



BEST FOR ALL

We will set all students on a path to success.

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Agenda

- Welcome & Introductions
- Listening Tour Key Takeaways
- School Turnaround Framework Overview
- Tier I & II Deep Dive and Small Group Discussions
- Tier III/ASD Overview
- Next Steps & Closing



Welcome and Introductions





BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER

TN

Department of
Education

Purpose

The purpose of this session is to **gather feedback** from stakeholders on the department's **initial draft** of a **new school turnaround framework**.

- Tonight, we want to share a first draft and collect your questions and feedback—we do not have all the answers, and we need your expertise as members of the community.
- We will continue to engage with you over the next several months as we solidify the framework in collaboration with stakeholders, and community engagement will be a key part of school turnaround work moving forward.



School Turnaround Initial Feedback Sessions

Monday, Jan. 6 in Jackson

- Isaac Lane Elementary School

Tuesday, Jan. 7 in Memphis

- Trezevant High School

Wednesday, Jan. 8 in Chattanooga

- The Howard School

Thursday, Jan. 9 in Nashville

- LEAD Neely's Bend Middle School



School Turnaround Listening Tour: Key Takeaways



Key Takeaways: Inputs

People

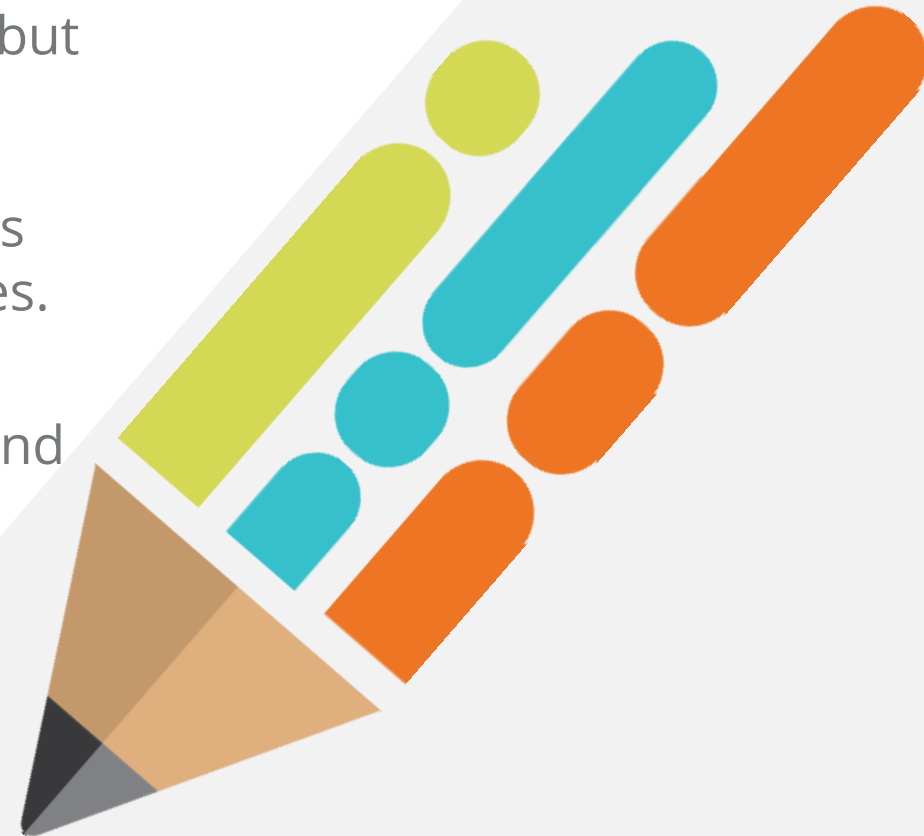
- It is essential to have teachers and leaders who are skilled, certified, experienced, transparent, culturally responsive, and who represent the school's community.

Non-Academic Resources

- Supporting the whole child is a non-negotiable, including but not limited to high-quality programs for students with exceptionalities, mental health supports, bullying, wrap-around services, chronic absenteeism, providing nutritious meals, and training teachers on trauma-informed practices.

Family and Community

- Family and community engagement should be frequent and more formalized, and schools should provide training to parents on how they can be involved in the school and in their child's education.



Key Takeaways: Overall Structure

Local Ownership

- Ownership and flexibility should be provided to districts and schools in how they can best support high-opportunity schools.

Long-Term Solutions

- Turning around schools is a function of hard work inside of a school building and outside through the equally hard work of community development.



Key Takeaways: Stakeholder Responsibilities

Community Role

- The local community should play an active role when it comes to making decisions regarding its schools, and community voice must be heard.
- There should be ongoing, meaningful partnership and engagement with local stakeholders.

State Role

- The state should provide financial resources, best practices, clear policies, and school accountability; teacher and leader recruitment and retention should also be a top priority.



School Turnaround Framework Overview

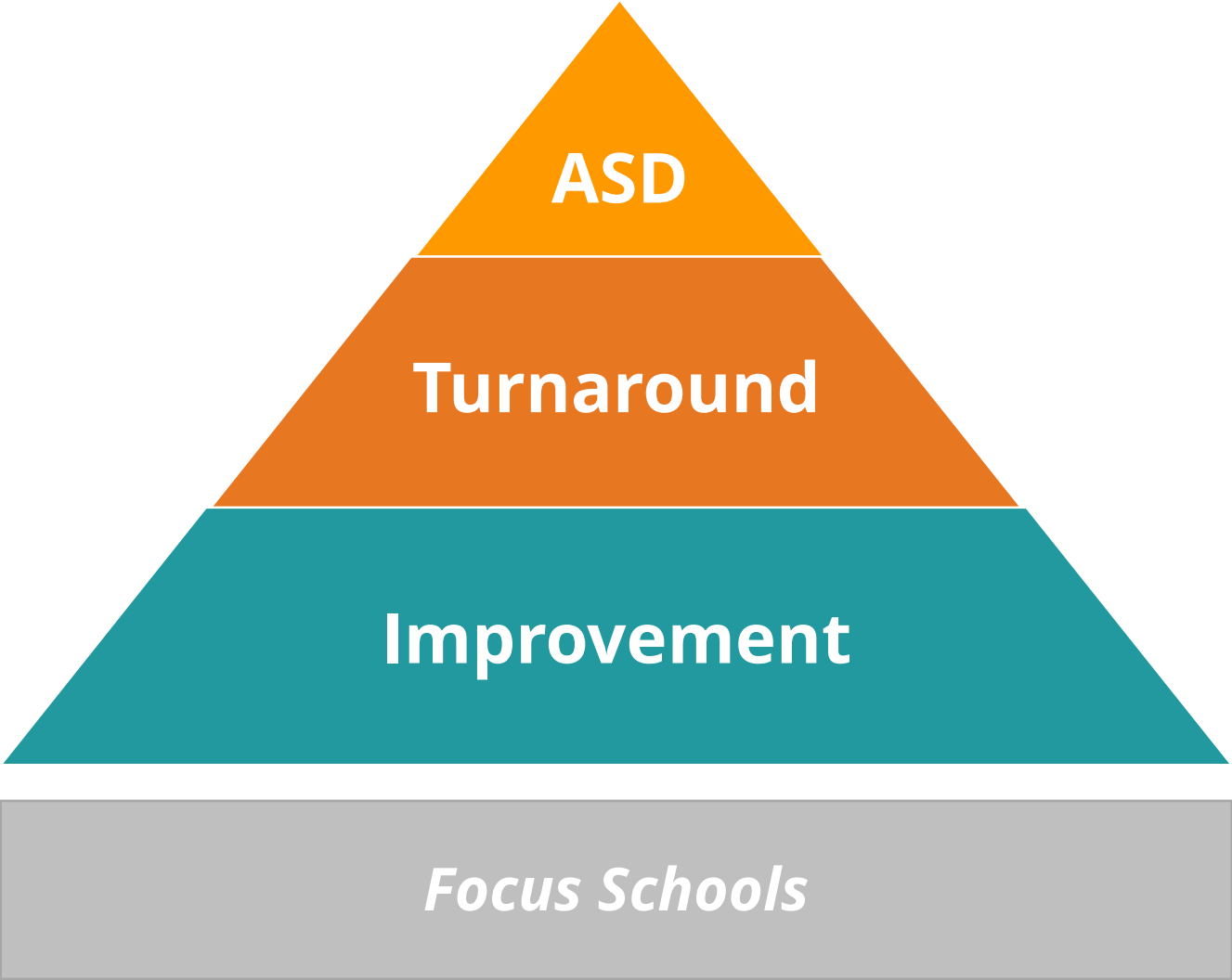


Framework Guiding Principles

- While school turnaround takes time, this work is **urgent**; what is best for students cannot wait.
- The local community should play an **active role** when it comes to making decisions regarding its schools.
- The longer a school remains a Priority school (a school in the bottom 5% of all schools across the state), the state's role must become more **prescriptive** and **intensive**.
- The Achievement School District remains a **necessary intervention** in Tennessee's school framework when other local interventions have proven to be unsuccessful in improving outcomes for students.
- This is a **long-term effort**—discipline, consistency, and clear structures will be critical.



Proposed Structure of School Turnaround



FUNDING LEVEL



DISTRICT AUTONOMY



	<i>Pre-Tier Supports</i>	Tier I	Tier II	Tier III
Designation	TSI/ATSI (Focus school)	Priority school	Priority school	ASD Priority school
# Schools	To be determined	Approx. 40-50	Approx. 25-35	Approx. 15-25
Support Type	Tailored to identified student group(s)	District capacity-building	Department prescribes evidence-based interventions	Long-term investment in school transformation
Funding	N/A	\$	\$\$	\$\$\$
TDOE Involvement	Limited	Moderate	High	Highest
Duration	1-3 years* <small>*a school with the same underperforming student group for 3 years becomes a Priority school</small>	1-3 years	4-6 years	≤10 years

Tier Placement and Transition

- (No change from current practice) Priority schools are identified every three years.
 - The next designation year is 2021.
 - Schools are eligible to exit Priority status each year.
- Schools *can* transition between tiers each year.
- Placement on the tiers will be based on several factors, including:
 - School accountability
 - Number of times on Priority list
 - Percentage of teachers with TVAAS score of 3, 4, or 5
 - Discipline rate (suspension/expulsion)



School Turnaround Framework Deep Dive and Feedback



Guidance

- We will dive deeper into Tiers I and II and then ask for feedback.
- A department facilitator will be at your table/group to facilitate the discussion about each tier.
- Your facilitator will take notes.
- We will allot 10 minutes per question.

Norms

- Share air time by making sure everyone has a chance to speak.
- Stay on topic.
- Be student-centered; focus on what is best for students.



Tier I: Improvement



Tier I Overview: Improvement

Tier I is the foundational level of support for Priority schools.

Key Points

- The goal is that schools in this tier have some **strong structures** and **practices** in place and therefore need less intensive supports than those available in Tiers II and III
- Implemented school interventions continue to be **district-led**
- Focus on building **district capacity** in key areas by using **existing resources** more effectively
- Expectation that schools in this tier are **fully utilizing** resources and supports already provided by the department



Tier I: Improvement

Build district capacity to use existing resources more effectively

Districts

have **control** over funds and may **choose** to fund schools directly or implement district-led initiatives

TDOE

plays a **supporting** role by building district capacity to use **existing resources** more effectively

Staff Support

Tier I is overseen by the **Assistant Commissioner of School Improvement** and supported by **three regional directors**

Funding

\$50,000 allocated to **each** school in this tier each year. We understand this funding amount is modest—the reality is that available funds are limited, so we need to be strategic. We want to provide more funding to schools that are struggling the most to allow for permanent and lasting change. (An additional \$50,000 may be available through a **competitive** grant process pending total school count in Tier I.)

Tier I Supports

Academics

- Evidence of using department tools when selecting/reviewing curriculum to ensure materials are high quality and standards-aligned
- Verify all teachers have training and are certified in Science of Reading
- Teacher practice is monitored (milestone visits)
- Benchmark assessment monitoring
- Evidence of structures to provide collaborative planning and PLC supports
- Expectation that state-provided resources/programs are utilized

Tier I Supports

Whole Child

- Culture (i.e., positive behavior supports, discipline, chronic absenteeism)
- Required participation in school culture/climate survey
- Safety
- Student supports (enrichment and engagement)
- Wraparound supports for students and families (i.e., physical and mental health)
- Expectation that state-provided resources and programs are utilized

Tier I Supports

Educators

- Central HR and local support from TDOE Human Capital
- Current practices review (recruitment, retention, pipeline, other incentives)
- Teacher supports and professional development
- Teacher leader opportunities
- Instructional leadership teams
- Professional learning communities
- Expectation that state-provided resources/programs are utilized

Tier I Supports

Other Supports

- School improvement grant funding opportunities
- Grant application/grant writing training
- Bonus points for competitive grant opportunities
- District and Priority school planning support
- Milestone visits (bi-annually)
- Monthly/quarterly data submission
- Monthly district budget calls
- Resource allocation



Tier I Feedback Questions

1. What additional supports or interventions are needed for schools in this tier?
 - Academics
 - Whole Child
 - Educators
 - Other Supports
2. What additional information do you need or questions do you have about this tier?



Tier II: Turnaround



Tier II Overview: Turnaround

Schools placed in this tier have not been making sufficient or consistent progress or growth and are therefore required to implement evidence-based interventions and supports as prescribed by the department.

Key Points

- Implementation of these interventions tied to the available funding
- Schools monitored closely to ensure fidelity of implementation
- If district or school capacity is a concern, there is an option for a district to partner with an external organization to operate the school
- Local advisory board must be used to regularly provide family and community input at the school level



Tier II: Turnaround

Department prescribes evidence-based interventions aligned to Academics, Whole Child, and Educators

Districts

have **control** over structure (district-led or partner-led), but must flow 80% of funds directly to schools – above what is allocated in BEP.

Tier II-A

DISTRICT-LED

Tier II-B

PARTNER-LED

TDOE

holds all schools accountable through **school accountability framework (A-F)** and department monitoring

Staff Support

Tier II is overseen by the **State Turnaround Superintendent** and supported by **three regional assistant superintendents** for schools in Tiers II and III

Funding

\$300k-\$500k awarded to each school in this tier

Tier II Supports

Academics

- Department review/approval of high-quality instructional materials
- Professional development for curriculum implementation provided by department-approved coaching vendor for teachers and leaders
- Approved adaptive technology for instructional gap closure
- Aligned interim and formative assessments
- Individual student pathways and career exploration
- Walkthroughs will be used to frequently monitor teacher practice and classroom culture of learning
- Verify all teachers have training and are certified in Science of Reading

Tier II Supports

Whole Child

- Mental Health First Aid for all school-based personnel
- Trauma-informed schools training (department-provided)
- School-wide culture (trauma-informed discipline policy)
- Safety supports (School Resource Officer)
- Nurse and access to mental health personnel at each school
- Student supports (enrichment and engagement)
- Wraparound supports for students and families (i.e., physical and mental health)

Tier II Supports

Educators

- Principal must participate in Turnaround Leader Network (department-offered or approved)
- Department and district must mutually agree on principal hire(s)
- Principal supervisor must participate in the Principal Supervisor Network
- District must have compensation structure that includes pay for additional responsibilities, as well as hiring and retention bonuses
- All teachers must be fully credentialed and level 3/4/5 (achievement)
- Tier II schools get priority in hiring/transfers of highly-effective teachers

Tier II Supports

Other Supports

- District and school planning support
- Monthly department on-site visits, including principal-led data discussion
- Assigned department support
- Participate in district capacity-building
- Additional recommendations are currently being vetted by the department



Tier II Feedback Questions

1. What questions do you have about Tier II?
 - Academics
 - Whole Child
 - Educators
 - Other
2. What additional information do you need or questions do you have about this tier?



Tier III: Achievement School District



Lessons Learned

- Despite good intentions, the ASD was implemented (or grew) too quickly—demand outpaced supply and capacity.
- ASD expanded into a model that was too large to be effective for all schools.
- Community voice must be consistently sought and listened to when making decisions.
- We under-utilized local talent and partnerships to build sustainable structures designed to change school culture.
- School turnaround doesn't happen quickly or in isolation.



ASD 2.0

From these lessons learned, we will reset the ASD beginning in the 2022-23 school year, committing to the following:

- Ground our work in community
- Listen first
- Engage continuously
- Invest in building local talent and the time it takes to go slowly



Continuing the Conversation



For these reasons, there is more work to be done to solidify the ASD going forward.

- We will conduct **more extensive engagement** in the spring and summer to inform key decisions.
- We will be hiring a new state turnaround superintendent to lead Tier II and Tier III (ASD), with a projected hire date in July of 2020.
 - We will engage with ASD school communities to help us determine the right person for this position.
 - This state turnaround superintendent will have a key role in determining details of the new ASD structure moving forward.

Current ASD Schools

- All current ASD schools will transition out of the ASD no later than the fall of 2022.
 - This does not mean they will automatically exit Priority status.
- This timeline gives schools two and a half years to either exit Priority status or return to their zoned districts.
- We will collaborate with charter operators and host discussions with districts to develop transition plans.
- We are exploring legislative avenues to pursue other options for transition.



Next Steps



Timeline

- Between now and the fall of 2021, we will continue to support Priority schools within the **current structure** through **grant opportunities, school visits, monitoring, and technical assistance**.
- Beginning immediately, we will have initial conversations with districts and operators to develop transition plans for ASD schools.



Closing

- Thank you again for your time, your candid feedback, and your support of students and schools.
- Please reach out Felicia.Everson-Tuggle@tn.gov if you have any additional feedback or questions.

