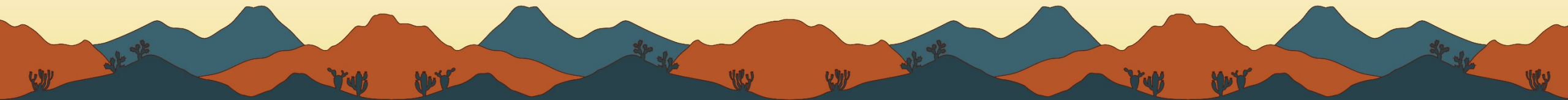


2017 NACSA LEADERSHIP CONFERENCE

OUR CHOICES MATTER





BENEFITS AND BOUNDARIES: DIVERSITY AND AUTHORIZING

OCTOBER 18, 2017

10:45 – 12:00

PANELIST INTRODUCTIONS

M. Karega Rausch

NACSA

Sonia Park

Diverse Charter Schools Coalition

Kriste Dragon

Citizens of the World Charter Schools

Elliot Smalley

South Carolina Public Charter School District

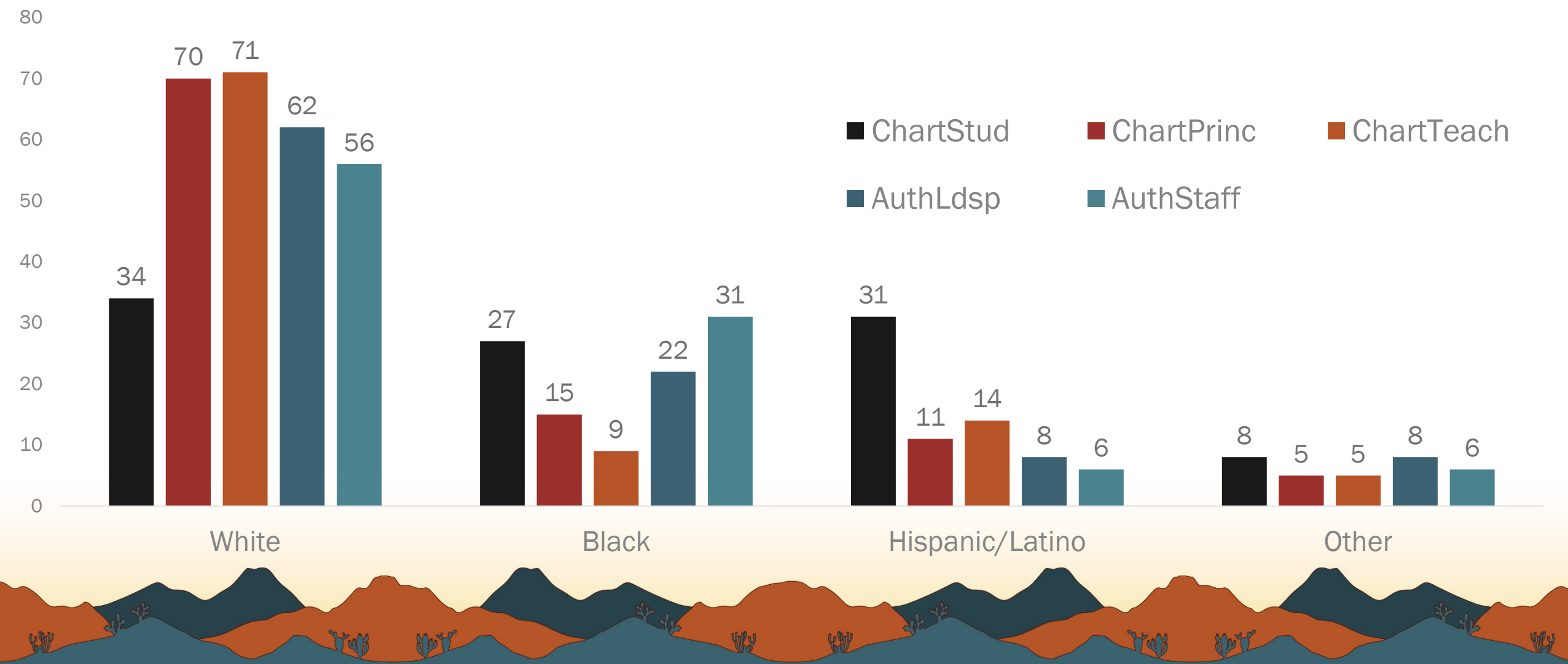
GOALS: WALK AWAY BEING ABLE TO ANSWER...

- **How are we doing as a profession**, both within our authorizing shops and the schools we authorize?
- Are there **policy barriers** we, as systems leaders, need to attend to in order to promote greater equity and diversity?
- Are the ways in which we are holding schools accountable **rigorous** enough for all students, and **inclusive** enough that we are getting a full picture of student and community success?
- How might we **better structure** our shops to promote diversity, equity, inclusion, and high achievement for all students?

AGENDA

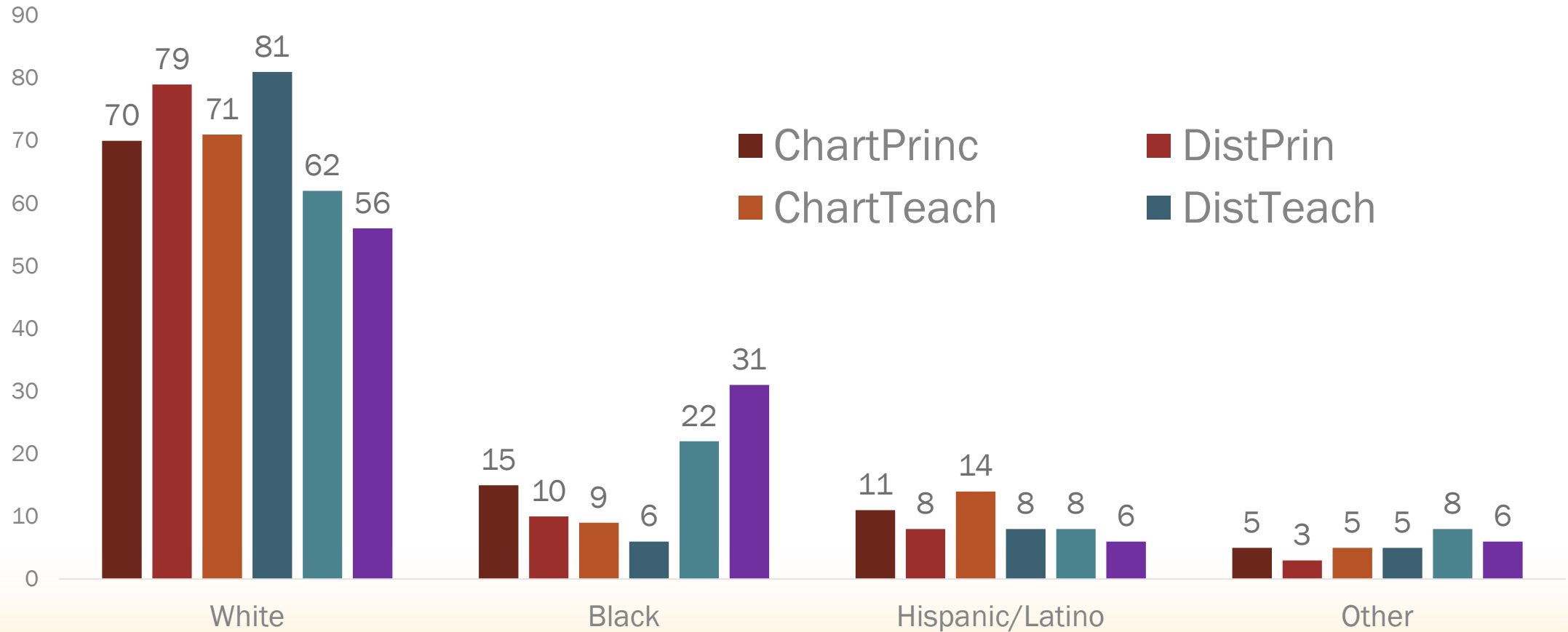
- Context Setting
- Authorizing & Diversity: Policy Barriers
- Authorizing & Diversity: Broadening Success
- Authorizing & Diversity: Practice Challenges

Charter School Actors Compared to Charter Student Demographics



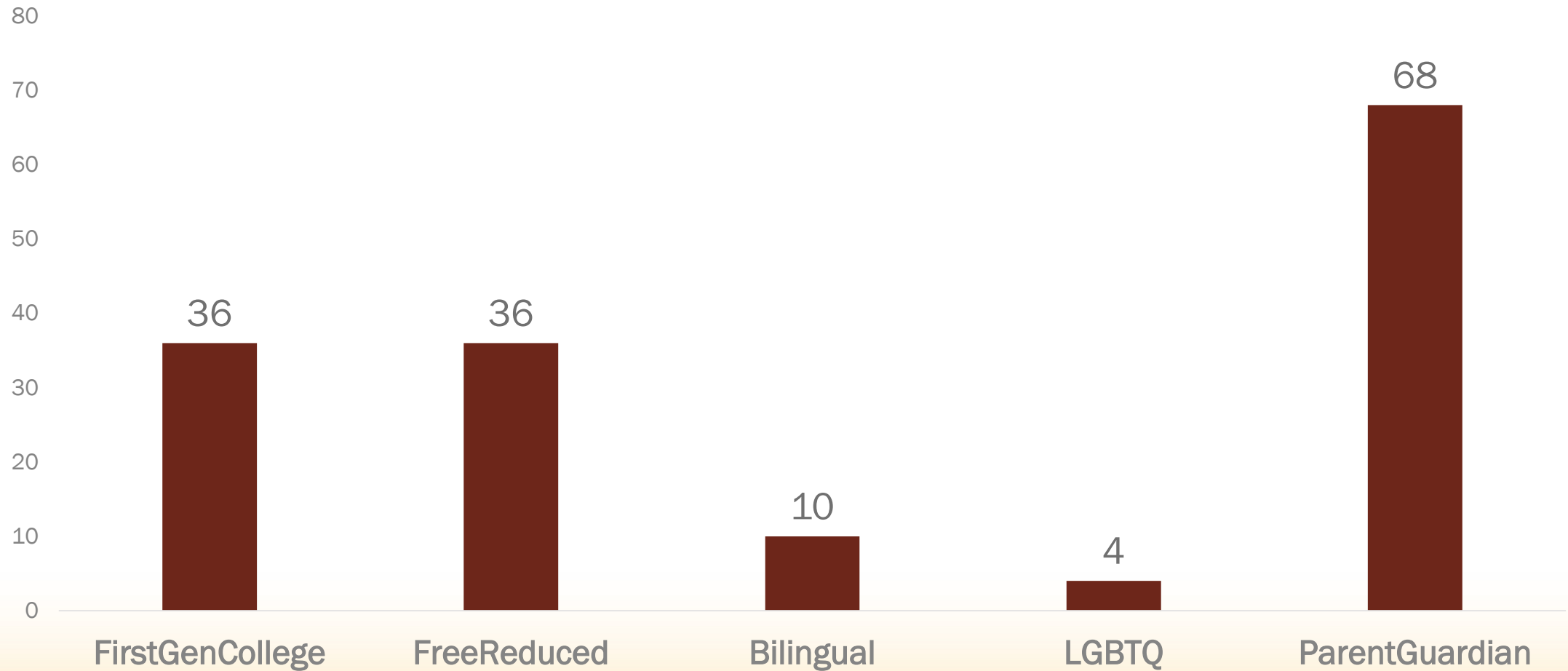
Sources: Institute of Education Sciences (2017), Digest of Education Statistics (Student, Principal, Teacher data); NACSA Survey of Large Authorizers (2016) (authorizer leadership and staff data)

Charter and District Actor Comparisons



Source: Institute of Education Sciences (2017), Digest of Education Statistics

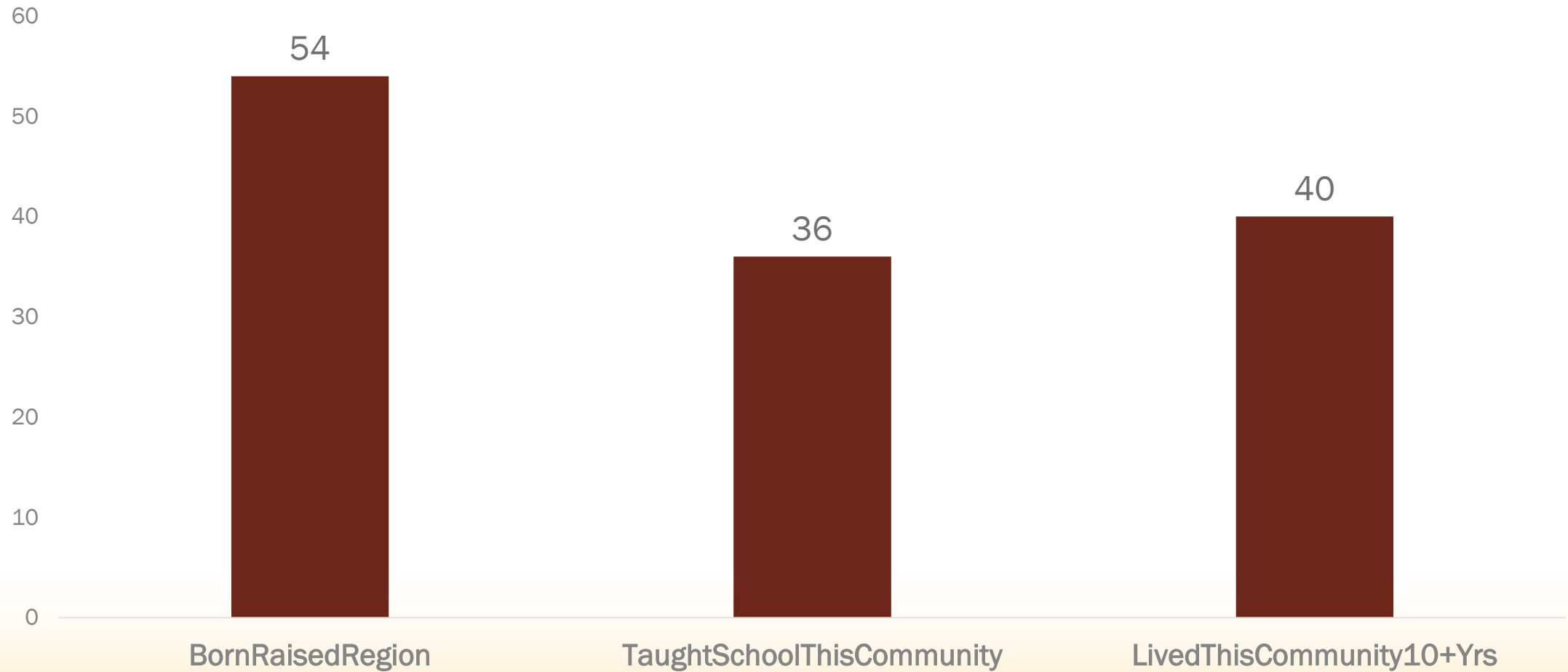
CONTEXT SETTING: DIVERSITY IN OUR SHOPS



Source: NACSA Survey of Large Authorizers (2016).

Note that responses are from authorizing shop leaders (directors, executive directors), not staff in authorizing shops.

CONTEXT SETTING: DIVERSITY IN OUR SHOPS



Source: NACSA Survey of Large Authorizers (2016).

Note that responses are from authorizing shop leaders (directors, executive directors), not staff in authorizing shops.

CONTEXT SETTING: DIVERSITY IN OUR SHOPS

- Diversity, Equity, and Inclusion
 - **78 percent** believe their organizations **value** diversity and work to create an inclusive environment for staff from all backgrounds
 - **30 percent** believe their leaders **prioritize** diversity, equity, and inclusion even among other pressing priorities
 - **24 percent** believe their organization **sets measurable goals** related to diversity, equity, and inclusion and measures progress toward those goals

Source: NACSA Survey of Large Authorizers (2016).

Note that responses are from authorizing shop leaders (directors, executive directors), and select staff in authorizing shops.



AUTHORIZING & DIVERSITY

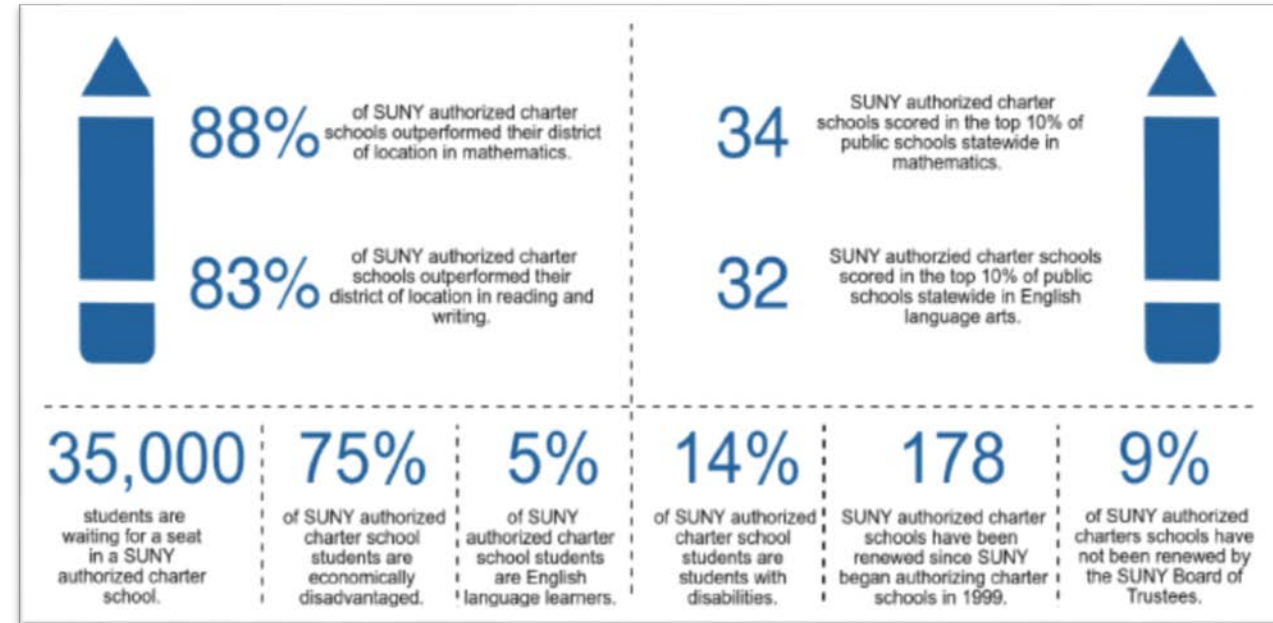
POLICY CHALLENGES

POLICY CHALLENGES

- New York State – mandated targets for renewals (Article 56)
- *Repeated failure to comply with the requirement to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program pursuant to targets established by the board of regents or the board of trustees of the state university of New York, as applicable.*
- What this means: meeting district comparative targets for FRL, SWD and ELLs OR showing ‘extensive efforts’ to do so.

POLICY CHALLENGES

- How it's implemented depends on the authorizer
 - SUNY Charter Schools Institute: focus on demonstrating real efforts to meet targets.
 - Board of Regents: focus on meeting the targets.
 - NYSED has strongly recommended that A Charter School change its lottery to give preference to students who receive free and reduced-price lunch and slowed its renewal.
 - NYSED wants the school to more closely mirror the demographics of the Rochester School District, which is about 90%, school's is currently 30%.



POLICY CHALLENGES

- North Carolina – mandated targets
- Original 1996 state law, charters required that within one year of the schools opening, their populations would reflect the racial and ethnic composition of the school district.
- In 2013 law dropped the mandate so charters must “make efforts” to reflect the local school districts’ racial and ethnic composition.

POLICY CHALLENGES

- How it's implemented by the State Board of Education:
- Charters do not receive capital funds to buy buses, many don't offer student transportation or free lunch.
- Information from the federal Title I program shows that 33% of students enrolled in charters in the 2016-2017 school year were low-income, compared to 53% in traditional public schools.

RACIAL DEMOGRAPHICS

Percentage of N.C. student enrollment by race

■ White ■ Black ■ Hispanic ■ Other

2014



2015



2016



2017



Source: N&O analysis of N.C. Department of Public Instruction data • [Get the data](#)



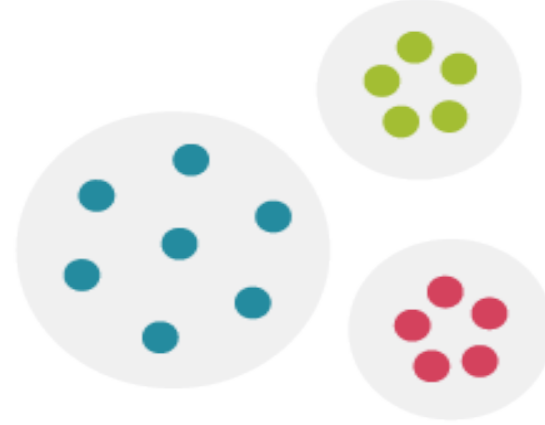
AUTHORIZING & DIVERSITY

BROADENING SUCCESS

CITIZENS
OF THE WORLD
CHARTER SCHOOLS



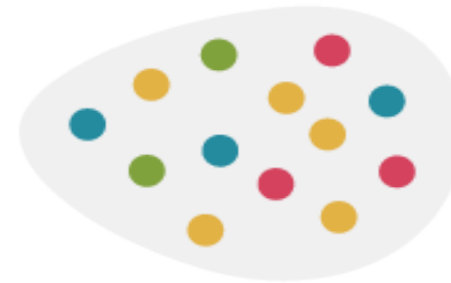
Exclusion



Segregation



Integration



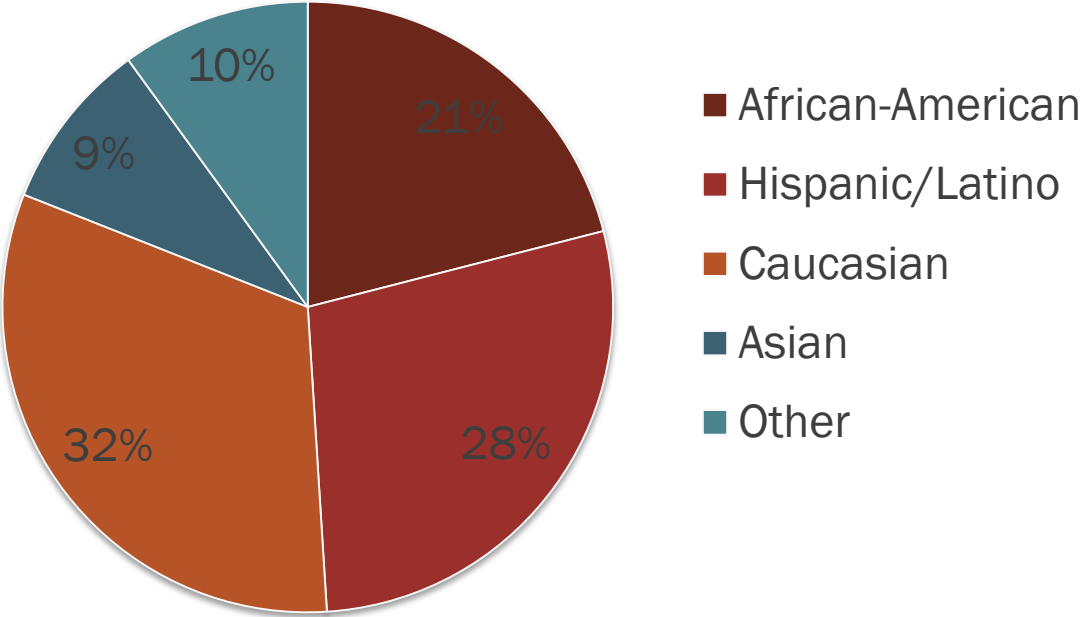
**The New Normal
Inclusion**

Our Schools: 2010-2017



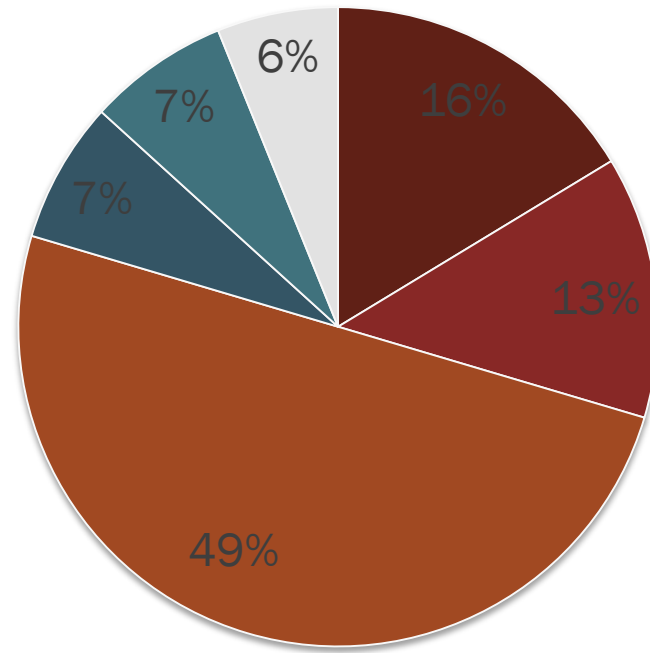
Student Demographics

In the 2016-2017 school year, CWC served over 2,300 students in TK-7th grades



Low-Income Families	Students with Disabilities	English Language Learners
50%	13%	14%

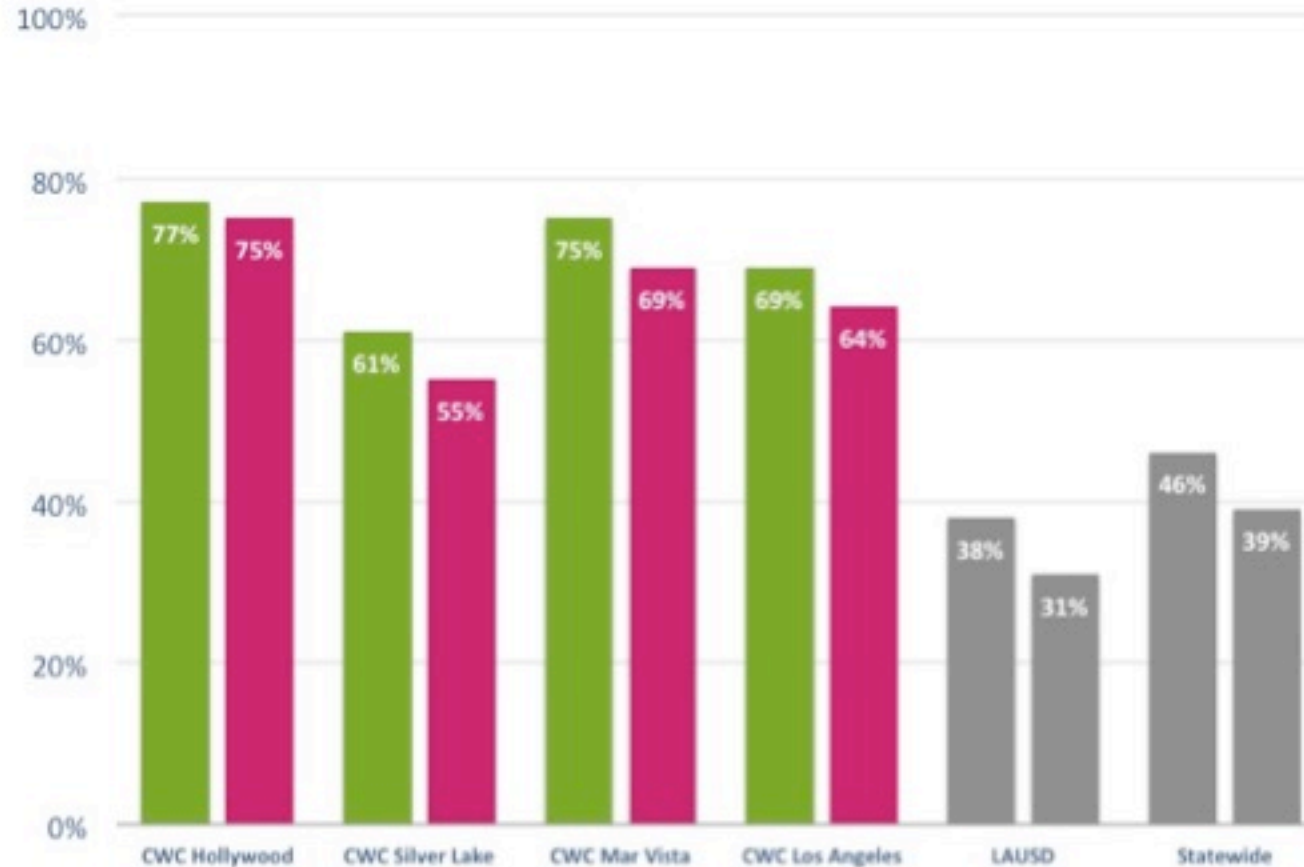
Staff Demographics



■ African-American ■ Hispanic/Latino ■ Caucasian
■ Asian ■ Other ■ Prefer Not to Answer

Taken from a survey of all CWC school staff, with a response rate of 76%

Student Performance: Los Angeles



- **ELA:** CWC Compared to Los Angeles and California, percentage of Students Achieving Level 3 and 4
- **MATH:** CWC Compared to Los Angeles and California, percentage of Students Achieving Level 3 and 4



AUTHORIZING & DIVERSITY

PRACTICE CHALLENGES: CONSULTANCY

Keep in Touch!

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NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

