



BEST FOR ALL

We will set all students on a path to success.



Agenda

- Welcome & Introductions
- Overview of Framework
- Transition Discussion
- Next Steps & Closing





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

TN

Department of
Education



Purpose

The purpose of this meeting is to review the current draft of the school turnaround framework, address questions and concerns, and discuss the implications for current ASD schools.

School Turnaround Framework Overview



School Turnaround Theory of Action

If we identify, engage, and support school leaders to create school cultures where students are supported, teachers feel valued, and communities are partners;

while directing resources to support school leaders in engaging students with high-quality and adaptive instructional materials aligned to rigorous standards and assessments;

and invest in attracting, recruiting, developing, and retaining teacher talent who have the will and skill to serve our high-opportunity schools;

where timely and actionable data is provided to the principal and teachers and used to make real-time decisions to allocate resources and support student learning;

then students in Tennessee's priority schools will grow academically and be prepared to live their best lives.

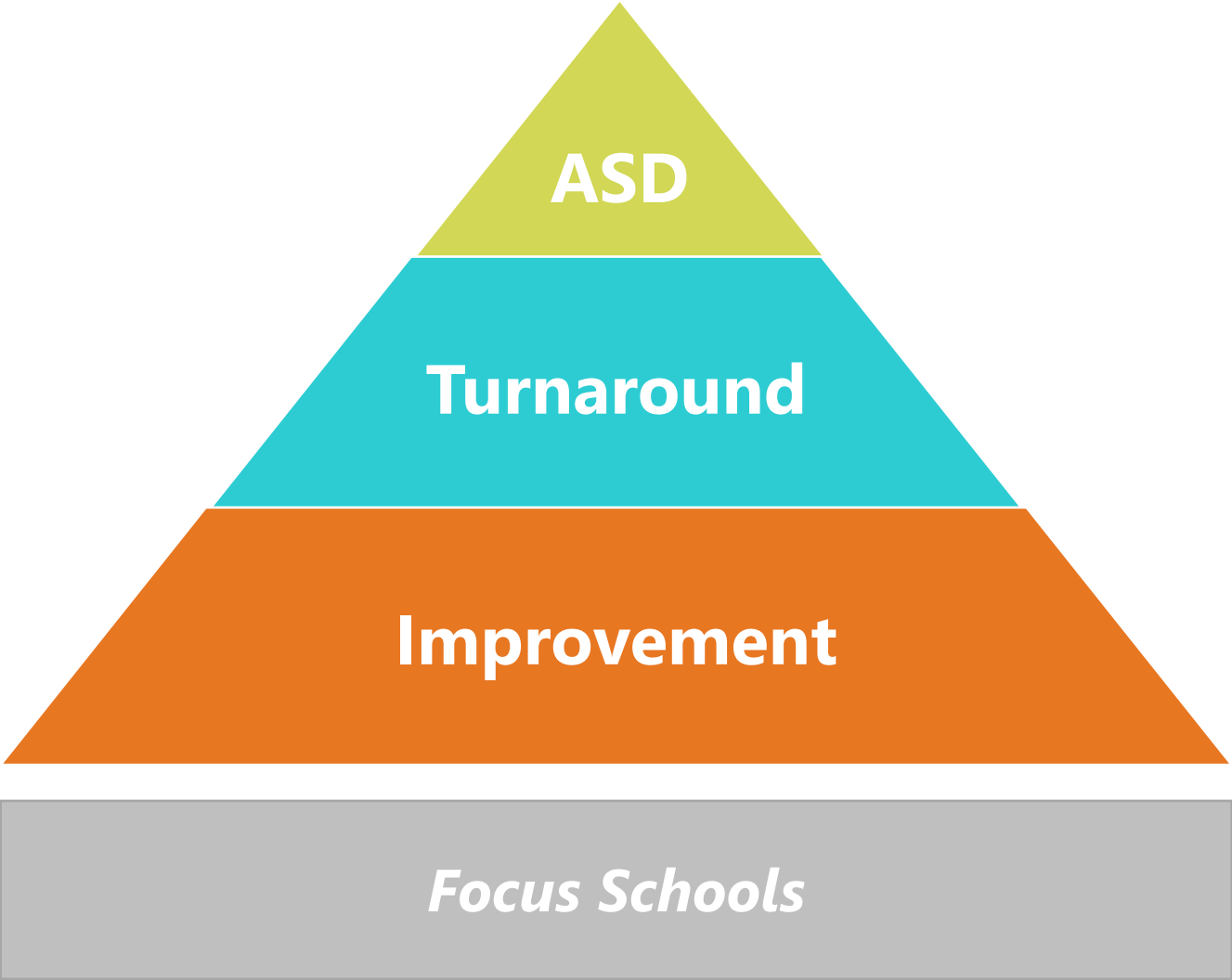


Framework Guiding Principles

- While school turnaround takes time, this work is **urgent**; what is best for students cannot wait.
- The local community should play an **active role** when it comes to making decisions regarding its schools.
- The longer a school remains a Priority school (a school in the bottom 5% of all schools across the state), the state's role must become more **prescriptive** and **intensive**.
- The Achievement School District remains a **necessary intervention** in Tennessee's school framework when other local interventions have proven to be unsuccessful in improving outcomes for students.
- This is a **long-term effort**—discipline, consistency, and clear structures will be critical.



Proposed Structure of School Turnaround



Tier I: Improvement

Build district capacity to use existing resources more effectively

Districts

...have **control** over funds and may **choose** to fund schools directly or implement district-led initiatives.

TDOE

...plays a **supporting** role by building district capacity to use **existing resources** more effectively.

Staff Support

Tier I is overseen by the **Assistant Commissioner of School Improvement** and supported by **three regional directors**.

Funding

\$50,000 allocated to **each** school in this tier each year. We understand this funding amount is modest—the reality is that available funds are limited, so we need to be strategic. We want to provide more funding to schools that are struggling the most to allow for permanent and lasting change. (An additional \$50,000 may be available through a **competitive** grant process pending total school count in Tier I.)

Tier II: Turnaround

Department prescribes evidence-based interventions aligned to Academics, Whole Child, and Educators

Districts

...have **control** over structure (district-led or partner-led), but must flow 80% of funds directly to schools – above what is allocated in BEP.

Tier II-A

DISTRICT-LED

Tier II-B

PARTNER-LED

TDOE

...holds all schools accountable through **school accountability framework (A-F)** and department monitoring.

Staff Support

Tier II is overseen by the **State Turnaround Superintendent** and supported by **three regional assistant superintendents** for schools in Tiers II and III.

Funding

\$300k-\$500k awarded to each school in this tier

FUNDING LEVEL



DISTRICT AUTONOMY



Pre-Tier Supports

Tier I

Tier II

Tier III

| | | | | |
|-------------------------|--|----------------------------|--|---|
| Designation | TSI/ATSI (Focus school) | Priority school | Priority school | ASD Priority school |
| # Schools | To be determined | Approx. 40-50 | Approx. 25-35 | Approx. 15-25 |
| Support Type | Tailored to identified student group(s) | District capacity-building | Department prescribes evidence-based interventions | Long-term investment in school transformation |
| Funding | N/A | \$ | \$\$ | \$\$\$ |
| TDOE Involvement | Limited | Moderate | High | Highest |
| Duration | 1-3 years* <small>*a school with the same underperforming student group for 3 years becomes a Priority school</small> | 1-3 years | 4-6 years | ≤10 years |

Tier III: Achievement School District



ASD 2.0 Theory of Change

- If we **identify, develop, and support ASD school leaders** to create school cultures where students are supported and teachers feel valued,
- capitalize on the **expertise** of local and national partners,
- provide **state resources** aligned to the strategic priorities (Academics, Whole Child, and Educators), tailored to serve our high-opportunity schools,
- while **continuously engaging communities** to play an active role in school decision-making over time,
- then we will build systems within ASD schools designed to set students on a path to success, and schools will be equipped to sustain growth within their local districts.



Lessons Learned

- Despite good intentions, the ASD was implemented (or grew) too quickly—demand outpaced supply and capacity.
- ASD expanded into a model that was too large to be effective for all schools.
- Community voice must be consistently sought and listened to when making decisions.
- We under-utilized local talent and partnerships to build sustainable structures designed to change school culture.
- School turnaround doesn't happen quickly or in isolation.



Tier III Overview: ASD

The ASD is a necessary intervention for schools that, even after extensive levels of support, funding, oversight, and time have been provided, are not experiencing expected student growth; nonetheless, this work must be locally driven over time.

Key Points

- Create conditions for a true and sustainable cultural shift within each school.
- Start with leaders and talent in the community as well as local partners who are invested in the success of the schools.
- Stabilize, support, and transition schools back to the district.



Tier III: ASD

Long-term investment in school transformation

Districts

...will play a role as schools transition in and out of the ASD.

TDOE

All schools are held accountable to the requirements of the ASD through the school accountability framework as well as all other state requirements for licensure and assessment.

Staff Support

Tier III will be overseen by the **State Turnaround Superintendent** and supported by **three regional assistant superintendents** who support schools in Tiers II and III.

Funding

To be determined

ASD 1.0 Discussion: 2020-2022



Points for Discussion

- Timeline
- School Performance Framework
- Accountability
- Facilities and Inventory
- Authorizing
- Legislation – State and Federal



Timeline

- All current ASD schools will transition no later than the fall of 2022.
- This timeline gives schools two and a half years to apply to their district for charter authorization (including time to exercise appeal options if needed)
- We will collaborate with charter operators and host discussions with districts to develop individual transition plans.
- The department has developed a support framework to facilitate a smooth transition
 - MOU to address topics such as authorizer fee, facilities, autonomy, funding, enrollment, etc.



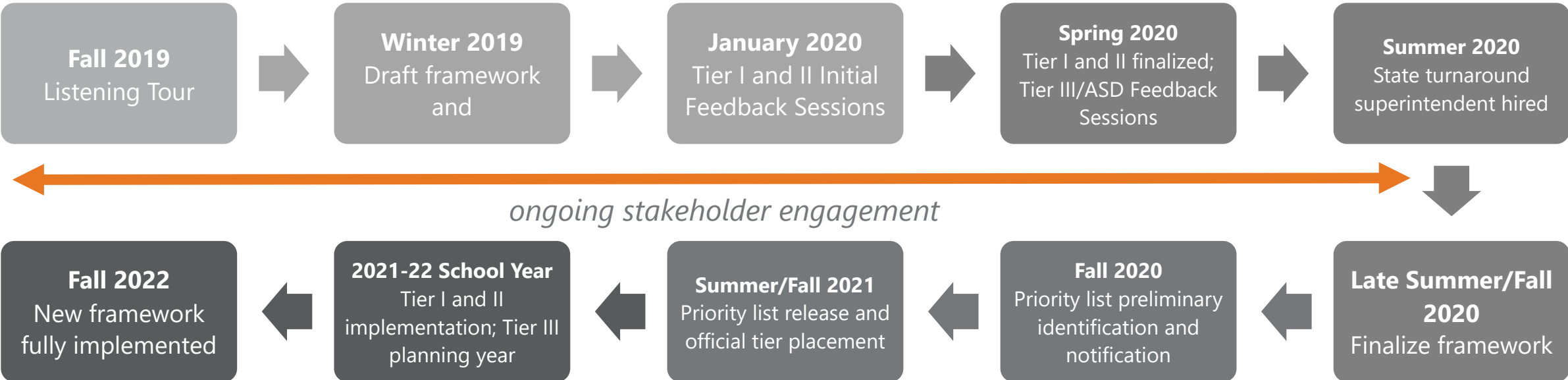
School Performance Framework

- The ASD has a school performance framework (SPF) as part of the agreement with CMOs.
- Transition decisions will be based on the current ASD School Performance Framework.
- Beginning with the 2022-23 school year, the ASD will adopt and adapt (as appropriate) the SBE/Charter Commission SPF (crafted with the help of NACSA).



Timeline

- Between now and the fall of 2021, we will continue to support Priority schools within the **current structure** through **grant opportunities, school visits, monitoring, and technical assistance.**
- Beginning immediately, we will have initial conversations with districts and operators to develop transition plans for ASD schools.



Accountability

- All schools will receive a grade based on the state's approved school accountability model.
- Schools *can* transition between tiers each year.
- Placement on the tiers will be based on several factors, including:
 - School accountability indicators (achievement, growth, graduation rate, English language proficiency, chronic absenteeism, ready graduate)
 - Number of times on Priority list
 - Percentage of teachers with TVAAS score of 3, 4, or 5
 - Discipline rate (suspension/expulsion)
- After transition, performance goals will be determined by the school leader, operator/district, authorizer



Facilities and Inventory

- The department is developing supports during the transition.
- We are exploring potential legislative solutions as well as offering financial support through state and federal facilities and improvement funding.
- We will address facilities and inventory on a case-by-case basis in our transition discussions and agreements with LEAs.
 - Rules may be dependent on how certain inventory items were purchased, age and condition, and fair market value.



Authorizing

- Charter operators of current ASD schools will maintain their charter through the transition. Following the transition, it will be contingent on the LEA or charter commission decision.
- All charter schools must first apply and appeal to LEA before appealing to the charter commission.
 - There are established timelines as well as automatic decision points to ensure that LEAs make timely decisions.



Authorizing

- By Dec. 3, 2020, ASD charter operators must submit a letter of intent to submit an application.
- By Feb. 1, 2021, charter operators will prepare and file an application.
- The local board of education issues decision within 90-days (late April 2021).
- If denied, the operator (sponsor) has 30 calendar days to submit an amended application to the local board of education (late May 2021).
- The local board of education must issue decision within 60 calendar days of receipt of amended application (late July 2021)
- If denied, an operator (sponsor) may appeal to the state charter commission no later than ten calendar days after the date of the local board of education's decision (early August 2021)
- The state charter commission appeal decision is made within 75 days (mid-October 2021).
- The state charter commission's decision is final. Schools approved by the commission will become part of the state LEA.



Legislation: Federal and State

- The department will be undertaking an amendment to its Every Student Succeeds Act (ESSA) state plan later this year.
- Since the model will not begin to be implemented until the 2021-22 school year, there is sufficient time for public comment, submission, review, and approval.
- As we amend our plan, we will communicate broadly with stakeholders for input prior to submitting plan to USEd.
- We will continue to identify areas where state statutory changes may be needed, including creating a legislative subcommittee later this summer for more intensive engagement.



Closing

- Thank you for your feedback and questions today.
- Please reach out Eve.Carney@tn.gov if you have any additional feedback or questions.

