

# FACTS ABOUT THE ASSESSMENT FRAMEWORK

Shelby County Schools is accelerating full speed ahead toward greater student achievement. While many of our schools have seen significant progress, a number are still struggling to keep pace for reasons outside of their control, such as declining enrollment, poor facility conditions and inequity in school programs and services.

The reality today is that schools are not all equal, which means some students don't have access to the same resources and learning opportunities as their peers in other areas.

## ASSESSING THE BEST PATH FORWARD

As part of its dedication to ensuring every child has the best possible education, Shelby County Schools is releasing a new framework for continual assessment that the District will use on an annual basis to assess all schools to ensure each student at every school is getting the best education possible. This framework will provide the Board and community with a clear understanding of how the District makes recommendations for school improvement.



STUDENTS PERFORM BETTER  
IN A CULTURE OF HIGH  
EXPECTATIONS THAT IS  
**FUN AND  
ENGAGING.**

To establish the framework for continual assessment, this District conducted deep dive research to assess all schools and compile information about individual school performance, such as condition, enrollment and student achievement. We compiled information that included a variety of the following criteria to assess schools regularly:

### **ACADEMIC PERFORMANCE, GROWTH AND PROFICIENCY, WHICH MAY INCLUDE:**

- Recent academic performance as measured by the state
- Academic growth as measured by the state through the Tennessee Value-Added Assessment System (TVAAS)
- Existing academic interventions
- Academic programming
- College- and career-readiness

### **BUILDING QUALITY AND UTILIZATION, WHICH MAY INCLUDE:**

- Assessments by a contracted group of architects, which are then reported on the Shelby County Schools websites.

### **SCHOOL CLIMATE, WHICH MAY INCLUDE:**

- Attendance and truancy trends for all students
- Staff attendance
- Teaching quality and retention or dismissal trends for teachers at each Teacher Effectiveness Measure (TEM) level
- Survey measurement of school climate
- Student enrollment

### **NEIGHBORHOOD/COMMUNITY, WHICH MAY INCLUDE:**

- Feeder patterns and specific community needs

By regularly looking at all schools, putting resources where they are most needed and, sometimes, making tough decisions, the District will create more opportunities for students.

# CRITICAL FOCUS SCHOOL LIST

The school District will use this decision-making framework annually to evaluate all schools to ensure each student at every school is getting the best education possible. Based on the assessment framework, the District has identified the following schools as a critical focus.

## CRITICAL FOCUS SCHOOLS WITH IDENTIFIED TREATMENT PLANS:

Alcy Elementary School | New school SY18-19 | **A, S, N**  
Charjean Elementary School | Consolidation SY18-19 | **B**  
Goodlett Elementary School | New school SY18-19 | **B**  
Knight Road Elementary School | Consolidation SY18-19 | **B**  
Lucy Elementary School | Consolidation SY19-20 | **A, E, N**  
Magnolia Elementary School | Consolidation SY18-19 | **A**  
Northaven Elementary School | Consolidation SY18-19 | **A, S, N**  
Woodstock Middle School | New school SY19-20 | **A, B**

### KEY

A = Academic Performance  
B = Building Quality  
S = School Climate/Enrollment  
N = Neighborhood Needs

## CRITICAL FOCUS SCHOOLS THAT WILL DEVELOP TREATMENT PLANS:

Alton Elementary School | **A, S, N**  
Georgian Hills Middle School | **S, N**  
Hamilton Elementary School | **A**  
Hamilton Middle School | **A, S, N**  
Hawkins Mill Elementary School | **A, S, N**  
Manor Lake Elementary School | **A, B**  
Scenic Hills Elementary School | **A, S, B, N**  
Springdale Elementary School | **A**  
Trezevant High School | **A**  
Westwood High School | **A**  
Wooddale High School | **A**

## INVESTMENT PLANS

Once a school is identified as a critical focus school according to the assessment criteria, these schools will receive a tailored improvement plan. The potential investments include:

- Human resources support, including a financial investment for high-performing teachers to remain at the school to ensure every child has experienced and prepared teachers who are equipped to provide the best possible education
- A \$10,000 financial investment to develop a strategic plan to recruit new students and ensure the school is fully utilized
- Tailored academic support based on an individual school's needs, including the addition of new faculty positions, such as intervention support staff for high-need students to address academic, social and emotional needs
- Construction of new school facilities that may include addressing high-priority facilities' needs
- Updating and increasing technological resources
- Increased opportunities for family and community involvement, including mentoring and volunteer support
- Collaboration with families, faith-based partners and community groups to improve student achievement
- Increased hours of instructional time
- Enhanced before- and after-school programs, including tutoring

IF SCHOOL  
CLIMATE IS RIGHT,  
ACHIEVEMENT  
AND GROWTH WILL  
FOLLOW.

