

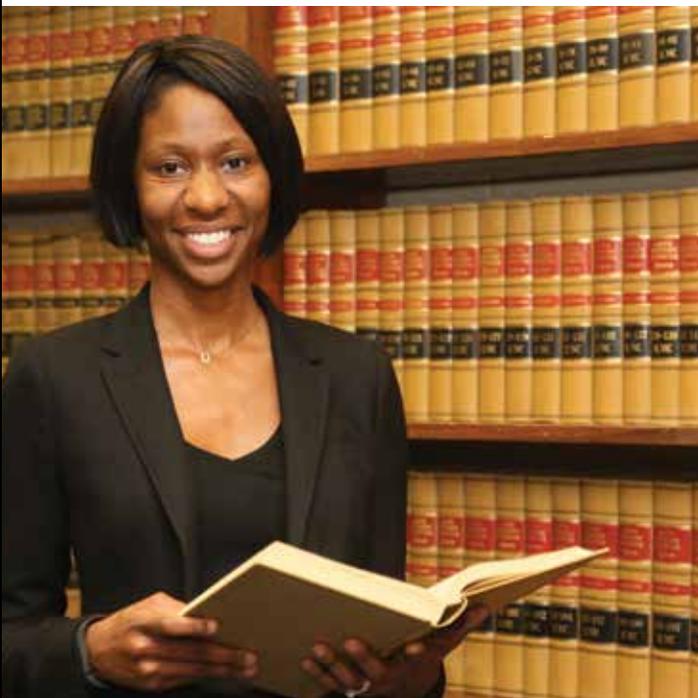
PEOPLE FIRST

A MEMPHIS FAST
FORWARD INITIATIVE



seeding success

Improving Practice. Improving Outcomes.



2015 ANNUAL REPORT

THE PEOPLE FIRST PARTNERSHIP



Friends,

Building a competitive workforce remains one of the community's greatest challenges. It takes sustained effort around the bold agenda of improving education outcomes from the earliest years through post-secondary graduation to meet this challenge.

Business, government, education and non-profit leaders are collaborating to realize this vision. PeopleFirst Partnership is central to that work and this year, Seeding Success, a member of StriveTogether, has joined PeopleFirst. This is significant because the work of Seeding Success in aligning community organizations around our common goals and assisting them in using data to improve their programming, is critical.

In 2013, PeopleFirst published its first Scorecard. Since then, the education landscape in Shelby County has changed significantly, Tennessee was recognized as the nation's fastest improving state in fourth and eighth grade reading and math, and the governor is focusing considerable attention and resources on post-secondary attainment and workforce development.

You will see examples of progress in this ScoreCard. Still, opportunities for improvement are vast. We must work together to move forward. Collectively we have -- and can continue to make a difference.

Regards,

John Carson

President, Raymond James Financial
Chair, PeopleFirst Partnership

Barbara Prescott

Executive Director, PeopleFirst

Mark Sturgis

Executive Director, Seeding Success

THE PEOPLEFIRST PARTNERSHIP ANNUAL REPORT 2015

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PEOPLE FIRST

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Improving Practice. Improving Outcomes.

PeopleFirst Partnership is an unparalleled leadership table with a singular focus – to build a competitive workforce for our local economy by improving education outcomes from early childhood through college attainment and attracting and retaining college educated talent. PeopleFirst enlists the participation of top business, government, education and civic leaders to advance this “cradle to career” agenda throughout the community. Through a portfolio of high-impact initiatives anchored by four goals, clearly identified strategies and key performance metrics and benchmarks, the aim is to accelerate what’s working and address what’s not.

Seeding Success is an integral part of the PeopleFirst Partnership. As an emerging partnership of the national StriveTogether network, Seeding Success works to improve education outcomes through data-driven, collaborative action among community agencies and non-profits. Seeding Success builds the capacity of its partners to use data effectively for continuous improvement of programming. By convening Collaborative Action Networks of local organizations, Seeding Success provides opportunities for collaboration, shared data reports and facilitation to align the work of the partners around our common outcome goals and benchmarks.

To accomplish this work, **PeopleFirst** and **Seeding Success** combine to:

- **Guide** the “cradle to career” vision and strategy
- **Build** alignment around key performance metrics to mobilize and leverage resources
- **Advocate** at the local, state, and national level to drive policy change and investment
- **Facilitate** collaboration among partners and stakeholders
- **Support** continuous improvement through shared goals and the effective use of data
- **Educate** and promote awareness of issues impacting education outcomes and workforce competitiveness
- **Communicate** results to the community

Together, **PeopleFirst** and **Seeding Success** are striving to make a difference in our community. This Annual Report and ScoreCard is designed to share where we are regarding the educational outcomes important to building a strong workforce, so that we can continue to improve and measure our success.

GOAL A | Children enter kindergarten ready to learn

STRATEGIES

- Pre-natal health and early parenting
- High quality early learning

GOAL B | Students graduate high school college ready

STRATEGIES

- Effective teachers and leaders
- Instructional reform and higher standards
- High priority schools turnaround
- 3rd grade literacy proficiency
- Post-secondary preparation and access

GOAL C | Adults earn degrees and certifications that prepare them for local careers

STRATEGIES

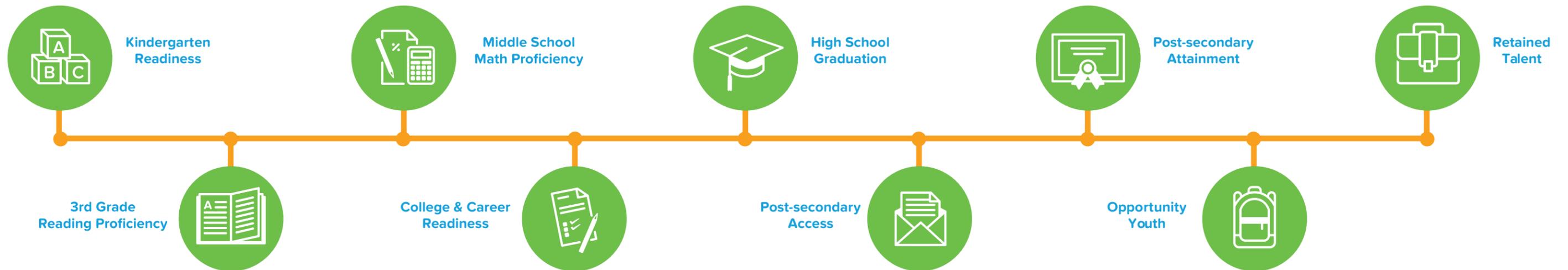
- Post-secondary enrollment and completion
- Industry driven workforce development

GOAL D | Talent is attracted to and retained in Shelby County

STRATEGIES

- Talent engagement and recruitment

ROADMAP TO SUCCESS



SHELBY COUNTY CRADLE TO CAREER SCORECARD

	GOAL A	GOAL B				GOAL C	GOAL D	
	KINDERGARTEN READY	3rd Grade Reading Proficiency	7th Grade Math Proficiency	College Readiness	High School Graduation	Post Secondary Enrollment	Post-Secondary Attainment (Associate Degree or higher)	TALENT (25-34 year-old with a Bachelor's Degree or higher)
2013 - 2014 CURRENT	30.6%	35.7%	34.9%	11%	74.6%	53.1%	36.3%	29.4%
CHANGE		↓	↓	—	↑	↓	↑	—
2012 - 2013 BASELINE	32.3%	39.4%	38%	11.5%	73.7%	55.3%	34.6%	29.5%

Scorecard data reflect percentages for all public school students and adults in Shelby County, TN. References for the data can be found on pg 15.

GOAL A | Children enter kindergarten ready to learn.

Only 33 percent of the students in the Shelby County Schools entered school prepared for kindergarten in fall, 2014. When children come to school, lacking the social-emotional and pre-literacy and numeracy skills needed for school readiness, they typically continue to lag behind throughout their school experience. Improving this outcome, is vitally important to strengthening the "cradle to career" pipeline

PROMISING PRACTICE

High Quality Early Learning

Expanding access to high quality pre-kindergarten increases school readiness. Research shows that long-term effects of quality pre-k are improved social and emotional development as well as improved school success, which includes academic gains, less grade repetition, less special education placement, and increased high school graduation. These benefits are even greater for disadvantaged children.

In 2013-14, 3,780 Shelby County students, only a fraction of those who could benefit, were served in public pre-k classrooms. A strong community coalition of government, education, civic, and philanthropic partners worked collaboratively to address the need for increased access to high quality pre-k.

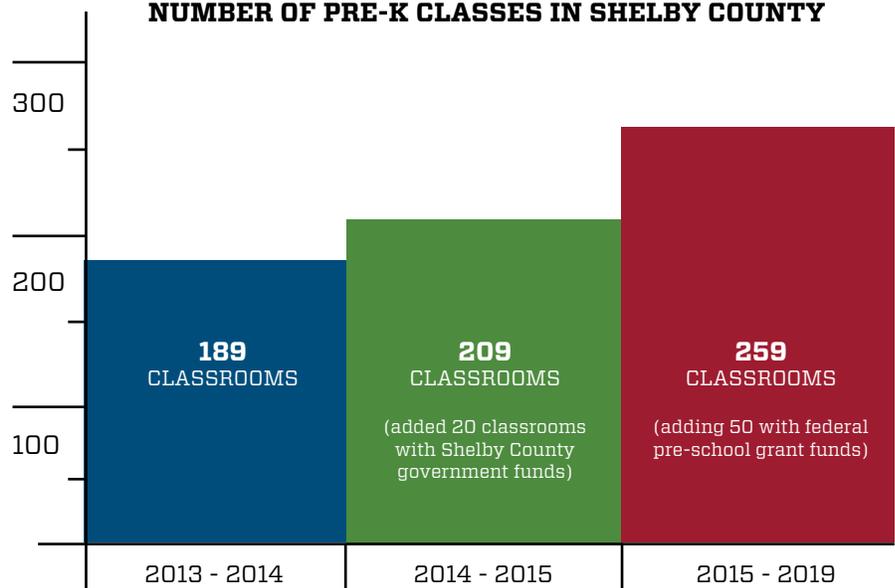
OUTCOME

In fall, 2014, Shelby County government, with leadership from Mayor Mark Luttrell, funded twenty new high quality pre-k classrooms. Additionally, as a result of collaboration between the Shelby County coalition and the state of Tennessee, the state competed for and won a \$70M federal pre-school grant to expand and improve voluntary pre-k in Shelby County and Metro Nashville schools.

Over four years, Shelby County will receive \$35 million to add fifty new high quality pre-k classrooms and improve thirty-two existing classrooms.

This will positively affect **1,640** children and will mean that every public classroom serving four-year olds will meet the high quality criteria.

NUMBER OF PRE-K CLASSES IN SHELBY COUNTY



The members of the Kindergarten Readiness CAN have committed to improving the rates of kindergarten readiness for Shelby County's public school children as measured by early reading assessments.

During this first year, the network has worked to understand the landscape of early childhood education in Shelby County. Ultimately, they laid the groundwork for focusing on three areas for continuous improvement work: home visitation programs, developmental assessments, and child care quality. These three focus areas, in conjunction with the work of the Shelby County Schools, Headstart, and Porter Leath to improve academic outcomes in pre-kindergarten, have been selected as the major levers for improving kindergarten readiness in this network.

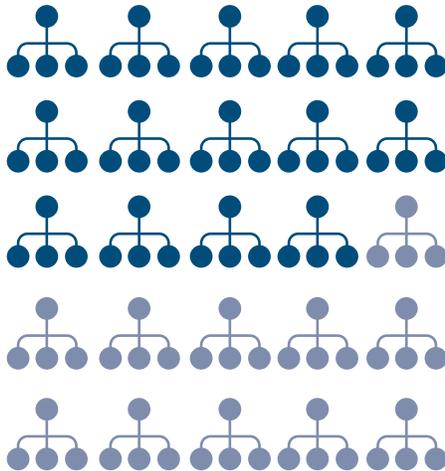
ORGANIZATIONS & STUDENTS SERVED

OUTCOME / TARGET

Organizations in Network

14

organizations and the Early Success Coalition

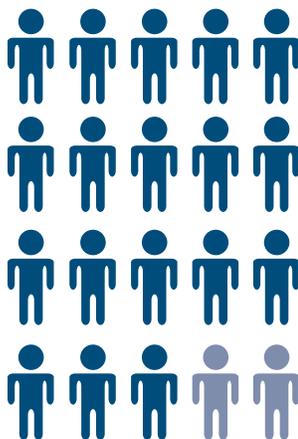


Number of Children Reached

18,676

Children 0-5 years old

 = 1K



FALL 2015 GOAL

Increase proficiency on early literacy assessments from 33% to 41%.

33%

to

41%

2025 GOAL

Number of children proficient on early literacy assessments.

90%



Research suggests college readiness begins early with third grade reading proficiency as the most powerful indicator of high school graduation. In 2014, 11 percent of Shelby County students met college readiness benchmarks as measured by the ACT. To meet the ambitious goal set by SCS and adopted by PeopleFirst of 80 percent college ready; 90 percent on-time graduation and 100 percent of college and career ready graduates entering a post-secondary opportunity by 2025, work is underway across the “cradle to career” road map.

PROMISING PRACTICE

High Priority Schools Turnaround

With nearly fifty schools in Shelby County on the state's list of “Priority Schools”, the bottom five percent in academic proficiency, a targeted approach to improve academic outcomes in these schools is imperative. Both the state-run Achievement School District (ASD) and the SCS I-Zone are serving these schools and implementing strategies to move them from “the bottom five percent” to the top 25 percent in achievement in five years. They are making progress with incentives to attract and retain highly effective teachers and leaders and more flexibility in curriculum, academic programs, educator hiring and professional development.

OUTCOME

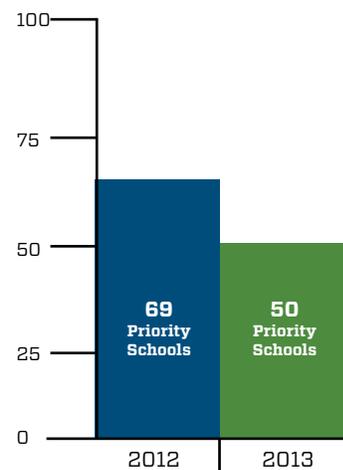
The ASD and I-Zone are making impressive gains. Compared to 2012, there are 4,500 fewer students in Memphis “Priority Schools” and student proficiency grew from 16.7 percent to 23.1 percent. In 2013-14, all fourteen I-Zone schools made academic gains and nine (64 percent) were on track to move into the top 25 percent in five years. I-Zone schools have increased student proficiency by 20 percentage points, and six schools have already moved off of the state's priority list. In the ASD, students outperformed the state in reading and math, and 9th graders made double-digit gains in Algebra and English. Five of the twelve tested ASD schools in 2013-14 have moved out of the bottom five percent.

I-ZONE

9 of the 14 I-Zone schools are on-track to reach the top 25% of schools in TN in 5 years 64%



PRIORITY SCHOOL LIST DISTRICT SUMMARY



4,400 fewer students were in priority schools (schools performing in the bottom 5% academically) in 2013 as there were in 2012.

The members of the Third Grade Reading CAN have committed to improving the rates of reading proficiency at 3rd grade for every public school child in Shelby County, by ensuring the mastery of early literacy skills in Kindergarten through 2nd grade. This is necessary to provide a solid foundation for our children's future success in school and career. Reading proficiency in 3rd grade is correlated with better outcomes for individuals and could improve the quality of life for all Shelby County.

During the first year, members learned about the status of early literacy in Shelby County and the roles of their organizations in improving reading outcomes. The network identified three indicators on which they would focus: Increase satisfactory attendance. Increase the performance of Kindergarten through 2nd grade students on benchmark assessments at each grade level. Provide comprehensive vision examinations and glasses, and recommend follow-up care, for 100 percent of K-3 students in ASD schools by May 2015.

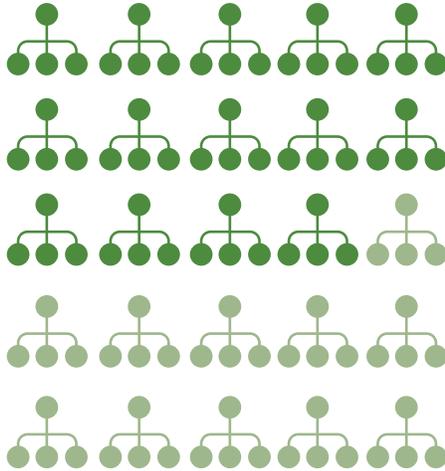
ORGANIZATIONS & STUDENTS SERVED

OUTCOME / TARGET

Organizations in Network

14

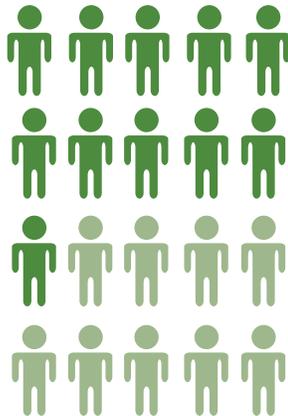
organizations and the Literacy Mid-South



Number of Children Reached

10,541

Students K-3 in Shelby County



= 1K

SPRING 2015 GOAL

Increase proficiency in the 3rd grade reading TCAP in spring 2015.

36%

to

41%

2025 GOAL

Achieved proficiency in 3rd grade reading by 2025.

90%



For students to leave schools prepared for post-secondary success, they have to be taught in schools and by teachers equipped to deliver high quality, rigorous instruction that is aligned to college and career readiness standards for all grades and subjects. Research shows that the most important factor in student academic progress inside the school is an effective teacher. Similarly, the key to high performing schools is that they are managed by effective leaders.

PROMISING PRACTICE

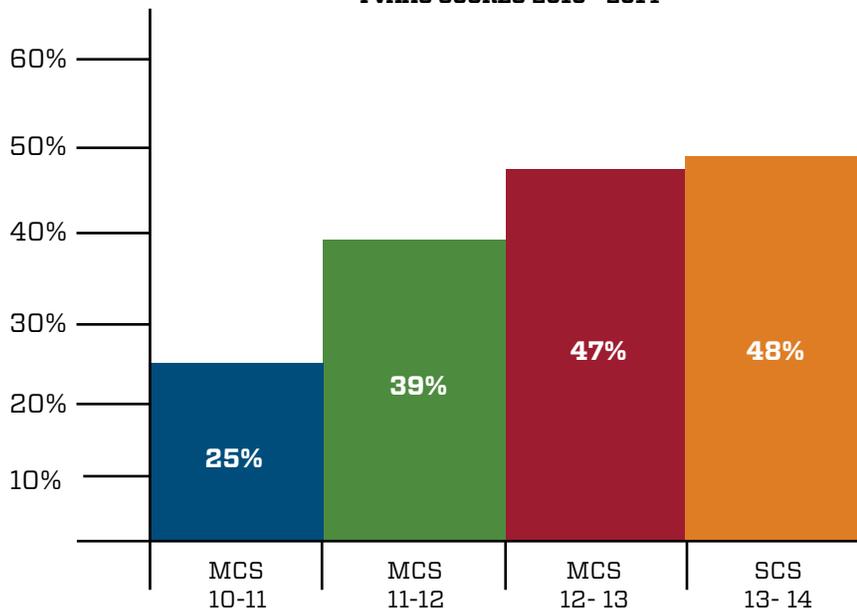
Effective Teachers and Leaders

Shelby County Schools and the ASD have made notable progress in cultivating strong educators and increasing the number of effective teachers and leaders in the schools. In fact, one of the key practices within the ASD and IZone is identifying strong school leaders who focus on building a faculty with teachers who have proven to be highly effective as measured by their students' TVAAS data. We can't expect students to attain college and career readiness unless they receive effective teaching and their schools are managed by effective leaders.

OUTCOME

Roughly half of all Shelby County Schools and teachers in tested subjects achieved positive student growth (Level 4 and 5 on TVAAS data) in 2013-14. In the ASD, incoming ASD schools had the highest ratio of high performing to low performing teachers in terms of value added data, of any types of schools, including charters, in the state of Tennessee. This progress has been accomplished through using best practices in hiring, improving staff development and exiting poor performing teachers.

PERCENTAGE OF SHELBY COUNTY SCHOOLS TEACHERS WITH LEVEL 4 OR 5 TVAAS SCORES 2010 - 2014



Data Source: The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress. TVAAS measures student growth, not whether the student is proficient on the state assessment. A score of 4 or 5 means students demonstrated more than 1-year of academic growth.



The members of the Post-secondary Access CAN are committed to improving the rates of postsecondary enrollment for members of the Shelby County community who have historically confronted structural barriers to understanding and completing the steps necessary to enroll in postsecondary institutions. Those steps are completing the Free Application for Federal Student Aid (FAFSA), applying to institutions, and enrolling in the fall after high school graduation.

During the first year, members became familiar with the county data as well as the data for the students they serve. They examined the processes and practices within their organizations, and they made their first attempt at coordinated effort to attack the indicators. As of December 5, 2014 65 percent of Shelby County seniors completed the FAFSA, well above the national average and 53.1 percent had enrolled in a post-secondary institution.

The network's commitment to continuous improvement resulted in the development of new tools and practices for better tracking. This, along with new access to student level data laid the foundation for a more streamlined data tracking process for the new cycle. The network is now positioned to support the successful role out of the TNPromise scholarship in Shelby County.

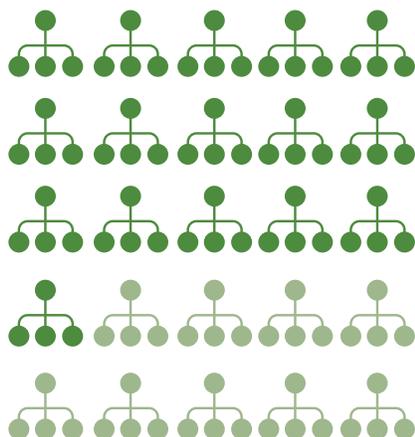
ORGANIZATIONS & STUDENTS SERVED

OUTCOME / TARGET

Organizations in Network

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organizations and the Memphis Talent Dividend

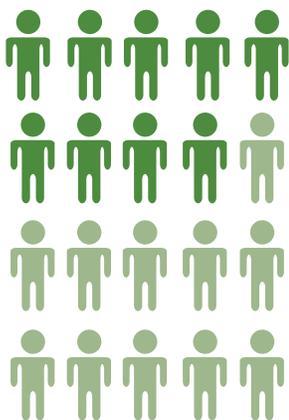


Number of Students Reached

9,288

11-12th graders in Shelby County

= 1K



FALL 2014

Increased enrollment by January 2016.

53.1%

to

63%

2025 GOAL

Achieved post-secondary enrollment by 2025.

80%



According to recent findings, 55 percent of jobs in the state of Tennessee will require a post-secondary credential by the end of this decade. In response, Governor Haslam initiated the “Drive to 55” with the goal that 55 percent of Tennessee’s adults will have a post-secondary credential by 2025. PeopleFirst adopted the goal of 55 percent for Shelby County. With only 36.3 percent of the adults in our community with post-secondary credentials, we must increase additional credentials per year by roughly two percent points for the next 10 years.

PROMISING PRACTICE

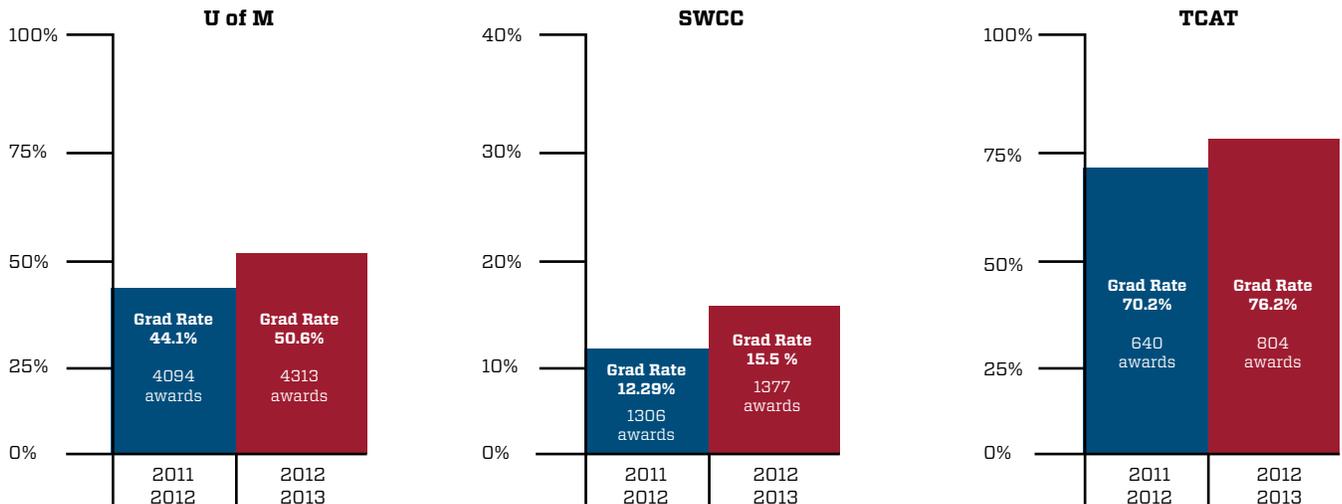
Focus on College Completion

Focusing on post-secondary completion is essential to reaching this goal. To encourage that focus, as a part of the Complete College Tennessee Act, Tennessee adopted an outcomes based funding formula for public post-secondary institutions. In response, our local institutions have implemented strategies to move students toward completion such as supporting first generation college students with mentors and cohort support groups; increasing the use of “prior learning experiences” for credit for non-traditional students and targeting and recruiting partial completers who often lack less than a year to complete their degrees.

OUTCOME

Over the past several years, the University of Memphis, Southwest Community College, and the Tennessee College of Applied Technology Memphis have worked to improve their completion rates and increase the number of students who receive a degree or certificate. The Tennessee Colleges of Applied Technology have some of the highest completion rates in the country and that is true of TCAT Memphis.

GRADUATION RATES



Data Source: Tennessee Higher Education Commission Fact Book 2012-13; 2013-14.

GOAL C | COMMUNITY PARTNERSHIP FOR ATTAINMENT CAN

CONVENER: Colleges of Memphis, Office of Talent and Human Capital (City of Memphis)

The Community Partnership for Attainment (CPA) CAN is part of Lumina Foundation's national effort to increase post-secondary attainment to 65 percent by 2025. Memphis was chosen as one of 20 original cities to execute this vision. During 2014, the CPA, through the leadership of the Colleges of Memphis committed to align the network to the State of TN Drive to 55 goal of 55 percent and approved a set of shared data points to be collected across institutions.

The members of the Community Partnership for Attainment CAN are committed to increasing retention and attainment rates for post-secondary institutions. This will require closely examining student-level data and developing strategies to meet the needs of various subgroups. Members are specifically committed to the needs of Latinos, and men of color, and seek to support two workgroups: Latino Student Success and Young Men of Color. The former is convened by Latino Memphis. The latter is convened by the City of Memphis as part of Mayor Wharton's Inspiring Young Men of Color initiative, the local "My Brother's Keeper" effort.

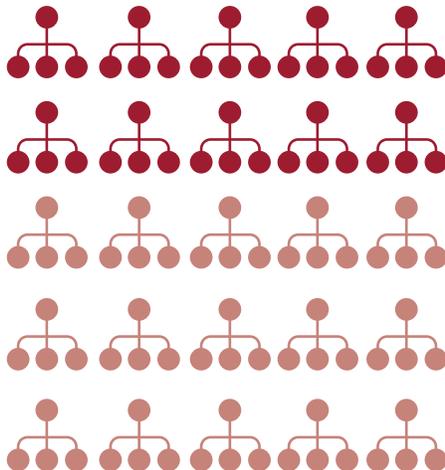
INSTITUTIONS & STUDENTS SERVED

OUTCOME / TARGET

Institutions in Network

10

CPA institutions, Latino Memphis, and Graduate Memphis represented



Number of Students Reached

40K

full and part-time students, who enrolled in Fall 2013.

= 1K



2025 GOAL

Increase the percentage of post-secondary credentials, including certificates, licenses, associate, and bachelor degrees.

36.3%

to

55%



GOAL D | Talent is attracted to and retained in Shelby County

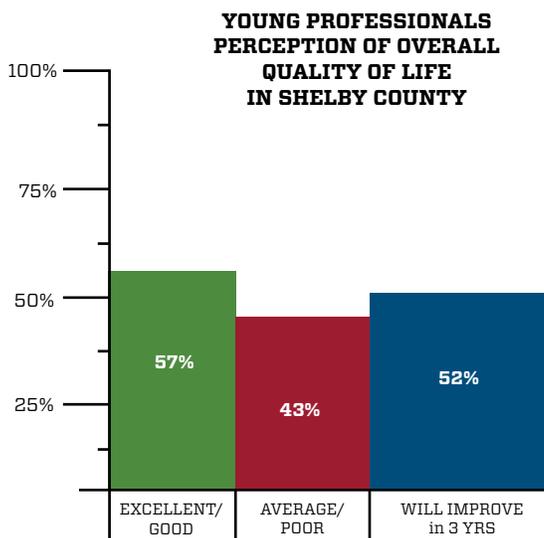
Attracting and retaining top talent is crucial to our community's future. Young professionals with four-year degrees are the most recruited by businesses across the country and it's at the ages of 24-35 that this demographic is most mobile. According to Census 5-year estimates, 29.5 percent of 25-34 year olds in Shelby County have a bachelor's degree or higher in 2013. This is only 4.2 percent of the county's total population and places us below the national average and our regional competitors.

PROMISING PRACTICE

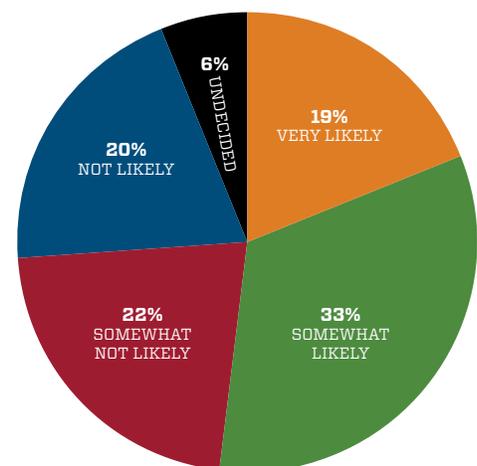
Increasing this demographic doesn't happen by accident. To recruit and retain our share of young professionals, we need to understand what attracts them to our community and create strategies to accomplish this goal. In 2014, PeopleFirst commissioned a validated, random sample survey to understand young professionals' perceptions of the quality of life in Memphis and Shelby County, what they consider strengths and weaknesses, and how those factors affect their decisions to stay in our community and recommend it to others. We learned that young professionals are hopeful about the future of Shelby County.

OUTCOME

- Nearly six in ten young professionals grade overall quality of life in Memphis and Shelby County "excellent" or "good."
- Almost one in five (18.8 percent) were "very likely" to recommend living here to their friends and colleagues.
- YP's identify major strengths as family and friends, downtown entertainment district, overall cost of living, access to green spaces and volunteer opportunities.
- Major weaknesses are the quality of K-12 schools, access to safe and low crime neighborhoods and availability of good paying jobs.
- Newcomers are more positive about the community than native Shelby Countians.
- Young professionals are more hopeful about the future of the city than all other demographics.



PERCENTAGE OF YOUNG PROFESSIONALS WHO WOULD RECOMMEND SHELBY COUNTY TO OTHERS.



PEOPLEFIRST PARTNERSHIP BOARD OF DIRECTORS / REFERENCES

PEOPLEFIRST PARTNERSHIP BOARD OF DIRECTORS

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First Baptist Church – Broad
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Tennessee College of Applied Technology, Memphis
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United Way of Greater Memphis
Dr. David Rudd, President, University of Memphis
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Federal Reserve Bank of St. Louis
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Blair Taylor, President, Memphis Tomorrow
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Keisha Walker, Administrator,
Shelby County Office of Early Childhood and Youth
Mayor AC Wharton, City of Memphis
David Williams, President & CEO, Leadership Memphis
Kevin Woods, Executive Director,
Workforce Investment Network

SCORECARD METRICS CURRENT REFERENCES

1. Kindergarten Ready data is from the 2014/2015 academic year. This data represents SCS Istation "Tier One" percentages, and ASD MAP 50th percentile or above percentages, both indicating on or above grade level. Sources: SCS-Research Planning & Improvement, ASD-Performance & Practice.
2. Third Grade Reading data represents the percentage of third graders who tested proficient or advanced on the TCAP Reading assessment in SCS and the ASD. Sources: SCS-Assessments, "2014 SCS TCAP Achievement and End of Course Results"; ASD- Performance & Practice.
3. Seventh Grade Math data represents the percentage of seventh graders who tested proficient or advanced on the TCAP Math assessment in SCS and the ASD. Sources: SCS-Assessments, "2014 SCS TCAP Achievement and End of Course Results"; ASD- Performance & Practice.
4. College and Career Ready data represents the percentage of SCS students who met all four benchmarks on the ACT. Source: http://tn.gov/education/data/report_card/index.shtml
5. High School Graduation data represents the percentage of ninth graders who graduated from SCS within 4 years and a summer. Source: http://tn.gov/education/data/report_card/index.shtml
6. Post-Secondary Enrollment represents the percentage of SCS graduating seniors who enrolled in a post-secondary opportunity. Source: SCS-Research Planning & Improvement, National Student Clearinghouse
7. Percent of Shelby Countians age 24 and older who earned an Associates Degree or higher.
8. Percent of Shelby Countians age 24-35 years who earned a Bachelors Degree or Higher. Source: ACS Table S1501 2009-2013 5-Year Estimate Source: http://www.tn.gov/thec/Index/Educational_Attainment_of_Adult_Residents_of_Tennessee_Counties.pdf

SCORECARD METRICS BASELINE REFERENCES

9. Kindergarten Ready data is from the 2015/2016 academic year. This data represents SCS Istation "Tier One" percentages, and ASD MAP 50th percentile or above percentages, which indicates on or above grade level. Source: SCS-Research Planning & Improvement, ASD-Performance & Practice.
10. Third Grade Reading data represents the percentage of third graders who tested proficient or advanced on the TCAP Reading assessment in SCS and the ASD. Source: SCS-Assessments, "2014 SCS TCAP Achievement and End of Course Results", ASD-Performance & Practice.
11. Seventh Grade Math data represents the percentage of seventh graders who tested proficient or advanced on the TCAP Math assessment in SCS and the ASD. Source: SCS-Assessments, "2014 SCS TCAP Achievement and End of Course Results", ASD- Performance & Practice.
12. College and Career Ready data represents the percentage of SCS (unified) students who met all four benchmarks on the ACT. Source: SCS-Assessments.
13. High School Graduation data represents the percentage of ninth graders who graduated from SCS (unified) within 4 years and a summer. Source: SCS-Assessments.
14. Post-Secondary Enrollment represents the percentage of SCS (unified) graduating seniors who enrolled in a post-secondary opportunity. Source: SCS-Research Planning & Improvement, National Student Clearinghouse.
15. Percent of Shelby Countians age 24 and older who earned an Associates Degree or higher. Source: <http://www.tn.gov/thec/Legislative/Reports/2012/2011-12%20County%20Profiles%20-%20Data%20Redacted.pdf>
16. Percent of Shelby Countians age 24-35 years who earned a Bachelors Degree or Higher. Source: US Census American Community Survey, 5-Year Estimates 2008-2012, Table S1501.





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seeding-success.org