

Stock Take Two

February 1, 2022



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IMAGINING 901
SHELBY COUNTY SCHOOLS

Agenda

- **Welcome**
- **Stock Take Survey Results**
- **Recap of Previous Stock Take ESSER Focus Areas & KPI Performance**
- **February Stock Take ESSER Focus Areas**
 - **Foundations and Academics-** 1:1 Initiative and Blended Learning; Literacy
 - **Academics and Student Readiness-** Proximity Learning; Supports for High School Students- ACT Prep-Peer Power
 - **Educators-** Strategic Teacher Retention and Recruitment
 - **Foundations-** IT Infrastructure and Cyber Security Solutions
- **Community Partner Feedback Report**
 - Discuss and collaborate on stakeholder questions
- **Close**

Welcome

**Superintendent
Dr. Joris M. Ray**



Stock Take 1 Survey

Stock Take 1 Survey

What did you like most about the presentation?

- Candor, opportunity for questions and answers, detailed presentations, and hearing explanations about each initiatives and the spending
- Location
- Pace of the presentations

How can we improve the presentation?

- Invite questions in advance of the presentation
- Pair with community partners to offer ideas around the next steps toward improvement
- Include more community members in the meetings for more perspectives; there were more SCS attendees in the Stock Take session

What topics would you like to see covered?

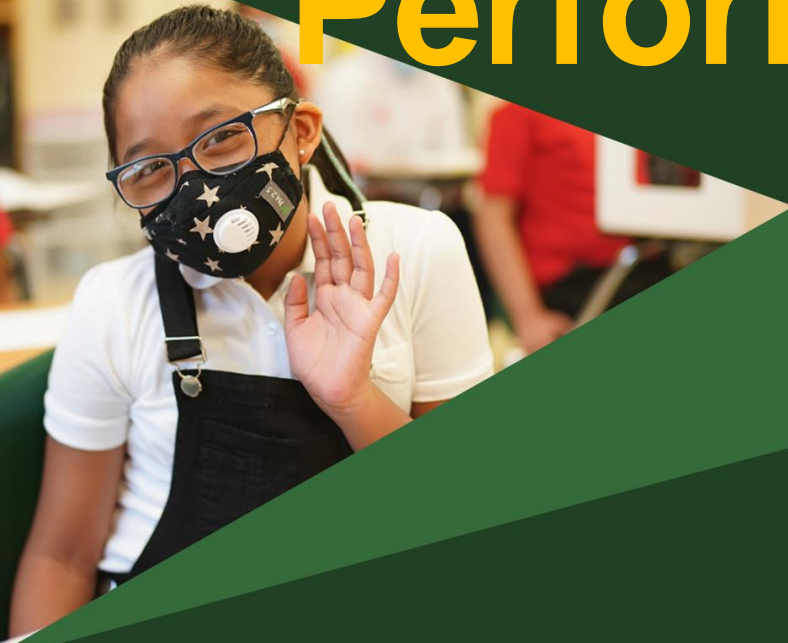
- Learn more about the social emotional strategies, the progress of the tutoring initiative and what is different about schools showing promising practices
- How data for continuous improvement is used for PreK-2 Teachers, SEAs, tutoring, and summer learning camps
- Academic impact trends and expectations from the ESSER spending

Beating the Odds

Beating the Odds

1. Leaders focused on knowing and using data
2. Leaders focused on targeted intervention
3. Leaders utilized instructional planning and scheduling to improve opportunities for instructional planning and professional development
4. Leaders instilled high expectations in students and teachers

Recap: November Stock Take ESSER Key Performance Indicators



ESSER Capital KPI Updates

FUND	SCHOOL	PROJECT	CONTRACTOR	AMOUNT	STATUS
ESSER 2.0	All	NPBI Indoor Air Quality	Gipson Mechanical	\$24,675,330.00	100% Complete
ESSER 2.0	Numerous	HVAC Replacements	Multiple	\$50,082,619.00	Board Approved, Just Starting
ESSER 3.0	All	Water Bottle Filling Stations	All Rite Plumbing + Others	\$ 5,000,000.00	In Process, 20% Complete
ESSER 3.0	Numerous	HVAC Replacements	Multiple	\$72,728,246.00	Board Approved, Just Starting
ESSER 3.0	Multiple	Classroom Additions	Standard Builders	\$40,842,143.00	Board Approved, Just Starting

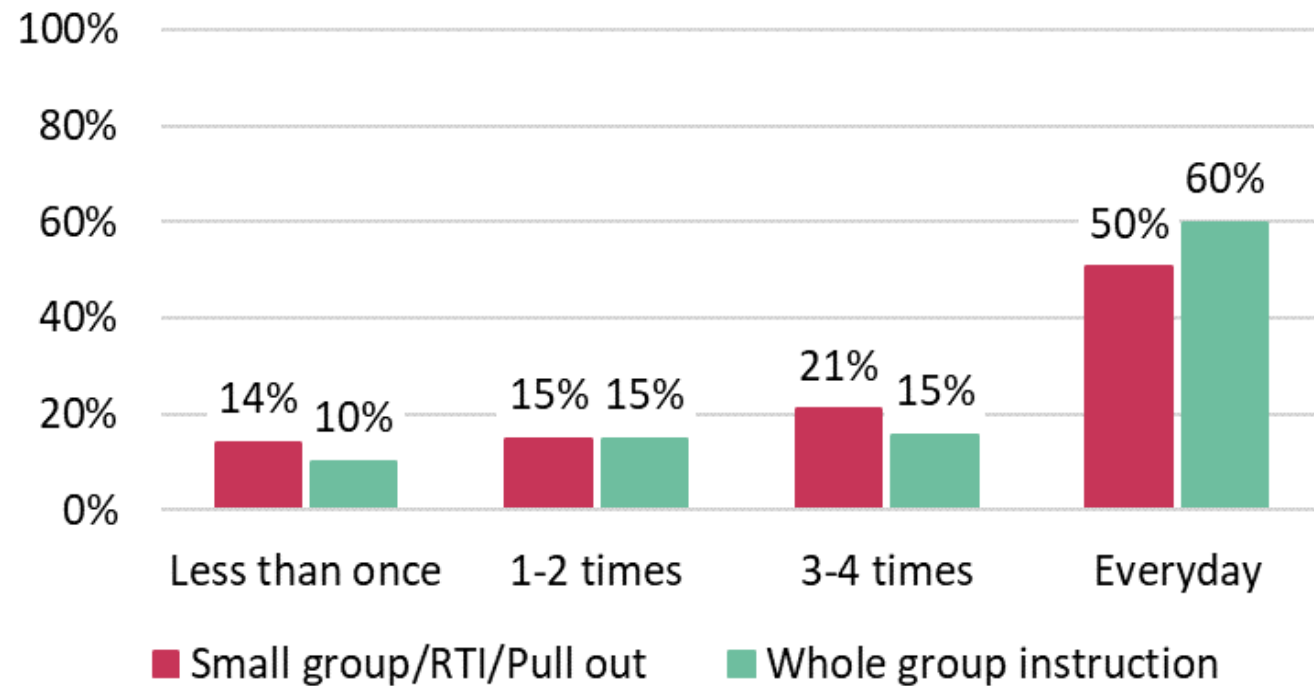
ESSER KPIs

ESSER KPIs cover **academics** and **student readiness** from last Stock Take

Strategies	Recap Overview
Student Readiness: K–2 Reduced Class Size	<ul style="list-style-type: none">The purpose of the Specialized Education Assistant (SEA) initiative is to reduce the student-teacher ratio, increase the literacy achievement of K–2 students, and advance progress toward the <i>Third Grade Commitment</i>.
Academics: Tutoring Programs	<p><u>During School Tutoring</u></p> <ul style="list-style-type: none">Elementary and middle students in the bottom 15% who meet tutoring participation criteria will show an increase by 5 percentage points on pre- & post-assessments <p><u>Before- & After-School Tutoring</u></p> <ul style="list-style-type: none">Students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre- & post-assessment results using the iReady diagnostic, EOC, and ACT testsStudents with a 95% participation rate will show a 5% increase on pre- & post-assessment results using the iReady diagnostic, EOC and ACT tests
Student Readiness & Mental Health: Social Emotional Learning (SEL)	<ul style="list-style-type: none">SCS is committed to being a Trauma-Informed and Trauma Responsive District focusing on ACEs Awareness; staff trained in Progressive and Restorative Discipline Practices; RTI-B implementation; and other SEL practices and supportsESSER funds were utilized for Social and Emotional Learning through additional ReSET rooms; hiring additional behavioral specialists; establishing three Student and Family Evening Wellness Centers; and SEL screening for students.

K-2 Reduced Class Sizes: Data & Outcomes

SEA Supports per Week



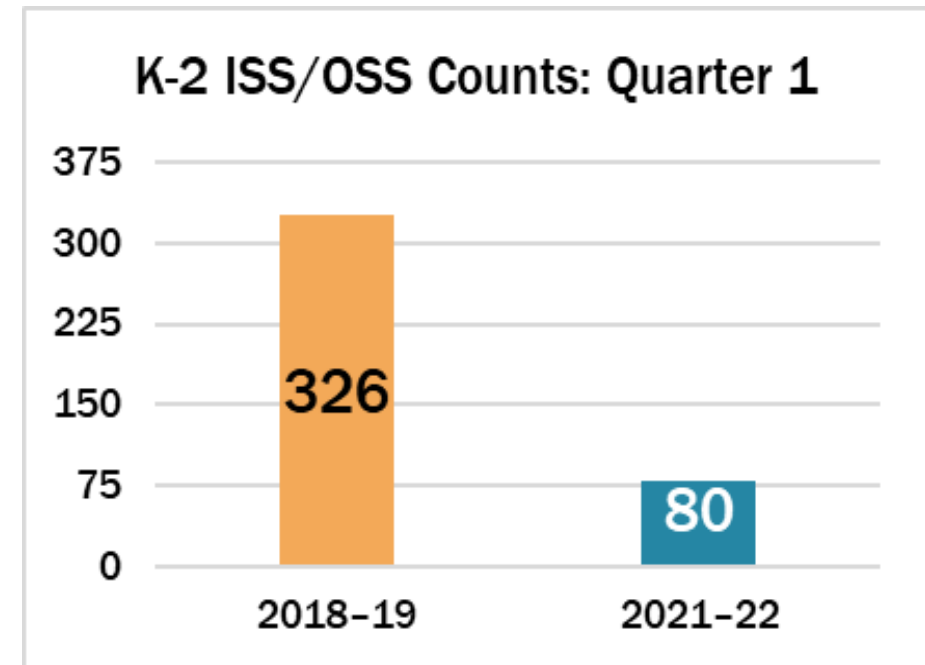
- Teachers with SEAs reported that **60% of SEAs provide whole group instruction daily & 50% provided daily small group instruction**
- 36% of principals **utilized SEAs to sub or cover other classes**
- 85% of teachers agreed that during whole group instruction **SEA support was valuable for students**

K-2 Reduced Class Sizes: Data & Outcomes

- **Discipline Rates: ISS/OSS rates decreased by 75%** for quarter 1 compared to 2018-19.

Next Steps for ROI Tracking:

- Quarter 2 teacher, principal, and SEA surveys are currently open. A report will be available in February.
- Additionally, an academic outcomes report will be available in February after the winter assessment scores are ready.
 - Comparison of fall to winter growth for 2021-22 to pre-pandemic 2019-20.



Tutoring Programs: Data & Outcomes

- The data on this slide reflects SCS-run tutoring activities in the fall semester where schools have enrolled the students in PowerSchool. There are additional participating students who are not yet captured in our PowerSchool data.
- 84% of tutoring occurred after school.
- **Elementary students utilized 57% of fall tutoring** followed by high schoolers (24%).
- **59% of tutoring was in ELA** followed by 33% for mathematics.

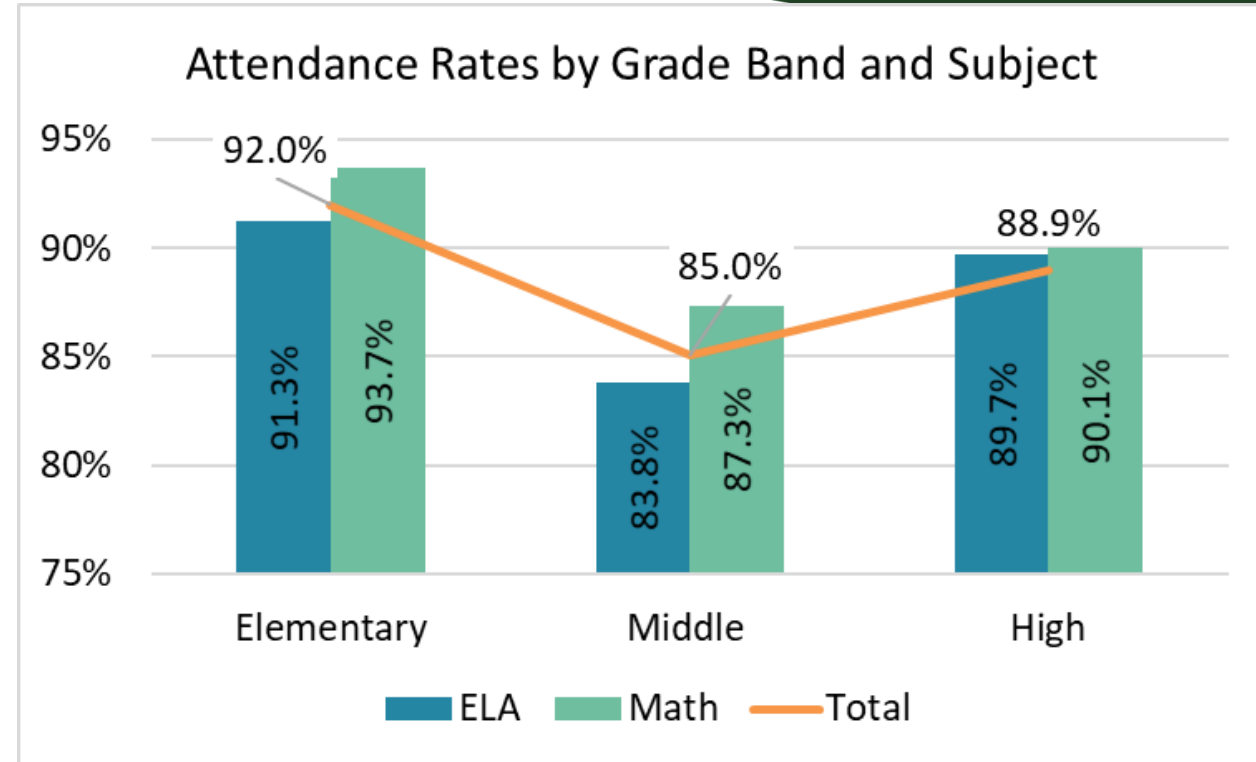
Fall PowerSchool Tutoring Session Enrollment by Grade Band and Subject							
Subject	Elementary		Middle		High		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%
ELA	3,764	69.7%	1,174	63.9%	706	30.5%	59.1%
Math	1,633	30.3%	663	36.1%	833	36.0%	32.8%
Science	—	—	—	—	192	8.3%	2.0%
Social Studies	—	—	—	—	32	1.4%	0.3%
ACT	—	—	—	—	551	23.8%	5.8%

Tutoring Programs: Data & Outcomes

- The overall **attendance rate was 90%** for fall.
- After-school tutoring had a 91% attendance rate while before-school was 85%.

Next Steps for Tracking ROI:

- DAIM will release a tutoring dashboard to track enrollment, attendance, & achievement.
- Student achievement will be available after the winter assessments close.



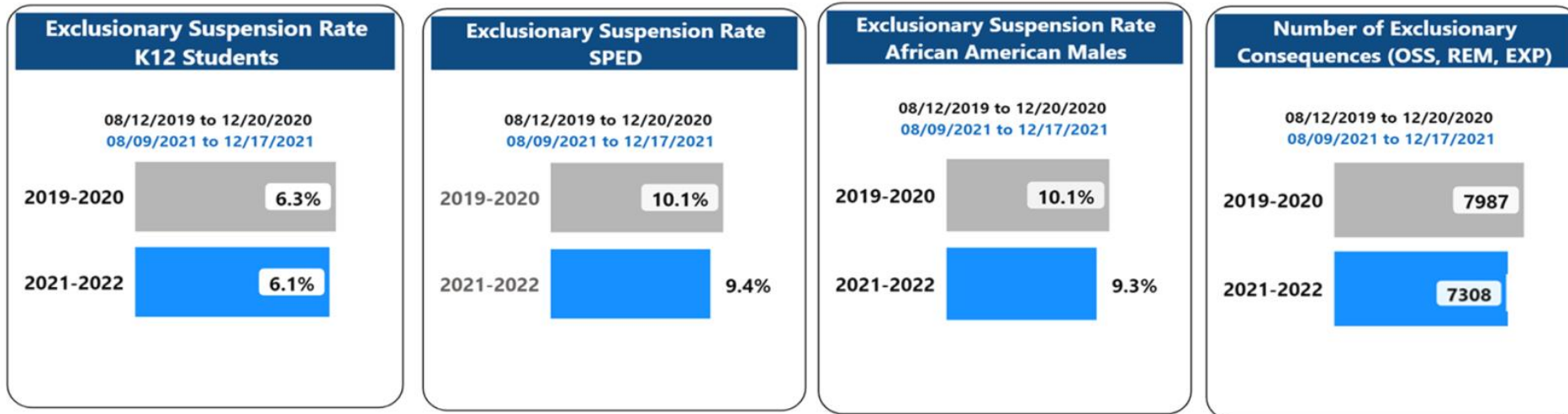
SEL: Data & Outcomes

2nd Quarterly ILD Report Dec-2021

A Comparison of Attendance, Chronic Absenteeism, Truancy and Suspension Rates
District Overview without Charter Schools & PreK

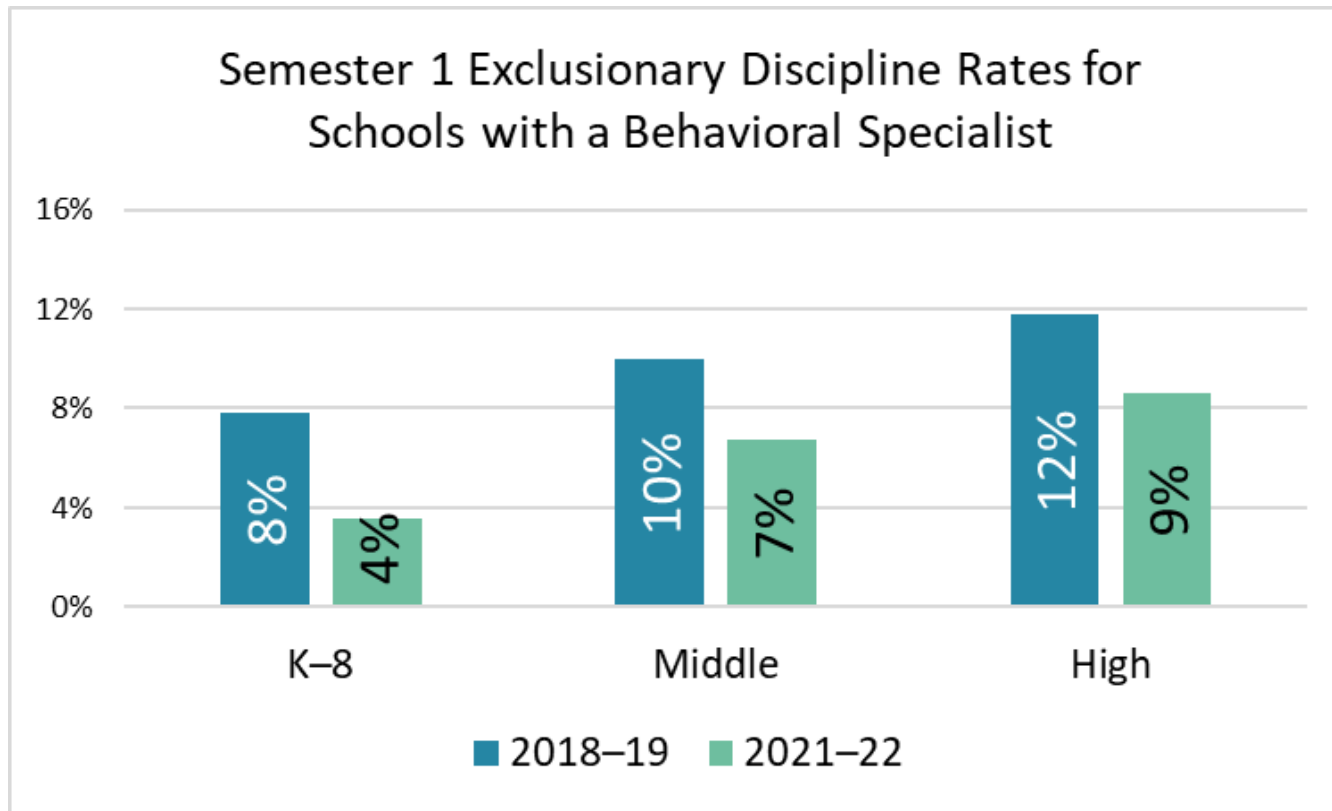
Discipline Exclusionary Indicators

School Year	First Day of School	Quarter End Date
2019-2020	08/12/2019	12/20/2019
2021-2022	08/09/2021	12/17/2021



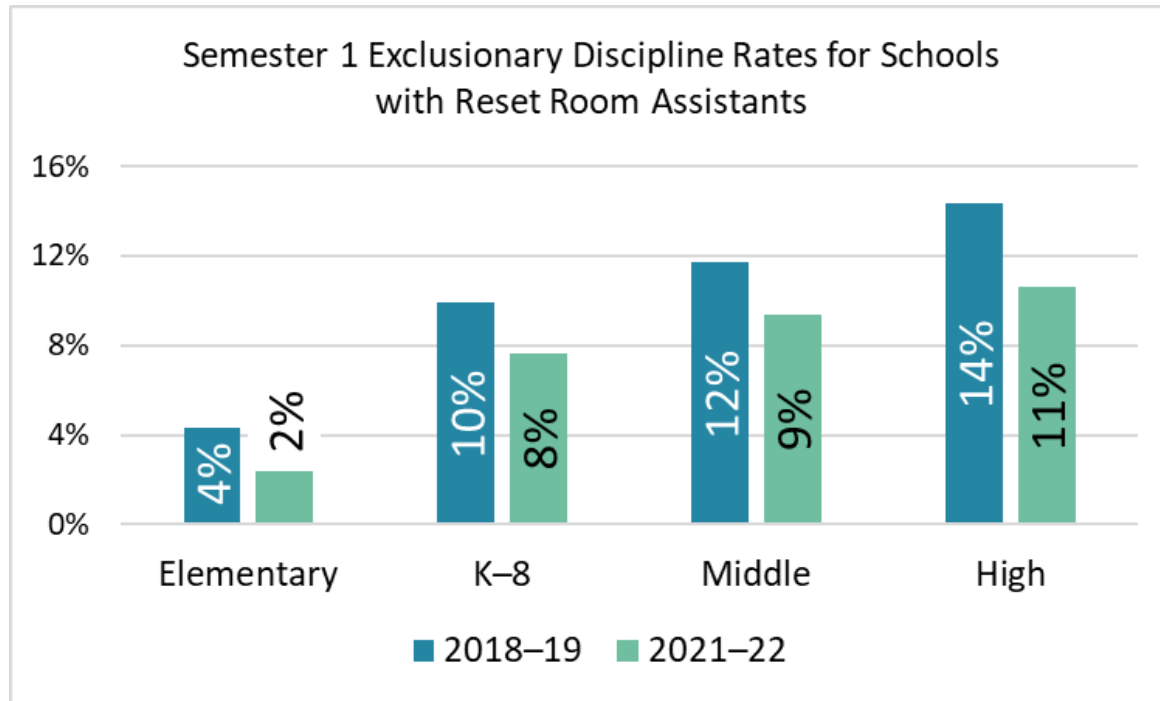
Pre-SEL Program Adoption VS Post SEL Program Adoption

SEL: Data & Outcomes



- Overall, **all schools have reduced exclusionary discipline rates** since 2018–19.
- Schools with Behavioral Specialists reduced exclusionary discipline rates by 3 to 4 points compared to the same point in 2018-19.

SEL: Data & Outcomes



- Overall, **all schools have reduced exclusionary discipline rates** since 2018–19.
- Schools with Reset Room Assistants reduced exclusionary discipline rates by 2 to 3 points compared to the same point in 2018-19.

Next Steps for Tracking ROI:

- Changes in Insight/Panorama scores after spring data collection
- Tracking attendance rates pre- & post-pandemic for schools with SEL interventions

February ESSER Focus Areas



Focus Areas

Academics

- Tutoring
- Summer Programming
- Building Literacy- High Quality Materials
- Math Adoptions

Educators Foundations

- Educator Retention and Recruitment
- Principal & AP Development
- Staffing Supports & Temporary Class Size Ratios

Foundations

- Investments in Technology Hardware and Software
- High-speed Internet
- Facility Improvements (supporting academic spaces)

Student Readiness

- Supports for High School Students
- Special Populations Such As Students with Disabilities & English Learners
- Mental Health
- Students Experiencing Homelessness

Focus Areas

- **February Stock Take ESSER Focus Areas**
 - **Foundations-** 1:1 Initiative and Blended Learning; **Academics-** Literacy
 - **Academics-** Proximity Learning; **Student Readiness-** Supports for High School Students- ACT Prep-Peer Power
 - **Educators-** Strategic Teacher Retention and Recruitment
 - **Foundations-** IT Infrastructure and Cyber Security Solutions

Foundations

1:1 Initiative and
Blended Learning



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Initiative & Purpose



1:1 Initiative

The vision of the Digital 1:1 Program is to provide equity and access to all students in SCS by way of providing a personal, digital device (and wi-fi connectivity as available) to close the digital divide, increase student engagement during classroom instruction and leverage technology for online utilization of tools and resources during rotation stations as we implement blended learning.

Blended Learning

Our vision is that all schools in SCS use district-provided digital devices to enhance student learning, providing opportunities for enrichment, remediation, and increased student engagement through the implementation of Blended Learning with a focus on the station rotation model.

Initiative & Purpose Continued



1:1 Initiative

- **Who:** PreK-12 Students
- **What:** Digital Device (tablet or laptop)
- **When:** Initiated Fall 2020
- **How:** Develop a three-year comprehensive plan to fully transition to a 1:1 District with adequate supports in place for technical support for devices and device operations; coaching, training and regular intervals of support for teachers in the use of devices, online tools and resources, and interactive whiteboard technology; and equity and access for all students to high-quality, advanced online courses as part-time or full-time participants.

Blended Learning

- **Who:** K-12 Teachers and Students
- **What:** Blended Learning
- **When:** SY 2021-2022
- **How:** Develop a three-year comprehensive professional learning plan, providing resources and training sessions around a blended learning look-for tool, develop and facilitate district-wide sessions for teachers and leaders on blended learning and digital pedagogy.

Accountability for Outcomes

1:1 Initiative

By the end of school year 2021-2022, the district will:

- Increase the number of full-time virtual students enrolled in advanced online coursework by 20%
- Increase the number of advanced courses available to students who do not have access to advanced coursework by 5%.
- Increase the number of EPSOs obtained by SCS students via enrollment in advanced coursework by 5%.
- Increase Ready Graduates, enrolled in full-time online coursework, by 5% by 2022-23; 7% by 2023-24; and 9% by 2024-25.
- Increase the number of middle school students engaging in part-time online coursework by 20%.
- Increase the percent of students meeting Ready Graduate criteria by 5 percentage points.

Expected Outcomes:

- Enhanced safe and accessible educational environments by providing every student with a digital 1:1 learning device.
- Continued access to learning despite closures (i.e. inclement weather, summer and calendar breaks) and incidents requiring individuals to quarantine.
- Increased access to a high-quality online learning option and virtual school experience.

Accountability for Outcomes

Blended Learning

By the end of school year 2021 – 2022, the district will:

- Create a three-year professional learning plan that reflects the shift toward blended learning, as well as other key state and district initiatives around literacy and standards-based instruction.
- Develop a districtwide look for tool that will monitor the progress of standards-aligned blended learning instruction with input from district stakeholders and support its implementation and roll out district-wide.
- Curate implementation support resources that can be utilized by all stakeholders: central office staff, principal managers, school leaders, teachers, coaches, and families. This will include developing with Professional Learning & Support and other stakeholders a Companion Guide that teachers can use when preparing blended learning lessons.
- Increase in student achievement by 5 percentage points in Reading Language Arts
- Increase access to courses by 10 percentage points

Expected Outcomes

- Expanded online coursework
- Increased equity of access to a diversity of coursework
- Increased ready graduates and post-secondary attainment rates
- Decrease future textbook costs

Budget

Foundations: 1:1 Devices, Blended Learning	
Total Award: ESSER 2.0 and ESSER 3.0:	\$31,663,336
Spending to Date:	\$11,022,501
Remaining Balance:	\$20,640,835

Status

1:1 Initiative

Action Item	Status
Instructional Practice Digital Toolkit for Teachers	Complete
Create a comprehensive 3-year Instructional Technology Plan that reflects the shift towards daily device utilization	In progress
Increase available seats in Memphis Virtual School with additional EPSOS and course offerings	Complete/In progress

Blending Learning

Action Item	Status
Progress monitoring tool and resources for norming	In progress
District-wide rollout support (DLD)	Complete/in progress
Create a comprehensive 3-year professional learning plan that reflects the shift towards blended learning	In progress

Academics-Literacy Initiative Updates



Initiatives & Purpose



The Reading Prescription

- The Reading Prescription was developed to align the literacy materials and resources used during instruction in order to best meet the needs of our students.

The Instructional Practices

- A set of instructional practices that ensure students have access to rigorous instruction that is aligned to the expectation of the state standards.

Initiatives & Purpose Continued



The Reading Prescription

- **Who:** Students in grades 3-10
- **What:** Aligns texts to the standards teaching the standards in the order of cognitive demand rather than following the Basal progression.
- **When:** One standard is the focus for 2 weeks
- **Where:** ELA classrooms (Grades 3-10)
- **How:** The Reading Prescription aligns selected texts to the standards they address ensuring that our instructional materials meet the cognitive demand required by the standard.

The Instructional Practices

- **Who:** Teachers and students
- **What:** A set of four practices that guide the way teachers deliver classroom instruction across content areas
- **When:** Daily through the delivery of a lesson
- **Where:** In every SCS classroom
- **How:** The Instructional Practices provide a foundation for instructional delivery that ensures students are provided access to the content in a way that allows them to develop a deep understanding of the standard and master the associated expectations for learning attached to that standard.

Accountability for Outcomes



By the end of school year 2021-2022, the district will:

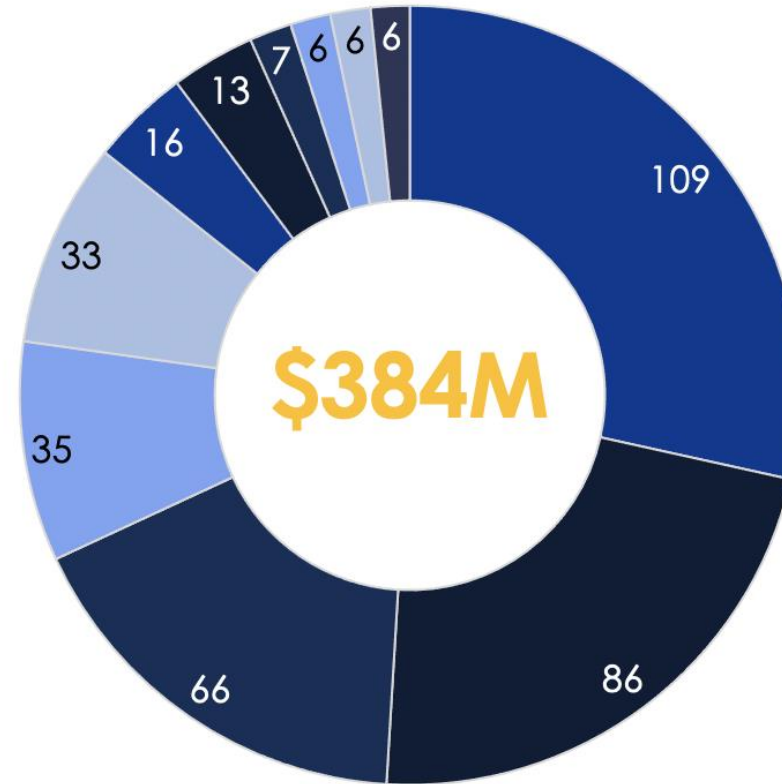
- Achieve at least Level 4 TVAAS across subgroups on English Language Arts TCAP assessment
- Increase the percentage of students achieving on-track and mastered performance across subgroups by at least 5 percentage points

Expected Outcomes

- Accelerated academic growth and achievement across subgroups in ELA
- Reduction in the number of students in the below and approaching categories across subgroups

Budget- Overall Literacy Spending

SCS is spending **more than \$384M** – 17.5% of the total FY 2021 budget – on literacy-specific efforts



Allocation (\$ million)

- Reduce Adult-Student Ratio
- Literacy Instruction
- Tutoring
- Materials
- RTI & Interventions
- Positions, Curriculum & Assessments
- Pre-K
- Educator Prep, PD, & Coaching
- Education Technology
- ELL Instruction & Supports
- College Preparation

Status

Reading Prescription

- Reading Prescriptions for quarters 1- 3 released with ongoing supporting professional development
- Quarter 4 Reading Prescription currently under development. To be released in February

Instructional Practices

- Professional development around Instructional Practices I – III has been delivered. Focus on Instructional Practice III will continue for the remainder of the year. Ongoing support will be provided through Curriculum & Instruction and Professional Learning & Support
- The Instructional Practices Walkthrough Tool is currently being revised to ensure maximum support and feedback guidance for teachers around the work

Academics- Proximity Learning



Initiative & Purpose



The Proximity Learning Pilot seeks to reduce student to teacher ratio in select EOC classrooms at each high school by leveraging Proximity teachers and to increase achievement and growth for students who performed in the “Approaching” and “Below Grade Level” categories by leveraging Proximity teachers.

- ❑ The Office of Assessment and Accountability provided Spring 2021 TNReady data. The data was filtered to show the current number of English I, Algebra I, and Biology students (by teacher) who scored in the Approaching and Below Grade Level categories on last year's summative assessment.
- ❑ For English I, teachers who have the highest number of students who scored Approaching and Below Grade Level on the Spring 2021 EOC have been selected to participate in the Proximity Learning program. Based on this methodology, each high school would have at least one English I teacher of record who would participate in the program.
- ❑ For Algebra I and Biology, there is a very limited number of Proximity Learning teachers available; therefore, each high school will not be assigned a Proximity Learning teacher for Algebra I and Biology.
- ❑ Based on this methodology, 5,583 students and 63 teachers will have the opportunity to participate in this innovative approach.

Initiative & Purpose Continued



- **What:** Proximity Learning (Phase 2) Pilot Program
- **Why: Program Goals**
 - Reduce student to teacher ratio in **select EOC classrooms at each high school** by leveraging Proximity teachers
 - Increase achievement and growth for students who performed in the “Approaching” and “Below Grade Level” categories by leveraging Proximity teachers
- **How:** Utilize co-teaching models in which Proximity teachers **assist with delivering strong Tier 1 instruction and/or small group differentiated instruction**
- **When:** January – May 2022

Accountability for Outcomes

By the end of school year 2021-2022, the district will:

- Engage students with Proximity teachers at least one hour per week or 12 minutes a day to increase EOC scores

Expected Outcomes

- Enhance teacher understanding of blended learning model
- Students scoring “below” on EOC testing will decrease by 3 percentage points for students engaging in proximity learning in Algebra I, Biology I, and English I.

Budget

Academics: Proximity Learning	
Total Award: ESSER 2.0	\$7,497,000
Spending to Date:	\$2,920,228
Remaining Balance:	\$4,576,772

Status

JAN 3-7

- Identify potential SCS teachers based on student data
- Conduct stakeholder focus groups

JAN 10-14

- Meet with principals to provide overview
- Share school schedules with Proximity, hire instructors

JAN 17-21

- Meet with potential SCS teachers
- Receive staffing update from Proximity Learning
- Confirm resource access (technology, curriculum)

JAN 24-28

- Confirm number of Proximity Learning teachers
- Confirm SCS teachers
- Schedule pd and onboarding for participants
- Provide implementation toolkit to schools

JAN 31 – 4

- Conduct pd and onboarding
- Schools send communication to parents

FEB 7-11

- Co-planning (SCS Teacher and Proximity Learning Teacher)
- Confirm resource access (technology, curriculum)

FEB 14-18

Launch round 1

Student Readiness

Supports for High
School Students- ACT
Prep/Peer Power



Initiative & Purpose

Peer Power/ACT Prep – Two Success Coaches tutor and mentor students daily in 9 Shelby County Schools.



Initiative & Purpose Continued



- **Who:** Peer Power
- **What:** Two Success Coaches tutor and mentor students daily in every high school level Math, Science, English, and U.S. History course tested by the State of Tennessee
- **When:** Daily
- **Where:** Hamilton, Melrose, Kingsbury, Whitehaven, Douglass, Cordova, East, Ridgeway, and Central
- **How:** Using SCS curriculum, best practices from Peer Power, and the collaboration with school administration and staff to meet the individualized needs of students

Accountability for Outcomes

By the end of school year 2021-2022, the district will:

- Increase the average ACT composite of 11th graders to at least 16.
- Increase the percent of students meeting Ready Graduate criteria by 5 percentage points.

Expected Outcomes:

By the end of school year 2021-2022, the district will:

- Increase the average ACT composite of 11th graders to at least 16.
- Increase the percent of students meeting Ready Graduate criteria by 5 percentage points.

Budget

Student Readiness: Peer Power	
Total Award: ESSER 2.0 and ESSER 3.0:	\$3,200,000
Spending to Date:	\$ 533,642
Remaining Balance:	\$2,666,358

Status

Action Item	Status
Professional development for teachers and Peer Power Coaches	In progress
Review data points with teachers and Peer Power Coaches	In progress
Continue to work to identify students	In progress

Educators Foundations

Teacher Recruitment
and Retention



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Initiative & Purpose



- COVID-19 has created opportunities for the district to enhance its efforts around teacher recruitment and retention.
- The Human Resources team will implement and expand a variety of strategies designed to recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.

Initiative & Purpose Continued



Major ESSER Projects – Human Resources

- **Comprehensive New Teacher Induction Program:** Since August 2021, there have been over 400+ teachers with zero years of experience have been assigned a 1:1 Mentor to support school-level induction. HR provides targeted PD for both mentors and mentees monthly.
- **The New Teacher Academy (NTA):** The NTA was launched January 2022 to allow all new teachers and equitable opportunity for professional development prior to assuming full teaching responsibilities.
- **Talent Support Services:** Working with the New Teacher Project (TNTP), HR will be providing targeted supports for school leaders with the highest attrition rates. TNTP will also complete a comprehensive talent diagnostic to ensure the most efficient practices are in place for our Recruitment and Staffing teams.
- **Partnerships & Pipelines:** ESSER funding will be utilized to continue our work with Educator Preparation Programs (ex: Teach for America, Memphis Teacher Residency, and Relay Graduate School of Education).
- **Applicant Tracking System Enhancements:** Working with the vendor (ICIMS), we have added additional features to enhance the hiring process and increase efficiency (i.e. Text Recruit & Video Screening capabilities).
- **Recruitment & Retention:** Working with long standing community partners, we are reinforcing our capacity with outreach efforts to attract a diverse pool of candidates for positions with Memphis-Shelby County Schools.

The New Teacher Academy



[NTA Launch Video](#)

Accountability for Outcomes



- Decrease the average days to fill position rates by May 2022 from 30 to 15 workdays by implementing a refined ATS (Applicant Tracking System) based staffing recruitment plan
- Increase the number of early contacts by 10% by EOY 2022
- Increase the percentage of permit teachers passing licensure exam (teachers) vs. prior years by 10% by May 2022
- Decrease the mentee/mentor ratio to 1:1 (baseline 1:12) Feedback from mentors and mentees (Beginning-of-year, mid-year, and end-of-year) Monthly mentee observation logs Teacher retention numbers; look at region over-all by May 2022
- Increase retention and performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) by 10% (First year Teacher retention and TEM Performance outcomes by May 2023)

Budget

Strategic Teacher Recruitment and Retention

Total Award - ESSER 2.0 and ESSER 3.0:	\$7,692,940
Spending to Date:	\$ 401,901
Remaining Balance:	\$7,291,039

Status

Action Item	Status
Comprehensive New Teacher Induction Program	Complete/In progress
New Teacher Academy	Complete/In progress
Talent Support Services	In progress
Partnerships & Pipelines	In progress
Applicant Tracking System Enhancements	In progress
Recruitment/Retention Outreach Efforts	In progress

Foundations

IT Infrastructure and
Cyber Security
Solutions



Initiative & Purpose



- To ensure that our students have the safest possible environment by implementing industry standard Cyber Security practices.
- To ensure continuity of classroom learning investing in high-speed internet, maximizing bandwidth per student
- Replace and modernize hardware infrastructure upgrades
- Investments will also be made in ensuring a high-quality online and remote learning experience through investments in virtual software and logistics supports.
- To keep technology updated to keep pace with a constantly changing landscape.
- Upgraded technology reduces and prevents cyber incidents, data loss increasing system uptime and stability thereby maximizing instruction time

Initiative & Purpose



Who: IT initiatives will impact all faculty and students

What: Implement advanced technologies to protect SCS assets and data. Engage professional services and IT SMEs in focused areas to ensure existing tools and new technologies are being utilized with industry best practices.

When: Initiatives are multi month/year process.

Where: SCS datacenter and cloud infrastructure.

How: Purchasing software and hardware for areas of improvement. Engage professional services and vendors to ensure technologies complement each other and are configured using industry best practices.

Accountability for Outcomes

- IT initiatives will impact all faculty and students
- Implement advanced technologies to protect SCS assets and data. Engage professional services and IT SMEs in focused areas to ensure existing tools and new technologies are being utilized with industry best practices.
- Initiatives are multi month/year process.
- Purchasing software and hardware for areas of improvement. Engage professional services and vendors to ensure technologies complement each other and are configured using industry best practices.

Budget

Foundations: IT Infrastructure and Cyber Security Solutions	
Total Award:	\$25,320,222
Spending to Date:	\$ 5,779,335
Remaining Balance:	\$19,540,887

Budget

ESSER IT Cost Breakdown	Forecast
Cyber Security Professional Services <ul style="list-style-type: none">• Vulnerability and Penetration Testing• Cyber Security Policy and Governance• DLP and Business Continuity	\$697,000
Cyber Security Monitoring tools <ul style="list-style-type: none">• Cyber Security Awareness Training• Advanced Internet Security for all district devices• Security Incident Event Management Logging Tools	\$4,500,000
Software, Hardware, Licenses including the following: <ul style="list-style-type: none">• Data Center Hardware Upgrade• Virtual Desktop and enhanced technology experience for students• Hardware upgrade of Network Infrastructure• Additional Microsoft Licenses	\$14,063,000
Teacher Laptops	\$5,820,222
Other Professional Services	\$240,000
Grand Total	\$25,320,222

Status

Action Item	Status
Professional Services assess environment and provide district with report of findings.	In progress
Teacher Laptop Deployment	Laptop Procurement Complete Deployment to Schools 75% complete
Cyber Security Awareness Training	Software purchase completed Initial training assigned
Infrastructure Cabling Upgrade	Project Started 08/21 20 Schools completed 60 Schools to be completed by 06/30/2022

Community Partner Feedback



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We Heard You: ESSER Initiatives Questions



Topic	Questions
#1: Tutoring Chief Page	What's the progress on the district's goal of securing tutors for eligible students? Is there a need to secure additional community partners to meet the need? How can stock take attendees be helpful?
#2: Teacher Recruitment and Retention Chief Martin	With teacher attrition and the influx of new teachers, tutors, and interventionists to the district, what are the district's pipeline strategies/ partnerships to recruit this new talent (where eligible and interested) on paths to become teachers in the district? Are these incentivized, and if so what does this look like? How can stock take attendees be helpful?
#3: Sharing Progress Dr. Whitelaw/ Chief Jerica Phillips	As the district is accounting for and measuring the effectiveness of ESSER spending, how will it share outcomes and progress towards goals with the public?
#4: ESSER Budget Chief Williams	What changes to the budget have occurred since it was last shared? How has the budget been adjusted to ensure all funds will be spent in a timely and effective manner given challenges presented by supply chain delays and talent shortages?
#5: Successes, Challenges, and Opportunities Chief Carson	What are the wins (so far) with the current ESSER plan's key investment priorities (especially those with greatest impact on student learning)? What pain points/ challenges remain with the key investment priorities? What opportunities do these pain points create for stock take attendees to help the district in actionable ways?

Tutoring Programs



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Tutoring Progress to Date

Total Tutors: 1,211

Program	Total Number of Tutors And Registered Students
Before/After School Tutoring	1,159 / 11,144
TN ALL Corp During-the-Day Tutoring	52 / 336



Before/After Tutor Type	Total Number of Tutors	During the Day Tutor Type	Total Number of Tutors
Teachers	1,135	Hey Tutor	25
Specialized Education Assistants	21	YMCA	15
Instructional Support Advisors	24	YMCA/ Memphis Tomorrow Volunteer	12
Peer Power Student Interns	250		

Before/After School Tutoring Progress to Date

Before/After School Tutoring

- 11,144 students registered
- Student tutor program implemented through collaboration with PEER Power
- Ongoing communication plan implemented
- Specialized Education Assistants and Instructional Support Advisors recruited to fill additional tutoring positions

During the Day Tutoring

- Tutors are continuing to be assigned to schools on a rolling basis
- 5 schools staffed with 52 tutors and 336 students receiving services
- Identified Elementary & Middle schools receive priority on staffing
- Professional development for newly on boarded tutors occurs on a weekly schedule
- YMCA Volunteer Campaign In-Progress

Assistance Needed

- Additional during the day tutors

We Heard You: ESSER Initiatives Questions



Topic	Question
#2: Teacher Recruitment and Retention	With teacher attrition and the influx of new teachers, tutors, and interventionists to the district, what are the district's pipeline strategies/ partnerships to recruit this new talent (where eligible and interested) on paths to become teachers in the district? Are these incentivized, and if so what does this look like? How can stock take attendees be helpful?
Chief Martin	

Teacher Recruitment and Retention



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SHELBY COUNTY SCHOOLS

Teacher Recruitment & Retention

With **teacher attrition** and the influx of new teachers, tutors, and interventionists to the district, what are the district's pipeline strategies/ partnerships to **recruit this new talent** (where eligible and interested) on paths to become teachers in the district? Are these incentivized, and if so what does this look like? How can stock take attendees be helpful?

- The district has strong partnerships with Teach for America, Memphis Teacher Residency, and Relay Graduate School of Education. Additionally, the Induction & Development team oversees student teacher placement and works collaboratively with Educator Preparation Programs to support graduates transitioning into teaching roles with Memphis-Shelby County Schools.
- The Talent Acquisition team works closely with Tennessee Department of Education to identify current employees for the Grow Your Own Programs offered through various state colleges and universities.
- HR is collaborating with CTE to develop the Memphis Teacher of Excellence program that will develop students beginning in high school by immersing them in education coursework and field experiences prior to entering college and subsequently returning the Memphis-Shelby County Schools as educators post-college graduation.
- HR is also targeting the Specialized Education Assistant and Substitute Teacher populations via signature hiring events (i.e. Preview Days, Pathway to Teaching Series, etc.)

Teacher Recruitment & Retention

With **teacher attrition** and the influx of new teachers, tutors, and interventionists to the district, what are the district's pipeline strategies/ partnerships to **recruit this new talent** (where eligible and interested) on paths to become teachers in the district? **Are these incentivized, and if so what does this look like?** How can stock take attendees be helpful?

- Memphis-Shelby County Schools has a highly competitive compensation package and benefits for all teachers that ranks amongst one of the highest in the state. The starting salary for M-SCS teachers is \$45,965.
- M-SCS offers bonuses for Hard to Staff positions, Extended Day Schools (iZone), SPED, and various teacher leadership positions with the district. Relocation assistance is also available where applicable.
- Teachers can also earn supplemental income working in the Spring/Summer/Fall Break Academies, Tutoring Programs, and other learning acceleration initiatives.
- M-SCS supports non-traditional educators transition into teaching positions via the Aspiring Teachers Program and our Praxis Tutoring Series.
- During the 2021-22 School Year, HR launched the 1:1 New Teacher Mentoring Program and the New Teacher Academy – both efforts are targeted at supporting and developing talent throughout the first-year experience in M-SCS.

We Heard You: ESSER Initiatives Questions



Topic	Question
#3: Sharing Progress Dr. Whitelaw/ Chief Jerica Phillips	As the district is accounting for and measuring the effectiveness of ESSER spending, how will it share outcomes and progress towards goals with the public?

Sharing Progress



SHARING PROGRESS & OUTCOMES

ESSER MISSION:

Shelby County Schools will use allocated Secondary School Emergency (ESSER) Relief funds to prepare all students for success in learning, leadership, and life. As our commitment to transparency and community engagement, District staff will inform the community of how the funds can be utilized to support students and schools, under State guidance.

ESSER IN ACTION:

ESSER in Action is our **public awareness campaign** that documents progress and outcomes. The ESSER homepage currently outlines the following:

- ESSER Plan Book
- U.S. Department of Education - ESSER Fund
- ESSER Spend by Initiative
- ESSER Spend by State Criteria
- ESSER Fund FAQs from the USDOE
- Accelerating TN ESSER Steering Committee
- Stock Take Presentation (Nov. 4, 2021)
- Spending Report Dashboard

*Board and Committee Meetings

ESSER
in action



SHARING PROGRESS & OUTCOMES

VISIT: <http://www.scsk12.org/esser/>



We Heard You: ESSER Initiatives Questions



Topic	Question
#4: ESSER Budget Chief Williams	What changes to the budget have occurred since it was last shared? How has the budget been adjusted to ensure all funds will be spent in a timely and effective manner given challenges presented by supply chain delays and talent shortages?

Budget Process, KPI, & Assessment of ROI

Budget Changes

- Comprehensively, ESSER Funds were approved in November 2021.
- There have been no subsequent changes approved.

Process for Subsequent Review of Under Spending

- ROI and Performance Measurements were aligned with all ESSER strategies and reviewed by the ESSER team and/or the Research and Performance Management team. A quick reference chart was created for tracking and display of each initiative, outcome, measures and OPR.
- ESSER Strategies are reviewed weekly in performance cadence meetings with OPRs for execution, barriers, timeline, and overall spending.
- All budget adjustments will be reviewed and approved during the budget process if any are necessary based on lower performing KPIs and Outcomes. Also, underspent initiatives will be reevaluated and reallocated to higher prioritized initiatives that align with Reimagining 901 and pandemic recovery.

Budget Process, KPI, & Assessment of ROI

www.scsk12.org/essser



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[ESSER Spend by State Criteria](#)

[ESSER Fund FAQs from the USDOE](#)

[Accelerating TN ESSER Steering Committee](#)

[Stock Take Presentation \(Nov. 4, 2021\)](#)

[ESSER in Action](#)

ESSER

RE IMAGINING 901

The Elementary and Secondary School Emergency Relief Fund

In recognition of the impact COVID-19 has had—and will continue to have—on public education, school districts nationwide are receiving historic levels of federal relief funding through the Elementary and Secondary School Emergency Relief Fund.

ESSER funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

Starting last winter, Shelby County Schools began holding community events to gather feedback related to the 2021-22 school year budget and ESSER funding. Stakeholders were asked to share ideas for how SCS spends these dollars in accordance with federal and Tennessee state guidelines.

MISSION & VISION

RE IMAGINING 901
BY COUNTY SCHOOLS

We Heard You: ESSER Initiatives Questions



Topic	Question
#5: Successes, Challenges, and Opportunities Chief Carson	What are the wins (so far) with the current ESSER plan's key investment priorities (especially those with greatest impact on student learning)? What pain points/ challenges remain with the key investment priorities? What opportunities do these pain points create for stock take attendees to help the district in actionable ways?

Successes, Challenges, and Opportunities



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Successes

World Languages

- Students in middle & high school currently enrolled in a World Languages course will receive textbooks that are instructionally aligned to current best practices in World Languages instruction
- All MSCS students in elementary and middle school will have the opportunity to enroll in Spanish

Ready Read & Ready Math

- Inclusion of these resources has served to strategically align the materials and resources used during classroom instruction to more effectively meet the needs of our students and the demands of the standards

RTI

- Targeted utilization of intervention platforms has resulted in early identification of student needs allowing for strategic interventions that support student success with mastering the standards/content in grades K-12

Digital Devices

- Technology for students which allows access to digital resources that enhance instructional delivery allowing teachers to address different learning modalities and differentiate instruction

CCTE

- Agriculture Program Expansion, CCTE Apprenticeships, Certification Training, Memphis Teacher Excellence

Challenges & Opportunities

Challenges

- **World Languages**
 - Securing World Languages teachers to support expansion efforts
- **Ready Read & Ready Math**
 - Resource Implementation (professional development support) and distribution logistics
- **RTI**
 - Human capital to support intervention instruction (interventionists)
- **Digital Devices**
 - Supply chain issues
- **CCTE**
 - Securing vendors to execute contracted services (professional development; curriculum; materials and supplies, renovations, staffing)

Opportunities

- Connecting the District with resources to address barriers
- Providing feedback on initiative progress
- Providing input on similar barriers experienced and how your organization has addressed them

Final Discussions & Questions





TOGETHER, WE MUST
BELIEVE.

TOGETHER, WE WILL
ACHIEVE.

TOGETHER, WE ARE
REIMAGINING 901.

Thank You!



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Appendix



Charter Reimbursement Process



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I'm just a
reimbursement...How
can I get the Charters
reimbursed within 30
days?



Process

1. Charter School submits their reimbursement request to the charter finance email.
2. The M-SCS grant associate receives and prints this reimbursement, along with needed accompanying documents, and emails you confirmation of the receipt.
3. The accountant conducts fiscal vetting, documents this on department spreadsheet, and forwards to advisor for review
4. The advisor conducts grant compliance vetting
5. Once approved, moves on to get approval signatures
6. All documentation is copied, documented in department spreadsheet, and sent to Accounts Payable
7. Accounts Payable submits payment to school



That seems simple, so why is it taking so long to get my reimbursement?



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If there is a delay in your reimbursement, that means that there was an error on the reimbursement submitted to M-SCS from the Charter School.

Common Errors Charters make on Reimbursement Requests

- Required documentation for the reimbursement is not attached, or is missing documents required for this federal grant.
- The description listed does not match the reimbursement information listed above.
- Incorrect account information listed
- Multiple requests are listed on one reimbursement document
- There is no signature from the charter school reviewer



Solution: Ensure that you are following the steps needed to correctly complete your reimbursement the first time.

- Ensure that you are listing one request per reimbursement
- Use correct naming convention for the reimbursement number
- Use correct budget coding
- Ensure your justification is accurate and in compliance with your plan and grant compliance
- Have all supporting documentation attached
- Review what you are about to submit for accuracy
- Sign and send

