

# Schools with Turnaround Student Groups Fact Sheet



Focus schools with one or more Turnaround subgroups are also referred to as schools with an “Additional Targeted Support and Improvement” (ATSI) group.

## How are ATSI student groups identified?

Only Focus schools can have Turnaround or ATSI student groups. The identification schedule is on the same timeline as the Turnaround school identification timeline, which is every three years.

To identify ATSI student groups, the overall student group Accountability Index using all available indicators must be calculated for the three most recent years. For example, the English learner/multilingual learner (EL/ML) student group Accountability Index for a school is calculated by using the EL/ML student group data for all available indicators in a manner similar to how the whole school’s Accountability Index is calculated except the rules are applied at the student group level rather than the whole school level. The process is repeated for all three years and a weighted average Accountability Index for the EL/ML student group in the school is calculated. This is done for students with disabilities, students eligible for free or reduced-price meals, high needs, gender groups, and race/ethnicity groups. If the three-year weighted average of the student group Accountability Index falls at or below the Turnaround school identification threshold (i.e., bottom five percent of schools), the Focus school’s student group is identified as an ATSI student group. A Focus school can have more than one ATSI student group identified.

## What school category is assigned to Focus schools with ATSI student groups?

As required under Connecticut General Statutes Section 10-223e, Connecticut has a five-category school classification system. The ATSI student group does not impact category assignment. Instead, it is the school’s Focus status that determines category assignment. Newly identified Focus schools are placed in Category 4. Focus schools that do not meet exit criteria within four years of identification are moved from Category 4 to Category 5.

## How do Focus schools with ATSI student groups exit?

The most direct way for a Focus school with ATSI student groups to exit is to meet the Focus school exit criteria, which requires that the school no longer meet the reason for their identification as a Focus school in two of three years after identification. Only Focus schools can have ATSI student groups, so when a Focus school with ATSI student groups exits Focus status, the school no longer has ATSI student groups.

It is possible for student groups within a Focus school to improve so that the school no longer has any ATSI student groups, but the school remains a Focus school. The ATSI student groups in every Focus school are evaluated annually by comparing the three-year weighted average of the student group Accountability Index to the Turnaround school identification standard. If the three-year weighted average of the student group Accountability Index exceeds the Turnaround school identification threshold (i.e., bottom five percent of schools) for two consecutive years, the Focus school's ATSI student group will exit. Every ATSI student group is evaluated separately for exit.

If an ATSI student group does not exit within four years, the whole school will transition to Turnaround status and will be assigned to category 5.

## What supports does a Focus school with ATSI student groups receive?

Focus schools with ATSI student groups receive the same targeted supports as other Focus schools, with a heightened focus on improving outcomes for the specific student groups that have demonstrated persistent and significant needs. Each school works directly with a CSDE Turnaround Office consultant, who provides guidance on improvement planning, progress monitoring, and the effective use of accountability and subgroup data to understand root causes and shape priorities.

These schools participate in structured processes such as the annual Needs Assessment, where district and school teams review evidence, examine performance trends for their ATSI student groups, and identify improvement strategies that are responsive to the needs of those students. CSDE also provides access to evidence-based practice guides across the Talent, Academics, Culture & Climate, and Operations domains, along with technical assistance for required ESSA components, including the Resource Allocation Review.

Throughout the year, Focus schools with ATSI student groups receive support to strengthen instructional practices, refine intervention systems, and align resources to the needs of their identified student groups. They also have access to CSDE-sponsored professional learning opportunities, including statewide sessions designed to build capacity around evidence-based approaches and subgroup-focused improvement planning. Like all Focus schools, those with ATSI student groups are also eligible to apply for School Improvement Grants (SIG) when available, allowing them to invest in evidence-based strategies aligned to their identified student group needs.