

GaDOE Support Schools

Board Presentation
January 11, 2024

GaDOE Support Schools: FY23 - LCES & LCMS were identified as TSI

Targeted Support and Improvement Schools (TSI)

- Performance for one or more student groups is in the lowest 5% of schools.



Additional Targeted Support and Improvement Schools (ATSI)

- Among schools meeting the TSI criteria, have one or more identified student groups whose component scores are at or below the highest component scores of the CSI Lowest Performance schools.

Comprehensive Support Schools (CSI)

- Title I schools with performance for ALL students in the lowest 5% of all Title I schools.

Tier IV Support Schools

- CSI schools that do not exit CSI support after three years.

Increasing Levels of Support

A large, light-orange downward-pointing arrow is located on the right side of the slide. The text "Increasing Levels of Support" is written vertically inside the arrow, pointing downwards.

LCMS Removed from TSI List

Based on the 2023 CCRPI data, LCMS was removed from the TSI list.

At the beginning of the 2022-2023 school year, LCMS was identified as a district support school.

- District partnered with Connie Lothridge to provide Leadership Capacity Development (admin team, leadership team)
- Two district instructional coaches assigned to facilitate and lead PLCs
 - Renewed focus on PLCs
 - Focus on Tier 1 instruction
 - unit planning, deconstruction of standards, developed common assessments, identified high leverage instructional practices
- Targeted professional development for school climate (student engagement, classroom management)
- Redesigned master schedule to provide increased intervention opportunities for more students
 - READ180 for students with significant reading deficits
 - ST Math intervention for students with significant math deficits
- Weekly progress monitoring meetings with district support team and admin team.

What's Next for LCMS?

- Continue with the support plan that has already been developed and the work the school is already doing
 - Teacher Clarity work
 - Specially Designed Instruction (SDI) implementation
- Gradual release of support from the district
- Celebrate successes along the way

January 2024: GaDOE Releases Support School Lists

LCES & SES identified as ATSI Schools

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Comprehensive Support Schools (CSI)

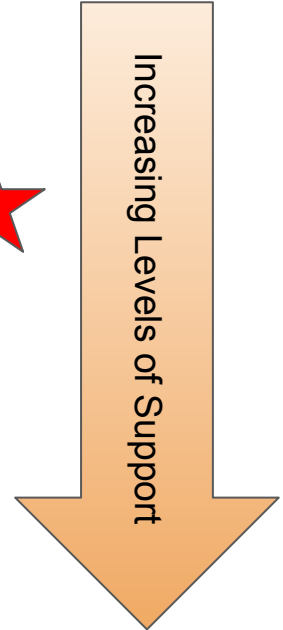
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Tier IV Support Schools

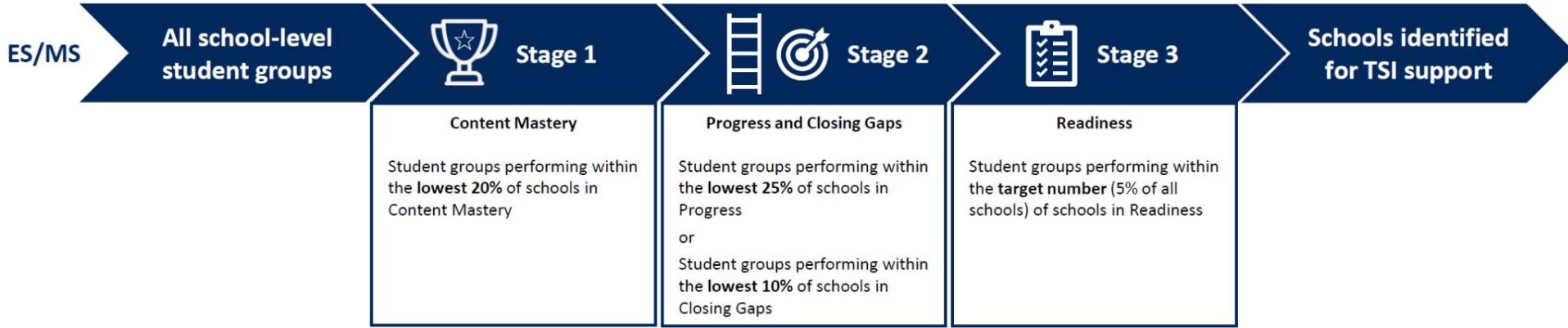
- CSI schools that do not exit CSI support after three years.



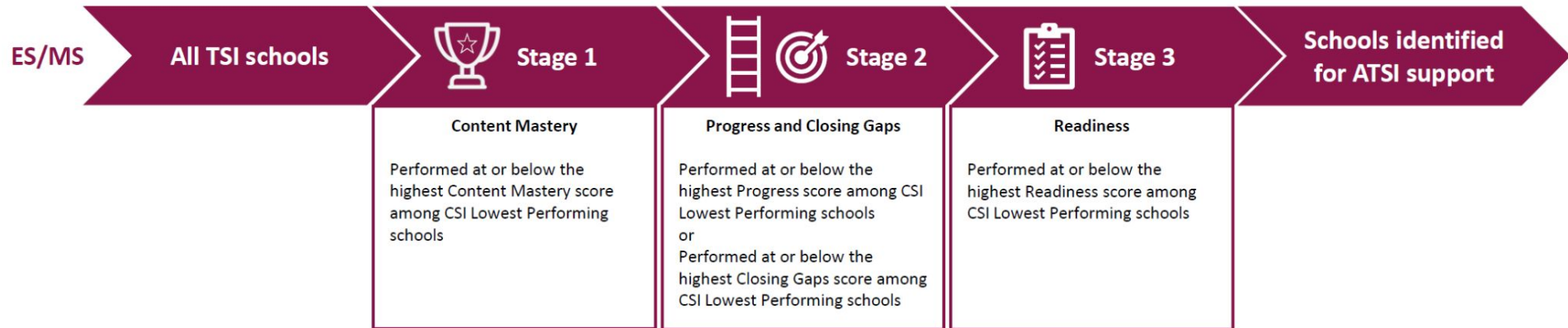
Increasing Levels of Support



TSI School Identification Criteria



ATSI School Identification Criteria



How did LCES/SES become an Additional Targeted Support School?

TSI Stage 1

Students with Disabilities (SWD) student group fell below the Content Mastery (ELA, Math, Science achievement) cut score (lowest 20%) which moved them to Stage 2 of the TSI identification criteria.

TSI Stage 2

At Stage 2, a school would either need to meet the Progress criteria (lowest 20%) or the Closing Gaps criteria (lowest 10%) to move to Stage 3. The **SWD** student group fell below the Progress (SGPs for ELA & Math; EL Proficiency) cut score which moved them to Stage 3 of the TSI identification criteria.

TSI Stage 3

The **SWD** student group fell below the Readiness (reading at or above grade level, attendance, beyond the core) cut scores (lowest 5%) in Stage 3.

Because LCES & SES met the criteria at all three stages, they were identified as TSI schools.

ATSI Criteria

The **SWD** student group fell below the highest CSI schools' score in each area: Content Mastery, Progress, Closing Gaps, and Readiness. That resulted in our schools being identified as ATSI schools.

How Do We Exit the List?

ATSI entrance and exit criteria will be run every 3 years. LCES & SES will be evaluated for possible removal from the ATSI list in 2026.

ATSI Exit Criteria:

1. Do not meet entrance criteria

AND

2. Demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement for all identified student groups (SWD) from the year of identification (2023) to the current year (2026).

How did we get here and what can be done about it?

- Teachers struggle with scaffolding Tier 1 instruction to help students close learning gaps quickly
 - Solution: Partnering with Corwin for Teacher Clarity work, an instructional design process that cultivates a classroom culture of ownership of learning
 - What am I learning? (learning intentions)
 - Why am I learning it? (relevancy)
 - How do I know I've learned it? (success criteria)
- Additional challenges for Students with Disabilities
 - Staffing - qualified sped teachers
 - Scheduling - time for sped and gen ed teachers to collaborate
 - Aligning goals and strategies with what students need the most - prioritizing needs
 - Solution: Implement Specially Designed Instruction (SDI)

Specially Designed Instruction

- Adapting instruction to address the unique needs of a student that result from the student's disability to ensure access to the general curriculum
- Content Expert vs. Characteristics of the SpEd Learner
 - Allows SpEd teacher to focus on becoming expert in one area (characteristics of the SpEd learner) instead of all areas (multiple content areas for multiple grade levels AND understanding what each individual SWD needs)
- Began SDI training at LCES and LCMS this school year; implementation takes approximately five years.

More information about SDI at the January work session

What Happens Now?

- The district/school will work with the GaDOE assigned District Effectiveness Specialist (DES).
- Leadership Capacity Development initiative
- Focus on Tier 1 Instruction (Teacher Clarity)
 - Support from district instructional coaches
- Implement Specially Designed Instruction