

School Planning Team

**Achievement School District (985) Public District - FY 2016 - Fairley High School (985-8055) Charter School - School Plan - Rev 0**

**\* Please identify all planning team members, including title. The plan shall be developed in consultation teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of children.**

Zachary Samson, Principal  
Jaime Hudgins, Assistant Principal  
Marie Thomas, Parent Coordinator  
Kennethea Sledge, Parent  
Wytopsi Jeffries, Parent  
Ronyell Payne, Student  
Demetria Bay, Teacher  
Adwowa James, Teacher  
Shalonda Dowell, Teacher  
Eriana Walker, Student  
Erica Walker, Student  
John Stewart, Student  
Hope Sharp, Parent  
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Latasha Smith, Parent

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

Green Dot just completed its first year of turnaround work at Fairley High School, a school of approximately 600 students. End of Course Exams showed primarily positive gains across content areas, with our strongest gains in Math. Additionally, we found that Fairley High School significantly outperformed Shelby County Schools and the state in terms of growth in proficiency rates. Please see below for a table of results:

	Below Basic	Basic	Proficient	Advanced
Algebra I	24.7%	22.0%	38.0%	15.3%
Algebra II	31.1%	24.4%	31.9%	12.6%
Biology	55.7%	28.7%	14.8%	0.8%
Chemistry	73.6%	20.8%	5.6%	0.0%
English I	19.8%	35.9%	43.7%	0.6%
English II	25.2%	47.8%	27.0%	0.0%
English III	45.1%	48.6%	6.3%	0.0%

After analysis, we have constructed the following findings:

1. Literacy results were mixed. Given the emphasis on intervention (all freshman and a strong percentage of sophomores and juniors take literacy-focused courses in addition to English I-IV), we expected stronger results. Last year, we had three ineffective teachers in the English department. They are no longer teaching English. We have also increased professional development support for our Read180 program. Additionally, part of the English III challenge came from the fact that our top juniors took Advanced Placement Language instead of English III. Next year, all juniors will be eligible for the English III state assessment.
2. Math results are strong. Last year, when we learned that Tennessee was not moving ahead with Common Core testing, the GDSPT Math Curriculum Specialist redesigned the Algebra I and II curricula to align to the state assessment. This year, we will transition to TNReady, we will need to make certain that we have proper supports for the transition to the new curriculum.
3. Science results were not as strong as we had anticipated. While both scores showed growth from the previous year, we expected better. As a result, the science team will work to more closely align the Green Dot science

curriculum to the EOC.

To ensure consistent quality, we increased summer professional development by five days. While our professional development program has focused on preparation for the Common Core for several years, we have added some new strategies to our program to ensure increased growth. In addition to our focus on Academic Discourse, Group Structures and Questioning, we have provided extensive training on Thinking Maps this summer.

### School Culture

To assess the strength of school culture, we analyzed a number of indicators, including: stakeholder satisfaction data, teacher retention and discipline data.

Teacher retention is lower at Fairley than in year's past. In 2015, our California schools had a retention rate of 74% and Tennessee (Fairley) had a retention rate of 65%. While results are not available for California, we were encouraged to find that the teachers who left Fairley were primarily low performers. The interim teacher performance evaluation system assesses staff using multiple measures (observations and student/family/peer surveys) and then buckets teachers into one of the following categories: Highly Effective, Effective, Emerging or Entry. Last year, ten entry level teachers departed, with only one effective teacher leaving. While it's important to look at retention, we want to focus on retaining our highest performers

Green Dot creates cool, warm and hot cut scores for survey data by looking at historical data. While Green Dot's overall data is strong, Fairley's data is consistent with that of other first year schools. While 96% Green Dot parents network-wide identify that they would recommend their child's school to a friend, 85% of Fairley parents made that recommendation last year. The student results were less favorable with 75% of students network-wide recommending the school and 57% at Fairley High School. To address the issue of parent engagement, we have hired a new Director of Community Engagement. This summer, she implemented a program to ensure that schools are properly trained to increase both parent engagement and satisfaction. The student survey results were administered in fall 2014. Since that administration, Fairley has implemented a number of student leadership and after school programs to better meet the needs of students. We feel confident that survey results will increase in the coming school year.

Lastly, turnaround schools must focus on reducing the number of suspensions and expulsions on campus. Fairley High School showed improvement over the school in previous years. Suspension rates were down 20% and expulsions were down 71% from the previous year. It's important to note that Fairley High School had the same number of expulsions as the combined 21 schools in California in one year. There is much work to do. Our focus will be on teacher training (using the Safe & Civil Schools model) and increased access to social emotional services.

### Programming

In the past year, Tennessee focused on the following leading indicators for programming: access to counseling and mentoring services, student D & F data, college acceptance rates and graduation rates. Overall, the results in all areas showed promise:

- While network data is not yet available, Fairley was able to connect 19 students with outside counseling services and 50 students with adult mentors.
- At Fairley High School, 24% of students received a grade of D or F as in comparison with 19% of students organization-wide. This number will continue to decrease over time.
- Last year, 90% of Fairley students were accepted to two or four year colleges. This is consistent with the organization standard.
- The one-year graduation rate at Fairley HS was 95% with a projected 4-year graduation rate of 80%. These data surpass data for Green Dot turnarounds; furthermore, we estimate that the 4-year graduation rate will be approximately 10% higher than Fairley's graduation rate before takeover.

### To What Do You Attribute These Accomplishments?

Fairley High School is organized around a set of principles necessary to improve student learning. Our program focuses on four main areas to ensure success:

- **Quality Teaching & Instruction:** We hire capable instructional leaders and teachers. We provide intensive professional development and coaching to ensure we have effective instruction in each classroom. We implement a curriculum that is aligned to standards that prepares students for the rigors of college.
- **Eliminating Barriers to Learning:** We offer intervention during the school day. For freshmen entering below grade level will take intervention Literacy and Math courses in addition to Algebra 1 and English 9 to ensure that students can build skills necessary for success in college. In addition, we offer extensive counseling and other wrap around services to ensure to address social-emotional needs. Our discipline program focuses on restorative practice. Our aim
- **Creating a College Going Culture:** Our courses and advisory program focus on preparing students for college readiness. Through advisory, there is a four year scope and sequence to build awareness, explore career options, learn about costs and social barriers to college, and complete the application process. Programs like Everybody Goes to College Day and extended field trips allow students opportunities to visit college campuses as well.
- **Promoting Leadership & Life Skills:** In addition to college knowledge, our advisory curriculum focuses on academic reflection and goal setting; building skills necessary to be successful in life (communication, conflict resolution, grit, etc.); team-building; and service learning.

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Accountability Achievement Targets - Data Tables

Subject & Grade Level	2014 Percent Proficient & Advanced	2015 AMO Target	2015 Percent Proficient & Advanced	2014 to 2015 Change	Met/Miss After Safe Harbor
3rd through 8th RLA					
3rd through 8th Math					
3rd RLA					
3rd Math					
7th RLA					
7th Math					
9th through 12th Algebra I			54		
9th through 12th English II			29		
9th through 12th Graduation Rate					
9th through 12th English III			6.4		
9th through 12th Algebra II			45.7		

**\* Accountability Achievement Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.**

The Achievement School District (ASD) sets growth targets for each that focus on moving schools from the bottom 5% to the top 25% in five years. In general, the ASD requires schools to improve 10 points in the percent of students proficient or advanced each year. The completed table is included below:

EOC	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
Algebra 1	27%	54%	27
Algebra 2	13%	45%	32
English 1	27%	45%	18
English 2	19%	29%	10
English 3	8%	6%	-2
Biology	11%	16%	5
Chemistry	1%	5%	4

EOC	Enrollment	Tested Students	Completion Rate	Estimated Proficiency	ASD goal	Change from ASD goal	ASD Accountability
Algebra 1	147	133	90%	54%	37%	17%	Exceeds
Algebra 2	118	113	96%	45%	24%	21%	Exceeds
English 1	164	157	96%	45%	37%	9%	Exceeds
English 2	117	111	95%	29%	30%	-1%	Approaching
English 3	143	136	93%	6%	19%	-13%	Does Not Meet
Biology	120	117	98%	16%	21%	-5%	Does Not Meet
Chemistry	129	123	95%	5%			Not in Framework

**ENGLISH:** Fairley's freshmen English scores were solid. In August, students are given the Scholastic Reading Inventory (SRI) test to determine reading level. On average, 9th grade students entering Fairley High School were reading at the 5th grade level and three months. Students entering below grade level take a literacy intervention course with a goal of increasing reading levels 1.5 to 2 grades per year. Fairley students showed strong growth in their freshmen year, with moderate growth sophomore year (this was due to teacher effectiveness). In 11th grade, the top students were enrolled in Advanced Placement English Language Arts instead of the traditional English course. As a result, the top students were not eligible to take the EOC exam. We believe this is the largest contributor to our lower ELA proficiency scores in 11th grade.

**MATH:** Overall, math showed significant growth. Freshmen entering below grade level take a Math Support class in addition to Algebra 1. This course provides students with an opportunity to improve on basic skills. Additionally, Fairley HS offers Physics to all freshmen. The teachers in Algebra 1 and Physics collaborate to make sure they are aligned on teaching mathematical functions shared in the two courses. aa

Accountability Gap Targets - Data Tables

Gap Type	Subject & Grade Level	2014 Gap	2015 AMO Target	2015 Gap	Met/Miss After Safe Harbor
Black/Hispanic/NativeAmerican vs. All Students	3-8 Math				
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading				
Economically Disadvantaged vs. Non-ED	3-8 Math				
Economically Disadvantaged vs. Non-ED	3-8 Reading				

Limited English Proficient vs. Non-LEP	3-8 Math				
Limited English Proficient vs. Non-LEP	3-8 Reading				
Students with Disabilities vs. Non-SWD	3-8 Math				
Students with Disabilities vs. Non-SWD	3-8 Reading				
Black/Hispanic/Native American vs. All Students	Algebra I/Algebra II			0.2	
Black/Hispanic/Native American vs. All Students	English II/English III			0	
Economically Disadvantaged vs. Non-ED	Algebra I/Algebra II			5.1	
Economically Disadvantaged vs. Non-ED	English II/English III			2.9	
Limited English Proficient vs. Non-LEP	Algebra I/Algebra II				
Limited English Proficient vs. Non-LEP	English II/English III				
Students with Disabilities vs. Non-SWD	Algebra I/Algebra II			47.8	
Students with Disabilities vs. Non-SWD	English II/English III			18.5	

**\* Accountability Gap Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.**

Fairley High School serves approximately 600 students. 98.7% of students are African American and 1.3% are Latino; 92.5% of students qualify for the Free and Reduced Lunch Program (FRL); and 11% of students receive Special Education services. While it's difficult to know whether or not we have closed the gaps from previous years, we believe

- As all students are Black/Hispanic/Native American, there is no gap between that group and All Students.
- There is a small gap between students defined as FRL and those who are not. Intervention courses are offered to students in need and the RTI program is implemented at the school to ensure that all students have access to high quality programs. With one year of data, it's difficult to discern if we have been able to close the gap from previous years. However, we believe our overall scores suggest that we are making progress.
- Fairley runs a team teaching model for special education program. Where possible, students are in regular education classrooms with team teaching support. This program requires intensive training and supports for teachers to implement correctly. We are optimistic that achievement gaps will close as we become better adept at implementing this model. The English gap is smaller than the math gap. In part, this is related to the reading intervention program offered to a number of our students. Many of our special education students read at the BR level. To support them, we use System 44. This is a pull out intervention program designed to get them the phonics and other supports needed to improve reading scores. We are exploring adjustments to our Math Support (freshmen intervention) course to provide more targeted supports for these students moving forward.

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**Elementary/Middle School Subjects**

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

**\* 3-8 Reading/Language Arts – Analyze the 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.**

Fairley HS does not serve students in grades 3-8.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					

<b>Black or African American</b>	(%)					
<b>Hispanic or Latino</b>	(%)					
<b>Native American / Alaskan Native</b>	(%)					
<b>Native Hawaiian / Pacific Islander</b>	(%)					
<b>White</b>	(%)					
<b>Black/African American, Hispanic, Native American</b>	(%)					
<b>Migrant</b>	(%)					
<b>Female</b>	(%)					
<b>Male</b>	(%)					

**\* 3-8 Mathematics – Analyze the 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.**

Fairley HS does not serve students in grades 3-8.

3-8 Science - Data Tables

<b>3-8 Science – % Proficient / Advanced</b>	<b>Report as</b>	<b>2012-13</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>
<b>All Students</b>	(%)					
<b>Economically Disadvantaged</b>	(%)					
<b>Students with Disabilities</b>	(%)					
<b>English Learners</b>	(%)					
<b>Asian</b>	(%)					
<b>Black or African American</b>	(%)					
<b>Hispanic or Latino</b>	(%)					
<b>Native American / Alaskan Native</b>	(%)					
<b>Native Hawaiian / Pacific Islander</b>	(%)					
<b>White</b>	(%)					
<b>Black/African American, Hispanic, Native American</b>	(%)					
<b>Migrant</b>	(%)					
<b>Female</b>	(%)					
<b>Male</b>	(%)					

**3-8 Science – Analyze the 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.**

Fairley HS does not serve students in grades 3-8.

**3-8 Social Studies - Data Tables**

<b>3-8 Social Studies – % Proficient / Advanced</b>	<b>Report as</b>	<b>2012-13</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

**3-8 Social Studies – Analyze the 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.**

Fairley HS does not serve students in grades K-8.

**Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – 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.**

Fairley HS does not serve students in grades K-8.

**High School Subjects**

**English I - Data Tables**

<b>English I – % Proficient / Advanced</b>	<b>Report as</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
All Students	(%)			44.8

Economically Disadvantaged	(%)			44.7
Students with Disabilities	(%)			0
English Learners	(%)			*
Asian	(%)			
Black or African American	(%)			44.7
Hispanic or Latino	(%)			*
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			*
Black/African American, Hispanic, Native American	(%)			45
Migrant	(%)			
Female	(%)			
Male	(%)			

\* English I – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
English 1	60%	27%	45%	18

In one year under the operation of Green Dot, Fairley High School showed significant growth in the proficiency ratings for English 1. The literacy intervention course provided needed literacy intervention. We used an English 1 course with standards that were aligned with the Common Core (the decision to keep the TN standards for a year came after we designed a curriculum). While we attempted to incorporate both TN standards and TN Ready standards into the curriculum, we feel our scores may have been higher if we strictly adhered to the TN standards. However, we believe that we will be better served this year because we have already used the TN Ready standards for one year.

#### English II - Data Tables

English II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)				29	
Economically Disadvantaged	(%)				28.1	
Students with Disabilities	(%)				8.7	
English Learners	(%)					
Asian	(%)					
Black or African American	(%)				27.9	

Hispanic or Latino	(%)				*	
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)				29	
Migrant	(%)					
Female	(%)					
Male	(%)					

\* English II – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
English 2	52%	19%	28%	9

In one year under the operation of Green Dot, Fairley High School showed solid growth in the proficiency ratings for English 2. During sophomore year, students needing intervention may take an elective course called Academic English Essentials, to support literacy and writing skills development.

We used an English 2 course with standards that were aligned with the Common Core (the decision to keep the TN standards for a year came after we designed a curriculum). While we attempted to incorporate both TN standards and TN Ready standards into the curriculum, we feel our scores may have been higher if we strictly adhered to the TN standards. However, we believe that we will be better served this year because we have already used the TN Ready standards for one year.

#### English III - Data Tables

English III – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)				6.4	
Economically Disadvantaged	(%)				6.9	
Students with Disabilities	(%)				0	
English Learners	(%)					
Asian	(%)					
Black or African American	(%)				6.5	
Hispanic or Latino	(%)				*	

<b>Native American / Alaskan Native</b>	(%)					
<b>Native Hawaiian / Pacific Islander</b>	(%)					
<b>White</b>	(%)					
<b>Black/African American, Hispanic, Native American</b>	(%)				<b>6.4</b>	
<b>Migrant</b>	(%)					
<b>Female</b>	(%)					
<b>Male</b>	(%)					

\* English III – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
English 3	26%	8%	6%	-2

In one year under the operation of Green Dot, Fairley High School lost ground on the proficiency rates for English 3. A large part of this issue related to the fact that 30 juniors enrolled in Advanced Placement (AP) English instead of English 3. This represents the top 18% of juniors enrolled. TN testing rules dictate that these students are not eligible for the English 3 EOC test. 10% of students passed the AP test.

We used an English 2 course with standards that were aligned with the Common Core (the decision to keep the TN standards for a year came after we designed a curriculum). While we attempted to incorporate both TN standards and TN Ready standards into the curriculum, we feel our scores may have been higher if we strictly adhered to the TN standards. However, we believe that we will be better served this year because we have already used the TN Ready standards for one year. We have also changing the enrollment criteria for any AP courses. There will be a higher standard for juniors to enroll to make sure they are ready for the rigors of the coursework.

#### Algebra I - Data Tables

Algebra I – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
<b>All Students</b>	(%)				<b>54</b>	
<b>Economically Disadvantaged</b>	(%)				<b>54.6</b>	
<b>Students with Disabilities</b>	(%)				<b>16</b>	
<b>English Learners</b>	(%)				*	
<b>Asian</b>	(%)					
<b>Black or African American</b>	(%)				<b>53.7</b>	
<b>Hispanic or Latino</b>	(%)				*	

<b>Native American / Alaskan Native</b>	(%)					
<b>Native Hawaiian / Pacific Islander</b>	(%)					
<b>White</b>	(%)				*	
<b>Black/African American, Hispanic, Native American</b>	(%)				53.6	
<b>Migrant</b>	(%)					
<b>Female</b>	(%)					
<b>Male</b>	(%)					

\* Algebra I – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
Algebra 1	54%	27%	54%	27

In one year under the operation of Green Dot, Fairley Algebra 1 students showed excellent gains in the number of proficient students. In fact, Fairley met the Shelby County Schools average scores. This can be attributed to strong teaching, a Math Support class in addition to Algebra 1 and Physics freshman year. As with English, the math curriculum used a hybrid of Common Core (now TN Ready) and TN standards. This year, we have fully transitioned to the TN Ready standards.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
<b>All Students</b>	(%)				45.7	
<b>Economically Disadvantaged</b>	(%)				43.9	
<b>Students with Disabilities</b>	(%)				0	
<b>English Learners</b>	(%)					
<b>Asian</b>	(%)					
<b>Black or African American</b>	(%)				45.1	
<b>Hispanic or Latino</b>	(%)				*	
<b>Native American / Alaskan Native</b>	(%)					
<b>Native Hawaiian / Pacific Islander</b>	(%)					
<b>White</b>	(%)					

<b>Black/African American, Hispanic, Native American</b>	(%)				<b>45.7</b>	
<b>Migrant</b>	(%)					
<b>Female</b>	(%)					
<b>Male</b>	(%)					

\* Algebra II – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
Algebra 2	34%	13%	45%	32

In one year under the operation of Green Dot, Fairley Algebra 2 students showed excellent gains in the number of proficient students. In fact, Fairley exceeded the Shelby County Schools average scores. This can be attributed to strong teaching. As with English, the math curriculum used a hybrid of Common Core (now TN Ready) and TN standards. This year, we have fully transitioned to the TN Ready standards.

#### Biology I - Data Tables

Biology I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
<b>All Students</b>	(%)			<b>18.3</b>
<b>Economically Disadvantaged</b>	(%)			<b>16.7</b>
<b>Students with Disabilities</b>	(%)			<b>19.1</b>
<b>English Learners</b>	(%)			
<b>Asian</b>	(%)			
<b>Black or African American</b>	(%)			<b>18.7</b>
<b>Hispanic or Latino</b>	(%)			*
<b>Native American / Alaskan Native</b>	(%)			
<b>Native Hawaiian / Pacific Islander</b>	(%)			
<b>White</b>	(%)			
<b>Black/African American, Hispanic, Native American</b>	(%)			<b>18.3</b>
<b>Migrant</b>	(%)			
<b>Female</b>	(%)			
<b>Male</b>	(%)			

Biology I – Analyze the 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.

EOC	2013-2014 SCS Proficiency	2013-2014 FHS Proficiency	2014-2015 Estimated FHS Proficiency	1 Year Growth
Biology	48%	11%	16%	5

While Fairley realized 5 point gains in the percentage of proficient students, scores are significant below expectations. As a result, we have revamped the curriculum to better align with state standards and assessments. We have also increased professional development and coaching for teachers. Early scores on internal assessments indicate that there will be improvement this year.

#### US History - Data Tables

US History – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

**US History – Analyze the 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.**

The US History test was piloted last year so no data is available.

**Other HS Data – 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.**

#### Progress/Growth Data

**\* TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. This analysis may include a reflection of TVAAS scores across different subjects and grades, and/or for particular groups of students using diagnostic reports.**

Fairley HS had a TVAAS of 2 last year. This was disappointing considering the growth in math scores alone. The TVAAS scores are predictive and use three years of data to estimate growth. Fairley was in its first year of operation with Green Dot last year; however, the predictive data used included Fairley data under SCS management for 2 years. We expect that the TVAAS will be more accurate next year and fully under our responsibility by 2017-2018.

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ACT - Data Tables

ACT Scores	Report as	2012-13	2013-14	2014-15
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

**\* Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.**

Fairley HS earned a score of 14.1 for juniors. Graduating seniors had an ACT of 15.7. Neither score is acceptable. Last year, we educated juniors for five months before they took the exam. This year, the test will be administered later in the year and we will have had the opportunity to educate students for more than five months. In addition to rigorous coursework, we offer ACT bootcamps on weekends and ACT prep during our advisory time. We feel we have a plan in place to significantly growth this number moving forward.

Graduation Rate - Data Tables

Graduation Rate	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

**\* Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

Fairley HS grew from a 70.2% graduation rate to a 75.6% four-year cohort graduation rate in one year. During the takeover process, Shelby County Schools takes all student records off of campus. There were approximately 45 students who never attended Fairley Green Dot, having left the school before we began operation. We were not able to track any of those students to see if they had transferred to another school. Therefore, they were counted as dropouts in our system. This will improve over time as we are carefully tracking the records of students enrolled in our school.

The one year graduation rate for Fairley - calculated by us as a student enrolled with us at the beginning of the year - was 90%. We attribute this success to multiple credit recovery options begin available to students during the school day, on weekends and over the summer. We also had a counseling staff that was vigilant in supporting student success.

**Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

We had 134 students enrolled in AP courses last year. While our scores were not great, we expect that to improve in two years when the freshmen we educated reach junior year.

<b>Subject</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grand Total</b>
Biology	12			12
Calculus AB	17			17
English Language and Composition	27		3	30
English Literature and Composition	10	20		30
United States Government and Politics	20	6	3	29
United States History	9	4	3	16
<b>Grand Total</b>	<b>95</b>	<b>30</b>	<b>9</b>	<b>134</b>

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Represents student enrollment on October 1						
<b>ALL Students</b>						
<b>Economically Disadvantaged</b>						
<b>Students with Disabilities</b>						
<b>English Learners</b>						
<b>Asian</b>						
<b>Black or African American</b>						
<b>Hispanic or Latino</b>						
<b>Native American / Alaskan Native</b>						
<b>Native Hawaiian / Pacific Islander</b>						
<b>White</b>						

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
<b>ALL Students (K-8)</b>	(%)			
<b>Economically Disadvantaged (K-8)</b>	(%)			
<b>Students with Disabilities (K-8)</b>	(%)			
<b>English Learners (K-8)</b>	(%)			
<b>Asian (K-8)</b>	(%)			
<b>Black or African American (K-8)</b>	(%)			
<b>Hispanic or Latino (K-8)</b>	(%)			
<b>Native American / Alaskan Native (K-8)</b>	(%)			
<b>Native Hawaiian / Pacific Islander (K-8)</b>	(%)			
<b>White (K-8)</b>	(%)			
<b>ALL Students (HS)</b>	(%)			<b>88.4</b>
<b>Economically Disadvantaged (HS)</b>	(%)			<b>88.8</b>
<b>Students with Disabilities (HS)</b>	(%)			<b>89.2</b>
<b>English Learners (HS)</b>	(%)			<b>95</b>
<b>Asian (HS)</b>	(%)			

<b>Black or African American (HS)</b>	(%)			<b>88.4</b>
<b>Hispanic or Latino (HS)</b>	(%)			<b>94</b>
<b>Native American / Alaskan Native (HS)</b>	(%)			<b>67.8</b>
<b>Native Hawaiian / Pacific Islander (HS)</b>	(%)			
<b>White (HS)</b>	(%)			<b>96.4</b>

Student Discipline - SUSPENSIONS - Data Tables

<b>Student Discipline - SUSPENSIONS</b>	<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
Percentages are calculated using all students enrolled at any point during the year as the denominator.	#	%	#	%	#	%
<b>ALL Students (students suspended; not incidents)</b>					<b>214</b>	<b>30</b>
<b>Economically Disadvantaged</b>					<b>161</b>	<b>31.4</b>
<b>Students with Disabilities</b>					<b>32</b>	<b>34.8</b>
<b>English Learners</b>						
<b>Asian</b>						
<b>Black or African American</b>					<b>213</b>	<b>30.3</b>
<b>Hispanic or Latino</b>						
<b>Native American / Alaskan Native</b>						
<b>Native Hawaiian / Pacific Islander</b>						
<b>White</b>						

Student Discipline - EXPULSIONS - Data Tables

<b>Student Discipline - EXPULSIONS</b>	<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
Percentages are calculated using all students enrolled at any point during the year as the denominator.	#	%	#	%	#	%
<b>ALL Students (students expelled; not incidents)</b>						<b>0.3</b>
<b>Economically Disadvantaged</b>						<b>0.4</b>
<b>Students with Disabilities</b>						<b>0</b>
<b>English Learners</b>						
<b>Asian</b>						
<b>Black or African American</b>						<b>0.3</b>
<b>Hispanic or Latino</b>						
<b>Native American / Alaskan Native</b>						
<b>Native Hawaiian / Pacific Islander</b>						
<b>White</b>						

**School Climate and Culture – Consider a variety of data sources related to school climate and culture and summarize. Cite specific examples where possible, considering differences in subgroups where relevant. Data evaluated could include safety, discipline, survey responses (parent, teacher, and/or student), attendance, etc.**

School climate improved significantly during Green Dot's first year of operating Fairley HS. Attendance rates improved significantly - although we aim to reach an attendance rate of 95% in the next few years.

Suspension rates were high last year while we worked to build relationships with students, change culture and set expectations for the school. We worked over the summer to improve systems and increase teacher professional development. We expect a reduction in suspensions of a minimum of 10% per year until we reach a suspension rate of 5%. We also hope to create an Emotionally Disturbed program to provide increase supports to qualifying special education students.

Expulsion and Remand rates our dramatically improved from previous years. In our first year of operation, we reduced the number of expulsions and remands by 70%. This year, we have remanded one student as of November 1st (with no expulsions). We expect to keep this number low in the future.

We have done significant work to provide options outside of expulsion to ensure that students are in the building, have stable relationships with the school, and continue to learn. This has been a difficult but major mindset shift for the Memphis community. We have used research, professional development, and coaching to help adults understand the negative impact of suspensions.

School Plan - Additional Areas

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Principal – Years in position					2	
Teaching Staff (Certified) – Number of Teachers					29	
1 to 3 years					12	41
4 to 10 years					9	31
11 to 20 years					6	21
21 + years					2	1
Teacher attendance rate						94
Level 1 Teachers					2	1
Level 2 Teachers					1	1
Level 3 Teachers					3	10
Level 4 Teachers					2	1
Level 5 Teachers					2	1

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2012-13	2013-14	2014-15
Length of school year – Instructional days	(#)			184
Length of school day – Instructional minutes	(#)			420

**Consider your progress in the following areas:**

- RTI2
- Professional Development
- Teacher Recruitment, Retention, and Evaluation
- Technology Access and Use

**Reflect on what has gone well and where there is room for improvement.**

RTI2 - We built intervention into the school day, offered extensive after school and weekend programs, and tracked data to ensure student growth. Second semester, we were able to begin the process for providing individualized supports for struggling students. We will continue to create individualized plans for student success this year.

Professional Development: Teachers participate in 15 full days of professional development each year plus 2 one

hour sessions each week of professional development. Data is used to determine areas of strength and growth for the school. Professional development topics focus on: Group structures, academic discourse, questioning, literacy strategies, classroom management strategies, and culture building. The professional development program collects data after each session (survey and implementation) and appears to be improving practice.

Professional development has been successful in our school. Because we look at data and adjust content to meet the needs of teachers, we expect positive results moving forward.

#### Teacher Recruitment, Retention & Evaluation:

- Teacher recruitment remains a struggle in Memphis but we have staffed our schools with HQT and continue to source candidates from across the country. We have hired a new recruiter and hope that will ensure great hires moving forward.
- Teacher retention was lower than the average at some of our schools in its first year (70%); however, we were pleased to see that only one effective teacher left the organization.
- Teacher evaluation is comprehensive and involves multiple measures - observation, survey and assessment. This is an area of strength for Fairley.

All teachers have a laptop, projector and access to multiple programs to support their work. There is a 2:1 student to device ratio at our schools. We have math and literacy courses that use hybrid programming. These practices will continue moving forward.

#### Consider your progress in the following areas:

- **Parent and Community Involvement**

- **Communicating Assessment Results with the Community**

- **Other stakeholder Engagement Efforts**

#### Reflect on what has gone well and where there is room for improvement.

Parent and community engagement is in the beginning stages at Fairley High School; however they are making progress. School administration and teachers set goals to make positive calls to families. We track every interaction in PowerSchool. In addition to Back to School Night, Report Card Nights, Awards Events and monthly Coffee with the Principal events, Fairley hosts a School Advisory Council (SAC) that reviews school goals and budgets and makes recommendations for improvements. Students, staff and parents participate on the SAC.

- **The GD Difference:** What is a charter? What is GD's History? What does it mean to send my student to a GD school?
- **PowerSchool:** How do I check my student's grades? How do I check my service hours?
- **Family-school Communication:** How can I communicate effectively with administrators and teachers?
- **MS/HS 101:** What is GPA? What is a credit? What are the requirements for promotion/graduation? What is the CAHSEE?
- **Common Core:** What are Common Core State Standards? How can I support my student with common core shifts?
- **College-readiness:** Now that I understand HS, what does my student need to do to go to college?
- **Effective Teaching:** What does good teaching look like? What is GD doing through TCRP? How is the parent

survey used?

- **Supporting Your Student at Home:** What can I do to help my student succeed academically? How much help should I give them with homework? What if I do not understand my student's assignments?
- **Cyberbullying:** How can I prevent my student from cyberbullying or being a victim of cyberbullying? What are effective responses to cyberbullying?

Additionally, Fairley hosts a series of parent workshops throughout the school year. Topics - based on parent interest - are listed below:

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**\* 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.**

1. Increase literacy scores. Students will grow an average of 2 grade levels in reading per year.
2. Increase graduation rates. The graduation rate should increase at least 5% points to 80% next year.
3. Decrease suspensions and expulsion rates. We expect a decrease of at least 10% each in expulsions/remands and suspensions.

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**Plan Items ( )**

**G 3) District-Level: ASD Annual Goals for English I Goal for All Students on End of Course exams - School-Level: For school year 2015-2016, student academic achievement will meet or exceed expected Achievement Targets on End of Course Exams (EOC).**

Description:

District-Level: For the 2015-2016, the district RLA goals is to maintain or improve percentile rank in terms of the number of students scoring proficient/advanced relative to other districts in the state in Algebra I.

**School-Level: For school year 2015-2016, the school goal is to improve the number of students proficient or advanced on the English 1 EOC by 10 points, thus achieving a goal of 47% of students proficient/advanced.**

Performance Measure:

District-Level: The proficiency rate of those students that score proficient on the English I End of Course exams.

**School-Level: School level: (1) Percent of students scoring proficient or advance on the English 1 EOC; (2) Student academic growth meets the school projections to proficient/advanced; (3) the percentage of students for all students and each subgroup.**

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Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Needs Assessment</b>                      Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.</p> <p><b>Explanation</b>                      Fairley High School needs assessment for all groups: - Increase growth for special education populations in English and Math - Increase EOC growth in English 3 for all groups - Increase graduation rates - Decrease suspension and expulsion/remand rates Continue efforts in math and professional development.</p>	<input checked="" type="checkbox"/>
<p>2) <b>School-wide Reform Strategies</b>                      Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.</p> <p><b>Explanation</b>                      School-Wide Reform Strategies Include: - Continued intervention courses in English and Math - Continue advisory programming - Continue teacher professional development to implement Common Core - Continue implementation of RTI2 program - Continue restorative practice with discipline program</p>	<input checked="" type="checkbox"/>
<p>3) <b>Timely Assistance</b>                      Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p> <p><b>Explanation</b>                      Twice per month, students review gradebooks and set goals in advisory during a time called Academic Consultancy. Additional, teacher teams meet to review student data, look for trends, and implement a Student Success Team protocol to develop individual plans for students in need of additional supports.</p>	<input checked="" type="checkbox"/>

<p>4) <b>Instruction by Highly Qualified Staff</b> Address instruction by highly qualified staff (and effectiveness in TN).</p> <p><b>Explanation</b> Green Dot seeks to hire highly qualified staff on its campuses. We meet federal requirements for staff. We further provide extensive individual coaching and professional development to ensure that there is a highly qualified teacher in each classroom.</p>	<input checked="" type="checkbox"/>
<p>5) <b>Attracting High Quality/Effective Teachers</b> Address strategies to attract high quality/effective teachers to high needs schools.</p> <p><b>Explanation</b> Green Dot employs a Director of Human Capital and a Recruiter to recruit and hire the best teachers. The hiring process involves several steps, including: an online application, a phone screen to address fit and skill, a 20-minute teach session, a scenario based interview, and reference checks.</p>	<input checked="" type="checkbox"/>
<p>6) <b>Professional Development</b> Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.</p> <p><b>Explanation</b> Teachers and staff are provided with 15 full days of professional development per year. In addition, schools provide 2 hours of professional development each week. Principals and administrative teams receive monthly professional development as well weekly coaching.</p>	<input checked="" type="checkbox"/>
<p>7) <b>Increase Parental Involvement</b> Address strategies to increase effective parental involvement through means such as family literacy services.</p> <p><b>Explanation</b> Teachers and administrators are expected to communicate regularly with families (in person, via phone, or over email) about the progress of Fairley students. Additionally, the school offers the following opportunities monthly: coffee with the principal, School Advisory Council, parent workshops.</p>	<input checked="" type="checkbox"/>
<p>8) <b>Coordination of Programs</b> Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.</p> <p><b>Explanation</b></p>	<input checked="" type="checkbox"/>

Green Dot Public Schools has a compliance team that works with each campus to ensure that all programs are coordinated successfully. The team includes the following personnel: Executive Director, Director of Student Services (Special Education & Counseling), Director of Finance and Operations, Director of Community Engagement, Director of Teacher Curriculum & Coaching, and a Director of Human Capital and Human Resources. This team meets weekly to ensure that services are coordinated, successfully executed, and effective at supporting students.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs.



**Explanation**

Fairley HS does not serve early childhood students.

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.



**Explanation**

Our school offers a variety of assessments (state, ACT, ACT Aspire, Green Dot Interim Assessments) to understand student performance. We use a protocol called Data Driven Instruction (DDI) to train staff on how to use assessments to adjust instruction and provide individualized supports to students.