4. Utilizing Instructional Leadership Directors (ILD) to support build the instructional capacity of school principals

- Given the academic challenges that we are currently facing, Superintendent Hopson has committed significant financial resources to compensate teachers for participating in multiple PD activities to build their knowledge base around Eureka Math, EL and instructional practices aligned to EOC standards. It's imperative that Eureka Math, EL and the revised curriculum maps are implemented with 100-percent fidelity. By focusing on a common curriculum, we ensure all teachers are equipped with the skills necessary to teach at the level of rigor embedded in the TNReady standards.
- Superintendent Hopson recognizes the importance of having strong instructional leaders supporting our principals and schools. For that reason, all school level ILTs received monthly professional development to build their instructional capacity. This provides clarity around their purpose, helps them on how to analyze assessment items and tasks to ensure alignment and prepared them to review student work from a standards-based lens. At the same time, these teams create and manage the cycles of professional learning within their staffs through practicing, receiving feedback, observing colleagues, ongoing professional reading and peer discussion about the practices.
- Professional development around the Instructional Practice Guides (IPGs) for ELA and Math are also a major focus of the District's current professional development plan. By working with school leaders and ILT teams, professional development curriculum advisors help teachers and school leaders to make the key shifts in daily classroom instructional practices required by TNReady. The use of the IPGs as a District-wide support tool helps school leaders and teachers build their lens of TNReady-aligned instruction in ELA and mathematics; establishes common language that focuses on content-specific indicators that are most impactful on student learning goals; and promotes opportunities for schools to collaborate and support each other as they build the knowledge and skill sets of school leaders and teachers.
- As a champion for post-secondary opportunities for our students, Superintendent Hopson as worked tirelessly to increase awareness around preparing our students to be college- and career-ready. This commitment is confirmed by the allocation of funding to build capacity among teachers as they instruct students using more rigorous TNReady standards. This past year, our schools offered 34 of 38 Advanced Placement (AP) courses offered by the College Board at 18 high schools. In addition, we offered 19 different college courses in 21 high schools and continue to embrace our partnerships with five different colleges and universities to offer this platform to our students.
- During the past school year, we continued the implementation of the Seamless Alignment and Interrogated Learning Support (SAILS) program, which is sponsored by community colleges from around the State to help students that scored below 19 on the math section of the ACT. In the 2016-17 school year, 25 high schools and 643 students participated in the SCS SAILS

program. In June, 339 students mastered all SAILS modules and were exempted from the college's Learning Support course.

- We are proud that during the last school year, our school counselors helped a total of 5,602 students complete their TN Promise Applications while our FAFSA completion rate District-wide for 2016-17 was 86 percent.

Last school year our ounselors supported our students college-readiness goals.

5,602



Students completed their TN Promise

86%



Students completed their FAFSA Application

\$98,555,337



Scholarships were earned

- As a high level summary, 4,320 high school students were actively enrolled in 6,277 courses for grade recovery, course/credit recovery, test preparation and/or enrichment. Of the 1,062 students attempting to regain a previously unearned course credit, 56 percent of students (n=589) were successful. This performance exceeds the stated goal to increase GradPoint Flex course enrollment by 10 percent (2,482 to 2,730) and increase the completion percentage in prescriptive courses by 10 percentage points (31 percent to 41 percent).



Notes



BOARD MEMBERS

Shante K. Avant, Chair

Stephanie Love, Vice Chair

Chris Caldwell

Miska Clay Bibbs

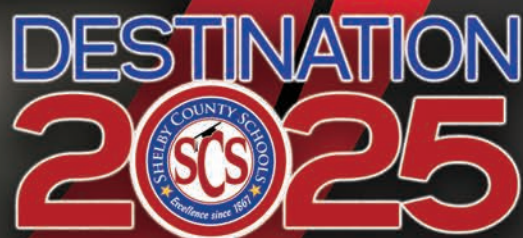
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