

# Alternative School Performance

**Do you really know how your  
DASS schools are performing?**

# Presenters

## Background and Introductions

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# The A-GAME

## Advancing Authorizer Greatness and Modeling Excellence

A [U.S. Department of Education](https://www.ed.gov/) 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

- Alameda County (CA)
- Audubon Center of the North Woods (MN)
- Buckeye Community Hope Foundation (OH)
- Central Michigan University
- Chicago Public Schools (IL)
- DC Public Charter School Board
- Ferris State University (MI)
- Hillsborough County Public Schools (FL)
- Nevada State Public Charter School Authority
- New York State Department of Ed
- SUNY (NY)

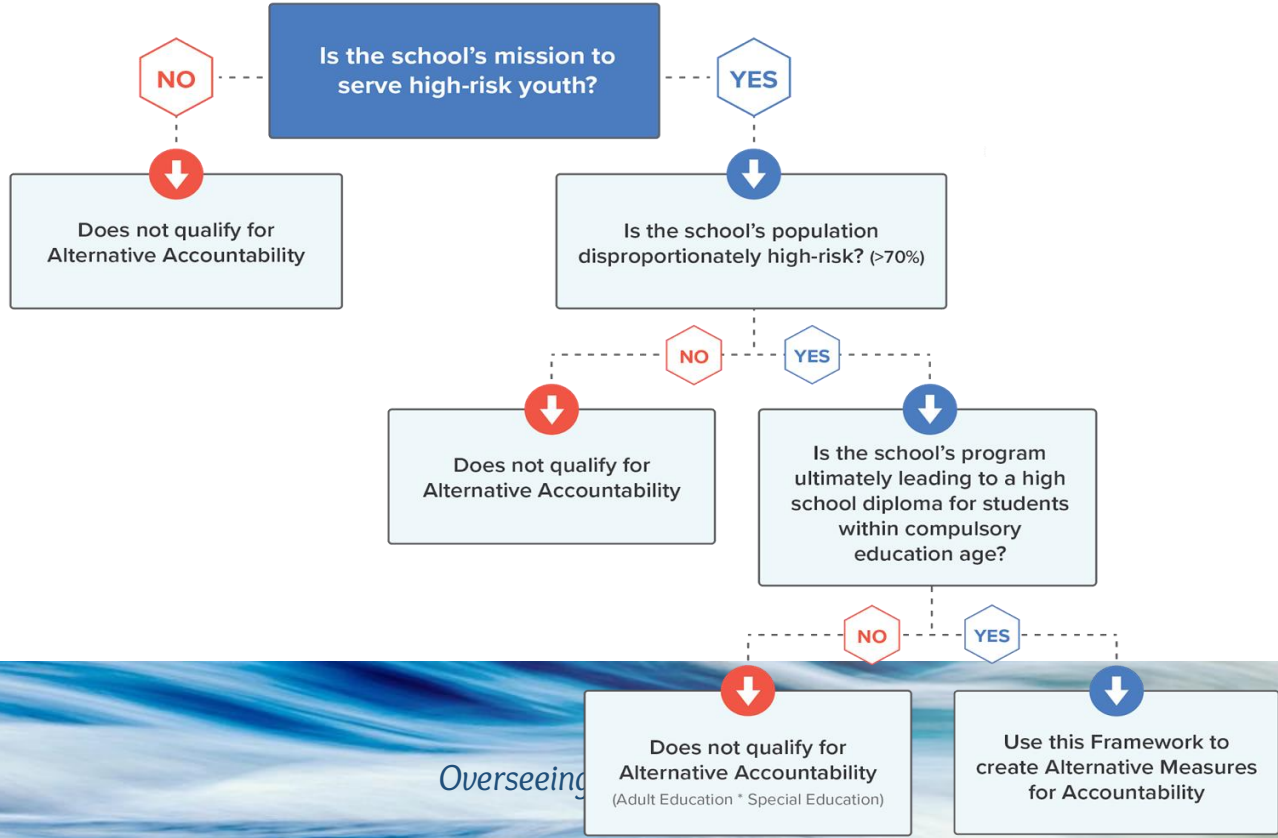
# Recommendation #1

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

- Develop a comprehensive list of high-risk factors
- Require that a high percentage (e.g., 70%) of the schools' students fit into at least one high-risk factor
- School has an specific mission and purpose, to recruit and educate students who are high risk

# Recommendation #1

## Determine Which Schools Qualify for Alternative Accountability



Overseeing

# Definition of “High Risk”

- Dropped out of school
- More than one year behind peers in credits
- Two or more years behind in English or math
- Expelled
- Chronically absent students
- Switched schools two or more times in three years
- Adjudicated
- Homeless or housing instable
- Drug or alcohol abuse
- Pregnant and/or parenting
- One or more of the following:
  - Trauma
  - Mental health
  - Behavioral health.

## Recommendation #2

**Authorizers should expect to evaluate AECs on outcomes under the same general categories, but using different measures, metrics, and targets.**

- Academic Achievement,
- Academic Growth,
- College and Career Readiness,
- High School Completion, and
- Student Motivation and Engagement.



## Recommendation #2: Achievement

Academic Achievement Measure	Traditional Metric/Target	Example Alternative Metric/Target
Achievement on state-required assessment (ELA and math)	Percent of students to score proficient or better	For students whose attendance rate is at least 60 percent; the percent of students who receive a passing score on the statewide assessment
Achievement (comparative) on state-required assessment (ELA and math)	Percent of students to score proficient or better will meet or exceed the average percent of “similar schools”	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	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.	Percent scoring at or above grade level	Average scores equal to or greater than their same grade peers enrolled in other alternative schools.

## Recommendation #2 : Improvement

Academic Growth Measure	Traditional Metric/Target	Example Alternative Metric/Target
Growth on state-required assessment (ELA or math)	A median growth percentile of 50 or higher	A median growth percentile of 40 or higher
Growth on state-required assessment (ELA or math)	A median growth percentile of 50 or higher	A median growth percentile at or above that of other alternative schools in the state, district, or country.
Growth on a normed, short-cycle assessment	Average scale score growth compared to the norming sample.	Average scale score growth compared to an alternative norming sample

## Recommendation #2 : Short-Cycle

Vendor	Assessment Name	Normed Grade Levels	Other features
College Board	<a href="#">Next-Generation Accuplacer</a>	HS and entering College	Computer Adaptive, used to place students into college courses
CA Adult Education Acc & Assessment	<a href="#">GOALS assessments</a> , <a href="#">Life Skills assessments</a> , <a href="#">workplace assessments</a>	14 years old to adult	Includes assessments for adults with limited to no literacy skills
Assessment Tech Inc	<a href="#">Galileo for K-12</a>	K-12	large item bank, computer adaptive, pre/post testing, end of course testing
Renaissance Learning	<a href="#">STAR 360</a>	K-12	Large item bank, can be given weekly
Northwest Education Association	<a href="#">Measures of Academic Progress</a>	K-11	Computer adaptive, can be given up to 4 times per calendar year, math and reading and language
Scantron	<a href="#">Performance Series</a>	K-12	Computer adaptive, used for benchmarking and growth, math and reading
McGraw Hill/CTB	<a href="#">Test of Adult Basic Education (TABE)</a>	14 years old to adult	Measure of academic readiness for entry into trade and technical schools
ACT	<a href="#">WorkKeys</a>	HS, college, adults	Assesses academic and non-academic skills needed to succeed in the workforce; multiple difficulty level assessments

## Recommendation #2 : College and Career Readiness

College/ Career Readiness Measure	Traditional Metric/Target	Example Alternative Metric/Target
Subject area Mastery	Percent of students who “pass” AP or IB assessments	Percent of graduates to complete art portfolios deemed proficient by a panel of external experts, using a portfolio rubric.
Credit Accumulation	Percent of 9 <sup>th</sup> grade students on track to graduate in four years	Percent of students who are between 0.5 and 1 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 25 percent or more
College Readiness Assessment	Percent of students earning a score on the SAT or ACT that shows career and college readiness	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)
Career Readiness Assessment	Index scores including both college and career assessments outcomes	Percent of 12 <sup>th</sup> grade students to score a bronze or better on the <a href="#">WorkKeys</a> assessment
Military Readiness Assessment	n/a	Percent of students with an interest in joining the armed forces to receive the minimum score for entry into their preferred branch on the <a href="#">Armed Services Vocational Assessment Battery (ASVAB)</a>
College/Career Credentials	n/a	Percent of graduating students who have earned at least 3 college credits or an industry approved career and technical education credential.
Post-Secondary Success	Percent of graduating students who enroll and/or persist in college	Percent of high school completers to enter the workforce or postsecondary education within six months after graduating

## Recommendation #2: High School Completion

High School Completion Measure	Traditional Metric/Target	Example Alternative Metric/Target
Graduation Rate	At least 67% will graduate within 4 years of entering 9 <sup>th</sup> grade.	At least 67% will graduate within 6 years of entering 9 <sup>th</sup> grade
Lever Rate	n/a	Percent of seniors at the beginning of the year who receive a high school diploma by the end of the year.
Comparative Grad Rate		Percent of high-risk students will exceed the citywide graduation rate for high risk students
Completion Rate		Percent of non-graduates earning a GED or NEDP OR Percent of students attempting and passing one GED subject exam
Graduation Index Score		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 #3

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

- Student Engagement
- Social-Emotional Learning (SEL)

## Recommendation #3: Engagement Outcomes

School Engagement Measure	Traditional Metric/Target	Example Alternative Metric/Target
Student Motivation to Learn	n/a	Average change score from pre and post assessment of school motivation for all students who were enrolled in the school for at least one semester
School related Self-Efficacy	n/a	% score at least a 20 on the school self-efficacy scale at the end of the term % score under 20 at the end of the term, by increased their score by at least 3 points between the beginning and end of the term.
Student Engagement	ISA at 92%	% to increase their attendance rate over last term by 20% or more OR maintain an attendance rate of at least 80%.
Chronic Absenteeism	% Chronically absent below average	Change in the chronically absent rate, based on individual students, over time
Credit Completion	% 9 <sup>th</sup> Grade on Track to Graduate in four years	Increase in average proportion of credits students completed (i.e. credits earned/credits attempted) each term
Student Re-engagement	n/a	% prior dropouts that maintain enrollment through the end of the school year (or until graduation), whichever comes first.
Student Persistence	n/a	% enrolled and maintaining a 60% attendance rate (or better) for the term
Stabilization Rate	n/a	% enrolled in the school in the beginning and end of year count dates

# Recommendation #3: Social-Emotional Learning

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 #4:

### **Always use the best available comparison data when setting expectations for AEC outcomes**

The data must be **valid** and **reliable**

- Third-party
- Receive directly from vendor

**All students** need to be included in assessing school performance

- If the school only has records of 80 of 200 students having taken an internal assessment, the results are inconclusive.

Determine Similar Schools

Use National Databases

## Recommendation #5:

### **Partner with the schools when developing your alternative accountability framework**

- Schools need to buy into the measures and not feel coerced
- Schools know their programs, let them guide the goals process
- Determine targets that are achievable
- Provide some flexibility among alternative schools:
- If schools have different populations and different missions, they should have different measures

## Recommendation #6: Site Reviews

### **Use data from a site visit to support a decision for closure or non-closure.**

- Have an AEC or subject area expert on the review team
  - Trauma informed instructional coach for a school serving a high proportion of youth that have experienced trauma
  - Retired parole officer for schools serving formerly adjudicated youth
  - Retired AEC principal or school counselor
- The site visit must be structured with protocols and rubrics.

## Recommendation #7:

### **Cultivate sound judgement about alternative charter schools.**

- 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.”

Questions? Want to be more involved? Please join us!

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