Session Outcomes

▷ Attendees will be able to articulate what makes their charter school distinctive and several ideas for how to measure these models beyond traditional accountability measures.

▷ Attendees will be able to understand key considerations when working to develop rigorous measures that align with the school model.

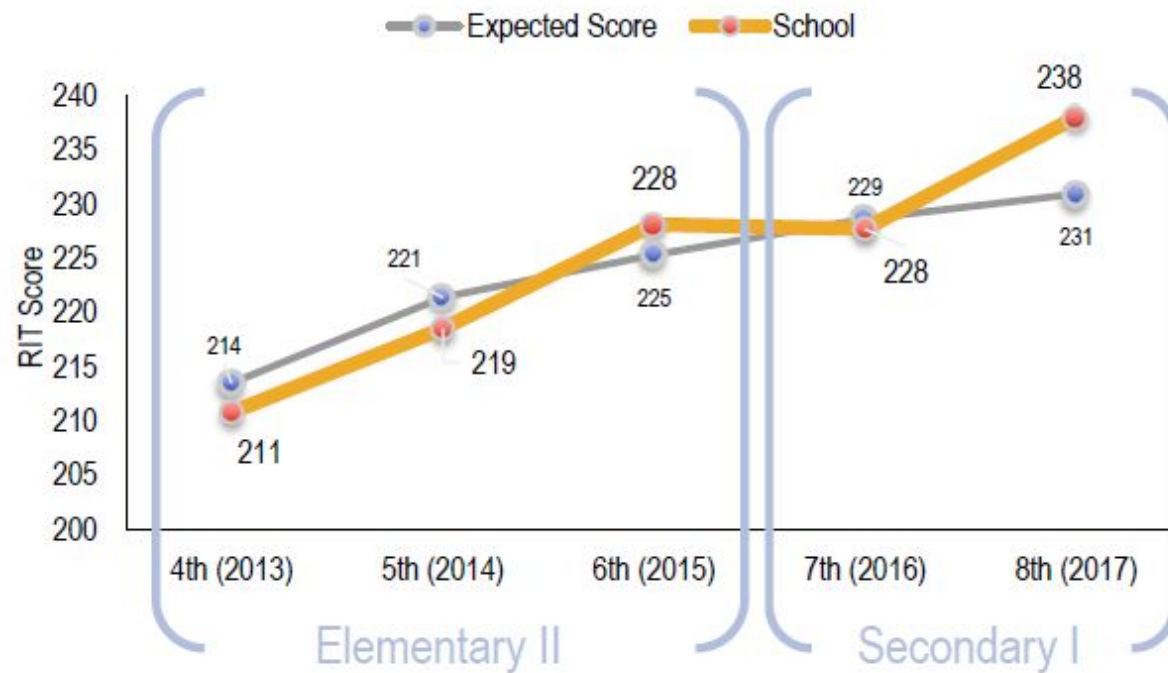# What measures will capture the uniqueness of schools in your portfolio?

Link

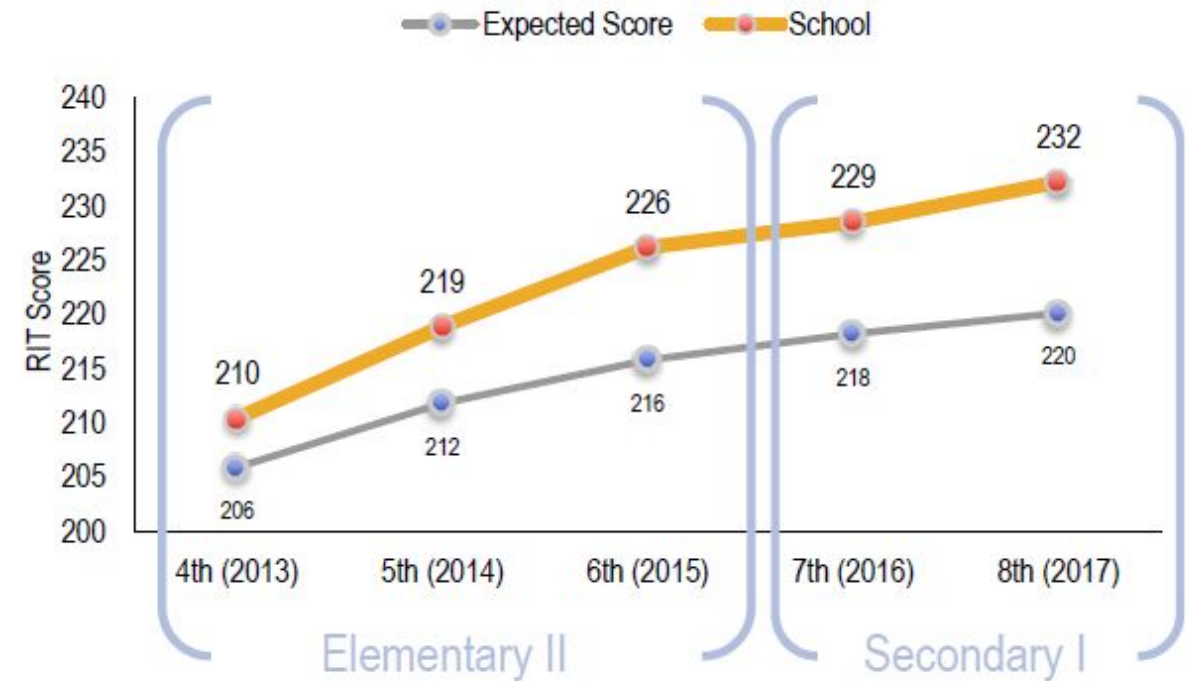Interpretation and presentation of data is critical to understanding school and student outcomes

8th Grade Cohort Achievement Patterns in Montessori
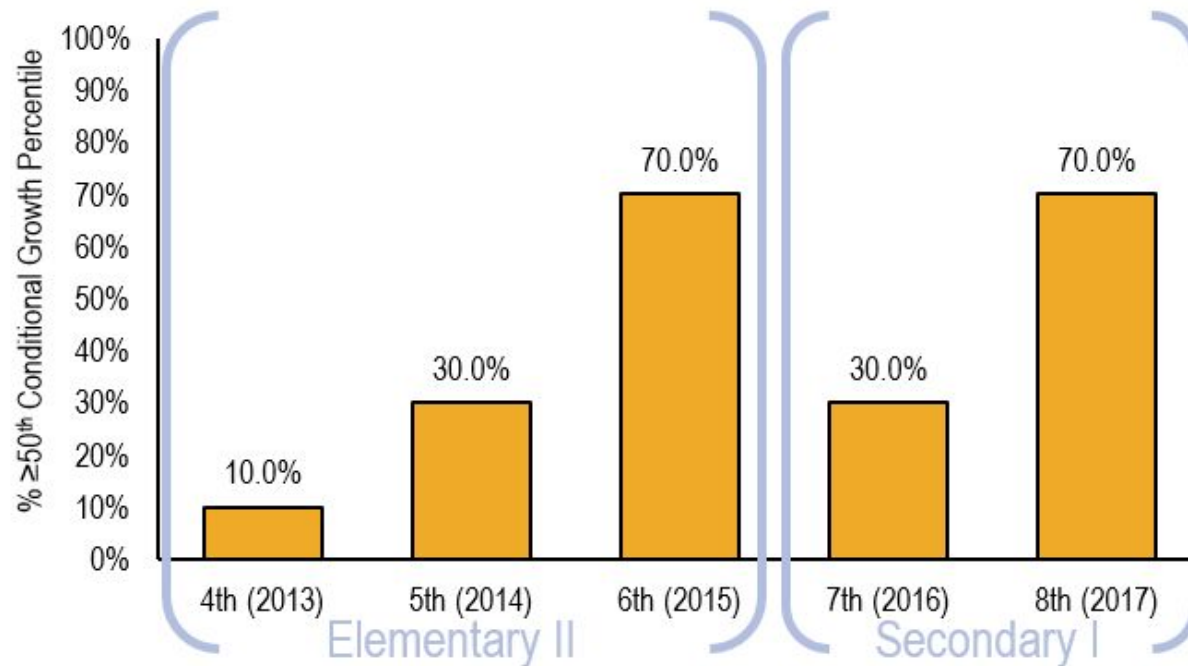

2016-17 8th Grade Cohort Achievement

Math

- Expected Score
- School

4th (2013)	5th (2014)	6th (2015)	7th (2016)	8th (2017)
214	221	228	229	238
211	219	225	228	231

Elementary II — Secondary I

Reading

- Expected Score
- School

4th (2013)	5th (2014)	6th (2015)	7th (2016)	8th (2017)
210	219	226	229	232
206	212	216	218	220

Elementary II — Secondary I

8th Grade Cohort Growth Patterns in Montessori

2016-17 8th Grade Cohort Growth

Math

% ≥50th Conditional Growth Percentile

- 4th (2013): 10.0%
- 5th (2014): 30.0%
- 6th (2015): 70.0%
- 7th (2016): 30.0%
- 8th (2017): 70.0%

Elementary II | Secondary I

Reading

% ≥50th Conditional Growth Percentile

- 4th (2013): 50.0%
- 5th (2014): 40.0%
- 6th (2015): 60.0%
- 7th (2016): 50.0%
- 8th (2017): 80.0%

Elementary II | Secondary I
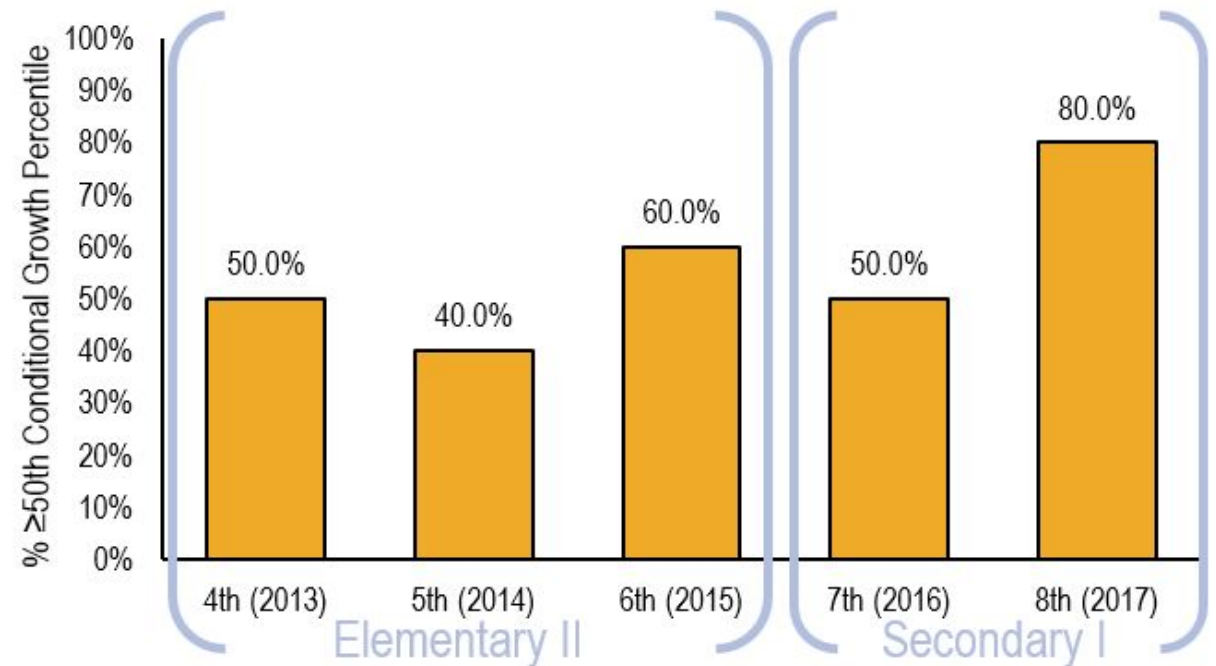
*Each student receives a conditional growth percentile (CGP) based on their RIT score growth from Fall to Spring. Similar to what is seen in the Colorado Growth Model, growth percentile scores help demonstrate how that student has grown relative to their academic peers. A student with a CGP higher than 50 demonstrates higher growth than the norm. This measure (% of student with a CGP ≥50th percentile) can be used to view how students grew relative to their academic peers in a given year.

#NACSAcon

Expanding the types of data evaluated is illustrative of broader successes (and challenges)

Early College and Alternative High School

Early College

Students perform at high-level against state-required measures (PSAT/SAT, graduation rate etc.) and a large majority of students concurrently enroll in post-secondary courses while in high school

- Remediation rate
- Post-secondary persistence
- Degree completion rate

Alternative High School

97% of students enrolled are high-risk (and most students are pregnant or parenting) and have a wide variety of academic and non-academic needs

- Credit completion rate
- Parenting skills inventory
- Returning student rate

Elbow Partner/Table Discussion

What stories or anecdotes do school leaders share with you about their school?

How can you partner with them to explore these stories/anecdotes?

What other data do you and your schools have that could be utilized and incorporated into some sort of an evaluation?

How this fits with our work...

Model diversity - There are 15 unique models across our portfolio with different student learning trajectories leading towards student success

Anecdotes - Anecdotes aren't enough, but they can help provide insights into areas to explore to better understand how students finding success at school

Relationship - Learning more about the school model in order to better evaluate student success inherently requires you to develop a better relationship between school and authorizer

The Process: Be confident in the data you are reporting

Ok, you have made your goals SMART. Now what?
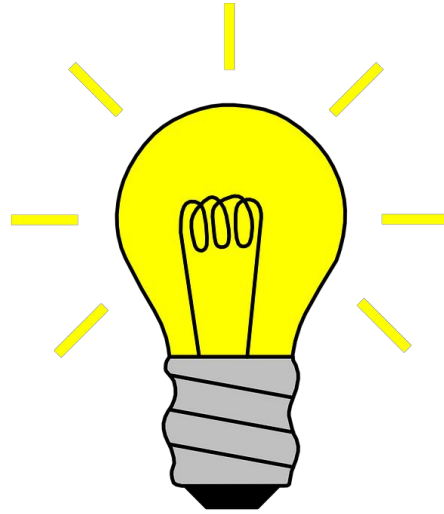
Report on data you trust

Step 1: Data Collection

Parent Survey Results????

Give the school guidance

Data Type	LEA ID	LEA	School Year	USI	First Name	Last Name	Grade	Accepted At	
College Acceptance	245	DC PCS	2018-19	45678	Michelle	Obama	12		

Data Type	LEA ID	LEA	School Year	USI	First Name	Last Name	Grade	Service Learning Projects Completed
Service Learning	245	DC PCS	2018-19	12345	Alec	Baldwin	6	

Step 2: Data Verification

Your confirmation of: **Accuracy**

Review the source data:

PDF

OFFICIAL TRANSCRIPT
Considered unofficial unless signed and stamped

CAPITALCITY
PUBLIC CHARTER SCHOOL

Decide on the audit frequency: 20%? 100%?

Step 3: Data Validation

DC PCSB aggregates the rates from student level data
School validates that the rates are accurate

Score	79.8

Tier	1

Full Report | More ▼ 7 PMF Measures

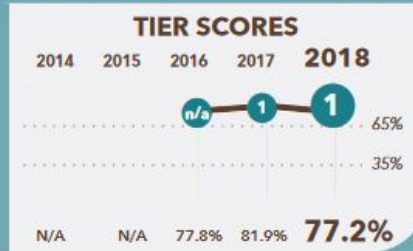|	Indicator	Measure	Floor	Target	Weight	Rate	Percent of Points	Points	Denominator	Validate	Validation Due Date	Validated By
👁	Early Childhood Student Outcomes	PK Pre-Literacy	65.0	100.0	15	94.5	84.3	12.6	127	↩	2019-08-29 11:59 PM	
👁	Early Childhood Student Outcomes	PK Math	65.0	100.0	15	93.7	82.0	12.3	127	↩	2019-08-29 11:59 PM	School Staff
👁	Early Childhood Student Outcomes	PK Social Emotional Learning	65.0	100.0	15	82.0	48.6	7.3	139	↩	2019-08-29 11:59 PM	
👁	School Environment	In-seat Attendance	81.9	91.9	10	87.7	57.8	5.8	26,347	↩	2019-09-20 11:59 PM	
👁	School Environment	CLASS - Emotional Support	4.5	6.0	15	6.2	100.0	15.0		↩	2019-08-29 11:59 PM	
👁	School Environment	CLASS - Classroom Organization	4.5	6.0	15	6.1	100.0	15.0		↩	2019-08-29 11:59 PM	
👁	School Environment	CLASS - Instructional Support	2.0	4.0	15	3.6	78.4	11.8		↩	2019-08-29 11:59 PM	
TOT					**100**			**79.8**				

Incorporating the Data

2018 School Quality Report

Briya PCS (Early Childhood)

WARD 5

2333 Ontario Road NW
100 Gallatin Street NE
Washington, DC 20011

202-232-7777
www.briya.org

DC PUBLIC CHARTER SCHOOL BOARD

TIER SCORES

2014	2015	2016	2017	2018
n/a	n/a	1	1	

65%
35%

| N/A | N/A | 77.8% | 81.9% | **77.2%** |

DC PUBLIC CHARTER SCHOOL BOARD

2018-19 Five-Year Charter Review Report

Academy of Hope Adult Public Charter School

Qualitative Site Review Report

Date: June 7, 2017

Campus Information
Campus Name: Eagle Academy PCS – Capitol Riverfront
Ward: 6
Grade levels: PK3-3

Qualitative Site Review Information
Reason for visit: School eligible to petition for 15-year Charter Renewal during 2017-18 school year
Two-week window: April 3 - April 14, 2017
QSR team members: 2 DC PCSB staff including 1 Special Education specialist, 1 consultant
Number of observations: 12
Total enrollment: 145
Students with Disabilities enrollment: 17
English Language Learners enrollment: 0
In-seat attendance[1] on the days the QSR team conducted observations:
Visit 1: April 4, 2017 - 94.9%
Visit 2: April 6, 2017 - 88.4%
Visit 3: April 13, 2017 - 89.2%
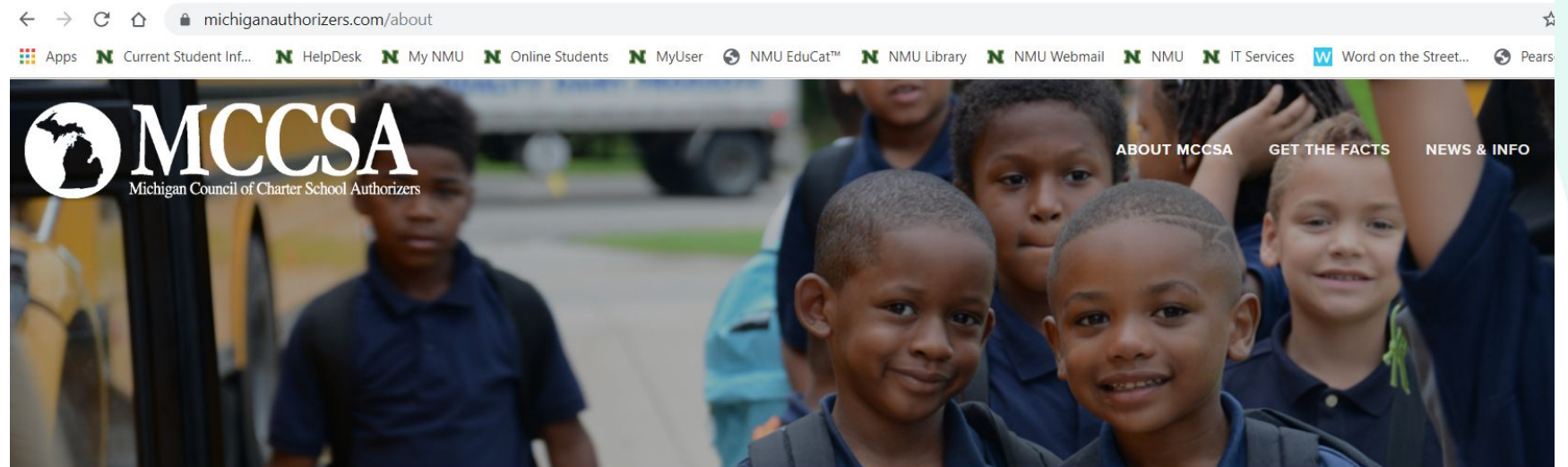
#NACSA

Elbow Partner/Table Discussion

What can and can't count as evidence for your authorizing office?

What could you consider using as evidence?

What do YOU value?

Innovation and Excellence

·   We encourage innovation and are willing to challenge the givens in order to foster excellence in all we do.

The Michigan Council of Charter School Authorizers (the "Council") serves as a collaborative, non-profit, non-partisan professional organization that allows for sharing of issues, ideas, resources and best practices among all public charter school authorizers working in the state. The Council serves as the voice of the state's public charter school authorizers.

Practical Assessment, Research & Evaluation

A peer-reviewed electronic journal.

1990?!

The Case for Authentic Assessment.

Grant Wiggins
CLASS

Mr. Wiggins, a researcher and consultant on school reform issues, is a widely-known advocate of authentic assessment in education. This article is based on materials that he prepared for the California Assessment Program.

WHAT IS AUTHENTIC ASSESSMENT?

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges.

Task: Create an up to 3-minute video that documents how your school meets its mission.

I "gave" this assignment to school leaders in preparation for the Board / Admin annual workshop.

Used the videos as "transitions" during the workshop (i.e., authentic audience).

Example 1: How well does this school meet their mission?

- https://vimeo.com/326376237

- What IS their mission?

- How do you know?

- Could this be used to justify they are meeting their mission?
  - If so, how?
  - If not, why not?

Example 2: How well does this school meet their mission?

- https://vimeo.com/330146400

- What IS their mission?

- How do you know?

- Could this be used to justify they are meeting their mission?
  - If so, how?
  - If not, why not?

Elbow Partner/Table Discussion

- What strengths did you see in Example 1 vs Example 2?
- What requirements should be in place for a school to use video to document meeting the mission?
- WHAT IF….
  - every 6th grader uploaded a video to a Google Drive folder that was titled, "How my school meets the mission"?
  - Schools created contests to pick one video each year that best documented the mission statement and link it to their website – heck, what if every grade did the assignment?

So what are we doing? Trying to be authentic.... inserting "it" into our performance framework

MISSION-SPECIFIC ACCOUNTABILITY

Essential Question	Metric	Dashboard Colors
How well is the school meeting mission-specific goals?	Academy shall develop its own goal(s), metric(s), and target(s) and submit them to the NMU CSO.	**Green** = Externally-verified evidence of positive growth toward target(s) **Lime** = Annually (e.g., at workshop) PSA Board provides NMU CSO evidence of meeting the mission aligned with SMART goal **Yellow** = PSA Board and School Leadership approve at least one mission-specific SMART Goal, and at least one Metric with target that are clearly aligned with published Mission Statement of PSA **Orange** = Some evidence exists that PSA worked toward creating metric or gathering evidence **Red** = No evidence

Discussion: Recap Table Talks

1. What are we doing now that we can adjust to include/count?
2. What can and cannot count as evidence?
3. What are minimum requirements for authentic measures?

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