ACHIEVEMENT SCHOOL DISTRICT Local Operator Development

Working in the ASD

November 2016

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Agenda

10:00-12:30 Autonomy & Accountability in the ASD

12:30-1:00 Lunch

1:00-2:00 Roundtable with Bobby White, Frayser Community Schools

2:00-2:30 Wrap Up & Questions

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Working in the ASD

What is the ASD's portfolio district model?

What is our commitment to "All means all"?

What is our commitment to autonomy?

What is our commitment to excellence?

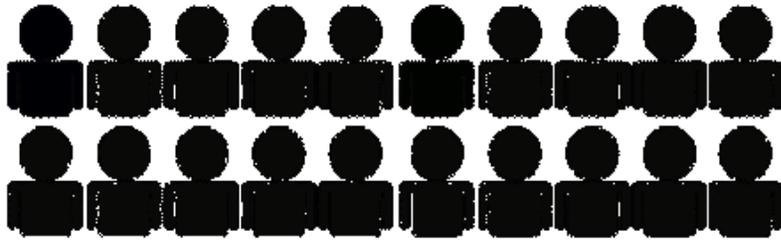# Working in the ASD

What is the ASD's portfolio district model?

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Tennessee's lowest performing schools need rapid transformation.

NASHVILLE

KNOXVILLE

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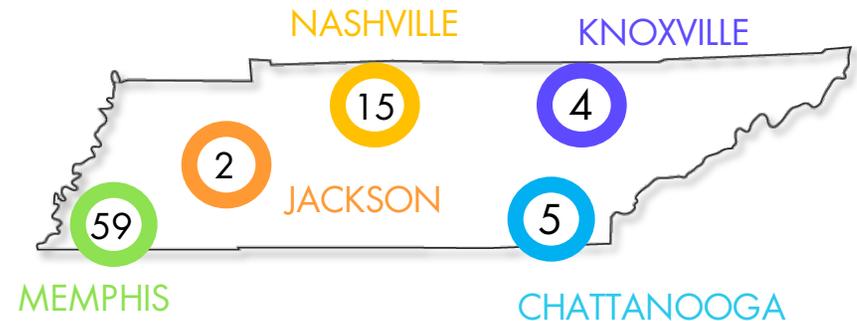
JACKSON

5

59

MEMPHIS

CHATTANOOGA

In Tennessee's bottom 5% of schools:

Only 4% of students are college-ready as determined by the ACT.

The average ACT score is a 14.

Fewer than 1 in 4 students read and write on grade level.

Today, ~35K students remain in the 85 schools that comprise the bottom 5% in Tennessee.

The majority of these schools are concentrated in Memphis (~70%).

Many are concentrated in neighborhoods where if nothing changes, students are forced to attend multiple bottom 5% schools during their K-12 years.

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The ASD was founded 5 years ago with a bold mission.

- The Achievement School District launched in 2011 as part of a broader statewide reform effort.

  - The ASD was the primary strategy for turning around the state's chronically low performing schools in TN's *Race to the Top* legislation.

- The ASD's vision is that all students in Priority schools are prepared for success in education, career, and citizenship after high school. We create great school options for Priority school students by committing to excellence, equity, and community.

> "*No school system in the United States has achieved these turnaround outcomes at the scale the ASD is seeking.*"
>
> *ASD Launch Plan, 2011*

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Foundational beliefs: Portfolio Management

- **The ASD is a portfolio of autonomous, accountable schools**
  - **Autonomous:** decision-making lies at the school and community level through independent local operators and governing boards
  - **Accountable:** clear performance expectations are tied to school actions which result in halting what is not working and growing what is
  - **Portfolio:** While no single operator is guaranteed to succeed, over time the portfolio performance will improve with constant and consistent school action decisions

- **The primary role of the ASD is to manage the quality of the portfolio through school action decisions**
  - Independent operators own the work
  - Unbiased LEA makes replacement and growth decisions based on quality

- **Schools will ultimately return to oversight of the local district, maintaining the autonomy and momentum that led to their success**
  - The role of the local LEA is not to directly operate returned schools, but to take over monitoring of their performance and make school action decisions based on quality

The ASD at a Glance

ASD is a statewide school district created to dramatically improve Priority Schools across TN through the authorization of autonomous schools held accountable for results.
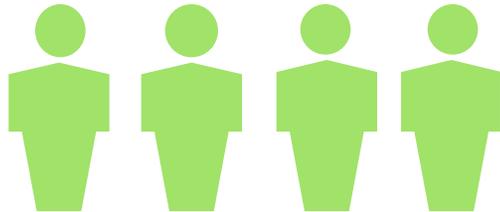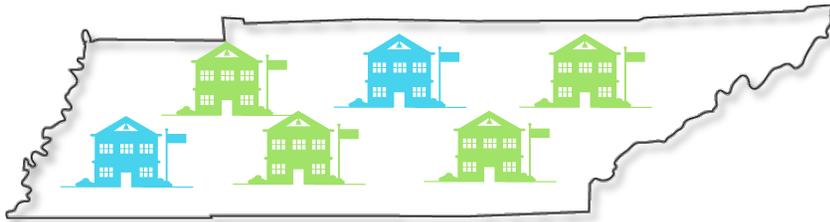
Overall District:
- In its 5th year as a district
- 33 schools (2 in Nashville, 29 in Memphis) serving 12,000 students

School Portfolio:
- ASD authorizes charter schools and directly manages a small cluster of schools
- 15 authorized operators (5 national, 10 local) & 5 directly-managed schools

Looking Ahead:
- No new conversions in 2017-18
- Continued need in Memphis, Nashville & Chattanooga

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Our Vision & Mission Statements

Vision: All students in Priority schools are prepared for success in education, career, and citizenship after high school.

Mission: We create great school options for Priority school students by committing to excellence, equity, and community.

- *Excellence*: We create excellent educational options that ensure students graduate prepared to thrive at the next level.

- *Equity*: We disrupt systems of inequity to build equitable access to opportunities and resources for the students and families we serve.

- *Community*: We expect and enable families, communities and organizations to own the long-term success of this work.

What types of interventions does the ASD have?

Direct Run Conversion	Charter Conversion (phase in or whole school)	New School (phase in or whole school)	Contract (phase in or whole school)

How are schools placed in the ASD?

Bottom 5% proficiency levels relative to statewide peers (Priority List)

Not improving (TVAAS Score <4)

No evidence-based intervention already in place

Operator interest & track record

Community support
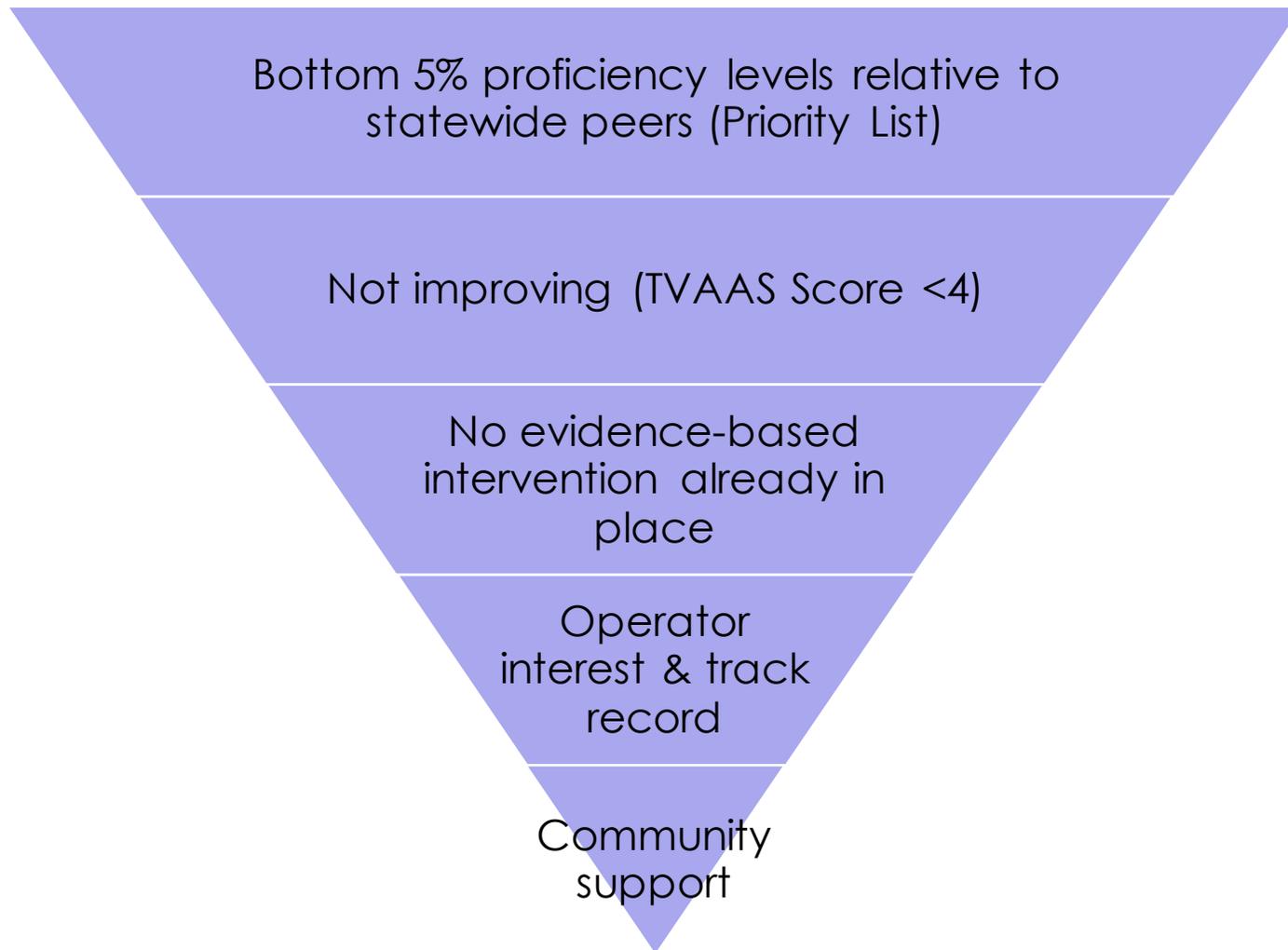
School joins the ASD

How is the community engaged in this process?

Town halls & community meetings	Operator engagement & learning	Community input
• **Open town halls** in every eligible school community • Planning meetings with **district leadership** • Meetings with **school level staff**	• Operators and communities **learn more about one another** • **Neighborhood advisory councils** are formed • Operators MAY submit **applications**	• **NACs review application** and interview operators • All parents and community members invited to take online & phone **survey** • NAC assessments are used to make a **final decision**

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Pulse Check

- What questions do you have about the ASD's charge and context?

Working in the ASD

What is the ASD's portfolio district model?

What is our commitment to "All means all"?

What is our commitment to autonomy?

What is our commitment to excellence?

ASD Student Equity & Access Overview

What we mean, when we say "all means all"…

Today we will talk about...

- Enrollment

- Discipline

- Special Populations
    - Students with Disabilities
    - English Language Learners
    - Early Childhood

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Enrollment Eligibility

The Achievement School District was created to serve students who attend or are zoned to attend Priority schools in Tennessee.

As a result, enrollment eligibility laws are specific and require each student meet one of the following criteria:

A. Address is **zoned to** a school that ranks in the bottom 5% of Tennessee (designated a "Priority school").
B. Student **previously attended** a school that was ranked in the bottom 5% of Tennessee ("Priority-Enrolled").
C. Student is **homeless,** or without an adequate fixed nightly residence.
D. Other* (<25%)
   A. Below Proficient last year's TCAP or End-of-Course Test
   B. Qualifies for Free and Reduced Lunch
   C. Child of a teacher, administrator, or Board member

*Only certain ASD schools can enroll these students

Enrollment in the ASD

District

- Registration Week
- Communication Campaign
- Over-Enrollment Policy
- TN Charter Fair
- Partnerships

Network/School

- Open Houses
- Community Events
- Media Ads
- Early Enrollment
- Neighborhood-based Recruitment

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Discipline in the ASD

- The ASD sets the "what" by establishing clear expectations and operating parameters.

- Operators own the "how" and drive school-level decisions and delivery on these expectations.

Discipline in the ASD - The "What"

Guiding Principle 1: Climate and Prevention
- Character Education
- Conflict Resolution
- Behavior Interventions

Guiding Principle 2: Clear and Appropriate Consequences
- Student Code of Conduct
- ASD Remand Decisions

Guiding Principle 3: Equity and Continuous Improvement
- School Culture Plan

Innovative Approaches to Discipline – The "How"

Relationship Building
- Restorative Practices - Build social capital

Structural Interventions
- Positive Behavior Intervention and Supports - Teach behavior

Emotional Literacy
- Social-emotional learning - Reinforce emotional literacy

Culturally Responsive
- Directly target discipline disparities

Trauma Informed Approaches
- Address student's mental health

What's Different about Special Populations in a Portfolio Model?

	Traditional Districts…	Portfolio Districts (e.g., the ASD)
Funding	Withhold State/Federal Special Population Funding	State/Federal Special Populations Funding flows directly to schools
Staffing	Large Special Populations Central Office staff to provide direct Special Populations Program support	Minimal Special Populations Central office staff
Expectations	Districtwide programmatic mandates, service providers, policy/forms	ASD schools have the autonomy and responsibility to build excellent, innovative programs to meet the needs of their students

Key Takeaways

- ASD schools must enroll any <u>eligible</u> student.

- ASD schools are responsible for serving all students enrolled at their school, regardless of their disability or English language status.
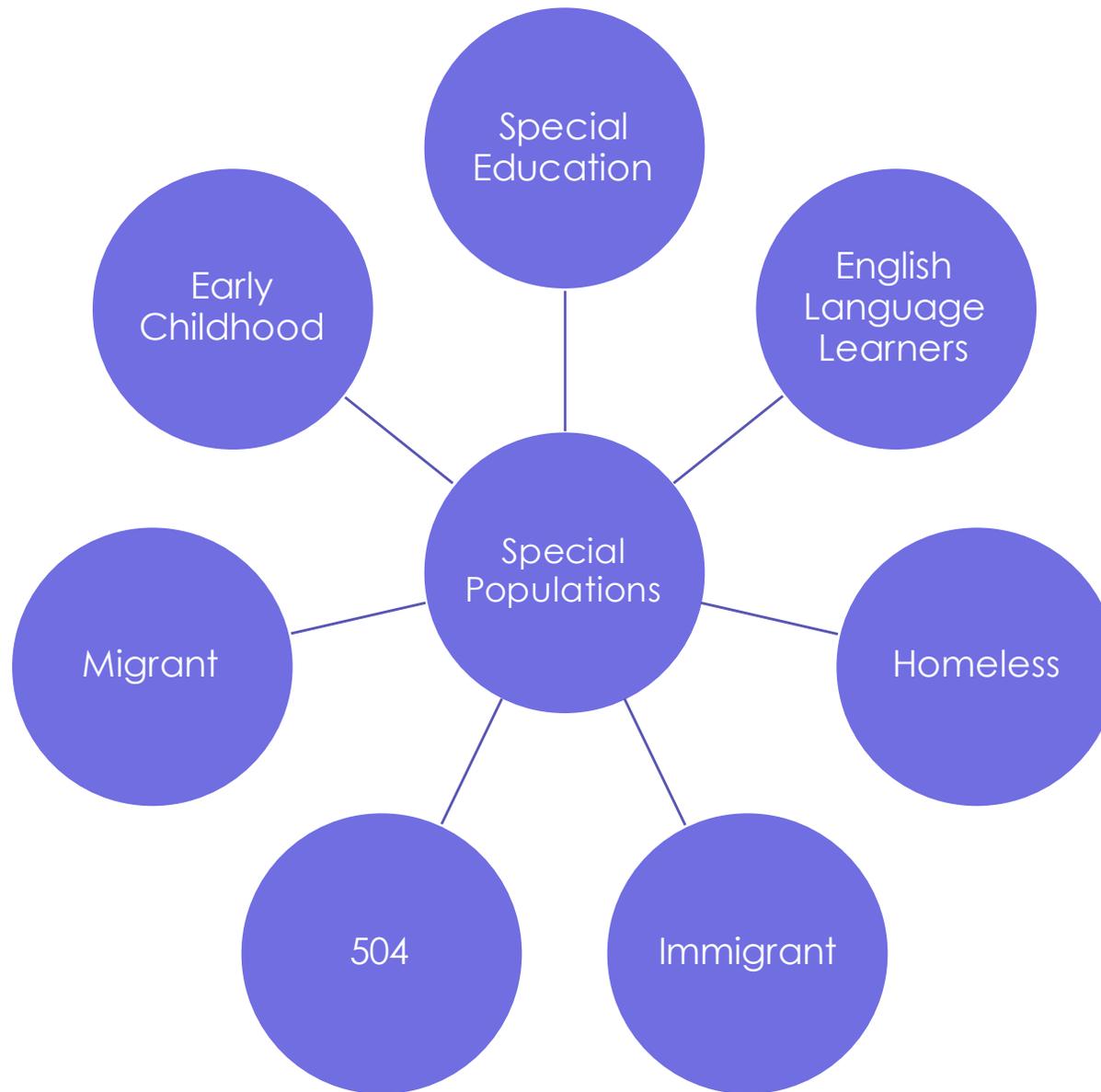
What does the ASD Special Populations team do?

- We empower operators to lead problem solving by setting clear expectations.

- We set conditions for operators to thrive through aligned monitoring, routine communication, intentional professional development and school transition agreements.

ASD schools serve a full spectrum of student needs

Mild

- Speech
- Specific Learning Disability
- Other Health Impaired

Moderate

- Developmental Delay
- Intellectual Disabilities
- Autism

Severe & Profound

- Multiple Disabilities
- Deaf and Blind
- Emotional Disturbed
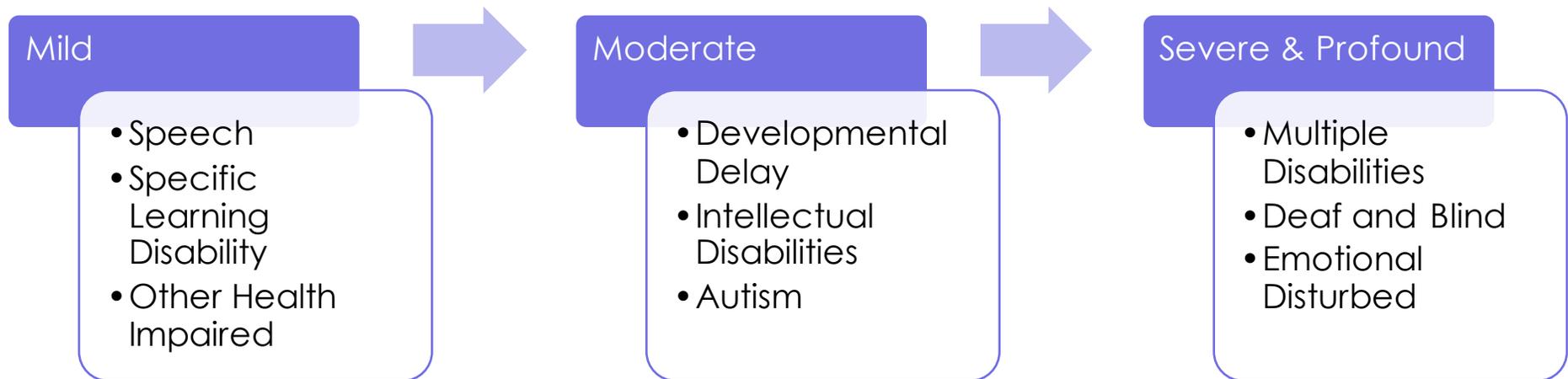
Our Current Operators

School	K-12 Enrolled	PK Enrolled	Total Enrolled PK-12	Total Count SWD	% SWD Enrolled	# Students with APPROVED Special Transportation	# Students Externally Placed with Admit Forms Submitted	Total SPED Teacher Count
School A	359	0	359	79	22.01%	7	0	6
School B	608	0	608	84	13.82%	5	3	6
School C	640	34	674	82	12.17%	17	4	4

District Summary

- ASD schools special education population ranges from 3.23%-22%. The average is 9.77%.
- ASD schools employ 1-6 special education teacher per school.
- ASD schools pay for an average of 5 students with special transportation services per school.
- ASD schools pay for external specialized placement for a range of 0-10 students per school. The average is 2 students sent per school.

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Current Challenges

Insufficient revenue for special education from IDEA has created a substantial financial burden for operators.

Lack of predictability about the number of special education students and the nature of their needs increases the financial risk of operating in the ASD.

Limited capacity and coordination hurts operators' ability to provide high quality services to all students, especially those with the most severe needs.

English Language Learners

- All students must be screened for ELL services through a Home Language Survey.

- Eligible students must be served by a licensed ELL teacher.

Early Childhood

- The ASD believes high quality preschool options leads to future academic success.

- ASD applies for local, state, and federal funds to enable preschool classrooms.

- ASD allocates preschool classrooms based on a quality preschool inputs.

What Does This Mean for You?

Services

- Operators are responsible for providing a full spectrum of services for students enrolled.
- Operators must hire or contract service providers and educators to meet the needs of enrolled students.

Enrollment

- Schools do not deny enrollment on a basis of any student's needs.

Expertise

- Operators must ensure staff expertise in legal/compliance requirements and programmatic best practices.
- Operators must hire strong Special Populations Leaders.
- Operators provide staff training to build excellent programs.

Achievement

- ASD schools are accountable for reducing the achievement gap for all students in special populations.

When it comes to meeting the needs of all students, what types of questions should you be asking yourself?

- Child Find?
- Assessment/ Accommodations?
- Differentiated Instruction?
- Staffing and Administration?
- Individualized Education Program Development?
- Discipline?
- Family and Community Engagement?
- Funding and Budget?
- Service Provisions?
- Transportation?

Questions to Consider

- What recruitment strategies will you utilize to ensure that you enroll eligible students?

- What will your approach to discipline be? How will it align to the ASD's Guiding Principals?

- How will you ensure that all students, including those with a range of disabilities, are adequately served?

Working in the ASD

What is the ASD's portfolio district model?

What is our commitment to "all means all"?

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Being in a Portfolio School District means those closest to the students make decisions about how to use resources to support them

- School operators get (nearly) all the funding.

- School operators decide (with a few strings) how to spend the funding.

- School operators and the chartering authority must abide by EDGAR (Education Department General Administrative Regulations) and UGG (Uniform Grant Guidance).

- The ASD doesn't decide how to spend money, but does vet applicants for sound policies, conduct risk-based monitoring of practices, and hold operators accountable for financial stability. If you want us to trust you with children, you must demonstrate that you can effectively manage the funding intended to help them be successful in education, work, and citizenship.

What are our sources of revenue?

- See this [overview of charter funding](#) developed by Tennessee Department of Education (TDOE).

- Basic Education Program (BEP): state and local funds generated for education of students in all public schools.

- Federal formula funds: e.g., Title I, IDEA, Title III. Funds allocated based on demographics of the students you are serving, spent according to approved school and district plans, paid on a reimbursement basis with documentation, and verified through risk-based monitoring by the chartering authority, the TDOE, and the United States Department of Education (USDOE).

- Discretionary grants (government or other sources): grants awarded usually on a competitive basis, for a particular purpose. Usually based on approved plans, paid on a reimbursement basis, and monitored for compliance with grant stipulations.

- Other sources: philanthropy and other contributions, which may or may not come with strings attached, and may be paid on a reimbursement or other basis.

How is financial health of our schools measured?

- The ASD, as part of its school performance framework (SPF), looks at the following measures by operator:
  - Cash on hand: Do you have money to cover operations for the next 30 days?
  - Current ratio: Is the ratio of assets to liabilities greater than 1.0?
  - Clean audit: was the organization's most recent audit "clean" or "unqualified"?

- Audits are submitted annually by all charter schools to the Comptroller and posted online.

- If a school does not meet these standards, it will be rated as "Does not meet" in the SPF. Two out of three years of such ratings will lead to replacement of an operator.

- Egregious financial violations may lead to revocation of a charter at any time.

How does being in the ASD's portfolio district model affect operations?

- By law, school operators get full rights to the facility and its assets (furniture, equipment, technology, etc.) that were typically available to the school, students, and staff prior to its placement in the ASD.
  - In other words, a free building and assets in their current condition
- School operators must ensure that all eligible students receive transportation safely to and from school
- School operators are required to follow the School Breakfast and National School Lunch Programs, providing low-cost/free breakfast and lunch to children each school day.
- School operators must purchase, set up, and maintain a Student Information System (SIS) that is capable of reporting to the State of Tennessee
- School operators must provide safe and secure school campuses for its students, teachers and staff, as well as maintain safe and supportive learning environments
- School operators must comply with employment laws and requirements and ensure teachers are licensed
- School operators must file their own eRate applications to qualify for and seek those government programs/reimbursements

What are my autonomies as a charter school operator?

- School operators have full autonomy selecting operations service providers, including but not limited to:
  - <u>Facility Maintenance</u> – Operators are responsible for securing routine and preventative maintenance services;
  - <u>Custodial, Grounds and Pest Control</u> – Operators are responsible for ensuring their schools and grounds are clean, well-maintained and free of pests;
  - <u>Transportation</u> – Operators have the option to seek transportation services as long as all pupil transportation requirements and school bus regulations and codes are followed;
  - <u>Nutrition Services</u> – Operators have the option to select food service vendors and/or a food service management company by completing a formal solicitation and assume all regulatory and compliance responsibilities as the School Food Authority (SFA);
  - <u>Technology</u> – Operators have the option to select telephone and internet service providers to meet their school technology needs; and
  - <u>Human Resources</u> – Operators have full autonomy over their hiring procedures, salaries offered, and selection of benefits (the ASD helps coordinate retirement and benefits with the State of TN).

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How do Operations function differently in the ASD?

- The ASD Operations team is very lean and its goal is to provide guidance, support and access to resources to help school operators establish effective operations.
- Unlike traditional school districts, the ASD does not have multiple departments within operations (e.g. transportation, nutrition, etc.).
- With some operations services, the ASD serves as the broker of shared services across the district, helping school operators identify and select the most cost-effective and quality service providers
- The ASD, by law, is not able to raise capital funds for facility improvements; however, the ASD serves and serves to the coordinate with the local LEAs that are responsible for the capital improvements, to ensure that ASD schools are included in district's five and ten-year capital project plans.
- Although not a part of the School Performance Framework, school operators are monitored and held accountable through compliance and reporting requirements that are collected by the ASD and submitted to the TDOE
  - Examples: SAVE Act, Pupil Transportation Report, etc.

Pulse Check

- What funding streams do you anticipate having during your planning year and once open? What will you need to do to secure any discretionary funds?

- What activities will you need to complete during your planning year in order to be ready for operations in Year 1? Consider:
  - Staffing & Human Resources
  - Recruitment
  - Board Development
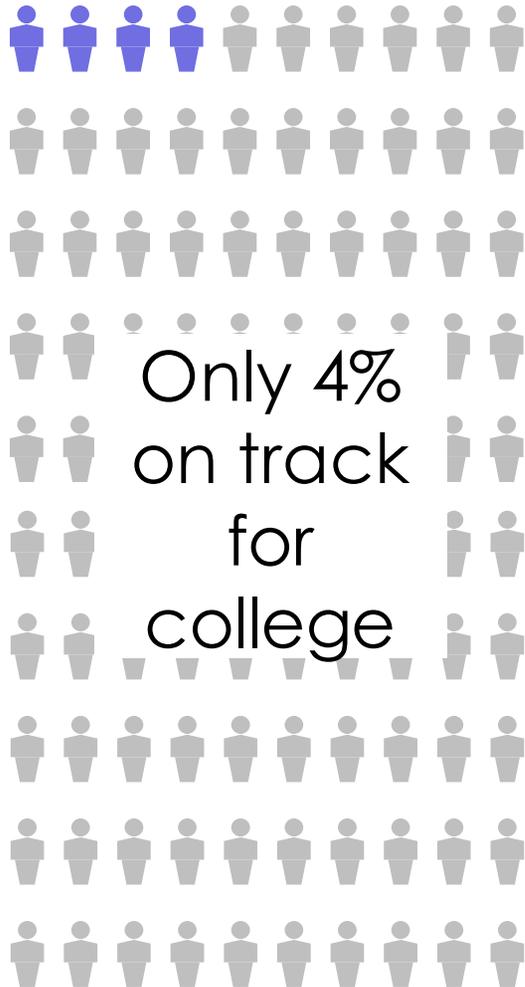 - Services/Contracts
  - Facilities

Working in the ASD

What is the ASD's portfolio district model?

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Setting the Context

Only 4% on track for college

- **Inequity for 35K students in Priority Schools**
  - Average ACT of 14
  - ~17% proficient in K-8
  - Average 8th grader coming in at 4th grade level
  - 1 in 3 suspension rate for middle school & high school

- **Chronic low performance of same schools**
  - 85 schools identified on the first Priority list in 2012
  - 78 of those 85 schools averaged "F" in school accountability in 2005
  - No structured interventions producing systemic results before ASD; ESEA Waiver

Our Impact after Four Years

Priority School Interventions

- 85 Unaddressed schools (2012 Pre-ASD)
- High Needs (8)
- Growing under district (19)
- ASD/iZone (43)
- Closed / Restructured* (15) (2016)

Bottom 5% Proficiency for K-8

- 16.7% — 2012 (pre-ASD)
- 26.0% — 2015

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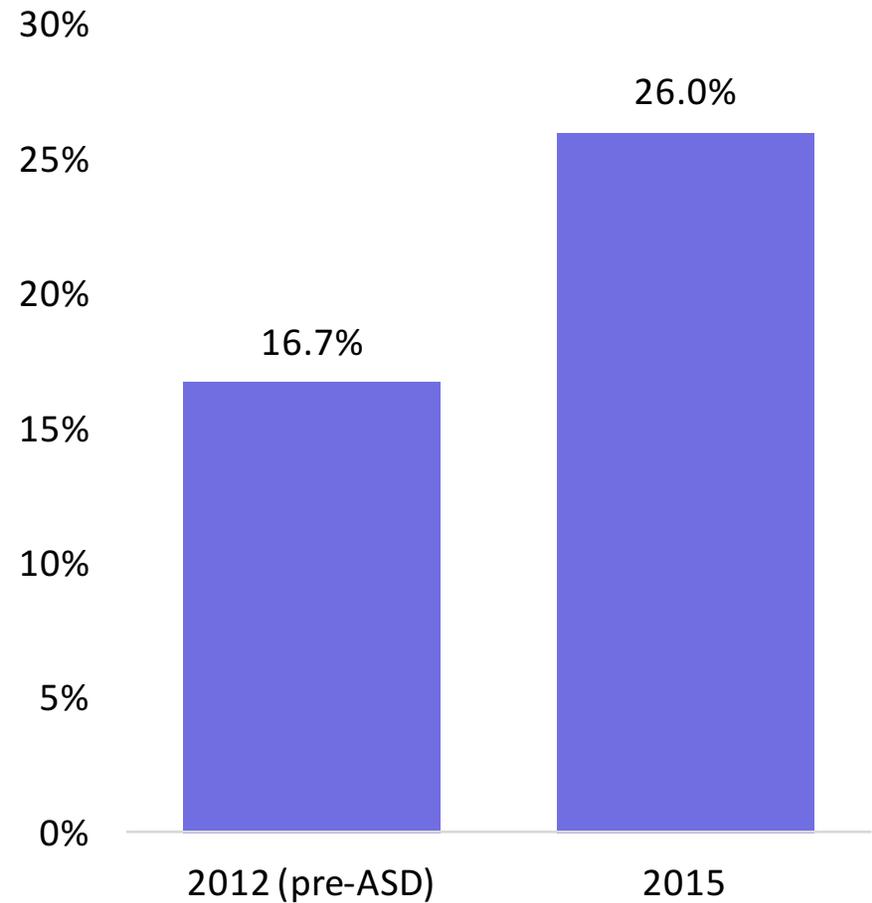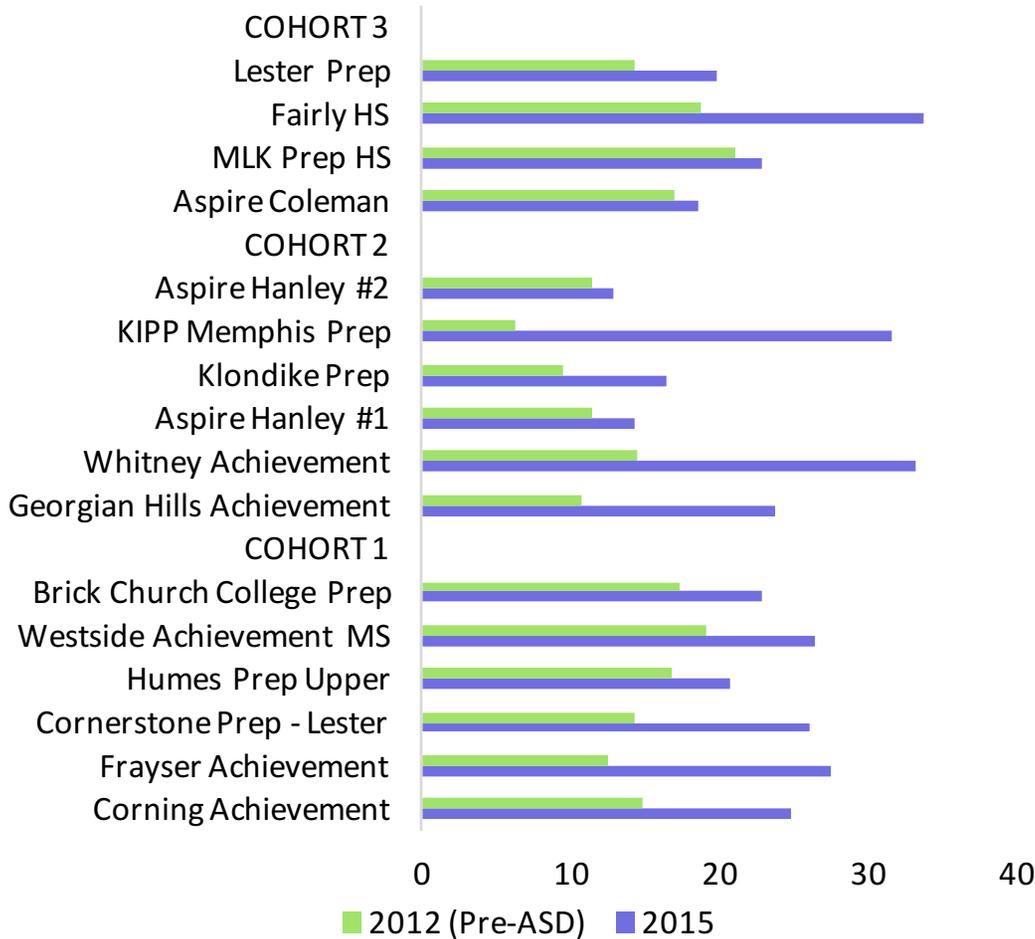
*Also includes alt ed and charter schools ineligible for conversion

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Leading Indicators and Growth

Average Proficiency Pre-ASD vs. 2015

COHORT 3
- Lester Prep
- Fairly HS
- MLK Prep HS
- Aspire Coleman

COHORT 2
- Aspire Hanley #2
- KIPP Memphis Prep
- Klondike Prep
- Aspire Hanley #1
- Whitney Achievement
- Georgian Hills Achievement

COHORT 1
- Brick Church College Prep
- Westside Achievement MS
- Humes Prep Upper
- Cornerstone Prep - Lester
- Frayser Achievement
- Corning Achievement

0   10   20   30   40

■ 2012 (Pre-ASD)   ■ 2015

A C H I E V E M E N T
S C H O O L   D I S T R I C T
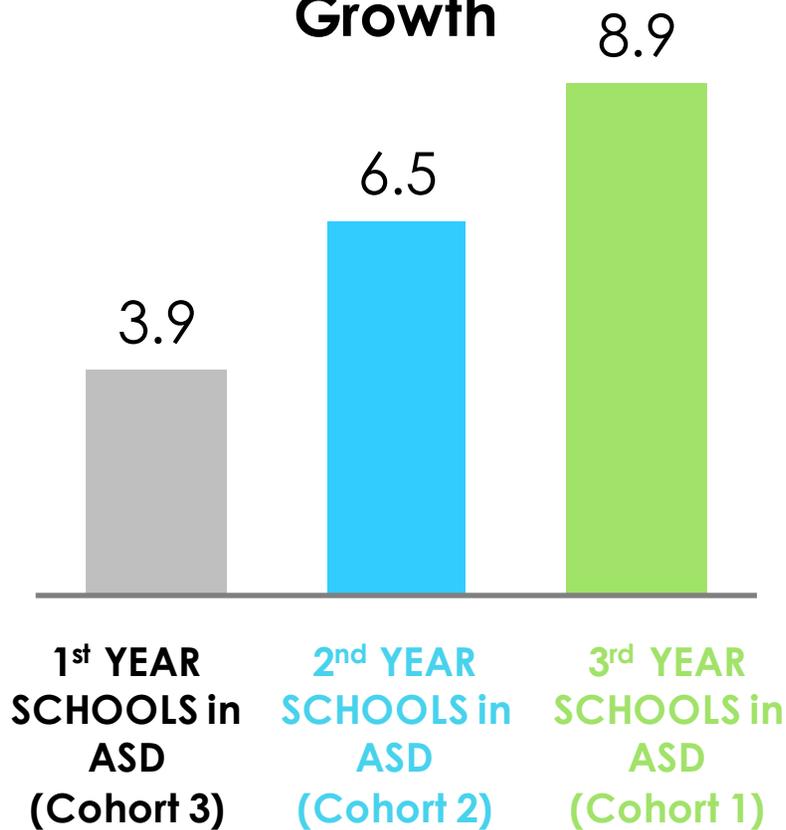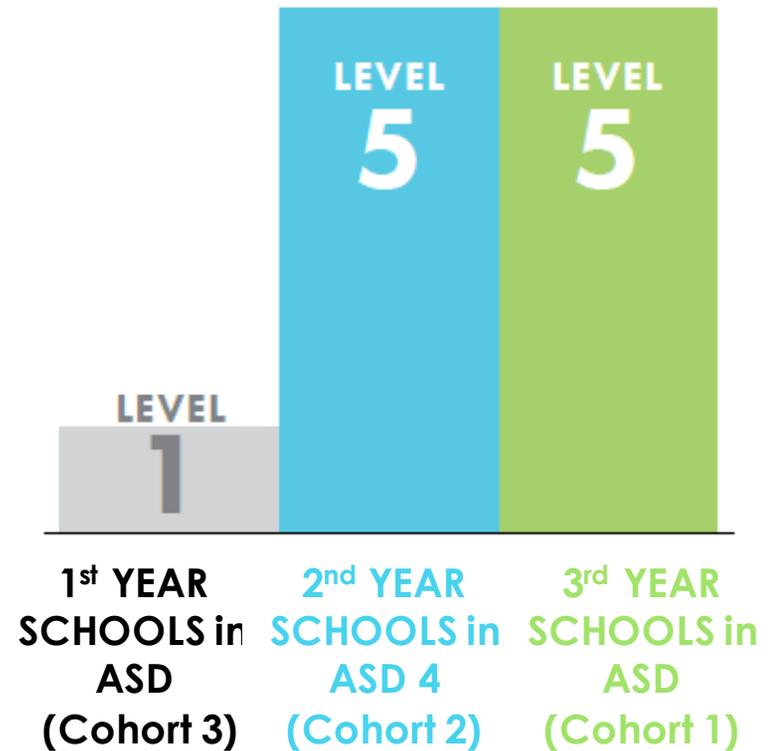
- **More kids in school**
  - 20% reduction in out-of-school suspensions in ASD schools
  - 15% improvement in grad rate at two turnaround high schools

- **High parent & student satisfaction**
  - 8 out of 10 parents graded their ASD school an "A" or "B"

- **Closing the achievement gap**
  - Priority school students growing 4x faster than peers
  - Serving SWD at higher inclusion rates

- **Early proficiency gains**
  - All ASD schools have higher proficiency than in 2012
  - Of 11 eligible, 3 off the Priority list

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Leading Indicators and Growth

ASD Proficiency Growth

8.9

6.5

3.9

1st YEAR SCHOOLS in ASD (Cohort 3)

2nd YEAR SCHOOLS in ASD (Cohort 2)

3rd YEAR SCHOOLS in ASD (Cohort 1)

ASD TVAAS Ratings

LEVEL 5

LEVEL 5

LEVEL 1

1st YEAR SCHOOLS in ASD (Cohort 3)

2nd YEAR SCHOOLS in ASD 4 (Cohort 2)

3rd YEAR SCHOOLS in ASD (Cohort 1)

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Note: These results are based on 2014-15 data

Components of the ASD School Performance Framework

FINANCE

These metrics **ensure operators are financially responsible and viable**. An operator must meet 100% of financial metrics. Failure to do so would result in an automatic "Does Not Meet" for all schools.

STUDENT AND FAMILY RIGHTS

These accountability items **ensure school compliance with significant legal obligations**. Egregious noncompliance will result in a "Does Not Meet" for all schools.

ACADEMIC COMPOSITE SCORE

These metrics **ensure operators are on track to the top 25% in the state and are serving students well**. An operator must earn 50 points to approach, 70 points to meet, and 90 points to exceed expectations.

SCHOOL ACTIONS

EXPANSION

REPLICATION

REPLACEMENT

SPF Ratings

A school's performance in each category results in an overall rating of Does Not Meet, Approaches, Meets, or Exceeds Expectations. Each school will then receive an individual overall rating on the SPF, which is based on the lowest rating of any of the individual sections.

Finance + **Student & Family Rights** + **Academic Composite** = **SPF Score**

Does Not Meet	Approaching	Meeting	Exceeding
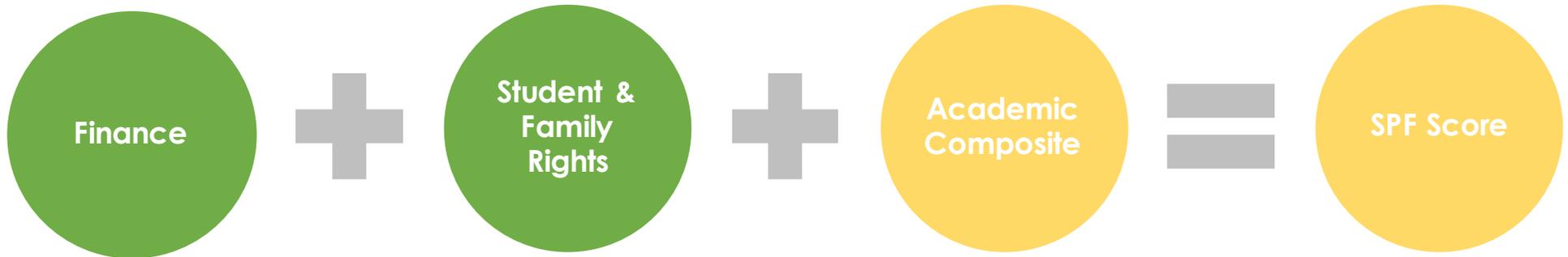
Performance is tracked, shared and discussed with operators throughout the Annual Accountability & Monitoring Cycle.

Baseline Performance Data Review

- Student Proficiency
- Student Reading Level
- Annual School Improvement & Special Pops Plans

Onsite Monitoring

- Enrollment Files
- SPED & ELL
- Federal Programs

Midyear Performance Meetings

- Student Reading Level
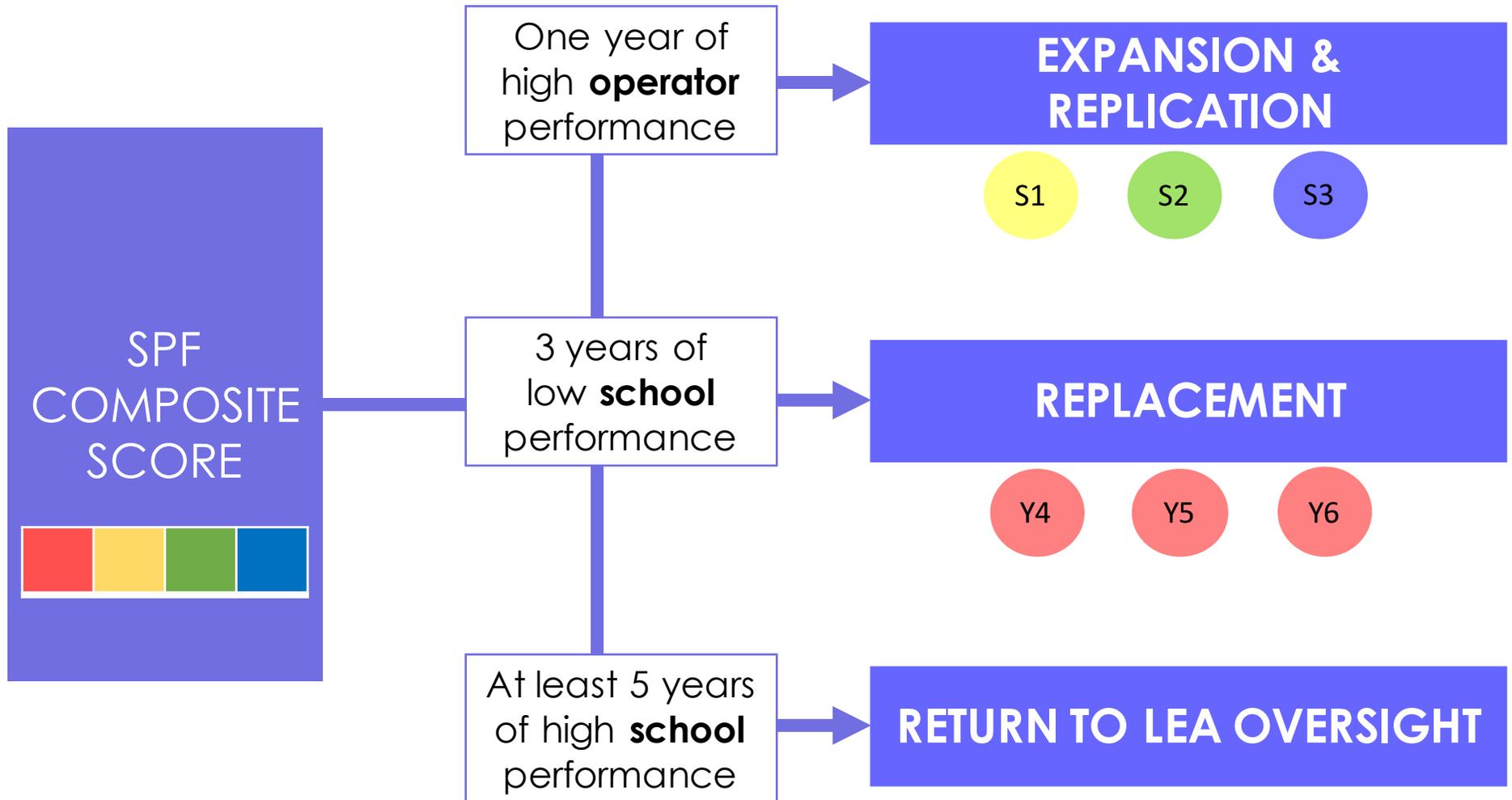- Student & Family Rights Compliance

End of Year Performance Meetings

- Academic Achievement & Growth
- Student & Family Rights
- Financial
- Culture: Student & Parent

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The School Performance Framework (SPF) score drives school and operator action decisions.

SPF COMPOSITE SCORE

One year of high operator performance → **EXPANSION & REPLICATION**

S1   S2   S3

3 years of low school performance → **REPLACEMENT**

Y4   Y5   Y6

At least 5 years of high school performance → **RETURN TO LEA OVERSIGHT**

Schools that are not eligible to return after the 5th year of performance will continue to be monitored in the ASD

We are now reflecting on the actions and that will drive the achievement of our Intended Impact: Leveling the Playing Field

By 2025, we will close the opportunity gaps long-persistent in Tennessee's public education.

Gap-closing measures:
- Achievement:
  - Reward School Success Rate (RSSR)
  - ACT

- Discipline:
  - Out of School Suspension
  - Expulsion/Remand

- Access to Post-Secondary Options:
  - Availability of and performance in AP, IB, dual-enrollment, CTE, etc. options for high school students

Pulse Check

- How will you ensure that your school is on track to meet the standards on the School Performance Framework (e.g., academics, finance, and Student & Family Rights) once open?

- How will you establish essential tracking structures during your planning year to accelerate progress beginning in Year 1?

Next Steps

- What do you think is a realistic timeline for preparing a proposal to submit to the ASD?

- What steps will you take to advance your plans for a proposal?

- What additional supports would make you feel more prepared to do this work?

- Who will you reach out to for support in developing your plan?