

SHELBY COUNTY SCHOOLS

Superintendent

Dorsey E. Hopson, II



Progress Update

2017-18



## THE OFFICE OF THE SUPERINTENDENT

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**Dorsey E. Hopson, II**  
Superintendent

October 10, 2018

Dear Board Members,

It continues to be an honor to serve Shelby County Schools. As Superintendent, I have been able to live by my personal creed – servant leadership – and lean on the talents of dedicated teachers and staff to continuously improve our district.

We have made great strides in educating the children of our community but recognize there is significant work to be done to achieve the goals of Destination 2025. In this report, you will find evidence of the dedicated work from our administrative staff, school leaders, teachers and students. My commitment to the success of Shelby County Schools is unwavering and, thanks to you, I have been able to make decisions that provide the highest return in the best interest of our students.

I am proud of the hard work that took place last year. We invested more than \$66 million directly into our classrooms, increased the living wage for all full-time employees to \$15.00 per hour, received an unprecedented \$90 million from the Shelby County Commission to address our capital needs. We also significantly increased 3<sup>rd</sup> grade reading proficiency, increased the number of Pre-K classes offered and dramatically reduced the number of priority schools in SCS.

As we celebrate the positive gains, I also recognize there is a lot of critical attention still required to make sure all students can master the standards and become college or career ready.

I know we have a long road ahead, but I am excited about the work ahead.

Sincerely,

Dorsey E. Hopson, II  
Superintendent

# Report Overview

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The performance indicators of this report are presented in six categories, along with six key objectives. The categories and objectives demonstrate progress made during the 2017-18 school year and address, when necessary, challenging areas. Information reported is presented as a result of the most current data, analytics and information available to the District.

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# Board Relationships

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Throughout the year, the Superintendent discussed issues and matters of governance, management, achievement, and operations, as well as updates on the progress of Destination 2025. Like the School Board, he recognized the importance of collaboration to move the dial forward for academic achievement.

## Key Performance Indicators

*Superintendent Hopson has maintained a positive relationship with the School Board by doing the following:*

- ❖ **Up-To-Date Information Provided on District Issues, Needs and Operations**
  - Quarterly and annual constituent services reports organized according to each Board Member District. The reports provided updates on requests, resolutions and trending concerns from families and community stakeholders.
- ❖ **Informed of Employment, Promotion and Dismissal of Personnel**
  - Appropriately involved Board Members for input when making key cabinet level appointments.
- ❖ **Maintains a Harmonious Relationship with the Board**
  - Kept Board Members informed of projects, initiatives, activities and programs via his directive to the Chief of Staff to provide bi-weekly briefings. These were distributed on Fridays in an effort to provide regular progress report updates about all matters related to District operations.
  - Ensured Board Members received responses to their inquiries in a timely manner.
  - Personally available for Board Members at all times.
- ❖ **Professional Advice Given on Items Requiring Board Action**
  - Ensured that Board Members received responses from the Office of the General Counsel to their legal inquiries in a timely manner and were kept abreast by the Office of the General Counsel of all active and pending litigation.
  - Ensured that Board Members were kept abreast by the Office of the General Counsel of the status of all major investigations of specific importance to the Board.
- ❖ **Maintains a High Degree of Understanding and Respect**
  - Took time to conduct personal sit-downs with each Board Member to help them understand specific key issues (i.e. School Consolidations, Budget, Destination 2025 Progress).
  - Sent regular updates and reports regarding situations that require immediate action (i.e. Building Maintenance, Standardized Tests, Grading).

# Communications & Community Relations

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Superintendent Hopson has remained a strong voice for students, teachers, staff and the entire community since he began his work in 2013. The work of the District under his leadership has positively impacted the public's confidence and perceptions of Shelby County Schools.

## Key Performance Indicators

*Efforts made to engage all stakeholders, including students, families, legislators and the community include:*

### ❖ **An Effective Spokesperson for the District**

- Superintendent Hopson was committed to increasing opportunities for our District to share good news. For that reason, the District expanded its story-telling through strategic media relations and the SCS Newsroom.
  - Our nationally recognized, award-winning online hub for District news, videos, pictures, facts and commentary about local media coverage (SCS Newsroom) has become the source of information for all things SCS, and we made a great effort to keep the content new on a daily basis and even multiple times a day.
  - SCS Newsroom 2017-18 Analytics: 20,000 page views; 662,000 social media impressions

### ❖ **Models High Professional Standards to the Community**

- The most recent Destination 2025 annual survey to parents, community members and District staff reported that 81% of stakeholders are confident in the District's efforts to improve student achievement. This represents a 3-point increase in confidence from the previous school year.
- To further meet the needs of our growing number of Hispanic students and families, Spanish translations of the student calendar, student/parent handbook and other resources were added to the District's website, and Spanish pages were launched in the SCS Newsroom and on Twitter.
- The District conducted focus groups and collaborated with a wide range of community partners whose services aligned to reducing barriers to learning and supporting student outcomes.
- To better support families, the District developed academic resources for families to support student learning at home, such as a Home School Connection Guide for Pre K- 5th grade and a Buzz Words one-pager with educational words that parents may hear in their child's school (i.e. TNReady, NWEA Map, Section 504, Student Review Team and RTI2). Another strategy implemented was to provide assistance for school support organizations (PTO/PTA/PTSA, PIEs, Booster Club) in alignment with national guidelines for family-school partnerships.

### ❖ **Builds Public Support for the District**

- Superintendent Hopson steadily worked to identify strategies that improved our ability to keep stakeholders informed of important news about SCS.
  - With nearly 80,000 followers across the three social platforms (Facebook, Twitter, Instagram), the District was able to share announcements from Superintendent Hopson, information about upcoming events and emergency updates almost instantly.
  - Our Voice of SCS team (88.5FM/C19TV) made great strides to improve our video story-telling strategy by creating 370 videos highlighting the work of our employees and students, with more than one million views on social media. The C19TV team was also a recipient of three National Hometown Media Awards for their excellent video production abilities.

- The District increased its presence through community outreach strategies for parents including, MLK50, SCS Cares, SCS Me Time for Moms and SCS Down Time for Dads.
  - One of the major initiatives to increase support for the District was partnering with local businesses to offer incentive programs for early online school registration consisting of photos and videos shared via social media outlets.
  - The English as a Second Language (ESL) Department provided Bilingual Mentor support at 44 schools directly, with five Central Office Bilingual Counselors assigned to provide additional support throughout the entire District.
- The new online Optional Schools application process increased equitable access to these programs, leading to the submission of nearly 13,000 new applications.
  - Over 100 Optional Schools open house events were held for families, including the Optional Schools Fair.
  - The recent establishment of the Cummins TEC program at the East High School T-STEM Academy, a first of its kind in North America, demonstrated a commitment to providing innovative and high-quality instruction that will strengthen the Memphis community.

#### ❖ **Develops Cooperative Relationships with the News Media**

- Superintendent Hopson prioritized his relationship with all media partners by holding regular media briefings about topics expected to create media attention. He also responded to sensitive inquiries in a timely matter and requested regular media training for all school leaders and administrators. He emphasized the importance of placing at least five positive stories in the local media.
- During the school year, we reported 24,280 media mentions and ended the year with a total average of 84% positive/neutral coverage.

#### ❖ **Works Effectively with Public and Private Agencies**

- Superintendent Hopson delivered a State of Shelby County Schools address to State Legislators to increase awareness around our need for additional funding and educate them on how our District is putting those resources to good use.
  - As a part of the State Legislative visit, he, along with Board Members and Cabinet leaders, conducted individual meetings with State Legislative Members.
- Along with the Chief Financial Officer (CFO), Superintendent Hopson partnered with Shelby County Commission Finance Chair to craft a budget resolution to secure \$6.6 million in non-recurring funds.
  - He has empowered his Cabinet team to strengthen the relationship with State officials, particularly related to federal grants. Both the CFO and Chief Internal Auditor made personal visits to the TN Department of Education in efforts to enhance relationships and build confidence in our work.
- The District teamed with seven college partners (Bethel University, Christian Brothers University, LeMoyne-Owen College, Moore Tech, Southwest Tennessee Community College, Tennessee College of Applied Technology and University of Memphis) and forged a special partnership with Methodist Hospital to provide increased access to Dual Enrollment (DE) courses. Multiple partners provided various pathways to increase access and equity to DE courses for more students.
- SCS collaborated with FedEx to better align instructional programs with industry standards.
- The District actively collaborated with St. Jude, local realtors and various area businesses to help recruit families into the community and School District.
- The District expedited the volunteer process and increased the number of volunteers serving within the District from approximately 3,400 volunteers to over 4,200.

# Staff & Personnel Relationships

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Superintendent Hopson recognizes the success of our District is due to all of the hard-working leaders, teachers and staff members who every day go above and beyond for our students. Therefore, he prioritized improving the culture and climate of our District and ensuring every single member of the SCS family feels valued.

## Key Performance Indicators

*Superintendent Hopson continues to focus on staff improvements by increasing recruitment and retention efforts by doing the following:*

### ❖ Develops Positive Staff Morale and Loyalty

- SCS Rocks - To better engage our employees and their families, SCS hosted the inaugural all employee appreciation event. Held in June 2018, the family picnic drew more than 3,100 attendees to Shelby Farms and included a variety of games, activities and fun for families.
- SCS MyDay - To encourage teachers to maintain consistent attendance during the second semester of the school year when attendance typically drops. Fourteen teachers with perfect attendance were randomly selected to receive a gift and day off work (substitute teacher provided by District).
- Benefits and Wellness Activities
  - Open Enrollment Benefits Fair – More than 150 employees attended.
  - Perfect Attendance – 938 recipients received perfect attendance awards.
  - Service Awards & 30+ Years of Service Program – 113 employees recognized.
  - Retirement Recognition & Reception – More than 300 employees retired, and over 200 attended the program.
  - In partnership with CIGNA, wellness teams visited over 75 schools and District locations providing more than 200 blood pressure screenings and 125 flu shots.
  - ‘Near site’ health clinic utilization – With over 8,377 visits, utilization increased due to increased communication efforts.
- HR Customer Service & Employee Support and Employee Connect Team (call center team of 4) decreased the wait/hold times by 48%.
- Re-launched a new Employee Assistance Program (EAP) providing confidential counseling to assist employees and their family members with work and life issues.

### ❖ Fair Treatment of Personnel

- Living Wage Increases – Taking the initiative to promote equity in our local community and in support of our employees, the Superintendent increased the base hourly rate for approximately 1,200 full-time employees to \$15 an hour.
- Teacher Compensation and Pay Increases:
  - Invested over \$12M in teacher compensation and designed a new, performance-based teacher compensation plan. This plan increased the starting salary for new teachers and provided performance-based salary increases for existing teachers, as well as stipends and bonuses for advanced degrees, hard to staff areas, veteran teachers, etc.
  - Teacher leveling – To ensure equity among all teachers with similar years of experience and teaching, we ‘leveled’ salaries for over 2,000 teachers.

- Employee Salary Increases - all non-teaching employees received a 2% salary increase a second year in a row.
- Insurance - No increase in health insurance cost for all employees.
- Training - Provided training to over 600 school and Central Office leaders on workplace conduct to ensure SCS continues to be a harassment-free, bully-free and inclusive environment.

❖ **Delegates Authority to Staff Members Appropriately**

- The Superintendent realized that the work of the District has become more reactive rather than proactive due to the constant need to address sensitive matters and potential crisis situations throughout this large school district. With this in mind, Superintendent Hopson gathered his Cabinet team to dissect why there was difficulty ensuring strong implementation of District priorities. As a result, the following “7 Drivers of Success” were established to prioritize and guide the work, as well as to determine appropriate Offices of Primary Responsibility (OPRs):
  1. Provide high quality and standards-aligned instruction every day.
  2. Redesign our College, Career and Technical Education (CCTE) programming.
  3. Focus on early learning to prepare students for rigorous work.
  4. Align all Central Office efforts to lead instruction and support schools.
  5. Maintain open and transparent communications and set clear expectations through the School Performance Scorecard.
  6. Provide equitable resources through Student-Based Budgeting (SBB).
  7. Strengthen our Human Resources strategies and improve partnerships with administrators to improve our hiring practices.

❖ **Recruits and Assigns the Best Available Personnel**

- SCS Signing Day - This high-spirited event, meant to fill mid-year vacancies, proved successful once again:
  - 237 people attended, and 97 teachers were recommended for hire at the event.
  - 79 high-quality, qualified teachers were hired surpassing the goal of 50 hires.
  - The Human Resources team, along with Kingdom Quality earned a local and national award for Signing Day – the Golden Achievement Award from the National Schools Public Relations Association and a VOX Award from the Public Relations Association of America, Memphis Chapter. Both are considered among the highest awards possible in each respective category.
- SCS Preview Weekend - To expose internal and external candidates to Shelby County Schools during the Spring hiring period, we hosted SCS Preview Day in April 2018 and exceeded the established goals.
  - 198 people attended the event, exceeding the 150 goal.
  - 93% of those surveyed (82 total) said they would attend an SCS Preview Day again.
- Teachers on Special Assignment (TOSA) - Human Resources, in collaboration with Academics, centrally interviewed and hired nearly 200 TOSAs and deployed them to schools with vacant positions, ensuring we reached our goal of being 100% staffed on the first day of school.
- Early Retirement Notification Program:
  - For the 2017-18 school year, 80% of program participants notified HR of their intent to retire 3 months earlier (by Dec. 2017) than the 2016-17 school year.



- Early Resignation Notification Incentive Program - Participation increased by 26% in 2017-18.

❖ **Organizes a Planned Program of Staff Evaluation**

- Non-Instructional Employee Evaluation - 89% evaluation completion rate for Non-Instructional Employee (NIE) evaluation; increase of 78% compared to previous school year.
- Teacher Evaluation - 99.7% TEM evaluation completion rate (Teacher/Teacher-type)
- School Leader Evaluation - 99% evaluation completion rate.
- Student Perception Survey - Increased TRIPOD student perception survey completion rate from 84% to 97% for the 2017-2018 school year.
- Implemented & launched both Instructional and Non-Instructional Evaluations in a new Learning Management System (LMS), called the Professional Learning Zone (PLZ).

# Facilities & Finance

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Superintendent Hopson charged his financial and business operations teams with identifying and implementing plans that maximize the services and resources being provided to our students to enhance the learning environment.

## Key Performance Indicators

*The strong relationship between the School Board, Central Office and Shelby County Commission has enabled us the ability to achieve the following:*

### ❖ Development of a Process that Builds Support for Facilities Related Needs

- SCS continued to focus on reducing over \$500 million in deferred maintenance to improve the learning environment for our students. The District did an outstanding job of spending the record \$72.4 million of capital funds awarded last year and presented a 2019 program addressing critical issues, such as over-capacity, schools without gyms and the need for new schools.
- Due to the enhanced and ongoing collaboration with the Shelby County Commission the District was awarded a new record of \$90.2 million in capital funds.
- Capital projects completed in 2017-18 included:
  - HVAC system replacements or upgrades at 37 schools.
  - 30 classroom additions in three elementary schools.
  - 10 roofing replacements.
  - Single and multiple renovation projects completed at 10 schools, like auditorium and cafeteria remodels, paving, new tracks, gym floor replacements, interior and exterior painting, outdoor entry step repair and bathroom renovations.
  - One elevator replacement.
  - Completed the school exit and consolidation activities at seven school locations – Southside HS, Alcy ES, Manor Lake ES, Corning ES, Geeter MS, Magnolia ES and Bethel Grove ES.
  - Major alteration and renovation projects to support College, Career and Technical Education (CCTE) programs at 9 schools.
- New school constructions:
  - New Goodlett Elementary School groundbreaking.
  - Prepared site for the new Alcy Elementary School.

### ❖ Ensures the Maintenance of School Property and the Safety of Personnel and Property

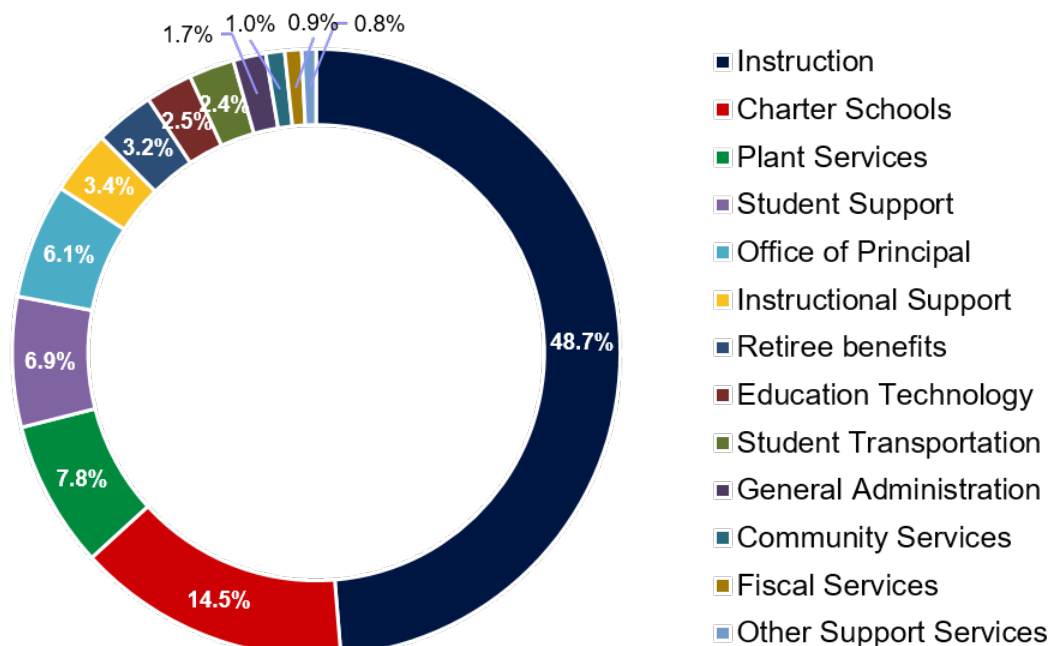
- Business Operations began a significant shift to improve customer service to schools. Additional resources were shifted to the plant manager role supporting school facility needs, and the backlog in maintenance work orders was reduced by 60%.
- Transportation Services implemented a safety training series for drivers and bus monitors resulting in a 33% reduction in accidents over the prior year.
- Transportation and School Operations collaborated to reduce the number of bus incidents by enforcing the SCS Student Code of Conduct Policy. As a result, bus fights were reduced by 34% over the prior year.
- Improved menu offerings and food presentation enabled Nutrition Services to achieve 62% high school lunch participation, exceeding the 58% target set by the District.

- Maintenance projects completed in 2017-18 included:
  - Flooring and carpet replacement projects at 25 schools.
  - Carpentry restoration and renovation projects in six schools.
  - Painting restoration and renovation projects at 23 schools.
  - Reconfiguration of Geeter MS to Geeter K-8.
  - Relocation of the Transportation team from Grays Creek to Messick Training Center.
  - Restoration and renovation of the Craigmont HS Planetarium.
  - Renovation of the College, Career and Technical Education labs at Cordova High, Craigmont High, Kingsbury High, Kirby High, Ridgeway High, Sheffield High, Southwest Career & Technology Center (CTC) and Wooddale High.

❖ **District Financial Condition Updates**

- SCS completed its year-end close within the 60-day requirement last summer. Last year, we provided the Board and public with its annual audited financial reports on the condition of the school system.
- The District implemented two practices to monitor expenditures with the Board approved budget:
  1. Quarterly financial reports were shared with the Board and Shelby County Commission throughout fiscal year 2017-18. These reports allowed the Board to monitor revenues and expenditure performance against budget for all governmental funds.
  2. The District performed monthly financial forecasting of our main operating fund. Monthly financial forecasting allowed us to track our revenues and spending.

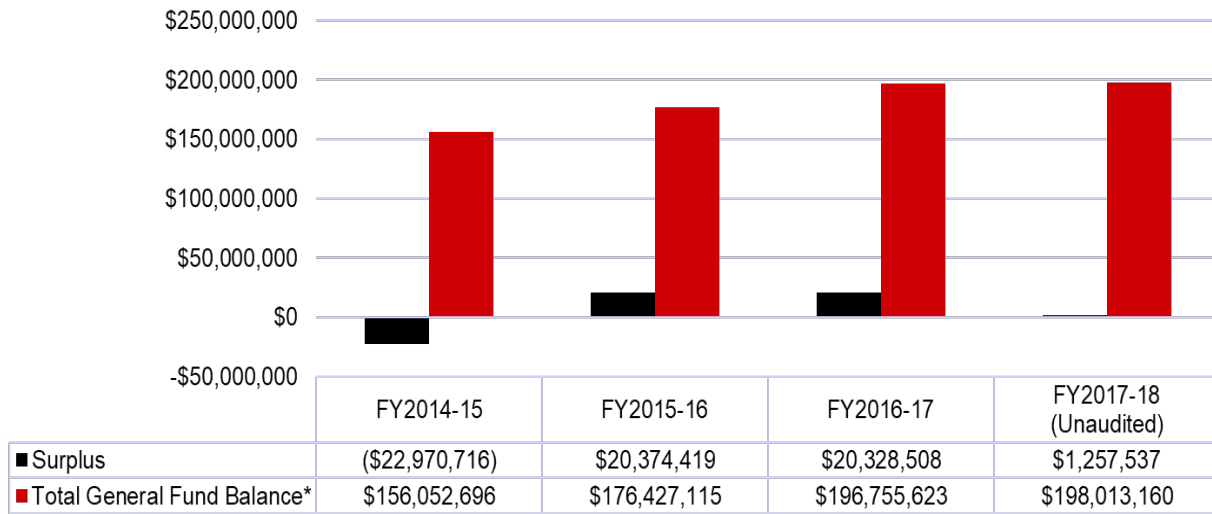
## All Funds Combined Total Budget \$1.37 Billion



- As a result of both practices, the District produced a General Fund surplus of \$1.3 million in fiscal year 2017-18, which is 0.1 percent of actual expenditures. This 0.1 percent highlights how SCS is using current resources to address current student needs and showcases the accuracy of financial projections.

❖ **Ensures Board Approved Expenditure Limits**

- Over the last few fiscal years, the Other Post-Employment Benefits (OPEB) unfunded actuarial accrued liability (UAAL) has declined by more than \$450 million under Superintendent Hopson’s leadership.
- In the last three consecutive fiscal years, SCS has produced three surpluses in its main operating fund, the General Fund. On June 30, 2018, the total General Fund balance was projected to be \$198 million, which is the highest it has been over the last five fiscal years. SCS also conducted a mid-year reallocation to adapt and serve the changing needs of our schools and students.



# Vision

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The District has established a clear vision for achieving academic success. Over the last few years, SCS has grown to become a model for school equity and classroom effectiveness due to the implementation of innovative programs and initiatives, like the iZone, Empowerment Zone, Critical Focus Schools and Student-Based Budgeting.

## Key Performance Indicators

*The following describe some of the main initiatives implemented to drive the mission of the District:*

- ❖ **Works Effectively with Board, Staff and the Community to Develop Long-Range Strategic Plans**
  - The Destination 2025 Annual Reports provide objective, transparent reporting on how the District is progressing toward its long-range strategic goals, as well as in-depth analysis of programs and strategies that support decision-making.
  - Superintendent Hopson has a clear vision and set of expectations for the District, starting with providing all of the necessary resources to our most vulnerable students and keeping a laser-like focus on ensuring all students have access to high-quality educational opportunities.
  
- ❖ **Keeps Board and Community Informed of Progress Towards Long-Range Goals**
  - Each month, the Department of Strategy and Performance Management, under the leadership of Superintendent Hopson, presented Key Performance Indicators (KPIs) – measures of system performance that include student achievement, finance, operations and stakeholder satisfaction.
  
- ❖ **Facilitates a Community Informed of District Progress**
  - Each year, a Destination 2025 Annual Report is published. These reports provide objective, transparent reporting on how the District is progressing toward its long-range strategic goals, as well as in-depth analysis of programs and strategies that support decision-making. The reports are published online for all stakeholders to access.
  
- ❖ **Vision, Mission & Priorities Clearly Articulated to Community and Media**

During the last school year, Superintendent Hopson spearheaded the following District-wide campaigns:

  - Registration, Summer Learning Academy & Pre-K – A comprehensive campaign to raise awareness about these different programs was conducted, beginning in the Spring, which included a variety of communications and promotional strategies. Communication toolkits for all principals to help with school level messaging and promotions were provided. There were several rounds of paid social media ads in English and Spanish, along with paid registration advertisements on 10+ radio stations and ongoing media pitches and social media promotion.
  - Arts Matter Campaign – The overall goal of this campaign is to help both internal and external stakeholders understand the immense academic and socioemotional benefit of fine arts education. The analytics around the campaign included approximately 127,000 video views, 31,000 social media impressions and 3,600 unique website views.

- School Performance Scorecard – 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. By making school performance data easily accessible through redesigned online school profiles, traffic to our school’s directory increased by over 300,000 visits (761,000 overall).
- Moving Ahead – As a result of Superintendent Hopson’s vision to improve our overall public perception, we launched the “We Are 901” identity campaign this past summer designed to improve perception, increase pride, recruit students and teachers and reclaim our essential connection to Memphis and the entire Shelby County community.

❖ **Inspires Others to Achieve the District’s Vision**

- Through the Charter Compact, a mutual understanding and common agreement was developed between District administration and charter schools. This proactive collaboration was imperative to ensure all children are well served in every school in the county.
- The Office of Schools and Academics uses District-wide events, such as District Learning Day (DLD), to inspire all staff to achieve the vision of the school system. Frequent collaborations with teachers, leaders and central office staff enable the Superintendent to maintain a pulse on whether the vision is clearly understood by all stakeholders, what might be holding them back from achieving the vision and how to fine-tune messages and directives that inspire and motivate staff to push towards progress with grit and determination.

# Student Achievement

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Superintendent Hopson not only sees the children of Shelby County as “our students,” he views them as “our babies.” He has expressed the well-known sentiment that it takes a village to raise a child, and he demonstrates each day what a village can do for every child.

## Key Performance Indicators

*The academic progress made is to be celebrated, but Superintendent Hopson recognizes there is still a lot to be done to make sure all students can master the standards and become college- and career-ready. Below is a summary of the main strategies implemented to improve student achievement:*

### ❖ Develops, Implements, Promotes and Monitors Continuous Improvement

- As directed by the Superintendent, the Office of Schools and Academics developed a program of work that guides all aspects of ensuring effective instruction every day in every classroom in every school. Our leaders are developed through a collaborative effort of Instructional Leadership Directors (ILDs) and Assistant Superintendents. ILDs and principals use the cornerstones of high-quality instruction to maintain effective instruction in classrooms every day.
  - Applied effective methods of providing, monitoring, evaluating and reporting student achievement via KPIs – the measuring system for performance that includes student achievement, finance, operations and stakeholder satisfaction.

### ❖ Promotes Academic Rigor and Excellence for Students – College & Career Readiness

- 100% of Advanced Placement (AP) teachers had their syllabi approved by the College Board. In order to be an officially authorized Advanced Placement class, the College Board must review and approve all syllabi annually.
- In District-managed high schools, students increased their Advanced Placement exam pass rate from 48% in 2016-17 to 49% in 2017-18. Students may earn college credit when they score a 3, 4 or 5 on a scale of 1 to 5 on the culminating AP exam.
- The International Baccalaureate (IB) exam pass rate was 52% for 2017-18 for enrollment students.
- Students enrolled in Discovery Education courses had a pass rate of 97%. This is an increase from 94% in 2016-17. Students earn three college credit hours per course.
- We provided over 75 professional development activities for honors teachers to strengthen the pipeline of prepared students for advanced academics coursework (AP, IB, Dual Enrollment, Statewide Dual Credit) and potentially earn college credit in the future.
- Four Advanced Placement Student Saturday Review Sessions averaged 400 students per session during 2017-18 for the following AP Courses: AP English Literature and Language, AP Art, AP World History, AP Human Geography, AP Chemistry, AP Biology, AP Stats, AP Calculus AB & BC, AP US History, AP Government and Politics and Computer Science Principles.
- We continued to have a strong track record in ensuring nearly all high school students take advantage of post-secondary financial aid opportunities. 75% 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 statewide rate of 70.3% in 2017. In terms of TN Promise completion, 86% of SCS seniors applied for the scholarship, and 51% ultimately received the award, an improvement over the previous school year.

❖ **Curriculum & Instruction: Up-to-Date, Rigorous and Relevant**

- Teams of trained observers monitored teaching practices to determine if instruction was meeting the demands of the standards, the degree to which assignments/tasks were aligned to standards, and the degree to which student assignments/tasks were resulting in student mastery of the standards. Our curriculum is rated among the highest according to EdReports.org, an independent nonprofit designed to improve K-12 education.
- Measures of Academic Progress (MAP) is an adaptive formative assessment given to our students to measure English and Math learning growth. Data from the 2017-18 school year shows our students adaptive Ruasch Unit (RIT) scores increased from Fall to Spring at a high rate in our elementary schools. Our middle and high school students' data reveals a need for an intensive plan of support. Additionally, we began the process of developing formative assessments internally to align with our curriculum and pacing guides.

❖ **Reviews, Reports and Reacts Appropriately to State Accountability Measures.**

- The Superintendent kept the Board apprised of the District's State Designations through briefing documents, the School Performance Scorecard and Annual Reports. In addition to reporting and reacting to State's accountability measures, the District was awarded continued accreditation through AdvancED in July of 2018.

❖ **Improving Early Literacy**

- Superintendent Hopson maintained a laser-like focus on early literacy and sharing the importance of building a strong foundation so that students become proficient readers. Schools with a high percentage of incoming Kindergarten students who attended Pre-K the previous year had average reading scores considered to be Kindergarten-ready. By contrast, schools with a lower percentage of students who attended Pre-K had average reading scores below the Kindergarten-ready range. SCS has worked to help more students enter Kindergarten ready for school by increasing access to high-quality Pre-K education. We expanded the number of spaces available in its Pre-K program from 4,952 in 2016-17 to 5,529 in 2017-18, allowing the District to serve an additional 577 4-year-olds. This represents a potential 10% increase in Pre-K participation for the Kindergartners of 2018-19.

❖ **Empowerment Zone**

- This proactive intervention strategy is designed to accelerate achievement in struggling schools through improved school culture, climate and curriculum. The E-Zone schools are comprised of elementary, middle and high schools in the Whitehaven feeder pattern that have increased flexibility in utilizing school staff and resources to support student academic needs. Educators, parents, and community members in these schools also work together to implement a common set of strategies and instructional practices across school levels so that students are better prepared for transitions to middle school, high school and beyond. This past school year, six more schools were added to this initiative and two schools became Reward Schools, as designated by the TN DOE. Below are the schools currently in the Empowerment Zone:

- A. Maceo Walker MS (17-18) | Reward School
- Geeter K-8 (18-19)
- Oakshire ES (18-19) | Reward School
- Havenview MS (16-17)
- Robert R. Church ES (18-19) | Priority School
- Holmes Road ES (17-18) | Reward School
- Whitehaven ES (18-19)
- John P. Freeman Optional (18-19) | Reward School



# Continuous Improvement Plan for Student Achievement and Growth

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Superintendent Hopson understands the importance of providing the tools needed to be successful. He also understands that in order to be successful, we must know how to properly assess the data and formulate ways to ensure we are continuing an upward trajectory of improvement.

## Key Performance Indicators

*Below are the main highlights made related to this objective:*

- ❖ **The progression of improvement by the District and individual schools is formatively assessed by utilizing the following:**
  - Achieve 3000 – The report summarizes gains of all students who utilized this program.
  - iReady – The report shows how students performed with growth and proficiency using this program. It also highlights successes, including data from the 2018 Superintendent’s Summer Learning Academy.
  
- ❖ **Improvement Plans Utilizing Student and Other Relevant Data**
  - Principals were responsible for creating 60-day academic plans to ensure that they address all sub-groups using data. They were responsible for conducting data sessions with their staff members throughout the year, as well as progress monitoring sessions.
  - The Department of Strategy & Performance Management implements regular Stat Cycles to track improvement for two to three different areas of focus each year. For each Stat Cycle, participants receive an initial training session, called Stat 101, to learn about the continuous improvement process and then attend collaborative sessions held every six weeks over the course of the school year. Each Stat cycle also uses an end-of-year survey as a measure of quality.
  
- ❖ **Fully Implemented Plans to Ensure the Continuous Improvement**
  - The Office of Schools and Academics has developed an Academic Plan to ensure the goals of Destination 2025 are met. The plan includes the work of all departments and the measures of success that lead to better teacher and student performance outcomes. The major bodies of work that were the focus of 2017-18 included:
    - Implementing the curriculum with 100% fidelity.
    - Auditing and redesigning the College, Career, and Technology Education program.
    - Ensuring Response to Intervention (RTI2) was enacted with fidelity by aligning efforts with the Performance Management team’s stat session model.
    - In order to support high school students in earning the Ready Graduate designation, the Advanced Academics team collaborated with all District-managed high schools to develop individual Advanced Academics Growth Plans to expand access to early post-secondary opportunities (EPSO) in honors, IB, AP, Dual Enrollment and Statewide Dual Credit.
  - Given the vast scope of struggling readers in the District, the RTI2 program targets students with the greatest need. Periodic screening occurs throughout the school year that allows teachers to identify students to receive intervention, as well as students who have made enough gains during intervention to return to regular instruction. In each grade, there was approximately a 10% increase in the number of students who scored above the 50th percentile in a mid-year measure of reading progress. Additionally, there was a drop in the percentage of students who scored in the lowest quartile for that same period.

# Human Capital and Development Process

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Superintendent Hopson believes that by investing in the development of all our employees we will continue to experience the transformation of our community. As the second largest employer in the area, supporting our employees is a “must” so we can stay competitive and keep the best talent to support our goals.

## Key Performance Indicators

*All actions below are consistent with the District’s strategic plan to develop strong teachers, leaders and Central Office employees.*

### ❖ Hiring and Assessment Process Created and Implemented

- Using our TEM-aligned (Teacher Evaluation Tool) selection model, we recruited over 1,800 qualified teacher candidates.
- Nearly 1,700 teacher vacancies (internal & external) were filled, and we started the school year 99% fully staffed with less than 70 teaching vacancies remaining.
- In collaboration with Academics, Human Resources developed job requirements and hiring and selection criteria for new and additional positions designed to support student and teacher learning.
  - Senior Reading Advisors - Hired 28 new individuals, whose sole focus is to support the reading improvement of students in middle and high school.
  - Guidance Counselors - Filled 35 additional positions prior to start of school.

### ❖ Employee Training and Development

- Superintendent Leadership Academy - Trained over 150 non-instructional leaders in a once-a-month, cohort-based, 20 contact-hour leadership training experience with both didactic and interactive components. Designed to build a solid foundation of common understanding among all participants and a common language that can form the basis of a new organizational culture.
- Group Dynamics Leadership Training (GST) - Consultants worked with central office staff (over 75 central office staff members including chiefs, directors, managers, advisors, etc.) to develop cross-collaborative structures within central office, designed to build a culture focused on excellence and collaborative support to schools.
- Employee Performance & Support Training - Trained and certified nearly 700 Teacher Effectiveness Measure (TEM) evaluators as mandated by the TDOE. Also trained over 700 employees in over 50 professional development opportunities in the following areas:
  - TEM New Observer Certification
  - TEM Returning Observer Certification
  - Professional Learning Zone (PLZ) for Administrators
  - Professional Learning Zone (PLZ) for Teacher Experts
  - Professional Learning Zone (PLZ) for Teacher Experts (Make-up trainings)
  - Professional Learning Zone (PLZ) for Instructional Leadership Directors (ILDs) via Lunch & Learn sessions
  - TEM Certification for Curriculum & Instruction Department
- To increase early post-secondary opportunities, 124 teachers were trained this summer to expand student access to Statewide Dual Credit course offerings to 96% of District-managed high schools.
- Employee Environment Training - Provided training to over 600 School & Central Office leaders on Workplace Conduct to ensure SCS continues to be a harassment-free, bully-free, inclusive environment.

# Instructional Staff Professional Learning Plan

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One of the major goals set by Superintendent Hopson is to create an organization of learning and a system of support for every school and employee. He believes that the single most important way to achieve equity and excellence is by ensuring a knowledgeable and skillful educator workforce.

## Key Performance Indicators

*We have made great strides to provide effective professional development and training to school personnel, including the following:*

### ❖ Professional Learning Plans for Teachers and School Leaders

- The Offices of Schools and Academics developed a professional development scope and sequence based on the data from High Quality Review that had been performed by The New Teacher Project (TNTP). The data revealed our areas to strengthen relative to enacting the standards with fidelity in the classroom each day. The growth area components were then developed into a professional development scope and sequence to bring about incremental growth in these areas.
- The Office of Leadership Development provided professional development to 157 Principals, 158 Assistant Principals and 158 Professional Learning Community Coaches (PLC) on the following to support the work of Common Core Standards:
  - Data-driven instruction
  - Instructional Practice Guides (IPGs)
  - Analyzing student work
  - Giving feedback to teachers
- The professional development plan:
  - Outlined content-specific professional development for the 2017-18 school year.
  - Developed a dual approach for District professional development, which builds teacher capacity and Instructional Leadership Team capacity.
  - Elements of effective curriculum implementation were organized into three key priorities: teacher fluency, meeting students' needs and student responses.

### ❖ High-Quality Plan to Develop Instructional Leadership Skills

- The Office of Leadership Development created professional development opportunities for 157 Principals, 158 Assistant Principals, 158 PLC coaches, 471 Instructional Leadership Team members and Aspiring Principals, which align to Destination 2025 Priority 3. Below were leadership professional development opportunities for the 2017-18 school year. These opportunities included:
  - Instructional Support Week - The goal was to provide support for instructional growth and leadership development, along with daily operational needs to successfully manage a school.
  - Instructional Leadership Teams/Zone Meetings - The goal of these meetings was to build the content and pedagogical capacity of administrators and teacher content leads so that they are able to provide specialized, in-depth support to teachers in their buildings.
  - New Teacher Center (NTC) Grant - The purpose of the Supporting Effective Educator Development (SEED) grant was to test the center's model of instructional coaching in partner districts. A key goal of the SEED program is to evaluate the impact of funded projects using the most rigorous methods possible.

- Leadership Conglomeration - The 2018 SCS Leadership Conglomeration provided principals, assistant principals, professional learning coaches, instructional facilitators, central office staff and content leader teachers with two robust weeks of leadership engagement and professional learning opportunities.
- Leadership3 Aspiring Principal Pipeline – The goal is to identify, select and recruit individuals with rare skill sets that will strengthen and enhance the state of affairs of Shelby County Schools. During this two-semester program, the Office of Leadership Development aggressively developed skills and talents of leadership, while understanding the impact these skills have on others.
- Additionally, in an effort to decrease the amount of time school administrators spend on non-instructional tasks, the Department of School Operations, under the direction of Superintendent Hopson, developed and implemented the following:
  - Protocol and Procedures Manual - This document offers guidance to school administrators in dealing with academic operations-related issues. Our strategies include streamlining operational procedures, delivering prompt crisis response and ensuring quality customer service.
  - Principals’ Accountability Calendar - A comprehensive year-long timetable of all expectations, deadlines and dates that principals must meet in order to remain in compliance with federal, state and local laws and policies.
- In the Spring of 2018, Superintendent Hopson led a strategic partnership with the University of Memphis, called the River City Partnership. This program is a local response to the national crisis in urban education that has a profound impact on the economic, health and future of cities across America. The crisis is evident in Memphis and Shelby County, which is nationally recognized as ground zero in urban education reform. This collaboration leverages the university’s position as an urban research institution and strengthens its interdisciplinary contributions to urban education. There are four key features that distinguish the program from any other teacher preparation program in the country:
  1. Cadet-Bridge program aimed at high school recruitment and building an ongoing and sustainable teacher preparation pipeline in the local Memphis community.
  2. Urban, culturally relevant and community-focused preparation at the undergraduate level.
  3. Urban, culturally relevant and community-focused preparation at the graduate (MAT) level.
  4. Induction/retention and district/school-wide support for teaching and learning.

❖ **High-Quality Teacher Feedback Plan**

- Instructional Practice Guides (IPGs) – Working in collaboration, Human Resources and Academics worked to uniformly implement the use of Instructional Practice Guides as the District’s informal observation tool in order to help school leaders strengthen their instructional lens and provide relevant, content-specific feedback to teachers. The IPG plan was delivered to 944 school administrators who delivered the IPGs to 157 schools.
- Teacher Advisory Council (TAC) – In an effort to keep the lines of communication open and to foster a true feedback cycle with teachers, Superintendent Hopson created this teacher leader group to work directly with District leaders. Teachers serve on this committee to give input and suggestions about proposed policies, curriculum, budgets and many other issues and initiatives. It’s comprised of educators with experience and backgrounds spanning various discipline areas, along with teacher leadership at the district, state and national level. The goal is to foster constructive interactions that are transparent and elevate teacher voice and engagement by providing valuable feedback about issues affecting teaching and learning for all stakeholders in Shelby County Schools.

# School Performance – State Accountability

Superintendent Hopson makes a very intentional effort of creating a culture of support and accountability across all levels of the District. We have multiple accountability reports and use the data provided by the Tennessee Department of Education to identify key features influencing the effectiveness of our academic strategies and determine if we are on track to reach the goals of Destination 2025.

## Key Performance Indicators

*Summary of the academic performance data as measured by the TN Department of Education:*

### ❖ District Performance - 2017-18 State Achievement Goals

- Shelby County Schools received the second highest rating on the Tennessee Department of Education’s 2018 Accountability Report. SCS earned “Advancing” status for overall student performance and performance in student subgroups. The total number of SCS Reward schools rose from 13 to 39. Reward schools are the top-rated schools in Tennessee based on the State’s accountability system. Eleven schools earned their way off the State’s Priority list; five of the eleven schools moved from the bottom 5% in 2017 to Reward status this year. A total of 192 SCS schools earned an accountability status. Performance break downs are below:

Final Overall Score Between:	0.00-1.00	1.10-2.00	2.10-3.00	3.10-4.00
Number of Schools	30	52	65	45
Percentage of Schools	16%	27%	34%	23%

### ❖ District’s Overall TVAAS Evaluation Composite

- The District Literacy and Science TVAAS scores increased from 1 in 2017 to 5 in 2018. The number of schools with a TVAAS Composite of 5 increased from 37 in 2017 to 62 in 2018. Grades 3-8 had a Composite TVAAS of 5 in 2018 from a 1 in 2017. In addition, the percentage of schools with a TVAAS of 3 or higher increased from 36% in 2017 to 58% in 2018.

### ❖ Graduation Rate

- The District remains on track to reach its 90% goal for graduation by 2025. The on-time graduation rate for SCS in 2018 was 79.1% in 2018, a slight decrease of 0.5 percentage points from 2017. The target graduation rate for 2018 in the Destination 2025 strategic plan was 78.5%.

❖ **Priority Schools**

- In 2015, 50 schools from SCS were identified on the State’s Priority list. In 2018, 27 schools from SCS have been identified. Of these 27, 10 were on the list from 2015 as well, and 17 were not on the list as of the 2017-18 school year. At the beginning of the 2017-18 school year, SCS had 21 Priority schools. Of those, 11 are no longer on the Priority list. Five of the 11 have not only moved off the Priority list, but are now on the Reward List.

❖ **Innovation Zone (iZone)**

- The first iZone cohort consisted of seven schools, and 23 schools now operate under this model in 2017-18. Cohort 1 refers to the schools that joined the iZone in 2012-13, while Cohort 6 joined the iZone in 2017-18. All cohorts experienced increases in success rates from their baseline to year 1, and a steady incline continued until the 2017 TN Ready assessment change. A total of 80% of K-8 iZone schools scored higher on the Math portion of the 2017 TN Ready Assessment than ELA. Almost all cohorts showed growth in percentile ranking between 2015 and 2017. Though the total number of iZone schools increased, the number of schools on the Priority list decreased from 2013 to 2014 and has remained relatively stable. On average, iZone schools’ TVAAS Composite scores decreased from 4.7 to 2.2 from 2013 to 2017.

❖ **Student Performance Data**

- The chart below shows the 2017-18 performance of all students in Shelby County Schools based on the TN Department of Education Accountability Framework. Schools are assessed on student performance in six areas, via either one or two pathways, depending on the area. The six areas and corresponding pathways are used to evaluate all students, as well as the four accountability student subgroups. The six areas are: 3-5 Success Rate, 6-8 Success Rate, 9-12 Success Rate, Chronically Out of School Rate, English Language Proficiency Assessment Performance and Graduation Rate. The overall District score for the past school year was 2.25 on a 0 to 4 scale.

<b>Final Overall Score Between:</b>	<b>AMO Pathway</b>	<b>Absolute Pathway</b>	<b>Value-Added Pathway</b>	<b>Average Score</b>
<b>Grades 3-5 Success Rate</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2.50</b>
<b>Grades 6-8 Success Rate</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2.50</b>
<b>Grades 9-12 Success Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Chronically Out of School</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3.50</b>
<b>English Language Proficiency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3.00</b>
<b>Graduation Rate</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2.00</b>
<b>Overall Score</b>	<b>2.25</b>			
<b>Determination</b>	<b>Advancing</b>			

# Technology

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Superintendent Hopson believes that a key factor to providing high-quality education to all of our students is to provide them with access to the latest technology. He believes technology facilitates the integration of learning different subjects and across different grades and that, by creating opportunities to proactively use technology, we will improve our practices and prepare students for 21st century careers.

## Key Performance Indicators

*Efforts to ensure our schools are equipped with the latest technology include:*

### ❖ Instructional Technology Assistance and Support

- The Instructional Technology training calendar reflects the appropriate teacher and staff development offered by the Instructional Technology Team on a monthly basis. This information is shared out at the beginning of each month via Teacher Weekly, Leaderboard and email in promoting attendance and participation both virtually and in-person.

### ❖ Integration of Technology for Student and Employee Assessment

- An End of Day (EOD) Summary Report is submitted at the close of all school site visits by each Instructional Training Specialist. The EOD reflects the training and/or work performed while in the school, as well as any challenges or action items needing to be addressed.

### ❖ Daily Use of Technology to Enhance Administrative Tasks

- In support of teaching and learning, over 8,000 computers were purchased in 2017-18 to replace old devices and increase devices in schools. The average age of student devices is now three years.
- All classrooms are now equipped to meet State requirements for teaching, learning and testing.
- Superintendent has approved the construction of two 21st century buildings to incorporate all aspects in our current teaching and learning practices. A prototype for transforming existing classrooms into 21st century models is being deployed in selected schools to serve as an example to teachers and students.
- New technology is being implemented in the District to support business practices and processes in Finance, Human Resources and Business Operations.

### ❖ Technology Integrated with Instructional Strategies

- iSafe is a compliance directive from the TN Department of Education to ensure that proper use of the internet and technology is taking place, as well as providing a K-12 digital curriculum for all content areas to include digital citizenship.
- During the 2017-18 school year, the District utilized the learning management system Canvas® to offer a blended learning model in seven elementary schools and three high schools.
- For students requiring intervention and credit recovery, the learning management system Grade Results® was used to deliver State-approved content and offer an avenue for credit recovery in high schools.

### ❖ Student Access to Technology

- School networks now include a wireless access point (WAP) in every classroom in the District that can support up to 60 simultaneous users.

# Organizational Structure

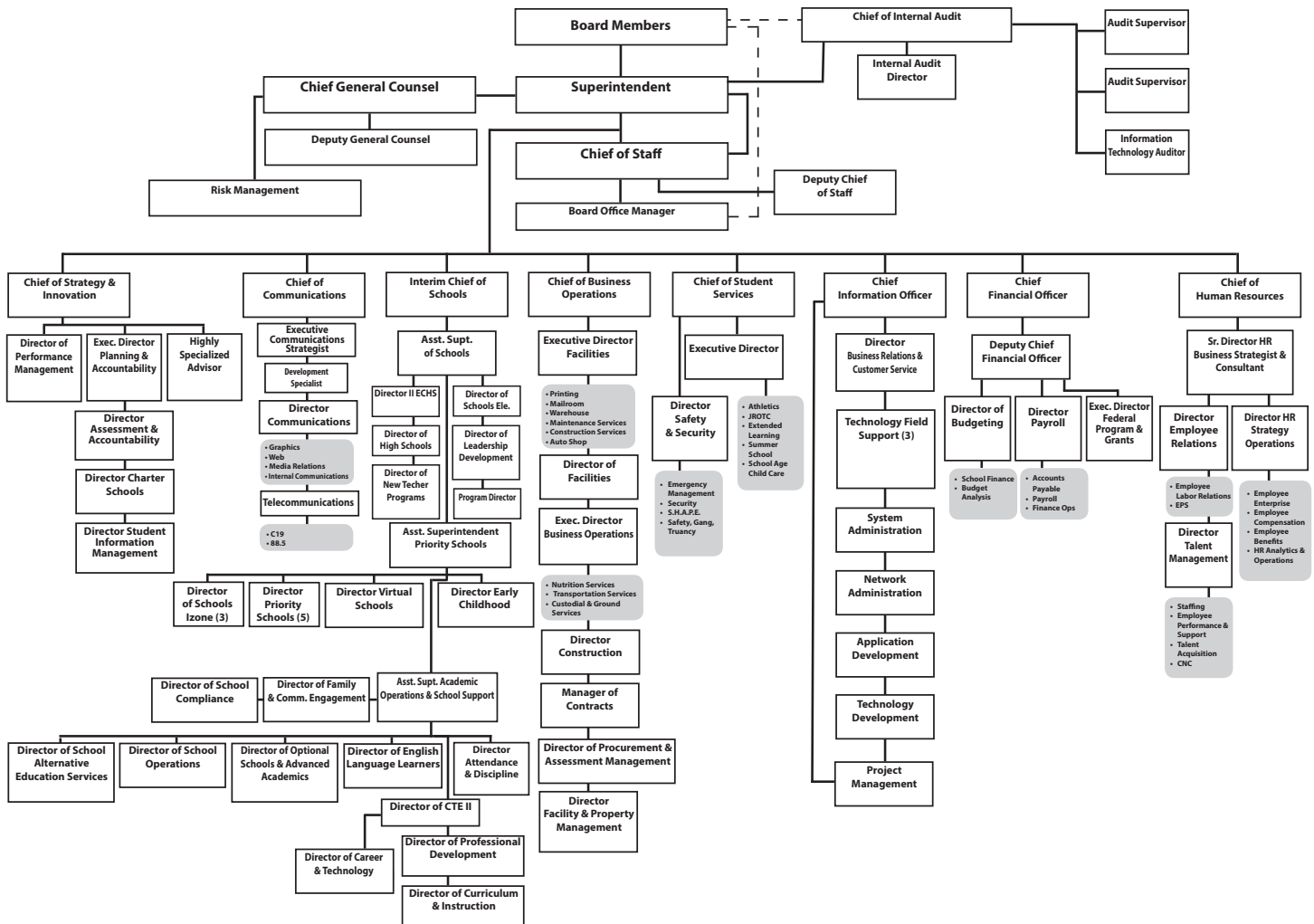
Superintendent Hopson firmly believes that by strategically aligning the resources of the District, we will have a much better chance of improving the academic performance of our students. He consistently works on aligning our strategies, organizational capabilities, valuable resources and management systems to fulfill our vision and goals for Destination 2025.

## Key Performance Indicators

Efforts to ensure the District is aligned efficiently and effectively to address the needs of our schools include:

### ❖ Reorganization of Personnel

- The following offices were reorganized to create efficiencies and align the culture, structure and staff with the District’s vision:
  - Family & Community Engagement (FACE)
  - College, Career & Technical Education (CCTE)
  - Academic Operations & Student Support (AOSS)
  - Contract Services
  - Student Equity, Enrollment & Discipline (SEED)





# School Safety & Security

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Superintendent Hopson is proud of the work done during the 2017-18 school year to ensure the safety and security of our students and staff. In addition, student intervention initiatives made a significant impact on those in need of additional support.

## ❖ Safety of Personnel and Property

- Implemented a building access system for school campuses with multiple buildings
- Upgraded systems throughout the District and installed cameras in various schools
- Implemented 100% online Emergency Management Plans and Drill Logs System
- Implemented a District-wide visitor management system to consistently verify all employees, vendors and volunteers

## ❖ A Culture of Safe Learning

- Hired and trained 30 additional school resource officers, increasing Safe Corridor patrols
- Staffed additional school resource officers at all after-school events
- Implemented the Extending Learning Opportunities and Programs (ELOP) online registration and e-payment system
- Reduced serious targeted incidents in schools for the fifth consecutive year
- Completed two videos related to the office of Safety and Security, encouraging parents to discuss policies/guidelines regarding weapons and inappropriate materials on cell phones
- Implemented a \$3.3 million, four-year safety grant from the Department of Justice to expand safety and security prevention and intervention in 16 middle schools

## ❖ Best Practices to Address Student Behavior and Climate

- Implemented a tiered-level of intervention to address student behavior and provide support for all levels of intervention
- Increased the number of students participating in summer school and extended day activities by 5% (i.e. Memphis Urban Debate League, Shelby Metro Camps)
- Hiring of additional Behavior Specialists and School Counselors to address disruptive behavior and expanding services to at-risk students and families
- Reduced and deterred gang involvement with the expansion of the Gang Resistance for Saving Society's Youth (GRASSY) and School House Adjustment Program Enterprise (SHAPE) programs with the education of parents, students and staff regarding signs and consequences of gang involvement

## ❖ Addressed Chronic Absenteeism and Out-of-School Suspensions

- Decreased the number of students transported to Juvenile Court for misdemeanor offenses
- Worked with student attendance and the Attorney General's Office to provide support for all identified schools, students and parents
- Collaborated with the Attorney General's Office to implement a Truancy Reduction Program (Every Day in School), which is now being implemented in 28 Shelby County Schools as compared to 14 schools the previous year
- Chronic Absenteeism rate decreased by 4.1% for 2017-18 school year, earning "Exemplary" status from the Tennessee Department of Education
- Out-of-school suspension rate decreased over the last three years from 29,595 in 2015 to 26,641 in 2017-18

# 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.



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Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.