

Turnaround Schools Update

(CSI/TSI/Promise)

AGENDA

- Identification Criteria Review
- CCRPI Trending Data (2019)
- Current Performance Data
- Next Steps

GADOE's ESSA Identification Criteria

Status Category	Entrance Criteria	Exit Criteria
<p>Comprehensive Support and Improvement (CSI)</p> <p>College Park ES</p>	<p>The lowest performing 5% of Title I schools in the state when ranked based on their three-year CCRPI average</p>	<p>Shows at least 3% progress closing the gap between baseline and 100</p>
<p>Targeted Support and Improvement (TSI)</p> <p>Oakley and Parklane</p>	<p>Have at least one subgroup performing in the lowest 5% of all schools in at least 50% of the CCRPI components</p>	<p>No subgroup is performing in the lowest 5% of all schools in at least 50% of the CCRPI components.</p>
<p>Promise</p> <p>Conley Hills, Bethune, Feldwood, S.L. Lewis, P.D. West</p>	<p>The 5.01% to 10% lowest performing Title I schools in the state when ranked based on their three-year CCRPI average</p>	<p>Demonstrates improved CCRPI over the baseline average</p>

Three-year Average CCRPI Score

Status	School	2017	2018	2019	3-year avg
CSI	<u>College Park ES</u>	51.6	50.7	57.1	53.1
TSI	<u>Parklane ES</u>	62.7	48.9	69.2	60.3
TSI	<u>Oakley ES</u>	56	69.3	74	66.4
Promise	<u>Conley Hills ES</u>	58.5	66.7	49.2	58.1
Promise	<u>Feldwood ES</u>	55.7	48.7	69	57.8
Promise	<u>Bethune ES</u>	57.2	57.4	53.2	55.9
Promise	<u>Paul D. West MS</u>	53.6	55.4	63.8	57.6
Promise	<u>S. L. Lewis ES</u>	54.2	50.8	64.1	56.4

2019 to 2021 i-Ready At-Risk Comparison

CS/TSI LIST	2019 Reading At-Risk	2021 Reading At-Risk	2019 Math At-Risk	2021 Math At-Risk
Bethune ES	52%	31%	30%	29%
College Park ES	41%	34%	22%	32%
Conley Hills ES	50%	41%	22%	39%
Feldwood ES	42%	28%	23%	25%
Oakley ES	30%	23%	16%	23%
Parklane ES	50%	40%	23%	40%
Paul D. West MS	60%	67%	51%	61%
S. L. Lewis ES	44%	24%	26%	21%

- Most schools have decreased the percentage of students At-Risk in Reading from 2019-2020/21.
- Bethune and S.L. Lewis have decreased the percentage of students At-Risk in Math.

Semester Action Plans

WHO: Zone and School
Leaders, Learning & Teaching
Leaders, Teachers

- Enhance capacity of instructional leadership teams
- Identify the High Leverage Action Steps
- Complete targeted professional learning in Literacy and Numeracy

Student Engagement

WHO: Zone and School
Leaders, Support Services
Leaders, Teachers

- Conduct Formative Observations and Coaching Cycles
- Continue Social Emotional Learning (SEL) and Supports
- Positive Behavior Intervention Supports (PBIS)

Progress Monitoring

WHO: Zone and School
Leaders, Teachers

- Monitor i-Ready Usage and Performance Data
- Analyze performance from Formative data to Summative results
- Monitor High Leverage Action Steps