



BEST FOR
ALL

We will set all students on a path to success.

ASD School Exit Plan
TN Public Charter School Commission
October 2020



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

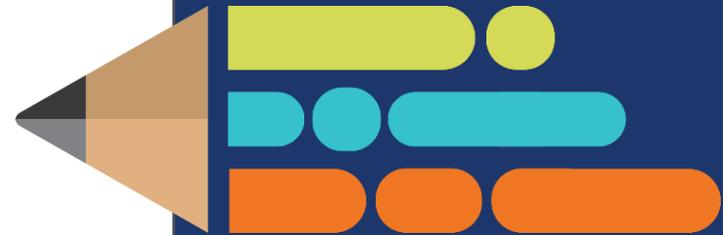
Agenda



- Legislation
- Advisory Group
- Plan Overview
- Emerging Themes
- Initial Recommendations
- Q & A



Legislation



Legislative Requirement

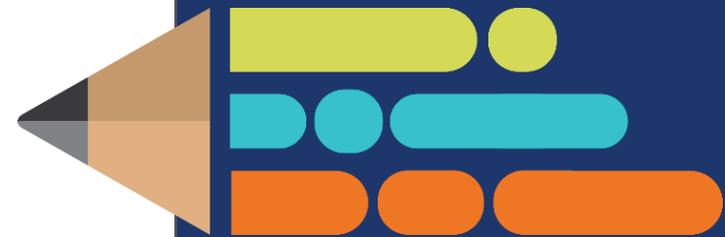


On July 15, 2020, the Tennessee General Assembly passed Senate Bill 1247 (SB 1247):

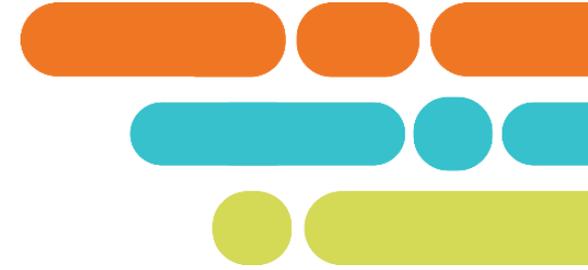
- requires the Commissioner to develop a transition plan;
- must address the return of ASD schools no earlier than the 2024–25 school year; and
- must be submitted to the Education Committees of the Senate and House by January 1, 2021.

Commissioner established an Advisory Group to inform the development of the Plan.

Advisory Group



Advisory Group Purpose



The purpose of this advisory group is to **inform the development** of “a transition plan for the **purpose of planning the return**, no earlier than the 2024-25 school year, of schools in the ASD to the LEAs from which the schools were removed.”

Advisory Group Members

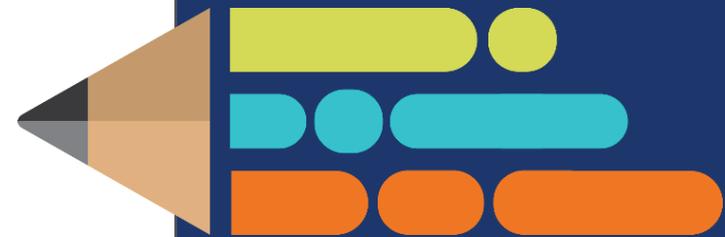


- Includes 18 members
- Advocacy groups, Priority district leadership, elected officials, parents, and charter leadership

Timeline



Plan Overview



School Exit Plan Sections



Introduction

Grounding ourselves in realities of the past

Section I: General Information

Guideposts for transition

Section II: Authorization

Options and process for transition

Section III: Developing a Transition Plan

Details a step-by-step process

Section IV: Standard Terms for all Transitions

Standard circumstances across all school exit plans

Section V: School-Specific Considerations

Acknowledging that it is not one-size-fits-all

Appendix A: Supplementary Information

Appendix B: School Exit Plan Template

Section I: General Information



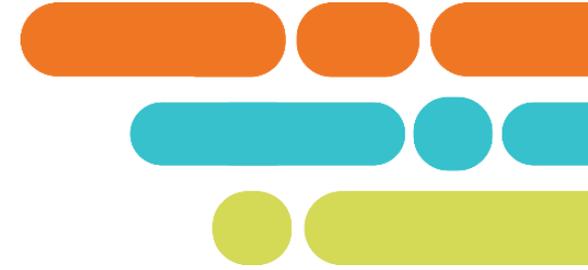
ASD schools operate within a complex environment that includes legal, regulatory, and federal provisions. All must be considered in the development of an exit plan.

- TCA § 49-1-614: Achievement School District
- Every Student Succeeds Act
- ASD School Performance Framework
- ASD and Charter Memorandum of Agreement

Section II: Authorization

- Process/conditions for the transfer of legal governance or authorization of ASD schools to their local school district
- Options available to schools contingent on performance and other conditions. Currently four options:
 1. ASD assigns current charter to district; upon expiration, operator applies for renewal of agreement with district
 2. Charter with ASD expires; ASD does not recommend that the charter be renewed
 3. ASD terminates charter agreement prior to expiration of 10-year term
 4. ASD and school agree on mutual termination; school enters into new agreement with district
- Process includes an application and follows the approval > denial > amend > appeal process in TCA § 49-13-107

Section III: Developing the School Exit Plan



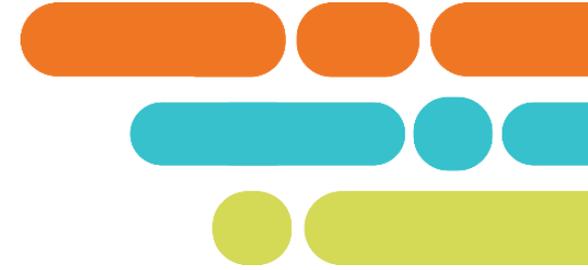
- Once the school is identified for exit based on performance and conditions, then the district, school leaders, and ASD begin developing an exit plan.
 - Establish a transition team
 - Develop a dispute resolution process
 - Length of transition
 - Establish milestones
 - Requires transparency and accessibility to public
 - Includes state oversight and monitoring

Section IV: Standard Terms for All Exit Plans

- Audit
- Budget
- Procurement
- Facilities
- Transportation
- Enrollment - Equity
- Student Information Systems



Section V: School-Specific Considerations



- Meaningful community engagement
- Academics and assessment
- Educators and other school personnel
- Data – academic, non-academic, and special populations
- Financial
- Operations

Emerging Themes



- Authentic community and family input through the process
- Transparency in the process as well as ongoing for shared accountability
- Performance matters, both for the ASD school and the home district school for which students are zoned
- The plan should not school specific—one size does not fit all

Charter Commission Role



- Remains appellate body for charter schools (includes ASD schools transitioning out of the ASD)

Initial Recommendations or Considerations



Advisory Group meetings surfaced additional recommendations or considerations:

- Direct application to Tennessee Public Charter School Commission
 - Would require legislative change
- Conditions matter: The ASD schools that are performing well would like to maintain the conditions in which they thrive. For example:
 - Funding
 - Facilities
 - Enrollment
 - Charter term

Closing



Keep in mind...

- Committed to a thoughtful and meaningful transition
 - Not all 27 at once!
- School performance matters as do conditions.
 - Plans are for individual schools.
- Committed to listening to community.
- Authentic accountability for the plan's execution occurs through authentic transparency.

Questions & Discussion

