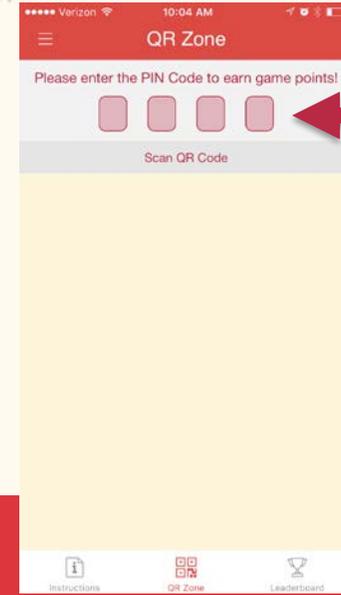


**GO TO THE
GAME CENTER**



**CLICK "QR
ZONE"**



**ENTER YOUR
SESSION'S PIN**

SESSION NAME: Implementing Differentiated Oversight Strategies When One Size Doesn't Fit All

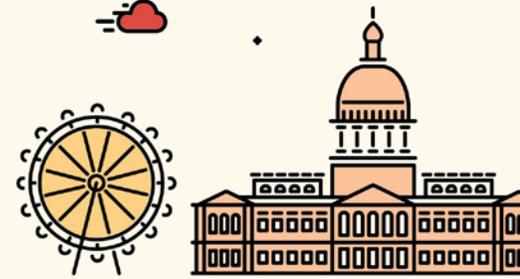
SESSION PIN:

#NACSAcon

8044

**LET YOUR
PRESENTERS
KNOW YOU'RE
HERE, AND EARN
POINTS!**

IMPLEMENTING DIFFERENTIATED OVERSIGHT STRATEGIES: WHEN ONE SIZE DOESN'T FIT ALL

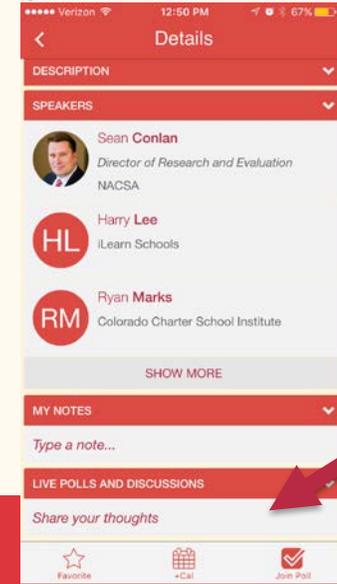




FIND YOUR
SESSION



CLICK JOIN
POLL TO
PARTICIPATE



SCROLL DOWN
TO ADD TO THE
DISCUSSION

JOIN YOUR SESSION'S POLLING AND
DISCUSSION

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What is your role?

1. Authorizing staff / decisionmaker
0%
2. Charter leader / operator
0%
3. Charter support organization
0%
4. Community organizer and/or funder
0%
5. Other
0%

Pre-Assessment: Please rate your/your office's current perspective on utilizing differentiated oversight practices.

1. We do not use and we do not plan to use differentiated oversight practices
0%
2. We do not use these and aren't sure if we want to use them for our office
0%
3. We do not use these but would like to implement differentiated oversight practices
0%
4. We are working on implementing differentiated oversight practices
0%
5. We have implemented these practices, and think our practices need work
0%
6. We have implemented differentiated oversight practices, and think they are in good shape
0%

INTRODUCTIONS

Hello
my name is

Nicki Brisson

Miami-Dade County Public
Schools

Hello
my name is

Rashida Tyler

DC Public Charter School
Board

Hello
my name is

Katie Piehl

NACSA



Differentiated Oversight: Customized oversight and/or decision-making practices based on a school's make-up or performance outcomes.



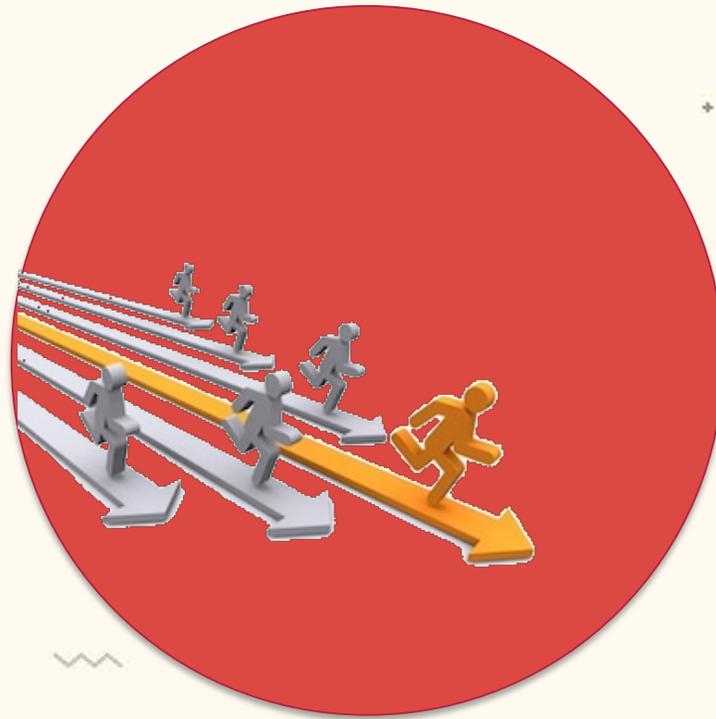
FORMS OF DIFFERENTIATED OVERSIGHT



SCHOOL MODELS: INPUTS

- Adjust oversight based on the school's model or population served
- NOT decreased oversight or over-regulation

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PERFORMANCE MONITORING: OUTCOMES

Adjust oversight and autonomy levels based on school's performance outcomes



RENEWAL DECISIONS

Manage renewal process to reward strong performers and increase scrutiny over weak performers

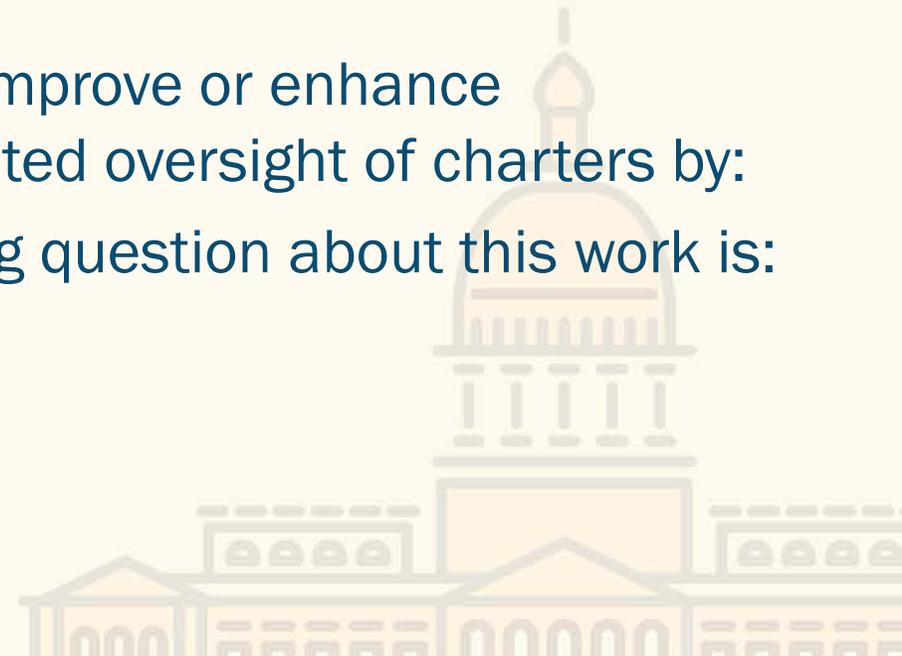
WELCOME AND REFLECTION

Take a moment to meet someone new!



While you're up, please take a moment at each question to reflect on your current practices.

1. Why I think authorizers should differentiate oversight:
2. How I currently differentiate oversight of charters:
3. I want to improve or enhance differentiated oversight of charters by:
4. My burning question about this work is:



NATIONAL LANDSCAPE

Why we may continue to see a shift toward differentiated oversight:

- Authorizer need to respond to community needs
- More schools, fewer resources
- More complicated structures
- Maturity of the charter “movement”
- Pendulum swing of accountability toward more indicators
- ESSA

Differentiated Oversight is becoming more common across the country as authorizers get more sophisticated in their oversight and accountability practices..

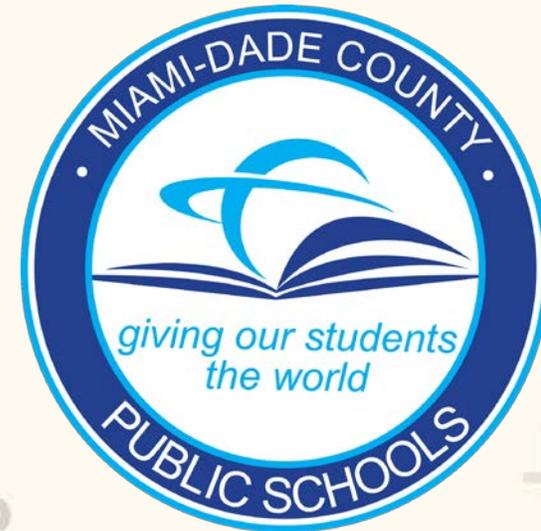
FROM THE FIELD

DC Public Charter School Board: The Impact of Differentiated Oversight



**DC
PUBLIC
CHARTER
SCHOOL
BOARD**

**Miami-Dade County Public Schools:
On Their Transition to a Differentiated
Oversight Structure**



DC PUBLIC CHARTER SCHOOLS



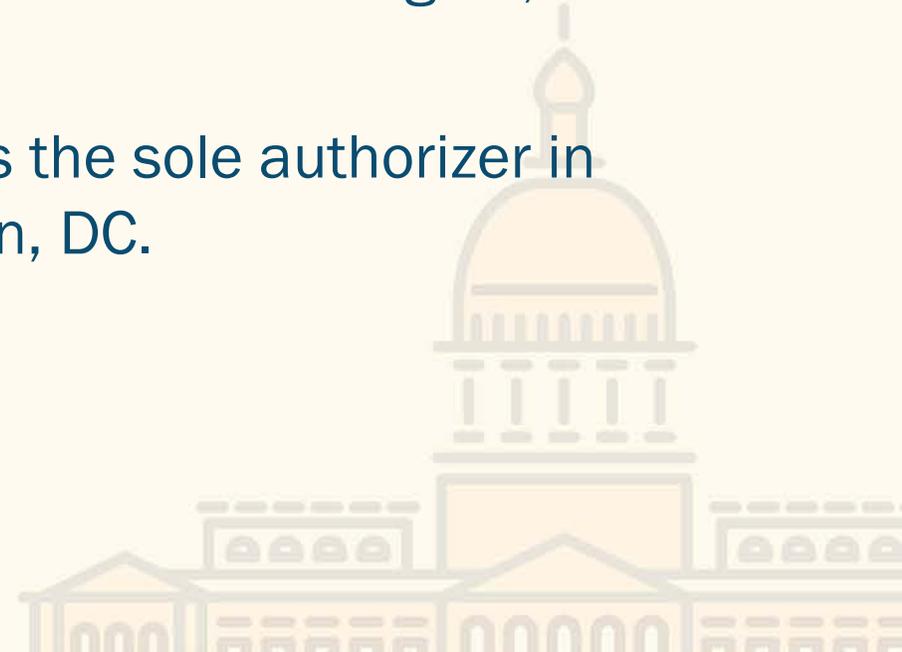
46% of students in public schools attend charter schools.

There are 65 LEA's operating on 118 campuses. This includes:

- 7 adult education campuses
- 20+ high school campuses
- 6 preschool only campuses
- 80+ elementary/middle campuses

DC public charter schools serve a higher percentage of African-American, at-risk and economically disadvantaged students than in traditional public charter schools in Washington, DC.

DC PCSB is the sole authorizer in Washington, DC.



SCHOOL MISSION STATEMENTS



Our mission is to provide a high-quality education for **adults and children** that empowers families through a culturally sensitive **family literacy model**.

Our mission is to serve **children and adults with intellectual disabilities** and to support their families.

Our mission is to transform students in grades **8-12** into **well-versed media contributors** by providing a student-centered environment that connects them to the **classics and modern languages** and a curriculum focused on strong writing skills and vocabulary.

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Our mission is to provide students, particularly those who have had or might have contact with the **foster care system**, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring staff.

Our mission is to inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing **Chinese/English educational environment**.

Our mission is to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate **global stewards** of their communities. The engaging curriculum focuses on **sustainability and bi-literacy**.

#1: PERFORMANCE MANAGEMENT FRAMEWORKS



Since 2011, each public charter school has been measured by a Performance Management Framework. If a school has more than one campus, each campus receives a separate PMF. The DC PCSB Board (Board) uses the PMF score as input on decisions regarding expansion to serve additional grade levels, replication of campuses, enrollment ceiling increases, and charter renewal or review decisions.

PREK – GRADE 8

Any school that serves any grades between pre-kindergarten and grade 8

HIGH SCHOOL

Any school that starts in grades 8 or 9 and ends in grade 12 with students receiving a high school diploma.

ADULT EDUCATION

Any school that meets the federal definition of adult education

ALTERNATIVE ACCOUNTABILITY

Schools with unique mission, not classified as adult education schools, which may result in high school diploma.

ACCOUNTABILITY MEASURES ON THE PMF



- Growth on the state assessment
- PARCC performance: Approaching College and Career Ready or Above
- PARCC Performance: College and Career Ready
- Attendance
- Re-Enrollment

Unique Measures:

Growth on the NWEA Map Assessment

Preschool Teacher Interaction Observations

Graduation Rate

PSAT Performance

SAT/ACT Performance

College Acceptance Rate

Obtaining Secondary Credential Rate

Entered Postsecondary or Employment Rate

AP/IB Performance

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DIFFERENTIATED PMF'S – THE IMPACT



- No more “hunches” about school performance, particularly with early childhood, adult and alternative charter schools
- Couple qualitative and quantitative results for all programs
- Schools are strategic about programmatic decisions – everyone wants to be Tier One
- Forced the conversations citywide about school performance and initiatives for our most vulnerable populations
- Identified 30 low-performing schools since 2011: 14 now closed, 5 have improved, 6 being actively monitored.

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#2: QUALITATIVE SITE REVIEWS

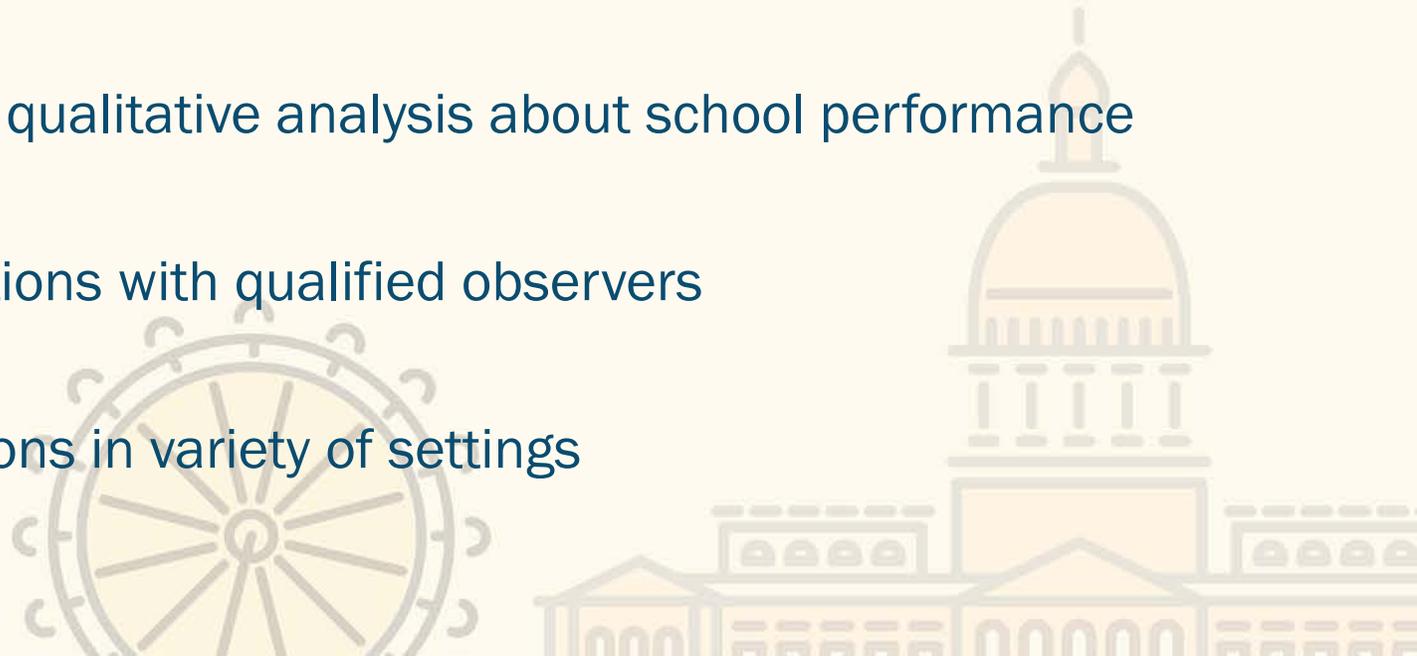
- QSR's are conducted for **new schools**, schools in their **fourth year of a review cycle** and **low-performing schools**.
 - New schools partnered with planning schools, low-stakes visit
 - Low-performing schools may include scheduled visits to collect additional evidence otherwise not seen during unannounced class visits
- Introductory meeting with school leaders to gather information about the school's mission, vision, and academic program; unannounced school visits; board meeting observations and observations of school events aligned to the **schools' mission and goals**.
- 26 certified Framework for Teaching observers
- Focus on Special Education, English Language Learners



DIFFERENTIATED QSR'S – THE IMPACT



- Create learning communities and networking opportunities among new charter schools
- Schools are also receiving feedback from their peers about their performance
- New schools are better prepared for high-stakes reviews
- High-stakes reviews are coupled with qualitative analysis about school performance
- Ensure the validity of school observations with qualified observers
- Provide feedback on special populations in variety of settings



#3: DIFFERENTIATED MONITORING

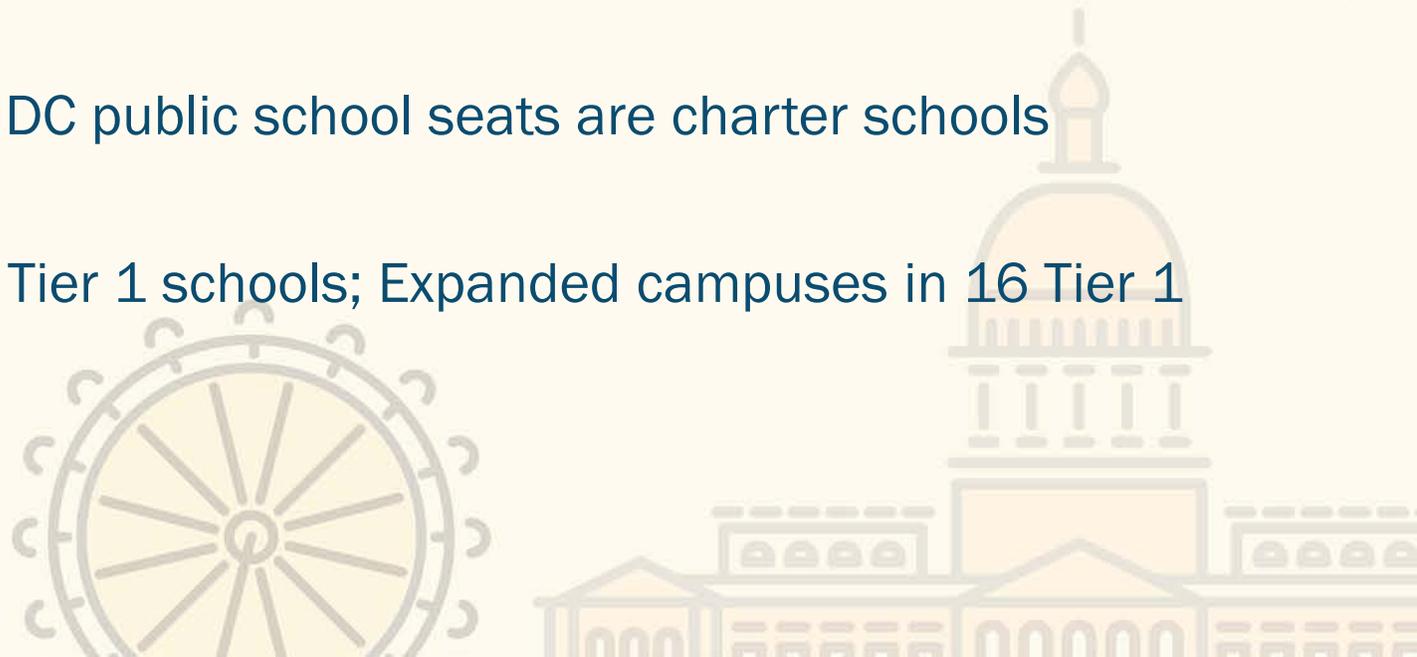
- PCSB reviews non-academic and financial data monthly/quarterly
- PCSB reviews academic data annually
- School audits – enrollment, attendance, discipline, special education
- Site visits – high-level community complaints
- Board to board (15-20 annually) or staff to staff visits
- Early warnings, notices of concern, charter warnings
- Off-cycle charter review
- Charter conditions

Academic	Non-Academic	Financial
The school must score within one point of 47% on the 2014-15 PMF.	The school will adopt new, specific goals about special education compliance.	School must remain in full compliance with procurement contracts.

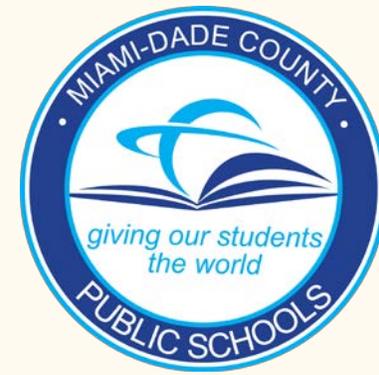
DIFFERENTIATED MONITORING - IMPACT



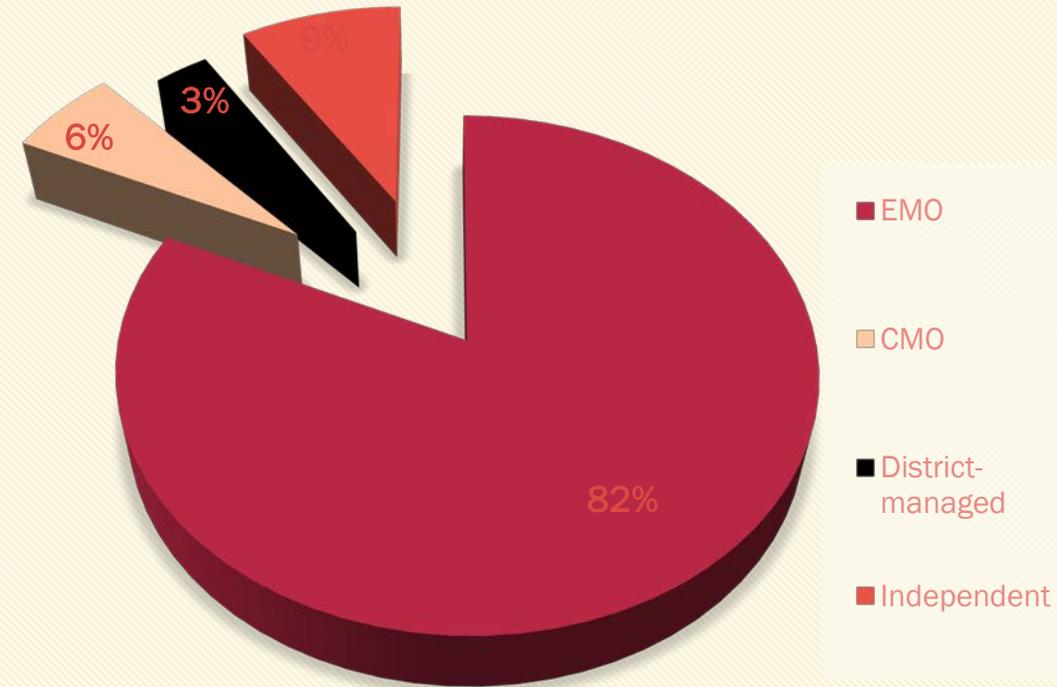
- Some monitoring/oversight is done in the public eye
- Escalate monitoring as needed – at times to the level of board chair of school
- Share real-time feedback with schools, schools proactively share performance concerns with PCSB
- 8% increase from 2015-16; 46% of DC public school seats are charter schools
- Increased enrollment ceilings in 15 Tier 1 schools; Expanded campuses in 16 Tier 1 schools



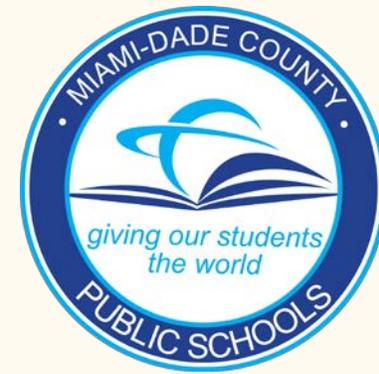
PAINTING THE MIAMI-DADE COUNTY LANDSCAPE



Education Service Provider (ESP)	Number of Schools
For-profit Educational Management Organization (EMO)	105
Charter Management Organization (CMO)	7
District-managed	4
Independent (no ESP)	12
TOTAL	128



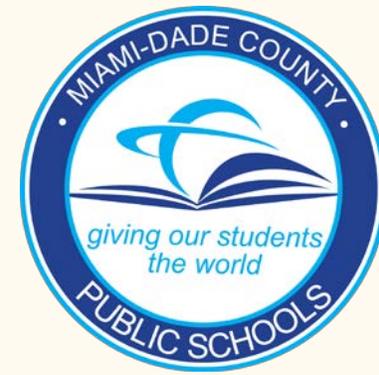
PAINTING THE MIAMI-DADE COUNTY LANDSCAPE, CONT.



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ARRIVING AT THE CONCEPT OF DIFFERENTIATED COMPLIANCE

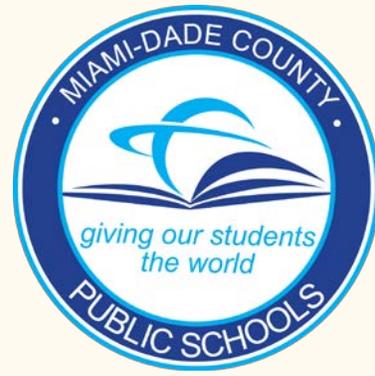


Growth of schools in the portfolio (128);

- Diversity within the portfolio (school type, size, performance);
- Desire for more objective, effective, and transparent oversight;
- Need for better identification and effective allocation of limited district resources; and,
- Better alignment with national best practices standards of high quality authorizing.

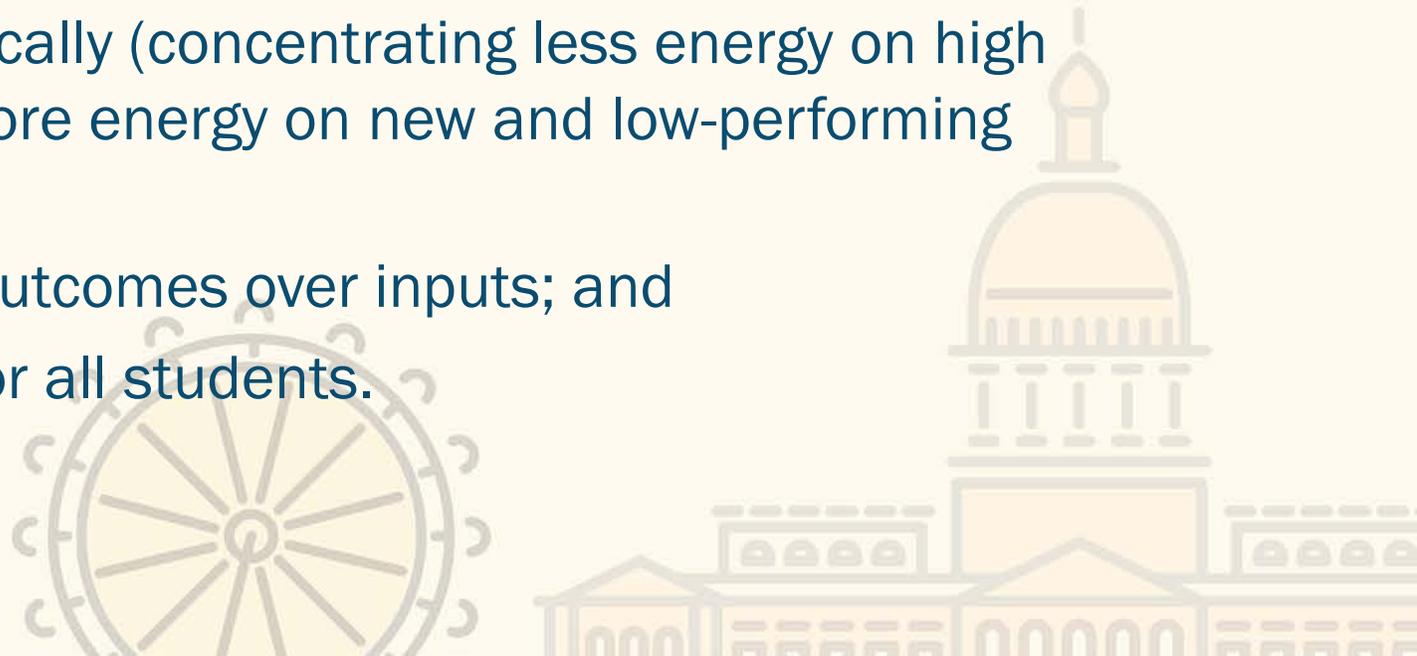


BEGINNING WITH THE END IN MIND

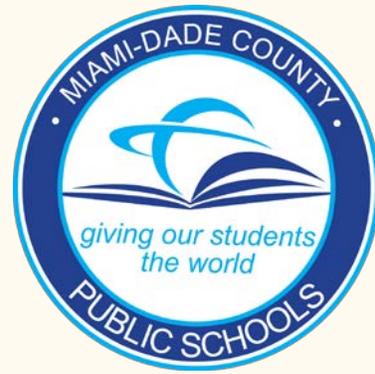


Goals of Implementing a Differentiated Oversight Platform

- Support rigorous, transparent, equitable, and appropriate oversight of all charter schools;
- Establish student achievement as the primary driver for high-stakes decision-making;
- Allocate resources strategically (concentrating less energy on high performing schools and more energy on new and low-performing schools);
- Anchor accountability for outcomes over inputs; and
- Ensure equitable access for all students.

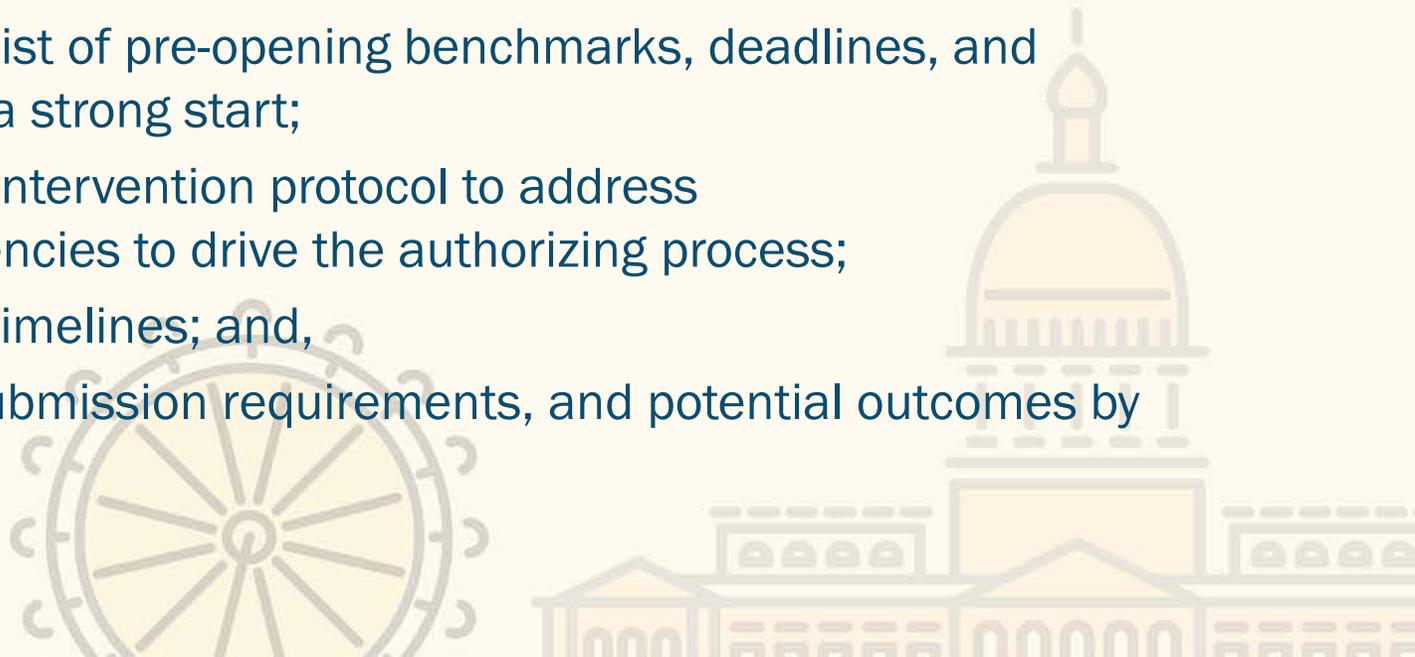


DETERMINING THE STATUS QUO AND RECOMMENDATIONS MOVING FORWARD

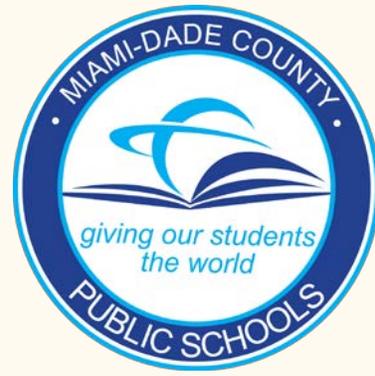


Engaged with NACSA to conduct a needs assessment of our current monitoring and oversight practices that yielded the following recommendations:

- Organize MDCPS charter schools into performance tiers aligned to established performance expectations;
- Develop performance standards for Alternative and ESE schools;
- Develop a more comprehensive list of pre-opening benchmarks, deadlines, and monitoring schedules to ensure a strong start;
- Develop a more comprehensive intervention protocol to address performance/compliance deficiencies to drive the authorizing process;
- Clarify the renewal process and timelines; and,
- Differentiate renewal process, submission requirements, and potential outcomes by performance tiers.



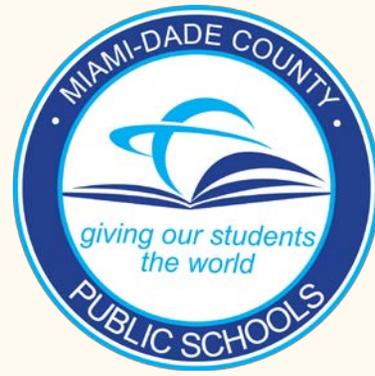
INTENDED IMPACT



- Create the process through a collaborative effort with charter operators throughout the process;
- Ensure equity, transparency, and objectivity across the authorizing cycle; and,
- Involve a variety of stakeholders to provide input and voice to create an atmosphere of collaboration and support.



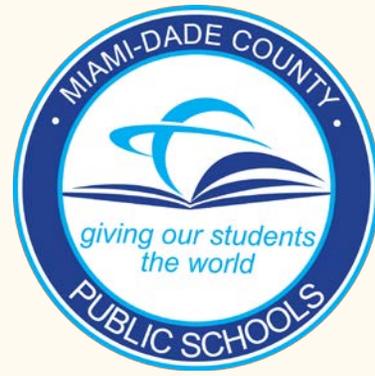
CURRENT STATUS



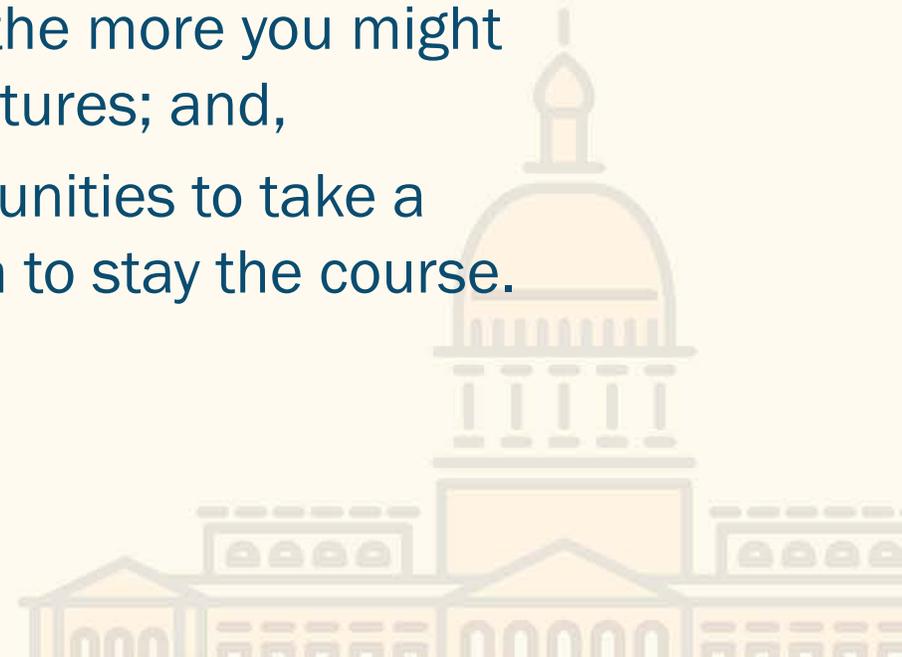
- Tiered schools by high performing status;
- Tiered schools that are struggling academically are provided more targeted support and assistance;
- Through a workgroup involving charter operators and CSCS staff, collaboratively revised the renewal process to lessen the burden on schools, clearly define the submission requirements, site visit requirements, data analysis criteria, and the application review and contract negotiation processes; and,
- Revised the site visit compliance report by shifting from inputs to outputs.



IMPORTANT LESSONS LEARNED



- Engage NACSA – an objective and informed eye provides critical insight;
- Deliberately organize work groups from across the portfolio to garner support and gain buy-in – constructive criticism and feedback encourage the process; negativity and pettiness prolong the agony;
- Have patience – the deeper into the water you get, the more you might encounter weeds, and possibly other nefarious creatures; and,
- Expect and appreciate setbacks – use these opportunities to take a step back, re-evaluate status, and implement a plan to stay the course.



QUESTIONS?

(Optional) If you'd like, you can type in your questions to the presenters through the app. You may need to scroll down to the bottom of the session page to get to the tab labeled "messages."



Post-Assessment: Please rate your/your office's current perspective on utilizing differentiated oversight practices.

1. We do not use and we do not plan to use differentiated oversight practices
2. We do not use these and aren't sure if we want to use them for our office
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6. We have implemented differentiated oversight practices, and think they are in good shape

KEEP IN TOUCH

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Thank you!

