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SHELBY COUNTY SCHOOLS SUPERINTENDENT

90-DAY ENTRY EXECUTIVE REPORT



Seven Steps Toward Destination 2025

ONE: Academic Equity in Action Plan

TWO: Social Emotional Learning

THREE: Culture Building

FOUR: Create “Servant Leadership”

FIVE: Alignment of Resources

SIX: Footprint Proposal

SEVEN: District Office Transition

ACADEMIC EQUITY IN ACTION PLAN





ACADEMIC EQUITY IN ACTION PLAN - HIGHLIGHTS & ACCOMPLISHMENTS

- Restructured the iZone and created the new *Continuous Improvement Zone*
- Launched the new *Homework Hotline*
- Targeted teacher recruitment for Advanced Academics
- Improved training offerings in Pre-AP, AP and Honors courses for all high schools
- Created a school calendar to improve supports for teachers and offer more targeted support for students
- Received the Together for Students \$1 million grant

ONE: ACADEMIC EQUITY AND ACTION PLAN

MOVING FORWARD:

- Begin implementation of the 3rd Grade Commitment initiative
- Differentiate professional development for teachers based on identified tracks including virtual sessions
- Offer professional development for teachers and staff in schools participating in the Digital School Program
- Implement the ACT Playbook in all high schools
- Conduct the universal screening process for all 1st graders

SOCIAL EMOTIONAL LEARNING





SOCIAL EMOTIONAL LEARNING - HIGHLIGHTS & ACCOMPLISHMENTS

- Established a core team to review and manage all Social Emotional Learning (SEL) processes
- Facilitated and realigned the curriculum and identification of services and support
- Provided classroom management training for teachers
- Increased Adverse Childhood Experiences (ACEs) training District-wide

TWO: SOCIAL EMOTIONAL LEARNING

MOVING FORWARD:

- Develop a set of universal expectations for all school-based personnel
- Establish social emotional learning as the basis to make future decisions
- Execute with fidelity the processes and procedures to support schools and students
- Implement reset classrooms as a proactive discipline strategy
- Utilize progressive and restorative practices across the District

CULTURE BUILDING





CULTURE BUILDING - HIGHLIGHTS & ACCOMPLISHMENTS

- Developed a process to define the District's core values to present to the School Board
- Determined the scope of work to initiate an organization review by the Council of Great City Schools (CGCS)
- Drafted the new SCS Employee Handbook
- Improved the volunteer approval process, which resulted in an increase of approximately 600 volunteers to support schools across our District
- Hosted Principal for a Day activities with more than 200 community leaders
- Hosted the inaugural SCS is 901 Big Event in commemoration of Memphis Bicentennial

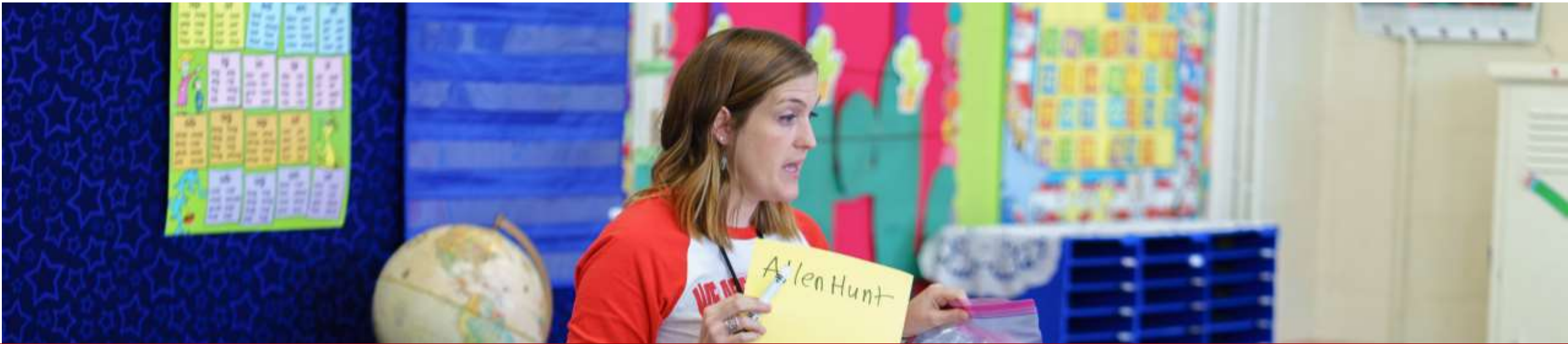
THREE: CULTURE BUILDING

MOVING FORWARD:

- Conduct a District-wide culture and climate audit utilizing various data sources and input sessions with internal and external stakeholders
- Create a variety of materials about the expectations/core values for our culture and climate to share throughout the organization
- Introduce the Employee Handbook noting the expectations of the District
- Continue to meet monthly with Principals' Association, Teacher Unions, Student Council and key external groups to gain feedback and create action steps to address concerns

SERVANT LEADERSHIP





SERVANT LEADERSHIP - HIGHLIGHTS & ACCOMPLISHMENTS

- Conducted a series of feedback sessions with teachers, families and community members
- Shared the Leadership News & Views communications regularly with the School Board, Cabinet and staff members
- Organized a series of employee recognition and appreciation events including Administrative Professionals Week, Teacher Appreciation Week, SCS My Day, Retirement Celebration and others.
- Visited approximately 100 schools during the first 90 days
- Restructured our Assistant Superintendent's roles and responsibilities

FOUR: SERVANT LEADERSHIP

MOVING FORWARD:

- Develop a comprehensive plan to highlight and recognize principals, teachers, staff and community leaders who go above and beyond for our students providing them with additional resources that can help them be ready to learn
- Create a four course workshop to train leaders on the basic tenets of Servant Leadership
- Continue to host *Principal for a Day* activities by partnering with community leaders as a strategy to strengthen our relationships with the 901 community

ALIGNMENT OF RESOURCES





ALIGNMENT OF RESOURCES - HIGHLIGHTS & ACCOMPLISHMENTS

- Reorganized the Executive Leadership team to improve Central Office supports and created a student-focused organizational chart
- Adjusted the Student-Based Budgeting (SBB) formula through feedback by a cross-collaborative internal team guided by Education Resource Strategies (ERS)
- Created a strategic planning process for the allocation of resources in Central Office
- Held approximately 20 input sessions with internal and external stakeholders to determine budget priorities
- Submitted a balanced budget for School Board approval

FIVE: ALIGNMENT OF RESOURCES

NEXT STEPS:

- Reset the Enterprise Resources Planning (ERP) project
- Establish a stronger accountable partnership with custodial services vendors
- Develop action plans to ensure Central Office functions as a "Collaborative Service Center"
- Establish a budget strategic planning process framework for Central Office by Fall 2019
- Utilize school leaders to serve as role models and share information across the District on effective implementation of the Student-Based Budget (SBB) formula

REIMAGINING 901





REIMAGINING 901 - HIGHLIGHTS & ACCOMPLISHMENTS

- Coordinated five neighborhood rezonings
- Reconfigured the grade structure for Raleigh Egypt Middle and High
- Organized the consolidation of Hamilton Elementary and Hamilton Middle
- Recommended the closure of six charter schools

SIX: FOOTPRINT PROPOSAL

NEXT STEPS:

- Organize a strategic session with our School Board to determine the guiding principles, possible funding strategy and community engagement goals
- Conduct a facilities and academic analysis of the current data related to the Achievement School District (ASD) to be included in the overall plan
- Develop the “Reimagine 901” comprehensive engagement plan to gather input from internal and external stakeholders
- Hold regular cross collaborative sessions to develop and implement a comprehensive plan to present to the School Board for approval

DISTRICT OFFICE TRANSITION





DISTRICT OFFICE TRANSITION - HIGHLIGHTS & ACCOMPLISHMENTS

- Executed phase 1 of the transition plan, which includes Central Nutrition Center (CNC) and warehouse services
- Initiated the construction of offices for nutrition services staff to relocate by Fall 2019
- Began the development of Phase 2 design charrette approach to present to Cabinet and School Board for approval

SEVEN: DISTRICT OFFICE TRANSFORMATION

NEXT STEPS:

- Establish baseline data of the current culture and climate of the organization
- Develop an online survey to obtain input from employees about our overall organizational culture
- Begin face to face information and input sessions with employees

IMPROVING SUPPORTS FOR AFRICAN-AMERICAN MALE STUDENTS



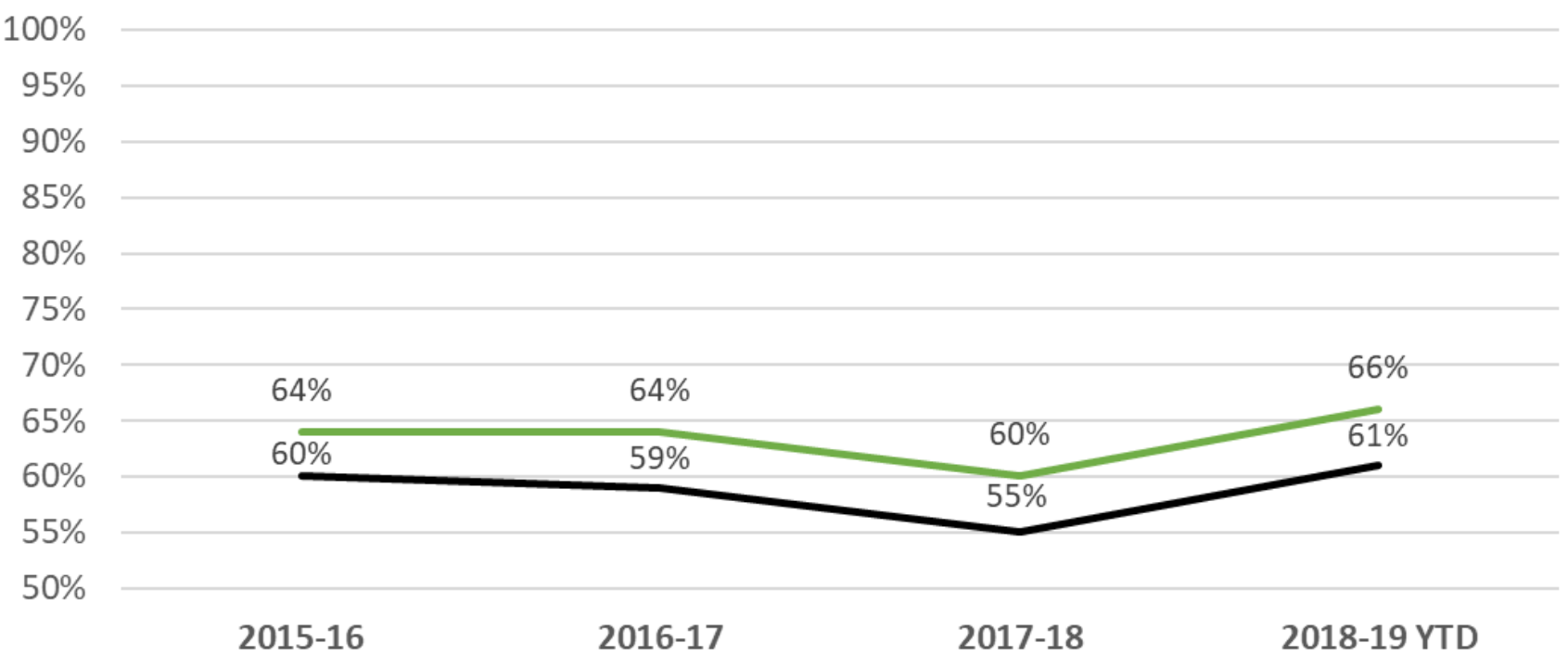
HOW ARE THE CHILDREN?



ECONOMICALLY DISADVANTAGED

Direct Certified Rate

— African American Males — All Students



African American male students are somewhat more likely (by 4-5 percentage points) to be economically disadvantaged compared to the district average.

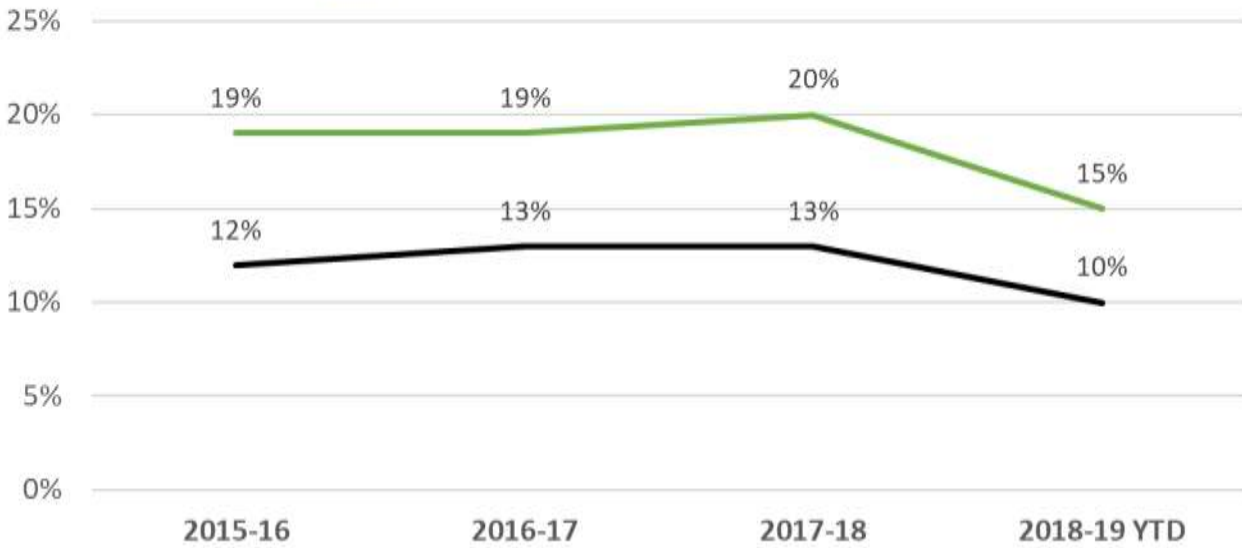
Economically disadvantaged is defined using the state’s direct certified criteria (such as homeless and migrant students and those receiving SNAP and TANF benefits).

DISCIPLINE

A larger proportion of African American male students receive out-of-school suspensions and expulsions than the District average. In most cases, the percentage of African American male students receiving one or more of these disciplinary actions is at least 50% higher than the District average.

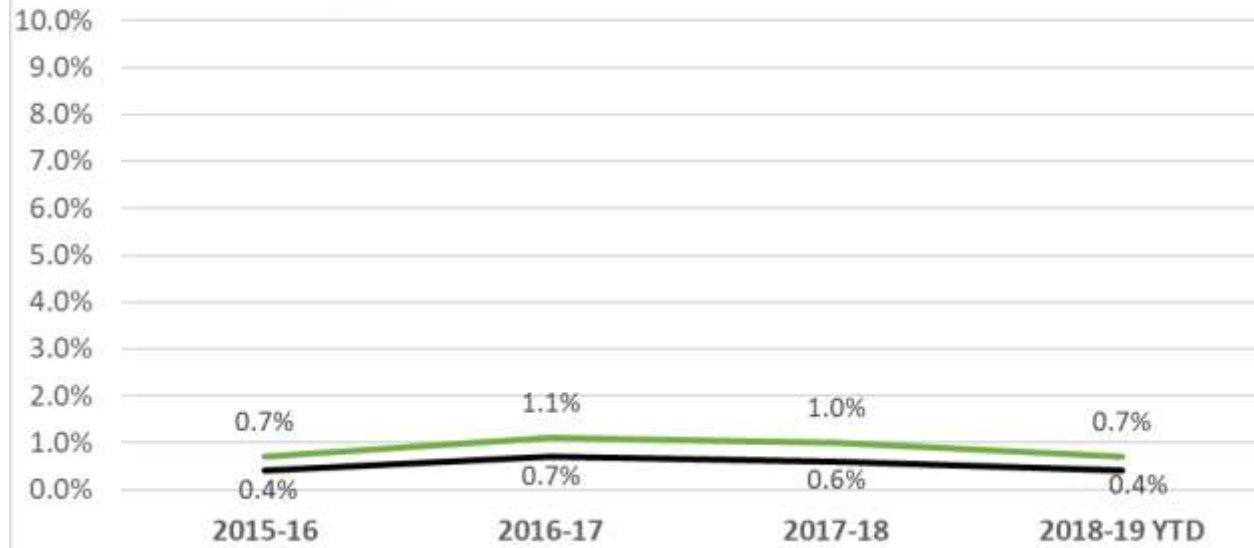
Out of School Suspension Rate

— African American Males — All Students



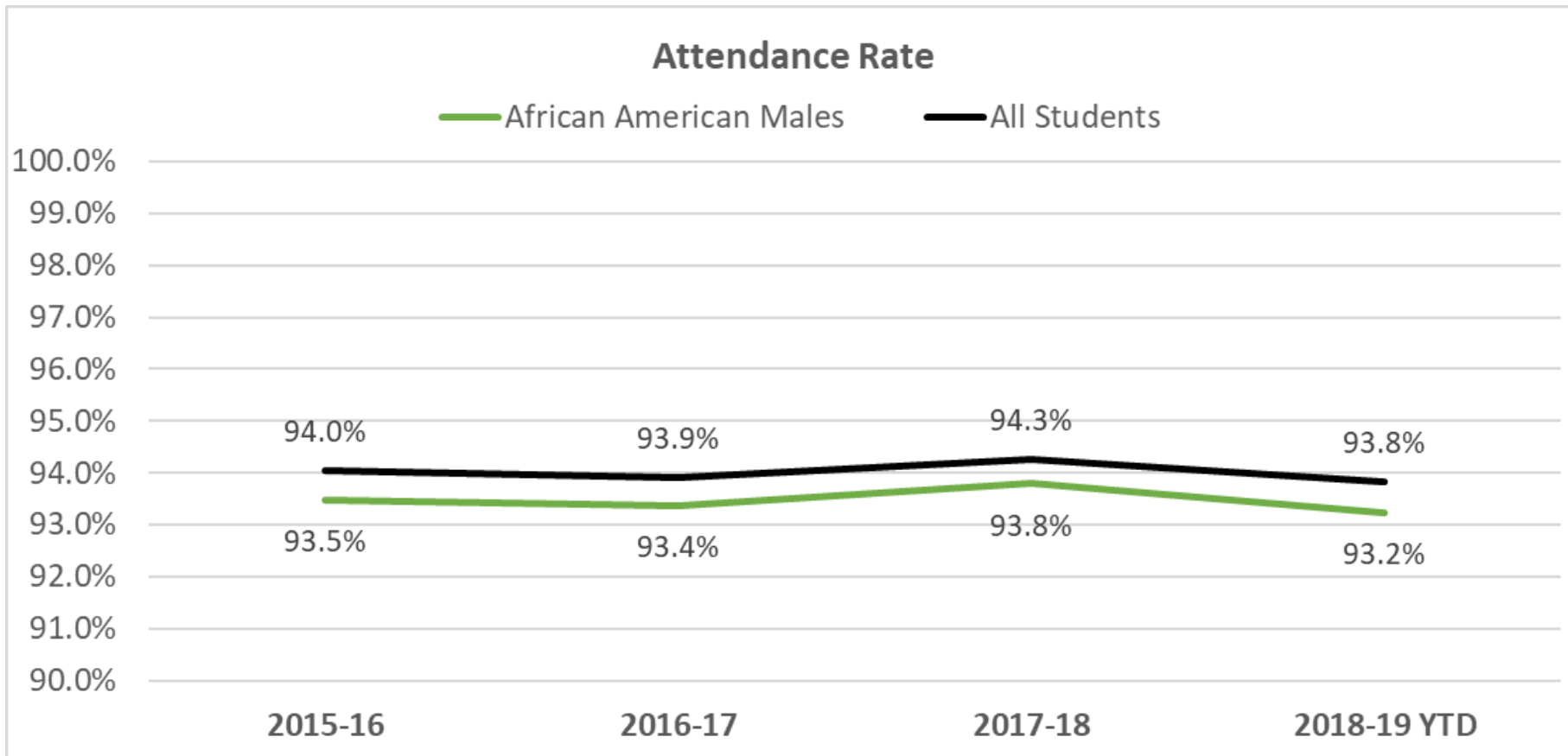
Expulsion Rate

— African American Males — All Students

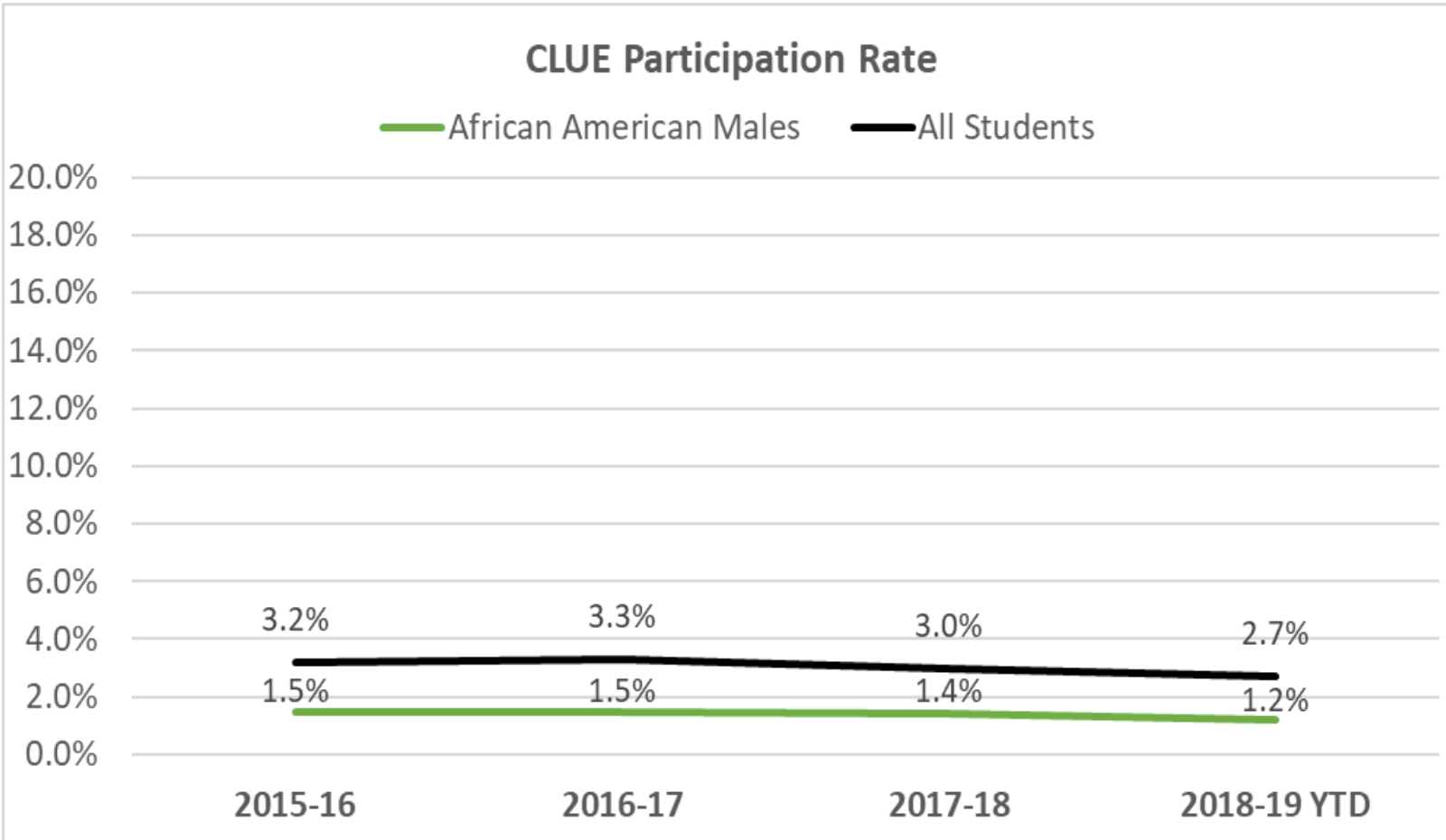


ATTENDANCE

African American male students have slightly lower attendance rates compared to the District average.



CLUE PARTICIPATION



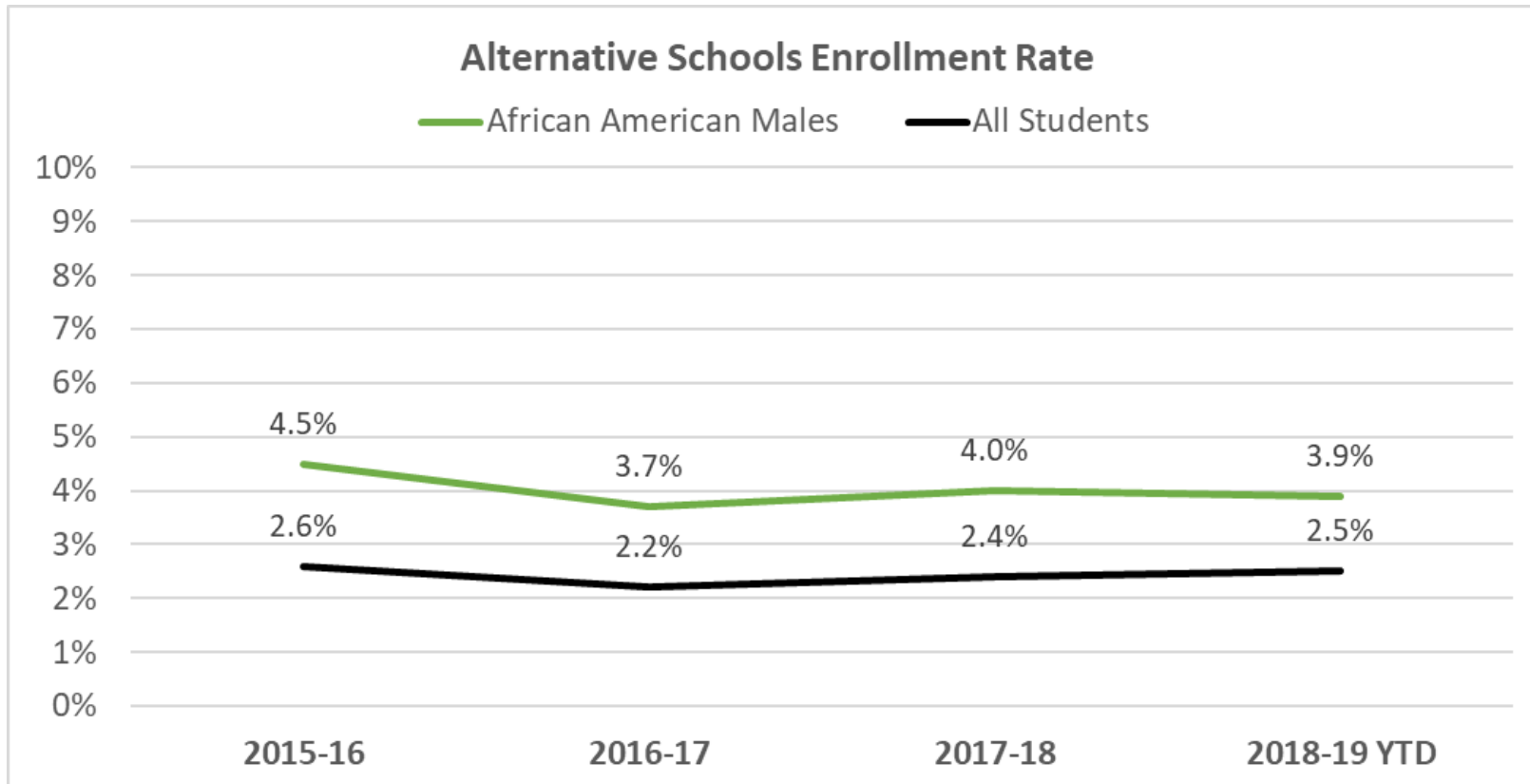
African American male students have participated in CLUE at half the rate of the District as a whole.

Note that:

- These trends only reflect CLUE participants meeting state DOE criteria. Additional students are selected locally to participate in CLUE that may have a different demographic mix.
- CLUE screening criteria changed in 2017-18, which led to a decline in eligibility across the District.

ALTERNATIVE EDUCATION

African American male students are 65-75% more likely to enroll in an alternative school at some point in the year compared to the District average. 1,708 African American male students have enrolled so far in 2018-19, and 961 were referred to the Alternative program due to suspension or expulsion.

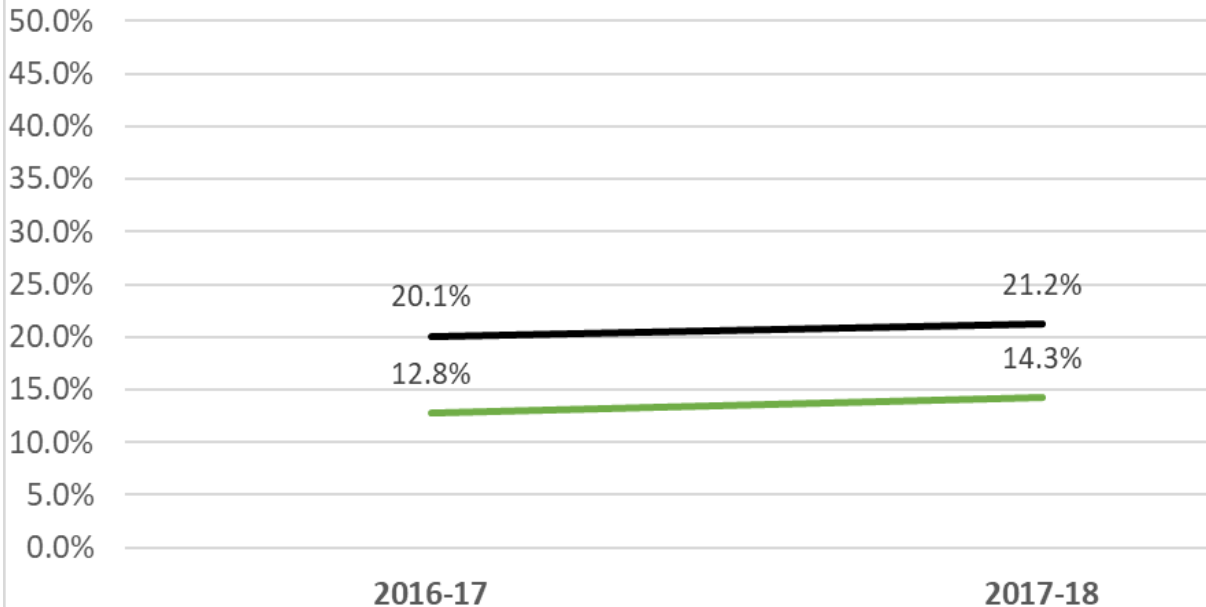


ACHIEVEMENT: TN READY

In grades 3-8, African American male students have had lower proficiency rates on TNReady compared to the District average. The gap is roughly 7 points lower for ELA and 6 points lower for math.

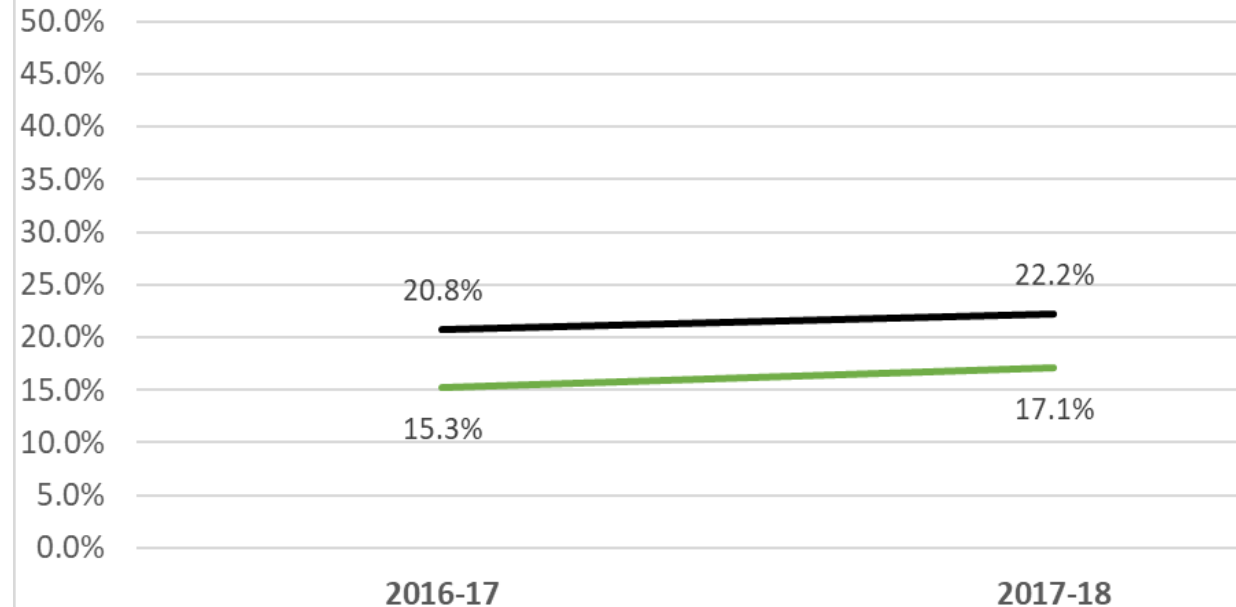
3-8 TNReady ELA Achievement Rate

— African American Males — All Students

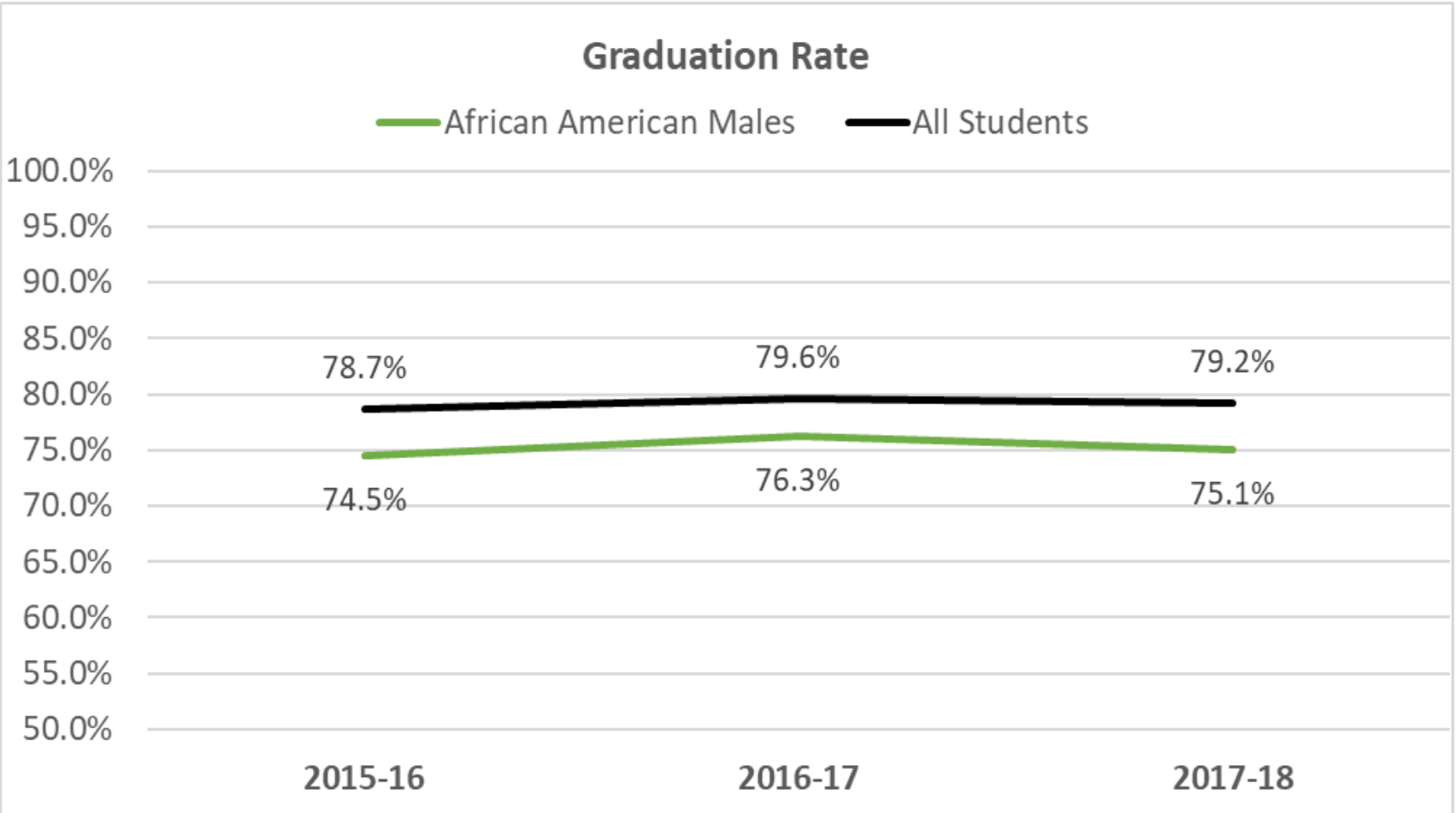


3-8 TNReady Math Achievement Rate

— African American Males — All Students



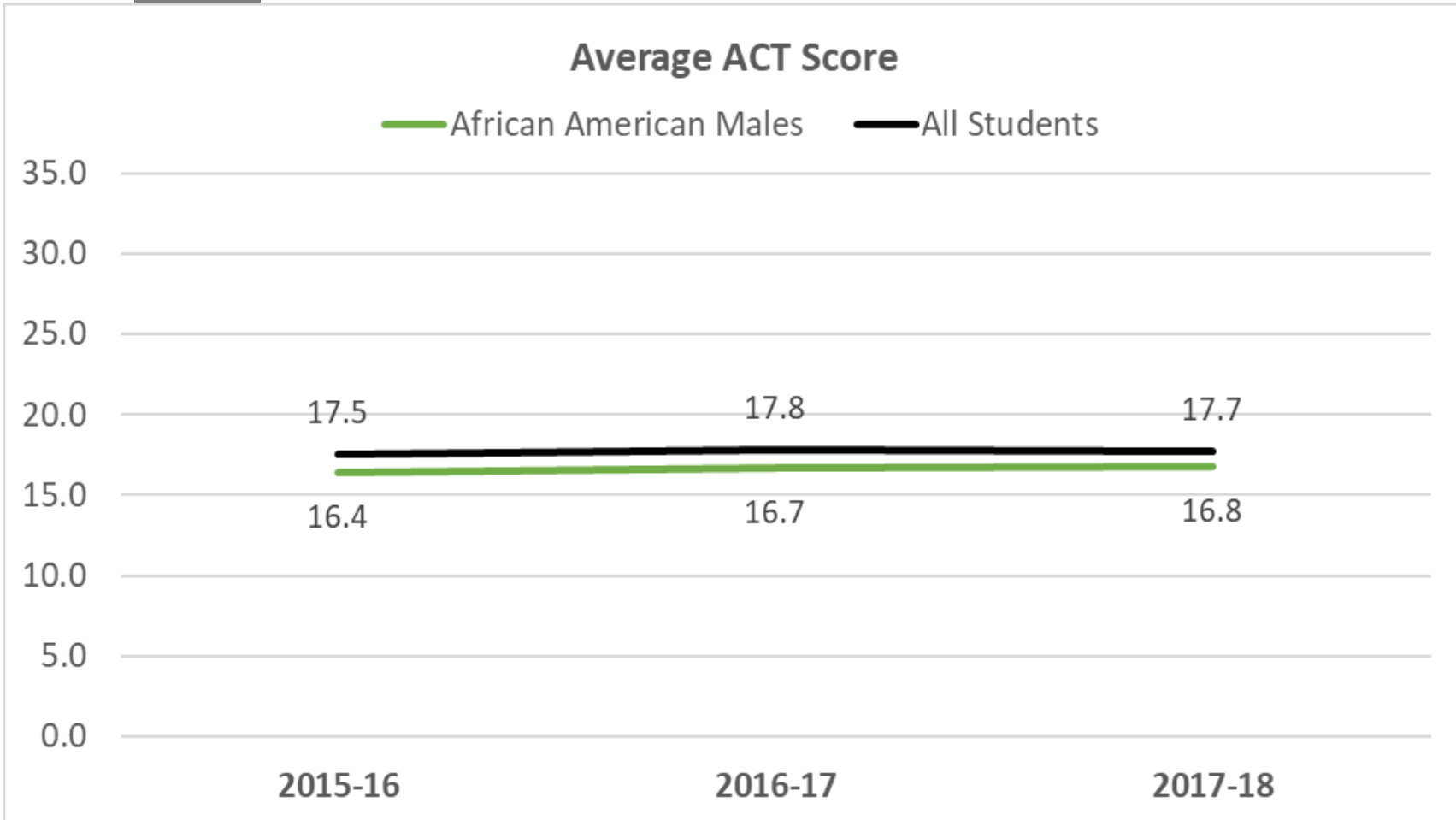
ACHIEVEMENT: GRADUATION



African American male students tend to graduate at lower rates than the District average.

The gap has been about 4 points lower for the past three school years.

ACHIEVEMENT: ACT



The average ACT composite score for African American male students has been about one point lower than the overall District average over the past three school years.

These averages reflect the highest ACT score that graduating seniors received in a given cohort.

EIGHT: IMPROVING SUPPORTS FOR AFRICAN-AMERICAN MALES

MOVING FORWARD:

- Explore the opening of an equity office
- Develop a District-wide strategic plan to offer more effective processes and supports, including:
 - Restorative discipline practices
 - Mentoring and tutoring services
 - College and career readiness
 - Teacher recruitment
 - Computer science and coding courses
 - Freshman success network

CONCLUSION



- Implement with fidelity the Academic Equity in Action Plan
- Build internal capacity to support the social emotional learning of our students
- Create a cohesive District culture that focuses on students and families
- Effectively and efficiently align all of our resources
- Improve support systems for our African-American male students