

THE ACHIEVEMENT SCHOOL DISTRICT

ABOUT US

The Achievement School District represents a bold effort to improve Tennessee’s lowest performing schools and change the life trajectories of the students they serve. We believe every student has the potential to accomplish great things, and schools have the ability and responsibility to unlock this immense potential. Created by Tennessee law, our mission is to dramatically improve the bottom 5% of schools.



REDEFINING “DISTRICT”

We’re shifting the power from central offices to the educators in schools. We are an **authorizer** of charter schools—recruiting high quality operators and partnering them with schools and communities—and an **operator** of schools—directly running five “Achievement” schools in the Frayser community in Memphis.

ACHIEVEMENT SCHOOLS

- Directly run five schools in Memphis;
- Oversee all teacher, school leader hiring/support;
- Develop PD, curriculum, program, schedule;
- Engage Frayser families, community.

AUTHORIZED SCHOOLS

- Recruit and pair high quality operators with neighborhood schools;
- Ensure student needs are met and families have access to options;
- Set performance expectations and hold schools accountable;
- Give educators the resources and freedom to make decisions.

WE PROUDLY SERVE 10,000 KIDS THIS YEAR. OUR STUDENTS ARE:

100% Able to succeed in college, career & life



96% Free & Reduced Lunch Eligible



94% African American



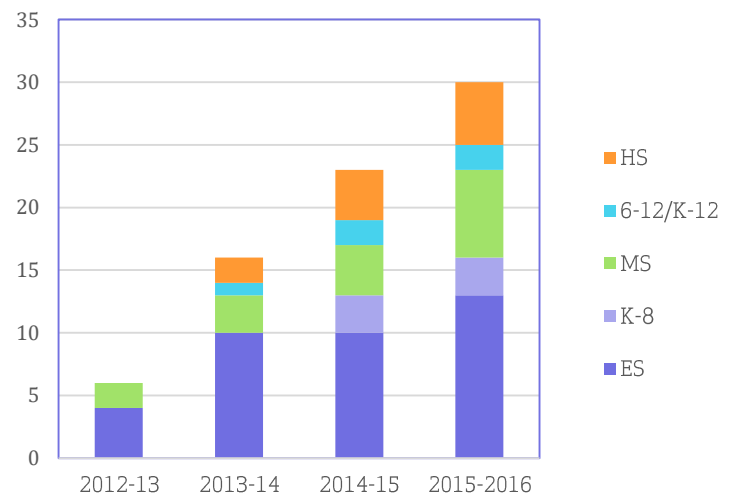
13% Students with Disabilities



YEAR THREE RESULTS: 14-15

- ASD students grew faster than their state peers in math and science
- Second and third year ASD schools both averaged Level 5 TVAAS growth
- Students in first year full turnaround high schools made proficiency gains in every subject, including double-digit growth in Algebra and English
- There are 4500 fewer students attending Priority Schools in Memphis compared to 2012
- Today, nearly every school in the ASD has a higher average proficiency across math, reading and science than prior to ASD intervention
- 9 out of 10 parents graded their school an “A” or “B”

SERVING 29 SCHOOLS IN 15-16



SCHOOL TURNAROUND

- Tennessee's accountability system requires the Department of Education to identify the state's **Reward Schools, Focus Schools** and **Priority Schools**.
- **Priority Schools** are identified every three years and represent the lowest-performing 5 percent of schools in Tennessee in terms of academic achievement.
- In Priority Schools today, fewer than **1 in 4 students** can read and write on grade level. Only **1 in 25** will graduate high school "college-ready." The **average ACT score** in Priority Schools is 14.5, far below the "college-ready" score of 21.
- State law requires Priority Schools to receive one of the following **interventions** as determined by the commissioner:
 - School turnaround through placement in the **Achievement School District**;
 - School turnaround through placement in a district-led **Innovation Zone** (iZone);
 - School turnaround through an approved **School Improvement Grant** model and plan; or
 - District-led school improvement planning processes, subject to direct ASD intervention in the absence of improved results.
- Schools placed in the ASD are withdrawn from a local board's jurisdiction. Oversight and accountability for the school is assumed by the ASD. A school must remain in the ASD for a minimum of 5 years. Once school's performance has sufficiently improved, it will transition back to local board of education oversight based on a transition plan approved by the commissioner.
- The starting point for student achievement at ASD schools is much lower than schools not in the bottom 5 percent and that affects comparative performance data between the ASD and a traditional school district.
- More time in the ASD equals more growth. Each year, the ASD takes on a new "cohort" of schools in the bottom 5 percent. Two-thirds of ASD schools were in their first or second year in 2014-15. Second and third year schools earned an average Level 5 TVAAS and schools just getting started earned a Level 1.
- The ASD made the state accountability system real. ASD, iZone, and traditional district Priority Schools are either making gains or putting significant interventions in place. Only a handful of Priority Schools remain unaddressed.
- School turnaround is difficult work and takes the collective involvement of parents, community members and other stakeholders.