# Action in the States

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**New Orleans**
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# Some progress in state policy...

*Source: Momentum Strategy & Research*

| Components of Alt Accountability | Alternative Options | | |
|---|---|---|---|
| | Schools Only (11 states) | Programs Only (8 states) | Both Schools & Programs (12 States) |
| Alternative accountability present | 9 states | 3 states | 3 states |
| | | | |
| Different weighting of indicators and/or measures | 4 states | 0 states | 1 state* |
| Different measures than traditional framework | 4 states | 3 states | 1 state* |
| Different benchmarks/comparison groups | 6 states | 0 states | 1 state* |
| Emphasis on growth | 3 states | 0 states | 0 states |
| Customizable at school level | 2 states | 0 states | 1 state* |

*Not currently implemented, recently passed legislation will put this component into place in 2015-2016.

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# State highlights

- NV:  SB must develop new AEC Frameworks
- OH: New Cutpoints *(effective 4/2015);* state committee  to define "quality" in AECs *(SB 148, pending)*
- Colorado: New alternative accountability workgroup *(HB 15-1350,signed 6/5/2015)*
- AR: AECs exempt from A-F grades
- CT: AEC policies, charter oversight intersect

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# Ohio: New Cutpoints

**Graduation rates:**

- ***4-year cohort:***
  - \>36% = "exceeds standards" ; 8-35% = "meets standards"; <7.9 = "does not meet standards"
- ***5,6,7,8-year cohorts:***
  - \>40% = "exceeds standards";  12-39% = "meets";  <12% = "does not meet"

**Schoolwide passage rates on high school achievement assessments:**

- 68% or higher = "Exceeds standards"
- 32 – 67%  = "Meets standards"
- <32%  = "Does not meet standards"

**Annual measurable objectives:**

- 36% or higher = "exceeds standards"
- 1-35.9%  = "meets standards"
- <1% = "does not meet standards"

# Connecticut's story

- Advocates pushed 2013 bill due to AEC disarray

- State produced taxonomy in early 2014

- Oversight stakes heightened by FUSE scandal

- NACSA/Momentum proposed new AEC frameworks *(6/2015)*

- Next, a comprehensive review…

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# Alternative Charter Accountability in Louisiana

11 June 2015

# The Challenge

While letter grade accountability systems have many advantages – simplicity, consistency, relevance, – they are by nature reductive.
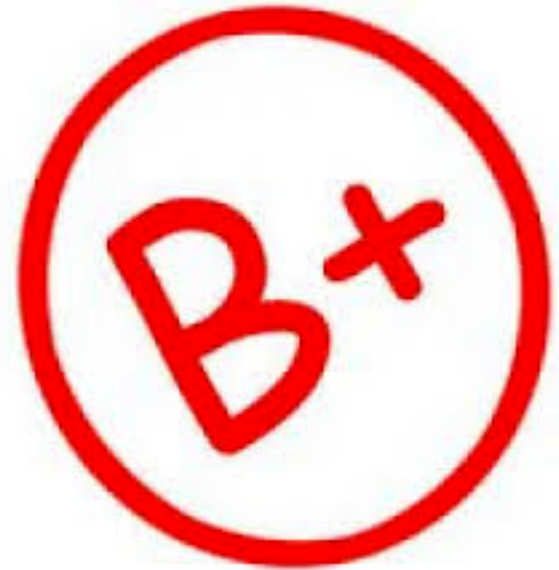
# Key Question #1

What is a fair, accurate, and consistent way to assess performance and provide accountability consequences for alternative schools?

# Key Questions #2

How do we balance the desire to differentiate assessments, labels, and consequences with the desire to maintain high standards and expectations for all schools and students?

# Key Questions #3

In a system of letter grades premised on giving parents accurate information, what does it mean to give accurate information about alternative schools?

# Key Questions #4

Is an "F" for an alternative school the same as an "F" for a traditional school? Should parents be expected to know the difference?

**Accountability**

- We decided that it was important to maintain the consistency of the state accountability across all types of schools

- No variation in how letter grades are calculated, who receives them, or how they are disseminated

**Portfolio Management**

- We decided that portfolio management – especially deciding which schools stay open – did require differentiation across types of schools

# The Louisiana Compromise
# (2 of 2)

Working in partnership with the charter school community, we developed an additional framework for evaluation of alternative charter schools.

These schools still receive letter grades but portfolio management decisions are made instead based on this framework.

## Alternative Charter School Extension and Renewal Framework

| Indicators | Standard | Potential Points | | Performance Metric | Total |
|---|---|---|---|---|---|
| Department Selected Indicators | EOC Performance[1] | Full Credit – 20 Points | | $\geq$ 75% of Students Receive Score Eligible for Graduation | X / 20 |
| | | Partial Credit - 10 Points | | 61 – 74% of Students Receive Score Eligible for Graduation | |
| | | No Credit – 0 Points | | $\leq$ 60% of Student Receive Score Eligible for Graduation | |
| | Credit Accumulation[2] | Full Credit – 20 Points | | $\geq$ 75 % of Students Earn 6 or More Credits or Full Completion | X / 20 |
| | | Partial Credit – 10 Points | | 61 – 74% of Students Earn 6 or More Credits or Full Completion | |
| | | No Credit – 0 Points | | $\leq$ 60% of Students Earn 6 or More Credits or Full Completion | |
| | Student Stability Rate[3] | Full Credit – 20 Points | | $\geq$ 85% of Students Stay Enrolled in School | X / 20 |
| | | Partial Credit – 10 Points | | 61 – 84% of Students Stay Enrolled in School | |
| | | No Credit – 0 Points | | $\leq$ 60% Students Stay Enrolled in School | |
| School Selected Indicators | • Schools propose two additional criteria related to their mission. • Schools must propose criteria that are objective and quantifiable. | | | Department Sets Standard of Performance | X / 20 X / 20 |
| Total Points Accumulated | | | | | X / 100 |

## Framework Extension Eligibility

| Total Points Accumulated | Eligible for Extension |
|---|---|
| 81 – 100 | Yes |
| 50 – 80 | Yes |
| 0 – 49 | Ineligible for Extension |

# SIATech

## Dr. Linda Dawson

Superintendent / Chief Executive Officer

# SIATech Mission:
## Recover disadvantaged opportunity youth

SIATech provides a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life™.

Break cycle of poverty by providing a pathway to middle class through employment / college.

# SIATech by the Numbers

**17 Years in Existence**

SIATech, Inc. 1998     MYcroSchool. 2010

**21 School Sites**

**All Students** $ **Low-income**

18 months — On average, students have been out of school 18 months prior to enrollment with SIATech

15,000 Graduates

35% **In College** — 35% in college within two years of graduation
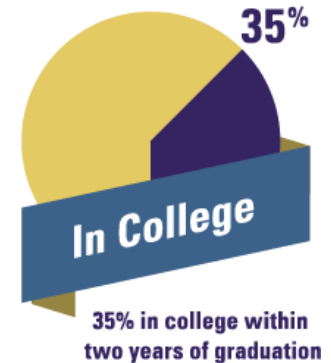
# SIATech High School Program

**Student Focused**
- Dropout Recovery
- Nonprofit

**Blended Model**
- Competency-based
- Personalized

**ConTech curriculum**
- Common core state standards-aligned

**Fully accredited**
- AdvancED, WASC, SACS

**Graduates are Ready for College and Career**

# SIATech Schools in California

- Two charters, 15 campuses

- 1,500 students

- Partnered with workforce development
  - Job Corps: 7 sites
  - WIOA: 8 sites

- Classroom-based and independent study

- An independent reporting charter school for accountability

# SIATech Little Rock

- Arkansas state-authorized charter school

- Serve multiple counties

- Classroom-based model

- 150 students

- Considered an alternative school for accountability

- 150 graduates in 3 years

# SIATech / MYcroSchool in Florida

- Five charters, five campuses

- 1,400 students

- Not graded in Florida

- Accountable for growth to standard over time

**SIATech** ®

www.siatech.org

# Keys to Success: Keepin' it REAL

**Individualized Learning Plans**

Personalized Education Experience

**Flipped Delivery**

Lessons provided so teachers can concentrate efforts on relationship and trust building

**Relevant, Rigorous Curriculum**

- High-Tech
- Tied to career training

# Results
Accelerated learning supported by high expectations

![SIATech logo]

# Building and Nurturing Partnerships: Synergy and Sustainability

- Charter and traditional schools need to work together to solve problems in American Education

- Unique school, business, and collegiate partnerships to leverage resources

We can all unite around the quest for equitable access to public education that is the civil rights issue of our time.

**COMMUNITIES**

**SCHOOLS**

**BUSINESSES**

# YouthBuild

## CHARTER SCHOOL OF CALIFORNIA

"**Each** time a man stands up for an idea, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny **ripple of hope,** and crossing each other from a million different centers of energy and daring, those ripples build a current which can sweep down the mightiest walls of oppression and resistance.  *– ROBERT F. KENNEDY*"

# What's YouthBuild

- **35** years of empowering 16-24 year old *opportunity youth*

- ***10,000 Students*** *completed over **3.5 million service** hours in 2014*

- Pathways to **education, jobs, entrepreneurship**, and **community transformation**

- *Comprehensive **youth development** experience*

# Five Components of a YouthBuild Program

## Vocational Experiences

-supervised training

-employer expectations

-job readiness skills

-vocational education

-pre-apprenticeship

## Leadership Development

-decision making

-group facilitation

-program leadership roles

-public speaking

-negotiating

-community service

-advocacy

## YCSC Education (ACE Model)

-essential questions

-literacy & numeracy skills

-project-based learning

-authentic assessment

-restorative justice

-culminating projects

## Wrap-Around Services

-peer counseling

-individual counseling

-group counseling

-case management

-outside referrals

-life skills

-goals

## Graduate Resources

-college counseling

-pre-employment training

-pre-apprenticeship training

-career counseling

-job development

-job placement

-follow-up

# Why ACE Assessments: Test v. Competency

## Test-Based

- Low Level Thinking on Bloom's Taxonomy (memorization and recall)

- One day snapshot of performance

- Only applicable on the test

## Competency-Based

- Higher Level Thinking on Bloom's Taxonomy (analyze and create)

- On-going performance assessment

- Can be applied in real life

# YCSC Competencies

Curriculum at YCSC arranged competencies into 3 indices that reflect our educational philosophy and goals:

Higher Order Thinking Index
25 Skills

Post-Secondary Readiness Index
23 Skills

Social Responsibility Index
14 Skills

# Higher Order Thinking

| GATHERING INFORMATION | EVALUATING, ANALYZING, SYNTHESIZING, INFERRING |
|---|---|
| <ul><li>Note-taking</li><li>Research (Online, Participatory Action Research, Book, Library, Reading creative texts, Geography literacy</li><li>Identifying reliable sources</li></ul> | <ul><li>Evaluating information</li><li>Using evidence to defend an argument</li><li>Compare and contrast</li><li>Understanding the purpose of a text</li><li>Problem solving</li></ul> |
| PRODUCING ORIGINAL WORK | EXTENDED THINKING |
| <ul><li>Expository writing</li><li>Creative writing</li><li>Narrative writing</li><li>Creative/artistic projects</li><li>Understanding plagiarism</li><li>Citing sources</li><li>Personal style and originality</li><li>Grammar and syntax</li></ul> | <ul><li>Revisions</li><li>Meta-cognition</li><li>Connections to prior knowledge</li><li>Interdisciplinary connections</li></ul> |

# Postsecondary Readiness

| ACCOUNTABILITY | PUBLIC SPEAKING |
|---|---|
| <ul><li>Team agreements</li><li>Self-evaluation</li><li>Peer-evaluation</li><li>Restorative justice</li><li>Individual goal setting</li><li>Follow-through</li><li>Self-control</li></ul> | <ul><li>Projecting your voice</li><li>Speaking clearly</li><li>Confidence</li><li>Posture</li><li>Preparation</li><li>Courtesy</li><li>Humor</li></ul> |
| COLLABORATING | STUDY SKILLS |
| <ul><li>Team goal setting</li><li>Meeting planning</li><li>Solidarity</li><li>Volunteering for tasks</li><li>Fulfilling commitments</li><li>Problem solving</li><li>Discussion and dialogue</li><li>Using technology to collaborate</li></ul> | <ul><li>Note-taking</li><li>Exam study skills</li><li>Timed writing</li><li>Listening</li></ul> |

# Social Responsibility

| SOCIAL CONSCIOUSNESS | POLICY ADVOCACY |
|---|---|
| <ul><li>Identifying and understanding injustice, oppression, and inequality</li><li>Mapping/geography</li><li>Listening with empathy and understanding</li><li>Facilitate workshops to raise awareness</li><li>Needs assessment</li><li>Political Analysis</li><li>Power Analysis</li></ul> | <ul><li>Voting</li><li>Lobbying</li><li>Petitioning</li><li>Filing a legal challenge</li><li>Protesting for reforms</li><li>Campaigning for political office</li><li>Deliver public comment</li><li>Story-based messaging</li><li>Goal-setting</li></ul> |
| BUILDING AUTONOMY | GROWTH AND TRANSFORMATION |
| <ul><li>Community involvement</li><li>Resource development</li><li>Budgeting</li><li>Grant writing</li><li>Program development</li></ul> | <ul><li>Love for learning</li><li>Positive disposition</li><li>Intellectual humility</li><li>Genuine relationship building</li><li>Evaluation and reflection</li></ul> |