SEA Webinar:
The State Role in Supporting Charter Innovation

September 5, 2017
About the National Charter School Resource Center

www.charterschoolcenter.ed.gov

► Funded through the U.S. Department of Education
► Makes accessible high-quality resources to support the charter school sector
Agenda (1)

- Introductions and Logistics
  - Data on Innovation and School Variety
  - A Philanthropic Perspective
  - Response: Considering State and Federal Roles
  - Discussion and Q&A
Moderator and Presenters

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Webinar Logistics

▷ Use the chat feature for technical questions and assistance
▷ Use the Q&A box to ask questions or provide input on the webinar content
▷ Questions will be answered during audience Q&A
▷ The webinar recording will be available on the NCSRC website by 12/27
▷ We will ask you to fill out a survey after the webinar concludes
Agenda (2)

✓ Introductions and Logistics

▷ Data on Innovation and School Variety

▷ A Philanthropic Perspective

▷ Response: Considering State and Federal Roles

▷ Discussion and Q&A
Why variety matters?

➤ We don’t know what model works best, so we should try several approaches
➤ Children thrive in different learning environments
➤ We need different options so that students can find their optimal educational fit
### School variety across three categories

<table>
<thead>
<tr>
<th>CURRICULUM (what schools teach)</th>
<th>INSTRUCTIONAL APPROACH (how schools teach)</th>
<th>ENRICHMENT (including electives and extracurriculars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character or SEL</td>
<td>Alternative education</td>
<td>Academics</td>
</tr>
<tr>
<td>College prep</td>
<td>Technology enhanced</td>
<td>Visual and Theatrical Arts</td>
</tr>
<tr>
<td>Humanities/cultural or international focus</td>
<td>Project-based learning</td>
<td>Sports (any offered)</td>
</tr>
<tr>
<td>STEM</td>
<td>Internships</td>
<td>Music</td>
</tr>
<tr>
<td>Arts</td>
<td>Mentorships</td>
<td>JROTC</td>
</tr>
<tr>
<td>IB</td>
<td>Immersion/dual language program</td>
<td>Character or social-emotional development</td>
</tr>
<tr>
<td>Literacy</td>
<td>Bilingual education</td>
<td>Other</td>
</tr>
<tr>
<td>JROTC</td>
<td>Progressive models</td>
<td>Service (community service, service learning)</td>
</tr>
</tbody>
</table>
Are city schools monolithic?

▸ Major finding: There is more variety across school options than people think
  ▸ Are City Schools Becoming Monolithic? Analyzing the Diversity of Options in Denver, New Orleans, and Washington, D.C.
  ▸ https://www.crpe.org/publications/diversity-options
Curricular Approach

Curriculum: About the same number of college prep high schools as career & tech high schools in Denver (n=60)
Instructional Approach

Instruction: Variety concentrated in only a few K-8 schools in Denver; largely a monolith (n=158)

Number of Schools Mentioning Approach

- Bilingual
- Immersion/dual language
- Progressive models
- Project-based learning
- Technology enhanced
- None specified

- Traditional (n=122)
- Charters (n=36)
Recommendation 1 of 4: Figure out what people want

▷ Survey the community about which programs matter
  ▷ What do educators think would best serve their students?
  ▷ What programs reflect the interests and aspirations of parents?
  ▷ What experiences do students want?
  ▷ What do future job markets suggest?

▷ Look at school demand data to complement surveys
  ▷ Waitlists, transfers
Recommendation 2 of 4: Figure out what you have

- Figure out what’s missing in parts of a geographic area
Recommendation 3 of 4: Tell people about it

Fix parent guides to:

- Be user friendly
- Reflect their interests (outcomes and programmatic offerings, yes, but also what happens in schools – e.g., safety, discipline, culture, and special features)
Recommendation 4 of 4: Make adjustments

Schedule a supply update cycle for evolving needs and preferences
Agenda (3)

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✓ Data on Innovation and School Variety

➤ A Philanthropic Perspective

➤ Response: Considering State and Federal Roles

➤ Discussion and Q&A
Parents as consumers of K-12 education

- 16 parent focus groups in four communities: D.C., Grand Rapids, Denver, Oakland
- Nationwide survey of 2,800 parents and voters underway
- UNDERSTANDING:
  - Parent aspirations for children’s ideal development
  - Parent expectations of K-12 education
  - Parents’ consumer experience with available K-12 options
  - Parent perspectives on the value of diverse approaches to education
Key finding: Education should fit the child

- Education should fit the student rather than the student fitting into one approach to education
- Strong agreement that each child learns differently – and there should be a choice of different education approaches to suit different learners
“Schools should teach to each child’s style—not use a blanket approach.” Oakland parent, 8th - 9th grade

“My son is creative. I don’t want him to be boxed in…. Schools should encourage his imagination.” Denver parent, PK - 1

“I don’t want my child just sitting at a desk like a robot. [Children] need to grow their brains and work a variety of skills.” D.C. parent, PK - 1
Key finding: Capabilities over content (1)

- How students learn, rather than what they learn, matters more – parents and voters see a growing disconnect between what schools teach and what creates real-world success.
- Social and emotional development is more valuable to parents than academic skills and knowledge – schools should build valued social and emotional characteristics as they teach academic content.
Key finding: Capabilities over content (2)

- A balanced approach is highly valued but missing:
  - Mix of instructional approaches to fit different learning styles throughout the K-12 experience
  - Social, emotional, and academic in every approach
  - Appropriate integration of teacher, school, family, and community
Agenda (4)

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>
Response: Considering State and Federal Roles
>
Discussion and Q&A
Agenda (5)

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▶ Discussion and Q&A
Discussion

➤ Is there a problem requiring a fix? If so, what is it?
➤ What can or should the federal or state governments do?
➤ Is it necessary to choose between content or capability?
➤ Are quality and variety of options compatible?
➤ Are there immediate things SEAs can do to support and expand innovation?
➤ What cautions or concerns come to mind?
Questions & Answers

▶ Please submit any questions in the Q&A box.
▶ Please complete the survey at the end of the webinar.
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NCSRC Resources (1 of 3)

Webinars

- General Webinar: I Just Joined a Charter School Board…Now What?
- General Webinar: Rural Charter Schools – Building Bridges
- General Webinar: Using Data to Create Positive School Climates and Discipline Practices in Charter Schools
- General Webinar: Charter Schools and Food Services: Options, Planning, and Decision-Making
- General Webinar: Supporting Students with Disabilities
- General Webinar: Serving English Language Learners and Families
- SEA Webinar: The Role of States and Charter School Authorizers in Overseeing Student Discipline in Charter Schools
- SEA Webinar: Overview of CSP's Recently Released Dear Colleague Letter and of the NCSRC
- SEA Webinar: Use of Funds
- SEA Webinar: Annual Independent Audits
- SEA Webinar: Early Childhood Learning in Charter Schools
- SEA Webinar: Data Management Tools for Risk Based Monitoring
- SEA Webinar: Weighted Lotteries
- SEA Webinar: Charter School Closure
- SEA Webinar: Measuring Authorizer Quality
- SEA Webinar: Financial Management and Fiscal Controls
- Credit Enhancement Webinar: Evaluating Charter School Performance
- Credit Enhancement Webinar: Evaluating Charter School Performance During the Transition to Common Core
- Credit Enhancement Webinar: Recent Developments in CSP Guidance
- Credit Enhancement Webinar: Authorizer Collaboration
- Credit Enhancement Webinar: Collaboration to Enhance Facility Financing
NCSRC Resources (2 of 3)

White Papers and Reports

- Charter School Discipline: Examples of Policies and School Climate Efforts from the Field
- Authorizer Evaluation Summary: An Analysis of Evaluations of Authorizer Quality
- Student Achievement in Charter Schools: What the Research Shows
- An Analysis of the Charter School Facility Landscape
- Finding Space: Charters in District Facilities
- Charter Schools and Military Communities: A Toolkit
- Legal Guidelines for Educating English Learners in Charter Schools
- Engaging English Learner Families in Charter Schools

Case Studies

- Student Discipline and School Climate in Charter Schools
- AppleTree (Early Learning)
- DC Public Charter School Board (Authorizer)
- Camino Nuevo’s Kayne Siart Campus
- Indianapolis Mayor’s Office (Authorizer)
- Cornerstone Prep (Turnaround)
- Yes Prep/Houston (District-Charter Collaboration)
- Two Rivers Public Charter School (SWD)
- Folk Arts Cultural Treasures Charter School (EL)
- Alma del Mar (EL)
- El Sol (EL)
- Brooke Roslindale Charter (SWD)
NCSRC Resources (3 of 3)

CSO Master Classes

- Communications
- School Leadership Development
- New School Development
- Emerging Legal Issues
- Federal Funding Opportunities
- Closing Low-Performing Public Charter Schools - State Level Strategies
- Parent & School Engagement for CSOs
- Board Development and Governance

Newsletters

- Discipline Resources
- Rural Charter Schools Report
- Aldine ISD and YES Prep District-Charter Collaboration Case Study
- Student Achievement in Charter Schools: What the Research Shows
- Serving English Language Learners and Families
- Charter Schools Serving Military Families
- English Learners in Charter Schools: Key Opportunities for Engagement and Integration
- Finding Space: Analyzing Charter School Facilities