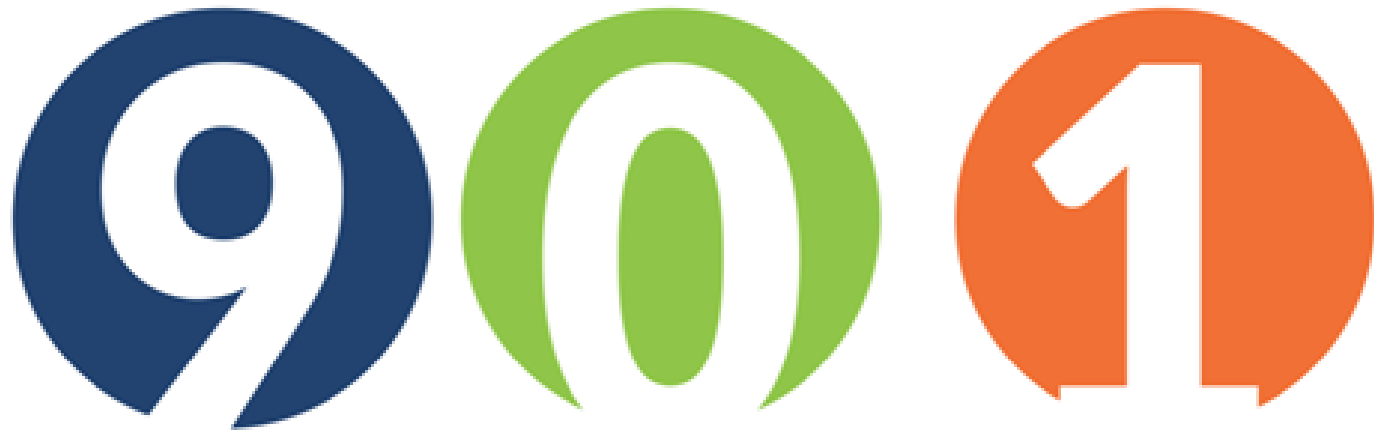


OPPORTUNITY



MEMPHIS EDUCATION FUND

September
2021

Opportunity 901 Updates

- ESSER budgets were submitted 8/27 and revisions were due 9/24
- ESSER budgets have been requested from SCS, ASD, and Charters
- Community Survey launched September 22

tinyurl.com/Opp901survey

Time Commitments

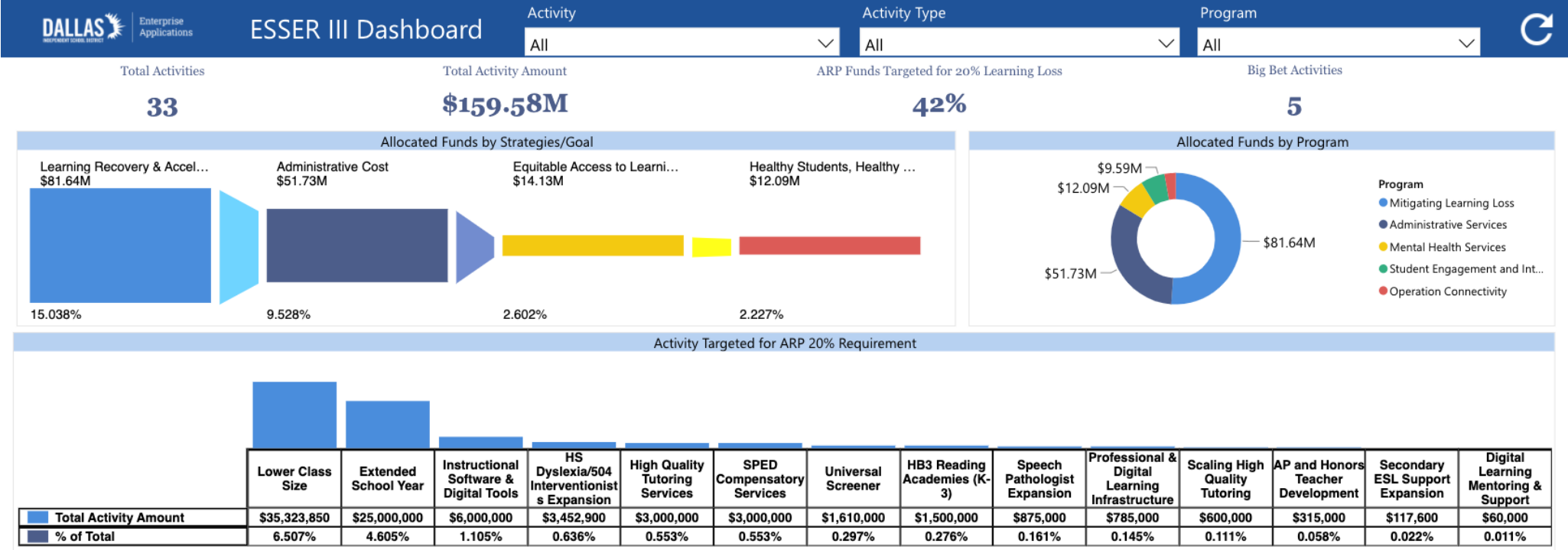
Partners Meeting	SCS/ASD/Charters + Partners
9:00-10:30 AM	8:30-12:30 PM*
Oct 28	October
Nov 16	December
Jan 18	February
Mar 22	April
May 17	June

Goals for Opportunity 901



[PROPOSED] Data Dashboard

How do we communicate/display progress?

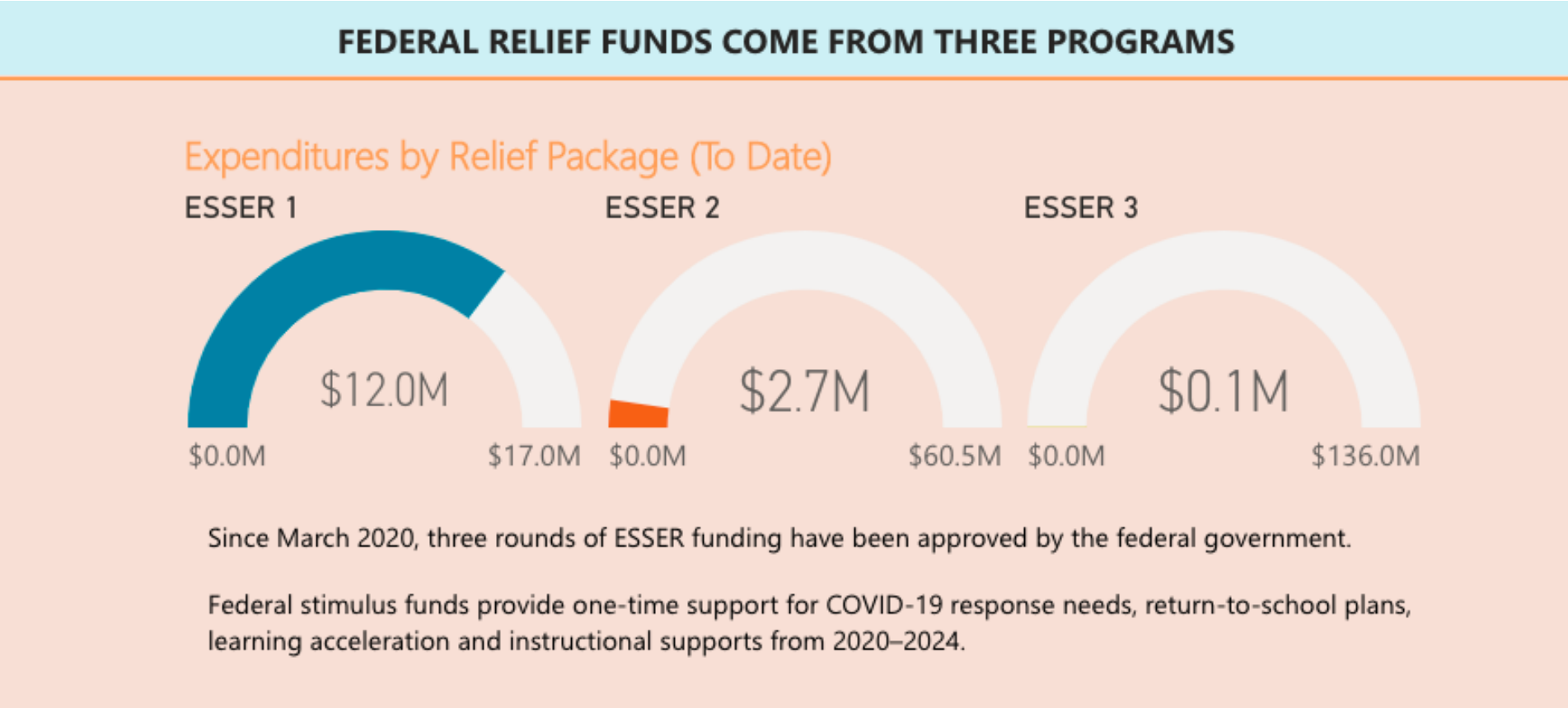


Disclaimer: • 2/3 have been applied in the ESSER III application process. These are the activities submitted in the application.
 • Data shown is for 2021-22 School year only.



[PROPOSED] Data Dashboard

How do we communicate/display progress?



[PROPOSED] Expected Outcomes

How do we support our Charter and District partners in reaching their expected outcomes?

- Clear financial record of ESSER spending in alignment with publicly available budgets
- Established "post-spend" timeline to measure and report longitudinal student growth
- Establishing curriculum across schools based on trauma-informed practice and culturally responsive pedagogy

[PROPOSED] High Impact Strategies

How do we identify and support academic strategies demonstrating high impact?

- Share progress and impact of ESSER spending with Memphis community
- Studying similar-sized urban districts to compare best practices and spending strategies to yield high impact on student achievement

[PROPOSED] Viable Solutions – Future Planning & Sustainability

How do we support the sustainability of viable high impact strategies?

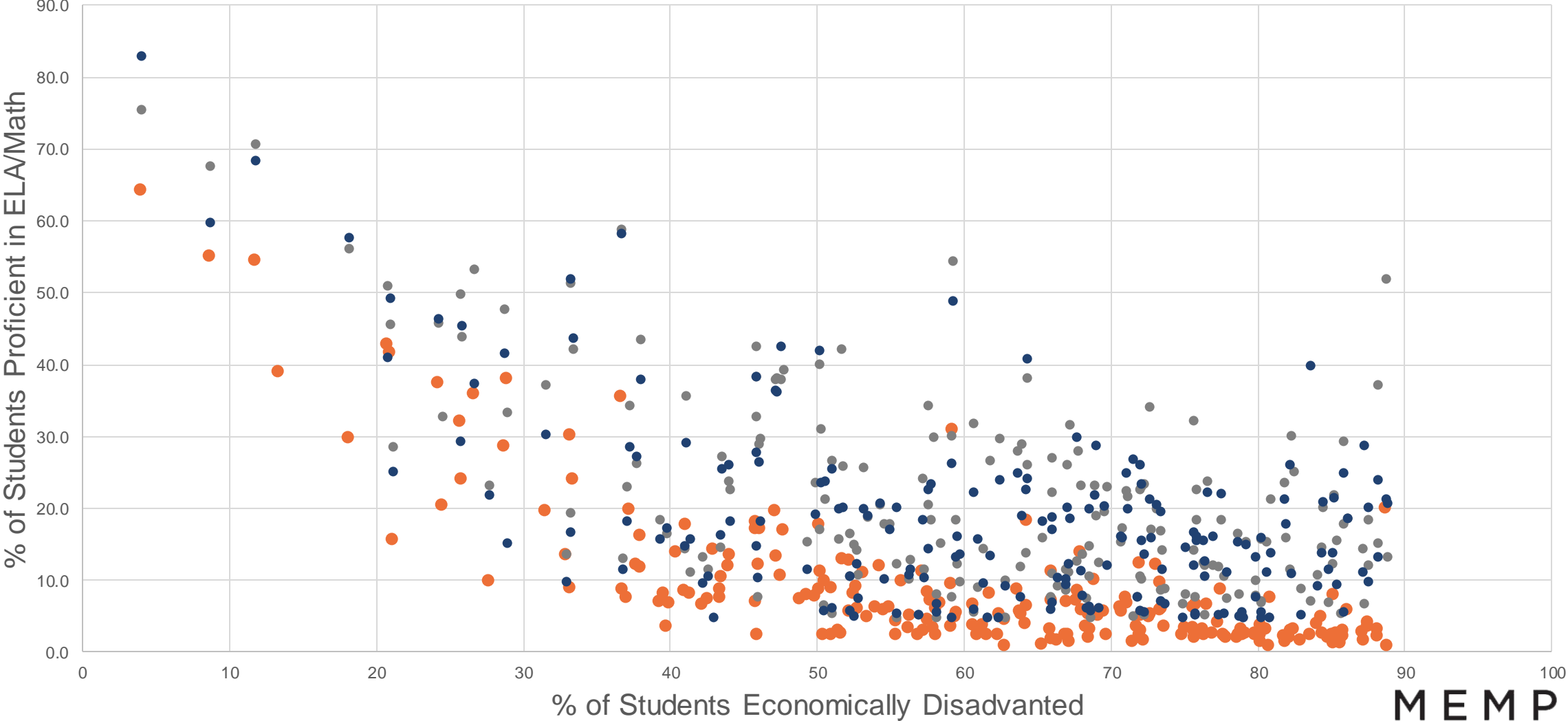
- Establish talent pipelines for temporary ESSER funded roles (interventionists, educational assistants, tutors) to earn teacher licensure in hard-to-staff areas
- Develop pathways toward financial sustainability after funding cliff in 2024
- Promoting new investments in innovative learning time models as proof points for establishing a 21st Century Balanced Calendar
- Study impact of needs-based allocations of resources as proof point for establishing a state-wide weighted funding model



TNReady Data

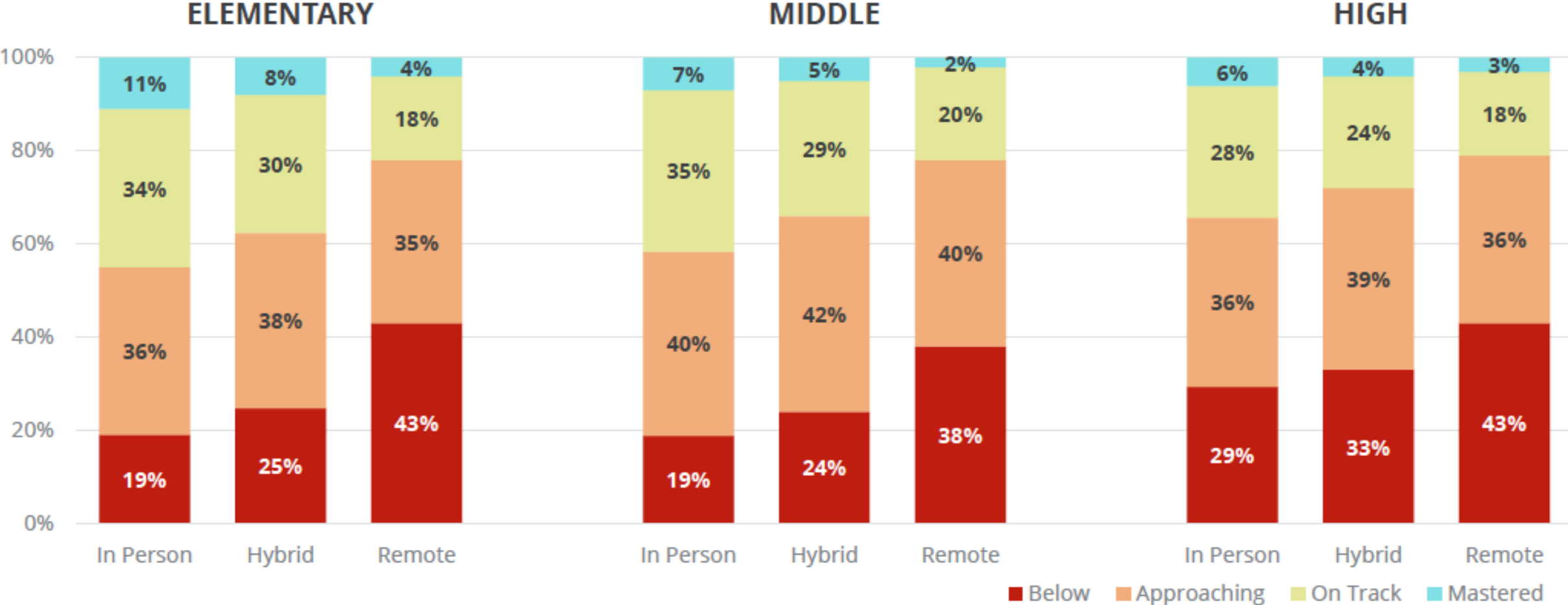


Heightened Correlation Between Poverty and Proficiency in 2021



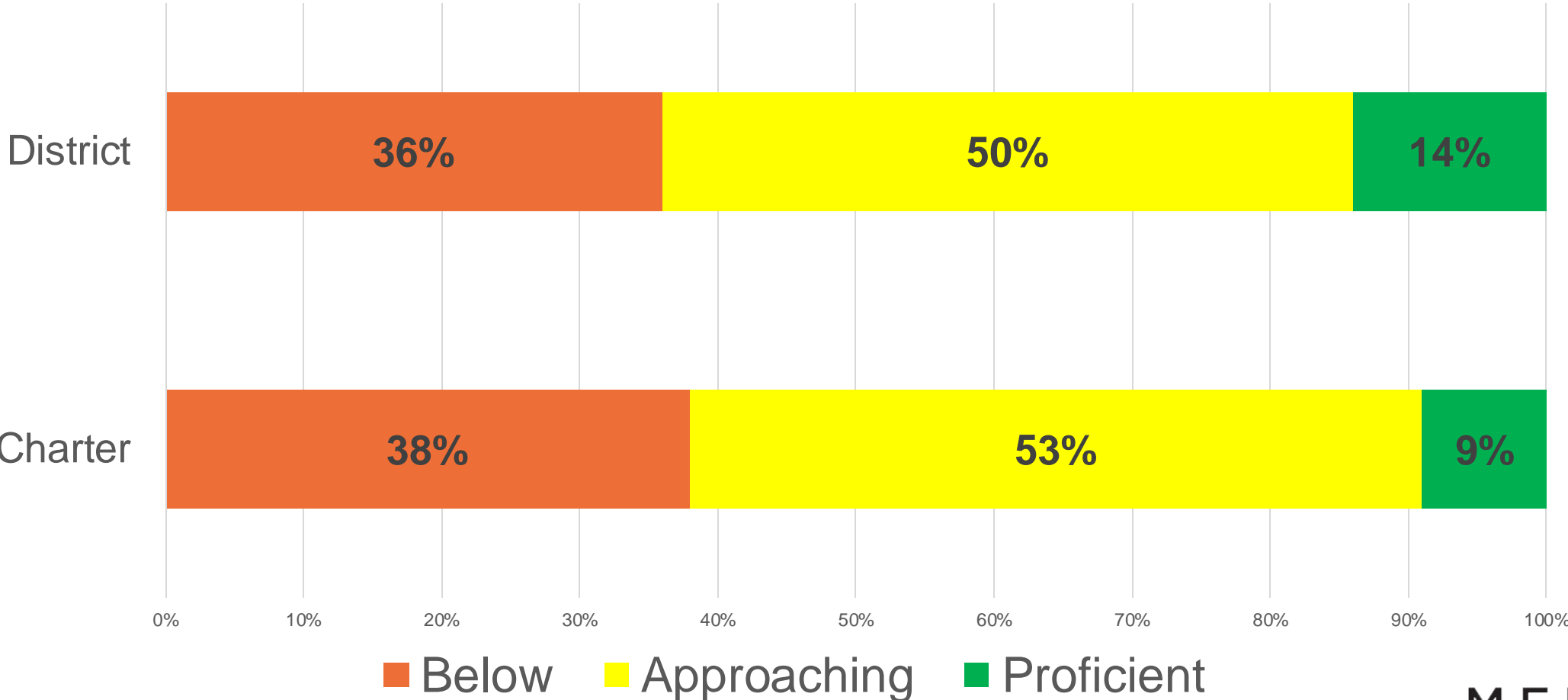
● 2021 -0.7311916 ● 2019 -0.5860255 ● 2018 -0.5500402

Performance By Modality of Instruction (State Level)



Below : Approaching : Proficient Analysis Shows Potential Opportunity

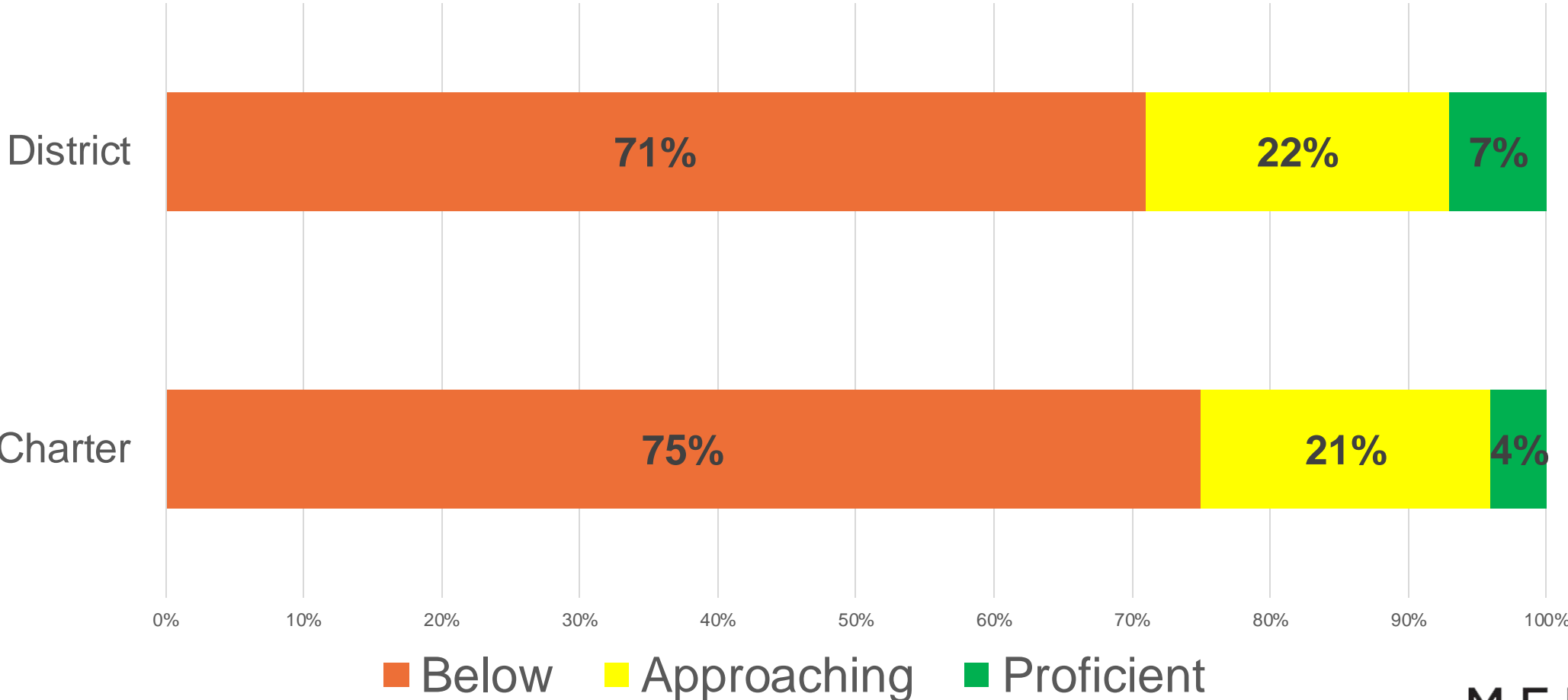
ELA TNReady Results



*Achievement Breakdown Unavailable for Achievement School District

Below : Approaching : Proficient Analysis Shows Potential Opportunity

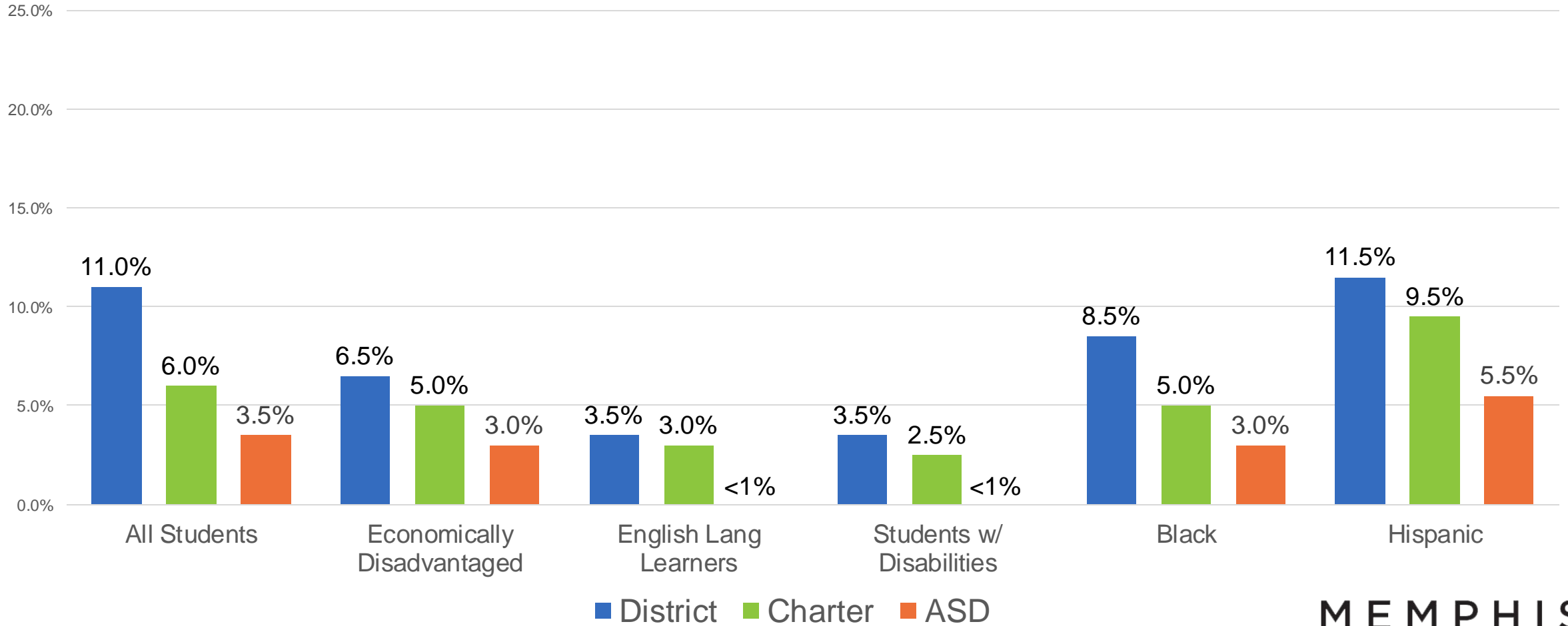
Math TNReady Results



*Achievement Breakdown Unavailable for Achievement School District

Subgroup Performance Analysis (Graph Version)

Student TNReady Proficiency by Subgroup (ELA/Math Average)



*Subgroup Data partially suppressed at the District Level.
Calculations are accurate within 1 percentage point.

Subgroup Performance Analysis (Table Version)

Subgroup	District			Charter			ASD		
	ELA	Math	Average	ELA	Math	Average	ELA	Math	Average
All Students	15%	7%	11%	9%	3%	6%	5%	2%	3.5%
Economically Disadvantaged	9%	4%	6.5%	7%	3%	5%	4%	2%	3%
English Lang Learners	4%	3%	3.5%	4%	2%	3%	<1%	<1%	<1%
Students w/ Disabilities	4%	3%	3.5%	3%	2%	2.5%	1%	<1%	<1%
Black	12%	5%	8.5%	8%	2%	5%	4%	2%	3%
Hispanic	15%	8%	11.5%	12%	7%	9.5%	8%	3%	5.5%

*Subgroup Data partially suppressed at the District Level.
 Calculations are accurate within 1 percentage point.