

# WELCOME

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OCTOBER 29, 2019

# Agenda

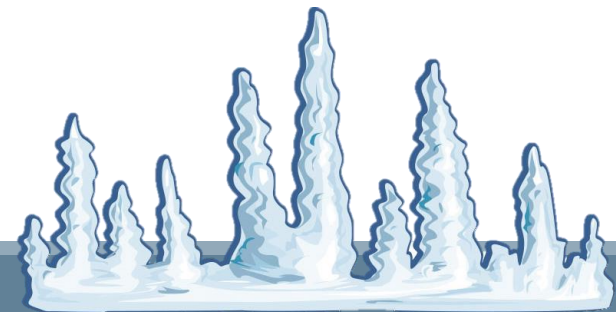
Items	Presenter
<b>Introductions/Financial Update/Icebreaker</b>	Jenna Hodgens, Vanessa Glenn, and Marianne Blair
<b>A-GAME Project Presentation</b>	Jenna Hodgens
<b>School Improvement Ratings &amp; Making Sense of CS&amp;I and TS&amp;I</b>	Marianne Blair
<b>Implementing New Charter Legislation</b>	Denise Sumerix
<b>A Look at Auditable Items &amp; What You Need to Know</b>	Nicki Brisson
<b>Hair on Fire Issues/Exit Slip</b>	Kia Scott



# ICE BREAKER

Please introduce yourself and then tell us what your favorite Halloween costume was when you were a child.

**5 min.**



## Join the A-GAME: A Workshop on Alternative Charter School Oversight



**FACSA Meeting  
October 29, 2019**

# Goals for Today

- 1 **A-GAME Project & Team**
- 2 **Guidance for Identifying AECs**
- 3 **Recommendations for Alternative Accountability**
- 4 **Hear your feedback**
- 5 **Have Fun!**

# The Issue

AECs strive to serve the most disadvantages, and often, furthest behind students

Average student performance is often low on traditional measure—leading to “poor performing” school ratings

Authorizers are challenged by the discrepancy between what they see in the building and what they see on paper

Some good AEC get closed, some bad AECs remain open

Fewer AECs being authorized across the country, despite continuing need



# A GAME: Advancing Authorizer Greatness and Modeling Excellence

## Purpose:

- A [U.S. Department of Education](#) dissemination grant to strengthen authorizing, encourage innovation, and promote rigorous and personalized performance measures.
- Develop holistic measures that authorizers can use to oversee and evaluate schools that predominantly serve High Risk Youth.
- <https://nationalcharterschools.org/a-game-grant/>



# National Authorizer Leadership Team

## 11 Authorizers from 9 States

- Alameda County (**California**)
- Audubon Center of the North Woods (**Minnesota**)
- Buckeye Community Hope Foundation (**Ohio**)
- Central **Michigan** University
- Chicago Public Schools (**Illinois**)
- SUNY (**New York**)
- **Washington DC** Public Charter School Board
- Ferris State University (**Michigan**)
- Hillsborough County Public Schools (**Florida**)
- **Nevada** State Public Charter School Authority
- **New York** State Department of Education





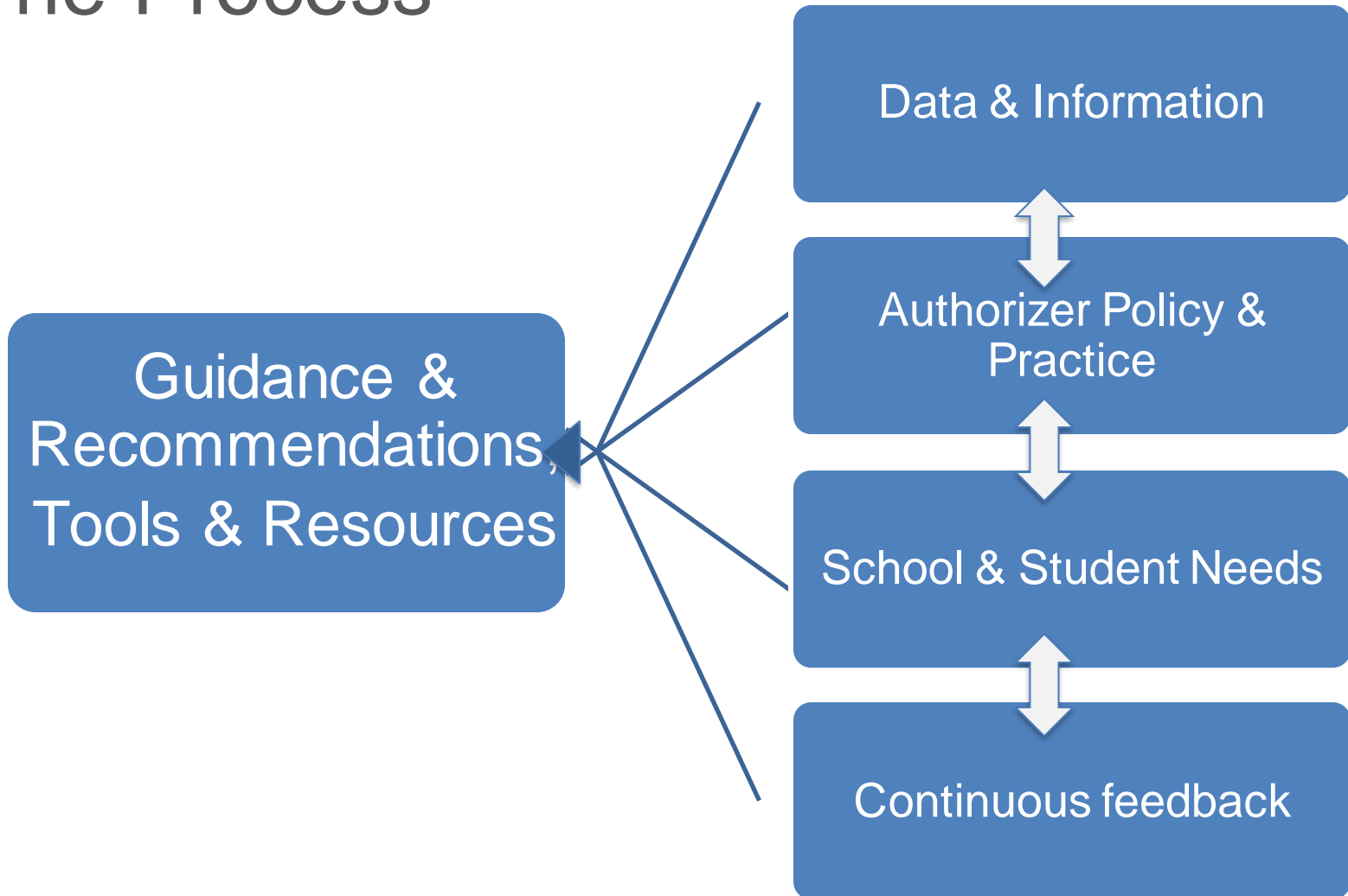
# National Advisory Committee

## Schools, Associations, Authorizers

- Grand Valley State University (**Michigan**)
- **Michigan** Association of Public School Academies
- **Ohio** Council for Community Schools
- High School for the Recording Arts (**Minnesota, California**)
- Riverside County Office of Education (**California**)
- **New Mexico** Coalition of Charter Schools
- **Arizona** Alternative Education Consortium
- National Alternative Education Association
- Learn 4 Life Concept Public Charter School (**California, Ohio, Michigan**)



# The Process



# Measuring Quality: A resource guide for authorizers & alternative schools (Version 1)

- This Resource Guide is a **working document** that will continue to grow in breadth and depth as the project team learns more from the charter school and authorizing communities.
- **Six recommendations** based on current practices
- Resources are meant to help authorizers work with schools to develop goals
- Plan to expand to **41** authorizers and the **alternative education campuses** they oversee in 2020



## Recommendation #1

### **Create a limited definition for alternative accountability that includes only schools that both aim to serve and serve a high-risk population**

- Adopt recommended list or use it to develop a list of high-risk factors
- Require school to have a mission, focus, and intent to recruit and educate students who are high-risk
- Require that a high percentage of the schools' students have at least one high-risk factor



## Activity #1

**Create a limited definition for alternative accountability that includes only schools that both aim to serve and serve a high-risk population**

3-5 Minutes

In groups of 2 or 3:

- Name **5-10 Factors** that put students a high risk of academic and/or social failure



# Recommendation #1

## High-Risk Factors

Student who **upon enrollment**:

- have **previously dropped out** of school;
- are **one year behind** on **credits** required to graduate;
- are **two or more years behind** in more than one **core subject area**
- have been **expelled**;
- are **chronically absent** students
- have three or more **avoidable enrollment occasions** in a two-year period;
- have been or are considered **adjudicated youth**;
- Experience with **homelessness, housing instability, or foster care**;
- have **drug or alcohol abuse** issues;
- are **pregnant and/or parenting**;
- have experience with one or more of the following conditions that directly impact their ability to function in school: **Trauma, Mental health and, Behavioral health.**



# Recommendation #1

## Mission, Focus, Intent

- Clearly identified focus (e.g., credit recovery) and/or target student population (e.g., over-age and under-credited or pregnant/parenting teens)
- Use of programming found to be effective with target student population
- Clear plan for how school will recruit and attract target student population



# Recommendation #2

## Include Schools in Development of Framework

Authorizers and charter schools have different perspectives with respect to what measures ought to inform. The best measures will satisfy the needs of both organizations.

- Authorizer perspective: Is the charter school...
  - doing what they said they would do in the charter,
  - helping students grow, academically,
  - helping students grow as a person,
  - preparing students for success in whatever comes next, and
  - good enough to be granted another charter term
- Charter school perspective: Do our accountability measures...
  - accurately reflect the work we are doing with students,
  - help the adults in the building serve our students' needs, and
  - help us evaluate and make meaningful improvements to our programming.





# Recommendation #3

**Review outcomes under the typical performance categories, but use different measures and metrics for doing so**

- **Motivation and Engagement**
- **Academic Achievement**
- **Academic Growth**
- **College and Career Readiness**
- **High School Completion**



## Recommendation #3

### **For some students, outcome measures may need to focus on non-academic outcomes**

Measures of student motivation and engagement fall into the much larger category of social emotional measures and can be used to identify supports that students need when they enroll in a school.

These measures can also be re-assessed to track students' progress in these areas as well--signaling when students might be better able to focus on their education.

While not a widely used practice, some authorizers may use student engagement and social emotional measures as leading indicators of student academic growth.



# Recommendation #3

## Example non-academic outcome measures

Example Alternative Metric/Target
Average change score from pre and post assessment of school motivation
Percent of students score at least a 20 on the school self-efficacy scale at the end of the term and percent of students that scored under 20 at the end of the term but increased their score by at least 3 points between the beginning and end of the term.
Percent of students to increase their attendance rate over last term by 20% or more OR maintain an attendance rate of at least 80%.
Change in the chronically absent rate, based on individual students, over time
Increase in average proportion of credits students completed (i.e. credits earned/credits attempted) each term
Percent of prior dropouts that maintain enrollment through the end of the school year (or until graduation), whichever comes first.
Percent of students enrolled and maintaining a 60% attendance rate (or better) for the term
Percent of students enrolled in the school in the beginning and end of year count dates

# Recommendation #3

## Where to find non-academic outcome measures

Organization	Search Tool Name
CASEL	<a href="#">MeasuringSEL Assessment Catalog</a>
Perform Well	<a href="#">Find Survey/Assessments</a>
RAND Corporation	<a href="#">RAND Education Assessment Finder</a>
School Social Work Association of America	<a href="#">Assessments, Measurement Tools</a> , and Screening tools



# Recommendation #3

## Academic Achievement

On average, students remain enrolled in an AEC for about 6 months, making and are therefore not captured in one-time a year state assessments (for accountability purposes).

Therefore, the NALT recommends the use of state or nationally normed assessments that can be given multiple times a year to capture performance for students that may no longer be enrolled when state assessments are given.



# Recommendation #3

## Academic Achievement

Academic Achievement Measure	Example Alternative Metric/Target
Achievement on state-required assessment	For students whose attendance rate is at least XX%; the percent of students who receive a passing score on the statewide assessment
Achievement (comparative) on state-required assessment	Percent “of students scoring proficient or better will meet or exceed the statewide average for alternative schools”
Achievement on nationally normed, valid, and reliable assessment	Percent scoring at or above grade level PLUS (for students that are more than one year behind) the percent who increased more than one grade level equivalent by the end of the year
Achievement on nationally normed, valid, and reliable assessment.	Average scores equal to or greater than their same grade peers enrolled in other alternative schools



# Recommendation #3

## Academic Growth



Individual student growth measures are one of the best indications of how well students are progressing while enrolled in school.

Momentum Strategy & Research has found that students enrolled in alternative schools across the country tend to have slower growth rates, on average, than their same grade peers enrolled in mainstream schools.



# Recommendation #3

## Student Growth (Sample assessments)

Vendor	Assessment
College Board	<a href="#"><u>Next-Generation Accuplacer</u></a>
California Adult Education Accountability & Assessment	<a href="#"><u>GOALS assessments, Life Skills assessments, workplace assessments</u></a>
Assessment Technology Incorporated	<a href="#"><u>Galileo for K-12</u></a>
Renaissance Learning	<a href="#"><u>STAR 360</u></a>
Northwest Education Association	<a href="#"><u>Measures of Academic Progress</u></a>
Scantron	<a href="#"><u>Performance Series</u></a>
McGraw Hill/CTB	<a href="#"><u>Test of Adult Basic Education (TABE)</u></a>
   24	<a href="#"><u>WorkKeys</u></a> 



# Recommendation #3

## College and Career Readiness

- Most alternative charter schools serve high school grades (roughly 83%)
- There are many ways to measure students' preparedness for life after high school in addition to college ready assessments that are relevant to both the school and the students and provide the authorizer with meaningful data on which to judge a school's effectiveness.



# Recommendation #3

## College and Career Readiness

### Example Alternative Metric/Target

Percent of students who are between 0.5 and 1.0 year off track who earn enough credits to be on-track to graduate with their cohort

The percent of students who are more than one year off-track to decrease their credit gap by XX% or more

Percent of students who receive a minimum score on a college readiness assessment (signifying that they do not need more than a semester of remediation)

Percent of 12<sup>th</sup> grade students to score a bronze or better on the [WorkKeys](#) assessment

Percent of students with an interest in joining the armed forces to receive the minimum score for entry into their preferred branch on the [Armed Services Vocational Assessment Battery \(ASVAB\)](#)

Percent of graduating students who have earned at least 3 college credits or an industry approved career and technical education credential.

Percent of high school completers to enter the workforce or postsecondary education within six months after graduating



# Recommendation #3

## High School Completion

The 4-Year adjusted cohort graduation rate measures the percent of students who complete high school within four years of entering high school.

Alternative Education Campuses tend to be the schools to which the students transfer when they are “off track” to graduate in four years.

While some students, through credit acceleration and targeted interventions, can graduate within four years upon transferring, the vast majority require more time.



# Recommendation #3

## High School Completion

### Example Alternative Metric/Target

At least 67% will graduate within **6** years of entering 9<sup>th</sup> grade

Percent of seniors at the beginning of the year who receive a high school diploma by the end of the year.

Percent of high-risk students will exceed the citywide graduation rate for high risk students

Percent of non-graduates earning a GED or NEDP OR Percent of students attempting and passing one GED subject exam

Overall index score based on the number of students to graduate (on or off track), complete a high school equivalent certificate, completion of a CTE certificate, or remain enrolled in school



# Recommendation #4

## Best Available Comparison Data

Wherever possible, setting targets for alternative charter schools should be done using the best available data from similar schools and/or similar student populations.

One of the goals of the A-GAME project is to provide resources to authorizers to make authorizing alternative charter schools more straightforward than it has been.

One way of doing this is to provide data, where available, that can be used to help inform how alternative schools perform on outcomes like cohort graduation rates, attendance rates, and grade-level proficiency in ELA and math.



# Recommendation #5

## Site Visits

- A number of the NALT members conduct periodic site reviews with their charter schools with an eye toward
- gathering qualitative evidence to support any supplied quantitative data
  - assess whether the quantitative data is an accurate portrayal of the school's teaching, learning, and climate.

# Recommendation #6

## Professional Judgment

When schools defy convention – as many alternative charters do by design – they pose a particular challenge for authorizers who believe that approval and renewal decisions result from checking boxes. But as the National Association of Charter School Authorizers (NACSA) found in its Quality Practice Project, the strongest authorizers rely to a surprising extent on *professional judgment*.

Professional staff is not bound by protocols, templates, or other authorizing tools that limit their decision making. Staff has a clear belief and orientation that such tools assist, not dictate, decisions.

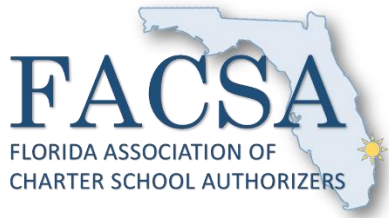
Such authorizers “Create and use protocols and processes that allow for nuanced discussions and collect numerous qualitative and quantitative data to inform and justify decisions with evidence.”





**THANK YOU!**





# School Improvement Ratings & Making Sense of CS&I and TS&I

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ESCAPE ROOM

[https://volusiastudents-my.sharepoint.com/:o:/g/person/mlblair\\_volusia\\_k12\\_fl\\_us/EvZl1e4mF4VKkvkiKvySTCsBljk5gOe10epf-OjTBlt9XQ](https://volusiastudents-my.sharepoint.com/:o:/g/person/mlblair_volusia_k12_fl_us/EvZl1e4mF4VKkvkiKvySTCsBljk5gOe10epf-OjTBlt9XQ)



## Implementing New Charter Legislation

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Auditable Items, Preparing &  
Responding to an Audit, and  
Using the Audit Results

Dr. Nicki L. Brisson, District Director  
Miami-Dade County Public Schools  
Charter School Compliance and Support  
October 2019



## Audit

- A systematic and independent examination of books, accounts, statutory records, documents and vouchers of an organization to ascertain how far the financial statements as well as non-financial disclosures present a true and fair view of the concern.

Simply put.....

- An evaluative and analytical process used to determine accuracy.

## Audit - Defined



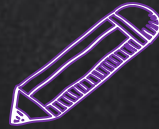


## The Audit Process



The audit process involves four steps:

- 1) Defining the auditors role and determining the terms of engagement (usually delivered in the form of a formal notice)
- 2) Planning the audit which includes deadlines, artifacts, and individuals/departments involved
- 3) Compiling the information from the documentation provided to the auditing staff
- 4) Reporting the results documented in the Auditor's Final Report which can include commendations, items of concern, and/or findings



# Auditable Items

In a nutshell:

EVERYTHING WITHIN THE  
CHARTER SCHOOL  
AUTHORIZING CYCLE





# RECENT MDCPS Charter-School Related Audits (Internal & External)

- Auditor General FTE Annual Audit (8, or 32% of 25 selected schools are charter schools)
- Charter School Closure Processes and Protocols
- Safety and Security of School Buildings Grant (2019)
- Safe Schools Allocation and Additional School Resource Officer funds
- USDOE Office of the Inspector General - Restart Grant (Hurricane Irma)
- SAP, Legacy, and Electronic Gradebook Access and Protocols
- Auditor General Audit of Oversight and Monitoring Responsibilities





## Developing an Action Plan

- Identify response lead
- Identify response team
- Convene a focus group to discuss and identify & document internal strengths, weaknesses, and areas that might require improvement
- Develop a timeline with artifacts, persons responsible and hard deadlines
- Think like an auditor (documentation for every response)
- Use the results to progress monitor internal processes and protocols







# Important Closure Documents

## Closure Plan

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=HyuhSCJCOGGrdiIMG0YLnNghcR0r7tFUhCHDXyJ1xOEMxVjYj9dkOvL6d1SQmGmfZWEKfWB8Evo=&app=AttachmentManager>

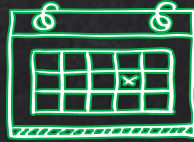
## Document Tracking Report

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=WDi5/lpsRDIHDCzm/a2oja03r1XDTelda4T1aV4SzAP/khJrPX9A/hagKlnkzokfSINaRCcflEc=&app=AttachmentManager>

## Final Closeout Report

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=WDi5/lpsRDn6hBi0EtaA6HirAEbGqNS6Z81j28xj3Y9DVibzvEnkubm1WKL CZRiVJwtK/Z17qok=&app=AttachmentManager>





# Response to Auditor General Audit of Oversight and Monitoring Responsibilities



Response includes:

- Synopsis of processes and response
- Evidentiary Artifacts and Documentation

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=VaqFP4aZcSSwTedqNcFfnimq/rjVkr4V~!oRp8uL/cpygaF1lvYzfHIFsBgND7ocl&app=AttachmentManager>



# Response to USDOE Inspector General Project Restart

Response includes:

Response includes:

- Synopsis of processes and response
- Evidentiary Artifacts and Documentation

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## Post-Audit

Use the results to:

- ✓ Identify strengths, weaknesses, opportunities for improvement, and threats to internal policies, practices and procedures
- ✓ Develop an action plan to address any findings and/or recommendations
- ✓ leverage additional staff/support





thanks! any  
questions?





# Hair on Fire Issues

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WHAT'S YOUR BURNING  
QUESTION?