



ACADEMIC FRAMEWORKS FROM A TO Z

MARK MODRCIN, TULSA PUBLIC SCHOOLS

KATIE POULOS, NEW MEXICO PUBLIC EDUCATION DEPARTMENT

LYRIA BOAST, PUBLIC IMPACT

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- Message: **sierra1**



context we use a transparent and fair academic accountability system
measure all schools

True

False

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context both the authorizer and the school understand how the accountability system is utilized (i.e., rewards, consequences, results of various performance levels).

True

False



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In my context we are currently grappling with

to fairly evaluate the academic performance
of schools that serve non traditional students
(alternative schools, virtual schools, etc.)

Incorporating mission-specific goals into our
academic evaluation

Whether to utilize assessments other than
end-of-year state assessments in our academic
performance framework

How to implement the framework once it is
finalized, including interventions

How to align our performance framework with
the state accountability system

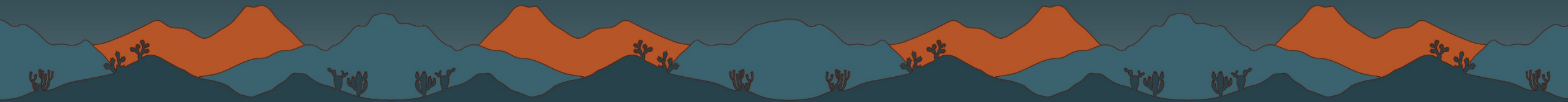
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CHARTER SCHOOL ACCOUNTABILITY PRINCIPLES



THE CHARTER BARGAIN

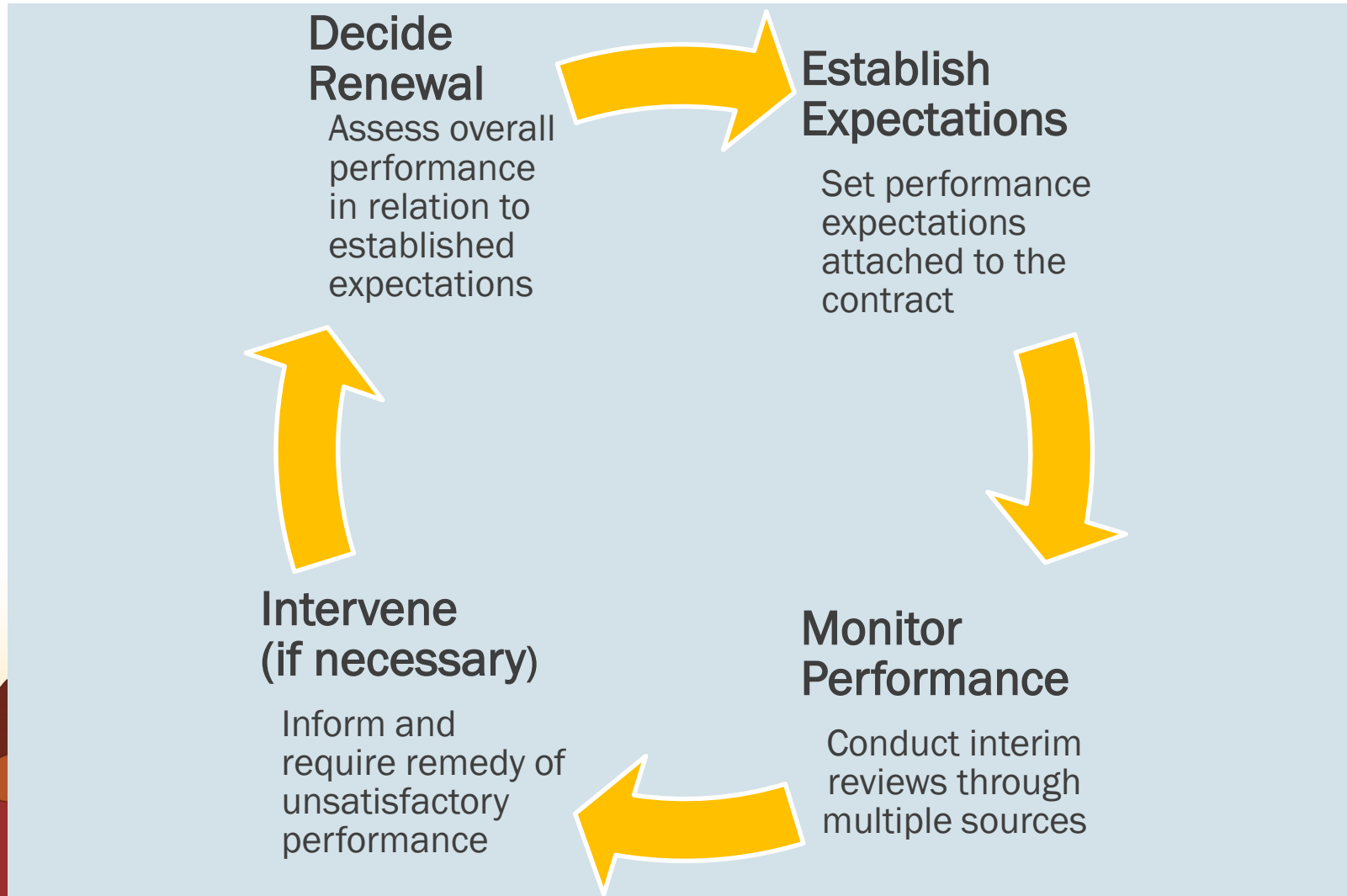
School
Autonomy



School
Accountability

Improved
Student
Outcomes

PERFORMANCE MANAGEMENT CYCLE



CONSISTENT FRAMEWORK FOR ALL NON-ALTERNATIVE SCHOOL

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

Performance Framework

School 1

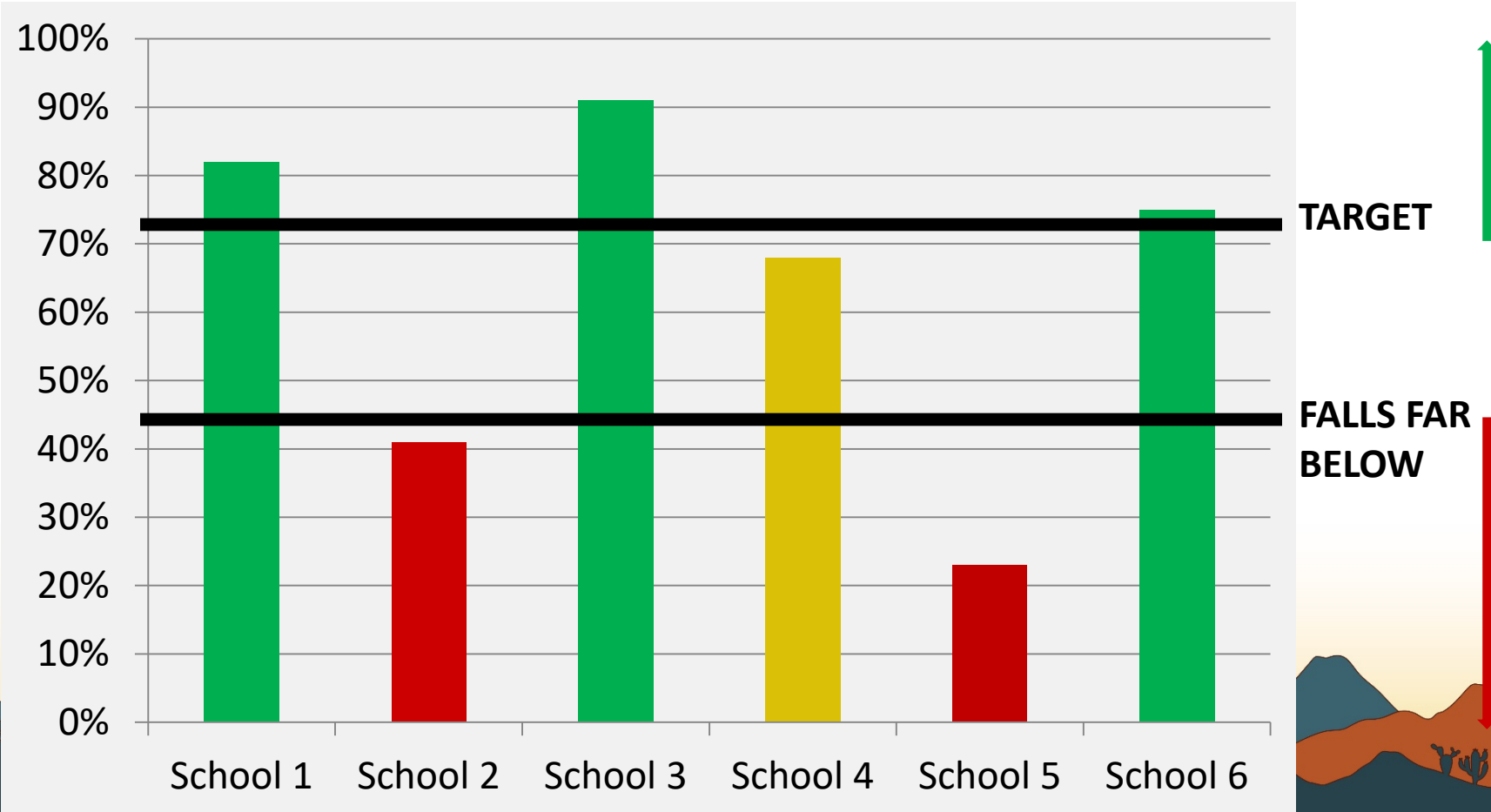
School 2

School 3

School 4

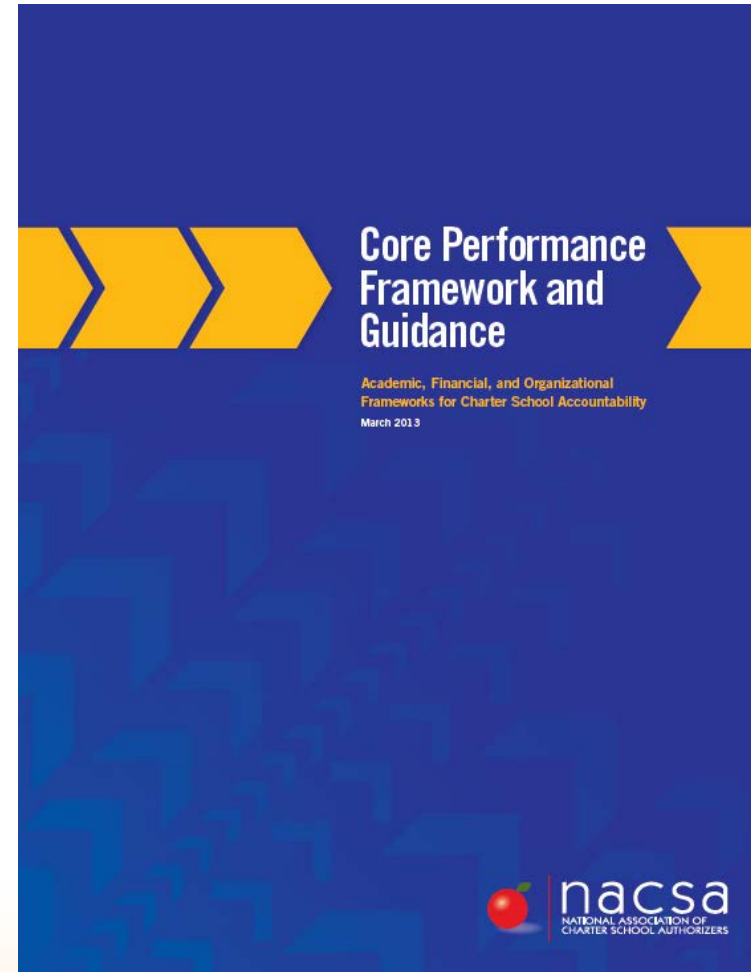
School 5

CLEAR THRESHOLD FOR INTERVENTION OR CLOSURE

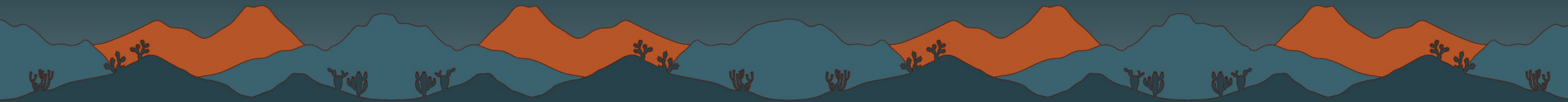


NACSA's Core Framework

- Academic
- Financial
- Organizational



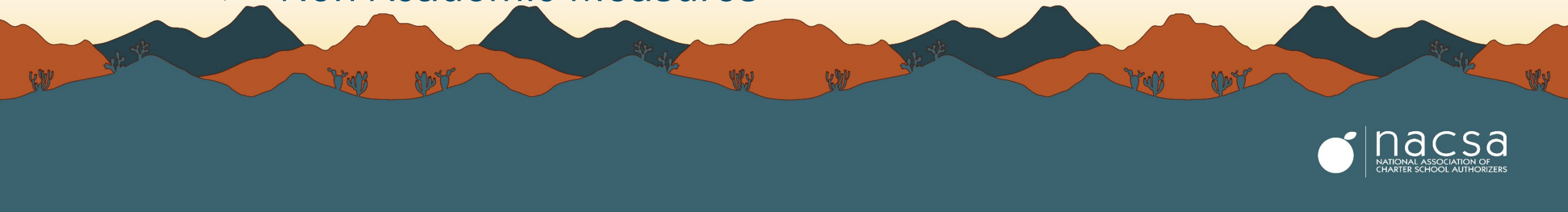
COMPONENTS OF ACADEMIC PERFORMANCE FRAMEWORKS





COMMON COMPONENTS OF ACADEMIC PERFORMANCE FRAMEWORKS

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



ADDITIONALLY, MANY AUTHORIZER FRAMEWORKS ALSO INCLUDE *COMPARATIVE ANALYSES* TO:

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



COMPARATIVE ANALYSES

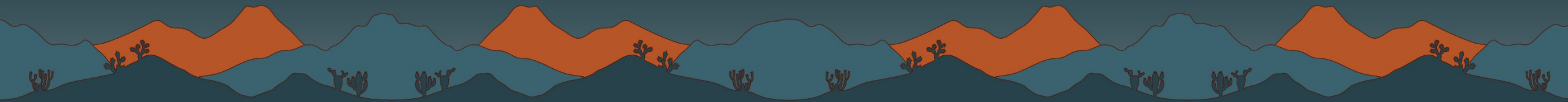
Geographic Comparison – *Are schools providing a quality option?*

- 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

How do charter schools compare 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

TRENDS/CHALLENGES AUTHORIZER ACADEMIC ACCOUNTABILITY



TRENDS/CHALLENGES

- Alignment with state accountability systems (ESSA)
- Using additional assessments to the state assessment for monitoring or accountability
- Including mission-specific school goals
- Evaluating all schools
 - Schools that serve the most challenged or vulnerable populations
 - Alternative schools
 - Virtual schools
- Setting clear performance expectations that provide clarity about renewal decisions
- Using results of accountability and performance monitoring



ALIGNMENT WITH STATE ACCOUNTABILITY SYSTEM

Recommendations

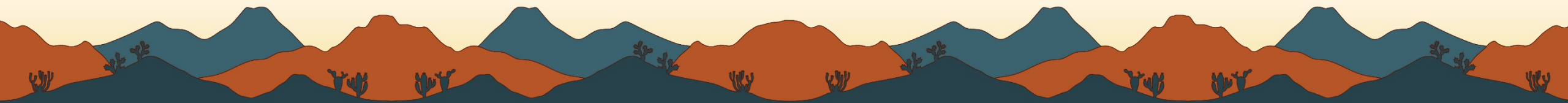
- Start with an evaluation of the state system.
- Identify any gaps or missing components necessary for the evaluation of charter schools.

Approaches

- Adopt the state system with no additional measures as your entire framework.
- Identify additional measures to supplement the state system.
- Incorporate disaggregated components of the state system into the framework that includes other measures.

Considerations

- Is the state accountability system changing? Do you need to provide stability in charter school accountability across transition years?
- Are charter schools being held to the same standards as other public schools in the state?
- What are legal requirements?





USING ADDITIONAL ASSESSMENTS

Some authorizers include additional assessments in academic frameworks, either as a required element or as an option for schools. The use of additional assessment may allow evaluation of untested grades or address concerns with the state EOY assessment.

Approaches

- Require additional assessment for proficiency or growth.
- Allow schools to include optional additional assessments.

Considerations

- Results may not be aligned with state EOY reading and math results.
- Collecting, auditing, and potentially verifying results requires substantial time on the part of schools and staff.



MISSION-SPECIFIC ACADEMIC GOALS

Mission-specific goals can address aspects of 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 should be quantifiable
- Reliable data must be available
- Mission-specific goals shouldn't trump other measures of academic performance

Approaches

- Often included in framework as optional component, but not always implemented
- Generally low weight in frameworks (5% to 10%)

Considerations

1. Are the data sources reliable and tested?
- Can data be accessed directly from the vendor?
 - What systems need to be established for review and approval?

EVALUATING SCHOOLS THAT SERVE THE MOST CHALLENGED OR VULNERABLE POPULATIONS

Many charter schools operate with the express mission of closing achievement gaps and providing a high-quality education to underserved students.

Recommendations

- Include metrics that allow schools to show success or strength in serving all student groups.

Approaches

- Include metrics that evaluate performance gaps
- Include subgroup performance (growth and/or proficiency)

Considerations

- Not all state growth calculations are available disaggregated by student groups.
- Does state accountability system address achievement gaps?

USING THE RESULTS

*Once you have the results of your academic framework, how do you use them?
How are results communicated with schools and the public?*

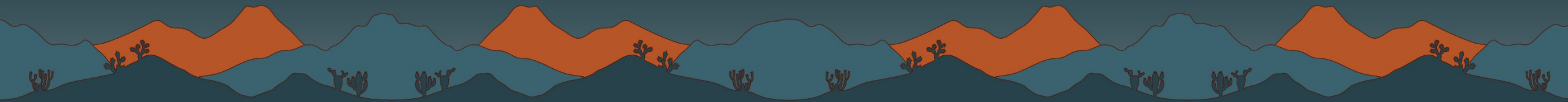
Approaches

- Rolling up to an overall academic rating
- Providing an accountability plan that outlines how renewal and intervention decisions are made.
- Publishing performance reports for families and the community.

Considerations

- Are schools clear about how decisions will be made and which components of performance are most important? (No surprises)
- Are academic reports part of on-going communications with schools?

SMALL GROUP CONVERSATION



SMALL GROUP CONVERSATIONS

- Based upon your feedback at the start of this session...
 - Group 1: Evaluating performance for non-traditional charter sites
 - Group 2: Evaluating mission-specific indicators
 - Group 3: Leveraging assessments outside of those required by your state
 - Group 4: Implementing the framework once it is finalized, including interventions

Be prepared to share out a summary of your conversation to the whole group in about 15 minutes!