



Draft Renewal Criteria for School Year 2024-2025 Renewals

For Schools that Transitioned from the Achievement School District (ASD)

The following criteria are analyzed holistically when reviewing and evaluating a school’s past performance over the last nine years. Each indicator will be assigned a rating but does not carry a specific weight. Rather this criterion aims to demonstrate various factors that are reviewed in alignment to a holistic evaluation. Special consideration is taken when examining trajectory of performance given previous interruptions in state testing and pandemic-related anomalies. A key has been provided within this document to demonstrate these interruptions and anomalies.

Academic Performance

All scores in the academic performance section of the framework were pulled from publicly available TDOE assessment files through data downloads for both the school and district-level data.

Key:

Year 1 (2016)- Due to issues with state testing, no results were reported this year.
 Year 3 (2018)- New state test was instituted.
 Year 5 (2020)- No state test was administered due to Covid-19 pandemic.
 Year 6 (2021)- State test was issued, but data was held harmless apart from some state-level designations such as priority and reward schools.
 * Indicates data was suppressed due to number of valid test scores.
 ** Indicates data was suppressed due to proficiency level.
 [If applicable] - for a school to be held to data regarding subgroup performance, a school must serve an n-size of at least 30 students in a subgroup otherwise the data will be suppressed.

1. The school has a trajectory of closing achievement gaps in comparison to the ASD in the years prior to earning priority exit status.

TNReady	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD
ELA								
Math								

2. The school has a trajectory of closing achievement gaps for subgroups in comparison to the resident district in terms of academic proficiency.

Economically Disadvantaged Students

[Percent of Population Served on Average for School and District]

TNReady	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD



ELA								
Math								

Students with Disabilities

[Percent of Population Served on Average for School and District]

TNReady	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD
ELA								
Math								

English Learners [if applicable]

[Percent of Population Served on Average for School and District]

TNReady	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD
ELA								
Math								

Black, Hispanic, Native American Students [if applicable]

[Percent of Population Served on Average for School and District]

TNReady	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD
ELA								
Math								

3. School demonstrates consistent success in TVAAS scores during operation.

TVAAS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Composite									
ELA									
Math									

4. School has demonstrated a trajectory of growth in proficiency for students.

TNReady	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
ELA										
Math										

5. School has demonstrated a trajectory of growth in proficiency for subgroups of students in ELA and Math.

Economically Disadvantaged Students

[Percent of Population Served on Average]

TNReady	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
ELA									
Math									

Students with Disabilities

[Percent of Population Served on Average]

TNReady	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
ELA									
Math									

English Language Learners [if applicable]

[Percent of Population Served on Average]

TNReady	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
ELA									
Math									

Black, Hispanic, Native American Students [If applicable]

[Percent of Population Served on Average]

TNReady	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
ELA									
Math									

6. The school met one of the following criteria such that it earned priority exit status:

- a. The school's one-year success rate for the All Students group exceeds the 15th percentile in the state in the most recent year;
- b. The school earns a TVAAS composite level of a 4 or 5 in all accountability subjects/content areas (i.e., for 2021-22 the individual Literacy composite and Numeracy composite would have been used if it was not an identification year) for both of the two most recent years with TVAAS data;



- c. If the school was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students in both of the two most recent years;
- d. If the school was identified for consistently underperforming student groups (i.e., ATSI), the school can exit by meeting or exceeding success rate AMO targets for each student group for which the school was identified.⁹¹ A school identified for multiple student groups may exit for individual student groups by meeting AMO targets for that given group. A school need not meet AMO targets for all student groups in all years to exit. However, a school must meet targets for all identified student groups in at least one of the years between identification.

7. The school is not currently a priority or focus school as designated by the Tennessee Department of Education since exiting the Achievement School District.

8. [If applicable] School is graduating students at the same rate or above the:

a. ASD

Graduation Rate	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD

b. Resident district

Graduation Rate	2017		2019		2022		2023	
	School	ASD	School	ASD	School	ASD	School	ASD

9. [If applicable] School is overall meeting or exceeding standards under the Commission School Performance Framework:

- e. Student Outcomes
- f. Mission-Specific Goal
- g. Comparative Performance
- h. TVAAS Composite

Financial Performance

- 1. School’s last three years of audits will be run through the Commission’s school performance framework with the exception of the budgeted enrollment to actuals section.
- 2. Over the past five years, the audits have been free from financial statement findings and federal award findings and questioned costs.

Organizational Performance



1. From the past performance reports available from the ASD, the school had no significant, ongoing concerns including issued notices of concerns.
2. [If applicable] School has no significant, ongoing concerns on the Commission's quarterly monitoring letters or annual reports.
3. The school exhibited an overall trend to reduce chronic absenteeism or an increase average daily attendance in the last three years, post-pandemic
4. The school has maintained steady enrollment in the last two years with no variances greater than 15%.
5. School is complying with open meeting laws for board meetings and has necessary board-related items posted to their website.