

Measuring the Model: Authentic Ways to Measure Student Outcomes

<https://tinyurl.com/tlcl8de>



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 is a Charter Authorizer?

Entities identified in law that:

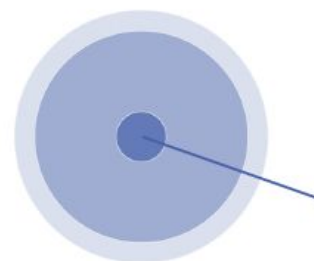
- Open new charter schools
- Monitor performance/compliance of existing charter schools
- Close failing charter schools

In Colorado, authorizers are:

- Most school districts
- Charter School Institute (CSI)



of authorizers across the nation are local school districts.



178 school districts exist in Colorado

170 school districts retain exclusive chartering authority

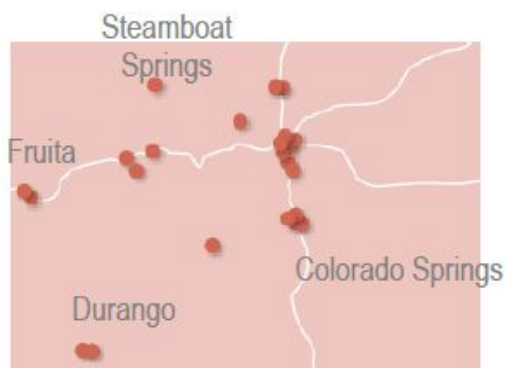
45 school districts authorize one or more charter schools



What is CSI?

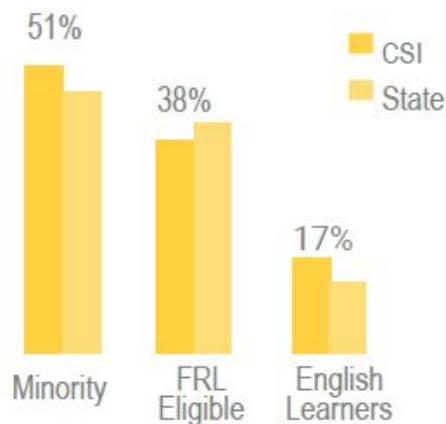
Our Schools

CSI authorizes 41 schools across Colorado and offers 15 educational models including Montessori, early college, and language-immersion.



Our Students

CSI serves over 18,000 students. Our student population is comparable to that of the state and we continue to prioritize service to at-risk students.



Our Outcomes

All CSI schools earned one of the two highest academic performance ratings from the state: Performance and Improvement.





Why are you interested in understanding how to measure the success of your model outside of traditional accountability measures?





Case #1

Rural Montessori Charter School

- ▷ Multiage classrooms spanning three years (designed to promote adult-child continuity and close peer relationships)
- ▷ The Montessori curriculum is highly individualized but with scope and sequence and clearcut domains (Great Lessons; three-year cycle)

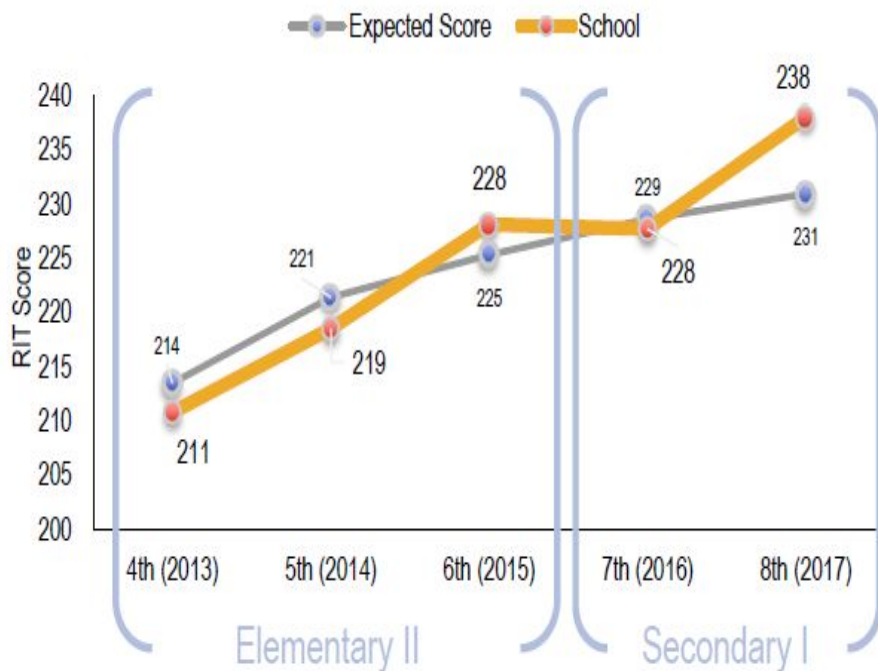
Interpretation and presentation of data is critical to understanding school and student outcomes



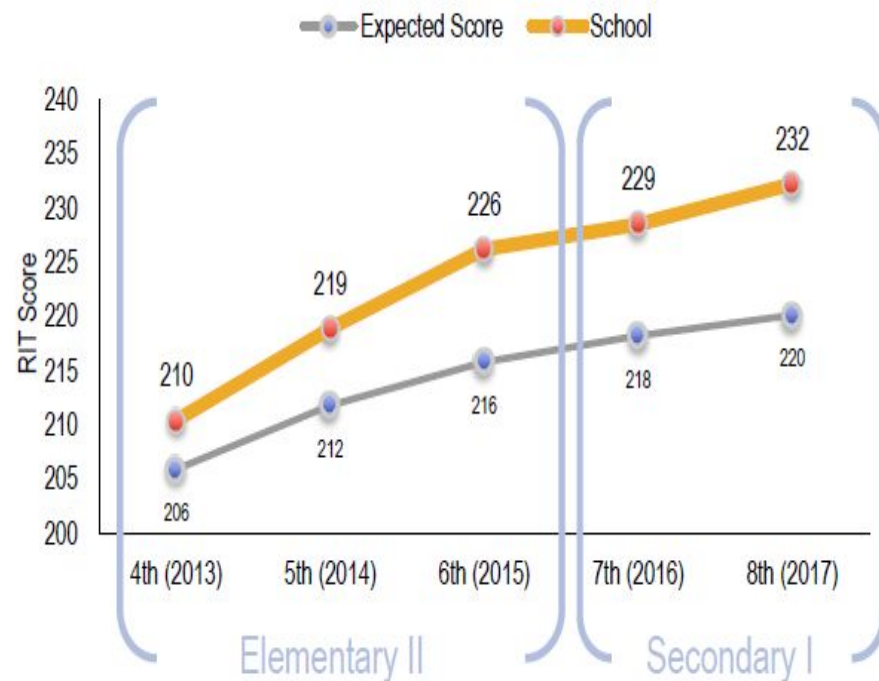
8th Grade Cohort Achievement Patterns in Montessori

2016-17 8th Grade Cohort Achievement

Math

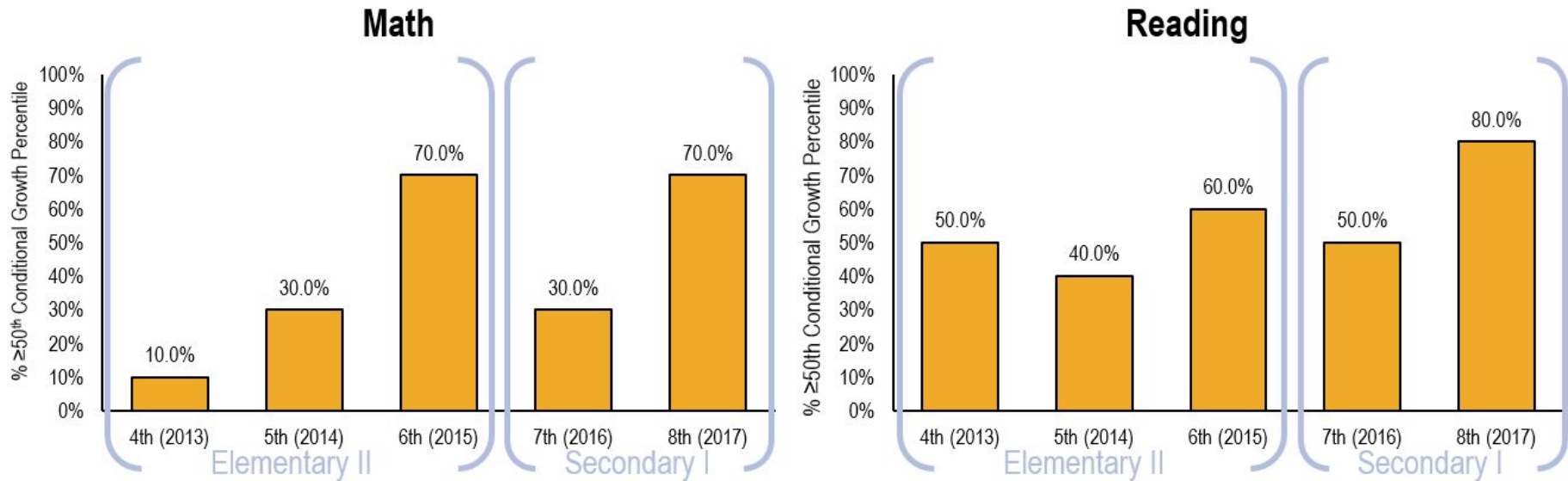


Reading



8th Grade Cohort Growth Patterns in Montessori

2016-17 8th Grade Cohort Growth



*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.



Case #2

Suburban Waldorf Charter School

- ▶ Early education (before age 7) focus is on imaginary play and shifts to conscious imagination or feeling intelligence (age 7-14) and ends with the development of rational, abstract power of the intellect (high school age)

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

Early College & 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



Establishing Optional Measures: Findings from the Colorado Alternative Education Campuses (AEC) Task Force

This report provides a summary of the recommendations and observations and discusses the following questions:

- ▷ How can we improve the process and timeline for finalizing optional measures for AECs?
- ▷ How should the school and the authorizer decide which optional measures to include in the AEC SPF?
- ▷ What is required to sufficiently clarify how an optional measure will be operationalized?



Q&A

What questions do you have?

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