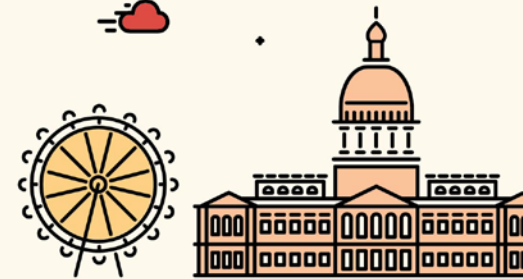




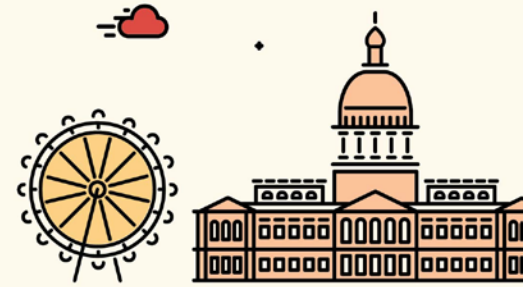
# STAND TOGETHER TO FACE THE FUTURE



2016 NACSA LEADERSHIP CONFERENCE | ATLANTA, GA

# PROTECTING STUDENTS AND THE PUBLIC INTEREST ORGANIZATIONAL PERFORMANCE, DONE RIGHT

OCT 26<sup>TH</sup>, BREAKOUT 5  
1:45PM – 3:00PM



# AGENDA FOR PANEL DISCUSSION

Part One: How Authorizers Structure Team & Approach to Protecting Students Rights

Part Two: Deeper Dive into Specific Topics:

- Students With Special Needs
- Teacher Credentials (ESSA)
- Student Discipline
- Facilities & Transportation

**Ask questions at any point!**

#NACSAcon

## Panelists

Rashida Young, DC Public Charter School Board

Natasha Howard, Charter Institute, State University of New York

## Moderator

Brenna Copeland, EdPlex (and formerly Denver Public Schools)

# WHAT DO WE MEAN BY STUDENTS RIGHTS?

Quality education and appropriate services for all students

English  
Language  
Learners

Gifted &  
Talented  
Students

Students  
with  
Special  
Needs

Homeless  
&  
Transitional  
Students

Students in  
Poverty



Policies and practices to ensure open enrollment, to protect student privacy, to provide due process, to discipline fairly and to protect free speech



# PROVIDING THE VISION, STRUCTURE AND SYSTEMS TO PROTECT STUDENT RIGHTS

Starting with the mission statement, an authorizer affirms and centers their work around student rights

All aspects of the work should factor in considerations of students' rights

Designated personnel with specific expertise should lead compliance and monitoring work to ensure that schools meet regulatory expectations



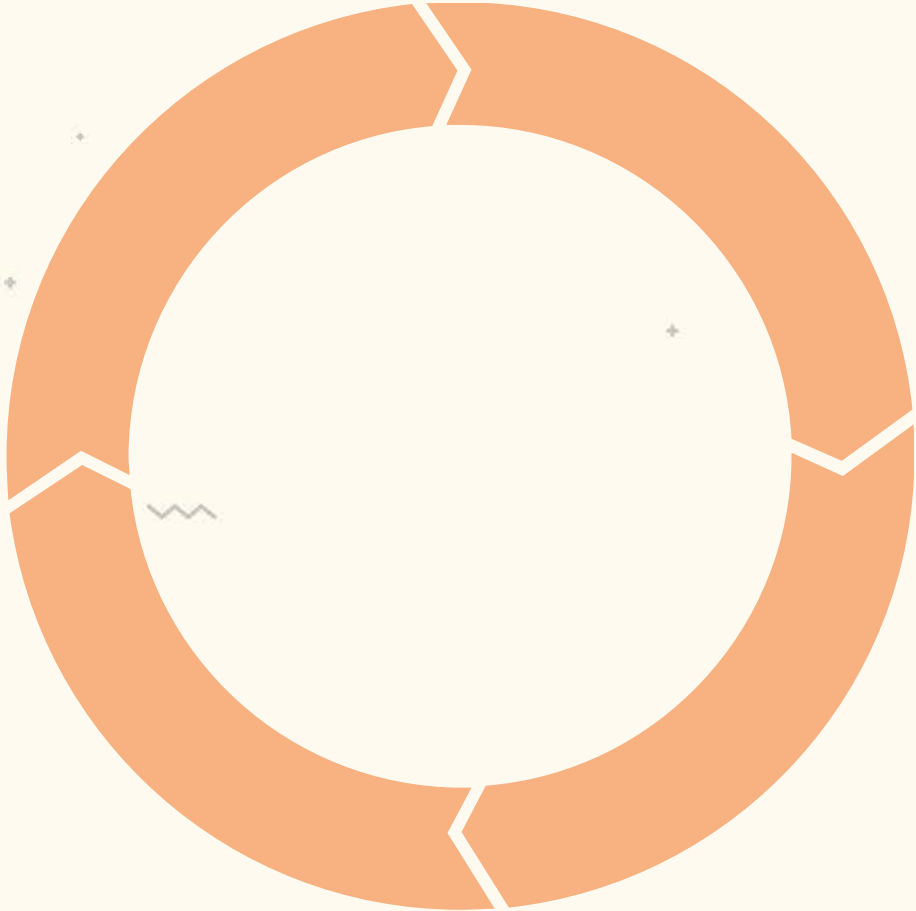
# GUIDED BY THE BOARD OF TRUSTEES' RIGOROUS STANDARDS, THE INSTITUTE:

RECOMMENDS RENEWAL

RECOMMENDS FOR CHARTER APPROVAL

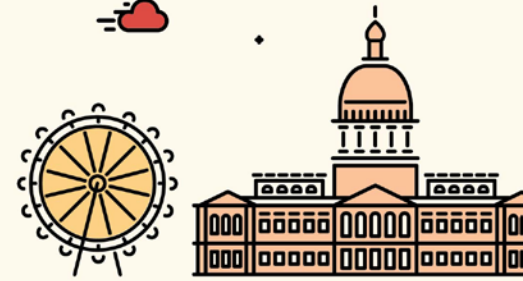
RESPECTS, DEFENDS & ADVOCATES

PROVIDES ONGOING OVERSIGHT



# MISSION STATEMENT

THE CHARTER SCHOOLS INSTITUTE  
ASSISTS THE BOARD OF TRUSTEES OF THE  
STATE UNIVERSITY OF NEW YORK (SUNY)  
IN MEETING ITS RESPONSIBILITIES UNDER  
THE NEW YORK STATE CHARTER  
SCHOOLS ACT OF 1998 AND IN  
FURTHERING SUNY'S LEADING ROLE IN  
STRENGTHENING PUBLIC EDUCATION  
ACROSS THE STATE.



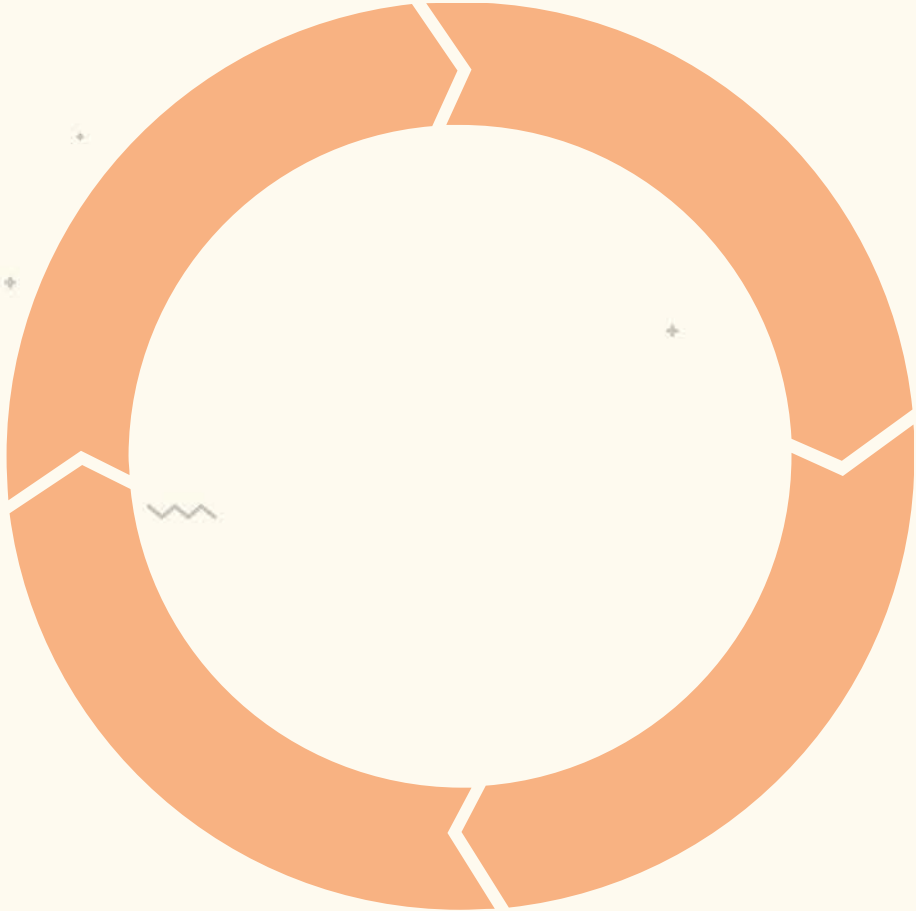
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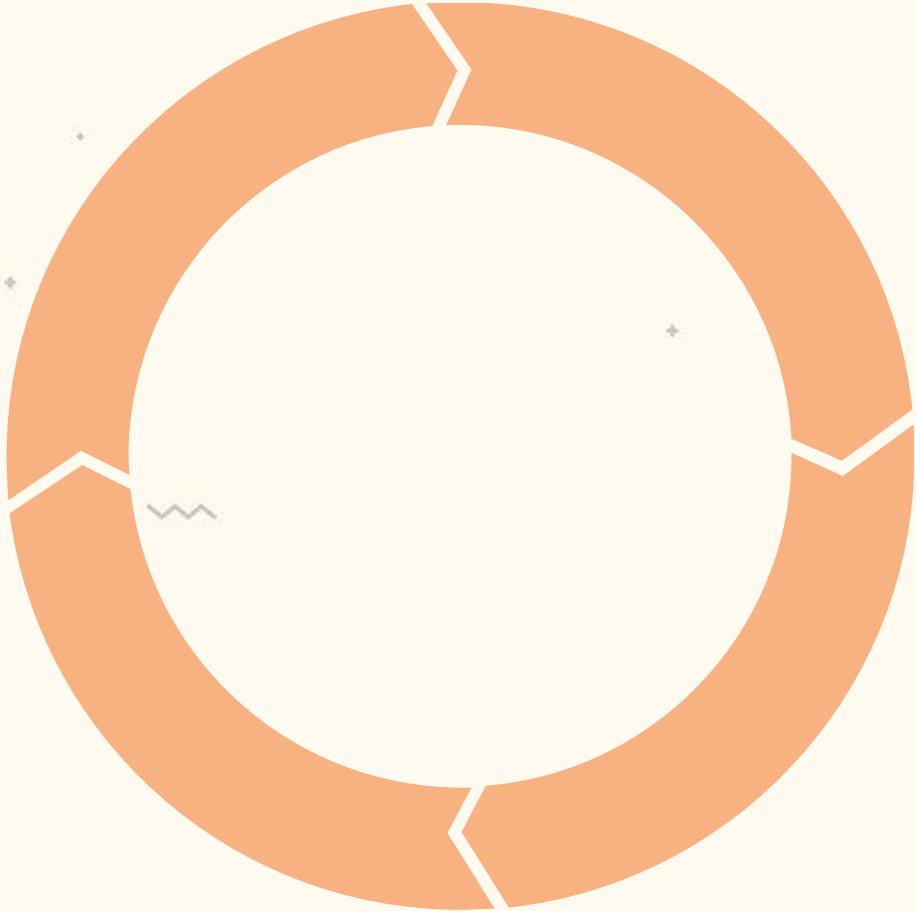
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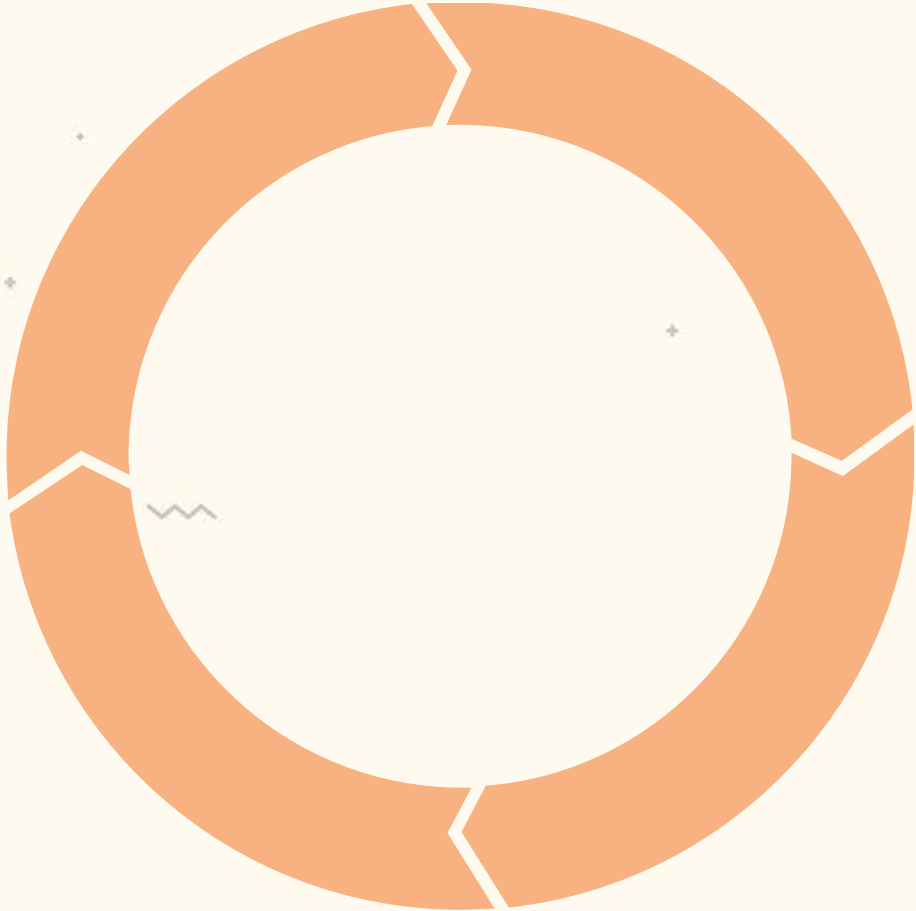
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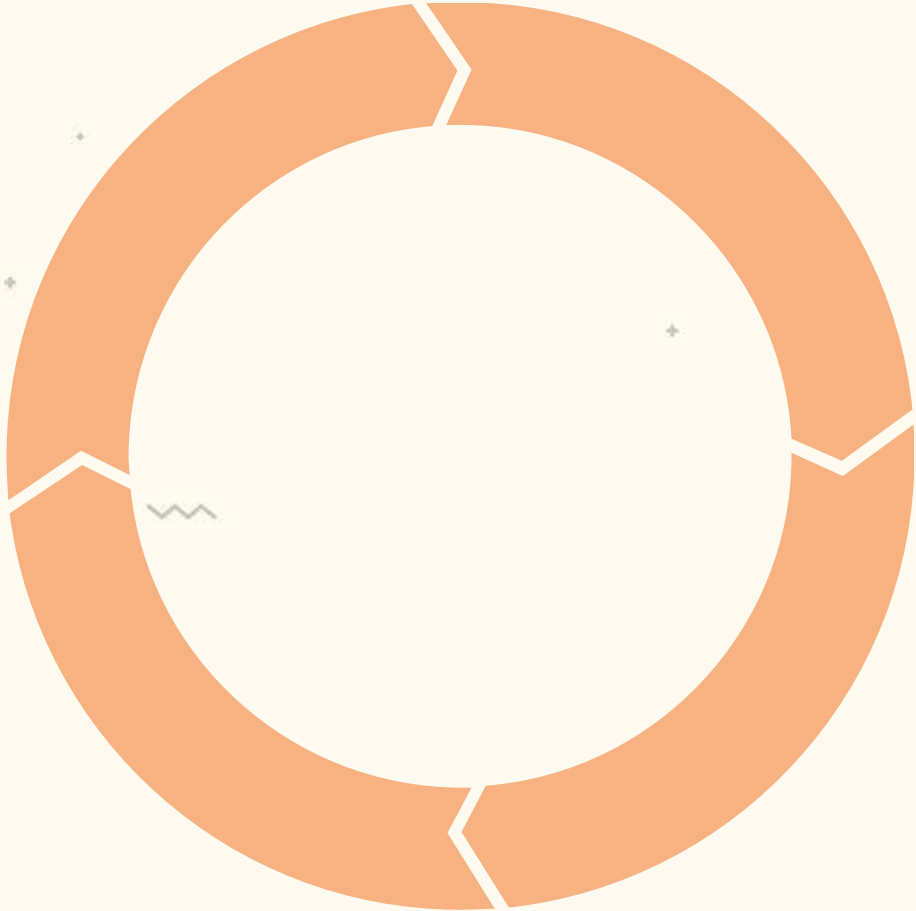
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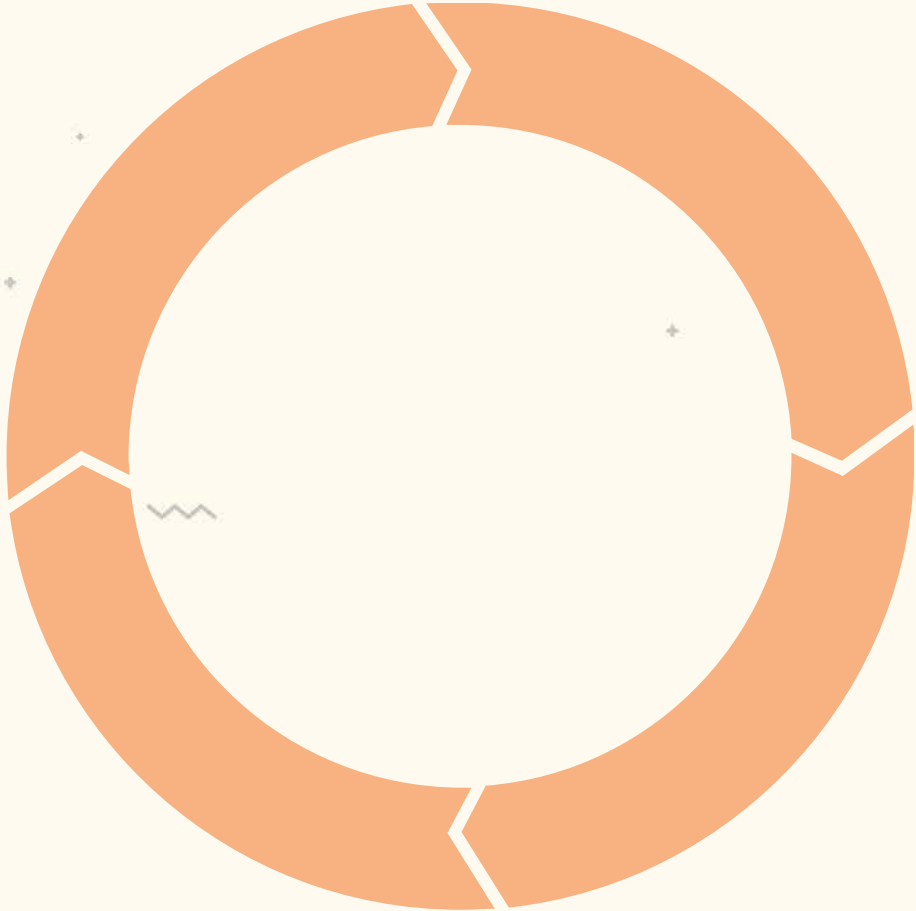
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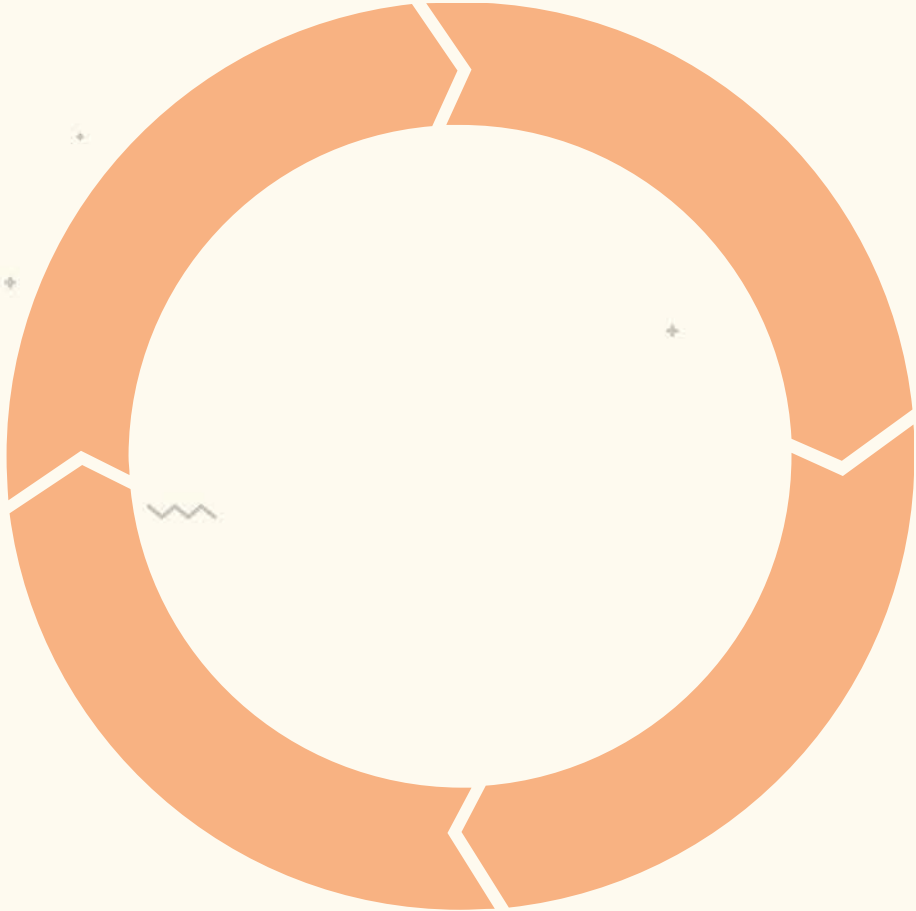
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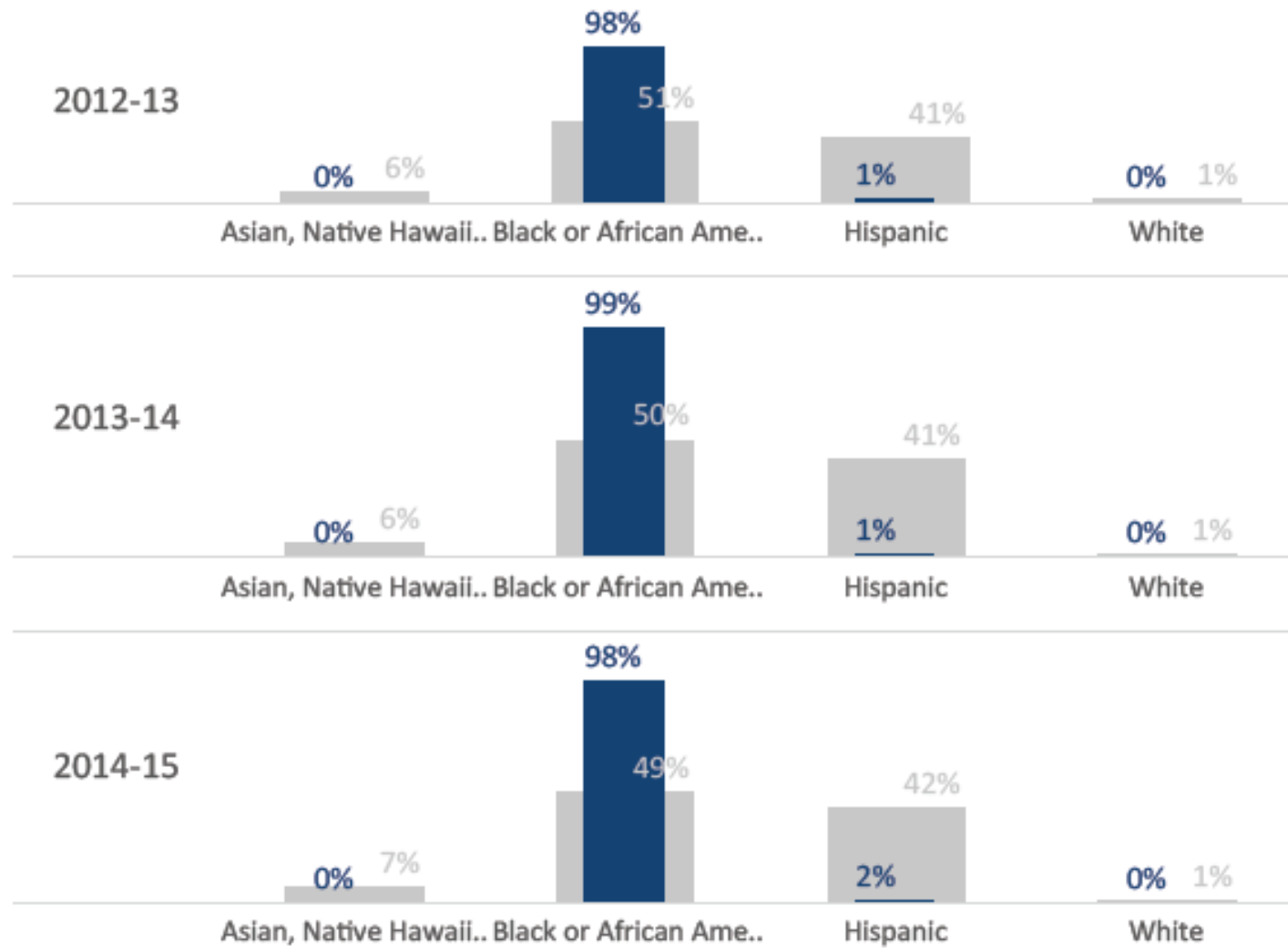
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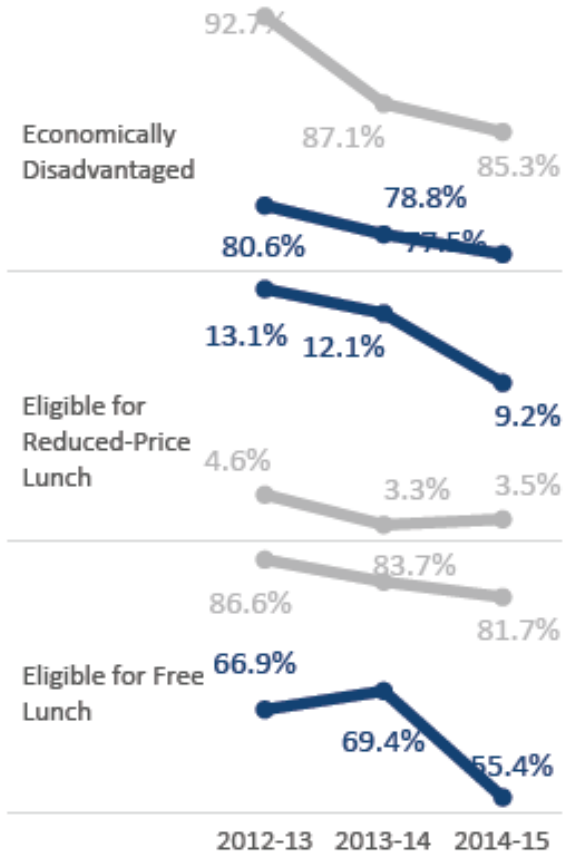


## STUDENT DEMOGRAPHICS: RACE/ETHNICITY

The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

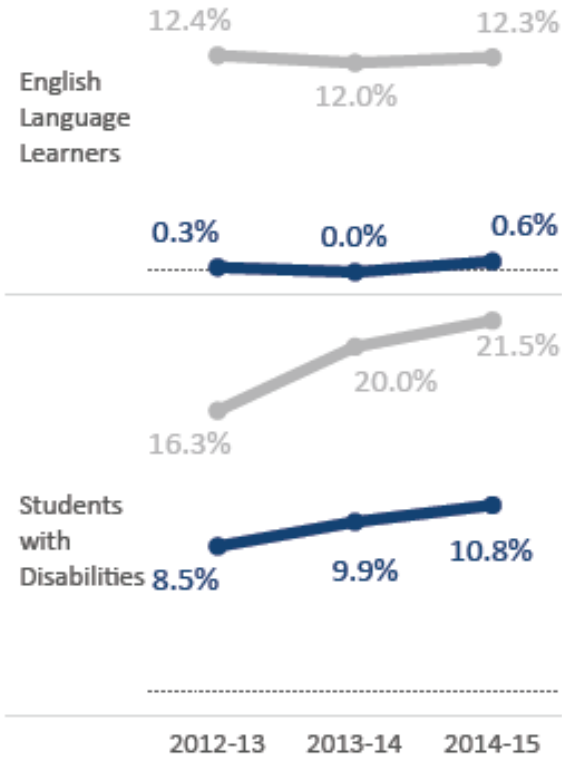


## STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

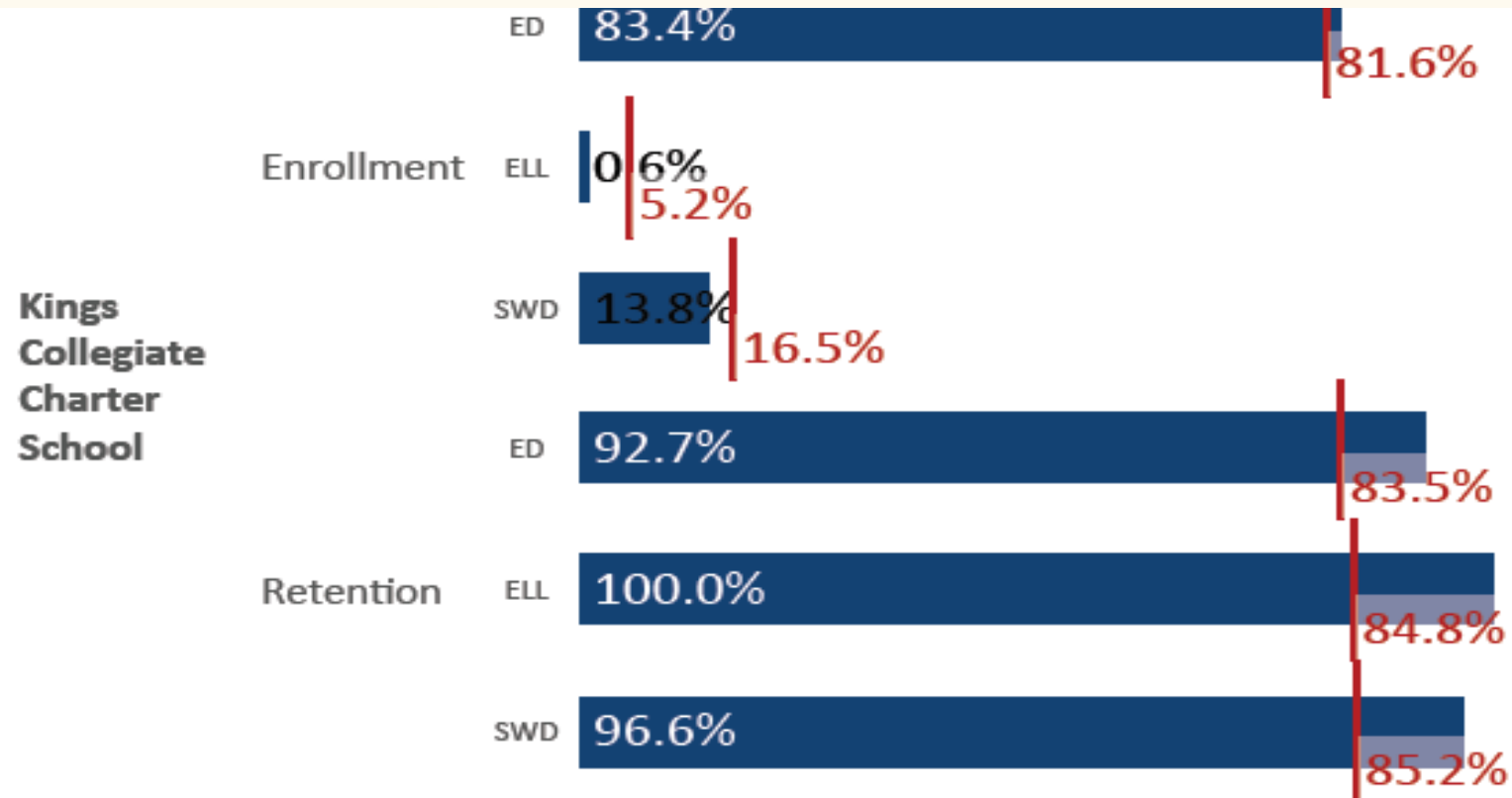
## STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.



# ENROLLMENT & RETENTION TARGETS

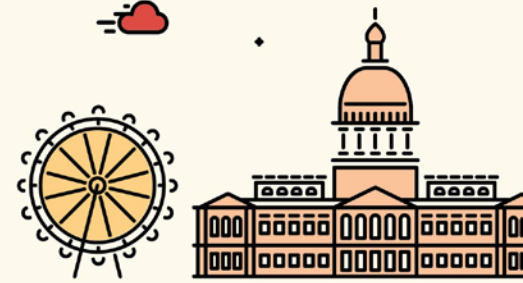


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.



# PART 2

**SPECIFIC TOPICS:  
STUDENTS WITH SPECIAL NEEDS  
TEACHER CREDENTIALS  
STUDENT DISCIPLINE  
FACILITIES & TRANSPORTATION**



# DC PUBLIC CHARTER SCHOOL BOARD: EQUITY & ACCESS FOR ALL STUDENTS

Oversight Tool #1: Open Enrollment Policy—our staff conducts the following to ensure *all* students have access to enroll in our schools

- Mystery Caller Initiative
- Student Application Review
- Lottery Observation
- Waitlist Management
- Enrollment Process Review



# EQUITY & ACCESS FOR ALL STUDENTS

Oversight Tool #2: Special Education Audit Policy—our staff monitors schools' data. The following could trigger an audit:

- SPED expulsion or suspension rates significantly higher than Gen Ed rates
- SPED midyear withdrawals significantly higher than Gen Ed rates
- SPED enrollment under 7%
- Disproportionality of SPED levels (underrepresentation of levels 3-4)
- Allegations that a school did not hold manifestation determination hearings for applicable suspensions or expulsions



# EQUITY & ACCESS FOR ALL STUDENTS

Oversight Tool #3: New charters, replication and expansion—our decisions based in part on the applicant/ school’s ability to show evidence that *all* students will be equitably served.

## Sample Language: New School Application

- *How will you accommodate different learning styles and the needs of all students, including English language learners, students with disabilities, students who are far below or above grade level, and the targeted student population?*
- *What procedures will the school institute to ensure students progress adequately and appropriately toward graduation, and what supports will the school have in place to support students who are not on track to graduate when they arrive? Include how students with disabilities, English language learners, and “at-risk” populations are kept on track to graduate.*

**\*Similar expectations for schools to demonstrate they can serve ALL students before granting replication or expansion.**



# TEACHER CREDENTIALS



TEACHER OF  
RECORD

OUTSIDE  
CERTIFICATION

HQ CHECKLIST

## TWO PRIMARY CHECKS

The Institute routinely checks teacher credentials during pre-opening site visits and during renewal reviews. Additional, mid-charter reviews vary.

# DC PUBLIC CHARTER SCHOOL BOARD:

## STUDENT RIGHTS

Oversight Tool #1: Monthly Data Reviews—our staff reviews all schools' attendance, discipline, and midyear withdrawal data monthly and reaches out to those that are outliers or have concerning data (especially with any one particular subgroup).

### Schools with the highest SPED suspension rates (relative to non SPED)

Sector Average: 4.31%

School Name	SPED preliminary audited enrollment	% of Students with an OSS (IEP)	% of Students with an OSS (No IEP)
ABC Public Charter School	30	36.7%	13.6%
DEF Public Charter School*	61	27.9%	9.6%
GHI Public Charter School	40	25.0%	6.6%
JKL Public Charter School	35	22.9%	3.8%

\*received End of Year outlier email from Leadership or had meeting with PCSB

### Outlier data may lead to:

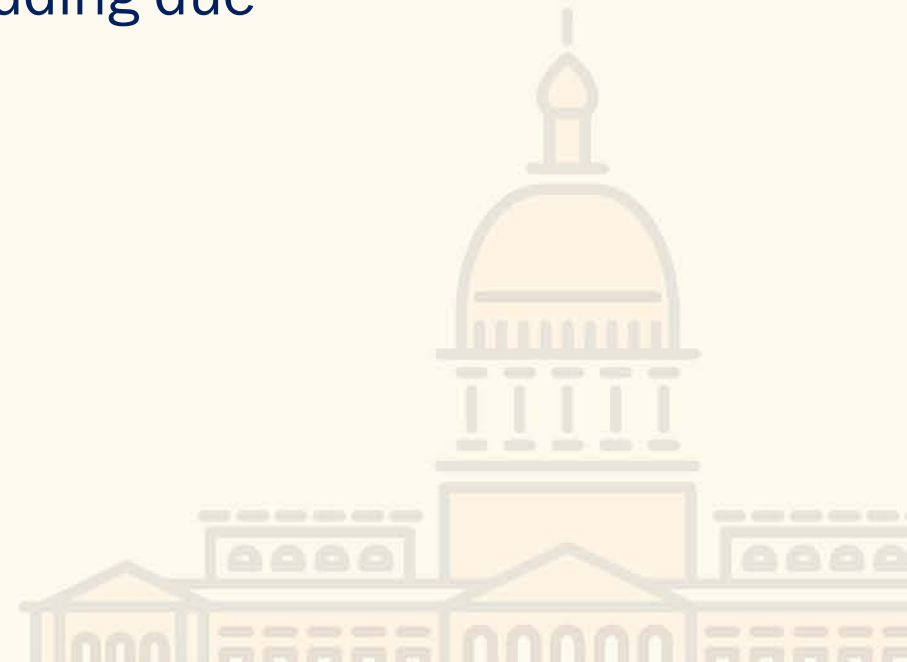
- Outlier email
- Audit
- Board to Board

# STUDENT RIGHTS

Oversight Tool #2: Compliance Review—our staff collects and reviews various documents that show schools' internal processes, particularly those that impact students' rights. Non-adherence to guidelines could lead to a Notice of Concern.

## Documents collected from includes:

- Student Handbooks—includes Discipline Policy (including due process) and grievance procedures
- Title IX Assurance Letter
- ELL Checklist
- SPED Continuum of Services Checklist
- Sexual Violation Protocol



# DENVER PUBLIC SCHOOLS – APPROACHING FACILITIES & TRANSPORTATION WITH AN EQUITY LENS

As a district authorizer, Denver Public Schools has extended its infrastructure to help ensure that charter schools can serve students equitably:

- 70% of charters as of 15-16 in district owned facilities, paying only per student operational expense
  - 4 different areas of the city have “zone” school district-provided bus service that uses a hub-and-spoke approach to serve multiple school sites – charters can purchase the service
  - DPS negotiates with Regional Transit on behalf of all district and charter schools for discounted student bus passes
- Lower facility costs = more money for programs
- Solving for the common barrier of getting to school, which is hardest for families in poverty