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 Grown 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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Board Member  
District of Columbia, Public Charter School Board

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

Presenters:
Darren Woodruff, Board Member
Naomi Rubin DeVeaux, Deputy Director

January 2013
Overview

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
National Overview

• 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.

National Overview:

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
Our Guiding Principles

**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
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

Performance review

Results

PCSB response

Standard Programs

Scored across multiple performance measures and receive Tier 1, 2 or 3 rating

High Performers: Tier 1
Mid Performers: Tier 2
Low Performers: Tier 3

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

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.
Performance Management Approach

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
<table>
<thead>
<tr>
<th>PMF Categories with Indicators for ES/MS and HS</th>
<th>Percent Weight for ESMS PMF</th>
<th>Percent Weight for HS PMF</th>
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<tbody>
<tr>
<td><strong>Student Progress</strong>&lt;br&gt;Growth in DC-CAS in reading and math over time as measured by the school’s Median Growth Percentile.</td>
<td>40%</td>
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<td><strong>Student Achievement</strong>&lt;br&gt;•Percent of students who scored proficient or advanced on the DC-CAS&lt;br&gt;•Percent of students who scored advanced on the DC CAS&lt;br&gt;•AP and IB proficiency rates (High School PMF)</td>
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<td><strong>Leading Indicators</strong>&lt;br&gt;(Future student progress and achievement)&lt;br&gt;•Attendance and school’s re-enrollment rates&lt;br&gt;•Percent of 9th graders who have enough credits to graduate within four years (High School PMF)</td>
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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


Washington Elementary-Middle School Name

1000 School Address St. Washington, DC 20036

Board Chair; Donna Noble
Executive Director; Donna Noble

Total Enrollment: XXX

Grades Served:
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

School Mission:
To enable a diverse group of children to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

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
- Metro/Dog Service
- Bus Service

Leading Indicators (20 points): Predictors of future student progress and achievement
- Attendance
- Graduation Rate

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

Performance review

Performance Management Frameworks

Scored along multiple performance measures

Results

High Performers: Tier 1

Mid Performers: Tier 2

Low Performers: Tier 3

PCSB response

Rewards

Consequences
Academic Indicators

- 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.
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- 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:**

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<th>High Schools</th>
<th>Elementary/Middle Schools</th>
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<td></td>
<td>Thurgood Marshall Academy PCS</td>
<td>Latin American Montessori Bilingual PCS</td>
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<tr>
<td></td>
<td>Washington Mathematics Science &amp; Technology PCS</td>
<td>KIPP DC — KEY Academy PCS</td>
</tr>
<tr>
<td></td>
<td>Cesar Chavez PCS for Public Policy — Parkside</td>
<td>KIPP DC — AIM Academy PCS</td>
</tr>
<tr>
<td>Math</td>
<td>Thurgood Marshall Academy PCS</td>
<td>DC Prep PCS — Edgewood Middle</td>
</tr>
<tr>
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<td>Cesar Chavez PCS for Public Policy — Capitol Hill</td>
<td>Achievement Preparatory Academy PCS</td>
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# School Performance Highlights

## Schools with Highest Re-Enrollment Rates

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<td>Washington Latin PCS</td>
<td>E.L Haynes PCS – Georgia Avenue</td>
</tr>
<tr>
<td>Capital City PCS – Upper School</td>
<td>Paul PCS</td>
</tr>
<tr>
<td>Thurgood Marshall Academy PCS</td>
<td>Washington Latin PCS – Middle School</td>
</tr>
<tr>
<td>SEED Public Charter School of Washington, D.C.</td>
<td>Friendship PCS – Southeast Elementary Academy</td>
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## 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.**
Looking at the Data...

Student Achievement

Order: %Achievement

2012

School A

School B
Looking at the Data...

Gateway Measure—3$^{rd}$ graders and 8$^{th}$ graders
Looking at the Data...

Leading Indicators—Re-enrollment and Attendance
Online PMF Documents and School Performance Reports

• 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.