

# ASD School Exit Plan TN Public Charter School Commission

October 2020





### 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

# TN Department of Education

### **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

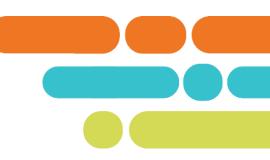


# Legislation





## 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.

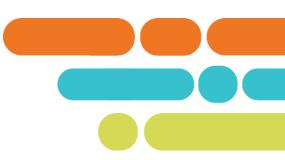


# **Advisory Group**





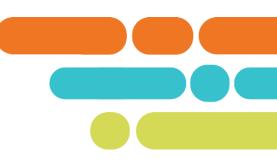
## **Advisory Group Purpose**



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."

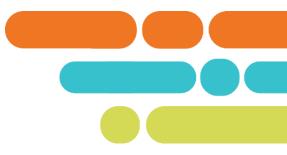


## **Advisory Group Members**



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

## Timeline



**Aug. 27** Advisory Group

**Sept. 24**Advisory Group



Oct. 13 Advisory Group



**Oct. 28** Charter Commission Meeting



Early/Mid
December
Meet with
Legislature/OOG



**Dec. 1**Advisory Group



**Nov. 16-18**Virtual Town Halls



**Nov. 15-30**Post on Website



**Jan. 1**Submit Plan



## **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** 

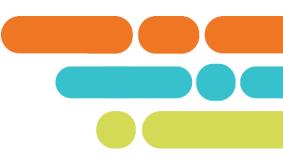
Acknowledging that it is not one-size-fits-all

**Appendix A: Supplementary Information** 

**Appendix B: School Exit Plan Template** 



# Section I: General Information

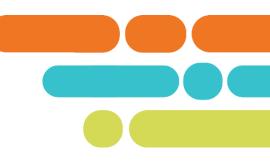


ASD schools operate within a complex environment that includes legal, regulatory, and federal provisions. All must be considered in the development of an exit plan.

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



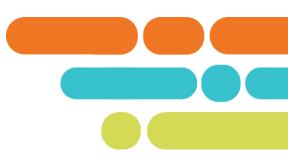
## Section II: Authorization



- 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
  - 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



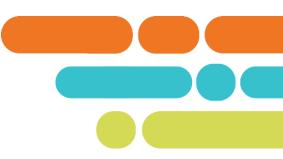
## Section IV: Standard Terms for All Exit Plans



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



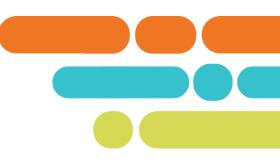
# Section V: School-Specific Considerations



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



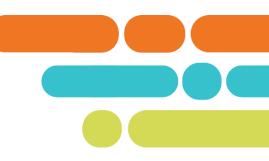
## **Emerging Themes**



- 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

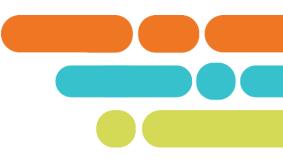


## **Charter Commission Role**



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

# Initial Recommendations or Considerations

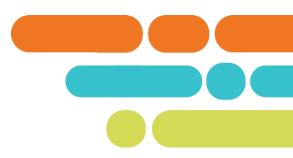


Advisory Group meetings surfaced additional recommendations or considerations:

- 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

