



TENNESSEE
STATE BOARD OF EDUCATION

AUTHORIZER CONNECT

MAY 18, 2022

PERFORMANCE FRAMEWORKS & INTERVENTION

OUR PURPOSE

- Create a reoccurring time and space for Tennessee's authorizers to **share resources, successes and lessons learned** with each other.
- Provide **professional development** opportunities for authorizers which centers around high-quality authorizing.
- **Build a community** of authorizers who share the same goal of providing high-quality public school options to students across Tennessee.

AGENDA

- Welcome and Whip Around
- Performance Frameworks
 - Small Group Discussion #1
- Intervention
 - Small Group Discussion #2
- Resources and Wrap Up

WELCOME & WHIP AROUND

Please unmute yourself to share the following:

- Name, District and Role
- What is a historic/tourist attraction in your city that you have not yet visited?

PERFORMANCE FRAMEWORKS

T.C.A § 49-13-143

- a) The performance-related provisions within a charter agreement shall be based on a performance framework that **clearly sets forth** the academic and operational **performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school**. The department of education shall develop a model performance framework that includes, at a minimum, **student academic performance, achievement gaps between major student subgroups, postsecondary readiness, and financial performance and sustainability**.
- b) Authorizers **may develop and adopt a performance framework** for all schools authorized for operation, including both charter and non-charter public schools. **If an authorizer has not adopted a performance framework** for all of the authorizer's schools, **then it must adopt a performance framework aligned to the model performance framework** developed by the department of education for the department's charter schools.

QUALITY CHARTER AUTHORIZING STANDARDS

A quality authorizer executes charter agreements that plainly:

- i. **Establish the performance standards under which schools will be evaluated**, using objective and verifiable measures of student achievement as the primary measure of school quality, in accordance with state law;
- ii. Define clear, measurable, and attainable academic, financial, and organizational **performance standards and targets that the school must meet as a condition of renewal**, including but not limited to state and federal measures;
- iii. Include expectations for appropriate access, education, support services, and outcomes for **students with disabilities**;

QUALITY CHARTER AUTHORIZING STANDARDS

- iv. Define the sources of academic data** that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state;
- v. Define the sources of financial data** that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- vi. Define the sources of organizational data** that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and
- vii. Include clear, measurable performance standards to judge the effectiveness of alternative model schools**, as defined by state law— requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.

SCHOOL WORKS MODULE 4.2: PERFORMANCE FRAMEWORKS

- The performance framework sets the measurable metrics, targets, and ratings to assess a school's performance and informs the evidence required to evaluate the school.
- Important to ensure that your performance framework aligns with the state's accountability system and ratings. If a school is meeting the expectations on the authorizer's framework, it should also be meeting the expectations within the state's accountability system.
- Considerations:
 - Ensure that the charter agreement includes the performance framework to which the school will be held accountable.
 - Confirm that the performance framework includes multiple measures of performance.
 - Consider the level of performance a school should be at for renewal to determine appropriate measures and targets.

SMALL GROUP DISCUSSION # 1

- Which indicators are included within your academic framework? Financial? Organizational?
- How do you communicate the data sources for each indicator with your school(s)?
- In what ways does your performance framework align with the state's accountability system? (TCAP, Letter Grades, AMOs, Ready Graduate, etc.)

INTERVENTION

T.C.A § 49-13-111

- Sets forth the minimum requirements and waiver rights of a charter school and clearly states the authorizer's responsibility to hold schools accountable:
- **(d)** A public charter school shall be accountable to the authorizer for the purpose of ensuring compliance with the charter agreement and the requirements of this chapter. **Authorizers shall enforce compliance** with the requirements of this chapter.

QUALITY CHARTER AUTHORIZING STANDARDS

A quality authorizer...

- i. Establishes and clearly communicates to schools at the outset an **intervention and problem-solving policy** that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.
- ii. Gives schools **clear, adequate, evidence-based, and timely** notice of contract violations or performance deficiencies.
- iii. Allows schools **reasonable time and opportunity for remediation** in nonemergency situations.
- iv. Applies **professional discretion when intervention is needed** and considers context and a range of effective solutions.
- v. Where intervention is needed, engages in intervention strategies that clearly **preserve school autonomy and responsibility** (identifying what the school must remedy without prescribing solutions) while clearly stating possible consequences for noncompliance.

SCHOOL WORKS MODULE 6.1: DEFINING INTERVENTIONS

- When a school is not meeting the expectations defined in the charter agreement, the authorizer has the responsibility to intervene.
- The Performance Framework, which is part of the charter agreement, sets expectations, authorizers monitor performance and, if a school underperforms or violates the expectations, the authorizer intervenes by identifying the issue and change needed.
- Authorizers develop an intervention policy which sets the process and conditions that may trigger intervention, increases transparency and ensures consistency.

SCHOOL WORKS MODULE 6.1: DEFINING INTERVENTIONS

- An intervention policy should:
 - State the conditions that trigger intervention;
 - Outline steps and actions authorizer will take to intervene;
 - Define the means for monitoring and measuring progress to resolve an issue;
 - Establish timeframes for progress monitoring;
 - Identify consequences for not resolving the deficiency; and
 - Is approved by the authorizing board.
- It is vital to keep in mind the school's autonomy. Authorizers can make suggestions and share resources but should not mandate actions or dictate how the issue should be resolved.

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

CHARTER SCHOOL INTERVENTION

3.400

Purpose. The purpose of this policy is to set forth the criteria and process for authorizer intervention decisions and actions by the Tennessee Public Charter School Commission (“Commission”) with regard to its authorized charter schools.

Policy Sections

1. Generally
2. Intervention
3. Grounds for Intervention and Consequences
4. Charter School Responsibilities
5. Table of Interventions

- 1. Generally.** The Commission shall have a clear, explicit plan for monitoring schools as set forth in the charter agreement. To the extent possible, this plan shall limit the administrative burden on schools. If there is reason for concern, the Commission shall monitor as often and vigorously as needed to ensure the charter school remedies serious issues in a timely manner. In cases where intervention by the Commission is warranted, it shall be proportionate to the identified problem, adhere to provisions of the charter agreement and respect the autonomy of the charter school.

SCHOOL WORKS MODULE 6.2: INTERVENTION PROCESS

- Including tiered levels of intervention allows the authorizer flexibility and schools the opportunity to resolve issues and get back into compliance
- It is important to consider all communication throughout the intervention process. Communication with the school might include:
 - Clearly stated violation or deficiency
 - Outcome required to return to good standing
 - Deadline for the expected outcome
 - Consequences, if not met
 - Evidence required to demonstrate issue has been resolved



THE OFFICE OF CHARTER SCHOOLS

160 South Hollywood, Room 138 • Memphis, Tennessee 38112 • 901-416-5321 • www.scsk12.org/charter

December 21, 2020

Dear [Board Chair, CEO],

The Office of Charter Schools is reaching out to you regarding your school's non-compliance with [grade structure, enrollment, etc.], as you currently [list what school is doing to be non-compliant – over-enrollment, no enrollment in grade, etc.].

As previously received on [DATE], the Shelby County Board voted to deny your petition [grade structure, enrollment, etc.]. This decision was based on previous school performance as stated in Board Policy #1011. Also note that in the letter received, it stated, "[include language from petition decision stating what school would need to do to be in compliance, including timeframe]" The petition was also denied by the State Board of Education on [include any appeal decisions made by SBE and link].

The office requests your school to submit an action plan for adherence to the [grade structure, enrollment, etc.]. Please be sure to include in your plan information that has already been completed and any future items that reflect how [school name] will continue to adjust and adhere to the [grade structure, enrollment, etc.] as listed in the charter agreement.

SCHOOL WORKS MODULE 6.2: INTERVENTION PROCESS

- Considerations:
 - Create and adopt an intervention policy (if one does not currently exist)
 - Ensure that the intervention policy meets criteria
 - Think about how interventions and processes are communicated

SMALL GROUP DISCUSSION #2

- What's included in your intervention policy? Does your policy include tiers that includes the conditions, steps and consequences?
- How do you communicate your intervention process with your school(s)?
- How do you ensure school autonomy through your intervention process?

RESOURCES & WRAP UP

RESOURCES

- Department of Education's [Model Performance Framework](#)
- TN Public Charter School Commission's [Intervention Policy](#)
- Shelby County Schools' [Intervention Protocol and Sample Letter](#) (pg 135-137)

QUALITY AUTHORIZING SERIES

- ~~Part I: You've Received an LOI – Now what? (January 2022)~~
- ~~Part II: Application Review 101 (February 2022)~~
- Part III: The Appeal Process (July 2022)
- Part IV: The Charter Agreement (August 2022)
- Part V: Effective Authorizing (October 2022)

UPCOMING MEETINGS

DATE	TOPIC
July 2022?	?



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THANK YOU!