2017 NACSA LEADERSHIP CONFERENCE
OUR CHOICES MATTER
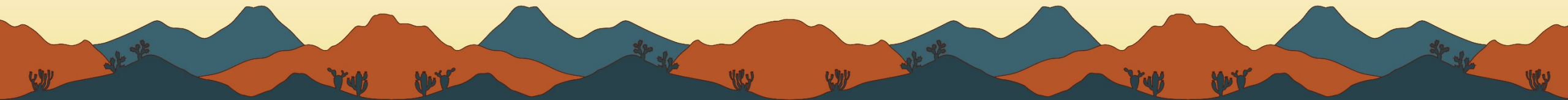
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LOOK FAMILIAR?

High Level 2016-2017 Key Activity List

- Application Season
- Site Visit Season
- Renewal Visits
- Accountability Report Production
- Master Calendar of Reporting Requirements
- Board Preparation
- Board Meetings
- School Board Meetings
- And so many others…

And each of these have their own execution plans, owners, activity lists, people to engage etc. etc.

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AUGMENTING INDIVIDUAL DECISIONS/SCHOOLS

How healthy and strong is your portfolio of schools?

- Do you have a structure of thinking about this?

- How often do you ask this question?

- How often do you intentionally make substantial changes to practice based not just on problems in one system but also on overall quality of schools you oversee?

- How do you know how strong your portfolio is?

How often do you ask questions like, "Why aren't more…"

- Promising schools opening?

- High quality schools expanding or replicating?

- Low-quality schools closing?

- OK schools improving into great schools?

FOCUSING ON PORTFOLIO OUTCOMES

"NACSA believes that the only reason authorizers exist is to ensure that charter schools are good schools for children and the public. By definition, good authorizing is any combination of policies and practices that lead to good schools. One cannot be a good authorizer of bad schools" – *From NACSA's 2017-2022 Strategic Plan*

- Spend some time today
  - Providing examples of how others look at portfolio quality
  - Discuss your challenges in examining portfolio quality and brainstorm solutions

PANELIST INTRODUCTIONS

Elizabeth Robitaille

California Charter Schools Association (CCSA)

Barb Zeile

Central Michigan University

Lyria Boast

Public Impact

M. Karega Rausch

NACSA

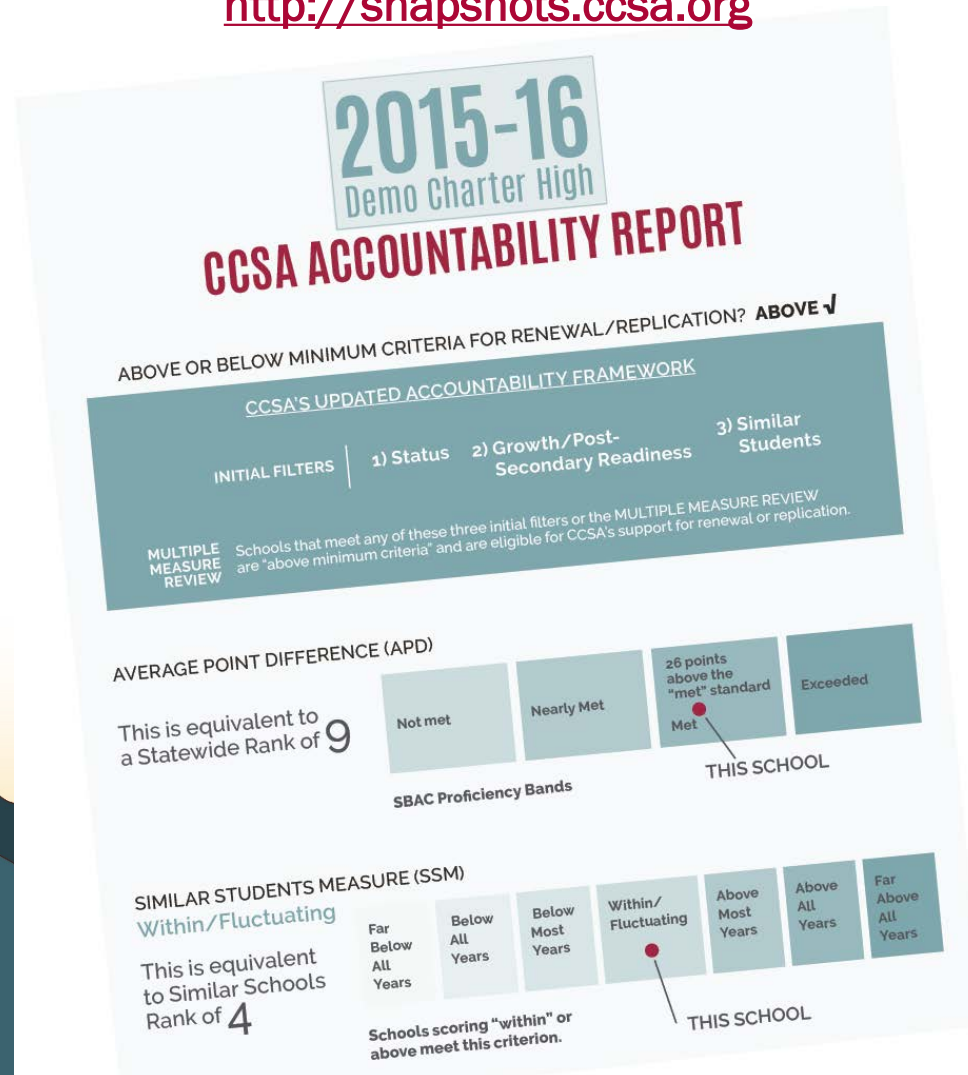# BARB ZEILE

CENTRAL MICHIGAN UNIVERSITY

CCSA has an Academic Accountability Framework that guides our advocacy and helps schools and authorizers know where we stand on performance

http://snapshots.ccsa.org

2015-16
Demo Charter High
CCSA ACCOUNTABILITY REPORT

ABOVE OR BELOW MINIMUM CRITERIA FOR RENEWAL/REPLICATION? **ABOVE** ✓

CCSA'S UPDATED ACCOUNTABILITY FRAMEWORK

| INITIAL FILTERS | 1) Status | 2) Growth/Post-Secondary Readiness | 3) Similar Students |

MULTIPLE MEASURE REVIEW: Schools that meet any of these three initial filters or the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication.

AVERAGE POINT DIFFERENCE (APD)

This is equivalent to a Statewide Rank of 9

| Not met | Nearly Met | 26 points above the "met" standard — Met | Exceeded |

THIS SCHOOL

SBAC Proficiency Bands

SIMILAR STUDENTS MEASURE (SSM)
Within/Fluctuating

This is equivalent to Similar Schools Rank of 4

| Far Below All Years | Below All Years | Below Most Years | Within/Fluctuating | Above Most Years | Above All Years | Far Above All Years |

THIS SCHOOL

Schools scoring "within" or above meet this criterion.

CCSA California Charter Schools Association

Understanding Charters | Starting a Charter School | Operating a Charter School | Advocacy | Member Services

ADVOCACY
At the Capitol
Accountability
Facilities Equity
Funding Equity
Legal Advocacy
Renewal Advocacy
Special Education Advocacy

Accountability »

Accountability

SUMMARY
Academic accountability is a key ingredient is the success of California's charter schools and the students they serve. The ongoing success of the movement depends on a robust, clearly defined accountability system.

Overview | Background | Why? | Framework | School Results | School Supports | FAQ

Overview

Charter public schools play a critical role in strengthening public education in communities across California. Demand for charters
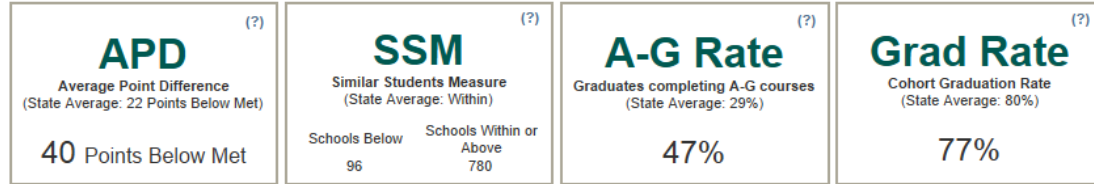
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www.ccsa.org/accountability

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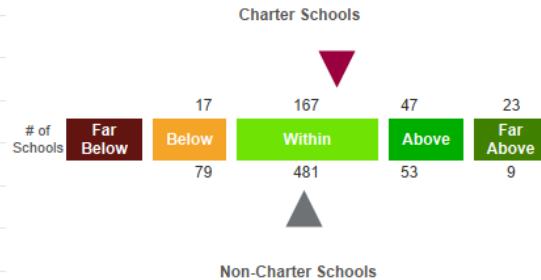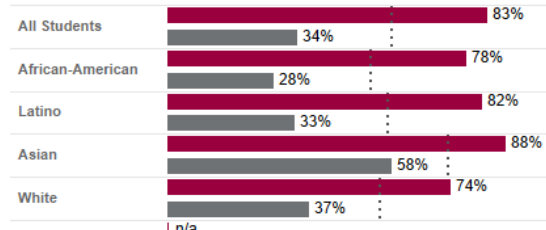
CCSA uses this framework to call for the closure of underperforming charter schools and to provide portfolio comparison reports to authorizers

http://snapshots.ccsa.org

Authorizers can ask: How far above or below the "met" standard is the average student (by subgroup) in charters vs. non-charter schools in my portfolio?

■ Independent Charter Schools Authorized by LAUSD   ■ LAUSD Traditional Public Schools

| | -150 | -100 | -50 | Standard Met | 50 | 100 |

All Students: -32 / -47
Latino: -34 / -53
African-American: -61 / -80
Asian: 65 / 43
White: 14 / 9
English Learner: -102 / -118
Free/Reduced Lunch: -37 / -52
Students with Disabilities: -108 / -128
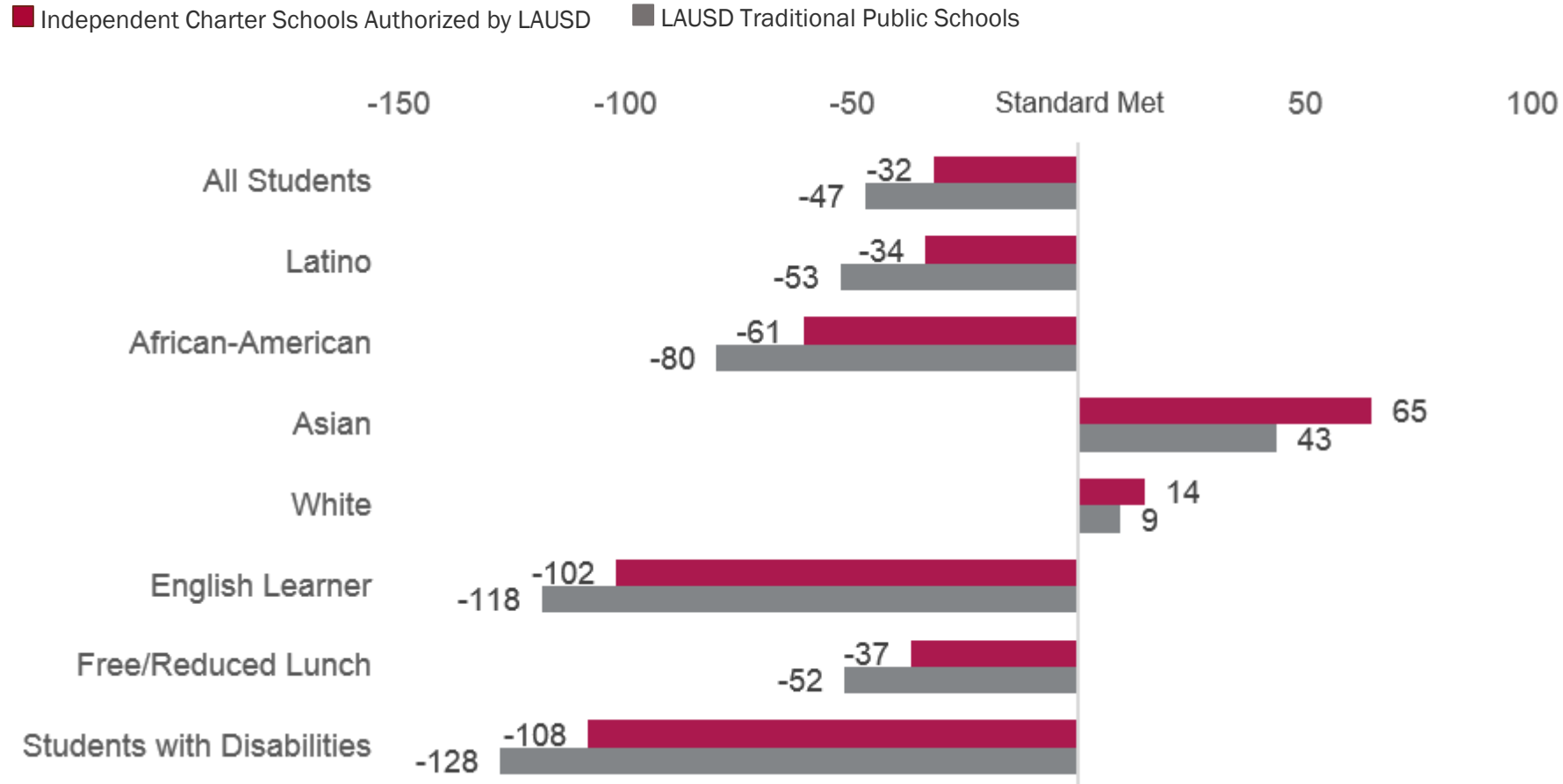
CCSA's Similar Students Measure compares charter schools' performance to schools serving similar demographics

CCSA is focused on turning the California charter distribution from a U to a J

2014-15   vs.   2015-16

Number of Charters in this tier of performance

Number of charter schools

UNDERPERFORMING

OUTPERFORMING
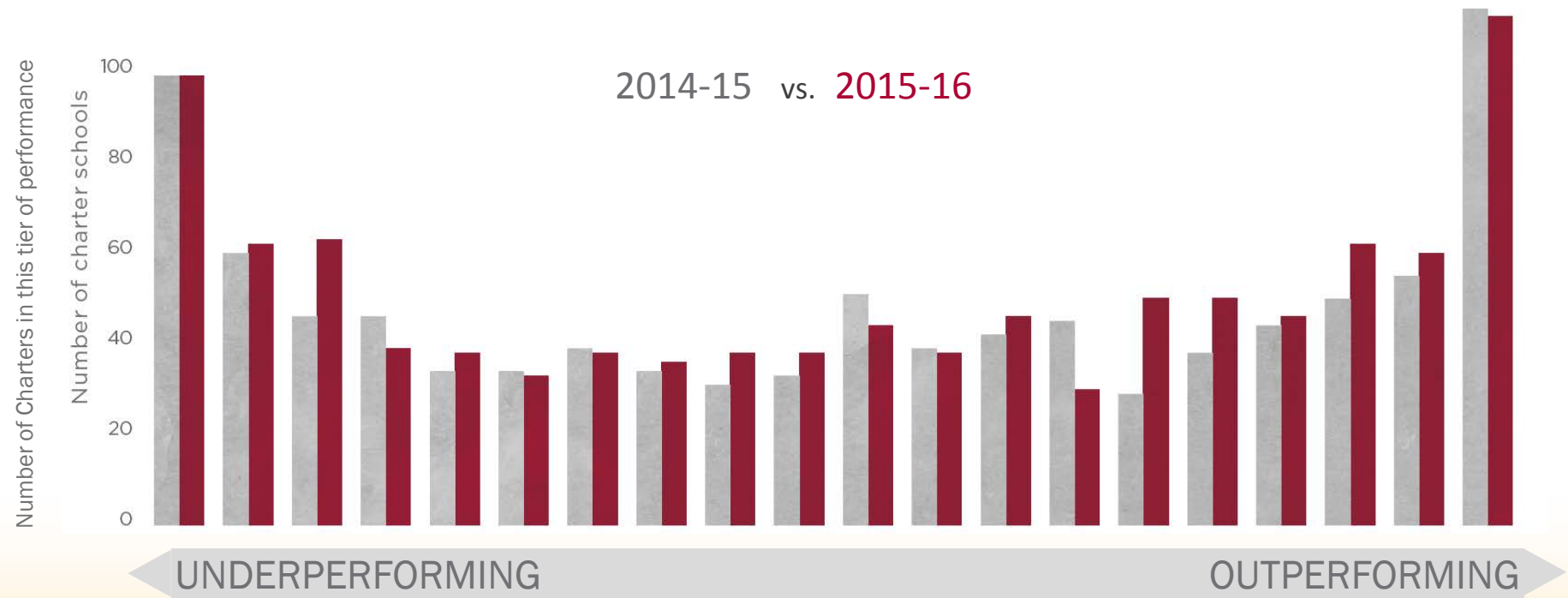
	Bottom 5%	Bottom 10%	Bottom 25%	Top 25%	Top 10%	Top 5%	Total
2015-16	**9.7%**	**15.8%**	**29.5%**	**32.3%**	**16.8%**	**11.0%**	n=1022
2014-15	10.3%	16.5%	29.6%	31.3%	17.5%	11.8%	n=963
change	*-0.6%*	*-0.8%*	*-0.1%*	*+1.0%*	*-0.7%*	*-0.9%*	

Stark contrast of African American and Latino Student Performance in LAUSD

UNDERPERFORMING   Statewide Percentile   OUTPERFORMING

■ Traditional Public Schools   ■ Independent Charters authored by LAUSD

74,090 (37%) of African American and Latino traditional public school students in LAUSD are enrolled in schools that are in the bottom quartile of performance statewide on the Similar Students Measure.

20,494 (45%) of African American and Latino charter school students in LAUSD are enrolled in schools that are in the top quartile of all public schools in the state on the Similar Students Measure.

		Bottom 5%	Bottom 10%	Bottom 25%	Top 25%	Top 10%	Top 5%	Total
Traditional Public Schools	%	7%	14%	**37%**	14%	4%	2%	202,448
	#	13,612	28,946	74,090	28,190	8,304	3,137	
Independent Charters authorized by LAUSD	%	3%	6%	13%	**45%**	4%	16%	45,329
	#	1,346	2,549	5,982	20,494	1,859	7,258	

CCSA issues research reports on charter performance statewide and by authorizer

WHY CCSA IS ENGAGED IN THIS WORK

- We want great charter schools that receive fair renewal based on solid data.

- We want to support charter schools to help them improve. We use our academic accountability framework to identify areas of needed support.

- We want to be on the same page with authorizers where possible and to be perceived as a credible data source even when we disagree.

- We want to be partners with authorizers in the hard work of closing underperforming charter schools where necessary.

- We want to be a key source of information on the performance of California charter schools
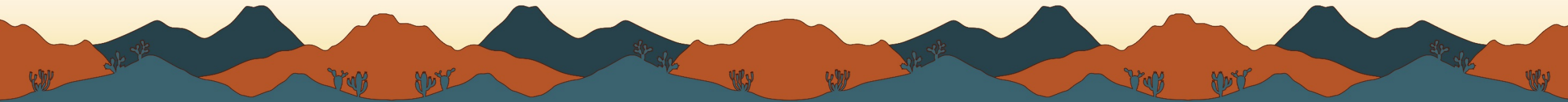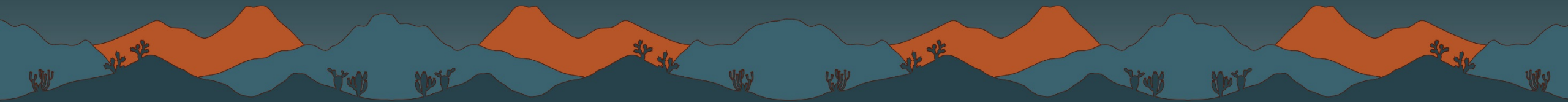
LYRIA BOAST

PUBLIC IMPACT

NACSA QUALITY PRACTICE PROJECT

The *Quality Practice Project* is taking a fresh and evidence-based look at authorizing. By systematically evaluating the indicators of a quality portfolio, and deeply studying authorizers meeting key criteria, we will take the first steps in moving the profession to a much closer and evidence-based connection between practices and outcomes – which should ultimately lead to stronger student and public interest results.

➢ What are the indicators of a high-quality portfolio?

INDICATORS OF A
HIGH-QUALITY PORTFOLIO

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Indicator		Status
Indicator 1. Portfolio contains few academically poor-performing schools.		✗
Indicator 2. Portfolio contains many academically high-performing schools.		✗
Indicator 3. Portfolio contains schools that are financially viable.		✗
Indicator 4. Portfolio contains schools that are fully accessible to all students.		✔
Indicator 5. Performance of individual schools is accurate, transparent, and widely accessible to interested stakeholders.		✗
Indicator 6. Portfolio contains schools that have full autonomy within the bounds of federal/state law.		◇
Indicator 7. Portfolio contains schools without history of unethical behavior		✔
Indicator 8. Revoke/close charters for egregious operational, financial, or unlawful practices.		✗
Indicator 9. Few instances of early failure.		✔
Indicator 10. Close low-performing schools.		✔
Indicator 11. High-performing schools/operators expand to serve more students.		✔

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1. PORTFOLIO CONTAINS FEW ACADEMICALLY POOR-PERFORMING SCHOOLS.

Study criteria:

No more than 30 percent of schools or students in the authorizer's portfolio were in low or very low performance categories in more than one academic year across English/Language Arts and mathematics.

In addition, no more than ten percent of schools in the authorizer's portfolio were in the bottom five percent of the state's proficiency distribution across English/Language Arts and mathematics in more than one academic year.

2. PORTFOLIO CONTAINS MANY ACADEMICALLY HIGH-PERFORMING SCHOOLS.

Study criteria:

At least 40 percent of schools and students show 'high' or 'very high' performance in more than two academic years across English/Language Arts and Mathematics.

EVALUATING LOW AND HIGH-PERFORMING SCHOOLS.

- Do you have a framework or indicators that sets performance expectations and identifies highest and lowest-performing schools?

- Do you have access to academic data that allows you to assess quality? (Proficiency, growth, disaggregated data by subgroup, college/career readiness…..)

- Data sources:
  - Authorizer academic rating
  - State accountability ratings

3. PORTFOLIO CONTAINS SCHOOLS THAT ARE FINANCIALLY VIABLE.

Study criteria: All schools in the authorizer portfolio meet the financial performance measures set forth in NACSA's <u>Core Performance Framework and Guidance</u>.

- Are schools meeting annual accountability indicators?
- Do you have monitoring systems that can identify "early warning indicators"?
- Data sources:
  - Annual audit results
  - Periodic school reports

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4. PORTFOLIO CONTAINS SCHOOLS THAT ARE FULLY ACCESSIBLE TO ALL STUDENTS.

Study criteria: Though specific limits or targets are not established, charter school enrollment should be representative of the enrollment areas of the charter schools.

- Are schools serving a student population that mirrors the surrounding community?
- Are schools located where they are needed?
- Data sources:
  - Enrollment data
  - Review of application, lottery, and enrollment processes
  - Geographic analysis of need and school quality

5. PERFORMANCE OF INDIVIDUAL SCHOOLS IS ACCURATE, TRANSPARENT, AND WIDELY ACCESSIBLE TO INTERESTED STAKEHOLDERS.

Study criteria: For at least two of the past three years, information is publicly available for every school in the authorizer's portfolio in the following areas:

(a) academic/student outcomes data,

(b) financial performance data, and

(c) organizational data (e.g. enrollment, socio-demographics etc.).

Additionally, the authorizer lists both school openings and closures when they occur.

Finally, if the authorizer's performance is evaluated by a separate entity, such as a state sponsor, that performance data should be available to the public.

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6. PORTFOLIO CONTAINS SCHOOLS THAT HAVE FULL AUTONOMY WITHIN THE BOUNDS OF FEDERAL/STATE LAW.

Study criteria:

Based on review of state law and authorizer policy, and making allowances for state charter law requirements, authorizer does not place limitations on charter schools operating as autonomous entities. Specifically, charter schools' governing boards are selected independently of the authorizer.

7. PORTFOLIO CONTAINS SCHOOLS WITHOUT HISTORY OF UNETHICAL BEHAVIOR

Study criteria: Based on publicly available data, authorized schools have no more than one instance of unethical behavior during the past five years. Unethical behavior includes instances of fraud, conflict of interest, cheating or other unethical use of financial or human capital resources.

- Are you tracking and documenting incidents of fraud or other unethical behavior?
- Do you have clearly defined procedures to address these incidents?

8. REVOKE/CLOSE CHARTERS FOR EGREGIOUS OPERATIONAL, FINANCIAL, OR UNLAWFUL PRACTICES.

Study criteria:

All schools found to have egregious negative practices in Indicator 7 are subsequently closed.

9. FEW INSTANCES OF EARLY FAILURE.

Study criteria: In the past two years, all charter schools that opened, remained open into the second year of operation.

- How many schools in your portfolio have closed within the first year, or failed to open?

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10. CLOSE LOW-PERFORMING SCHOOLS.

Study criteria: An authorizer is considered to meet the indicator if (a) no schools fall in the bottom five percent of proficiency over the last three years or (b) the authorizer has closed at least one school in the bottom five percent over the last three years.

- How many schools have you closed for low academic performance?

11. HIGH-PERFORMING SCHOOLS/OPERATORS EXPAND TO SERVE MORE STUDENTS.

Study criteria: Enrollment growth in high-performing schools (defined by Indicator 2) exceeds enrollment growth of all other schools in the authorizer portfolio over the past three years.

- Has the percentage of high-quality seats in your portfolio expanded over the past five years?

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QUESTIONS/ISSUES/SHARING FOR DISCUSSION

- What examples do you have?
  - Ways you have examined the quality or health of your portfolio?
  - Examples of how you've used your portfolio measures to identify a trend/challenge and respond differently as a result.

- What barriers do you face?
  - Data acquisition? Analysis? Time to Reflect? Sense of powerlessness to do anything about it?

- How do you identify unmet needs in your community and/or incent charters to meet them?

Keep in Touch!

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