



COLORADO
OCTOBER 19 - 22
2015





IS "QUALITY" JUST A BUZZWORD?

EVALUATING SCHOOL QUALITY



AGENDA

Introductions & Objectives

Qualitative Measures Wish List

Qualitative Measures in Performance Frameworks

Systems for Collecting & Assessing Qualitative Data



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INTRODUCTIONS

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OBJECTIVES

At the end of this presentation, attendees will:

1. Identify qualitative measures within an authorizer's accountability system
2. Identify processes for collecting and assessing the qualitative data points
3. Determine how and to what degree the qualitative measures inform the high stakes decisions

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What makes a “quality” school?

If you could know anything was true about a school,
WHAT would you want to know and **HOW** would you
know it was true?

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MASSACHUSETTS DEPT. OF ELEMENTARY & SECONDARY EDUCATION

ANNUAL
REPORTS

**5 Year
Charter
Cycle**

MID-CYCLE
SITE VISIT
REPORTS

RENEWAL
INSPECTION AND
DETERMINATION

- SEA is single authorizer in MA
- Board of Elementary and Secondary Education and Commissioner have authorizer authority
- 81 operating charter schools
- Each charter school is its own LEA
- Two kinds of charter schools in MA

THE WHAT: QUALITATIVE MEASURES IN PERFORMANCE FRAMEWORK - MA DESE

Criterion 1: Mission and Key Design Elements: The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

Criterion 4: Dissemination: The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.

Criterion 6: Program Delivery: The school delivers an academic program that provides improved academic outcomes and educational success for all students. (4 sub-indicators: curriculum, instruction, assessment, supports for diverse learners)

6.1 Curriculum

6.2 Instruction

6.3 Assessment and Program Evaluation

6.4 Supports for Diverse Learners



THE WHAT: QUALITATIVE MEASURES IN PERFORMANCE FRAMEWORK – MA DESE

Criterion 7: Culture and Family Engagement: The school supports students' social and emotional health in a safe and respectful learning environment that engages families.

7.1 Social, Emotional, and Health Needs

7.2 Family Engagement

Criterion 8: Capacity: The school sustains a well-functioning organizational structure and creates a professional working climate for all staff.

8.1 School Leadership

8.2 Professional Climate

8.3 Contractual Relationships (if applicable)

Criterion 9: Governance: Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

THE WHAT: QUALITATIVE MEASURES IN PERFORMANCE FRAMEWORK – MA DESE

Criterion 6: Program Delivery

Key indicators include but are not limited to:

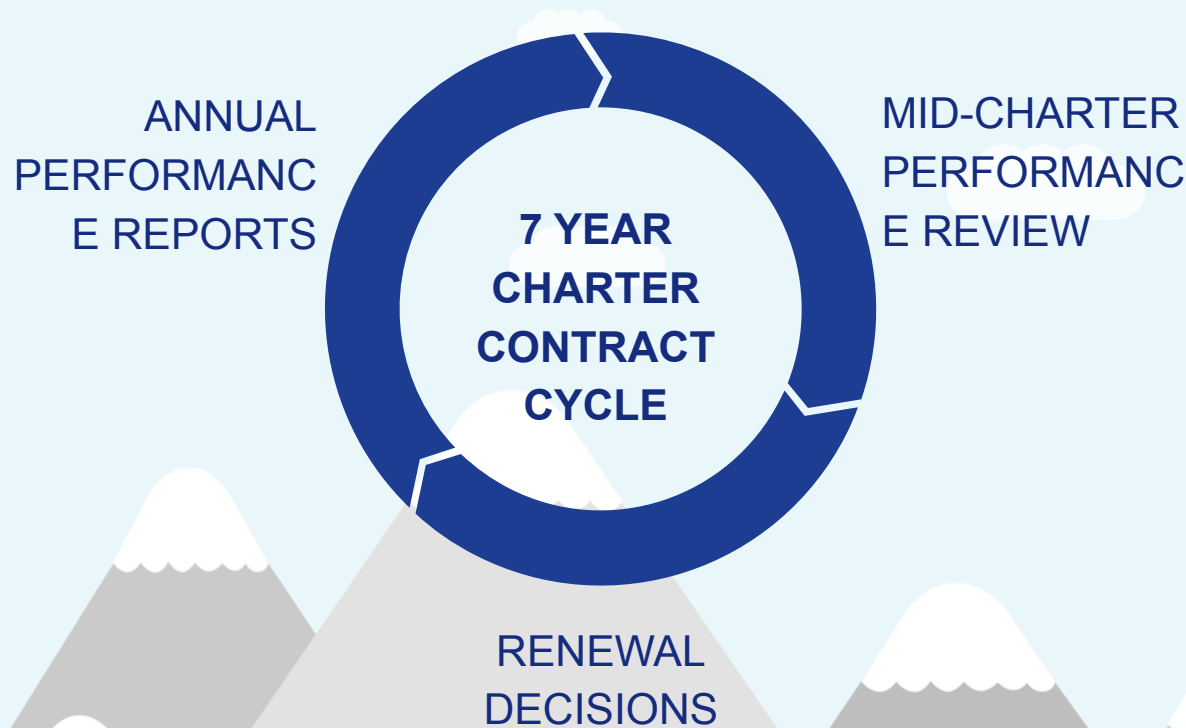
Curriculum:

Instruction: The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding and are based on high expectations for all students. Instruction fosters student engagement. Classroom environments are conducive to learning. (Aligned with CSE IV: Effective Instruction)

Assessment and Program Evaluation:

Supports for Diverse Learners: The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities and English language learners. (Aligned with CSE VIII: Tiered Instruction and Adequate Learning Time)

INDIANAPOLIS MAYOR'S OFFICE



- 39 schools
- Mayor has full authority after approval
- Multi-authorizer landscape
- Each charter school is its own LEA.

THE WHAT: QUALITATIVE MEASURES IN OEI PERFORMANCE FRAMEWORK

- 4.1 Does the school have a high-quality curriculum & supporting materials for each grade?
- 4.2 Are the teaching processes (pedagogies) consistent with the school's mission?
- 4.3 For secondary students, does the school provide sufficient guidance on & support preparation for post-secondary options? *Only applies to grades 9-12
- 4.4 Does the school effectively use learning standards & assessments to inform and improve instruction?
- 4.5 Has the school developed adequate human resource systems & deployed its staff effectively?
- 4.6 Is the school's mission clearly understood by all stakeholders?
- 4.7 Is the school climate conducive to student and staff success?
- 4.8 Is ongoing communication with students and parents clear and helpful?
- 4.9 Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?
- 4.10 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

THE WHAT: QUALITATIVE MEASURES IN OEI PERFORMANCE FRAMEWORK

4.1. Does the school have a high-quality curriculum & supporting materials for each grade?

Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in one of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.

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THE HOW: COLLECTING & ASSESSING QUALITATIVE DATA @ OEI

OEI has a list of four approved consultant groups who have agreed to use our performance framework and have the experience and qualifications necessary to do so.



QUALITATIVE FEEDBACK INCLUDED IN OEI PERFORMANCE REPORT

Site visits are conducted in the fall of years 2, 4 and 6 of the first charter term, or in years 3 and 6 of a subsequent charter term.

THE HOW: COLLECTING & ASSESSING QUALITATIVE DATA @ MA DESE

MA DESE staff conduct mid-cycle site visits to gather qualitative data. A majority of renewal inspection visits are conducted by qualified consultant groups who have experience with charter school renewal.

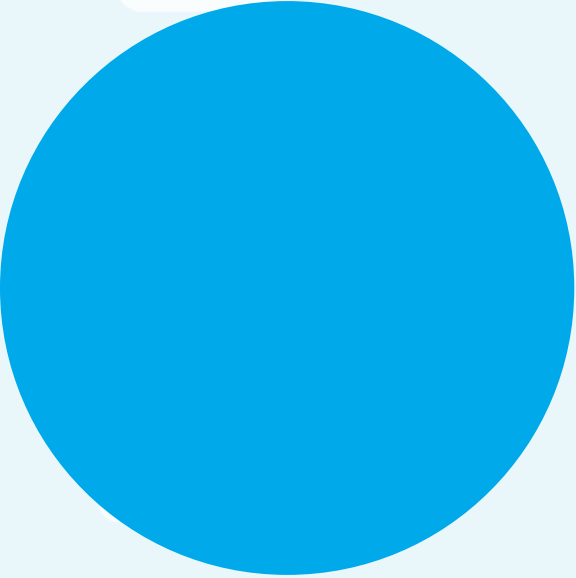


QUALITATIVE FEEDBACK REGARDING THE CRITERIA INCLUDED IN REPORT

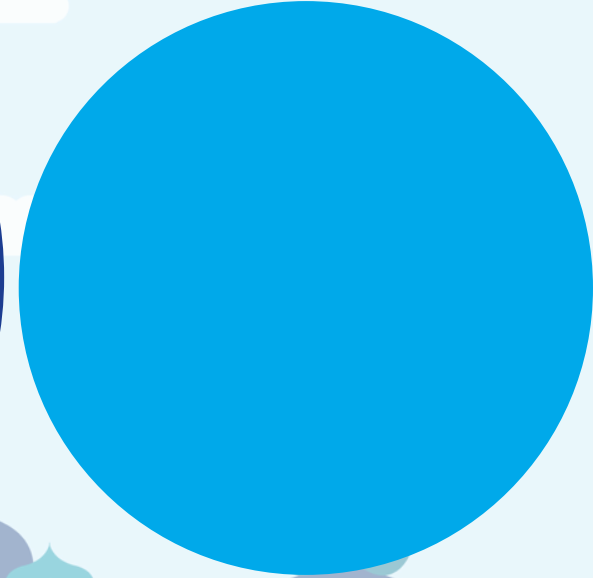
The number and frequency of site visits depends upon a charter school's age and history. Typically, site visits occur in years two and/or three of a charter term.

PROS AND CONS OF QUALITATIVE EVIDENCE

What are the benefits to gathering qualitative evidence?



What are the problems with gathering qualitative evidence?



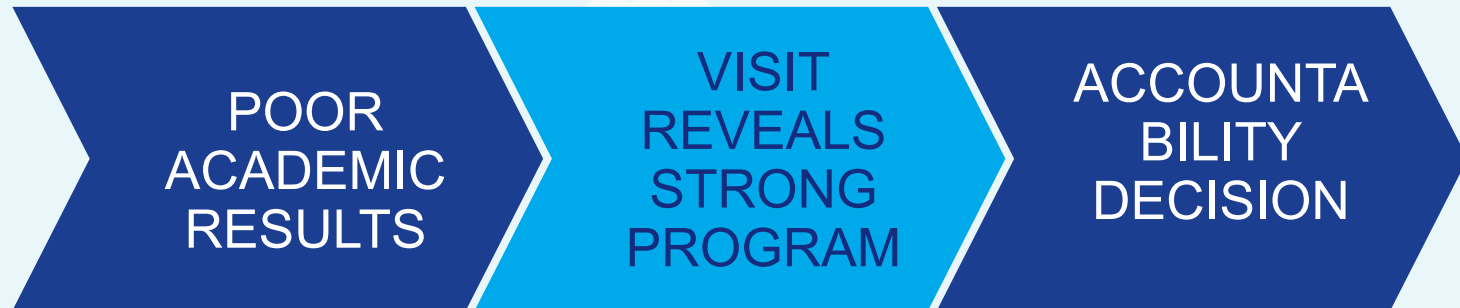
IMPACT OF QUALITATIVE EVIDENCE ON ACCOUNTABILITY?

SOME CASES ARE CLEAR....



RESULT –
SANCTIONS
ON CHARTER

IMPACT OF QUALITATIVE EVIDENCE ON ACCOUNTABILITY? SOME CASES ARE DIFFICULT...



IMPLEMENTING YOUR WISH LIST

What do you want to know?

High-quality Curriculum

How will you know it's true?

Aligned to state standards & educational model

How will you collect the qualitative data?

Consultant Review