



Leveraging CORE and DST Supports to Meet Exit Criteria for TSI, ATSI and CSI/Priority Schools

Robin Copp & Jaclyn O'Brien

Assistant Commissioner, School Turnaround
Assistant Commissioner, CORE

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Agenda

- Welcome
- Tiered Intervention System Framework & Options
- Three-Year Planning
- CORE & DST Supports
- Grants



Why This Work Matters

200,000 Tennessee students
are counting on us.

1 in 5 students
attend a school identified
as CSI, ATSI, or TSI.



Our collective work
is about **ensuring**
every student has
access to a high-
quality school
experience and
opportunities.

Tiered Intervention System Framework

- Purpose: The Tiered Intervention System Framework provides a clear continuum **of supports, interventions, and monitoring** for schools with a state or federal designation.
- The framework includes the following tiers:
 - **Pre-Tier** – Focus
 - **Tier 1** – Improvement
 - **Tier 2** – Turnaround
 - **Tier 3** – Intensive Intervention
- **TSI and ATSI** are placed in Pre-Tier.
- **Priority and CSI** schools are placed in Tier 1, 2, or 3.



Tiered Intervention System Options

Tier 1

- The LEA implements an evidence-based school turnaround intervention.
- The LEA contracts with an independent school turnaround expert.
- The LEA implements one of the intervention options from tier two or tier three.

Tier 2

- The LEA implements an intervention program that includes an intervention committee, a contract with a school turnaround expert, and a written intervention plan.
- The LEA rebuilds the Priority school's support structure.
- The LEA transfers the operation of the school to a public institution of higher education.
- The LEA converts the school to a charter school.
- The LEA implements one of the intervention options in Tier Three.

Tier 3

- The LEA closes the Priority school and develops a plan to reassign all students enrolled in the Priority school to a higher-performing school.
- The LEA rebuilds the Priority school's support structure by replacing some or all of the school's leadership and by replacing specific instructional staff as determined by the department, in consultation with the LEA.



TSI Identification & Exit

Designation Criteria	Exit Criteria	Other Info
Schools whose overall accountability scores for a given student group are in the bottom 5% for that student group. Schools may be identified for one or more underperforming student groups .	TSI schools are identified annually and may only exit if they are not identified as TSI schools in the following year .	Subgroups Identified (10 Student Groups): • Black, Hispanic, and Native American students (BHN) • Economically Disadvantaged students (ED) • English Learners (EL) • Students with Disabilities (SWD) • Hispanic/Latino • Black or African American • American Indian or Alaska Native • Native Hawaiian or Pacific Islander • Asian • White

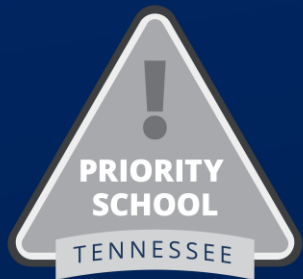


ATSI Identification & Exit

Designation Criteria	Exit Criteria	Other Info
• TSI schools in which any student group, on its own, would lead to identification as a CSI school. • The federal graduation rate for the student group is less than 67%.	Achievement Pathway: • School's 1-year success rate for identified groups exceeds the 10th percentile in both of the two most recent years. • School's 1-year success rate for identified groups exceeds the 15th percentile in the most recent year. Growth Pathway: • School earns a TVAAS level of 4 or 5 in both TVAAS Numeracy and TVAAS Literacy composites for both of the two most recent years for each identified group. Graduation Rate Pathway: • ATSI schools identified based on low federal graduation rates may exit if they graduate at least 67% of students in each identified student group in both of the two most recent years.	• 3-year designation. • Schools are evaluated for exit annually.



Priority / CSI & Exit



Designation Criteria	Exit Criteria	Other Info
- Schools that are in the lowest-performing 5% of schools based on multi-year success rates (up to three years) within each school pool. - High schools with a federal graduation rate below 67%. ATSI-to-CSI Pathway: An ATSI school that fails to exit and is identified as ATSI again for the same student group in the next identification cycle.	Achievement Pathway: - School's 1-year success rate for the All Students group exceeds the 10th percentile in both of the two most recent years. - School's 1-year success rate for the All Students group exceeds the 15th percentile in the most recent year. Growth Pathway: - School earns a TVAAS level of 4 or 5 in both TVAAS Numeracy and TVAAS Literacy composites for both of the two most recent years. Graduation Rate Pathway: - The school graduates at least 67% of its students in both of the two most recent years based on federal graduation rates.	3-year designation. Schools are evaluated for exit annually.



A blue pen with a silver tip is resting on a document that features a bar chart with blue bars of varying heights. The document is white with light blue grid lines. The pen is positioned diagonally from the top left towards the bottom center.

Three-Year Planning

Start with Exit Criteria

Effective plans begin by clearly defining exit criteria and working backward to set annual targets and strategies.

Year 1: Diagnose and Stabilize

Focus on the comprehensive needs assessment, root cause analysis, stabilizing learning environments, and establishing strong Tier I instruction with early progress indicators.

Year 2: Accelerate Improvement

Scale effective strategies, discontinue ineffective ones, and improve subgroup performance aligning with exit goals.

Year 3: Sustain Improvement Efforts

Maintain and expand effective strategies and ensure gains are sustainable with systems to prevent regression and prepare for successful exit.

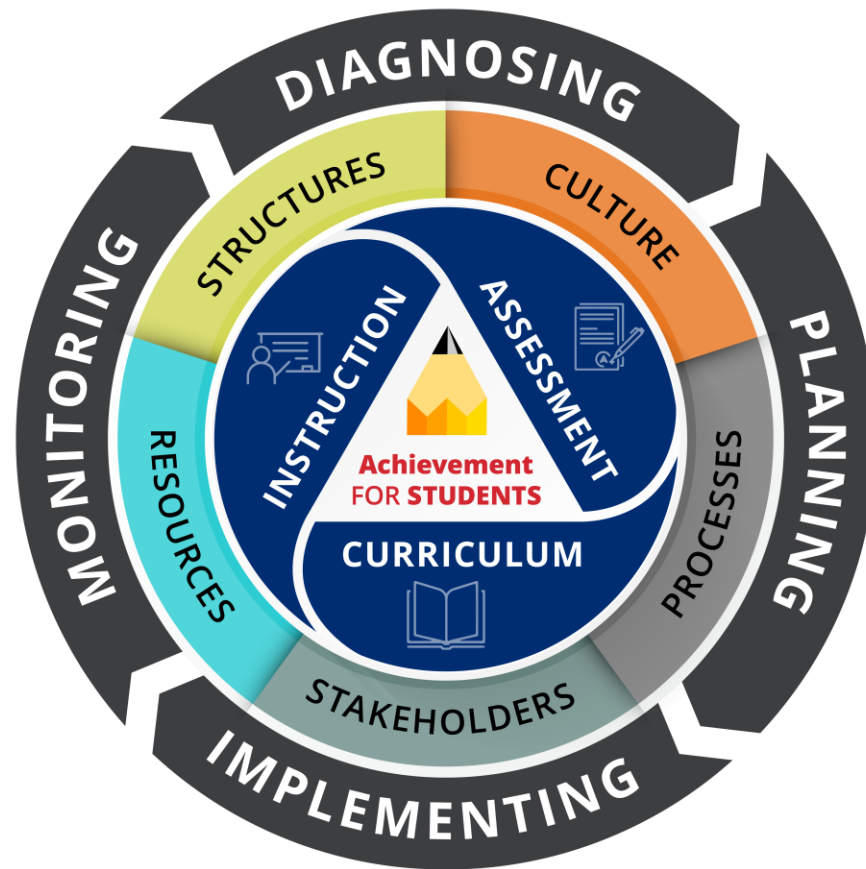


CORE Side-by-Side Supports: *Planning*

- Understand the data and designation
- Dive into the data to determine the root cause
- Provide thought partnership on supporting schools to revise plans
- Support creation of structures to review and provide feedback to schools

CORE Side-by-Side Supports: *Continuous Improvement*

- Provide district leader and school leader coaching to implement improvement strategies
- Provide ELA and math content-specific supports based on school needs (*learning walks, unit/lesson prep structures, student work analysis, feedback...*)
- Support with monitoring data to understand progress on implementation and effectiveness of improvement strategies
- Support data tracking toward exit criteria and annual targets
- Review and provide feedback on trends in quarterly school data submissions





DST Side-by-Side Supports: *Planning*

- Facilitate turnaround planning with districts and schools to develop, refine, and implement plans aligned to the priorities of Academics, Student Readiness, and Educators.
- Provide targeted technical assistance to help district and school leaders conduct a comprehensive needs assessment, identify root causes, select evidence-based strategies, and monitor implementation progress.



DST Side-by-Side Supports:

Continuous Improvement

- Provide ongoing planning support, performance monitoring, and data collection processes that guide continuous improvement efforts
- Provide ongoing turnaround thought partnership through monthly collaboration with district leaders to review implementation and effectiveness progress, and adjust plans based on evidence and outcomes and review tracking toward exit criteria and annual targets
- Provide resource alignment for emerging needs by assisting districts with grant revisions and amendments to respond quickly to data trends, newly identified priorities, and successful practices that demonstrate positive outcomes for students.

Priority/CSI Grants

The intent and purpose of school improvement grant funds is to support schools in implementing **evidence-based strategies** outlined in approved **District and School Turnaround Plans**.

- Strategies should focus on:
 - achieving **rapid** school turnaround,
 - strengthening school **systems** and **structures**, and
 - **directly** enhancing student achievement.

Turnaround Action Grant (TAG):

TAG is funded with Title I, Part A 1003, school improvement funds using a per-pupil allocation for each priority/CSI school.

State School Improvement Grant (SSIG):

SSIG is funded with state funds using a per-pupil allocation for each priority/CSI school.



ATSI Grant

- The ATSI grant is funded with Title I, Part A 1003, school improvement funds based on the number of students in each identified underperforming subgroup.
- The intent and purpose of the grant is to **fund strategies that directly address the identified needs of the underperforming subgroup** and are outlined in the School Improvement Plan.





Thank you!

CORE

Jaclyn O'Brien

Assistant Commissioner of CORE

Jaclyn.Obrien@tn.gov

Division of School Turnaround

Robin Copp

Assistant Commissioner of School Turnaround

Robin.Copp@tn.gov

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