

# Student Progress Over Time: Using Academic Growth as a Determinant of High-Quality Schools

## Part 1



**Slide 1**

### TAMMIE KNIGHTS:

Welcome everyone. We will go ahead and get started.

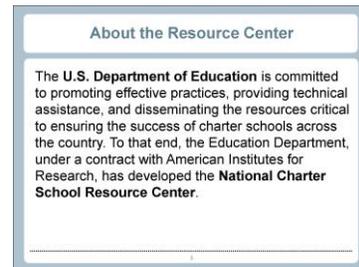
Good afternoon, my name is Tammie Knights from the National Charter School Resource Center, and I'm pleased to welcome you to the webinar "Student Progress Over Time: Using Academic Growth as a Determinate of High-Quality Schools." This is our first in a four-part series about accountability.

For newcomers to our webinars, the Resource Center is funded by the Department of Education's Charter Schools Program and serves as a national center to provide resources, information, and technical assistance to support the successful planning, authorizing, implementation, and [Inaudible] inability of high-quality charter schools; to share evaluations on excellent charter schools; and to disseminate information about successful practices in charter schools.

I want to quickly remind you about our webinar platform. You can listen to the audio portion either through your computer or over the phone. I encourage you to join by phone for this webinar. If you do join by phone, please mute your computer speakers to prevent an echo effect. And if you're not prompted to



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enter your phone number, please dial the number that is listed in the chat. For any questions you have, please enter them in the chat throughout the webinar.

[Laughter in background] Excuse me, if you could put your phone on mute that would be helpful.

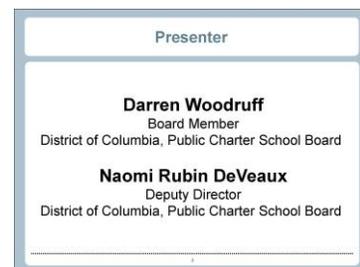
We are going to try to keep everyone muted during the webinar in order to not have background noise because we are recording the webinar. When we are finished or ready for questions, you can push star 6 to unmute and speak over the phone.

Today's webinar will feature Darren Woodruff, PCSB [the District of Columbia {DC} Public Charter School Board] board member, and Naomi DeVeaux, PCSB deputy director.

Darren is a principal research analyst at American Institutes for Research, where he is responsible for the management of knowledge development, technical assistance, and evaluations. He has been a member of the PCSB board for four years.

Naomi Rubin DeVeaux leads the School Performance Department at PCSB. Before joining that group in January 2012, just about a year ago, she was deputy director of Friends of Choice in Urban Schools, where she led the effort to develop and publish the first school quality dashboards that compare public and public charter school performances across the city, and coauthored *Choice without Options*, a 2011 study of DC school reform.

So with that said, I will turn it over to our two presenters today and please, again, put any questions you have in the chat. And if Darren or Naomi don't get to them during the meeting, we will have a time at the end for questions and answers. Darren and Naomi, all yours.



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**DARREN WOODRUFF:**

Okay, thank you, Tammie. Good afternoon everyone. This is Darren Woodruff, and I'm really pleased and excited to be here with my friend and colleague Naomi Rubin DeVeaux. I've worked with her during her stint with Focus Friends of Choice in Urban Schools as well as now that she's the deputy director for the Charter Board, which I've been working with for the past four years.

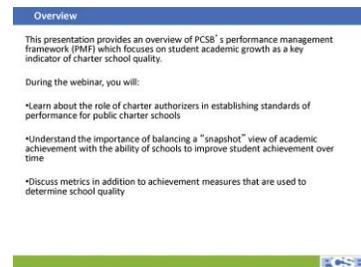
As you can see from the slide, the title of our presentation is "Student Progress Over Time: Using Academic Growth as a Determinant of High-Quality Schools." And we decided to include that phrase *academic growth* because, as you'll see in the presentation, that's a key significant component in terms of the various indicators that the Charter School Board here in DC uses to evaluate the performance quality of our schools. By growth, we mean student progress over time, so it's not just a static look at test scores but to what extent is the school actually improving outcomes for its students. We'll get into that in detail as we move forward.

In terms of an overview, we're going to, as I said before, discuss the Public Charter School Board here in DC's Performance Management Framework, which again focuses on academic growth as a key indicator.

- We're going to talk about the role that charter authorizers, including this one, in establishing performance standards for public charter schools—and we do that for all of our schools.
- Understand the importance of balancing that annual snapshot view of academic achievements, which is standardized tests, with the ability of schools to actually improve student outcomes over time.
- And we're going to discuss the metrics that we use—the measures that we use.



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In addition, [we will give] just a brief amount of data on the national landscape or status for charter schools across the country. We're going to talk about the mission and the principles for the District of Columbia public charter schools. We'll tell you a little bit more specifically about the schools we've already authorized.

Then we'll get into the nuts and bolts of our PMF, or Performance Management Framework. We're only in the second year of the framework; this current school year will be the third year. But we're really analyzing what we're finding to come up with more strategies for improving charter school performance across the sector to make sure we're using appropriate indicators and to really think about how we should be moving forward in analyzing data to determine how to authorize quality schools and how to maintain quality schools once they're authorized.

So a little national level information. Charter schools in the [United States] now enroll over 20 percent of public school children, so it's growing, and we've definitely seen that spotlight get brighter in our work. This is in 25 school districts across the country that have more than 20 percent of their students in charter schools. Overall, there are more than two million students enrolled in charter schools in 41 states and the District of Columbia during the previous school year, and that is about 5 percent of public school enrollment nationally. I think we'll see that number just get larger and larger over time.

I should note, if anyone's interested, that data that I just cited comes from the National Alliance for Public Charter Schools. And if you go to their website, [publiccharter.org](http://publiccharter.org), you can download their full report if you're interested in looking at it.

- National Landscape
- DC PCSB's Mission and Guiding Principles
- DC Public Charter Schools
- The Performance Management Framework
  - How we use it to increase the sector's performance?
  - What are the indicators?
  - Next steps/analyzing data

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- Charter schools now enroll more than 20 percent of public school children in 25 school districts across the country.
- Overall, charters enrolled more than two million students in 41 states and the District of Columbia during the 2011-12 school year; that amounts to about 5 percent of public school enrollment nationally.

• Source: 2012 National Alliance for Public Charter Schools Report, <http://publiccharter.org>

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This data also comes from that report. As of the 2010–11 school year, you see with New Orleans leading the pack, they've got over 75 [percent to] 76 percent of their students in charters all the way down to Youngstown with 25 percent. [In] the District of Columbia, we're now, I believe, at 43 percent, but as of that school year, we were tied with Detroit for the second largest proportion of students that are in charter schools.

I can certainly say over the years I've been with the board, the attention from the general public and the educational community is really ratcheted up as those numbers have increased. We were sort of out of the radar or under the radar. When I first started working, we had a much lower proportion, but now that we have that number of students, there's a lot of attention on charter schools.

The mission of the Charter Board, and these are the things that we spend most of our time on, [is as follows:]

- A comprehensive review process for new applicants for charter schools.
- Effective oversight of our current charters, and, I believe, we have 59 currently across over 100 campuses.
- We want to provide meaningful support; we'll talk about that a bit more.
- We want to provide support to the charters once they're authorized.

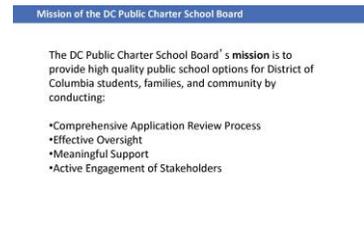
Did we lose our slides? There we are.

- And then active engagement of stakeholders. We want to make sure the broader community is aware of what we're doing in the charter world.

I'm going to hand it over to my colleague Naomi.



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## Slide 10

## NAOMI RUBIN DEVEAUX:

Good afternoon. I'm delighted to be here with Darren and talk with you today about the Public Charter School Board and our look at school performance.

This slide really points to... Scott Pearson became the executive director in January of last year. And these are the [Inaudible] become larger and have a bigger share of the public school students. We also often need to be responsible that we are not, there's no selection bias, that we're serving all students who attend our schools all the way through to the graduation point or matriculation point.

The autonomy and accountability are double A's. We are usually advocating for the charters to have their own autonomy—to be left alone to do what they do best, which is educate students. But we also want to hold them to high levels of accountability, which includes a lot of transparency in all of their education.

The quality is another thing that we are very serious about and that we think that the educational opportunities that are within charter schools have to be of high quality and that's why we developed the Performance Management Framework—which we call PMF—and what we talk about when we look at school performance. And, finally, service, that we as an organization are service oriented and working to serve parents and students as well as the schools.

Our Guiding Principles

### FAQS

#### FIDELITY

- We expect that all public charter schools act like public schools
  - No selection, bias, or "counseling out"

#### AUTONOMY & ACCOUNTABILITY

- We vigorously advocate for and respect charter autonomy
- We recognize that with higher autonomy comes higher accountability
  - Greater transparency
  - Higher standards

#### QUALITY

- Quality educational opportunities are at the heart of what we do
- We use our Performance Management Framework approach to increase the number of quality seats available through public schools

#### SERVICE

- We hold ourselves to the same standard as we hold our charters, providing excellent service to schools, parents, the city, and the community

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As Darren said, there are 59 charter schools right now in DC operating over 100 campuses. We have about 35,000 students, which is just under half—43 percent. I think interesting in DC is the variety of charter schools that we have. There are some stand-alone early childhood. DC is a [prekindergarten] for all state, so public school is available for 3- and 4-year-olds. We have traditional grade-level charter schools that serve K–12. We also have some schools that are adult [education] schools that serve 16- to 24-year-old disengaged youth and or adults who are looking, you know, to get English language learner certificates, GEDs [general equivalency diplomas], and other technical certificates.

All of these schools apply through the same process and meet the needs of all the public school students in our city. We are in all wards; our city is divided up into sections called wards, except for Ward 3, which happens to be our highest income ward. And therefore charters [Inaudible] are green is charter, and orange is DCPF [District of Columbia Public Schools {DCPS}], so you can sort of see where all the schools are. The orange schools, that's Ward 3, where we are here. There are no charters in that area. But charters are equally dispersed around all the rest of the city. The lower parts where we are now, that's Ward 7 and 8, which is the lowest income area of our city.

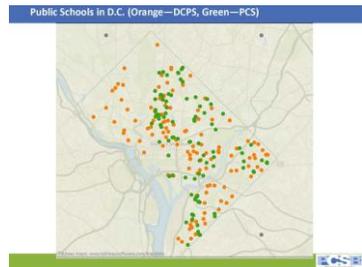
We have a number of Performance Management Frameworks that we're working on right now. We are going to talk today about the elementary and middle school frameworks. This one, as Darren said, has been around for two years. The high school framework had also been around for two years, and it has slightly different indicators. We are currently piloting an early childhood framework, which would be for schools/Grades prekindergarten 3-year-olds all the way through second grade. And then we have an adult education framework that we are also piloting

DC Public Charter School Board – What do we do

**The Charter Schools We Monitor**

- 59 charter schools operating on over 100 campuses.
- Over 35,000 students (43% of the public school population)
- Schools vary in size and location and type, such as:
  - Early Childhood (three and four-year-olds)
  - Traditional grade levels (Kindergarten through twelfth), culminating in a high school diploma
  - Adult learners earning GEDs and Career and Technical Certification, English Language Skills, etc.
  - Disengaged youth (16-24) who are re-engaging in school to get GEDs or Career and Technical Certification
- Schools are located in all wards of the city except Ward 3.
- Sector serves a higher percentage of low-income students than DCPS

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DC Public Charter School Board – What do we do

**How we Monitor for Academic Quality**

We oversee schools using Performance Management Frameworks (PMFs). These accountability tools measure the extent to which each school is meeting academic standards that are the same across similar schools:

- Early Childhood PMF (pilot SY13)
- Elementary and Middle School PMF (live since SY11)
- High School PMF (live since SY11)
- Adult Education/Opportunity Scholars PMF (pilot SY13)
- Alternative Assessment PMF (pilot SY13)

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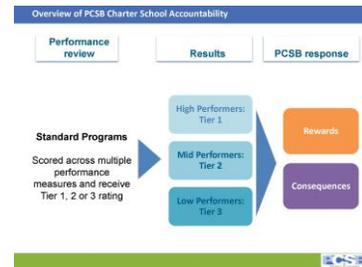
that would be for schools that are offering GED programs or alternative graduation programs. An alternative assessment PMF is in the very early stages of being developed at this point.

Once a school is measured using one of our frameworks, we divide them into three tiers. We have Tier 1, which is our high performing, and Tier 3 is our low performing. The model is that rewards would happen for higher performing schools such as [the following:]

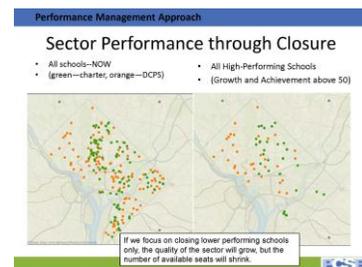
- Replication of a campus without a lot of hoops to jump through
- Expansion of a campus
- Up or down in grade levels that they're serving
- Less monitoring, as you are automatically a candidate for replication

There is definitely a lot more scrutiny for schools that are in Tier 3 or even in low Tier 2.

So this is just a kind of a picture of DC. On the left side is where we currently are. And if you go to the right, if we were to just close all of the low-performing schools in the city, you'll see that both DCPF and charter schools we would be depleting our city of many, many schools, especially in Wards 7 and 8, our low-income wards. So we have to couple the way we look at performance management both the closure side and the expansion side because, you know, the supply and demand is not going to work otherwise. It is nice to see that even if we were to close all of the low-performing schools, there are quite a few high-performing schools in our most difficult neighborhoods. I'm very proud of that.



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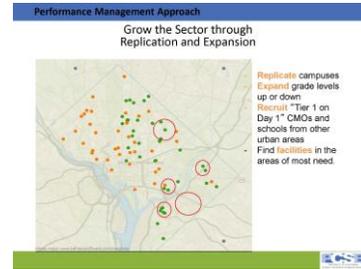
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The red circles would be areas where we would be very interested, of course, of them having expansion replication campuses [and] come to build strong schools for all students and close to their homes.

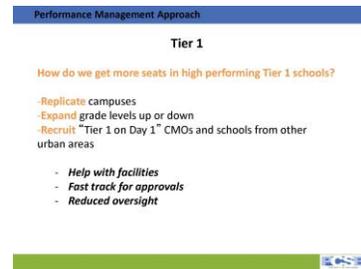
**DARREN WOODRUFF:**

So Tier 1, as Naomi indicated, we label our schools that are under this performance managed framework by these tiers. Tier 1 is considered the high or higher performing tier. Part of what we do, in addition to authorizing new schools or start-up schools, is we would like to do a lot more replication of campuses or charters that we already have that are high performing. Where we think it's appropriate, we encourage and support our higher performing school [Inaudible] discuss the possibility of adding some lower grades so that they can grow students in their school environment, you know, from the bottom up or from the top down. We also have begun to look on recruiting existing charter management organizations that are outside of the District of Columbia to try to bring them to the city and hopefully replicate their successful performance that they have elsewhere here in DC.

So there's a number of strategies. As we've grown, we've considered and are really beginning to gear up on to try to get as many high-performing schools across the city and then work on either improving our lower performing schools or, if we feel it's necessary, closing them. And some of the things we do to entice or encourage that participation is working with city government, working with the traditional DC public schools on getting access to empty buildings, or if they're doing some closures, which you may have heard they're engaged in doing right now as a matter of fact, trying to get access to some of those buildings or to do some sharing with the traditional schools.



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We have a whole separate process that we're using this year to appraise existing charter management organizations to get them approved that's not quite as cumbersome as brand new start-ups. Also, for high-performing schools, there's a lot less oversight and more autonomy for them to hopefully continue doing the good work that they've already demonstrated that they can do.

Tier 2, which you'll see is our largest cohort of schools later in the presentation, is really where we're still struggling to flesh out our role as an authorizer since we're in the authorizing business primarily [Audio skips] organization, which the Charter Board is not set up to do. To that end, there's a number of vendors or organizations that support, you know, schools in terms of government, in terms of professional development for staff, in terms of the finances behind the work of the charter schools. So we support and we try to disseminate information on available third-party support organizations. We engage in advocacy, as does other groups, like Focus here in DC, with the funding community to get more resources coming to bear for charters. Through this PMF, the Performance Management Framework, we're really trying to make our accountability activities as transparent as possible so that no one is surprised by what's expected in terms of performance if and when a closure proceedings has to happen. We try to minimize, again, the surprise or the sense that we didn't see this coming with both the charters and the community parents and others as well.

We try to make sure we have conversations with school leaders on how to focus. We'll meet with the schools—with school leadership and with school governance boards—to talk about their performance over time:

- Their more recent performance.

Performance Management Approach

Tier 2

How can we help schools improve and become Tier 1?

PCSB is not in the Technical Assistance Business, however:

- We support an ecosystem of Charter Support Organizations
  - State funding of third-party support organizations
  - Advocate with the funding community and the city for more resources
  - Make accountability transparent
  - Make targets attainable and clearly articulated
- We engage in honest discussion about school's performance
  - clear, direct performance discussions with schools
  - We facilitate partnerships and mergers
  - Provide qualitative and quantitative feedback

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- Potential partnerships that they can engage in to improve their outcomes or, if needed, mergers with other charter operations in terms of a takeover if that's necessary.
- We also do qualitative reviews, if necessary, to help support a school's improvement goals.

So that's largely focused on that middle tier of schools that we hope still have room for improvement.

Now the third tier, which is Tier 3, that's our lower—our lowest as you'll see—performing schools on the Performance Management Framework. To a large extent, we've become increasingly aggressive over the years about closing schools that fall into this category, particularly if their low performance has been over a long period of time.

I think a big philosophy we have is that the charter schools, since they were created specifically to be an option for students particularly who haven't always had strong quality school options in their communities available because if they're not, you know, how do you justify these new schools coming alongside the traditional schools? So with that in mind, if a school falls into Tier 3 for three years, we will review that school for potential closure.

In addition to that, every five years we have the opportunity to review schools and then every 15 years [to] look at renewal of their charter. And when we do that, we have to determine if they've met their own stated goals for performance, and, if not, we do have the option of closing them. And we will do that if we think that students will be better served in another academic environment. Excuse me.

In addition to that and to the closure process, we're also looking at bringing in charter management organizations to potentially take over schools that are

Performance Management Approach

Tier 3

How can we close schools in the least disruptive way to students?

- We are aggressive about closing low-performing schools
  - Tier 3 for three years
  - Other low-performing schools (including low Tier 2) who are up for 5, 10, or 15 year reviews and have not met their goals
- We are experimenting with facilitating takeovers to minimize disruptions to students
- We have honest discussion with Board members about the likelihood of the school improving

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going through a closure process so that there's not a complete disruption in terms of all the students in a building having to find a new school. If we can find an authorizer, I mean, excuse me, a charter organization with a track record of success that's willing to come in and take over or turn around a building, we'll do that as well. And then, finally, we do have discussions—plural—with the board members about what their steps are going to be towards improving schools and whether they realistically think the improvement can happen.

So, what do we look at with this Performance Management Framework? We're going to give you a link in a few slides to where you can see the school performance reports for yourselves and you can download that. But we've got one, two, three, four primary categories that we look at. And we'll get into a little more detail about this, but you'll see on the right two columns, we have different weightings for these categories when we're looking at elementary and middle schools for the PMF as opposed to the weighting that we give to high schools.

As I mentioned before with student progress or academic growth, we really want to look at over at least a period of two years or more how well have students grown. So, for example, you may have a school with lots of students who are performing at what could be considered a low level in a given year. But if the school is not where you would ultimately want it to be in terms of being a high-achievement school, the school is going to get a lot of credit for that.

I think that's really important because what we don't want to happen is schools setting themselves up to only take high-performing students or students with the highest likelihood of doing well academically. We very much want our charters to go in the most difficult

Academic Indicators Comprising each Category

PMF Categories with Indicators for ES/MS and HS	Percent Weight for ES/MS PMF	Percent Weight for HS PMF
<b>Student Progress</b> Growth in DC-CAS in reading and math over time as measured by the school's Median Growth Percentile.	40%	25%
<b>Student Achievement</b> *Percent of students who scored <b>proficient or advanced</b> on the DC-CAS *Percent of students who scored <b>advanced</b> on the DC-CAS *AP and IB proficiency rates (High School PMF)	25%	30%
<b>Gateway</b> (Outcomes in key subjects that predict future educational and college and career readiness) *11 <sup>th</sup> grade reading; 8 <sup>th</sup> grade math DC-CAS proficiency rates *Graduation rate; PSAT performance; SAT/ACT performance; College acceptance rate	15%	30%
<b>Leading Indicators</b> (Future student progress and achievement) *Attendance and school's re-enrollment rates *Percent of 8 <sup>th</sup> graders who have enough credits to graduate within four years (High School PMF)	20%	25%

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neighborhoods and take on students who may not have traditionally performed well academically or even behaviorally, and as part of their academic program, grow those students into doing well. We consider that a very important aspect of education in the District of Columbia and probably in any urban community.

As a result of that, student progress at the elementary and middle school level gets 40 percent of the total PMF score, and we consider those years critical in taking a student maybe from first grade, second grade, third grade, and growing [Audio skips]. You'll see its only 15 percent for student progress because by that point you're beginning to run out of grades in which to demonstrate improvement. So we need to see those students performing at the maximum level. So you'll see it's a much lower weighting in terms of progress.

Now with student achievement—and, again, this is a snapshot category—this is the annual look at performance on the standardized test, which is called the DC-CAS [[District of Columbia Comprehensive Assessment System](#)] here in the district, 25 percent of our overall score goes to that for elementary and middle school students, whereas it's 30 percent at the high school level. We give more weighting because those students are [nearing the end] of their public school careers.

In addition to those two indicators, which are largely predicated on the standardized tests, we also have gateway and leading indicators. We consider third grade a gateway grade for elementary school students. So the third grade in reading gets looked at again. If a school is not doing well with its third graders, they're likely—the research we've looked at, at least, shows that—they're likely to not have very successful elementary school experience overall. So we consider that a gateway grade.

Same thing for eighth grade: We look at math[ematics] at the middle school level, and we give that 15 percent weighting at the elementary and middle level and 30 percent weighting at the high school level. Except for high school [Inaudible]. And that gets, as you see, a large proportion of the weight for the high school PMF.

And, finally, we have leading indicators, which include attendance. So we do look at the attendance of a school. We look at the reenrollment rate. So from one year to the next, what proportion of the students are deciding to come back? If the school is not able to keep its students, if they lose a lot of students from year to year, that can have a negative impact on their Performance Management Framework score. You see that's 20 percent at the elementary/middle level and 25 percent at the high school level. But we also look at, for high schools, are students at the ninth-grade level on track to graduate in four years? So we look at the number of credits that they've achieved during that freshman year to make sure that they're going to graduate.

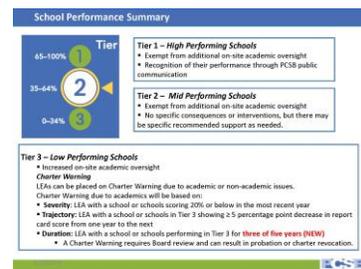
## Part 2

### DARREN WOODRUFF:

This is just a quick look at what the performance report, the school performance report, looks like, and you'll see more of this later in the presentation. But as you see, Tier 1 is anywhere between 65 and 100 points on the overall PMF. Tier 2 is 35 to 64 points. And Tier 3, the lowest performing tier, is zero points. I don't think we've had a school with zero points yet. I hope not.

### NAOMI RUBIN DEVEAUX:

Not yet.



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**DARREN WOODRUFF:**

All the way up to 34. And, essentially, the oversight of the role that the Charter Board gets in terms of involving itself in the affairs of the schools decreases as you go down the tiers. Higher performing schools are exempt from much of our academic oversight. We recognize that they're already doing things well, so we sort of leave them to it. We do recognize and have ceremonies—award ceremonies—for our Tier 1 schools.

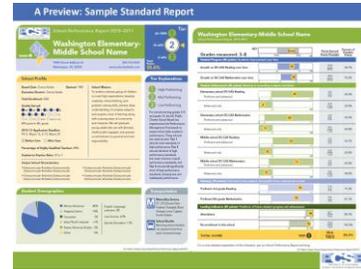
At the Tier 2 level, if we determine that there's specific indicators on the PMF that we think a school should take a closer look at and work on improving, we'll bring that to their attention. But we largely don't get into intensive oversight of those schools as well.

And then you see there with our Tier 3 lower performing schools, that's where a lot of our oversight activities take place. If a school scores less than 20 points or 20 percent in any given year, we can look at them, and there's five points or more decrease in performance from one year to next, we can also look at them for possible closure.

And then, finally, as I said before, if they're Tier 3 for three out of five years—before that it was three years consecutive. But we wanted to avoid those schools that are just on the bubble of just barely squeaking into Tier 2 and then going back down to Tier 3. So if they're in Tier 3 for three out of five years, we also can look at them for a possible charter warning or a review for potential revocation or closure.

Okay. Got one more and then I'll pass it back to Naomi.

This is what the school report card looks like. Don't try to read that; it's very small writing. But we're going to give you later in the presentation a link to the reports for all of our schools so you can take a closer look at it. I just wanted to show you what it looks like. Okay.



**Slide 23**

**NAOMI RUBIN DEVEAUX:**

Next, if you could just stay on it for a second, Darren.

**DARREN WOODRUFF:**

Yeah. I'll go back.

**NAOMI RUBIN DEVEAUX:**

I noticed there was some questions. First of all, someone said 65 percent seems really low, and that's something we hear all the time. And so I want to just kind of look—if you see the way that we sort of—we call it the Band-Aid approach. We have these long strips that have a ceiling and a floor. So if you could just point right there is the floor of the strip and then on the other side is the ceiling.

We've made our ceilings, you know, 100 percent of students proficient in reading and in math[ematics] within their first year of the school because this is clearly the goal of every school is to have 100 percent [of] students proficient. That's not where DC is right now. The same with growth; you know, we expect every student to be growing exceptional amounts every year, especially if they're below when they come into the school. But still that's not attainable.

So we intend—quote me on that. But, you know, we still have 20 points more to go even in our highest. And so 65 is actually really good, as is 55 in terms of this scale and these points, and then 35 is exceptionally

low. And most of our schools fall into Tier 2. So we can just move on.

**DARREN WOODRUFF:**

Yeah. And just to answer a few questions; I see folks posting questions. Our authorization of charters is a 15-year term, but we're able to review the performance of a charter every five years, so that's a pretty deep-dive process. So, in other words, every five years, we look at the long-term performance with those charters. And if they aren't meeting those—their goals—even though they have a 15-year authorization, they can potentially be closed or certainly be put on notice to improve their outcomes and really take a hard look at their operations so that they don't face closure at the 15-year or 10-year or five-year period. It's a long process, but we do have a lot of different ways of reviewing the progress or the quality of the schools.

**NAOMI RUBIN DEVEAUX:**

So the question around whether, you know, these are all outputs versus inputs. And that is very true and very intentional. So the Performance Management Framework is what is common across all schools serving that grade—those grade levels. So [in] this case we're looking at an elementary school; middle schools, so grades three through eight. Those are the tested grades in this city, as well as 10th grade in high school. So these are the common...this does not include mission-specific measures that, you know, if this were a language immersion school, and nowhere in here are there language measures. And we look at those during the high-stakes reviews on the five, 10, and 15 year. This is our annual review, and it's basically, you know, the part of [Inaudible] as a DC public school student.

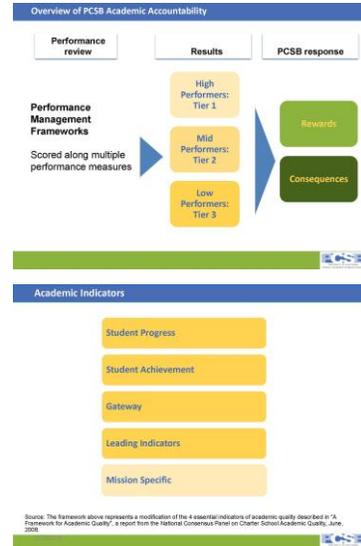
The only, the indicators—actually we can go to the next slide, I think. To get a little bit closer look on how, and we’ve kind of gone over this one. Yeah.

So student progress is our first bucket that we look at, for lack of a better word and that is the MGP, which we’ll get into a little bit more in a minute. But the MGP is a medium growth percentile, which we took from Colorado and made it work for DC. We use it and the PMF, a two-year weighted average.

So that means that the most recent year is weighted more than the previous year but together we look at all of that. Part of that is due to *N* size. We have small schools here and a small pool of students in general in DC. But part of that is the stability over time that this two-year weighted average allows. You know, we don’t see this major fluctuation every year. And we can look at trends.

Student achievement is strictly their achievement in the elementary/middle school on the DC-CAS. And then where we start to get into interesting things in a school that has high achievement and then a very low reenrollment rate. And, you know, that tells us as an authorizer that there is something going on if there’s, you know, numbers of students leaving the school.

Mission specific, as I said, is not included. We could not come to a consensus during the task-force meetings with the schools that we held to come up with a way of fairly measuring missions. Because some schools have very strong missions, easy to measure using standardized tests, and some schools have more of a, you know, leadership or a softer mission, which are equally as important but much harder to apply points to. So we ended up just saying, you know what, that’s going to be measured during those high-stakes reviews.



## Slides 24 and 25

**DARREN WOODRUFF:**

Now, I will just add on the school report cards or performance reports. We dedicated [an] entire section for schools to sort of discuss what their mission and what they consider their strongest features of the school are so that interested parents or the public in general can differentiate one school from another and really understand what the school is all about. But we have—at least to date—found it difficult in a standardized way to assess the extent to which the school is actually meeting its missions. So we haven't completely thrown that out.

**NAOMI RUBIN DEVEAUX:**

[Audio skips] already. So here is just a brief overview of [Inaudible] DC. There were eight schools in Tier 3 this year, so, and 22 in Tier 1 and 36 in Tier 2. One thing to note is—36 in Tier 2. One thing to know is that we raise the floors of the indicators based on the last two years' worth of data. So, actually, this year, we raised quite a few floors a few points based on the average. And so we're constantly [Inaudible]; you can't tread water. You have to continue to do, you know, to rise higher and higher in order to stay in Tier 1 or to stay in Tier 2 even. And we expect this to continue until we're at a place where we find all of our schools are exceeding the state average and are high-performing schools.

This is just if you're familiar with DC. Here are some of our highest performing schools. These are the ones with the highest two-year weighted average of MGP. And the high schools are on our left column, and the elementary/middle schools are on the right column. As you can see three DC KIPP [[Knowledge Is Power Program](#)] schools are in our highest, you know, performing areas. Thurgood Marshall is our highest performing high school in both reading and math[ematics]. As well as the Cesar Chavez charter, which just got its 15-year renewal this past month and

Academic Indicators Comprising each Category

PMF Categories with Indicators	Percent Weight for ES&M PMF	Percent Weight for HS PMF
<b>Student Progress</b> Growth in DC-CAS in reading and math over time as measured by the school's Median Growth Percentile	40%	35%
<b>Student Achievement</b> *Percent of students who scored proficient or advanced on the DC-CAS *Percent of students who scored proficient or advanced on the DC-CAS *AP and IB proficiency rates (High School PMF)	25%	30%
<b>Gateway</b> (Outcomes in key subjects that predict future educational and college and career readiness) *7th grade reading, 8 <sup>th</sup> grade math DC-CAS proficiency rates *Graduation rate, PSAT performance, SAT/ACT performance, College acceptance rate	15%	30%
<b>Leading Indicators</b> (Future student progress and achievement) *Attendance and school's re-enrollment rates *Percent of 8 <sup>th</sup> graders who have enough credits to graduate within four years (High School PMF)	20%	25%

Slide 26

2012 School Performance Highlights

- 22 charter schools in Tier 1
- 36 charter schools in Tier 2
- 8 charter schools in Tier 3

Schools with the highest median growth percentile (MGP) are doing the most with their students to improve performance:

	High Schools	Elementary/Middle Schools
<b>Reading</b>	Thurgood Marshall Academy PCS Washington Mathematics Science & Technology PCS Cesar Chavez PCS for Public Policy — Parkside	Latin American Montessori Bilingual PCS KIPP DC — KIPP Academy PCS KIPP DC — JMI Academy PCS
<b>Math</b>	Thurgood Marshall Academy PCS Cesar Chavez PCS for Public Policy — Central HS Cesar Chavez PCS for Public Policy — Parkside	DC Prep PCS — Eigenmann Middle Achievement Preparatory Academy PCS KIPP DC — JMI Academy PCS

Slide 27

the board voted to renew its charter for another 15 years.

And just a quick note. You'll notice if you do the math, I think that adds up to about 66 schools out of the 100 or 102 odd schools we have. The ones that are missing from this are likely either early childhood schools or adult education. So the Performance Management Framework we're talking about today doesn't cover those schools. We're actually working on pilots to have our framework for those schools.

**NAOMI RUBIN DEVEAUX:**

Right. Good point.

**DARREN WOODRUFF:**

Okay.

**NAOMI RUBIN DEVEAUX:**

Reenrollment rates, as I said, was the other really important factor to us as an authorizer. So here are our highest reenrollment rates with schools that [Audio skips] to us shows a lot of parent satisfaction at the school. [E. L. Haynes](#) tops the chart for elementary/middle schools, where[as] Washington Latin tops the charts for high schools. So it's pretty nice information for us to have.

And then, again, for those of you familiar with DC, here's a list of our Tier 1 schools and, again, these are only elementary/middle and high schools. But it's a nice—what we find interesting—it is a diverse group of schools. We get [Washington Yu Ying](#) as our Chinese immersion school. We have, you know, Two Rivers is an expeditionary learning school, and then we have [Achievement Prep Academy](#), which is a very traditional, you know, sort of extended school day and year environment for college prep. These are not ranked in any order on this list. This is just where they

School Performance Highlights

Schools with Highest Re-Enrollment Rates

High Schools	Elementary/Middle Schools
Washington Latin PCS	E. L. Haynes PCS – Georgia Avenue
Capital City PCS – Upper School	Paul PCS
Thurgood Marshall Academy PCS	Washington Latin PCS – Middle School
SEED Public Charter School of Washington, D.C.	Friendship PCS – Southeast Elementary Academy

Slide 28

2012 Tier 1 Public Charter Schools

High Schools	Elementary/Middle Schools
EDPP DC – College Preparatory PCS	Achievement Preparatory Academy PCS
PS210 Public Charter School of Washington, D.C.	Capital City PCS – Lower School
Thurgood Marshall Academy PCS	Center City PCS – Brightwood
Washington Latin PCS – Upper School	Center City PCS – Petworth
	Class Charter PCS for Public Policy – Charter Prep
	Community Academy PCS – Eastern Biological
	DC Prep PCS – Edgewood Middle
	E. L. Haynes PCS – Georgia Avenue
	Howard University Middle School of Mathematics and Science PCS
	KIPP DC – AM Academy PCS
	KIPP DC – New Academy PCS
	KIPP DC – WJL Academy PCS
	Latin American Montessori Strategic PCS
	Paul PCS
	PS210 Public Charter School of Washington, D.C. (Middle School)
	Two Rivers PCS
	Washington Latin PCS – Middle School
	Washington Yu Ying PCS

Slide 29

are. [SEED Public Charter School](#) is a boarding school, I think, in DC, an urban boarding charter school.

### DARREN WOODRUFF:

Okay. We realize that was a lot of information. And we'll look forward to the questions I see folks typing [Audio skips]. The data from this Performance Management Framework we worked on for a number of years before we actually launched it. So some of the things we are thinking about and asking ourselves with this framework is which of the indicators that we just talked about—whether its gateway, student growth, achievement, or others—which of these most impact the school's ability to move, to progress up the tiers to Tier 1 status?

We like to break our data out and look at schools that are serving higher populations of “at-risk” students. Performing in a DC at-risk [environment] can mean a number of things...from academically challenged, behaviorally challenged, low-income students. Students, you know, that have been involved in [the] juvenile justice system. There's a whole range of lists—indicators—that we're looking at [Inaudible], while knowing that we require our school to accept all comers. So we want to make sure we know what's working best for those different students so that we can serve and we can direct their parents to picking the right school for them.

Third, are we rewarding schools who are moving kids?—And you can feel free to chime in Naomi. By moving kids, we don't want to see schools using discipline policy, for example, to reduce their more difficult-to-teach kids. We don't want to see lots of expulsions. We don't want to see lots of suspensions. We want to make sure our students with special needs are being accepted and taught appropriately in school—so all of these things. I won't say we've

#### Questions we now are asking ourselves...

- What indicator causes schools to move tiers?
- How are the schools with higher populations of at-risk students performing?
- Are we rewarding schools who are “moving kids”?
- Why is it important to measure growth?
- What does having a strong school culture (evidenced by high re-enrollment and attendance rates) affect performance?
- What does “greater accountability” look like?
- Next steps... What is missing? Mission-specific, discipline data, school climate, etc.

### Slide 30

completely figured it out, but these are challenges that we recognize and work with.

Let's see what's next.

**NAOMI RUBIN DEVEAUX:**

I think one of the other things we want to make sure that our policies within the PMF are good for kids. So, for example, Are the policies that we're doing causing schools to say things like we'll only accept students in our, in the first year of the school, so kindergarten, and we won't let a third grader come into the school or fourth grader because [Audio skips]. And so we're, you know, we want to make sure that they are encouraged to be open to all students to have, to expand their grade levels. But at the same time hold them accountable that all their students are learning. And it's difficult. And we still have lots of questions.

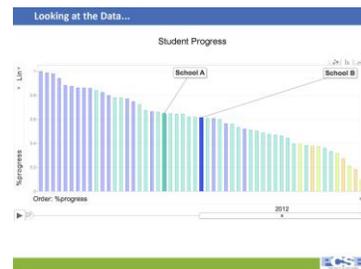
**DARREN WOODRUFF:**

Okay.

**NAOMI RUBIN DEVEAUX:**

So this is just a look at how the blue columns are schools that are in Tier 1. All right, so those are our high-performing schools. The turquoise column are all schools that are in Tier 2, and our green or sort of yellow column towards the right are all schools that are in Tier 3. Orange means a school is not tiered. We have a couple alternative education schools and brand new schools. We do not tier schools in their first year of operation, giving them one year to sort of get their feet wet before we were to rank them.

But looking at this here, these are all Tier 1. This school as our example, school B, which is a Tier 1 school. These are all Tier 2 or these turquoise. And this is our example, school A, is our example other school. What we've done here is this is progress against, their percent on the MGP, how many points



**Slide 31**

they get on our indicator for the MGP. And so our highest growth schools all are in Tier 1, except we do have a couple that didn't make Tier 1 that also had very impressive growth. And then we have a few schools that had less impressive growth but were also in Tier 1. Clearly none of the schools with our weakest growth were in Tier 1. And that made us feel good.

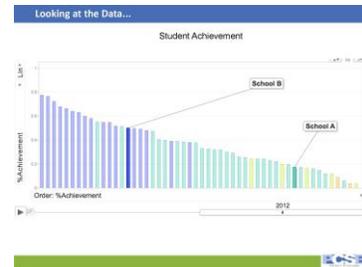
Moving on, this is achievement, and, once again, our highest achieving school, so this is percent proficient and advanced on the DC-CAS in reading and in math[ematics]. Our highest proficient schools were in Tier 1. And you can see that our school B, our example school, stayed on the left side of the graph. So it's staying with a higher percent proficient. Our school A, however, moved way down to be one of our lowest performing schools.

If we go back to the previous slide for a minute, just to look at that. If you remember school A was pretty high on growth, so that means that the students are probably coming in quite low in their skills. They are able to move them but at this point, they are not having enough [Inaudible] critical mass to have a percent proficient that is even at the state average.

### **DARREN WOODRUFF:**

That is a real dilemma for us because we know that the District of Columbia, and I think a lot of urban school districts, have students who haven't been served well and who are coming into these charters underperforming. They're not, [Audio skips] they're significantly behind. So even though there's a strong, a strong growth student there, what they're doing is having a positive impact on the students. We still don't see the achievement anywhere near where we'd like it to be.

So how do we reward our quest and our challenges?  
How do we reward those schools that are achieving

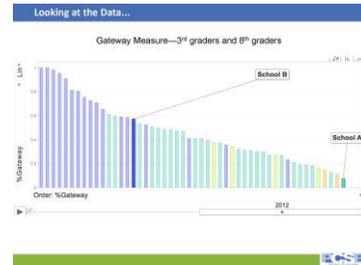


**Slide 32**

growth in cases where it maybe other schools weren't able to do that? We still know we have to get these kids to the level that we want all kids to be at.

**NAOMI RUBIN DEVEAUX:**

So our next indicator is the gateway, which is third graders and eighth graders specifically. Here again are Tier 1 school, which is our school B, is towards the left; it's not our highest performing, but it is among the upper quadrant. And our school A has the absolute lowest performance in this sort of gateway—an early sign of how are your kids doing in the critical factors and, in this case, third grade reading. You know, how many kids are reading by third grade who attend your school since [prekindergarten]. You know, these go all the way to 4-year-olds. So we take that sort of metric very seriously because we know it's so predictive of future success.



**Slide 33**

There was a question about the untiered schools are currently as our pilot goes for the alternative [education] schools, they are untiered until our pilot is done. These are schools that have been in existence, but we aren't comfortable at this point believing that the current PMF is measuring the population's growth at these alternative campuses at this time.

**DARREN WOODRUFF:**

Can you mention some of the things that go on to being alternatives?

**NAOMI RUBIN DEVEAUX:**

So at this point, the board is actually going to vote on a policy, proposed policy next week at our next board meeting. But we are, we are looking at alternative factors, looking at the population. We worked quite a bit with Colorado and looked at what they had done to decide their alternative population schools, since they're quite ahead and the leaders in this area, and are looking at schools that have significantly different

populations than the other schools serving the same grade levels.

So these are right now school [Inaudible] students who are in the traditional system of K–12, but might be some of the indicators are like previous disciplinary incidences before coming to the school or pregnant or [Audio skips] that might make it even harder to attend school on a regular basis and achieve at the same levels as similar students.

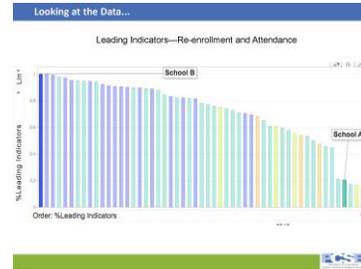
**DARREN WOODRUFF:**

And one of the interesting things about that process is that we made a decision—or at least so far we made a decision as a board—not to include economic status of the student as an indicator for alternative status because, to a large extent, the vast majority of students in the entire DC system are low or lower income. And our expectation is that schools are not going to use income as a rationale for why they can't, the students can't achieve at high levels. So we're not going to allow a school to apply for alternative status simply because the majority of its students are low income because our expectation is you're going to achieve strong results regardless of things like income level or race or other factors like that [Inaudible].

**NAOMI RUBIN DEVEAUX:**

Yeah. Homeless, someone asked about homelessness if that's a factor, and, yes, homelessness was another indicator that we are looking at.

So back to the current PMF for elementary/middle school. Here are the leading indicators, so this is a reenrollment rate and attendance rate. And, again, school B, which was Tier 1, is at the top in terms of parent, what we're seeing as parent satisfaction and school, you know, kids coming to school every day and be willing, you know, to partake in the lessons. School A is not one of our higher. In fact they are significantly below in these areas, which is both their reenrollment rate and their attendance rate. Which is, you know, as we've said now a few times, a real important indicator as an authorizer to the choice and the satisfaction of the school and whether they're seriously taking into account learning and students being in school on a daily basis.



**Slide 34**

**DARREN WOODRUFF:**

All right, and as advertised, this is the link for everyone. If you want to go and look at our entire performance, [the] school performance report, which has these PMF scores for all of the schools—all the elementary/middle and high schools that we review—this is the link that will take you right to the Charter School Board's website.

Online PMF Documents and School Performance Reports

- <http://www.dcpsb.org/PCSB-Publications/PMF-Results.aspx>

**Slide 35**

And, I believe, we have roughly 10 minutes left, and we're going to reserve that for more questions. So you can type them in or raise your hand, and we'll try to answer them.

**TAMMIE KNIGHTS:**

Darren as people are, and Naomi, as people are talking, I'll share a couple questions that came up early—a few just sort of logistical pieces and then some more thought-provoking questions. Is replication automatic for high-performing schools in DC?



**Slide 36**

**DARREN WOODRUFF:**

Not at all. As a matter of fact, a number of our schools that have been successful over the years do not want to replicate. They feel that they have a good thing going, and they're happy with their size or number of students. If the school has to come to the board or we go to them suggesting that they consider replication, it's not something that's mandatory or has to happen if the charter doesn't want it to happen. And another, as I'm sure many of you on the call know, the big challenge with replication is finding adequate building space. We're still greatly challenged here in the district by getting access to buildings that are sort of school ready, school friendly, have green space, things of that nature. So there are likely a number of schools [Audio skips].

**TAMMIE KNIGHTS:**

Is it automatically approved for operators that are in your Tier 1 that they're allowed to replicate if they choose to?

**DARREN WOODRUFF:**

Nope. Each of these decisions are subject to a vote or approval by our board. And in coming to that decision, we look at the performance of the school or the charter over time. We look at where our needs are, if they're looking to replicate in a part of the city that has a strong need, whether it's for an elementary school or for high school or for the type of mission that the school is engaging in. And we have those conversations with the school prior to any voting. But any decision to add grades or add a new campus has to be approved by the board.

**TAMMIE KNIGHTS:**

Thank you. And another question from earlier in the webinar: If you could talk a little bit more about the measure academic growth over time and what it means specifically. Someone referenced California

and a lot of places across the country are using that phrasing to mean value-added modeling.

**DARREN WOODRUFF:**

Correct.

**TAMMIE KNIGHTS:**

You linked individual student data, and they're wondering how growth is calculated in, for DC?

**DARREN WOODRUFF:**

I'll invite Naomi to help me answer this question because I'm not a complete expert on the median growth percentile. But our MGP rubric is used to evaluate schools. It's not a teacher evaluation document. So it's not, we're not looking at value added in that sense of teacher assessments. We're looking at the ability of the school to move students from a certain point of performance in the previous year, previous two years, to where they are most currently. So we're looking at it in terms of if your students are starting out [Audio skips]...

**NAOMI RUBIN DEVEAUX:**

Three years, three years to go now, we looked at a number of different models, including valued added and then Colorado's median gross percentile, which does look at individual students, compares students with similar starting points, with similar test scores at the start point. And then the expected growth or the average growth that one could expect in one year and then assign points for raising above that growth or below. And then the school level is sort of a composite of all of the students in that school growth over the last year and then we compare and the last two years as well.

So, it is, exactly, it's really the Colorado growth model, but we modified [it] to meet the DC requirements. It does not take into account any student characteristics.

It's simply [a] starting point comparing all students with similar starting point scores and then their second-year scores and then their third-year scores. I hope that answers the question.

**TAMMIE KNIGHTS:**

Yeah. Great, thank you. And just a question about how this relates to NCLB [[No Child Left Behind](#)], was this framework part of a waiver that DC sought from NCLB or how do you see this relating to the new ESEA [[Elementary and Secondary Education Act](#)] [waivers](#) and such?

**NAOMI RUBIN DEVEAUX:**

It's a really great question for us. We came up with the PMF prior to the whole ESEA waiver process and actually had it in place two years already running as we were writing the ESEA waiver. Because of the PMF and the way it works, we, as an authorizer—and we are the sole authorizer in DC—received high-quality authorizer status from the government—from the federal government—which allows a state level requirement that they were embedding into the ESEA waiver, especially around teacher evaluations.

All of our teachers at the charter schools are at-will employees. And the schools already have a matrix where, in which they're measuring the quality of their teachers. So as long as they're not a focus or priority school according to the waiver, the schools do not have to follow the state requirements for the teacher evaluation.

So this is very helpful, you know, that we are taking a very strong position on accountability of the charter has given, has actually protected them and ensured them more autonomy. [Pause]

**TAMMIE KNIGHTS:**

Great. One question came from the chat around special education: [Do] you have any schools that are 100 percent, serving 100 percent students with special needs, that are on a diploma track and how they're factored into the framework?

**NAOMI RUBIN DEVEAUX:**

Right, we have one school that is 100 percent special education. And it is not, it is 100 percent of their students take the alternative state test because they all qualify for that test. All of them, you know, or at least all but, you know, a few are proficient in that portfolio assessment. And they, we did have them on a separate accountability plan at this point. As it is such a different type of, you know, just a different test that they're giving as well as a population that they're serving.

The next highest percent school had 50 percent students with special needs, which would then, you know, put them into a new framework that has yet to be piloted. But at this point, you know, we believe all students can and should learn and be held to high standards.

**TAMMIE KNIGHTS:**

Great, thank you. And another question about, I know you mentioned a lot of the indicators that people are asking about in the chat are indicators that you look at when you do your renewal evaluation—your high-stakes renewal evaluation, where you spend a little bit more time in the school specifically and not just this overall framework of external outputs. But someone asked specifically about finance and governance. Is that something you look at annually as well or is that done specifically at renewal time?

**NAOMI RUBIN DEVEAUX:**

Right, so that is done annually as well. We consciously chose not to put that into the PMF because if we rank them as well and we share that information back with the school boards, but it's not super helpful for them. Sometimes, if a bank were to see a ranking and then they don't understand the context or how we came to it, so that is information that the schools get as a help [to] them, we talk to them about where they are, but this is strictly performance in terms of [the] academic Performance Management Framework.

**DARREN WOODRUFF:**

And our schools, if a school is really in financial, in particular, jeopardy or if they violated laws like special education laws, things of that nature, they can be closed or will close, choose to close themselves just based on those factors alone. So as Naomi said, we wanted the PMF that goes out publicly to really emphasize academic performance.

**NAOMI RUBIN DEVEAUX:**

I think it's important to know in DC that a third of all of our schools that have opened have closed [Audio skips] anything, a variety of reasons, including academic reasons.

**TAMMIE KNIGHTS:**

And before we close out because it is 4:00, is there a place on the PCSB website for people to learn more about the renewal process in addition to this framework? I know we had a website up earlier to see the report card. [Inaudible]

**NAOMI RUBIN DEVEAUX:**

Yeah. It is up there. If you go to the link, I guess that takes you directly to our Performance Management Framework. If you went to our home page, there is the renewal process. So I know where to find it under

[Board Policies](#). And there's a policy around renewal if you go to About [the] Board. In there, Board Policies is the third indicator down. If you click on that, it shows you all of the policies including—and you can select any policy—and it will show you the full policy.

**DARREN WOODRUFF:**

I'm going to put that link in our chat box right now.

**TAMMIE KNIGHTS:**

Yes. I'll have you do that before, and I'll take a minute or so before we close out the webinar.

I know there probably was many questions that we didn't get to. I apologize for not getting to all of them. But I definitely want to thank Darren and Naomi for presenting this very interesting information, particularly in the context of the ESEA waivers and the different things that states are doing in terms of their charter accountability. I think accountability is a very hot topic these days as well, as well it should be.

So this was very interesting. So thank you. And [I] definitely want to thank all of the participants as well for joining us.

This webinar will be posted on the Charter School Resource Center website by the end of the week. For those of you [Audio skips]. And, Darren, are you going to get that, can we get that website into the chat quickly before I close this out?

**DARREN WOODRUFF:**

Yeah. It's a little bit above if you look up there, it says About the Board right in the middle [dcpcsb.org](http://dcpcsb.org) About the Board, does everyone see that?

**TAMMIE KNIGHTS:**

I don't think we can see it on this site.

**DARREN WOODRUFF:**

Okay.

**TAMMIE KNIGHTS:**

Oh, there it is. I saw it now. Sorry, sorry, sorry. There we go.

**DARREN WOODRUFF:**

Yeah. There it is again.

**TAMMIE KNIGHTS:**

There it is again. Thank you, great.

And we will have a short evaluation for folks if you could please complete that before you log off. It is always helpful for us to know what your thoughts are.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:  
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:  
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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**DARREN WOODRUFF:**

And, Tammie, if I could. I know there's more questions. If folks are really curious and what to hear more, my e-mail address is D-W-O-O-D-R-U-F-F at A-I-R dot O-R-G [[dwoodruff@air.org](mailto:dwoodruff@air.org)], and I'll be happy to respond or have Naomi respond to any questions.

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**TAMMIE KNIGHTS:**

Great. Thank you so much.