

Accountability Framework for NYC Charter Schools

Charter, Monitoring, and Progress to Renewal

Fall 2009

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Session Overview

- The Big Picture
- NYC DOE Accountability Framework
- 5 Year Road Map to Renewal
- Yearly Accountability Cycle
- Charter Renewal Timeline
- Annual Performance Evaluation
- NYC DOE Progress Report
- NYC DOE Accountability and the Charter School Office Framework
- Q & A

New York State Charter School Law

The NYS Charter Law indicates that the purpose of creating new charter schools across the state is to:

- Improve student achievement
- Increase learning opportunities for all students, with an emphasis on at-risk students
- Encourage use of innovative teaching methods/educational designs
- Create new professional opportunities for teachers, administrators, school's staff
- Provide families with high-quality choices
- Change from rule-based to performance-based accountability

Full NYS Charter Schools Act is available on the NYCDOE website at:

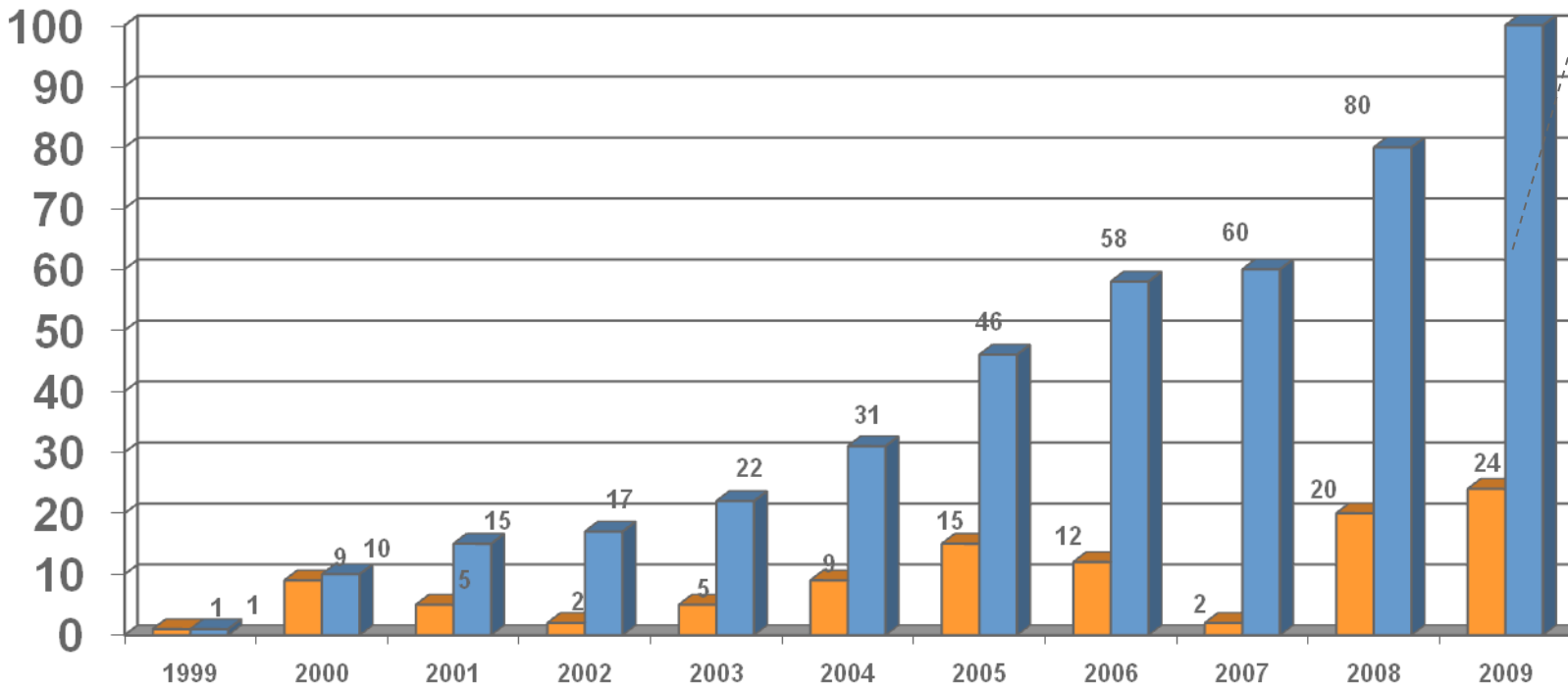
<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CharterSchools/LawsandRegulations/default.htm>

Charter School Growth in NYC

Cumulative Total Charter Schools Authorized for New York City since 1999

■ Charters Authorized by Year
■ Total Charters Authorized in NYC

104



99 Schools operating as of Sept. 2009
 5 SUNY Authorized Schools will open in School Year 2010-2011.

NYS Charter Schools Act Goes Into Effect

Mayor and Chancellor Launch Children First Initiative For Charters

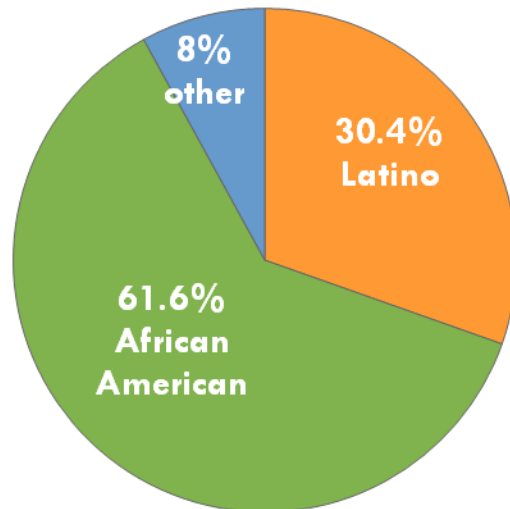
Legislative Cap on # Charters In NYC is Met

Charter Cap is Raised, Allowing 100 More Charters

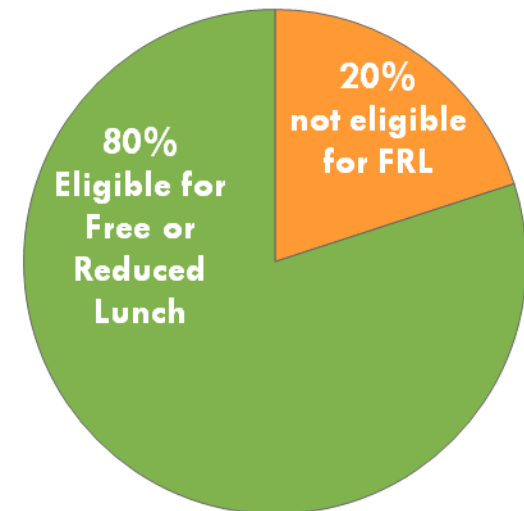
Charter School Landscape in NYC

- New York City public schools serve 1.1 million students, the largest district in the USA.
- 24,000 students attended NYC charter schools in 2008-09 school year. 30,500 additional students are on charter school waitlists (128% of current capacity).
- NYC charters serve higher proportions of at-risk student populations than NYC averages, per below:

Student Ethnic Diversity
of NYC Charter Schools



Student Socioeconomic Levels
of NYC Charter Schools



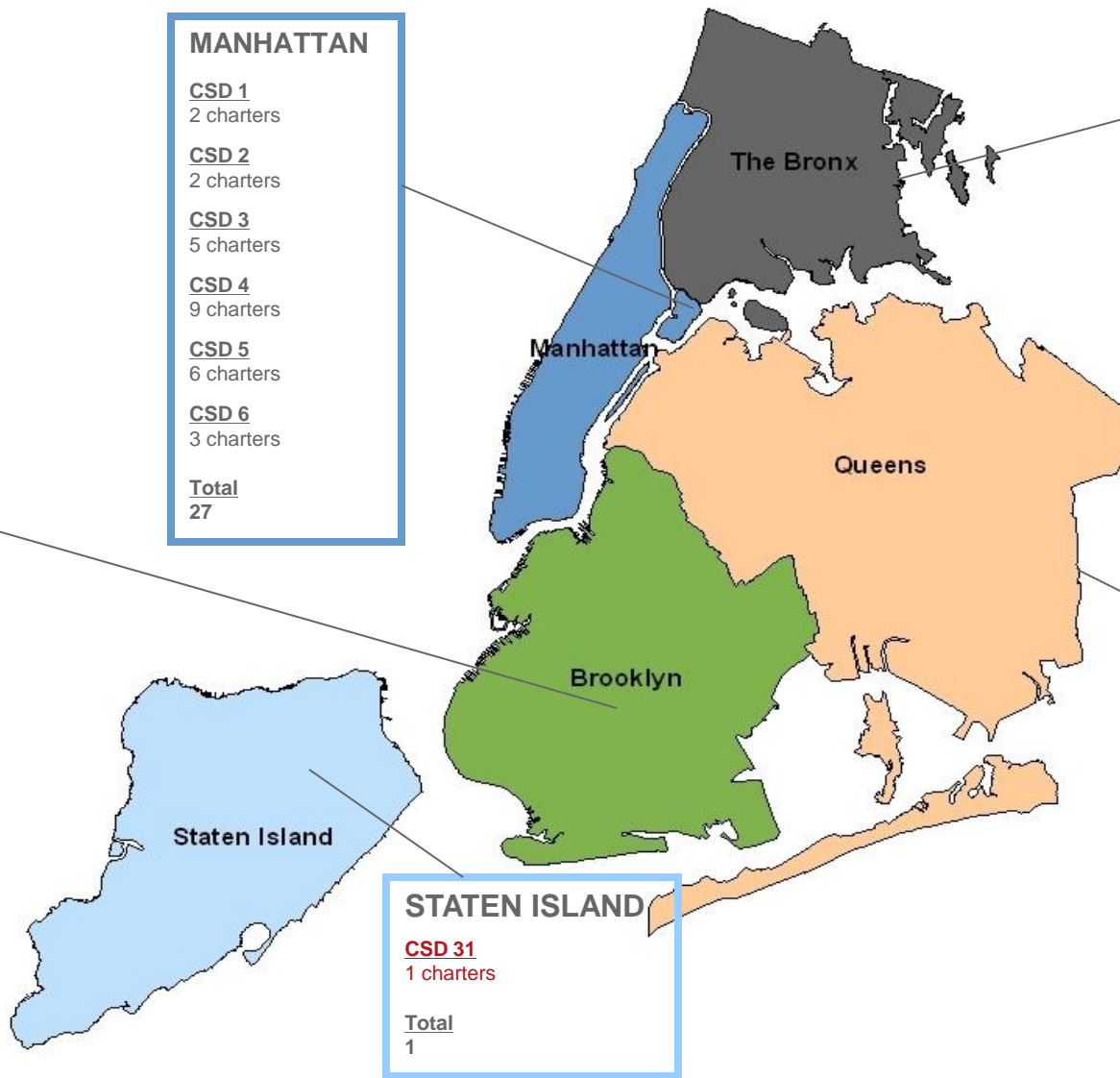
Where are NYC Charter Schools?

As of March 2009 (99 Schools)

BROOKLYN	
CSD 13	4 charters
CSD14	8 charters
CSD 15	4 charters
CSD 16	4 charters
CSD 17	5 charters
CSD 18	2 charter
CSD 19	4 charters
CSD 20	0 charter
CSD 21	1 charter
CSD 22	1 charter
CSD23	4 charters
CSD 32	1 charter
Total	38

MANHATTAN	
CSD 1	2 charters
CSD 2	2 charters
CSD 3	5 charters
CSD 4	9 charters
CSD 5	6 charters
CSD 6	3 charters
Total	27

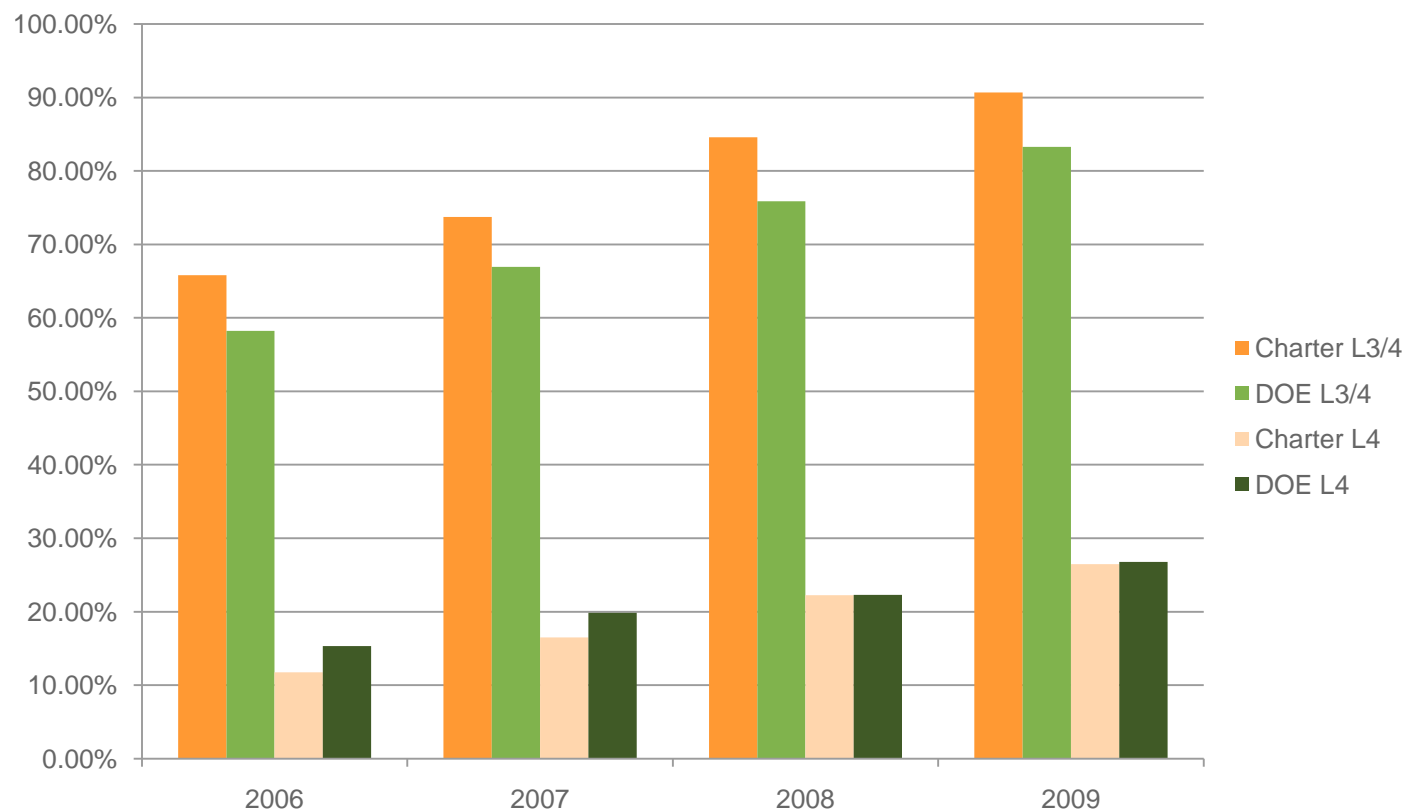
BRONX	
CSD 7	8 charters
CSD 8	7 charters
CSD 9	6 charters
CSD 10	1 charter
CSD 11	3 charters
CSD 12	2 charters
Total	27



QUEENS	
CSD 24	0 charters
CSD 25	0 charters
CSD 26	0 charters
CSD 27	1 charter
CSD 28	0 charters
CSD 29	1 charter
CSD 30	4 charters
Total	6

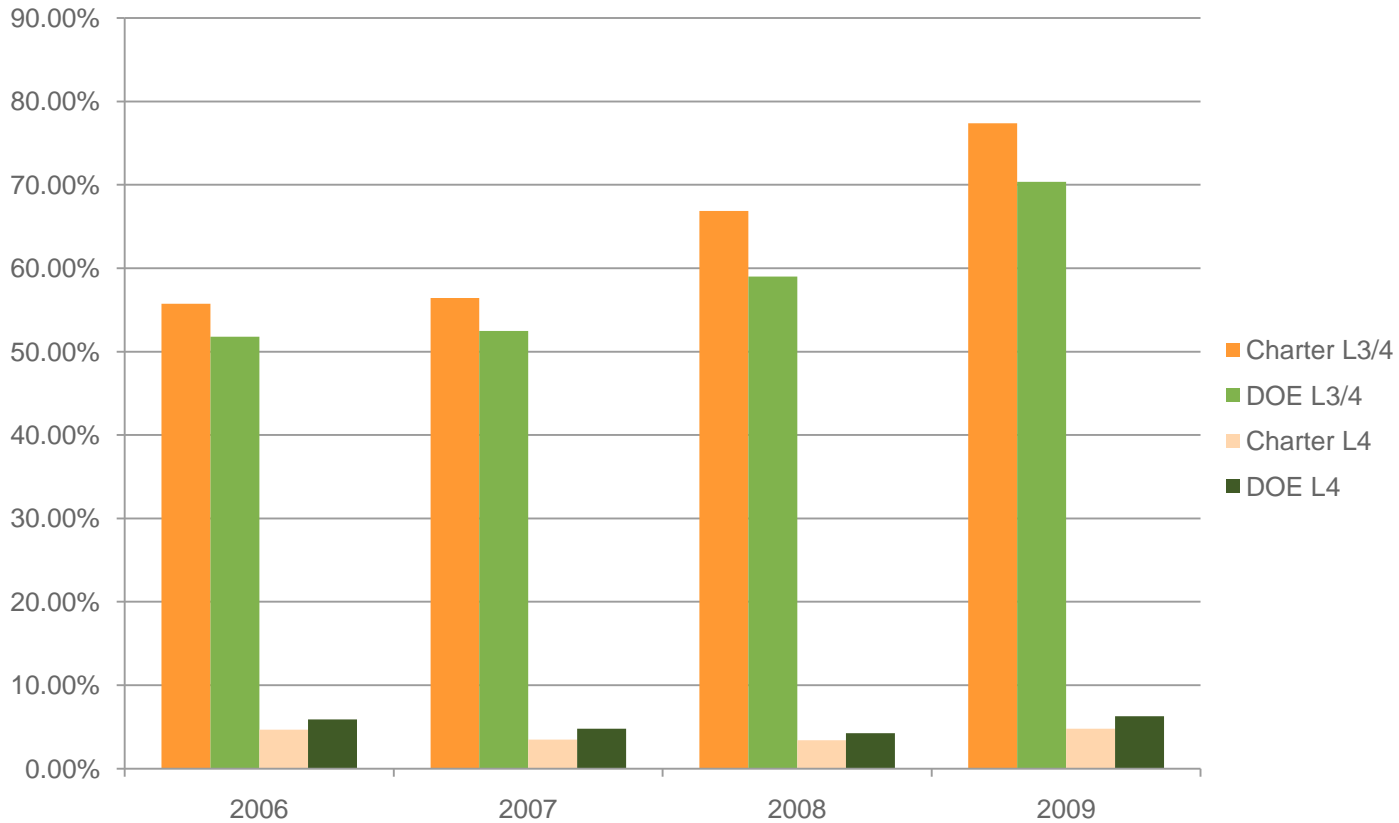
STATEN ISLAND	
CSD 31	1 charters
Total	1

Charter School Achievement Gains in Math



Percentage of charter and district school students scoring as proficient and advanced on NYS Math Exams

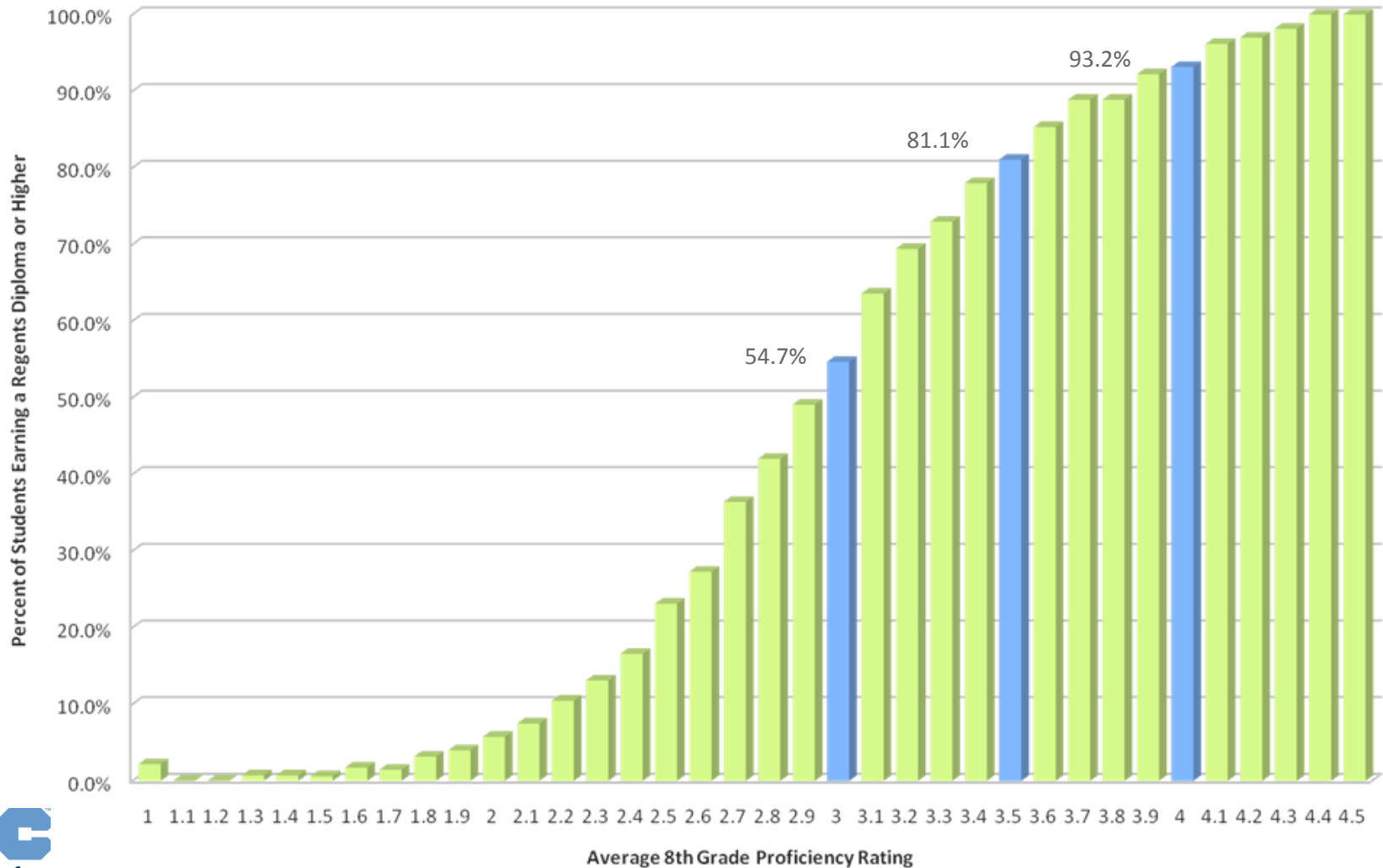
Charter School Achievement Gains in ELA



Percentage of charter and district school students scoring as proficient and advanced on NYS ELA Exams

8th Grade Achievement Predicts Regents Diplomas

Students scoring Level 3 on 8th grade assessments have a Predicted Regents graduation rate of ~55%



NYC DOE Charter School Quality Map

Benchmarks	Vision/Application “Will this be a quality school?”	Operation/Oversight “Is the school making progress towards quality?”	Outcomes/Renewal “Is this a quality school?”
High Academic Attainment and Improvement	Expectations for student performance are high.	Students are attaining expected skills and knowledge.	Students’ academic performance meets or exceeds local, state, and national standards.
Responsive Educational Program and Environment	A theory of change girds the design for increasing educational opportunities for all students.	The educational environment is safe, orderly, and supports highly effective teaching and learning.	A quality education program enables all students to achieve academically and socially.
Responsible School Leadership, Governance and Management	There is the capacity and will to create and sustain a quality school.	Competent leadership guides the school’s development.	Leadership furthers the school’s mission, program and goals and is strategic to ensure adequacy, alignment, and coherence of actions.
Financial Sustainability and Internal Controls	Organizational structures support the development of a quality education program.	The school maintains sustainability, solvency, and credibility.	The school is a well-run organization and capable of achieving long-term success.
Strong Culture and Supportive Relationships	School, home and community relationships are defined to support the academic and social growth of students.	Educators, family, and community are committed to improving student achievement together.	There is high social trust among the school community and a culture of excellence.

Accountability Framework

Guiding Questions:

- Is this school an academic success?
- Is this school a viable organization?
- Is this school in compliance with all applicable laws and regulations?

Accountability Framework

NYC DOE's Performance & Compliance Standards

1. High Academic Attainment & Improvement

- ▶ Is this school meeting its absolute performance goals?
- ▶ Is this school meeting its student progress goals?
- ▶ Is this school reducing the performance gap, meeting AYP, and surpassing the performance of similar schools?

2. Responsive Educational Program & Environment

- ▶ Does this school implement a quality curriculum based on NYS standards?
- ▶ Does the school use data to inform instruction and other school practices?
- ▶ Does the school create an environment conducive to academic achievement through its discipline practices, policies, and student engagement techniques?

Accountability Framework

3. Responsible School Leadership, Governance, & Management

- ▶ Does the school leader use his/her expertise to ensure quality teaching and learning?
- ▶ Does the board work effectively to monitor school-based decisions and support the school leader as necessary?
- ▶ Do the board members and school leader express a shared vision to constantly improve the school?
- ▶ Are teachers, school leaders and board members empowered to make decisions that impact the school?

4. Financial Sustainability & Internal Controls

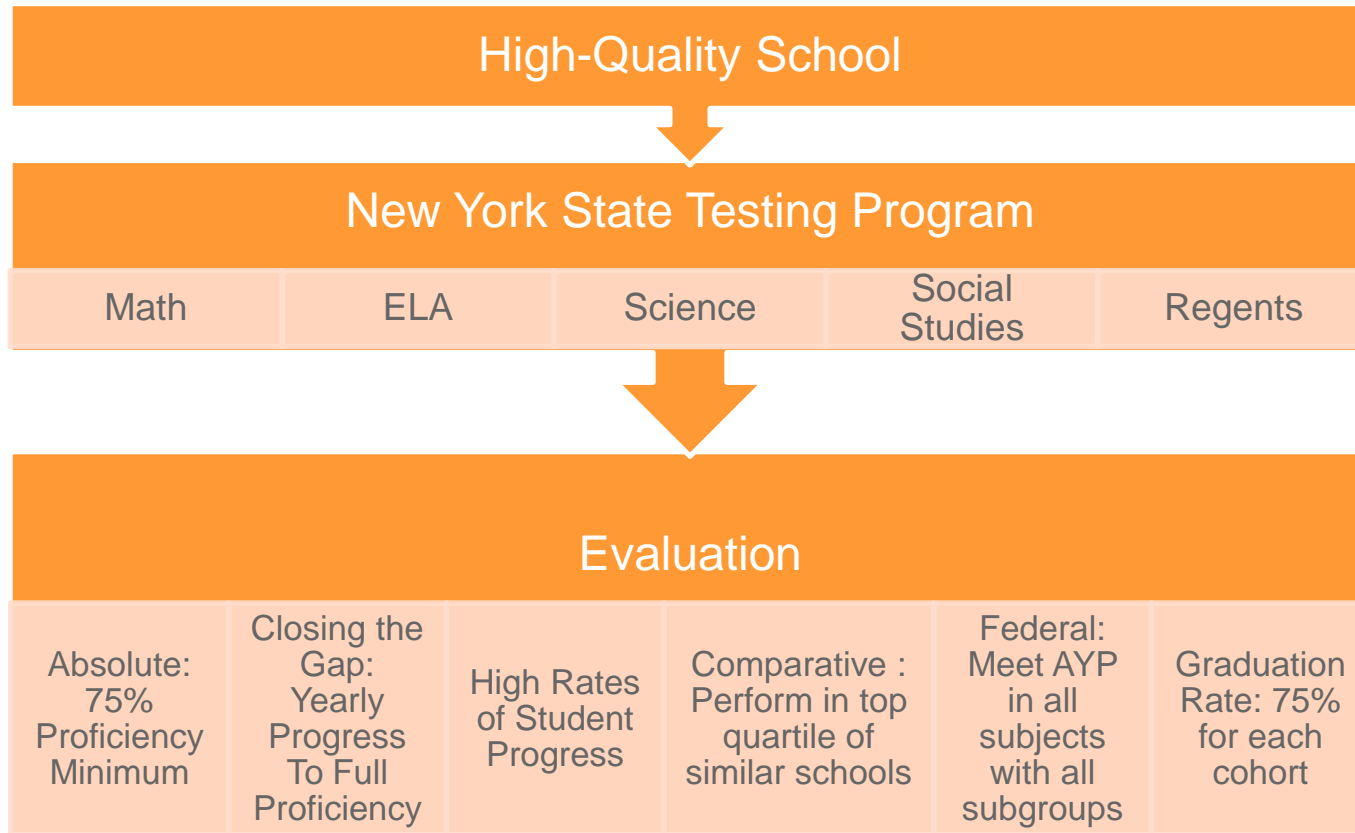
- ▶ Is the school able to meet its short-term and long-term financial obligations?
- ▶ Does the school maintain systems for effective internal controls?

5. Strong Culture & Supportive Relationships

- ▶ Is the school creating an environment in which staff members feel valued and staff retention is high?
- ▶ Does the school have mechanisms for involving parents and are parents satisfied with the school?
- ▶ Is the school utilizing community partners effectively to enhance the school's program and services?

Accountability Framework

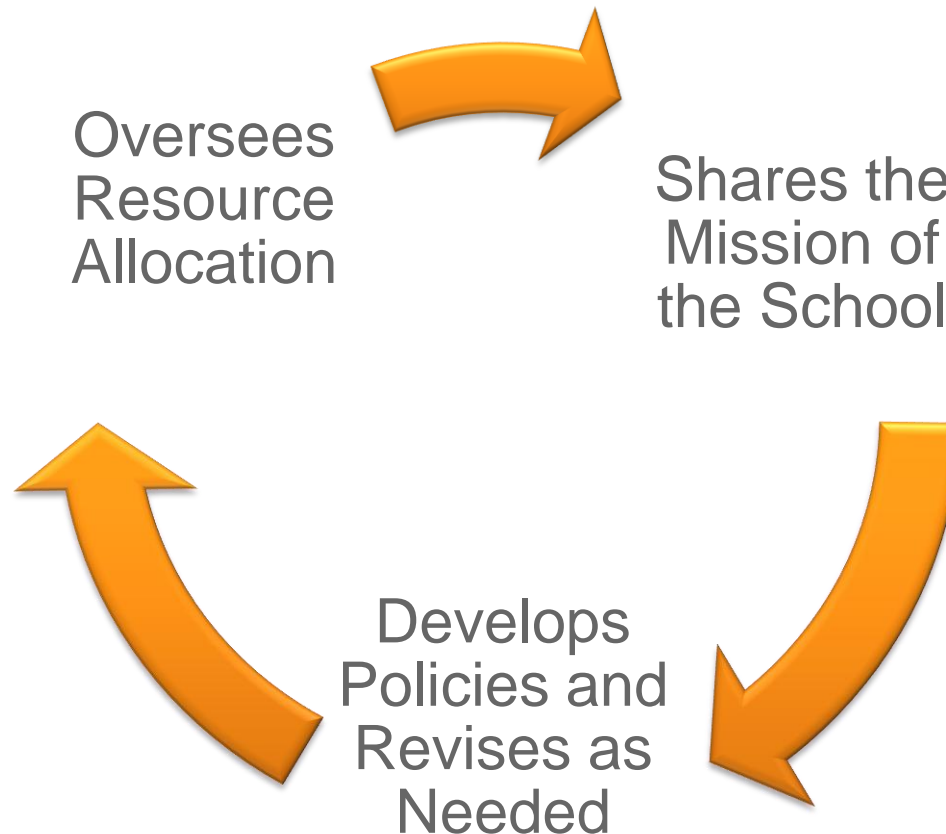
High Academic Attainment and Improvement



**Performance on school-specific goals and internal assessments are also reviewed for each school*

Accountability Framework

Effective Board Oversight Structure



Board Structure & Oversight

Balancing Act:

- Experts: budget, finance, legal issues, real estate, education, entrepreneur, not-for-profit exp.
- Diversified in gender, expertise, and ethnicity
- Provide strong guidance & leadership
- Step-in in times of crisis and guide the school leader
- Size Matters: Less is more
- Conflict of Interest policy signed annually

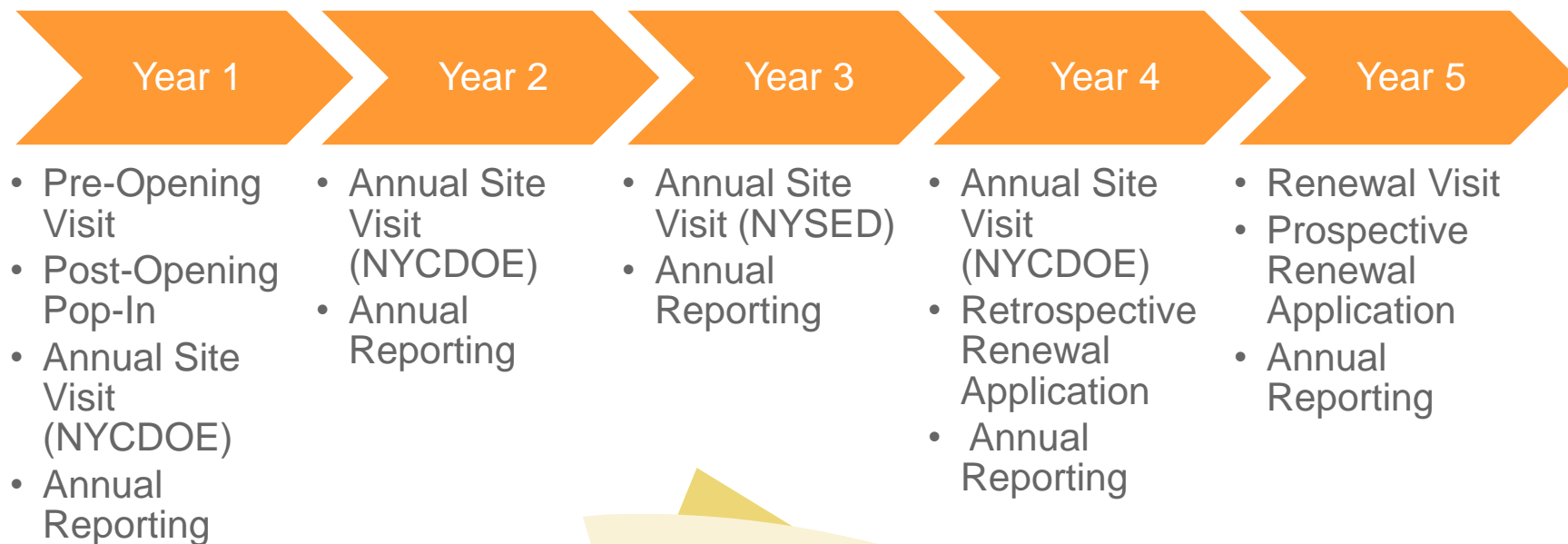
“Effective” board oversight

- Balance sheet, Cash flow, Budget Approval, Monthly expense and Year-to-Date Reports
- Effective board meetings. Recruitment drives
- Hires audit firm
- Evaluates CMO, EMO contract with school
- Evaluates school leadership
- Hears parents & staff complaints
- Strategic planning, Committees

Issues Discussed: Budgeting, Academic, Legal, Personnel Matters, Real Estate

- How often does the board meet? What gets reported and who reports to the board?
- Managing “Founders Syndrome”
- Serve as the bridge between school, parent and the community served

The 5-Year Road to Renewal



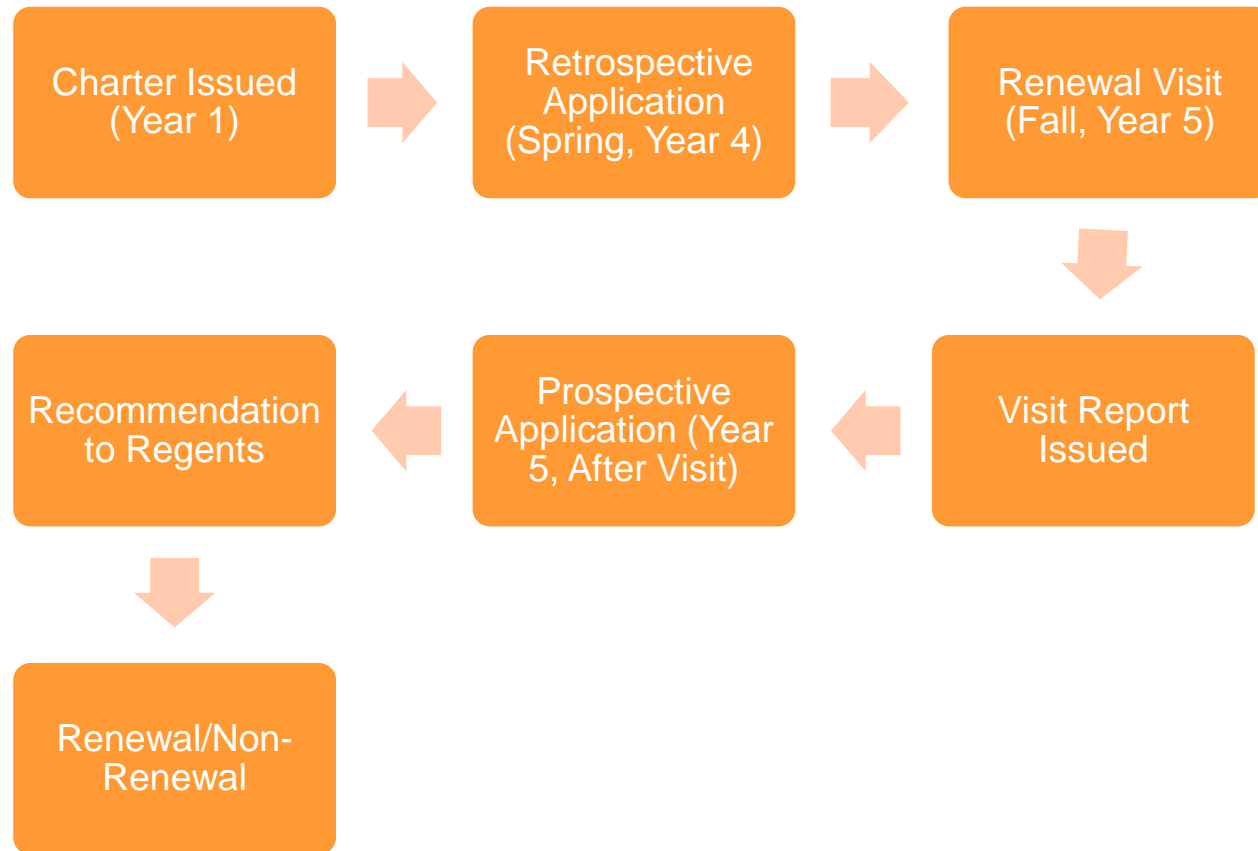
Yearly Accountability Cycle



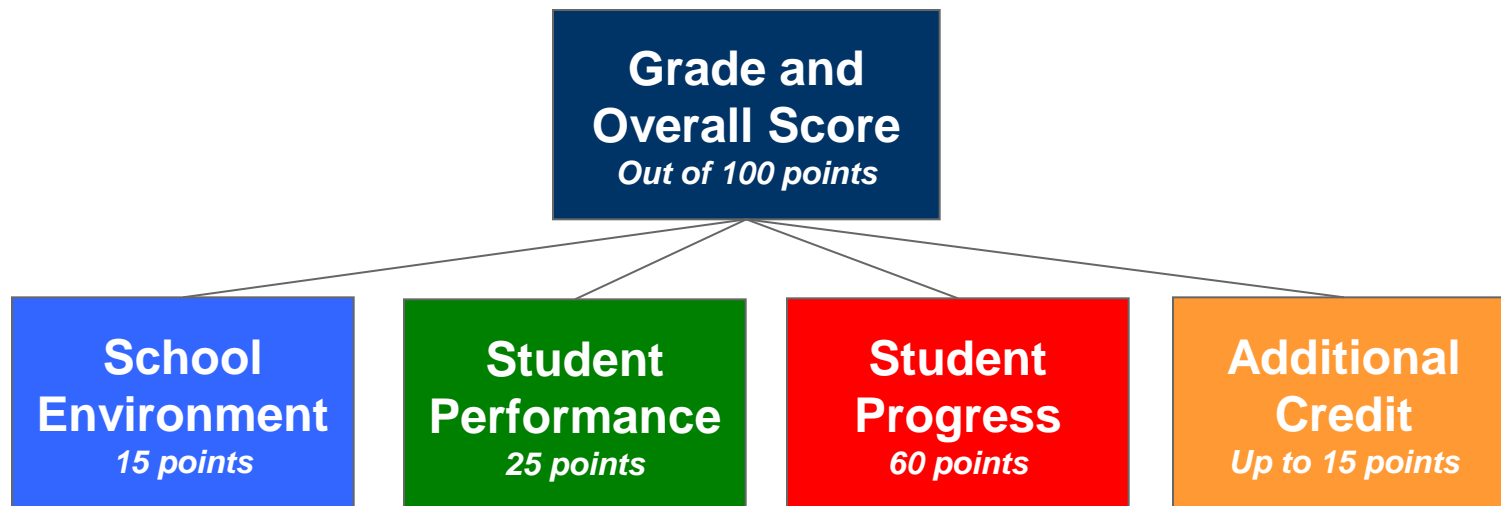
Renewal Timeline

**Revised renewal protocols will be released in late November*

**Renewal timeline will vary for each school depending on month charter was issued*



Progress Report Categories and Scoring



Elementary, Middle, and K-8 Schools

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • Learning Environment Survey results • Attendance | <ul style="list-style-type: none"> • Student test scores in ELA and Math (median proficiency and % Level 3/4) | <ul style="list-style-type: none"> • Student progress on ELA and Math test scores (avg. change and % making progress) | <ul style="list-style-type: none"> • Exemplary progress on test scores with high need students |
|---|--|--|---|

High Schools

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Learning Environment Survey results • Attendance | <ul style="list-style-type: none"> • Graduation rates (4-year and 6-year) | <ul style="list-style-type: none"> • Credit accumulation • Regents completion and pass rates | <ul style="list-style-type: none"> • Exemplary progress in credit gains with high need students |
|---|--|--|--|

Comparing Results Across Peer Schools and the City

Peer Horizon Scores counts for 75%

- Each school's performance is compared to the performance of schools in its peer group
- The "Peer Horizon" is the range of outcomes achieved by the peer group (i.e., the top and the bottom score in the peer group for each measure)

City Horizon Scores counts for 25%

- Each school's performance is also compared to the performance of all schools Citywide
- The "City Horizon" is the range of outcomes achieved by all schools Citywide (i.e., the top and the bottom score in the City for each measure)

The Peer Horizon scores count three times as much as the City Horizon scores to emphasize the relative performance of schools with similar student populations.

2009 Elementary/Middle Progress Report



Department of
Education

Progress Report
2008-09

ELEMENTARY

Progress
Report
Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 71.6
- This score places the School in the 21 percentile of all Elementary schools Citywide—i.e., 21 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL

PRINCIPAL

ENROLLMENT 639

SCHOOL TYPE ELEMENTARY

PEER INDEX 12.96

Category	Calculated Score		Category Grade
School Environment	13.3 out of 15		A
Student Performance	18.6 out of 25		A
Student Progress	38.9 out of 60		B
Additional Credit	0.8 (15 max)		
Overall Score	71.6 out of 100		A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 87% of schools earned an A in 2008-09

Elementary Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	87.2% of schools
B	54-67.9	10.8% of schools
C	43.0-53.9	1.4% of schools
D	33.0-42.9	0.3% of schools
F	0-32.9	0.3% of schools

Quality Review Score

This school's 2007-08 Quality Review score is:

Well Developed

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.



Department of
Education

Joel I. Klein, Chancellor

2009 Elementary/Middle Progress Report

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-		English Language Learners
25.0%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		Mathematics
-		English Language Learners
27.8%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
+0.75	38.9%	Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for

are:

DBN	School Name	DBN	School Name
31R005	P.S. 005 Huguenot	31R053	P.S. 053 Bay Terrace
02M234	P.S. 234 Independence School	26Q094	P.S. 094 David D. Porter
26Q188	P.S. 188 Kingsbury	31R006	P.S. 6 Corporal Allan F. Kivlahan School
31R003	P.S. 003 The Margaret Glolosa School	31R042	P.S. 042 Eltingville
22K195	P.S. 195 Manhattan Beach	02M040	P.S. 040 Augustus Saint-Gaudens
26Q098	P.S. 098 The Douglaston School	26Q203	P.S. 203 Oakland Gardens
02M077	P.S. 77 Lower Lab School	24Q128	P.S. 128 Juniper Valley
02M006	P.S. 006 Lillie D. Blake	15K321	P.S. 321 William Penn
31R055	P.S. 055 Henry M. Boehm	25Q209	P.S. 209 Clearview Gardens
26Q221	P.S. 221 North Hills	28Q101	P.S. 101 School In the Gardens
31R036	P.S. 036 J. C. Drumgoole	26Q162	P.S. 162 John Golden
28Q196	P.S. 196 Grand Central Parkway		
31R056	P.S. 56 The Louis Desario School		
02M089	P.S. 89		
26Q205	P.S. 205 Alexander Graham Bell		
31R032	P.S. 032 The Gifford School		
02M041	P.S. 041 Greenwich Village		
31R001	P.S. 001 Tottenville		
26Q041	P.S. 041 Crocheron		
02M150	P.S. 150		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

2009 Elementary/Middle Progress Report

Results by Category

SCHOOL
PRINCIPAL

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
13.3 out of 15

A

Survey Scores (10 points)

Academic Expectations:

8.9

94.7%

7.1 9.0

100.0%

8.3 8.9

Communication:

8.2

87.0%

6.2 8.5

96.2%

5.7 8.3

Engagement:

8.6

90.3%

5.8 8.9

106.3%

5.2 8.4

Safety and Respect:

9.2

88.9%

7.8 9.4

100.0%

8.3 9.2

Attendance (5 points)

96.2%

77.5%

93.1% 97.1%

91.7%

88.5% 96.5%

Number of students

2009 Elementary/Middle Progress Report

Student Performance Comprises 25% of the Overall Score		Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
A This Year's Score: 18.6 out of 25	English Language Arts												
	Percentage of Students at Proficiency (Level 3 or 4):	92.2%	64.9%					96.8%					320
	Median Student Proficiency (1.00-4.50):	3.53	50.9%					93.9%					320
	Mathematics												
	Percentage of Students at Proficiency (Level 3 or 4):	99.1%	90.7%					98.1%					318
	Median Student Proficiency (1.00-4.50):	4.03	63.5%					92.4%					318
Student Progress Comprises 60% of the Overall Score		Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
B This Year's Score: 38.9 out of 60	English Language Arts												
	Percentage of Students Making at Least 1 Year of Progress	57.5%	48.2%					45.8%					301
	Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	75.0%	43.4%					42.5%					84
	Average Change in Student Proficiency for Level 1 and Level 2 Students	0.57	91.4%					120.6%					25
	Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.02)	47.8%					66.7%					276
	Mathematics												
	Percentage of Students Making at Least 1 Year of Progress	84.6%	78.1%					106.3%					302
	Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	80.3%	74.8%					79.2%					71
	Average Change in Student Proficiency for Level 1 and Level 2 Students												6
	Average Change in Student Proficiency for Level 3 and Level 4 Students	0.08	74.1%					85.3%					296



2009 Elementary/Middle Progress Report: Charter School Averages

Environment

- City School Average: **9.9**
- Charter School Average: **11.5**

Performance

- City Average: **19.3**
- Charter Average: **20.6**

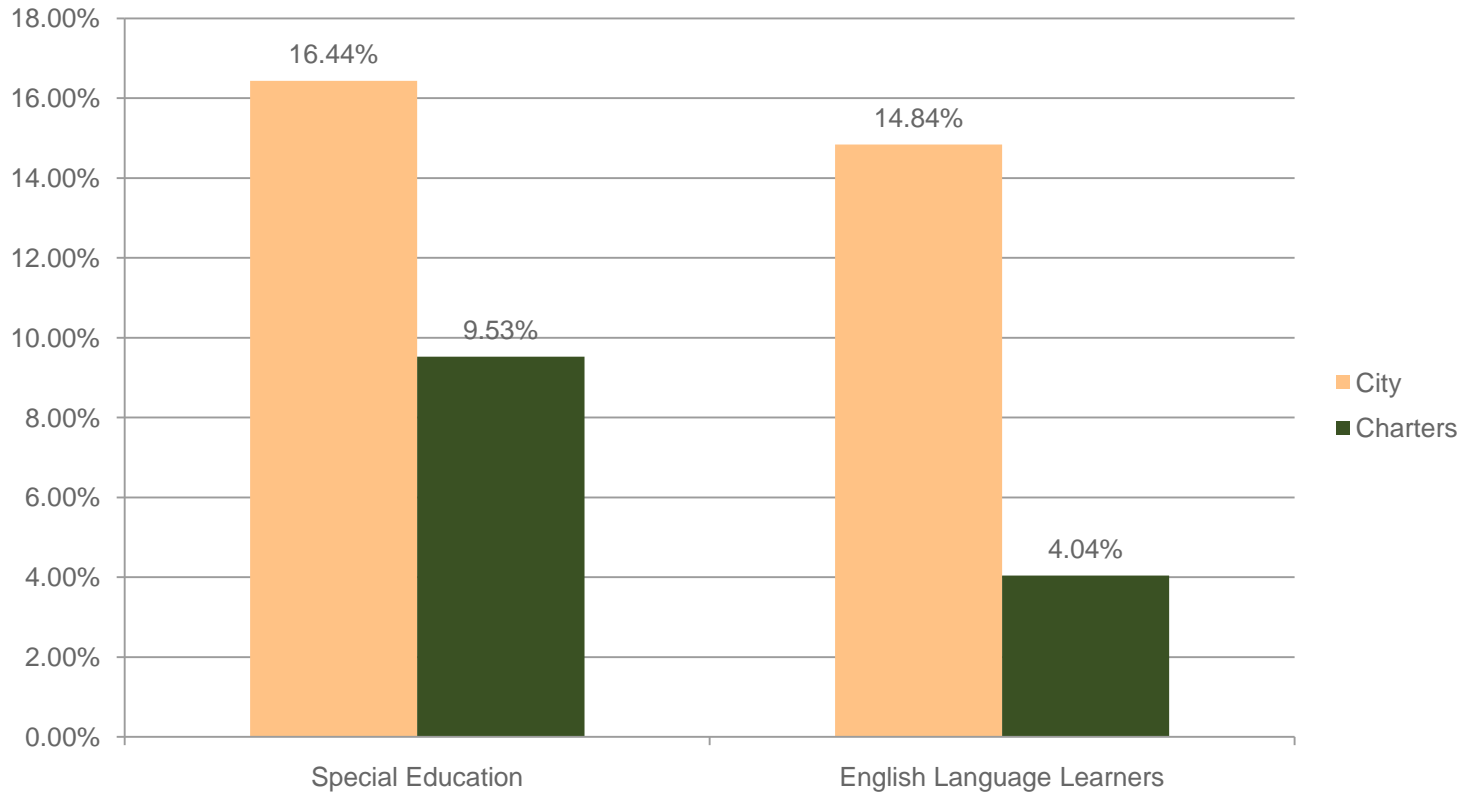
Progress

- City Average: **46.0**
- Charter Average: **42.8**

Overall

- City Average: **80.5**
- Charter Average: **77.9**

Enrollment Comparisons



2008-09 Special Education and ELL's as proportions of charter students and citywide

Questions?

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