

Welcome to the Webinar!

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

We will be starting soon.



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

January 22, 2013



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

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Presenters:

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January 2013

**District of Columbia
Public Charter School Board**

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www.dcpubliccharter.com

This presentation provides an overview of PCSB's performance management framework (PMF) which focuses on student academic growth as a key indicator of charter school quality.

During the webinar, you will:

- Learn about the role of charter authorizers in establishing standards of performance for public charter schools
- Understand the importance of balancing a “snapshot” view of academic achievement with the ability of schools to improve student achievement over time
- Discuss metrics in addition to achievement measures that are used to determine school quality

AGENDA

- 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

- 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>

Districts with the highest number of students attending public charter schools (2010-2011)

- New Orleans, LA: 76 percent
- Detroit, MI: 41 percent
- **District of Columbia: 41 percent**
- Kansas City, MO: 37 percent
- Flint City, MI: 33 percent
- Gary, IN: 31 percent
- St. Louis, MO: 31 percent
- Cleveland, OH: 28 percent
- Albany, NY: 26 percent
- Dayton, OH: 26 percent
- Youngstown, OH: 25 percent

The DC Public Charter School Board's **mission** is to provide high quality public school options for District of Columbia students, families, and community by conducting:

- Comprehensive Application Review Process
- Effective Oversight
- Meaningful Support
- Active Engagement of Stakeholders

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

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

Public Schools in D.C. (Orange—DCPS, Green—PCS)

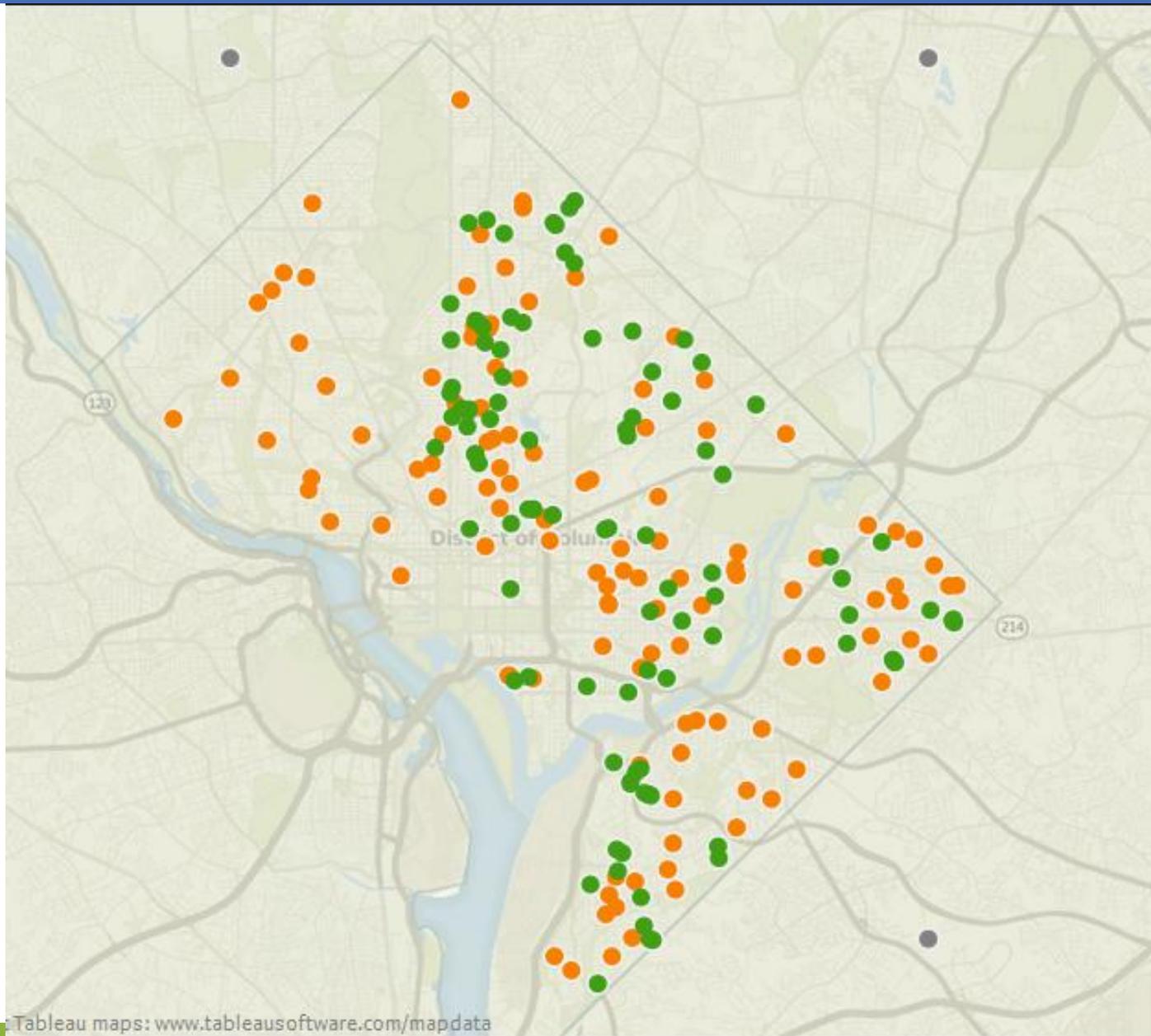


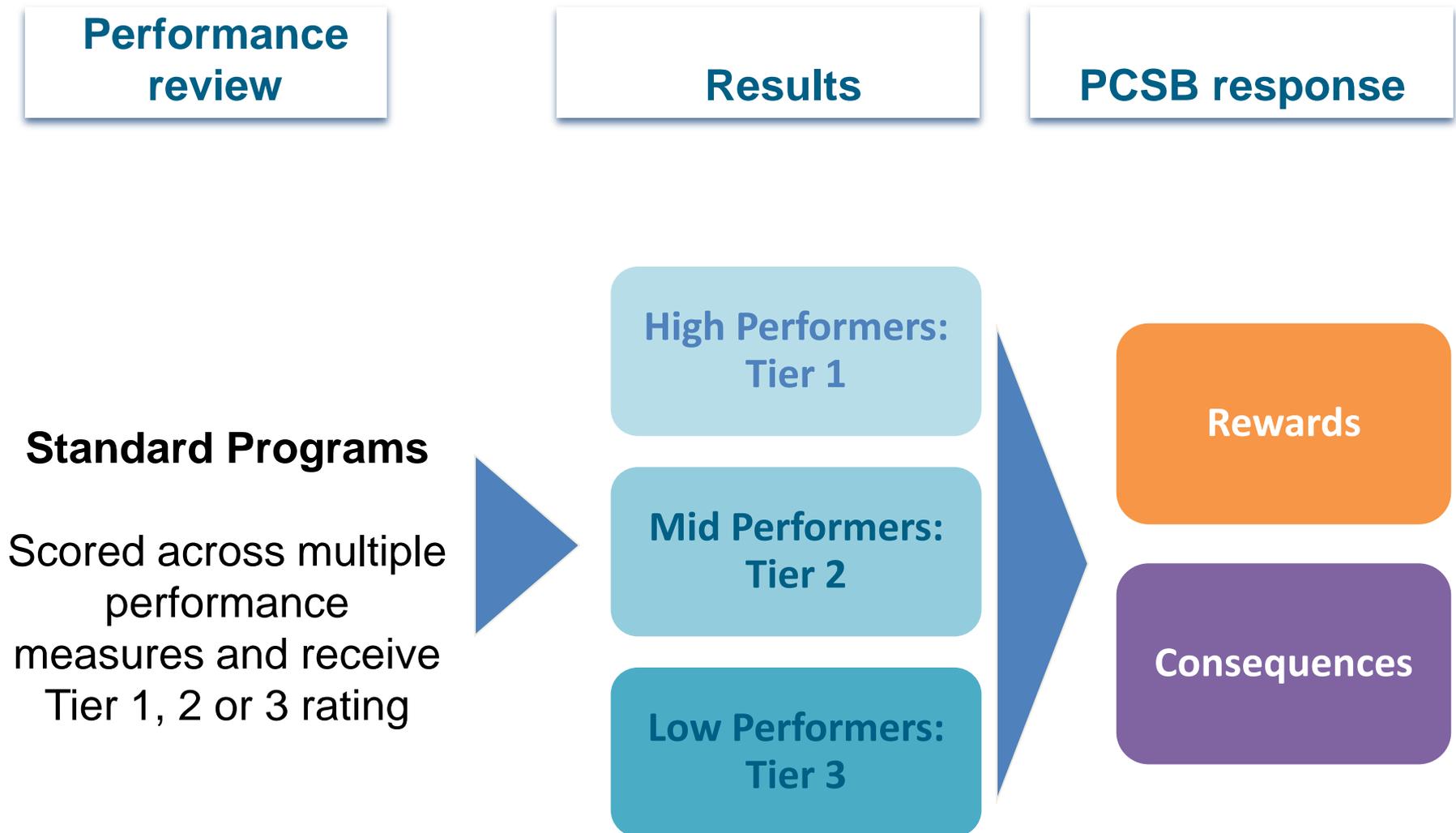
Tableau maps: www.tableausoftware.com/mapdata

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:

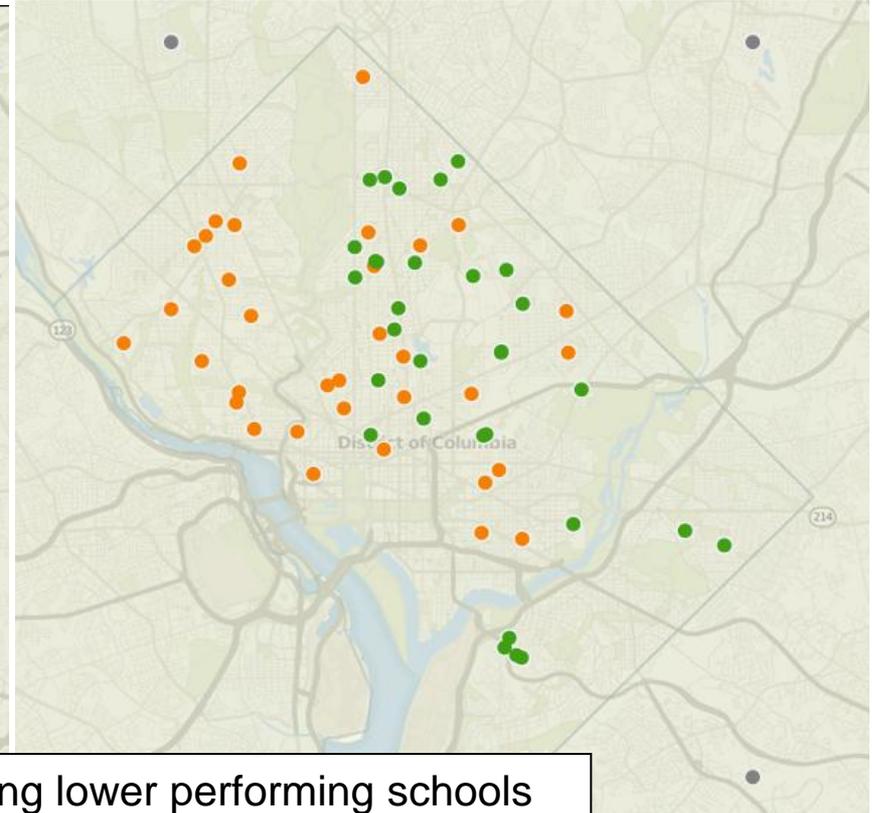
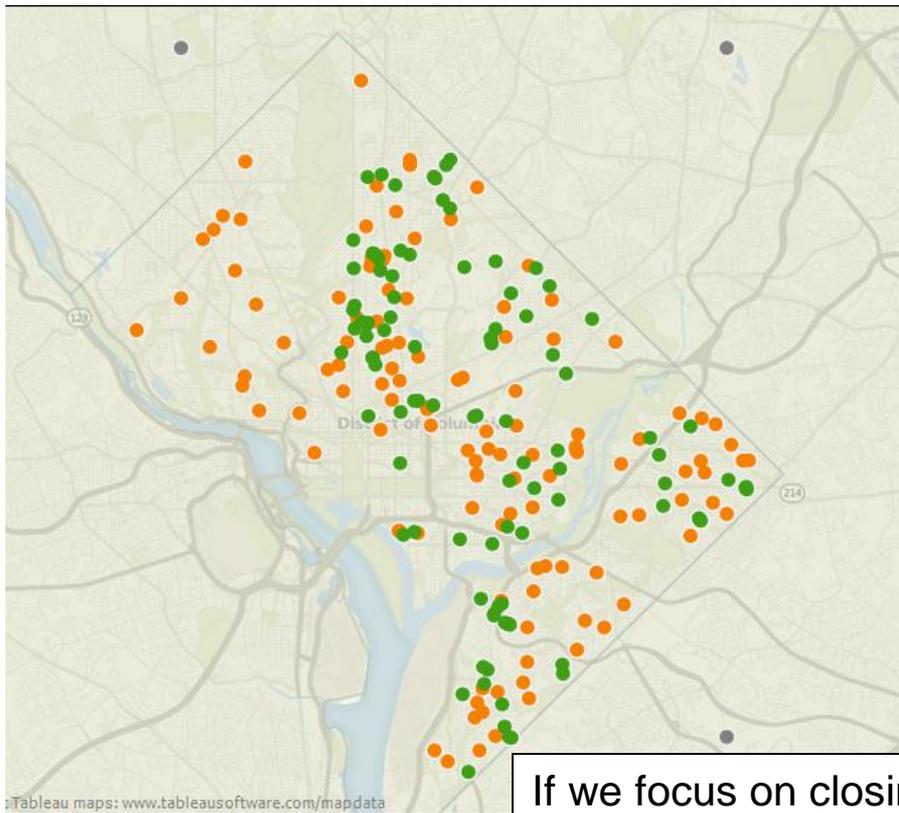
- Early Childhood PMF (pilot SY13)
- Elementary and Middle School PMF (live since SY11)
- High School PMF (live since SY11)
- Adult Education/Opportunity Scholars PMF (pilot SY13)
- Alternative Assessment PMF (pilot SY13)

Overview of PCSB Charter School Accountability



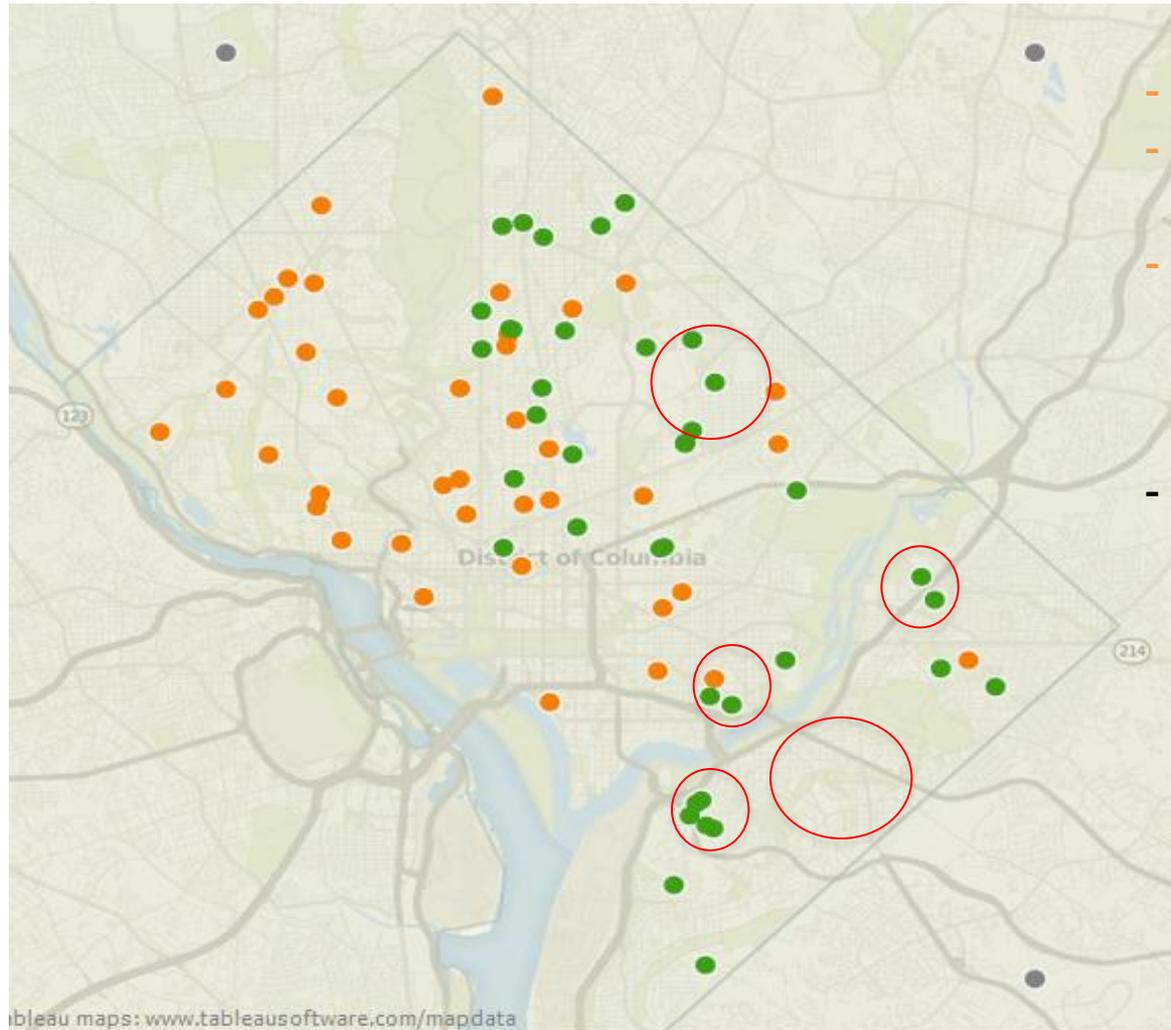
Sector Performance through Closure

- All schools--NOW
- (green—charter, orange—DCPS)
- All High-Performing Schools
- (Growth and Achievement above 50)



If we focus on closing lower performing schools only, the quality of the sector will grow, but the number of available seats will shrink.

Grow the Sector through Replication and Expansion



- **Replicate** campuses
- **Expand** grade levels up or down
- **Recruit** “Tier 1 on Day 1” CMOs and schools from other urban areas
- Find **facilities** in the areas of most need.

Tier 1

How do we get more seats in high performing Tier 1 schools?

- **Replicate** campuses
- **Expand** grade levels up or down
- **Recruit** “Tier 1 on Day 1” CMOs and schools from other urban areas
 - *Help with facilities*
 - *Fast track for approvals*
 - *Reduced oversight*

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

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

Academic Indicators Comprising each Category

PMF Categories with Indicators for ES/MS and HS	Percent Weight for ESMS PMF	Percent Weight for HS PMF
<p>Student Progress Growth in DC-CAS in reading and math over time as measured by the school's Median Growth Percentile.</p>	40%	15%
<p>Student Achievement</p> <ul style="list-style-type: none"> •Percent of students who scored proficient or advanced on the DC-CAS •Percent of students who scored advanced on the DC CAS •AP and IB proficiency rates (High School PMF) 	25%	30%
<p>Gateway (Outcomes in key subjects that predict future educational and college and career readiness)</p> <ul style="list-style-type: none"> •3rd grade reading; 8th grade math DC CAS proficiency rates •Graduation rate; PSAT performance; SAT/ACT performance; College acceptance rate 	15%	30%
<p>Leading Indicators (Future student progress and achievement)</p> <ul style="list-style-type: none"> •Attendance and school's re-enrollment rates •Percent of 9th graders who have enough credits to graduate within four years (High School PMF) 	20%	25%

School Performance Summary



Tier 1 – High Performing Schools

- Exempt from additional on-site academic oversight
- Recognition of their performance through PCSB public communication

Tier 2 – Mid Performing Schools

- Exempt from additional on-site academic oversight
- No specific consequences or interventions, but there may be specific recommended support as needed.

Tier 3 – Low Performing Schools

- Increased on-site academic oversight

Charter Warning

LEAs can be placed on Charter Warning due to academic or non-academic issues.

Charter Warning due to academics will be based on:

- **Severity:** LEA with a school or schools scoring 20% or below in the most recent year
- **Trajectory:** LEA with a school or schools in Tier 3 showing ≥ 5 percentage point decrease in report card score from one year to the next
- **Duration:** LEA with a school or schools performing in Tier 3 for **three of five years (NEW)**
 - A Charter Warning requires Board review and can result in probation or charter revocation.

A Preview: Sample Standard Report

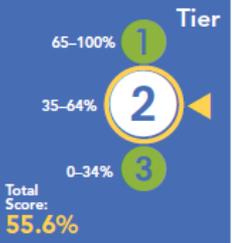


School Performance Report 2010–2011

Washington Elementary-Middle School Name

1000 School Address St.
Washington, DC 20036

202-123-4567
www.schoolwebsite.com



School Profile

Board Chair: Donna Noble

Opened: 1987

Executive Director: Donna Noble

Total Enrollment: XXX

Grades Served:

PK 1 2 3 4

5 6 7 8 9 10

11 12 GED ADULT ED

Will grow to 8th grade

2012–13 Application Deadline:

PK–5, March 15; 6–12, March 29

Before Care After Care

Percentage of Highly Qualified Teachers: 89%

Student-to-Teacher Ratio: 20 to 1

Unique School Characteristics

- Extracurricular Activities Extracurricular Extracurricular Activities Extracurricular
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Student Demographics



African American	80%	English Language Learners: 3%
Hispanic/Latino	18%	Low Income: 67%
Caucasian	1%	Special Education: 13%
Asian/Pacific Islander	<1%	
Native American/Indian	0%	
Other	0%	

Tier Explanations

1 High Performing

2 Mid Performing

3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. These schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing low and inadequate performance.

Transportation

M metro Metro/Bus Service
D1, D2 (Glover Park - Federal Triangle); Blue/Orange Lines: Capital South Station

School Shuttle
Morning school shuttles run several times from each of several stops

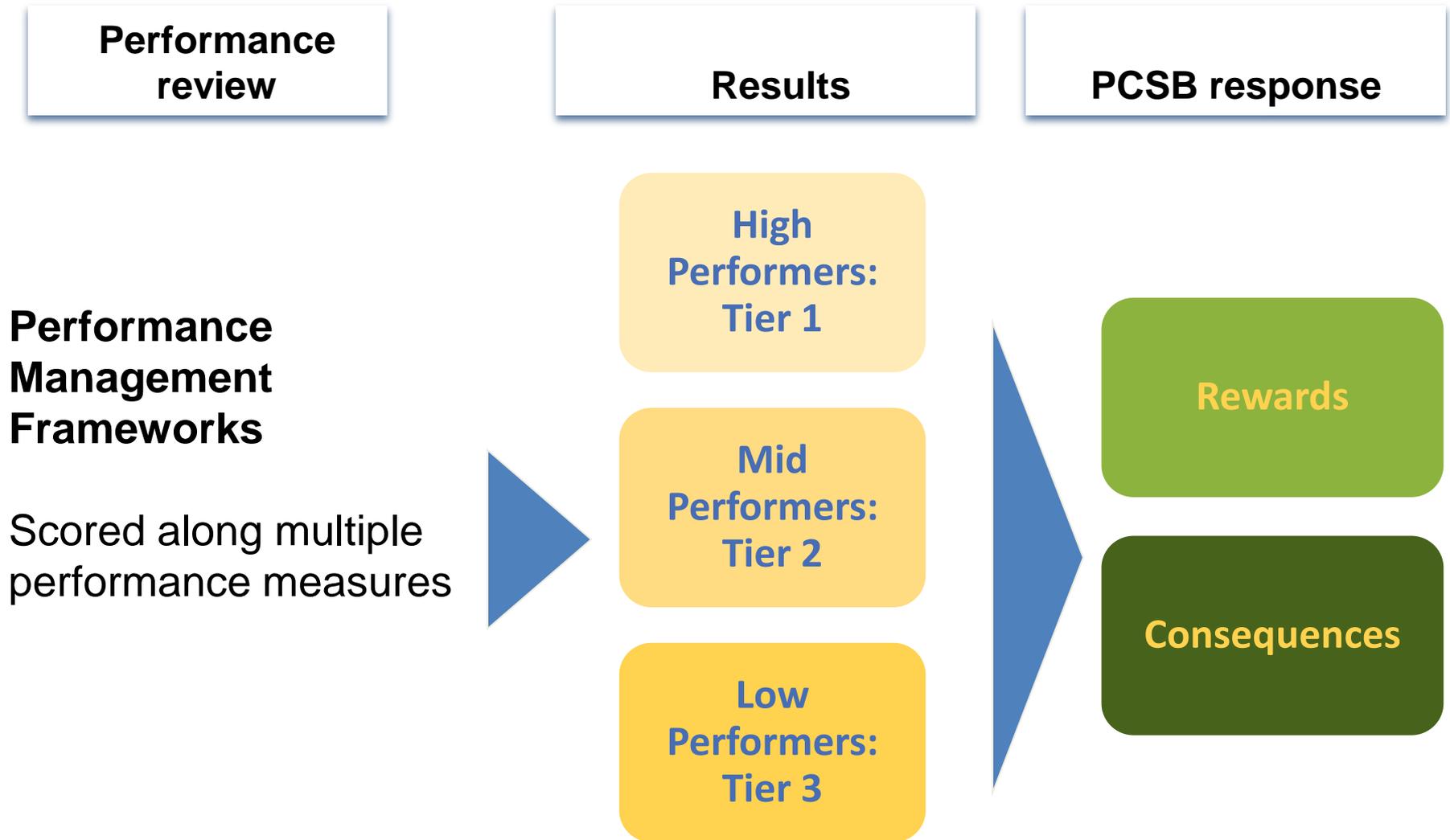
Washington Elementary-Middle School Name

School Performance Report 2010–2011

Grades measured: 3–8	KEY	Points Earned	Percent of Possible Points
Student Progress (40 points): Academic improvement over time			
Growth on DC-CAS Reading over time		13.6 20.0	68.1%
Growth on DC-CAS Mathematics over time		18.6 20.0	93.2%
Student Achievement (25 points): Meeting or exceeding academic standards			
Elementary school DC-CAS Reading		3.0 5.0	60.3%
Advanced only		0.4 1.25	32.0%
Elementary school DC-CAS Mathematics		2.8 5.0	55.5%
Advanced only		0.6 1.25	44.0%
Middle school DC-CAS Reading		2.5 5.0	50.7%
Advanced only		0.8 1.25	60.0%
Middle school DC-CAS Mathematics		3.2 5.0	64.6%
Advanced only		0.6 1.25	48.0%
Gateway (15 points): Outcomes in key subjects that predict future educational success			
Proficient 3rd grade Reading		5.3 7.5	71.0%
Proficient 8th grade Mathematics		4.6 7.5	61.7%
Leading Indicators (20 points): Predictors of future student progress and achievement			
Attendance		8.7 10.0	86.7%
Re-enrollment in this school		10.0 10.0	100.0%
TOTAL SCORE	TIER 2	55.6 100.0	55.6%

For a more detailed explanation of the indicators, see our School Performance Report summary.

Overview of PCSB Academic Accountability



Student Progress

Student Achievement

Gateway

Leading Indicators

Mission Specific

Source: The framework above represents a modification of the 4 essential indicators of academic quality described in "A Framework for Academic Quality", a report from the National Consensus Panel on Charter School Academic Quality, June, 2008.

Academic Indicators Comprising each Category

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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
Reading	Thurgood Marshall Academy PCS	Latin American Montessori Bilingual PCS
	Washington Mathematics Science & Technology PCS	KIPP DC — KEY Academy PCS
	Cesar Chavez PCS for Public Policy — Parkside	KIPP DC — AIM Academy PCS
Math	Thurgood Marshall Academy PCS	DC Prep PCS — Edgewood Middle
	Cesar Chavez PCS for Public Policy — Capitol Hill	Achievement Preparatory Academy PCS
	Cesar Chavez PCS for Public Policy — Parkside	KIPP DC — AIM Academy PCS

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

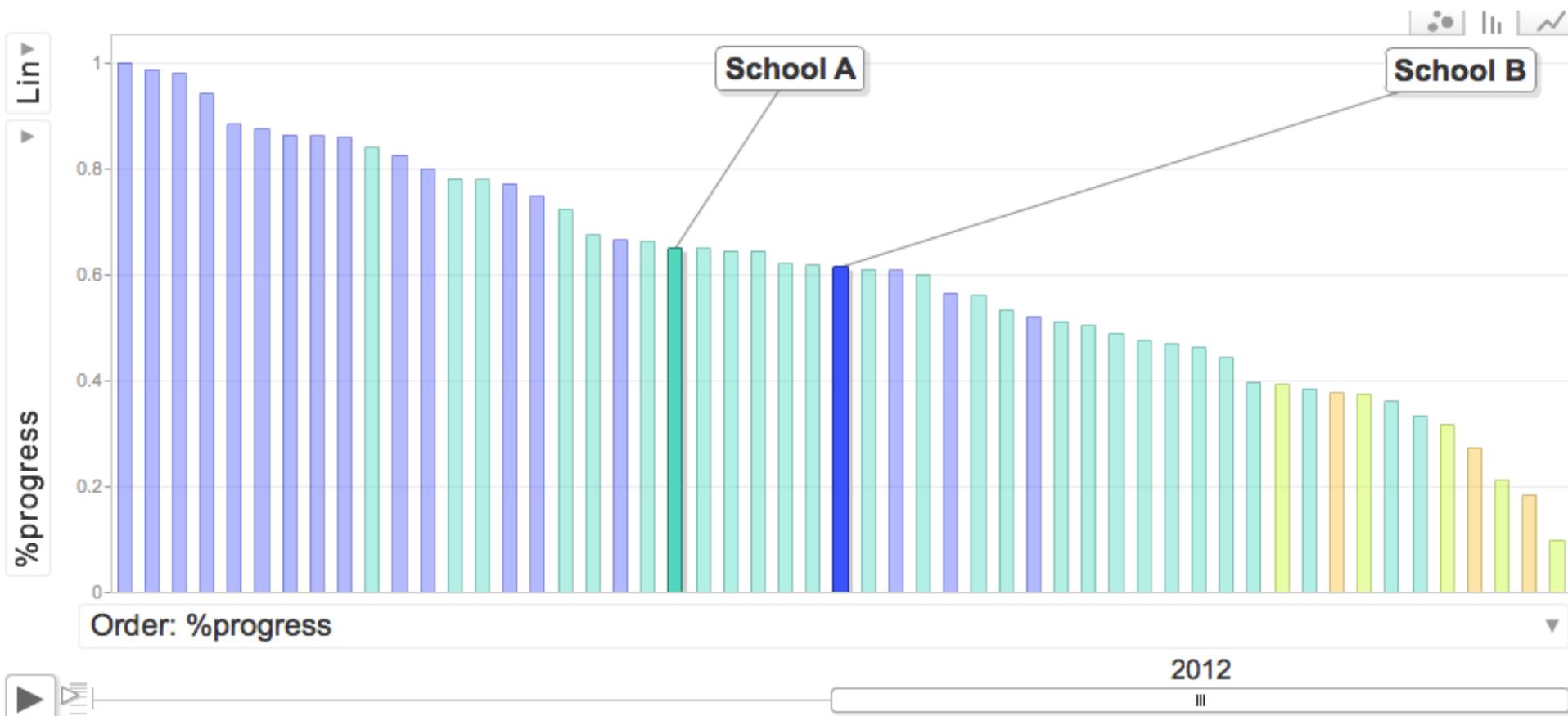
2012 Tier 1 Public Charter Schools

High Schools	
KIPP DC – College Preparatory PCS	
SEED Public Charter School of Washington, D.C.	
Thurgood Marshall Academy PCS	
Washington Latin PCS – Upper School	
	Elementary/Middle Schools
	Achievement Preparatory Academy PCS
	Capital City PCS – Lower School
	Center City PCS – Brightwood
	Center City PCS – Petworth
	Cesar Chavez PCS for Public Policy – Chavez Prep
	Community Academy PCS – Butler Bilingual
	DC Prep PCS – Edgewood Middle
	E.L. Haynes PCS – Georgia Avenue
	Howard University Middle School of Mathematics and Science PCS
	KIPP DC – AIM Academy PCS
	KIPP DC – Key Academy PCS
	KIPP DC – WILL Academy PCS
	Latin American Montessori Bilingual PCS
	Paul PCS
	SEED Public Charter School of Washington, D.C. (Middle School)
	Two Rivers PCS
	Washington Latin PCS – Middle School
	Washington Yu Ying PCS

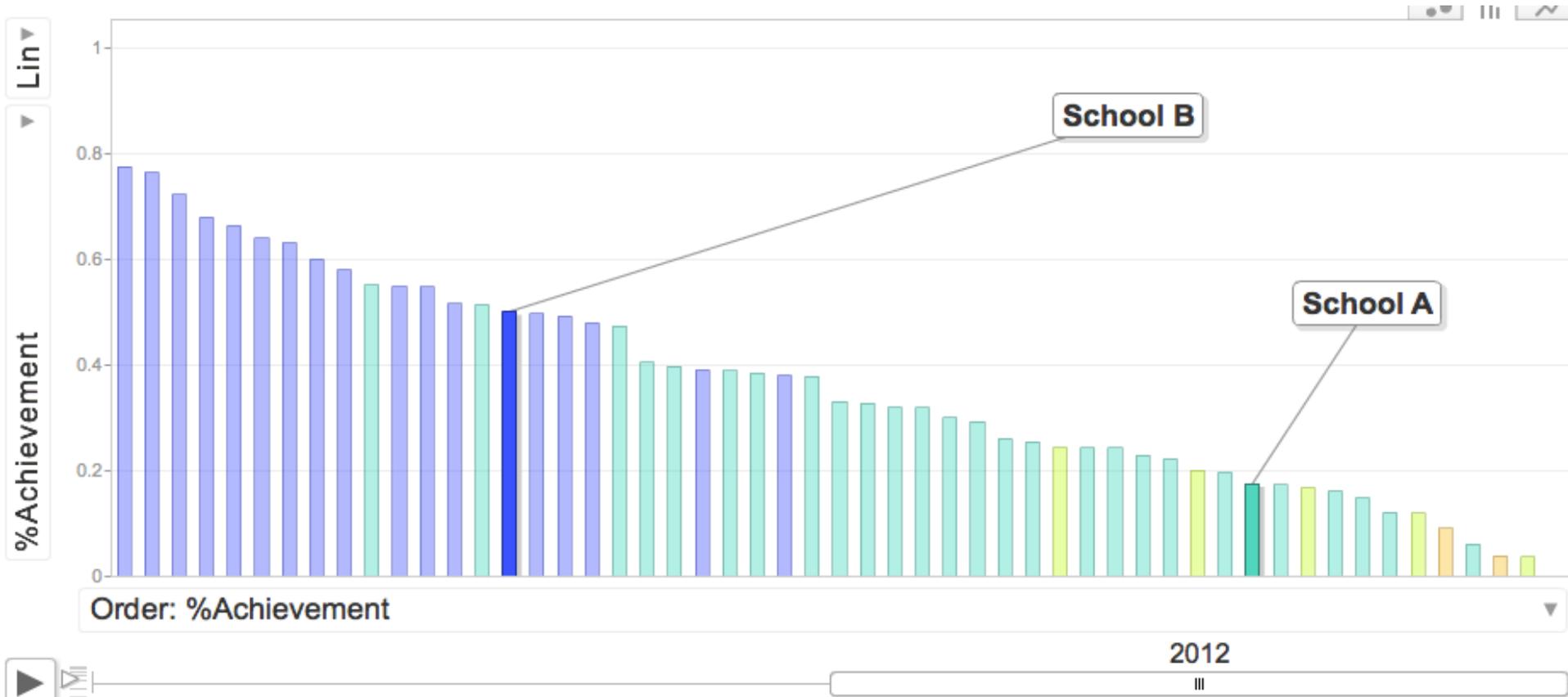
Questions we now are asking ourselves....

- 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.**

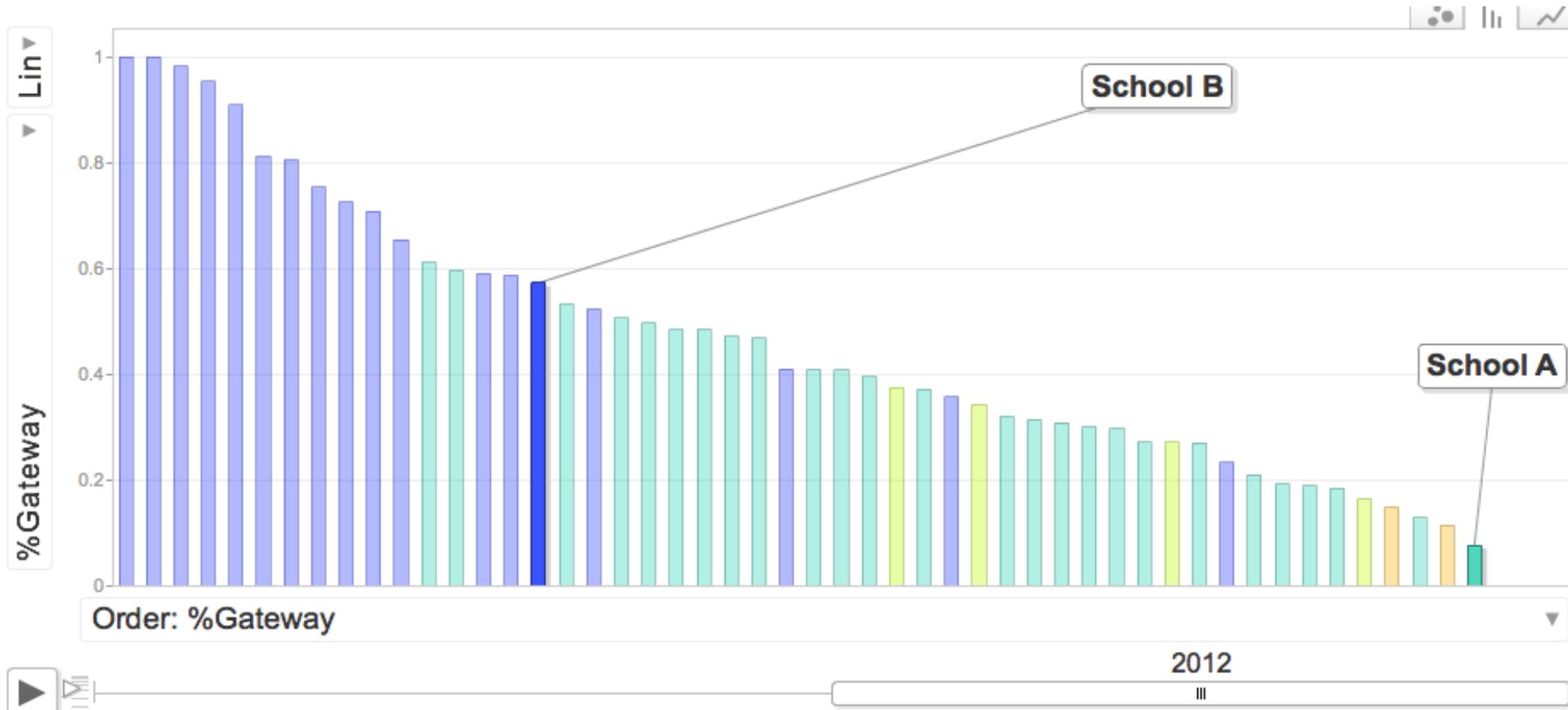
Student Progress



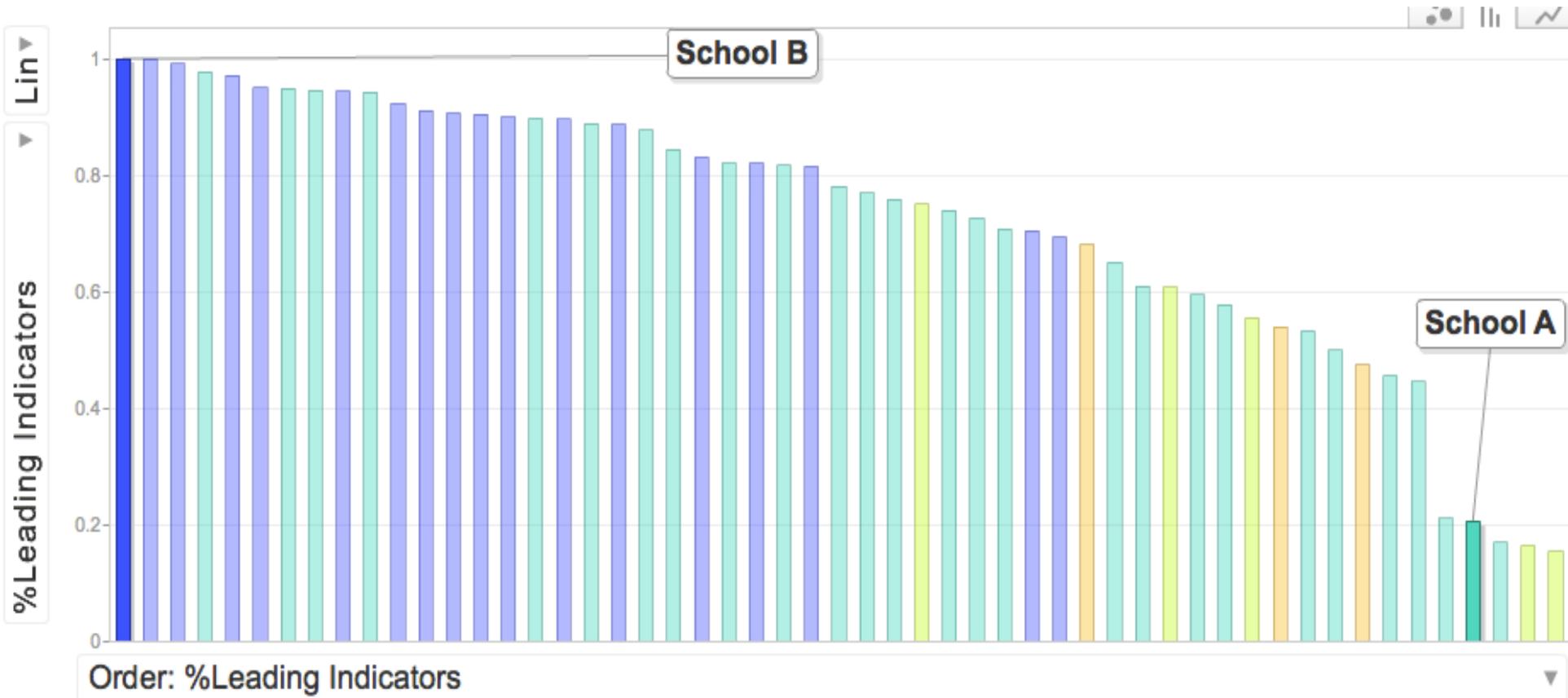
Student Achievement



Gateway Measure—3rd graders and 8th graders



Leading Indicators—Re-enrollment and Attendance



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

Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

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.

National Charter School Resource Center

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