

# School Turnaround

## Tiered Intervention System (TIS) Framework



	Pre-Tier <i>Focus</i>	Tier 1 <i>Improvement</i>	Tier 2 <i>Turnaround</i>	Tier 3 <i>Intensive Intervention</i>
The division of school turnaround will be responsible for implementation of the full tiered intervention system framework				
Premise	<p>These schools:</p> <ul style="list-style-type: none"> <li>are identified as Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) due to one or more of their subgroups consistently underperforming.</li> </ul> <p>These schools need targeted support to assist the district and school leadership in identifying and addressing the unique needs of the underperforming subgroup of students.</p> <p>School Improvement decision-making resides with the district, with guidance and support from the Tennessee Department of Education (department).</p>	<p>These schools:</p> <ul style="list-style-type: none"> <li>are in the bottom five percent of schools in performance in the state,</li> <li>are high schools that fail to graduate one-third (1/3) or more of their students, or</li> <li>are schools with chronically low-performing subgroups that have not improved after receiving additional targeted support.</li> </ul> <p>These schools are newly identified with a state priority designation and/or a federal Comprehensive School Improvement (CSI) designation or are existing priority/CSI schools that have made sufficient progress towards meeting priority/CSI exit criteria. They have some existing turnaround supports and structures in place; however, they need additional support and assistance to leverage resources and improve student outcomes more effectively.</p> <p>School turnaround decision-making resides with the local education agency (LEA), with guidance and support from the department.</p>	<p>These schools:</p> <ul style="list-style-type: none"> <li>are in the bottom five percent of schools in performance in the state,</li> <li>are high schools that fail to graduate one-third (1/3) or more of their students, or</li> <li>are schools with chronically low-performing subgroups that have not improved after receiving additional targeted support.</li> </ul> <p>These are priority/CSI schools that continue to be underperforming, have systemic issues, and have been identified as a priority/CSI school at least twice on the three most recent priority/CSI school designation lists.</p> <p>These schools are not making sufficient or consistent progress or growth, necessitating more state oversight and prescription.</p> <p>School turnaround decision-making resides with the LEA, with increased intervention and support from the department.</p>	<p>These schools:</p> <ul style="list-style-type: none"> <li>are in the bottom 5 percent of schools in performance in the state,</li> <li>are high schools that fail to graduate one-third (1/3) or more of their students, or</li> <li>are schools with chronically low-performing subgroups that have not improved after receiving additional targeted support, and</li> <li>are existing priority/CSI schools that have not made sufficient progress towards meeting priority/CSI exit criteria for multiple years despite district and state intervention.</li> </ul> <p>These schools have been identified as a Tier 2 Turnaround school for at least three years and continue to be chronically underperforming, have stagnant or declining outcomes and systemic issues, and despite previous state and local intervention are not making progress.</p> <p>School turnaround decision-making resides with the department in partnership with the LEA.</p>
Tier Description	Pre-tier schools will be required to:			

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	<ul style="list-style-type: none"> <li>implement evidence-based strategies that address the unique needs of the underperforming subgroup of students; and</li> <li>focus strategies on building school-level capacity in the key areas of Academics, Educators, and Student Readiness.</li> </ul> <p>The department will support district and school leaders in setting improvement goals and in assessing progress towards these goals.</p> <p>ATSI schools in this tier are evaluated by the department annually to determine the impact of the strategies being implemented and may:</p> <ul style="list-style-type: none"> <li>continue to implement the current improvement plan with specific revisions, if necessary;</li> <li>be required to move to Tier 1 in the tiered intervention system and submit a new written implementation procedure; or</li> <li>exit the pre-tier designation as a result of meeting ATSI exit criteria.</li> </ul>	<p>Tier 1 schools will be required to implement one of the following intervention options as determined by the LEA:</p> <ul style="list-style-type: none"> <li>The LEA implements an LEA-led, evidence-based, school turnaround intervention approved by the department.</li> <li>The LEA contracts with an independent school turnaround expert approved by the department.</li> <li>The LEA implements one of the intervention options from Tier 2 or Tier 3 approved by the department.</li> </ul> <p>Schools in this tier are evaluated by the department annually to determine the impact of the intervention option being implemented and may:</p> <ul style="list-style-type: none"> <li>continue to implement the current intervention option with specific revisions, if necessary, to the school's comprehensive support and improvement plan; or</li> <li>be required to implement a different intervention option within tier 1, as determined by the department; or</li> <li>be required to move to Tier 2 in the tiered intervention system and submit a new written implementation procedure; or</li> </ul>	<p>Tier 2 schools will be required to implement one of the following intervention options as determined by the LEA:</p> <ul style="list-style-type: none"> <li>The LEA implements an intervention program approved by the department and includes, at a minimum, an intervention committee made up of school board members, school employees, and parents of students attending the school, a contract between the local board of education and an independent school turnaround expert, approved by the department and a written intervention plan approved by the department and developed by the independent school turnaround expert with which the local board is contracting in collaboration with the intervention committee.</li> <li>The LEA rebuilds the school's support structure by replacing some or all the school's leadership and by replacing specific instructional staff as identified by the LEA as part of a turnaround strategy approved by the department.</li> <li>The LEA transfers the operation of the school to a public institution of higher education approved by the department pursuant to a contract between the LEA and the public</li> </ul>	<p>Tier 3 schools will be required to implement one of the following intervention options as determined by the department:</p> <ul style="list-style-type: none"> <li>The LEA closes the school and develops a plan approved by the department to reassign all students enrolled the school to a higher performing school.</li> <li>In communities for which school closure is not feasible, the LEA rebuilds the school's support structure by replacing some or all the school's leadership and by replacing specific instructional staff as determined by the department in consultation with the LEA.</li> </ul> <p>Schools in Tier 3 that are restructured are evaluated by the department annually to determine the impact of the restructuring and may:</p> <ul style="list-style-type: none"> <li>continue to implement the current intervention option with specific revisions, if necessary, to the school's comprehensive support and improvement plan;</li> <li>be moved to Tier 2 in the tiered intervention system and submit a new written implementation procedure; or</li> <li>exit the tiered intervention system as a result of meeting priority/CSI exit criteria.</li> </ul>
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			in the School Turnaround Program (STP), as described in T.C.A. § 49-6-3701.	
School Improvement/ Turnaround Planning	<p>Pre-tier schools will be required to partner with the LEA to develop a school improvement plan that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• address the needs of the identified subgroup;</li> <li>• be based on a school-level needs assessment;</li> <li>• include a plan for notifying the parents of the school’s TSI/ATSI status;</li> <li>• be developed by the school and the LEA;</li> <li>• TSI plans will be approved and monitored by the LEA; and</li> <li>• ATSI plans will be approved, monitored, and evaluated by the department.</li> </ul>	<p>LEAs will be required to develop a district turnaround plan outlining supports for schools in Tier 1 that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a needs assessment;</li> <li>• include a plan for stakeholder engagement;</li> <li>• include a review of allocation of LEA resources to priority/CSI schools;</li> <li>• be approved by the department; and</li> <li>• be monitored and evaluated annually by the department.</li> </ul> <p>Tier 1 schools will be required to partner with the LEA to develop a comprehensive support and improvement plan (turnaround plan) that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a school-level needs assessment; identify the evidence-based intervention option being implemented at the school;</li> <li>• include a plan for notifying parents of the school’s priority/CSI status and a plan for stakeholder engagement;</li> <li>• include a review of LEA and school-level resources;</li> <li>• be developed by the school and the LEA and approved by the department; and</li> </ul>	<p>LEAs will be required to develop a district turnaround plan outlining supports for schools in Tier 2 that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a needs assessment;</li> <li>• include a plan for stakeholder engagement;</li> <li>• include a review of allocation of LEA resources to priority/CSI schools;</li> <li>• be approved by the department; and</li> <li>• be monitored and evaluated annually by the department.</li> </ul> <p>The LEA will be required to partner with the department or an approved turnaround expert to develop a comprehensive support and improvement plan (turnaround plan) for schools in Tier 2 that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a school-level needs assessment;</li> <li>• identify the evidence-based intervention option being implemented at the school;</li> <li>• include a plan for notifying parents of the school’s priority/CSI status and a plan for stakeholder engagement;</li> <li>• include a review of LEA and school-level resources;</li> </ul>	<p>LEAs will be required to develop a district turnaround plan outlining supports for schools in Tier 3 that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a needs assessment;</li> <li>• include a plan for stakeholder engagement;</li> <li>• include a review of allocation of LEA resources to priority/CSI schools;</li> <li>• be approved by the department; and</li> <li>• be monitored and evaluated annually by the department.</li> </ul> <p>For schools in Tier 3 that are restructured, the LEA will be required to develop a comprehensive support and improvement plan (turnaround plan) for schools that must, at a minimum:</p> <ul style="list-style-type: none"> <li>• be based on a school-level needs assessment;</li> <li>• identify the evidence-based intervention option being implemented at the school;</li> <li>• include a plan for notifying parents of the school’s priority/CSI status and a plan for stakeholder engagement;</li> <li>• include a review of LEA and school-level resources;</li> </ul>

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		<ul style="list-style-type: none"> <li>be monitored and evaluated annually by the department.</li> </ul>	<ul style="list-style-type: none"> <li>be developed by the school and the LEA and approved by the department; and</li> <li>be monitored monthly and evaluated annually by the department.</li> </ul>	<ul style="list-style-type: none"> <li>be developed by the school and the LEA and approved by the department; and</li> <li>be monitored monthly and evaluated annually by the department.</li> </ul>
Federal/State Funding Allocation	<p>TSI schools' initiatives will be funded by the LEA with state/local or federal funds.</p> <p>ATSI schools will be eligible for school improvement grants awarded through a grant process to assist with implementing evidence-based strategies that support the identified subgroups.</p>	<p>Schools will be eligible for school improvement grants to be awarded through a grant process to assist with supplemental support of their approved intervention option.</p>	<p>Schools will be eligible for school improvement grants to be awarded through a grant process to assist with supplemental support of their approved intervention option.</p> <p>Schools in the STP will be eligible for school improvement grants to contract with the school turnaround expert. If funds are available, schools in the STP will be eligible to apply for additional school improvement grants to implement the approved school turnaround plan.</p>	<p>Schools will be eligible for school improvement grants to be awarded through a grant process to assist with supplemental support of their chosen intervention option.</p>
Monitoring	<p>Monitoring for schools in pre-tier includes the following:</p> <ul style="list-style-type: none"> <li>District-led quarterly learning walks to monitor implementation and effectiveness of the improvement plan.</li> <li>District-led quarterly data review meetings to analyze leading/predictive data and measure progress toward goal attainment for the identified subgroup.</li> </ul>	<p>Monitoring for schools in Tier 1 includes the following:</p> <ul style="list-style-type: none"> <li>District-led quarterly learning walks to monitor implementation and effectiveness of the intervention option.</li> <li>Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and</li> </ul>	<p>Monitoring for schools in Tier 2 includes the following:</p> <ul style="list-style-type: none"> <li>District-led monthly learning walks to monitor implementation and effectiveness of the intervention option.</li> <li>Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and</li> </ul>	<p>Monitoring for schools in Tier 3 that are restructured includes the following:</p> <ul style="list-style-type: none"> <li>District-led monthly learning walks to monitor implementation and effectiveness of the intervention option.</li> <li>Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to</li> </ul>



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	<ul style="list-style-type: none"><li>• District-led, bi-annual school review meetings to monitor the implementation and effectiveness of evidence-based strategies designed to address the needs of the identified subgroup outlined in the school improvement plan.</li><li>• Department-led annual school reviews for ATSI schools, which may include on-site meetings to monitor the implementation and effectiveness of the school improvement plan.</li><li>• LEAs will submit leading/predictive data three times a year for ATSI schools to the department. Data analysis will be conducted by the district.</li></ul>	<p>addressed, and grant funds are being utilized to support the prioritized needs.</p> <ul style="list-style-type: none"><li>• Department-led, bi-annual district on-site visits to monitor implementation and effectiveness of the district and school turnaround plans, selected intervention, and tier requirements.</li><li>• LEAs will submit leading/predictive data three times a year for Tier 1 schools to the department. Data analysis will be conducted by the district.</li><li>• LEAs will submit on behalf of Tier 1 schools an End of Year Report to the department. This report will be reviewed as part of each school's yearly departmental evaluation as described in the tier description section.</li></ul>	<p>addressed, and grant funds are being utilized to support the prioritized needs.</p> <ul style="list-style-type: none"><li>• Department-led, bi-annual district on-site visits to monitor implementation and effectiveness of the district and school turnaround plans, selected intervention and tier requirements.</li><li>• LEAs will submit monthly progress monitoring reports for Tier 2 schools to the department. Data analysis will be conducted by the district with support from the department in making recommendations based on the data.</li><li>• LEAs will submit on behalf of Tier 2 schools an End of Year Report to the department. This report will be reviewed as part of each school's yearly departmental evaluation as described in the tier description section.</li></ul>	<p>implementation are identified and addressed, and grant funds are being utilized to support the prioritized needs.</p> <ul style="list-style-type: none"><li>• Department-led, bi-annual district on-site visits to monitor implementation and effectiveness of the district and school turnaround plans, selected intervention and tier requirements.</li><li>• LEAs will submit monthly progress monitoring reports for Tier 3 schools to the department. Data analysis will be conducted by the district with support from the department in making recommendations based on the data.</li><li>• LEAs will submit on behalf of Tier 3 schools an End of Year Report to the department. This report will be reviewed as part of each school's yearly departmental evaluation as described in the tier description section.</li></ul>
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