

National **Charter School**
Resource Center

at American Institutes for Research

Welcome to the Webinar!

Accountability: A Partnership for Improving Charter Schools Academic Performance

We will be starting soon.



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The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by American Institutes for Research, under contract number ED-04-CO-0109/0004.



Accountability: A Partnership for Improving Charter Schools Academic Performance

June 13, 2013



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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**.

Presenters

Eileen B. Sigmund

President and CEO

Center For Student Achievement
Arizona Charter Schools Association
New Schools For Phoenix

DeAnna Rowe

Executive Director

Arizona State Board for Charter Schools

Accountability: A Partnership for Improving Charter Schools Academic Performance

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A Partnership for Improving Charter Schools Academic Performance

Webinar Outcomes

- How did a strong partnership lead to the inclusion of the Arizona Growth Model into the A-F accountability system?
 - What are the lessons learned?
- Learn about the Arizona Board for Charter School's academic accountability
- How can research and initiatives lead to development of new nonprofit work?



Simply put,
a charter is a contract
to improve
student achievement.





Arizona State
Board for
Charter Schools



To improve public education
in Arizona by sponsoring
charter schools that provide
quality educational choices



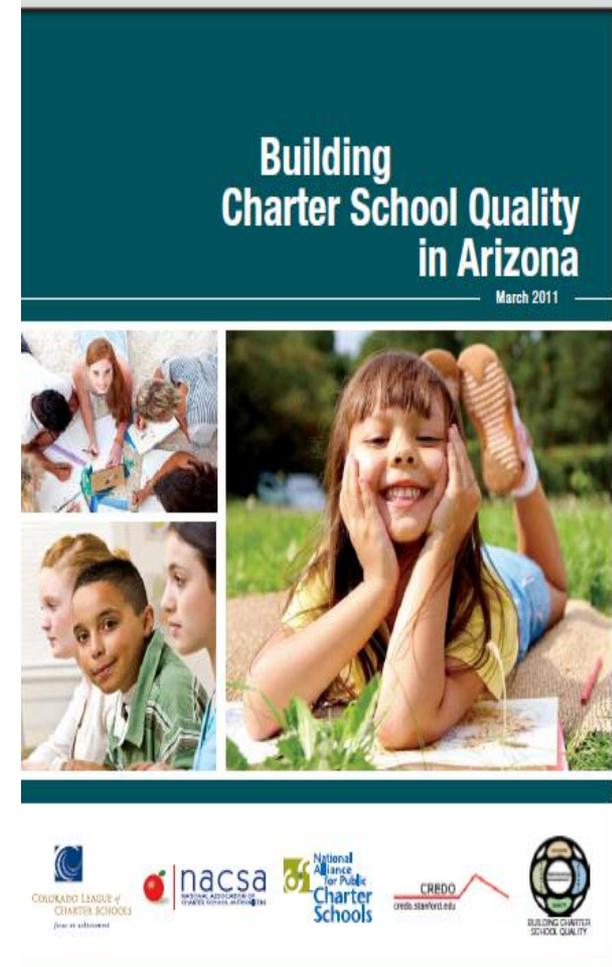
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EARLY PARTNERSHIP

Federal Grant

- Colorado, Ohio, Arizona, Florida
- Purpose: Strengthen performance management among schools, authorizers, state charter support organizations and funders



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KEYS TO SUCCESS

 Access to quality student-level data to measure academic performance

 People and their skills matter

 Vision and resources for implementation and logical next steps

 Inform your stakeholders



FROM PARTNERSHIP TO A STATEWIDE INITIATIVE

Implemented with charters first

+ Willing to invest

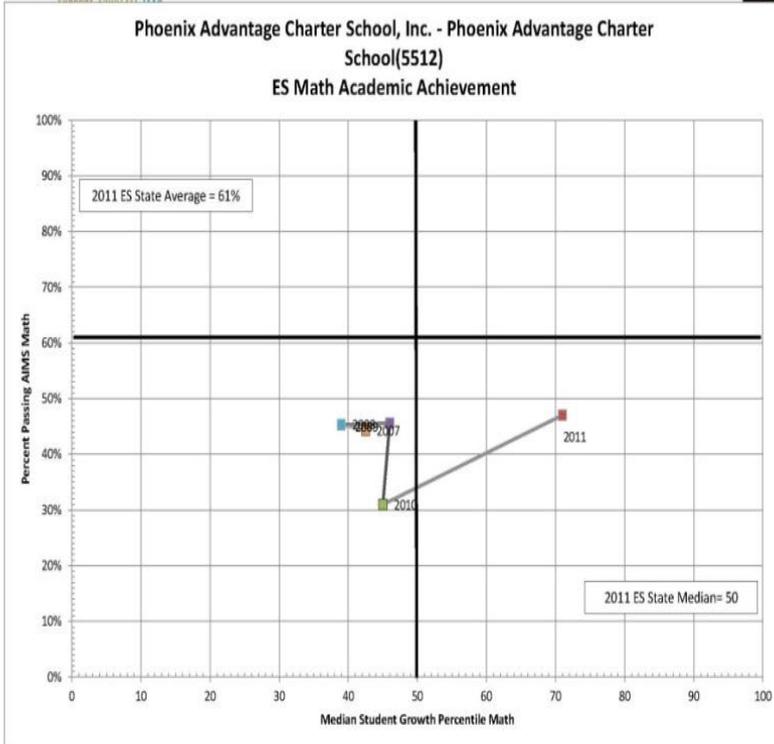
+ Advocacy across education stakeholders

Incorporation of Arizona Growth Model in A-F
rating of all public schools

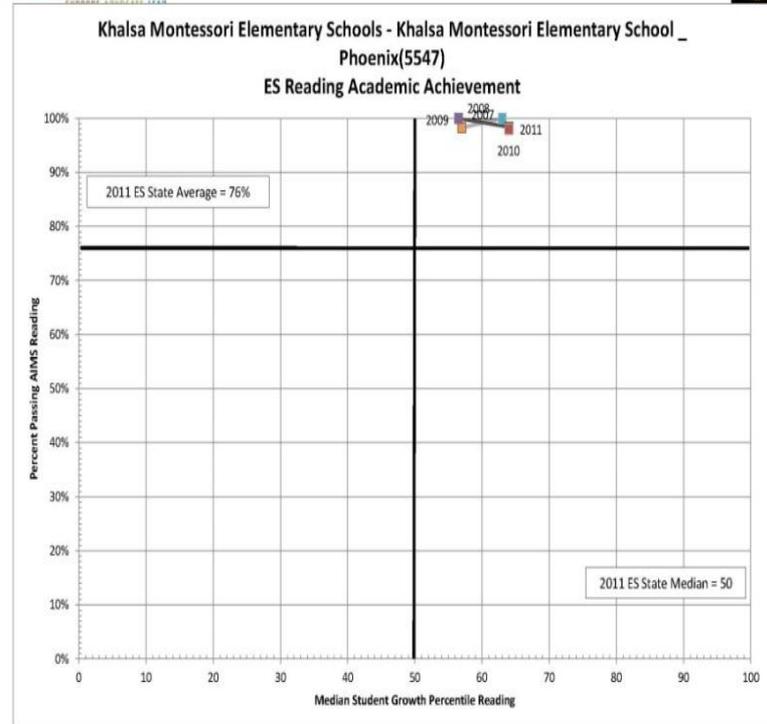


ACCOUNTABILITY TRANSITION-

From points on a graph



Note: This chart is based on data obtained from the ADE in Oct. 2011. Proficiency and growth percentiles are only reported for FAY students.



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ACCOUNTABILITY TRANSITION- To multiple measures

Academic Performance Rating FY 2012

Charter Holder: Fit Kids, Inc.
Entity ID 78783

Charter School: Champion Schools
Entity ID 78820, Grades K-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	School Year	Math	Read	Math	Read
Champion Schools	2011-2012	55	50.5	58.5	51
Points Assigned		75	75	75	75
Weight		12.5	12.5	12.5	12.5

2. Proficiency

Traditional Elementary		2a. Percent Passing		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	School Year	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Champion Schools	2011-2012	44/64	64/77	-18.3	-12.5	35/41	65/52	43/55	62/70	15/22	31/35
Points Assigned		50	50	25	50	50	75	50	50	50	50
Weight		7.5	7.5	7.5	7.5	2.5	2.5	2.5	2.5	2.5	2.5

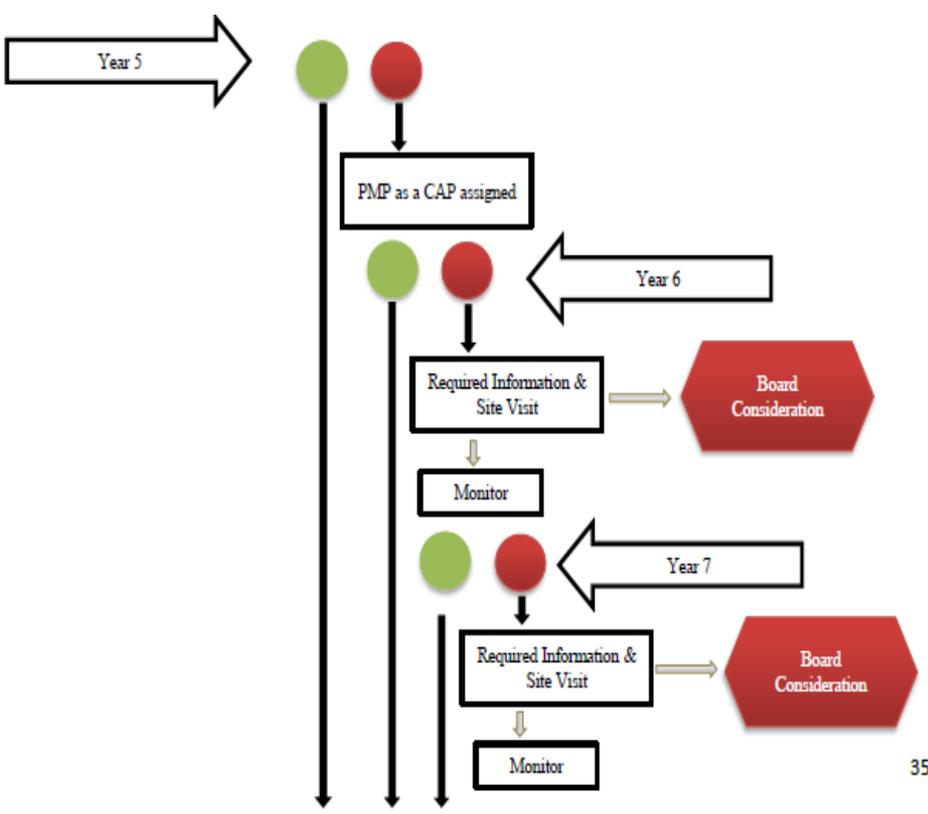
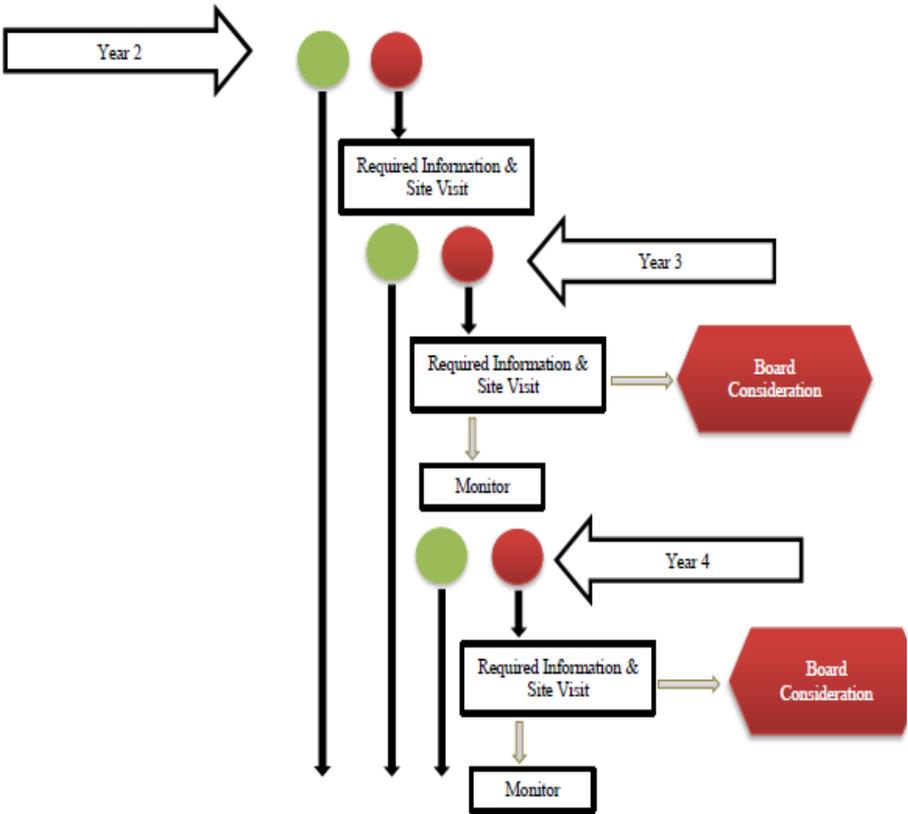
3. State Accountability & Overall Rating

Traditional Elementary		3a. State Accountability	Overall Rating
School	School Year	Grade	
Champion Schools	2011-2012	50	61.25
Points Assigned		50	
Weight		5	100

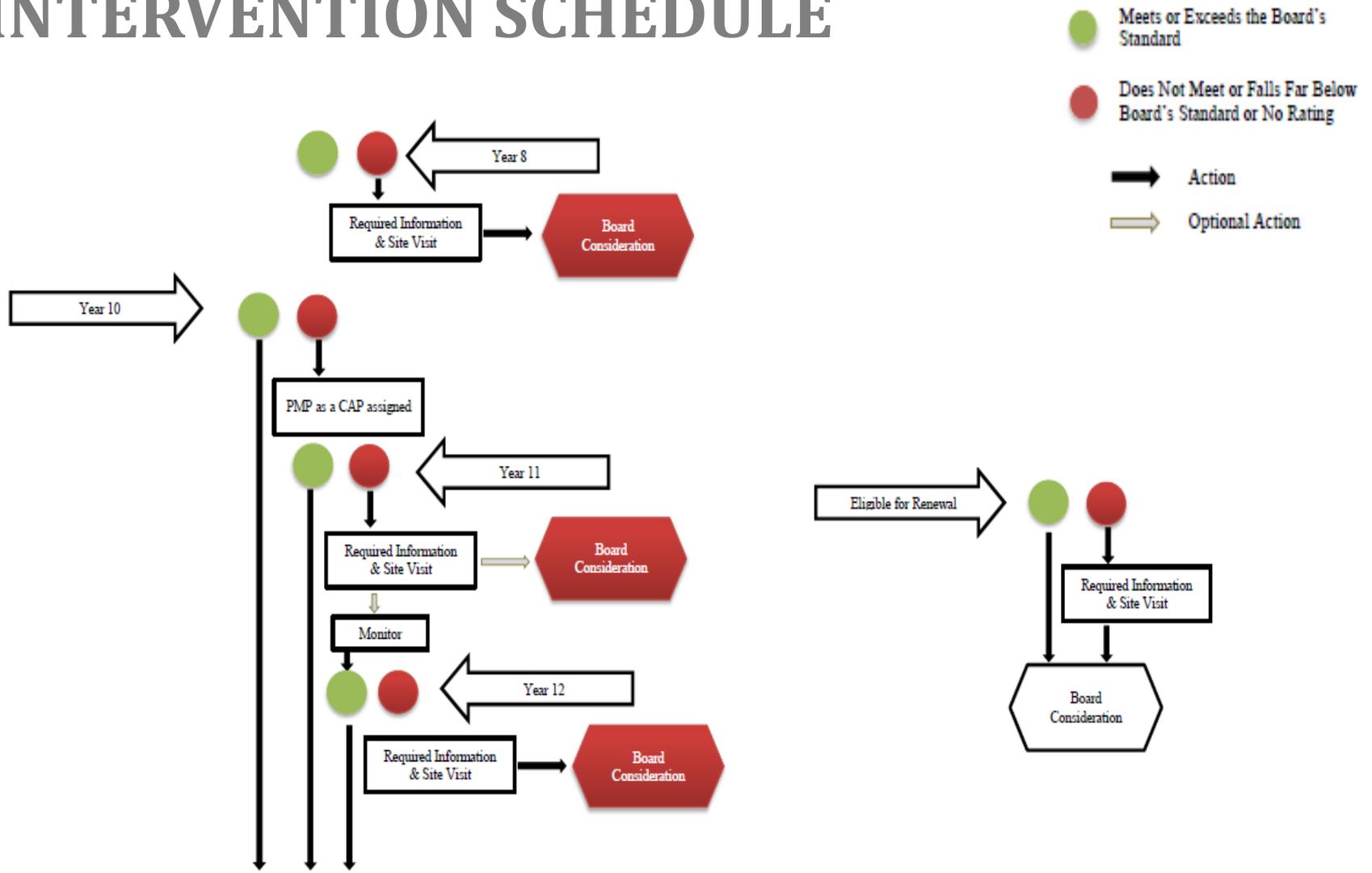
Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

INTERVENTION SCHEDULE

- Meets or Exceeds the Board's Standard
- Does Not Meet or Falls Far Below Board's Standard or No Rating
- Action
- Optional Action



INTERVENTION SCHEDULE



SHARED GOALS

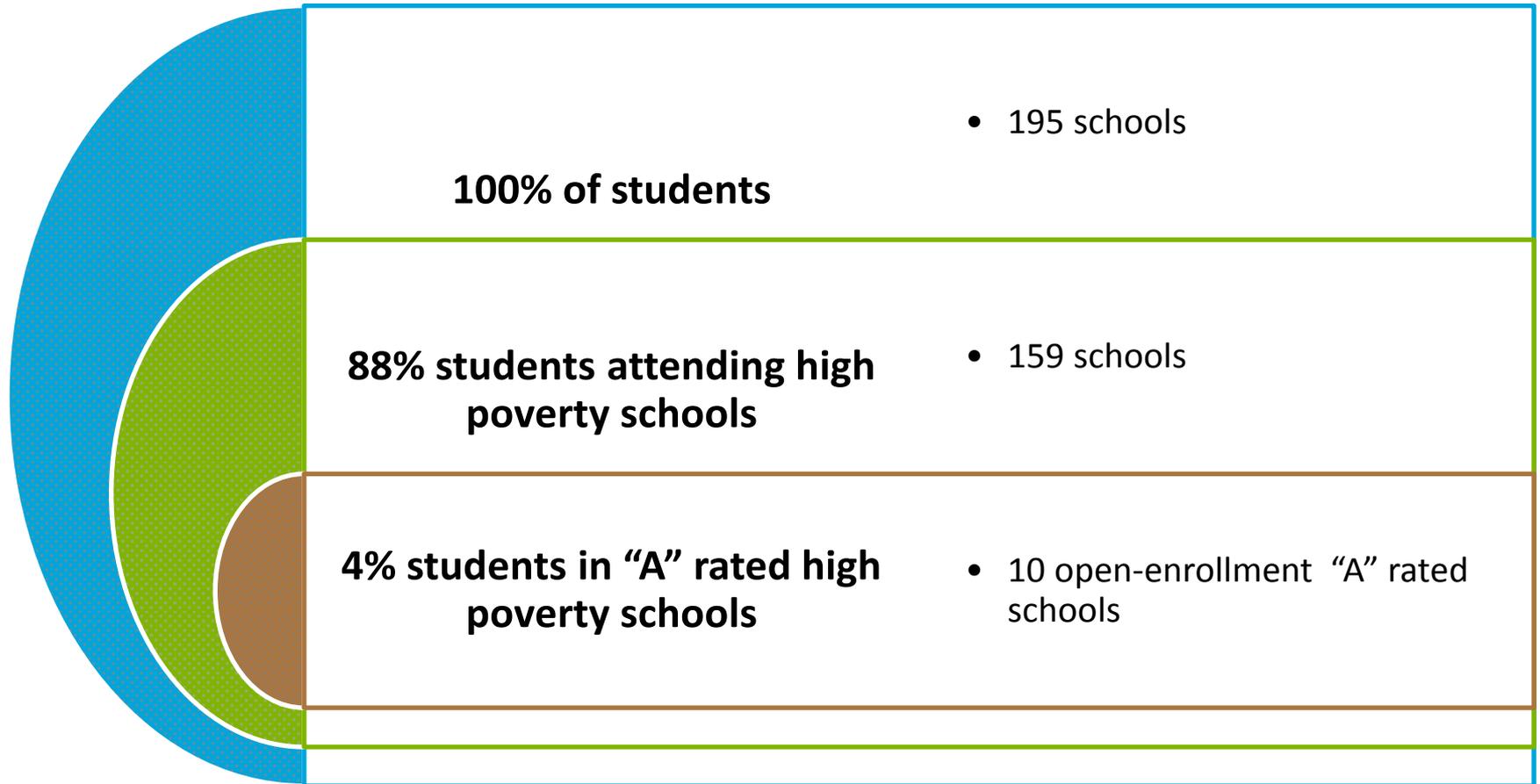
Rigorous application process

Opening High Quality
Charter Schools

New Schools For Phoenix



Current Reality



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OPEN RIGHT: New Schools For Phoenix

Mission

2-Year Program: Recruit & Train Leaders
25 high-quality charter schools (5 schools X 5 years)
2015-2020
Enroll 12,500 low-income students



SHARED GOALS

Rigorous application process

Opening High Quality
Charter Schools

New Schools For Phoenix

Performance Management Plans

Improving Existing
Schools

Center for Student Achievement



COACH: Quality Schools Program

Program Goal

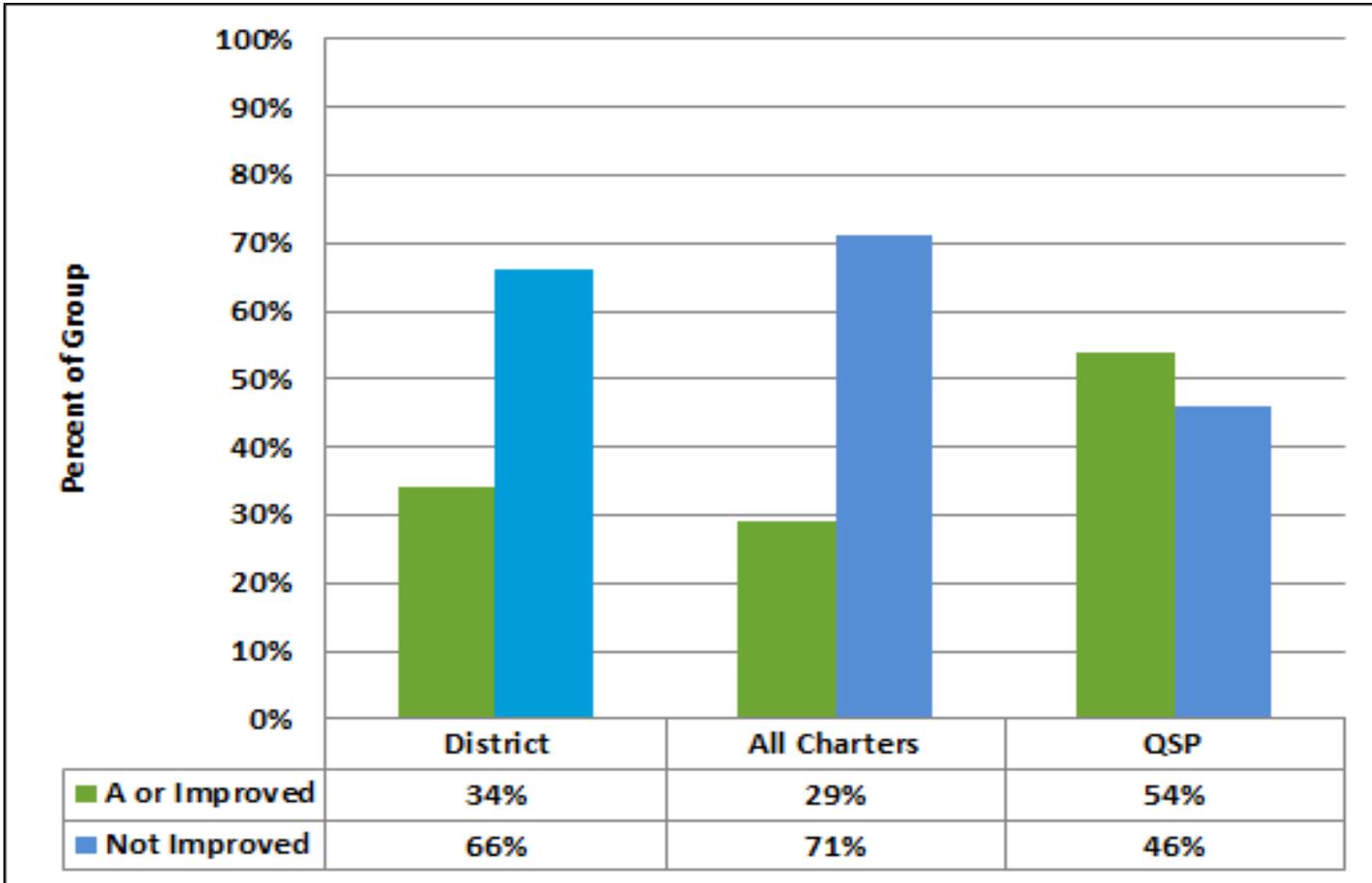
Achieve or maintain a quality school

Designed to help schools create, implement, and sustain a systemic plan for Curriculum, Instruction, Assessment, and Professional Development through:

- Implementation coaching and support
- Job-Embedded Professional Development:
- Professional Learning Communities and Data-Driven Instruction



Evidence of Program Effectiveness - Year 1



Quality Schools improved at nearly twice the rate of schools not enrolled.



SHARED GOALS

Rigorous application process

Opening High Quality Charter Schools

New Schools For Phoenix

Performance Management Plans

Improving Existing Schools

Center for Student Achievement

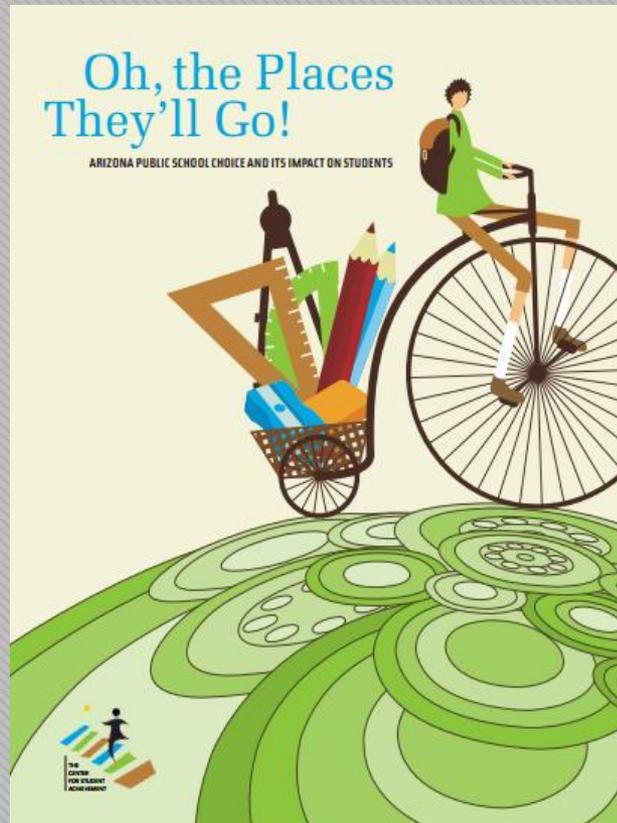
Closure of school not meeting standards

High Quality School Options

Arizona Charter Schools Association



INFORM: High Quality Research on the Good and Bad



Oh, the Places They'll Go!

MAY 2013 | ISSUE NO. 2

SCHOOL RATINGS: IMPROVING THE DATA IN DATA DRIVEN DECISION MAKING

EXECUTIVE SUMMARY

The report's findings are a combination of good news and bad news. Student Growth Percentiles appear to be a fairer method to measure a school's contribution to student learning. However, the current use of growth does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating.

The Center for Student Achievement's guiding principle is that all students deserve high quality public school options, whether they attend a district or charter school. In order to determine the extent to which we are near or far from our goal, that every Arizona student attend a high quality school, we find ourselves having conversations about what school quality looks like and how to measure it. Each conversation leads us to the state's A-F Letter Grades and whether or not these are valid and reliable measures of school quality.

The A-F Letter Grades, published each year by the Arizona Department of Education, have evolved over time—from the initial *Excelling* through *Failing* labels to the current A, B, C, D, and F letter grades—but their purpose has remained the same: to convey a judgment as to the school's quality or effectiveness at educating students. The message is quite simple: A schools are doing a great job at educating students and D schools are not. If a school continues to be a D school for three years, then it is an F school—and failing students altogether.

While the general message may be simple, the subsequent uses of these school labels are not. In Arizona, the school accountability designations are more than simply informational; they are an explicit tool for school reform. Presently, they are used to determine whether a school is in need of instructional improvement strategies and to inform parents' and students' choices in an educational marketplace. Recent policy proposals would use the ratings to provide incentives or sanctions to deserving schools. What each of these uses has in common is the assumption that the school accountability ratings are actually measuring what we think they are measuring: school quality.

This report examines whether the trust our public policy has placed on the school ratings is well-founded, independent of how school ratings are used. It makes explicit unspoken assumptions underlying the use of school designations in any way—primarily that the designations do, indeed, reflect school quality and that the distinctions made by the designations (an A vs. a B, for example) are meaningful.

THE CHALLENGE

Unless otherwise mitigated, poverty can have a significantly deleterious effect on learning. Students growing up in poverty often arrive at school with challenges that adversely affect their ability to learn or to learn at the same rate as their wealthier



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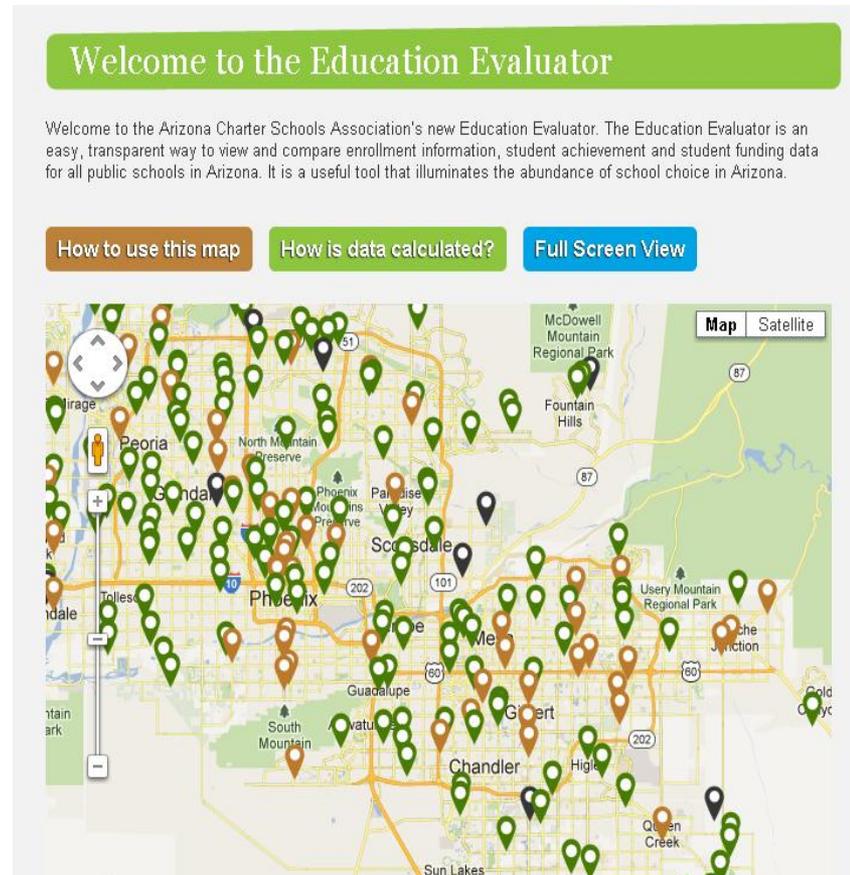


IMFORM: How do parents find schools?

The Education Evaluator

- Every district and charter school in Arizona
- View and compare enrollment information, student achievement data and student funding data
- Only map of its kind in Arizona

www.azcharters.org/maps



Welcome to the Education Evaluator

Welcome to the Arizona Charter Schools Association's new Education Evaluator. The Education Evaluator is an easy, transparent way to view and compare enrollment information, student achievement and student funding data for all public schools in Arizona. It is a useful tool that illuminates the abundance of school choice in Arizona.

[How to use this map](#) [How is data calculated?](#) [Full Screen View](#)

The screenshot displays a map of the Phoenix metropolitan area with numerous green and orange pins indicating school locations. The map includes labels for various cities and landmarks such as Peoria, Scottsdale, Phoenix, Chandler, and Sun Lakes. A navigation panel on the left shows a compass, a person icon, and zoom controls. A legend in the top right corner identifies the map and satellite views.



Putting Academic Accountability into Action

– since adopted in October 2012

Scheduled Performance Review	Charter Holders Eligible for Review	Charter Holders Waived – Meet Board’s Expectations	Charter Holders w/ Demonstration of Improvement Required
Five-Year Interval Reviews	37	19 (51%)	18 (49%) Submit a Performance Management Plan
PMP Required in Preceding years	82	34 (41%) Now Meeting Board’s Expectations	48 (59%) If fail to submit a quality DSP → consider revocation
Considered for Renewal	18	8 (45%)	10 (55%) Failure to improve in subsequent year → consider revocation
Total	137	61 (45%)	76 (55%)

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Arizona State Board for Charter Schools



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

at American Institutes for Research

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