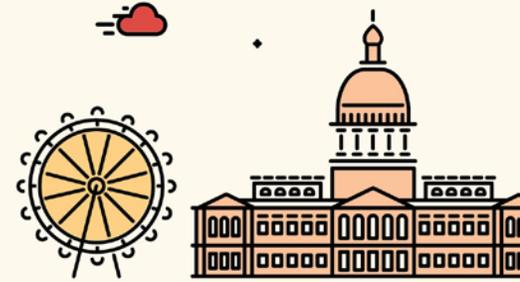


THE ABC'S OF ACADEMIC MANAGEMENT

MARY BRADLEY, CHICAGO PUBLIC SCHOOLS
STEPHANIE KLUPINSKI, CLEVELAND METROPOLITAN SD
LYRIA BOAST, PUBLIC IMPACT, LLC



1. Do you currently have an academic performance framework in place?
2. Do you have plans to develop a performance framework or revise your current performance framework?
3. Do you have any special situations or schools models that “don’t fit” your current framework?

Agree or Disagree

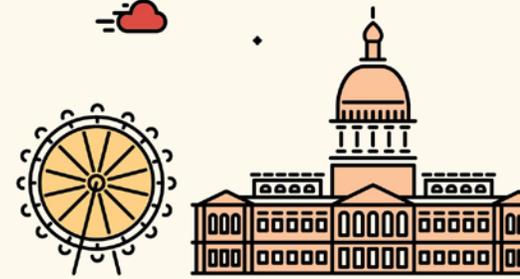
- Charter schools be evaluated against an absolute standard and not in comparison to other schools.
- Charter schools should be held to a higher standard than traditional schools.
- The academic performance should include an overall rating.

TOPICS

1. Why Academic Accountability?
2. Nuts and Bolts – What's included?
3. Engaging Stakeholders in the Process.
4. Using the Results - You have a framework, what's next?

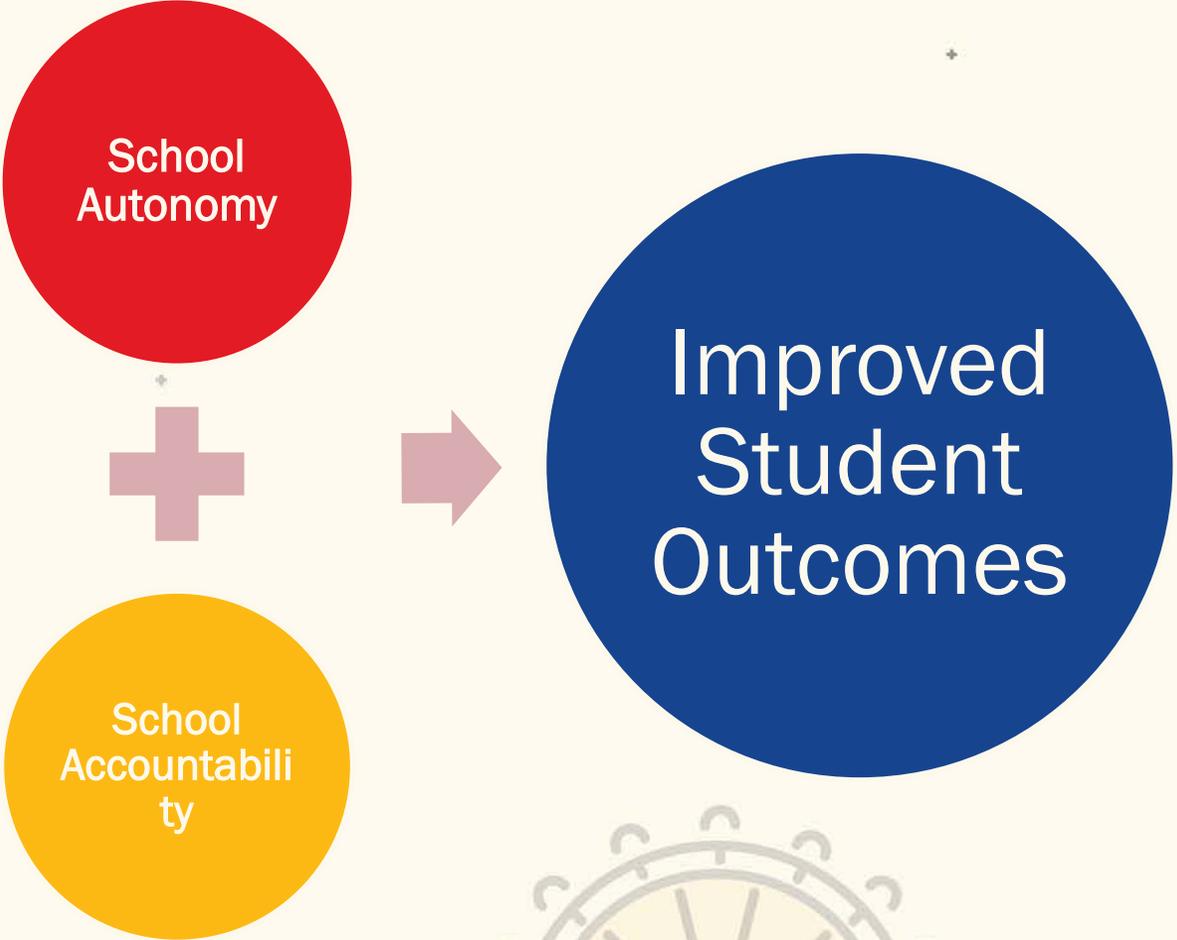


WHY ACADEMIC ACCOUNTABILITY?

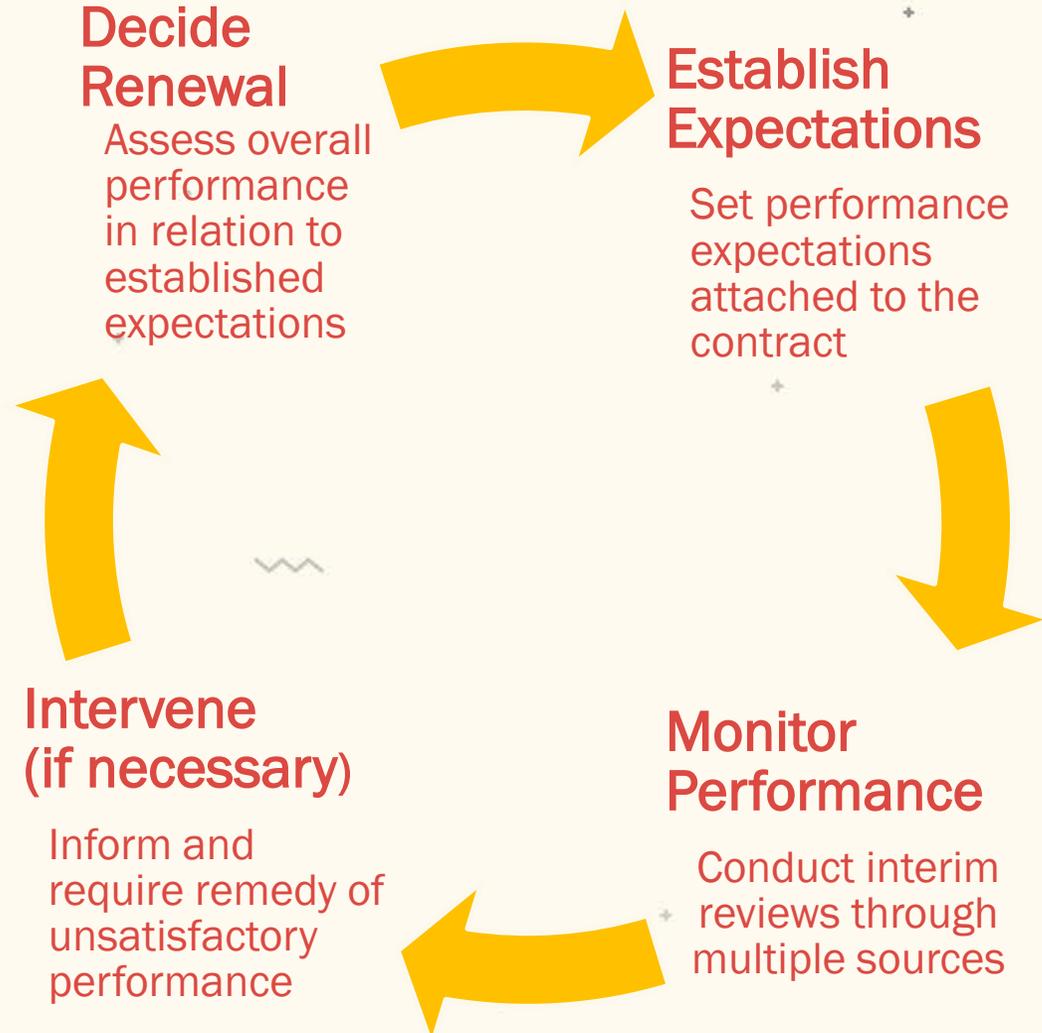


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THE CHARTER BARGAIN



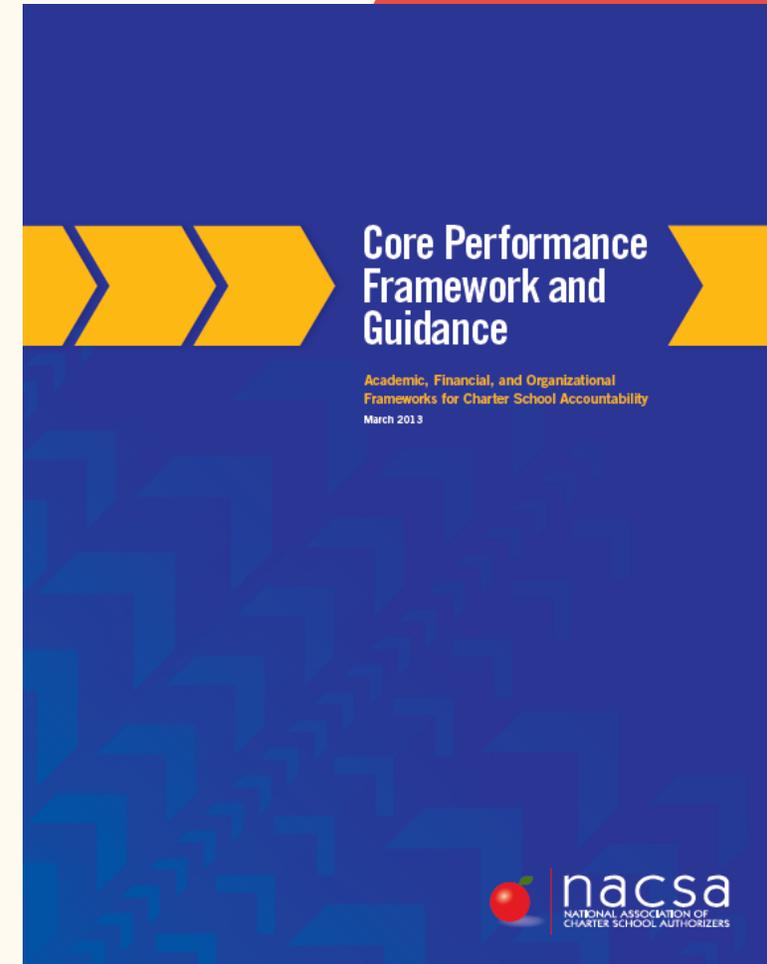
PERFORMANCE MANAGEMENT CYCLE



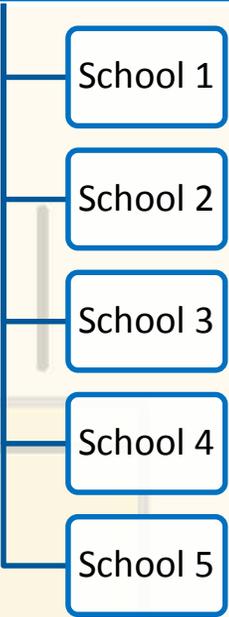
NACSA's Core Framework

- Academic
- Financial
- Organizational

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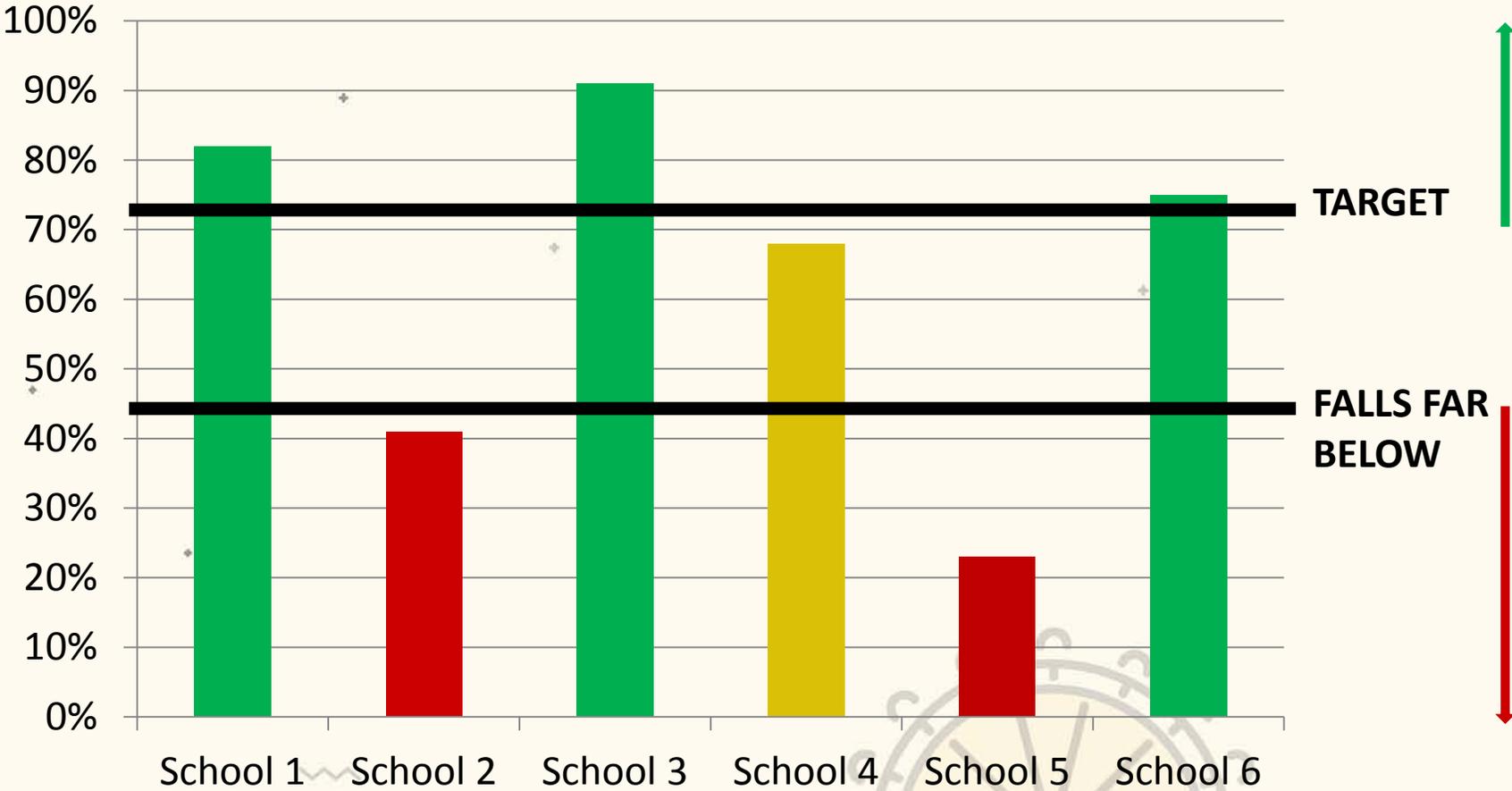


CONSISTENT FRAMEWORK FOR ALL NON-ALTERNATIVE SCHOOLS



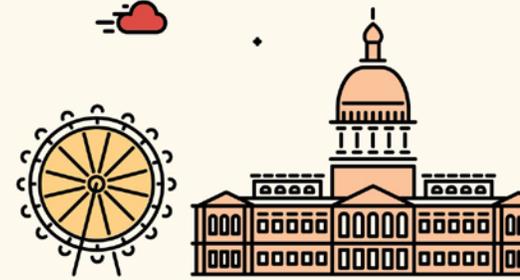
Set actionable targets that communicate clear expectations for charter school performance.

CLEAR THRESHOLD FOR INTERVENTION OR CLOSURE



NUTS AND BOLTS

COMPONENTS OF ACADEMIC PERFORMANCE FRAMEWORKS



COMMON COMPONENTS OF ACADEMIC PERFORMANCE FRAMEWORKS

- State and Federal Accountability Ratings
- Student Growth
- Proficiency
- Subgroup Performance/Achievement Gap
- College and Career Readiness (HS)
- School-Specific Academic Goals (can be optional)

Additionally, many authorizer frameworks also include *comparative analyses* to:

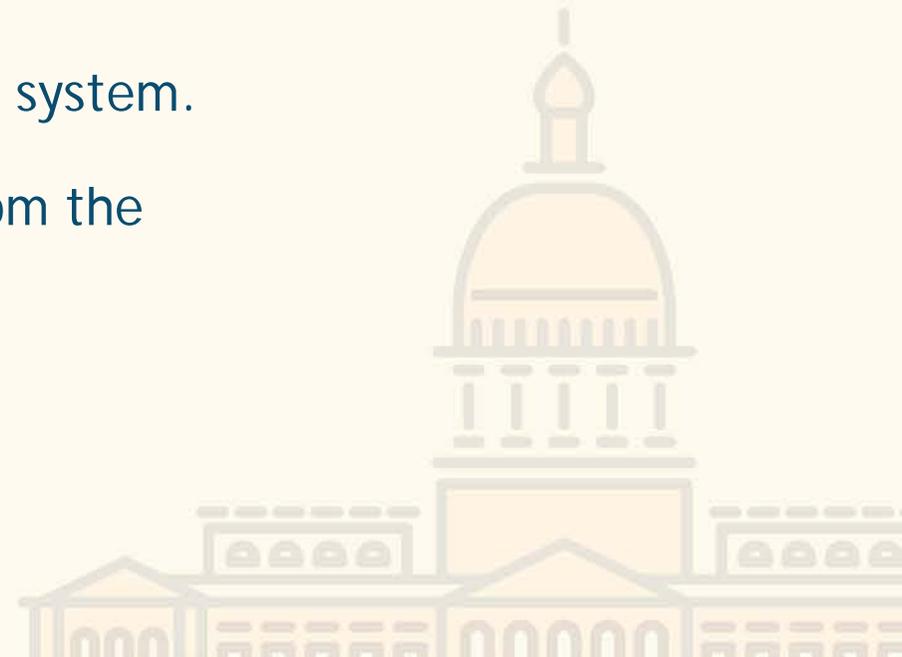
- Schools students would otherwise attend
- District average performance
- Schools serving similar student populations.

STATE AND FEDERAL ACCOUNTABILITY RATINGS

Start with an evaluation of the state system. Identify any gaps or missing components necessary for the evaluation of charter schools.

Options for aligning your framework to state accountability systems:

1. Adopt the state system with no additional measures as your entire framework.
2. Identify additional measures to supplement the state system.
3. Create a comprehensive set of measures separate from the state system (could reference state rating as a single measure).

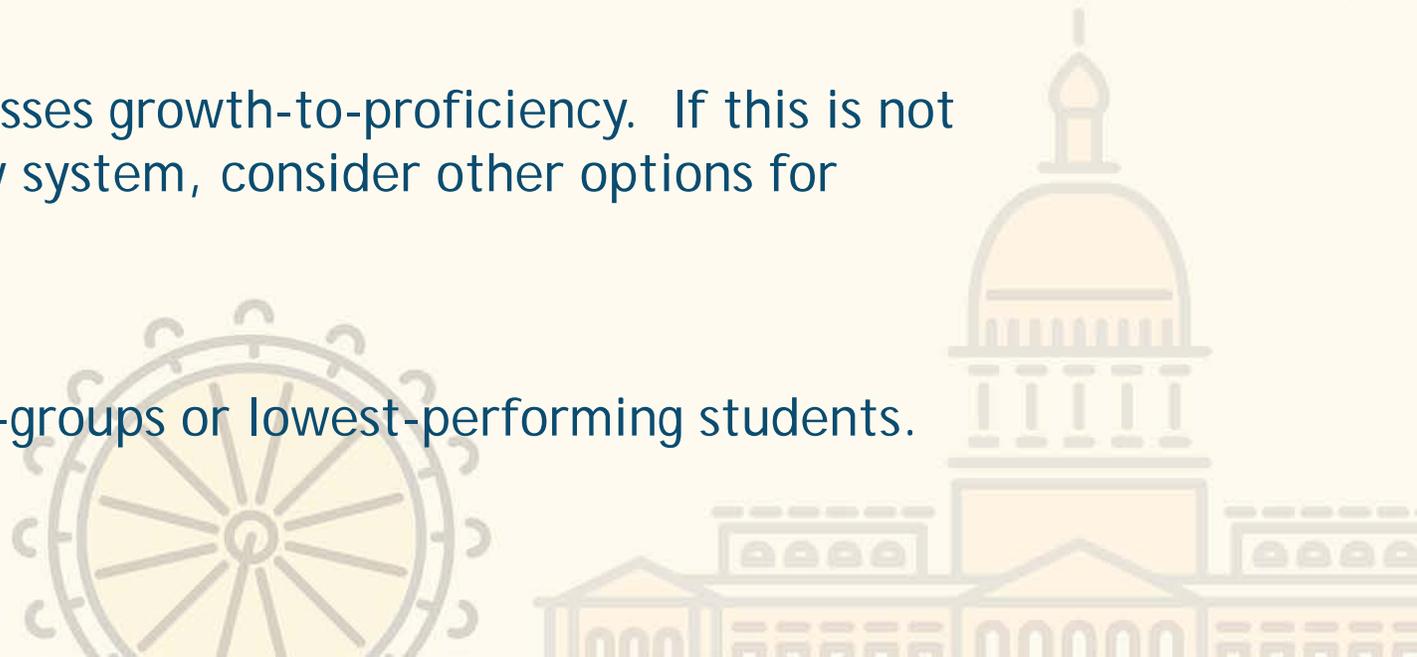


STUDENT GROWTH

Authorizers in most states adopt state growth models in their charter school performance frameworks, though some authorizers supplement the state growth measure with an additional growth-to-proficiency measure calculated by the authorizer.

Recommendations:

- Include existing state growth measures; most commonly:
 - Student Growth Percentiles
 - Value-added analysis
 - Value tables/transition tables
- Include a growth measure that addresses growth-to-proficiency. If this is not provided by the state accountability system, consider other options for assessing growth.
 - Adequate Growth Percentiles
 - Authorizer-calculated metric
- Include an analysis of growth for sub-groups or lowest-performing students.



PROFICIENCY

All state and authorizer frameworks include student proficiency, but authorizers have flexibility in choosing metrics and setting targets.

Options:

- Consider additional assessments, if available (eg. NWEA MAP)
- Absolute versus comparative targets
 - Absolute targets set a clear unchanging bar for schools
 - Comparative targets are not impacted by changes to assessment; set targets based on relative performance
- Targets for advanced proficiency
- Proficiency indexes that consider all levels of proficiency.



SUBGROUP PERFORMANCE/ACHIEVEMENT GAP

Many charter schools operate with the express mission of closing achievement gaps and providing a high-quality education to underserved students. Performance frameworks should address several crucial questions:

1. What are the achievement gaps within charter schools or between low-performing student groups in the school and majority groups in the district or state?
2. How does the performance of student groups in charter schools compare to the performance of peers in the district and/or state?
3. If a charter school enrolls a large percentage of underserved students, are they being well served?



COLLEGE AND CAREER READINESS (HIGH SCHOOLS)

Recommendations:

- Pursue sources of post-secondary readiness and success data as a strong measures of academic quality.
- Include assessments with the highest participation rate and highest quality access to results. Consider adding tests such as EXPLORE, PLAN or PSAT
- Identify private or subscription-based sources of information such as National Student Clearinghouse, College Board, or ACT.
- Consider conducting, or requiring schools to conduct, surveys of their graduates.

Measures to consider:

- ACT and SAT performance
- ACT and SAT participation
- High school graduation rate
- Diploma quality
- Dual enrollment
- Industry certification
- Enrollment in post-secondary institutions
- Post-graduation employment
- Remediation rate

MISSION-SPECIFIC ACADEMIC GOALS

Mission-specific goals can address aspects of schools quality for schools with special missions and can be useful for addressing performance of alternative schools if an alternative performance framework is not available.

Recommendations:

- Goals must be quantifiable
- Reliable data must be available
- Mission-specific goals shouldn't trump common measures of academic performance



COMPARATIVE ANALYSES

Geographic Comparison

- Comparison of charter performance to district schools is important
 - charter schools often are established to offer better alternatives to traditional district schools.
 - District comparison
 - Comparison to schools students would otherwise attend

Comparison to Schools Serving Similar Student Populations

- Expectations for schools should not differ based on a school's student population, but comparative analysis can help authorizers judge whether a school targeting a low-performing population is serving that population well.
 - Comparison to selected school(s)
 - Regression analysis



ADDITIONAL CONSIDERATIONS FOR DIFFERENT SCHOOL MODELS

1. Alternative Schools

- Alternative frameworks (modified metrics and targets)
- Mission-specific goals

2. Early childhood (un-tested grades)

- Assessment options

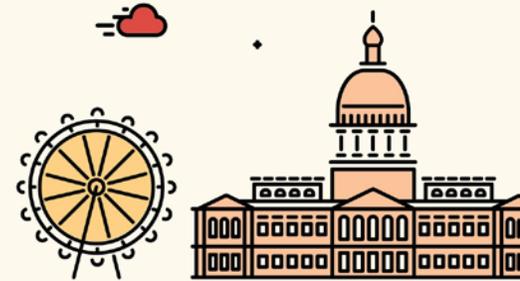
3. Virtual charter schools

- Defining and tracking attendance/engagement/mobility
- Use of interim assessments
- Tracking risk factors



ENGAGING STAKEHOLDERS

WHO TO ENGAGE AND
HOW TO DO IT



Who to engage:

Schools, CMOs/EMOs, Your board, School board, community groups. Who else?

Consider who cares about school quality, who the framework will impact, who influences the framework, and who has the authority to make decisions based on the framework



How to engage at the start:

The performance framework is the embodiment of the charter school movement. Make this abundantly clear, particularly to the school boards.

Consider where you have discretion. A similar schools measure, for example, is an area where the schools will have valuable input—what are “similar schools”?



How to maintain engagement: Keep the conversation going. CMSTD framework states that it is a living document; our state law requires an annual meeting about the contract and possible changes with the board.

Continuing conversations about the FW help deepen relationships with schools and help you understand what they need, from resources to reach the goals or lobbying efforts to improve the statewide accountability system.



USING THE RESULTS

YOU HAVE A FRAMEWORK, WHAT'S
NEXT?



ROLLING UP TO AN OVERALL RATING?

Pros:

- Provides clarity to schools about how decisions will be made and which components of performance are most important.
- Ensures consistency in decision-making.

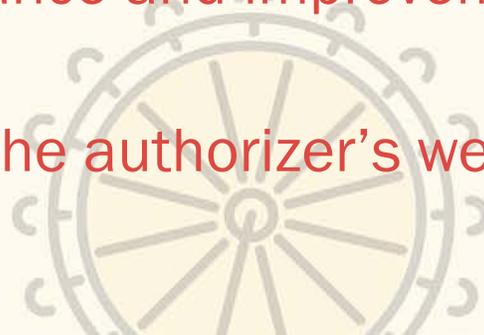
Cons:

- Can limit authorizer's ability to use discretion in decision-making.
- Focus on a single rating can lose value of multiple measures.



COMMUNICATING RESULTS TO SCHOOLS AND THE PUBLIC

1. Ensure that performance reports align with charter agreement accountability plan and policy
2. Ensure that expectations are clear and that schools understand whether they met expectations
3. Communicate annually, not just at renewal time
4. Identify stakeholders (boards, leadership, parents, media, public, students)
5. Identify purpose of performance reports (results, information, educational tool)
6. Performance reports should be easy to understand both at the charter board and school leadership level
7. Use reports in on-going performance and improvement communications/discussions
8. Make available to the public on the authorizer's website



CREATING AN ACCOUNTABILITY PLAN

Charter Contract

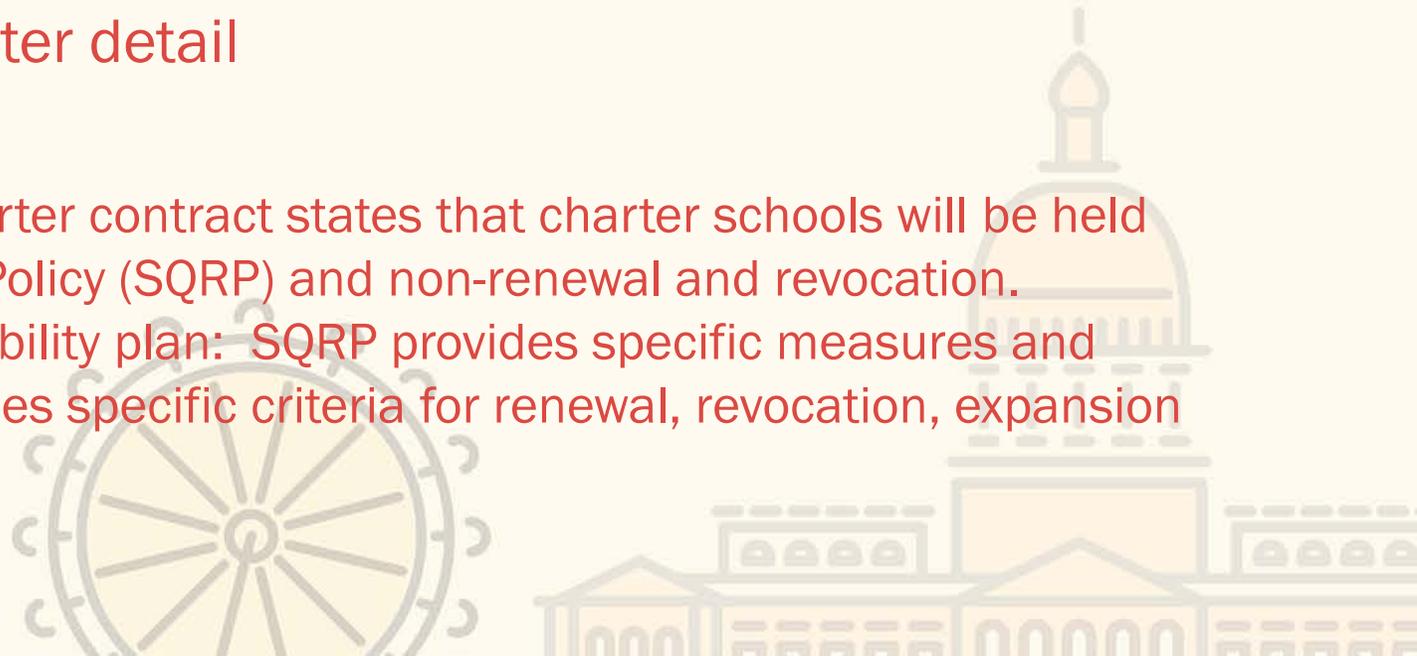
The charter contract should identify the accountability plan that schools will be held accountable to

Policy

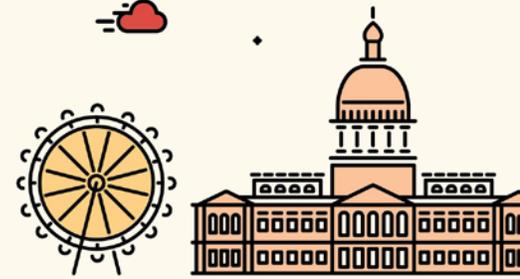
Policies can be used to define the accountability plan (metrics/measures) or revocation and non-renewal in greater detail

Chicago Public Schools Example: The charter contract states that charter schools will be held accountable to the School Quality Rating Policy (SQRP) and non-renewal and revocation.

Two policies are used along with accountability plan: SQRP provides specific measures and metrics. The Charter Quality Policy identifies specific criteria for renewal, revocation, expansion and replication.



QUESTIONS?



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