

**Planning Tool LEA Plan Template  
2017-18 School Year**

**LEA Plan**

**All** LEAs are **required** to submit an LEA plan in ePlan by March 1, 2017. This template is provided for use in drafting plans, prior to entry in ePlan. Questions are provided below and responses can be copied and pasted directly into ePlan.

This document is **only** a worksheet and is not intended to serve as the LEA plan. This document should NOT be submitted in ePlan; it is only provided to assist in LEA plan development.

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**PLANNING TEAM**

Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel and with parents of students.

Malika Anderson—Superintendent, Achievement School District (ASD); Margo Roen—Deputy Superintendent and Chief of Strategy and Portfolio Management, ASD; Robert White—Chief of External Affairs, ASD; Troy Williams—Chief Operations Officer, ASD; Chantavia Burton—Chief of Student Equity & Access, ASD; Julia Morrison—Executive Assistant, ASD; Perrin Crew—Strategic Projects Manager, ASD; Jennifer Williams—Enrollment & Discipline Manager, ASD; Cathy Thompson—Early Childhood Education Manager, ASD; Katie McPherson—Director of Special Populations, ASD; Janette Vaughn—Human Resources Manager, ASD; Taylor Grayson—Data Architect, ASD; Lance Young—Systems Administrator, ASD; Kristina Catani—Director of Portfolio Analysis & Planning, ASD; Kaitlin Reynolds—Assessment & School Transition Manager, ASD; Anne Thomas—Pathways in Education-TN Director, Pathways in Education; Bobby White—Executive Director, Frayser Community Schools; Marcy Singer-Gabella—Chief Academic Officer, Project Grad; Patrick Washington—Principal, Promise Academy; Grace Bailey—Federal Programs Lead, KIPP Memphis Collegiate Schools; Roblin Webb—Executive Director, Freedom Prep; Drew Sippel—Executive Director, Capstone Education Group; Megan Quaille—Executive Director, Green Dot Public Schools; Nick Patterson—Executive Director, Memphis Scholars, LLC; Allison Leslie—Executive Director, Aspire Public Schools; Robin Jones—Parent, Westside Achievement Middle School, Yukita Manuel—Family Engagement Coordinator, Libertas; Input from over 115 teachers and 200 parents from all networks across the district via a parent and teacher survey.

Describe how the district actively and consistently involves all stakeholders identified in the development of the district plan.

The Achievement School District (ASD) engaged a wide range of stakeholders to complete the 2017-18 District Plan, including:

- An After-Action Review process involving district plan participants from the 2016-17 cycle to learn more about what went well in that process and what could be better. Suggestions for additional external stakeholder feedback were surfaced and informed the planning process for this year’s Annual Plan creation.
- Frequent touch-points across the ASD Support Team/Central Office Staff to surface needs, foster reflection on practices and outcomes, and get feedback on the emerging district priorities and strategies.
- Comprehensive operator input, including a component of the district self-assessment, narrative responses about their current practices, and development and feedback on the emerging district priorities and strategies at the February Operator Advisory Council Meeting. The operator input included feedback from senior leadership, administrators, and content experts at each network/school the ASD partners.
- A teacher survey and informal one-on-one conversations to discuss needs, priorities, and strategies.
- A parent survey and informal one-on-one conversations to discuss needs, priorities, and strategies.

- Informal listening conversations with key community stakeholders.
- A draft of our 2017-18 District Plan available on the ASD's website with an open call for feedback.

## ACADEMIC DATA

### Elementary/Middle Grades Subjects

#### 3-8 Reading/Language Arts

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

The ASD is charged with turning around the lowest performing schools in the state, and serves a portfolio of Priority schools—schools identified by the state as performing in the bottom 5%—across Memphis and Nashville. The district utilizes a portfolio approach, which focuses on operator/school-level autonomy to make decisions closest to the students and accountability for operator/school-level results. The ASD added schools each year from 2012-2015, however the district is in a pause year this year to focus on increasing quality and to adjust to the new, more rigorous state assessments.

For school year 2014-2015, reading proficiency fell an average of 1.1% across the state. Within the ASD's portfolio of schools, reading growth fell slightly more than the state average at a rate of 1.4%. Like the majority of the state, reading continues to be an area that will require real focus and improvement. Operators shared that many already-struggling readers were challenged to maintain the speed and stamina required to complete timed tests. Further, struggling readers need strong reading instruction in all classes. While all teachers are required to be reading teachers, not all have received the necessary training to do so effectively. This was a focus area for operators across the district for 2015-2016 and will remain a priority at the district level for the coming year. For school year 2015-2016, based on the limited internal data available, approximately 49% of K8 students grew their reading Lexile levels by at least a year, with 35% growing by at least a year and a half. Lexile for K8 students was obtained using the NWEA MAP Assessment. The average Lexile growth in grades 1 through 8 was .9 years, with grades 3, 4, and 5 growing more than 1 year on average. The number of students reading on grade level for K8 students in the ASD tripled—from 8% to 24%. The ASD expects to build on this strong growth in school year 2016-2017 and throughout school year 2017-18.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Subgroup	Grade	% P/A by Year		
		2013	2014	2015
All Students	All Grades	13.60	15.30	13.80
	3	6.90	9.40	14.70
	4	4.30	8.40	8.00
	5	12.10	18.70	9.60
	6	21.40	22.40	18.50
	7	12.80	17.20	19.10
	8	14.90	12.60	12.90
Black	All Grades	13.40	14.70	13.60

	3	6.30	9.10	14.70
	4	4.30	7.60	8.10
	5	11.40	17.50	9.40
	6	21.40	22.50	18.50
	7	12.70	17.20	18.20
	8	14.70	11.10	12.20
Black/Hispanic/Native American	All Grades	13.20	14.70	13.60
	3	6.30	9.10	14.60
	4	4.30	8.10	8.00
	5	11.00	17.60	9.40
	6	21.40	22.10	18.00
	7	12.50	17.10	18.80
	8	14.50	12.40	12.10
Economically Disadvantaged	All Grades	13.80	14.50	13.60
	3	7.40	8.90	14.80
	4	4.40	8.30	7.30
	5	12.20	17.00	9.60
	6	21.40	21.40	17.70
	7	12.40	18.60	19.00
	8	16.10	12.10	12.90
English Language Learners	All Grades	0.00	8.70	13.10
	6			8.30
English Language Learners with T1/T2	All Grades	0.00	12.00	12.50
	3			10.00
	6			8.30
Hispanic	All Grades	0.00	22.90	12.80
	6		8.30	0.00
	7			40.00
Non-Economically Disadvantaged	All Grades	9.60	22.40	25.00
	3	0.00	23.10	
	5		38.50	11.20
	6	23.10	28.20	34.40
	7	16.70	12.70	19.00
	8	0.00	14.60	
Non-English Language Learners	All Grades	13.80	15.40	13.90
	3	7.00	9.40	14.70
	4	4.30	8.20	8.10
	5	12.30	18.70	9.50
	6	21.60	22.80	18.70
	7	13.00	17.20	18.90
	8	15.10	12.80	13.00
Non-English Language Learners/T1 or T2	All Grades	13.80	15.40	13.90
	3	7.00	9.40	14.80

	4	4.30	8.20	8.10
	5	12.30	18.70	9.50
	6	21.60	22.80	18.70
	7	13.10	17.20	18.90
	8	15.10	12.40	13.00
Non-Students with Disabilities	All Grades	14.90	14.90	14.70
	3	7.00	8.80	14.00
	4	4.90	8.50	8.00
	5	13.40	18.80	10.90
	6	25.90	22.10	20.40
	7	12.60	16.90	20.00
	8	14.90	12.40	15.50
Students with Disabilities	All Grades	7.20	17.30	9.10
	3	5.60	15.20	19.70
	4	0.00	6.80	8.20
	5	7.20	17.90	2.40
	6	3.80	24.40	5.80
	7	13.60	18.00	15.70
	8	15.00	14.30	2.00
White	All Grades	27.20	34.10	28.00
	5	30.00	42.80	18.20
	6		31.60	40.00

Progress: The proficiency of students identified as ELL increased 4.4 percentage points from 2014 to 2015.

Challenges: Proficiency of Students with Disabilities decreased 8 percentage points from 2014 to 2015, after a 10 percentage point increase from 2013 to 2014. Economically Disadvantaged students performed at nearly the same level in 2015 as 2014, decreasing by 0.9 percentage points.

### 3-8 Mathematics

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

ASD elementary and middle school students made big gains in math and science in school year 2014-2015, outpacing their state peers. Portfolio-wide math growth for all schools within the ASD was 6.6%, compared to a state average of only 4.3%. For school year 2015-2016, based on the limited internal data available, 65.33% of K8 students within the ASD achieved average growth in math, with slightly more than 20% at or above the 50th percentile based on the NWEA MAP Assessment.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

% P/A by Year

Subgroup	Grade	2013	2014	2015
All Students	All Grades	19.60	20.60	27.00
	3	16.50	25.00	35.40
	4	17.20	9.00	25.40
	5	26.00	24.30	36.80
	6	16.20	20.20	18.20
	7	16.10	24.20	25.60
	8	25.20	19.00	16.60
Black	All Grades	19.50	20.00	26.50
	3	15.50	24.60	34.80
	4	17.40	8.20	25.30
	5	26.30	23.40	36.00
	6	16.10	19.70	18.10
	7	15.40	24.40	23.90
	8	26.40	17.30	16.20
Black/Hispanic/Native American	All Grades	19.40	20.10	26.50
	3	15.40	24.60	35.20
	4	17.20	8.70	24.90
	5	25.80	23.40	36.50
	6	16.00	19.90	18.00
	7	16.00	24.10	24.40
	8	25.90	18.30	16.00
Economically Disadvantaged	All Grades	20.20	20.40	26.90
	3	17.10	24.70	35.20
	4	17.60	9.20	24.90
	5	26.50	23.30	36.90
	6	17.00	19.50	17.80
	7	17.00	26.30	25.40
	8	25.00	20.70	16.80
English Language Learners	All Grades	9.10	30.40	23.70
	6			16.70
English Language Learners with T1/T2	All Grades	16.60	32.00	27.50
	3			40.00
	6			16.70
Hispanic	All Grades	15.40	31.40	31.90
	6		25.00	13.40
	7			40.00
Non-Economically Disadvantaged	All Grades	9.60	21.50	31.30
	3	8.30	30.80	
	5		35.90	35.30
	6	0.00	23.40	27.50
	7	8.30	17.50	28.60
	8	27.30	12.20	

Non-English Language Learners	All Grades	19.80	20.50	27.00
	3	16.70	24.50	35.40
	4	17.20	8.50	25.50
	5	26.20	24.50	36.70
	6	16.30	19.90	18.20
	7	16.40	24.20	25.70
	8	25.40	19.20	16.80
	Non-English Language Learners/T1 or T2	All Grades	19.70	20.40
3		16.70	24.60	35.30
4		17.20	8.50	25.50
5		26.20	24.50	36.60
6		16.30	19.90	18.20
7		15.70	24.20	25.70
8		25.40	18.80	16.80
Non-Students with Disabilities		All Grades	22.10	21.40
	3	18.00	25.70	36.40
	4	19.70	10.30	27.30
	5	30.70	26.80	41.80
	6	19.70	18.10	20.60
	7	16.60	24.10	27.90
	8	26.30	21.10	19.10
	Students with Disabilities	All Grades	7.80	16.30
3		5.60	18.20	28.80
4		0.00	0.00	8.10
5		9.50	11.80	9.30
6		2.00	28.20	2.30
7		13.60	24.00	16.80
8		19.10	8.60	5.90
White		All Grades	26.10	34.00
	5	30.00	42.90	54.60
	6		21.00	20.00

Progress: Economically disadvantaged students increased in proficiency by 6.5 percentage points from 2014 to 2015.

Challenges: The proficiency of students identified as ELL decreased 6.7 percentage points from 2014 to 2015. Proficiency of Students with Disabilities decreased 4.4 percentage points from 2014 to 2015, after a 8.5 percentage point increase from 2013 to 2014.

### 3-8 Science

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

ASD elementary and middle school students made significant gains in science proficiency growth, outpacing their state peers during school year 2014-2015. Students in the ASD saw a 4.6% increase in science proficiency compared to 0.9% for the state for school year 2014-2015. Science studies continue to be an area of both interest and improvement for the district.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Subgroup	Grade	% P/A by Year		
		2013	2014	2015
All Students	All Grades	24.20	21.80	26.50
	3	6.90	26.30	34.10
	4	7.50	7.50	16.70
	5	19.20	20.70	20.50
	6	30.20	25.70	31.20
	7	31.20	24.60	34.10
	8	43.70	28.80	20.20
	Black	All Grades	23.90	21.00
3		6.40	25.60	33.60
4		7.60	7.30	16.80
5		17.70	19.30	20.00
6		30.20	24.90	30.90
7		31.30	24.80	32.90
8		44.20	27.90	19.80
Black/Hispanic/Native American		All Grades	23.80	21.20
	3	6.30	25.90	33.80
	4	7.50	7.50	16.50
	5	17.60	19.30	20.10
	6	30.10	24.90	31.10
	7	31.70	24.60	33.40
	8	43.50	28.70	19.70
	Economically Disadvantaged	All Grades	24.30	21.10
3		7.50	25.80	33.70
4		7.70	7.30	15.80
5		18.60	19.60	20.10
6		30.10	25.50	30.60
7		31.90	26.80	34.40
8		44.40	26.80	20.10
English Language Learners		All Grades	9.10	26.10
	6			50.00
English Language Learners with T1/T2	All Grades	16.70	28.00	37.50
	3			60.00
	6			50.00

Hispanic	All Grades	15.40	31.50	34.10
	6		25.00	40.00
	7			50.00
Non-Economically Disadvantaged	All Grades	24.50	27.30	41.70
	3	0.00	38.50	
	5		33.40	33.30
	6	30.80	26.60	44.80
	7	25.00	17.70	28.60
	8	36.40	36.50	
Non-English Language Learners	All Grades	24.50	21.80	26.50
	3	7.00	26.10	33.60
	4	7.50	7.30	16.80
	5	19.30	20.60	20.60
	6	30.30	25.50	30.90
	7	31.70	24.70	34.30
	8	44.00	29.00	20.30
Non-English Language Learners/T1 or T2	All Grades	24.40	21.70	26.40
	3	7.00	26.20	33.50
	4	7.50	7.30	16.80
	5	19.30	20.60	20.40
	6	30.30	25.50	30.90
	7	31.20	24.70	34.30
	8	44.00	28.70	20.30
Non-Students with Disabilities	All Grades	27.20	23.70	29.00
	3	7.10	27.60	34.40
	4	8.60	7.90	17.90
	5	21.40	23.40	23.10
	6	36.70	29.40	34.90
	7	33.00	25.60	37.60
	8	48.20	31.20	24.40
Students with Disabilities	All Grades	10.20	11.20	12.70
	3	5.90	12.20	31.90
	4	0.00	4.50	6.10
	5	11.90	7.20	5.80
	6	3.80	10.20	7.10
	7	22.70	20.40	21.00
	8	19.10	17.10	2.00
White	All Grades	39.10	42.60	42.80
	5	50.00	57.10	40.00
	6		42.10	

Progress: Economically disadvantaged students increased in proficiency by 5 percentage points from 2014 to 2015. The proficiency of students identified as ELL increased 8.1 percentage points from 2014 to 2015.

Challenges: Proficiency of Students with Disabilities increased, however, this increase was 1.5 percentage points from 2014 to 2015; their non-SWD peers increased by 5.3 percentage points in proficiency.

## Other K-8 Subjects

Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

In 2016, 44% of students either grew by 1.5 years from Fall to Spring in Reading Lexile (as measured by MAP, a nationally-normed assessment) or were on grade level in the Spring. 57% of students grew by the average amount from Fall to Spring of 2015-16 in Reading, and 65% in Math.

While the ASD has seen strong growth in literacy in recent years, accelerated student growth and literacy, including early literacy and Kindergarten readiness, will continue to be a district focus in light of the very real academic gaps and challenges our students experience as a result of lack of access to high quality Pre-K programs and neighborhood schools.

## High School Subjects

### English I

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

The ASD is charged with turning around the lowest performing schools in the state, and serves a portfolio of Priority schools-schools identified by the state as performing in the bottom 5%-across Memphis and Nashville. In the district's portfolio approach, there is a focus on operator/school-level autonomy to make decisions closest to the students and accountability for operator/school-level results. The ASD added schools each year from 2012-2015, however the district is in a pause year this year to focus on increasing quality and to adjust to the new, more rigorous state assessments.

Progress: The district attained a level 5 TVAAS in English I in 2015-2016, demonstrating significant student growth, which the district attributes to a substantial focus on reading instruction for school year 2015-2016.

Challenges: No students attained a performance level of Mastered in English I and only 5.8% were On Track. Nearly half of students - 48% - performed at a level of Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets. Additionally, due to the unique makeup of the ASD, BHN and Super Subgroup are the same as All Students.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Of the eight students identified as ELL, 12.5% were On Track and 37.5% were Below.

Challenges: Of the twenty-eight students identified as students with Disabilities, none were On Track or Mastered in English I. 92.3% of Students with Disabilities were Below. 4.8% of Economically Disadvantaged students were On Track compared to 8.9% of Non-Economically Disadvantaged students.

## English II

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Progress: The district attained a level 5 TVAAS in English II this year, demonstrating significant student growth, which the district attributes to a substantial focus on reading instruction for school year 2015-2016.

Challenges: 0.7% of students attained a performance level of Mastered in English II and 10.2% were On Track. Over half of all students – 52.2% - performed at a level of Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets. Additionally, due to the unique makeup of the ASD, BHN and Super Subgroup are the same as All Students.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Of the eight students identified as ELL, 12.5% were On Track and 25% were Below.

Challenges: 9.4% of students identified as economically disadvantaged were On Track and 52.6% were Below. Of forty-nine students identified as Students with Disabilities, 8.2% were On Track and 87.7% were Below.

## English III

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Progress: The district attained a level 5 TVAAS in English III this year, demonstrating significant student growth, which the district attributes to a substantial focus on reading instruction for school year 2015-2016.

Challenges: Only 1.1% of all students attained a performance level of Mastered in English III and only 6.1% were On Track. Over half of all students – 54.5% - performed at a level of Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Of the eight students identified as ELL, 25% were On Track and 25% were Below.

Challenges: Of the thirty-nine students identified as Students with Disabilities, no students were On Track or Mastered. 89.7% of Students with Disabilities were Below. Economically Disadvantaged students performed similar to All Students, with 1.1% Mastered, 6.4% On Track, and 56.1% Below.

## Algebra I

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Progress: Operator partners see the significant challenges their students faced in this area and are expanding their focus and support to address these challenges.

Challenges: The district attained a level 2 TVAAS in Algebra I this year, demonstrating student growth below the expectation. No students attained a performance level of Mastered in Algebra I and only 1.3% were On Track. A significant majority of students – 94.7% - performed at a level of Below. The Black, Hispanic and Native American subgroups performed nearly the same as All Students, with 1.6% On Track and 95.2% Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Students identified as Students with Disabilities outperformed the All Students subgroup by 6.1 percentage points, with 7.4% of students attaining an On Track performance level and nearly 5% fewer students in the Below category.

Challenges: Of those students identified as Economically Disadvantaged (which is equivalent to half of 2015-2016 test takers in Algebra I), none were On Track or Mastered. Of the five students identified as ELL in the district, all performed at of level of Below.

## Algebra II

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Progress: Operator partners see the significant challenges their students faced in this area and are expanding their focus and support to address these challenges.

Challenges: The district attained a level 1 TVAAS in Algebra II this year, demonstrating student growth significantly below the expectation. No students attained a performance level of Mastered in Algebra II and only 0.8% were On Track. A significant majority of students – 89.9% - performed at a level of Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Of the eight students identified as ELL, only one performed On Track for 12.5% On Track or Mastered.

Challenges: Of note - the Super Subgroup is the same as All Students in our district, with the same students identified fully in both groupings. Economically Disadvantaged students performed nearly the same as All Students, with 0.4% On Track and 89.1% Below. 100% of Students with Disabilities performed Below.

## Biology I

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Progress: Operator partners see the significant challenges their students faced in this area and are expanding their focus and support to address these challenges.

Challenges: The district attained a level 1 TVAAS in Biology I this year, demonstrating student growth significantly below the expectation. 0.6% students attained a performance level of Mastered in Biology I and 13.8% were On Track. The majority of students – 56.3% - performed at a level of Below.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets. Additionally, due to the unique makeup of our district, the BHN subgroup is the same as All Students.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress: Of the five students identified as ELL, 20% were On Track, 60% were Approaching, and 20% were Below. Students identified as economically disadvantaged outperformed their non-economically disadvantaged peers, with 15.6% On Track or Mastered compared to 9.1% respectively.

Challenges: None of the students identified as Students with Disabilities were On Track or Mastered, and 88% were Below in Biology I.

## Other High School Subjects

Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Lexile growth is an area of need for the high schools in the district. 34% of our high school students grew their Fall to Spring Lexile by 1.5 years OR were on grade level in the Spring of 2015.

While the ASD has seen strong growth in literacy in recent years, accelerated student growth and literacy, including early literacy and Kindergarten readiness, will continue to be a district focus in light of the very real academic gaps and challenges our students experience as a result of lack of access to high quality Pre-K programs and neighborhood schools.

Note: Please note that half of the high schools in the ASD's portfolio are alternative hybrid model schools. The ASD has a performance framework specifically for alternative models that includes individualized student targets.

## COLLEGE/CAREER READINESS

### College/Career Readiness

Analyze the district's ACT data, summarize the progress and challenges, and describe how the district will address those challenges and increase the ACT scores of students (including ACT re-take, ACT preparation courses, etc.). Address how the district is considering variation across subjects, across different subgroups (i.e. BHN, ELL, SWD, ED), and across schools.

In 2016, the average composite ACT score for the ASD was a 15.4, up 1.2 points from 2015, which the district credits to improvements in reading intervention. 12.4% of juniors scored a 19 or higher and 4.6% attained a 21 or above. The average English, Reading, Math, and Science ACT scores were 14.3, 15.6, 15.6, and 15.7 respectively. The ASD saw large gains across all subjects:

Subject	Year	2015	2016
Composite	2015	14.2	15.4
English	2015	12.8	14.3
Math	2015	14.8	15.6
Reading	2015	14	15.6
Science	2015	14.6	15.7

Review the district's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below 90 percent. Consider graduation rates overall, among different subgroups (i.e. BHN, ELL, SWD, ED), and in particular schools. Include information regarding early identification of students at risk of not graduating and the supports provided to those students.

The ASD's graduation rate in 2016 was 40.4%, a decrease of 7.4 percentage points from the prior year. The African American student population makes up the majority of our student body and had a similar graduation rate of 41% in 2016, which was a 7.5% drop from 2015. Similar to 2015, a greater percentage of females graduated than males, at 45.7% and 35.3% respectively.

Many students zoned to attend Priority schools are credit deficient, and are often in need of skill building to ensure they are high school-ready, at the time a school is identified in need of intervention and joins the ASD. Given that, ASD schools have prioritized early intervention and skills practice (using programs like Achieve3000), credit recovery (including the district's credit recovery alternative school, Pathways in Education), and differentiated instruction to ensure students that are behind are able to build their skills and get back on a path to graduation. The addition of more certified school counselors is a priority to better support this identification and support work.

At the district-level, the ASD not only looks at the 4-year-cohort graduation rate, but also looks at an extended six-year graduation rate when making accountability decisions. This practice makes sure that schools are not negatively harmed in accountability by their efforts, and their off-track student's dedication, to getting to and through high school, even if on a delayed timeline.

Please note that the graduation rates include two alternative hybrid model schools. Additionally, the ASD has identified opportunities to improve data accuracy between ASD operator and state information systems, as well as issues with student drop-outs that occur prior to a school joining the ASD, that the district is working through with the TDOE.

Review the district's early postsecondary offerings (EPSOs) and CTE programs, as well as additional data you have on work-based learning (WBL) opportunities. Summarize how the district will improve the quality and variety of these types of opportunities. Include information regarding efforts to increase enrollment in and equitable access to EPSOs and student advisement along specific learning pathways.

The ASD is committed to closing opportunity gaps for all students zoned to attend or attending a Priority School, and successfully preparing our students for college, career, and citizenship after high school. Many of

the high-schools within the district have begun to offer dual enrollment opportunities to students through partnerships with local community colleges such as Southwest Tennessee Community College, Moore Technical Community College, and Jett Barber College. Additionally, at least of half of the high schools in our district offer Advanced Placement courses to students with an intent to phase in an additional course per year until they have built a robust AP course selection. Two of our three comprehensive high schools are working with TDOE to implement robust and compliant CTE programs. The ASD has identified ESPO data and tracking is an improvement area, and hopes to partner with the state to improve in those areas to track our goal of closing opportunity gaps for ESPOs.

All schools recognize the impact of early postsecondary offerings and work-based learning opportunities and are working to further leverage potential partnership to enhance their selections for students to choose from. Schools are committed to exploring options that make dual enrollment and work-based learning opportunities more convenient for students as a means of improving participation. The district is considering strengthening the incentives for operators to create and support students' successful completion of these opportunities by including access to and outcomes from these programs in the School Performance Framework (SPF) that forms the basis for school action decisions.

Review the district's data on seamless matriculation into postsecondary institutions, including colleges of applied technology (TCATs), community colleges, and four-year colleges, and summarize the progress and challenges faced in increasing the percentage of students matriculating in and eventually graduating from postsecondary institutions.

Addressing the opportunity gap related to access to postsecondary options remains a focal point for the entire district. The high schools within the ASD's portfolio of schools each offer several events and activities such as college interest days, FAFSA tutorials, speakers, etc. designed to support students throughout their postsecondary planning process. Additionally, all ASD high schools have heavily promoted the TNPromise opportunity. At the district level, there is continued focus on creating additional opportunities for all students related to postsecondary options, with a specific initiative around increasing access to counselors in high school.

## **SCHOOL CLIMATE and CULTURE**

### **School Climate and Culture**

Review student attendance and chronic absenteeism data. Discuss progresses and challenges with student attendance, especially if chronic absenteeism rates exceed 10% (overall or by school, grade level or subgroup), and identify specific steps to be taken to ensure that students have opportunities to learn.

The ASD is charged with turning around the lowest performing schools in the state, and serves a portfolio of Priority schools-schools identified by the state as performing in the bottom 5%-across Memphis and Nashville. The district utilizes a portfolio approach, which focuses on operator/school-level autonomy to make decisions closest to the students and accountability for operator/school-level results. The ASD added schools each year from 2012-2015, however the district is in a pause year this year to focus on increasing quality and to adjust to the new, more rigorous state assessments.

As a district, the ASD is very concerned with chronic absenteeism across all schools and grade levels, as consistent attendance is a critical aspect of academic achievement. Along with Shelby County Schools, the ASD has committed to a goal of a 25% reduction in chronic absenteeism for school year 2016-17. Schools have a variety of programs in place to address attendance issues including, but not limited to, School Attendance Review Teams, Attendance Intervention Plan Meetings, reminder text messages, robocalls and certified letters home to parents. Additionally, many schools have attendance incentive programs to reward students and encourage attendance. Among these strategies, ongoing parent contact and consistent follow up has proven to be the most effective at minimizing absences.

Our schools continue to face challenges such as inaccurate addresses and phone numbers for parents due to frequent moves and home instability. The majority of schools in the district have a family engagement specialist who leverages community partnerships to create attendance programs and initiatives. Generally speaking, our students come from lower income homes and often face a variety of barriers to regularly attending school. It is often hard to engage parents and help them understand that attendance is a key factor in student achievement, however due to a focus on absenteeism, coupled with district- and city-wide effort through the "RePresent Everyday" initiative, the ASD has seen a 4% increase in the attendance rate from 2015-16 to now (91.5% to 95.1%). In 2017-18, the ASD aims to continue this progress through a shared focus on the issue and access to district-wide absenteeism data. The district will continue to leverage partnerships with community organizations such as Communities in Schools, Agape, and City Year to address family resource needs.

Review student discipline data. Discuss progress and challenges with student discipline. If suspension and/or expulsion rates exceed state average by 25% (i.e. out-of-school suspension rates above 8% or expulsion rates above .25%), describe the steps to be taken to reduce lost instructional time and/or disparate impact. **Note: 2015-16 statewide suspension rate was 6.4% and the statewide expulsion rate was .2%.**

The ASD's commitment to closing opportunity gaps for Priority School students, includes reducing exclusionary discipline practices, such as over-suspending students for violation of "school rules" and a lack of proper corrective action supports, to ensure students do not miss additional instructional time. At the district level, there is an increased focus on the monitoring of student discipline data and sharing out the data across all schools with intention to share best practices, create transparency about school practices, and potentially embed these metrics into the district's school evaluation framework. The district is particularly interested in integrating alternatives to suspension practices (like restorative justice) more robustly into all operators' discipline models as a potential lever for improving chronic absenteeism and student achievement. The ASD believes strongly that more time in the classroom results in better academic achievement. All schools within the district have character development as one of the primary pillars of their school culture initiatives. Additionally, schools leverage behavior interventionists who work with teachers and students alike to diffuse misconduct before it escalates to the level of an office referral or potential suspension. Schools are working to expand their in-school consequences and incentives to defer suspensions.

Describe the district's progress and challenges in providing safe, supportive and healthy environments in all schools and the steps to be taken to ensure that all students are provided with such a learning environment.

All schools within the district are committed to ensuring that our schools are safe, supportive, and healthy environments. In terms of physical safety, each school has a person on-site that manages operations and is responsible for overseeing the cleanliness and maintenance of the building. Virtually all schools in the district have faced significant challenges related to capital repair needs associated with inheriting older school buildings from the local LEA. The ASD is working on city-wide solutions to address delayed capital improvements to schools. All schools maintain a strict sign-in and sign-out system to monitor all school visitors.

In terms of emotionally safe and supportive environments, all schools within the ASD offer values-based character education focused on the individual schools' values. Schools also have counselors and social workers to support students and/or connect families to support services that they may need. All schools in the district have behavior systems in place to promote and reward positive behavioral choices by students. The schools work closely with parents and families to ensure that students' needs are met.

The ASD has reinforced its focus to ensure that all teachers and counselors of record are appropriately licensed, including all school counselors.

## HUMAN CAPITAL

### Distribution of Scores

How do the components of evaluation align across the different levels? What is the alignment between teacher practice and student growth? What differences exist at the school level?

The ASD is charged with turning around the lowest performing schools in the state, and serves a portfolio of Priority schools—schools identified by the state as performing in the bottom 5%—across Memphis and Nashville. The district utilizes a portfolio approach, which focuses on operator/school-level autonomy to make decisions closest to the students and accountability for operator/school-level results. The ASD added schools each year from 2012-2015, however the district is in a pause year this year to focus on increasing quality and to adjust to the new, more rigorous state assessments.

All schools within the district have established their own well-aligned rubrics for teacher evaluation and development and/or are using the state's evaluation model. While these rubrics are all different, they all include an evaluation component based on student performance—both growth and proficiency—aligned with the key assessments for a given grade level or subject area.

How will the district address any discrepancies? Please include strategies or evaluation flexibility (co-observation, surveys, IPI, etc.) options that the district is currently using. Are there any discrepancies that could be addressed?

The ASD does not centrally make decisions about teacher evaluation, but does make sure that operators/schools have a plan to meet state requirements, as well as effectively rate, develop, retain and/or dismiss personnel based on robust evaluations. Schools use a variety of strategies to address sub-par teacher performance such as performance improvement plans, co-teaching, mentoring, and individual professional development opportunities. These strategies are designed to proactively address any potential discrepancies between teacher practice and student growth.

Each school has its own teacher assessment system that is based on multiple sources of formative and summative data. In addition to the formal evaluation cycle, teachers are observed informally and given feedback on a regular basis by instructional coaches and/or school leaders. Students complete classroom and school level surveys, and through a sampling process, every teacher receives student survey feedback.

At the district-level, while maintaining the operator/school-based autonomy around teacher evaluation, the ASD has identified ways to clarify teacher evaluation expectations and is considering new policies to support improved accuracy and sharing of teacher effectiveness data through TNCompass.

## New Hires

How are new teachers supported in the district? What strategies are currently in place to generate growth among new hires?

New teachers are supported through required professional development, ongoing classroom observations, and individualized coaching. All schools in the district offer several weeks of professional development during the summer for all teachers, with additional requirements for new teachers. This time is focused on learning the schools' expectations for both culture and instruction as well as internalizing curriculum and instructional plans. Once new teachers complete this summer orientation training, they are expected to participate in ongoing classroom observations and coaching/mentoring relationships to receive the additional support and training they need.

What data does the district use to plan for recruitment?

Operators across the ASD manage their own hiring and recruitment processes; however, they tend to leverage similar data sources to inform their strategies. Many schools ask their teaching staff to submit intent to return forms. These forms are then compared with student achievement data, evaluation data, and grade level needs. This allows schools to project which teachers are planning to leave as well as those that should not be asked to return due to poor performance. This information in turn informs which vacancies the school

will likely need to fill. Many schools prioritize partnerships that have a track-record of preparing effective teachers: Teach For America, Memphis Teacher Residency, Relay Graduate School for Education, University of Memphis, as well as looking for candidates who have demonstrated strong results in the past.

Describe the district's plan for recruiting teachers to high-needs subjects? Schools? CTE? Related service teachers? What incentives exist to attract teachers?

Operators across the district leverage partnerships with organizations such as Teach for America, Teach901, "Teacher Town"/Memphis Education Fund, etc. for recruitment in general. Additionally, many operators have established relationships with local colleges and universities and utilize the career center and job posting boards at those schools to publicize openings. Similarly, some operators offer incentives for high-needs subjects such as signing bonuses or retention bonuses. Many schools have found that offering referral bonuses to current staff for connecting the school to candidates who are successfully hired and retained is a very successful recruitment strategy.

What interview and selection tools or processes are in place in this district? How are school leaders trained to identify and select effective teachers?

Operator/school plans for interview, selection, retention, and training effective teachers in leaders is first vetted at the time of authorization. While each school in the district manages their own hiring process and each process is slightly different, they all contain the following elements: (1) Initial phone interview, (2) in-person interview, (3) demonstration lesson, (4) lesson feedback. All schools utilize the multi-step interview process to ensure that prospective candidates align with the school's practices and values. While the selection committee may shift based on the type of positions the school or network is hiring for, all team members are trained in advance of serving on an interview committee through practice, observation, and calibration.

### Persistently High/Low Performing Teachers

What retention practices or incentives are in place, specifically for teachers who have demonstrated strong performance over time?

The majority of the schools in the district conduct "re-recruitment" or retention conversations in January and February. These conversations are designed to stress the teacher's importance and the school's appreciation of individual teachers. Additionally, school leaders engage effective teachers in broader career discussions to determine how the school can best support their most effective teachers towards career growth. Many operators/schools also have career pathways for effective teachers to explore administrative and school leadership support roles. While each school is different and manages their own compensation plans, the majority of schools in the district leverage compensation and leadership opportunities as incentives to retain strong performers.

What district strategies are in place to support school administrators who have a high concentration of new or low-performing teachers?

School administrators with a high concentration of new or low-performing teachers have a variety of strategies to support them, based on the network they are employed by. Examples include professional development sessions differentiated for new teachers, teacher mentoring programs that pair struggling or new teachers with high performing teachers, and one-on-one coaching for both the administrator and teachers from network-level Academic Officers and other personnel focused on curriculum and instruction.

Additionally, at the district level, the ASD provides district-wide strategies that focus on a continuum of teacher development and supports. This continuum is in partnership with the Memphis Education Fund (previously called Teacher Town), and includes national partners like Relay Graduate School and Leading Educators, as well as local partnerships. Additionally, many of these partners engage "D2D" to deepen their curricular and instructional supports for new and struggling teachers.

## District Retention

Are effective teachers retained at higher rates than less effective teachers? If not, what school or district strategies are in place to improve retention of effective teachers?

There is a district-wide effort to retain the most effective teachers; however, current data does not suggest that all operators are succeeding at retaining their most effective teachers at a higher rate than less effective teachers and/or that highly effective teachers are being promoted out of classroom positions at a rate that exceeds the school's/operator's ability to develop or hire additional highly effective teachers. To address this, schools have engaged in sharing best practices to align on effective strategies to retain strong teachers and the district has further engaged city-wide partners to add to the teacher talent pipeline (through recruitment and development) rather than focusing on a strategy that merely shifts around highly effective teachers.

What might be the primary reasons teachers exit the district? Are exit interviews required?

There are numerous studies that share the difficulties of retaining teachers in low-income schools, especially schools with a lot of pressure to improve, due to the "work conditions" and additional demands on the teacher. The demands of the job, coupled with the importance of having a highly effective leader who is able to support their staff through this challenging work, is echoed in Teach901 surveys of Priority School teachers as primary factors that educators consider when deciding to stay or leave at their current school.

While each operator in the district manages their own human resources department, general feedback across the district which is supported by both internal and external data sources, indicate that the primary reasons staff exit schools include relocation outside of the Memphis or Nashville area, increased pressure from the hours and workload required in the turnaround environment, and changes in school leadership. Additionally, several operators indicated that a sizable number of teachers "exited" their teacher positions to take a promotion to a leadership role within the school network. Not all operators require exit interviews, but all schools offer them.

## Human Capital Data

Review and analyze all human capital data provided and identify instances where low income and minority students are being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

A recent Vanderbilt University study found that students attending an ASD or iZone school are more likely to be taught by an effective teacher than their peers in a Priority School that is not receiving an intervention. The ASD's commitment to excellence goes beyond this comparison, though, and is focused on making sure there is a highly effective teacher in front of every student (not just at a higher proportion than their peers). The district is aiming to ensure equitable access for all students to highly-effective teachers by utilizing and sharing school-, operator-, and district-wide teacher effectiveness data to highlight and replicate "bright spots" (areas/schools with a predominantly effective work force) and areas/schools that need improvement. Ultimately, the operators within the district will be empowered to use this information to guide changes in their approach to teacher recruitment, retention, development, and promotion/exit.

## ENGLISH LEARNERS

### Schools

Indicate the number of schools in your district that have English learner students. Include schools with students in any of the EL classifications: L, W, T1, T2, T3 and T4. (Indicate 0 if no EL students.)

The ASD is charged with turning around the lowest performing schools in the state, and serves a portfolio of Priority schools-schools identified by the state as performing in the bottom 5%-across Memphis and Nashville. The district utilizes a portfolio approach, which focuses on operator/school-level autonomy to make decisions closest to the students and accountability for operator/school-level results. The ASD added schools each year from 2012-2015, however the district is in a pause year this year to focus on increasing quality and to adjust to the new, more rigorous state assessments.

Twenty-seven of our thirty-three schools have English learner students.

## ESL Program

Describe the district's processes and procedures for identifying EL students, determining eligibility for services, and providing required ESL services. Include the timeline, the data analyzed and the staff involved. (District are required to have an ESL plan, even if there are currently no EL students enrolled.)

The ASD is committed to excellence and equity for all students. Schools in our district identify EL students through the requirement of a completed Home Language Survey (HLS) during enrollment and registration at the school. Any student with one or more questions where the answer indicates a native language of something other than English triggers teachers to screen those students to determine eligibility for services by administering WIDA ACCESS. The district collects Beginning of Year (BOY) Service Plans from schools and provides feedback on those plans based on state requirements for EL services, including those schools that do not currently serve any EL students. An annual audit is also conducted in the fall to ensure that these EL plans are being followed by the schools in the district.

BOY Service Plans are collected in August for the current school year. Feedback is returned to schools and a final plan is due in October. Audits of schools are conducted in November and December. In these audits, district staff assess the student files for HLS, WIDA reports, ESL student services plans, and teacher/student schedules alignment with each student's service needs. Feedback on items out of compliance are provided in January, and schools have three deadlines to correct these infractions based upon the severity of the infraction. Those that are most severe, tier 1 infractions, must be corrected by February 1, tier 2 infractions must be corrected by April 1, and tier 3 infractions must be corrected by July 1.

Student Equity and Access team members, along with additional trained district staff conduct these audits in collaboration with school and operator staff when on site.

Describe the district's process for monitoring and evaluating the ESL programs to ensure that students are progressing and English language acquisition needs are being met.

Operators within the district are given autonomy over academic programs, progress, and services in their school buildings. The district utilized its Title III funds for an ELL software called Imagine Learning as an opt-in opportunity for any school in the district. Through this software, the district receives both usage and mastery reports on a monthly and weekly basis respectively. Operators in the district that did not opt into the Imagine Learning program set rigorous benchmarks for their EL students aligned with state guidelines. One operator measures progression through activity based skill mastery and readiness in support of general education class integration, while other operators administer verbal and written assessments to prove skill mastery and progression in language acquisition and use Can Do Descriptors to easily communicate with general education staff. ELL progress monitoring will be an increased focus for school year 17-18.

Briefly describe the progress monitoring that occurs for T1, T2, T3 and T4 students to determine if they are experiencing academic difficulty due to linguistic issues. (Indicate N/A if the district does not have any T1, T2, T3 or T4 students.)

Our schools use progress monitoring as a scientifically-based practice that is used to display students' growth over time in order to determine if the student is progressing as expected in the curriculum. Reading

Specialists, Academic Interventionists and/or teachers assume the responsibility for progress monitoring as well as for documenting and reporting student progress to the RTI team. The progress monitoring assists school personnel in making decisions about the appropriate levels of interventions provided to students. Progress monitoring occurs through periodic reviews of grades, interim assessments, and MAP results. Progress is monitored bi-weekly to determine what adaptations should be made.

Describe the commonly used interventions utilized by the ESL teacher when providing limited services to T1, T2, T3 and T4 students experiencing academic difficulties due to linguistic difficulties. (Indicate N/A if the district does not have any T1, T2, T3 or T4 students.)

ESL teachers across the district utilize a variety of interventions including regular classroom observations, small group instruction, and co-teaching with general education teachers to support ELL students. Depending on the specific needs of the students, instruction might be individualized or conducted in a small group setting that emphasizes conversational practices. Additionally, the district emphasizes a well-rounded collection of research-based reading intervention strategies that can be used by classroom teachers, interventionists, Title I, special educators, and ELL teachers seeking to support struggling readers in their classrooms and schools. Likewise, the district stresses the importance of data to inform action plans to address individual student challenges. Student progress is monitored on an ongoing basis to determine what modifications might be necessary and to make decisions about matriculation to the next tier.

The ASD has identified a need to dig deeper into operator ELL progress monitoring practices, and plans to do additional operator monitoring of ELL progress monitoring as an input to our operator performance framework.

Describe the commonly used strategies and interventions utilized by the classroom teachers to differentiate instruction for T1, T2, T3 and T4 students. (Indicate N/A if the district does not have any T1, T2, T3 or T4 students.)

District-wide, ESL teachers and student support specialists work to differentiate classroom work to accommodate individual student needs. This could include modifying assessments, modifying reading levels of texts, assigning peer tutors, providing audio recordings, offering extended time and re-takes for exams, or allowing SPED students to use notes on selected assessments. Small group pull-out methods and other scaffolded instruction strategies are utilized as needed.

## Standards

Describe how non-ESL teachers utilize the World-class Instructional Design and Assessment (WIDA) standards. (Indicate NA if no ESL teachers.)

Many ASD schools have no or limited ESL student populations, and therefore some of the practices are emerging based on school-level needs. Given that, there is some inconsistency within the district about how non-ESL teachers utilize the WIDA standards. For schools that did not previously incorporate WIDA standards, ESL teachers are encouraged to provide all non-ESL teachers with the standards and proper interventions/accommodations for each EL based on WIDA access scores and benchmark assessments. The goal is for classroom and ELS teachers to collaborate on curriculum to ensure that all general education teachers are able to address WIDA standards through their curriculum.

## ADDITIONAL AREAS

### RTI<sup>2</sup>

Describe the district's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

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Response to Instruction and Intervention (RTI2) is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges and is implemented at all schools within the district; however, each school has the autonomy to determine what that looks like for their unique student population. RTI2 begins with high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all students learning in the general education classroom. Students who are not yet academically proficient are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until those students show adequate progress. Therefore, RTI2 is a fluid multi-layered approach. One area of struggle for schools across the district, is continuously tracking student performance in order to place students in appropriate Tiers as they become successful throughout the program. Many of the schools in the district are struggling with RTI implementation and as a result the district will implement increased RTI monitoring next year and will encourage more robust dialogue around RTI best practices.

### Technology Access & Use

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness, identify root causes and discuss actions needed.

While the specific ratio of computers to students varies across schools and grades within specific schools, each school leverages technology on a daily basis in almost every course. In addition to classroom based computers, many schools offer computer labs on a rotating basis for blended learning programs. Technologies such as iPads, chrome books, SMART boards, Promethean boards, and other digital technologies are used across the district. These platforms are leveraged to enhance fluency, comprehension, vocabulary and numeracy skills. Teachers are expected to integrate technology into instruction on a regular basis and are reviewed on their ability to build tiered lessons.

### Professional Development

Describe the prior year professional development activities and how effectively these activities addressed teacher needs and student learning.

While every school in the district has organized their individual professional development programs to align with the specific needs of their schools, there are certain elements that exist across the entire district. While they vary in length, every school has a required summer professional development program that is focused on aligning around expectations for school culture and instruction. Additionally, each school has ongoing school-year professional development programs. The topics vary based on the individual needs of the school; however, common topics include content-based instruction and planning, special education, data analysis, and understanding and leveraging assessment data.

To ensure that these programs are aligned to the needs of the teaching staff and the challenges the students face, each year's professional development plans are informed by the previous year's student achievement data, classroom observations, and school culture and climate data. Each school creates their program

offerings by conducting a needs assessment through regular classroom observations and relevant data trends.

New teachers receive additional professional development opportunities focused on learning about school culture, procedures, and classroom strategies. Many of these programs feature mentoring from established teachers, peer practice, and role playing.

Discuss the focus of professional development for teachers, principals, and other school leaders that will build capacity and positively impact student academic achievement.

The focus of each school's professional development activities are very much tied to the individual needs of that particular school and the specific needs of their teaching staff. Many schools utilize classroom observations to pinpoint individualized content training needs. From there, teachers work with school leadership to develop individualized learning plans to address their challenges and create clear action steps to improve performance. Regardless of the structure an individual school might use for the professional development program, all schools must ensure their professional development offerings are data-driven and linked to school-wide student achievement goals. Additionally, based on district-wide data, all schools in the district are focused on supporting student literacy through individual coaching, department and grade level planning meetings, and school-wide professional development opportunities to impact student achievement.

## Parent and Family Engagement

Describe the parent and family engagement activities that have occurred in the prior year and how the activities have impacted student achievement.

The ASD has a commitment to community, and ultimately believes that the success of the school, and long-term ownership of that success, must be led by the community. The district has ongoing formal and informal opportunities to learn about, provide feedback on, and surface new ideas and partnerships to further school turnaround work. These opportunities are more formal and pronounced when they are related to a big district decision, like matching an operator with a school in need of intervention, to insure parent and community voice remains a key input to decisions (as seen through the recent Public Hearing process).

To monitor and ensure continuous parent engagement, the ASD requires all schools to submit parent and community engagement plans and calendars at the start of each school year. Additionally, the district office fields and communicates all parent concerns directly to school staff with expectations for timely resolution. While all operators within the district must have a parent engagement strategy in place, it is up to the individual school to determine what collection of events and programs will best serve the needs of their unique school population. Across the district, schools engage in various open houses, report card conferences, literacy nights, and Title 1 meetings. Additionally, several schools host parent forums and workshops focused on educational topics such as "How to Help Your Child Before a Lifelong Reader" or "How to Prevent Cyber-Bullying". The district continues to work to create more opportunities to share information and hear directly from parents and students across the district.

The effects of these programs have been that parents feel more connected to the school community and are more informed of the school and community resources available to them. Additionally, these positive family interactions have had a positive impact on school culture, leading to improved attendance and stronger academic achievement.

Describe the strategies used to implement effective parent and family engagement activities that are meaningful and aligned with student academic achievement. If applicable, address activities specifically designed to engage the parents and families of English learners.

All of the schools in the ASD create individualized parent and family engagement strategies based on the unique needs of their school communities. School-based activities include monthly parent meetings, quarterly

parent feedback surveys, networking events and various other avenues for regular interaction with parents and families. All schools are encouraged to continually analyze the effectiveness of their individualized parent and community engagement activities and leverage that data to adjust, improve, and strategically plan events that are aligned to the needs of the students and families they serve. For schools with substantial populations of English learners, translators are present at family events to ensure parents and families are able to be fully involved.

## Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience. Describe the district's vision for providing students with a well-rounded education. Identify challenges the district faces in providing these opportunities and possible solutions.

The ASD's mission is to ensure that all students in Priority schools are prepared for success in education, career, and citizenship after high school. To accomplish this mission, the district authorizes partners with robust academic programming and supports designed to accelerate the growth of students who are not on-track, provide character education to develop the whole child, provide students with exposure to a college-going culture (including college visits starting in elementary school through high school), and early post-secondary opportunities for high schoolers.

Additionally, the ASD is a portfolio school district with a wide range of school options to encourage Priority students and families to choose a school that provides offerings that pair well with each student's needs and interests. For example, the district has a range from Montessori to STEAM elementary school options, each with a different approach to creating an enriching academic environment. Several of the schools in our portfolio offer performing arts, visual arts, and a range of other electives to deepen student learning and exposure (Afrikana Diaspora, Band, Spoken Word, African Drumming, Coding, Community Gardens, Visual Art, Robotics).

Ultimately, the ASD aims to uphold a commitment to excellence, equity, and community through a focus on neighborhood schools with high expectations and accountability, while also focusing on the whole child and the integration and empowerment of the community to create a well-rounded education for Priority students.

## Student Transitions

Describe how the district facilitates effective student transitions from early childhood to elementary school and from middle to high school. Identify any challenges the district has in implementing effective transitions and possible solutions.

The ASD aims to facilitate effective student transitions at each grade division by putting the data-sharing agreements, processes, and point-personnel in place to support students throughout their educational career (e.g., the ASD – SCS MOU). When a student is transitioning from one grade division to the next within the district, or especially within one operator, the ASD promotes continuity of services and proactive planning. For example, the district encourages operators to allow school personnel from the receiving school to participate in second semester IEP meetings for a student with special needs. This practice creates continuity of services and a culture of preparation and support to meet each students' unique needs. For a student transitioning from one grade division to the next between schools that are not part of the same district (for example, from a SCS Pre-K program to an ASD elementary school) the district encourages data sharing, while also stressing the importance of strong systems and proactive teacher hiring at the receiving school to quickly identify needs and provide supports.

The intentionality is there in the planning for transitions, however there are challenges at these student transition stages. These challenges are especially pronounced when access to student information is limited across districts.

## NEEDS ASSESSMENT SUMMARY

### Summary of Accomplishments and What's Working

Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

In response to an increased focus on literacy, the ASD has made significant growth in reading/literacy and social studies (a reading comprehension-rich assessment). The district has also seen very significant progress in ACT Composite performance, a measure that is an indicator of college and career readiness. Similarly, the district has successfully reduced remands. These successes are a result of heightened focus, reinforcing expectations and sharing data, monitoring progress, and an emphasis on the importance of parents, community, attendance, and wrap-around supports to help students thrive.

### Prioritized List of Needs

List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

<i>(numbering is inferred, will not display in ePlan)</i>	<b>Priority Need</b>	<b>Content/Topic Focus (such as RLA, math climate, ACT, etc.)</b>	<b>Grade Level Focus (single grade or range of grades)</b>	<b>Primary Student Focus (such as all students or subgroup(s))</b>
1.	<b>Increase Academic Achievement: Mathematics</b>	<b>Math</b>	<b>K-12</b>	<b>All students*</b> * Note: The ASD is a district designed to serve the state's chronically struggling schools, which often serve students with the highest needs. We serve a majority minority and low-income student population (94% African American, 4% Hispanic or Latino, 73% Economically Disadvantaged, 13% Students with Disabilities), and a higher needs special education student population, and therefore our

				“all students” designation is reflective of this district composition.
2.	<b>Increase Academic Achievement: Reading/Language Arts</b>	<b>RLA</b>	<b>K-12</b>	<p><b>All students*</b></p> <p>* Note: The ASD is a district designed to serve the state’s chronically struggling schools, which often serve students with the highest needs. We serve a majority minority and low-income student population (94% African American, 4% Hispanic or Latino, 73% Economically Disadvantaged, 13% Students with Disabilities), and a higher needs special education student population, and therefore our “all students” designation is reflective of this district composition.</p>
3.	<b>Safe &amp; Healthy Students</b>	<b>Attendance &amp; Discipline</b>	<b>K-12</b>	<p><b>All students*</b></p> <p>* Note: The ASD is a district designed to serve the state’s chronically struggling schools, which often serve students with the highest needs. We serve a majority minority and low-income student population (94% African American, 4% Hispanic or Latino, 73% Economically Disadvantaged,</p>

				13% Students with Disabilities), and a higher needs special education student population, and therefore our “all students” designation is reflective of this district composition.
4.	College & Career Students	ACT, Graduation Rate	9-12	<p><b>All students*</b></p> <p>* Note: The ASD is a district designed to serve the state’s chronically struggling schools, which often serve students with the highest needs. We serve a majority minority and low-income student population (94% African American, 4% Hispanic or Latino, 73% Economically Disadvantaged, 13% Students with Disabilities), and a higher needs special education student population, and therefore our “all students” designation is reflective of this district composition.</p>
5.	Kindergarten Readiness	KEI	Incoming Kindergarteners	<p><b>All students*</b></p> <p>* Note: The ASD is a district designed to serve the state’s chronically struggling schools, which often serve students with the highest needs. We serve a majority minority and low-income student</p>

				population (94% African American, 4% Hispanic or Latino, 73% Economically Disadvantaged, 13% Students with Disabilities), and a higher needs special education student population, and therefore our "all students" designation is reflective of this district composition.
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**PRIORITIZED GOALS AND STRATEGIES**

**ASD Goals**

**1. Increased Academic Achievement: Mathematics (required)**

**Description**

- 1) For 2017-18, 75% of ASD schools will attain a level 3 TVAAS score or higher in numeracy.
- 2) Meet or Exceed TDOE’s AMO Target for a decrease in Below Basic
- 3) Meet or Exceed TDOE’s AMO Target for an increase in On-track or Mastered

**Performance Measure**

The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP/EOCs. District, cohort, and school-level TVAAS as measured by TCAP/EOCs.

**2. Increased Academic Achievement: Literacy/RLA**

**Description**

- 1) For 2017-18, 75% of ASD schools will attain a level 3 TVAAS score or higher in literacy/RLA.
- 2) Meet or Exceed TDOE’s AMO Target for a decrease in Below Basic
- 3) Meet or Exceed TDOE’s AMO Target for an increase in On-track or Mastered

**Performance Measure**

The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP/EOCs. District, cohort, and school-level TVAAS as measured by TCAP/EOCs.

**3. Safe and Healthy Students (required)**

**Description**

For 2017-18, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

**Performance Measure**

- 1) The number, kind, and duration of student suspensions.
- 2) The percentage of students chronically absent.

The student chronic absenteeism rate and school suspension rate in the aggregate and for each subgroup.

#### 4. College and Career Ready Students (required)

##### Description

- 1) For 2017-18, the district will increase the graduation rate by 10% (from 2015-16 reported rates).
- 2) For 2017-18, the district will increase the percentage of students scoring at or above 21 on the ACT to 10%.
- 3) For 2017-18, the district will increase the average composite ACT score by 1.0 Composite points to 16.4 (from 2015-16 Composite score).

##### Performance Measure

- 1) The percentage of students who graduate from high school each year with a regular diploma or an approved alternate diploma in the aggregate or in each subgroup, as determined.
- 2) The percentage of students scoring at least a 21 on the overall composite of the ACT.
- 3) The district average Composite ACT score.

The average Composite ACT scores of all students. The average graduation rate in the aggregate and for each subgroup.

#### 5. Kindergarten Readiness

##### Description

For 2017-18, students entering kindergarten will have the cognitive, language and literacy, social and emotional and physical skills necessary to effectively transition to kindergarten and meet early literacy milestones.

##### Performance Measure

- 1) The percentage of students who attended an ASD Pre-K program in 2016-17 meeting kindergarten entry requirements as measured by a kindergarten screener in 2017-18.
- 2) The percentage of students who attended an ASD Pre-K program in 2015-16 meeting their NWEA Measures of Academic Progress (MAP) Literacy/Reading goals in 1<sup>st</sup> grade in 2017-18.

KEI and NWEA MAP results for Kindergarten and 1<sup>st</sup> graders that attended an ASD Pre-K program in the 2016-17 or 2015-16 school year, respectively.

## STATE STRATEGIC PLAN

Districts will create component relationships between strategies and the following four focus areas and respond to the guiding questions below:

- **Early Foundations & Literacy:** all students must receive adequate support toward reaching critical literacy milestones beginning in early grades
- **High School & Bridge to Postsecondary:** all students must be prepared to effectively transition into postsecondary education or career
- **All Means All:** all students must be provided access to a multi-tiered system of support to meet their individual needs
- **Educator Support:** all teachers must receive adequate preparation and continued support necessary to support all students in reaching milestones

## Early Foundations & Literacy

Describe how identified strategies within the district plan will increase the percentage of students who are reaching proficiency at crucial early literacy milestones. How will you know if the strategies are effectively addressing students' early literacy needs?

The ASD is deepening district involvement in Pre-K classrooms and will collect and share data across all networks of schools to ensure that programs are high quality and best practices can be shared across all Pre-K programs. The focus on quality Pre-K programs, coupled with a plan to sustain and continue the existing growth in literacy/RLA, aligns with the state's focus on addressing student's early literacy needs.

## High School & Bridge to Postsecondary

Describe the district's vision for ensuring that students are college (any form of postsecondary education) and career ready and how the identified strategies support this vision. Include information to demonstrate how students at all levels (elementary, middle and secondary) are a part of the vision and how the district will determine the effectiveness of strategies implemented.

The ASD's vision is to close opportunity gaps for all students zoned to attend or attending a Priority School, and successfully preparing all students for college, career, and citizenship after high school. In elementary, middle, and high school, this vision starts with a college-going culture and early and often exposure to multiple career pathways and trips to visit college campuses. At high school, this vision is extended to include Early Post-Secondary Options (for example AP courses, CTE programming, and dual-enrollment) that many students have not historically been afforded at their struggling schools. The ASD determines the effectiveness of these programs by student access (e.g., to counselors, availability of courses), and outcomes (ACT scores, test participation).

## All Means All

Describe how the identified strategies will meet student academic and non-academic needs through multi-tiered systems of support. Include a description of how these support systems target the needs of students needing additional support as well as those ready to excel.

The ASD is focused on improving achievement and opportunity equity for all students. To ensure schools are meeting the academic needs of all students, the district sets goals and monitors achievement for all students, including the subpopulations. Using Response to Intervention as a support system, ASD schools ensure all students' academic needs are being tracked and addressed on a regular frequency. To ensure schools are meeting the non-academic needs of all students, the district sets goals and monitors enrollment, discipline, and school culture metrics throughout the school year. The ASD maintains systems to address non-academic student needs by conducting regular data reviews of discipline and enrollment data, and encouraging peer-to-peer collaboration and resource sharing.

## Educator Support

Describe how the identified strategies will ensure the district is recruiting, developing, and retaining an exceptional workforce. Include information regarding career support, instructional guidance and data used to inform decisions.

The ASD is strengthening its direct impact on Educator Support in 2017-18, starting with clarifying and/or changing operator expectations around teacher evaluation, effectiveness data, and reporting. These focus areas, in addition to the robust recruitment and development efforts at the school, operator, and city level (including the "Teacher Town"/Memphis Education Fund continuum of teacher recruitment and supports), will ensure schools within the ASD are recruiting, developing, and retaining an exceptional workforce.