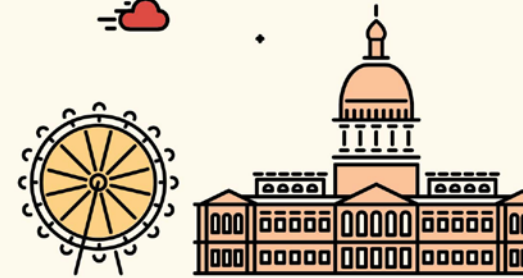


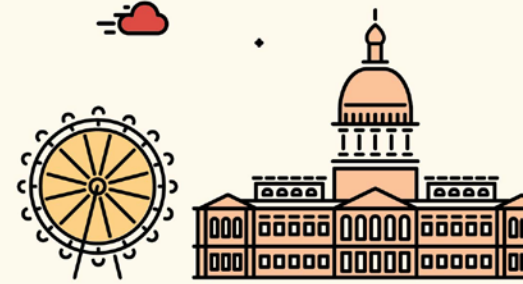


STAND TOGETHER TO FACE THE FUTURE



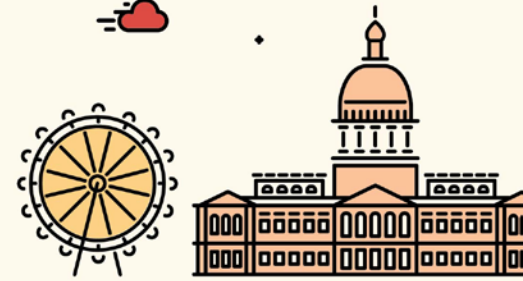
2016 NACSA LEADERSHIP CONFERENCE | ATLANTA, GA

EVALUATING QUALITY: HOW QUALITATIVE EVALUATION MEASURES PLAY INTO PERFORMANCE MANAGEMENT



PARTICIPANTS

- NELSON SMITH (MODERATOR, NACSA)
- ALISON BAGG (MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION)
- AHMED YOUNG (INDIANAPOLIS MAYOR'S OFFICE OF EDUCATION INNOVATION)
- DAVID GREENBERG (AUDUBON CENTER OF THE NORTH WOODS)



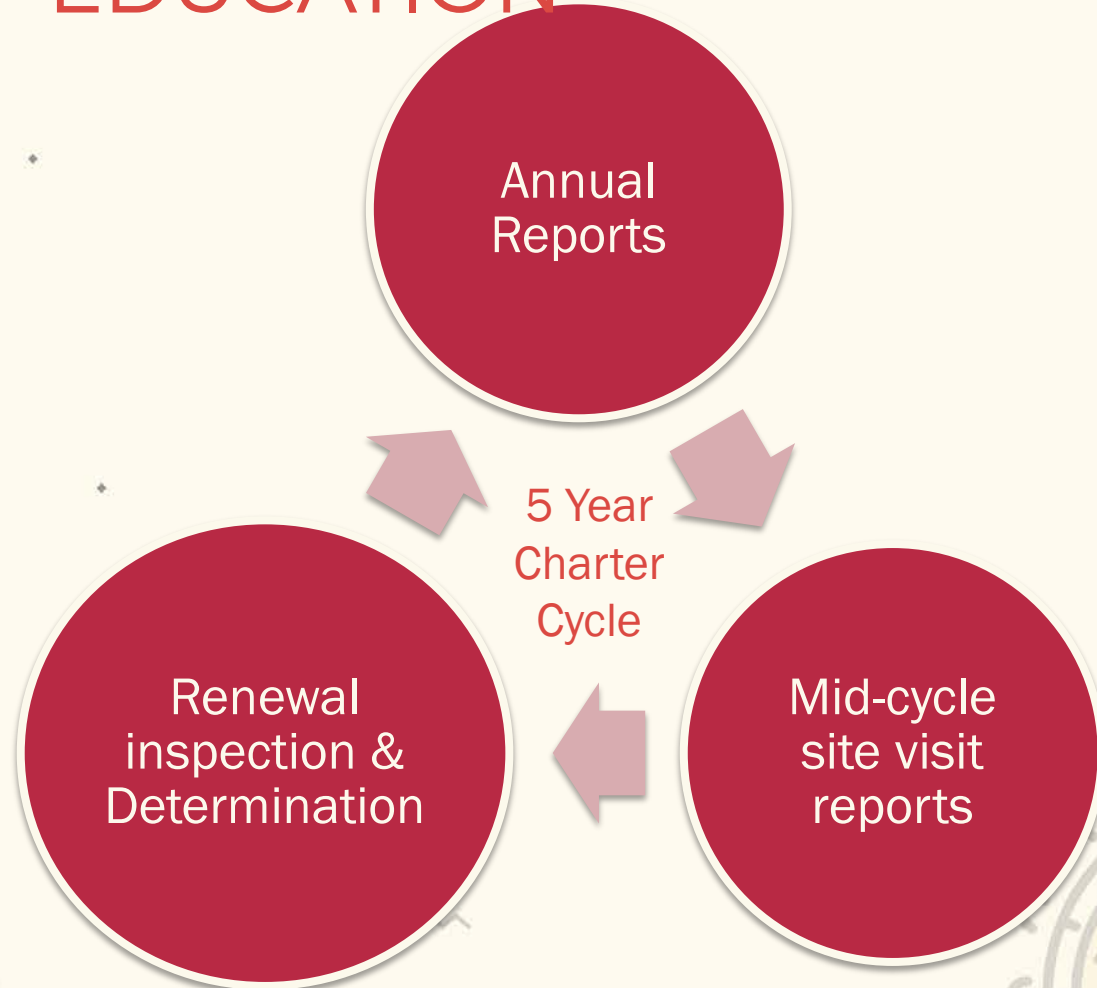
MASSACHUSETTS DEPT. OF ELEMENTARY & SECONDARY EDUCATION

The Office of Charter Schools and School Redesign supports and oversees the creation and sustainability of a variety of high quality public school options-including those that innovate in the areas of instructional practice, time, resources, and technology-to ensure that all students in the Commonwealth have equitable access to a pathway to success after high school.

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MASSACHUSETTS DEPT. OF ELEMENTARY & SECONDARY EDUCATION



- SEA is single authorizer in MA
- Board of Elementary and Secondary Education and Commissioner have authorizer authority
- 78 operating charter schools
- Each charter school is its own LEA
- Two kinds of charter schools in MA
- MA Charter School Performance Criteria reflected in all DESE protocols/processes

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 a high quality academic program that meets the academic needs of all students. (Key Indicators include: Curriculum, Instruction, Assessment/Program Evaluation, and Supports for Diverse Learners.



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.

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

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.



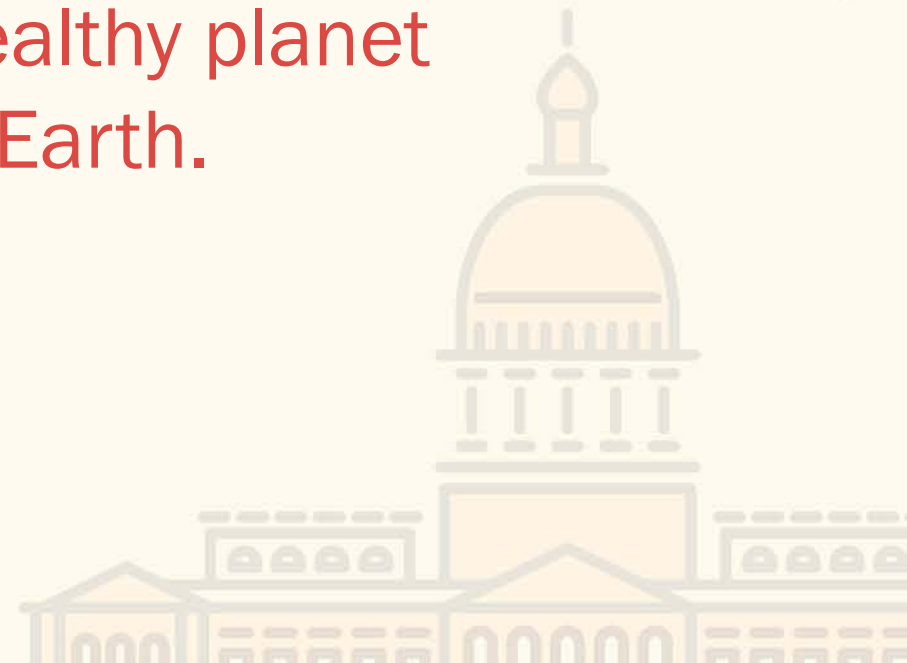
USE OF QUALITATIVE MEASURES: MA DESE

- MA DESE has traditionally approached charter school accountability in a holistic manner.
- Site visits (mid-cycle and renewal) result in reports that contain ratings that assess school performance against the Charter School Performance Criteria (10 Criteria – qualitative and quantitative).
- Renewal criteria in MA charter school statute contains both qualitative (Mission and dissemination) and quantitative (improvements in academic performance, attrition) requirements. Academic performance is primary.

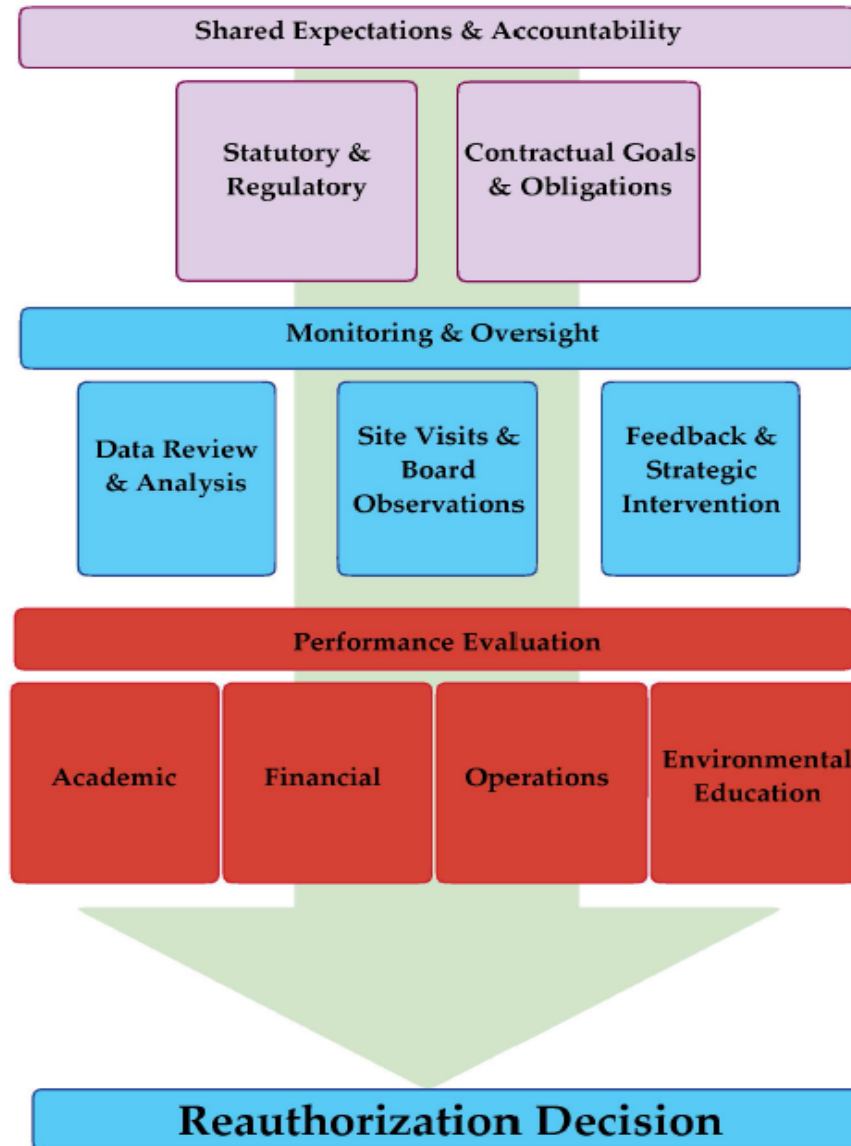


AUDUBON CENTER OF THE NORTH WOODS

The authorizing vision of the Audubon Center of the North Woods is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.



Audubon Center of the North Woods Charter School Authorizing Framework



AUDUBON CENTER OF THE NORTH WOODS

- Non-profit, mission-driven authorizer
 - RELC
 - Board of directors has decision-making authority
 - Charter school authorizing division
- 33 operating charter schools throughout the state
- Each charter school is its own LEA
- Multi-authorizer landscape



AUDUBON CENTER OF THE NORTH WOODS

ENVIRONMENTAL EDUCATION PERFORMANCE INDICATORS

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OUTCOMES	Indicator 1: Awareness	Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.
	Indicator 2: Knowledge	Students have knowledge of how natural systems function and how human systems interact with and depend on them.
	Indicator 3: Attitudes	Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.
	Indicator 4: Skills	Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.
	Indicator 5: Action	Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.
INPUTS	Indicator 6: Environmental Education Program	The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.
	Indicator 7: Governance	The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school's progress toward its goals.
	Indicator 8: Operations	Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

SCHOOL IMPLEMENTATION AND EVALUATION PLAN

Indicator Area 1: Awareness

Goal:

- Students and staff at River's Edge Academy have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Strategy:

Students in 11th and 12th grade will participate in an interdisciplinary unit of study focused on climate change.

Evaluation method:

90% of students will receive a proficient score on the final product, writing a letter to an elected official regarding climate change and suggested actions in Minnesota or the United States.



SCHOOL IMPLEMENTATION AND EVALUATION PLAN

Indicator Area 4: Skills

Goal:

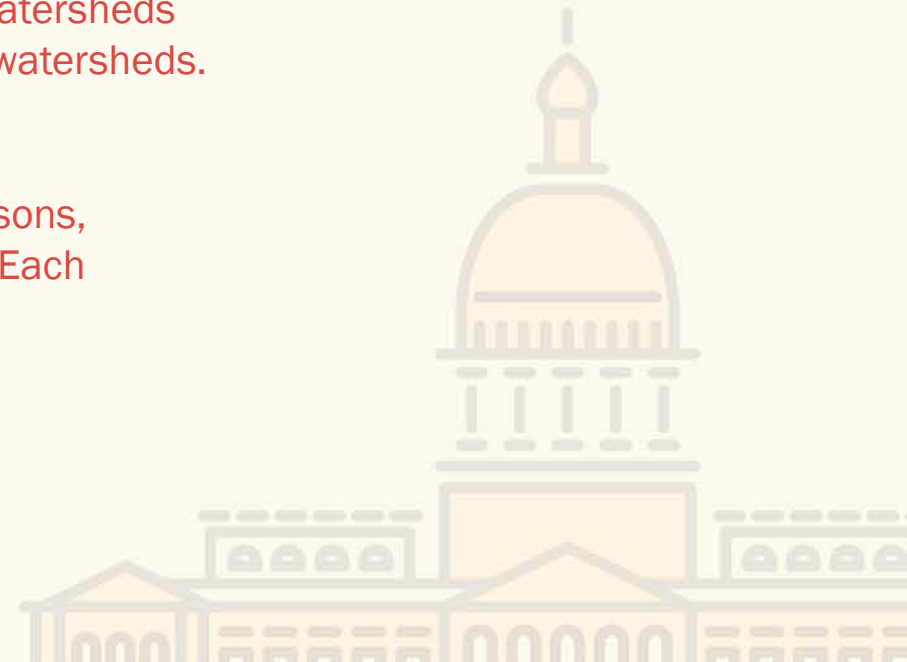
- Students at Swan River Montessori School have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy:

4th and 5th graders will conduct studies in local freshwater ecology, learning and practicing the skills of taking water samples, as well as mapping local watersheds. Students will create a webpage and educational lessons and/or videos to advocate for protection of watersheds and to teach students about how individuals can make choices that protect local watersheds.

Evaluation:

Each student will have a concrete role in creating and executing the webpage, lessons, and/or videos, which will be evaluated by the classroom teacher's grading rubric. Each student will work to receive a rating of satisfactory or better in 8/10 categories.



THANKS!

For further questions and discussion:

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