



Arizona Charter Schools Association Update

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A-F Overview

Evaluating Quality

- Association's Advocacy Priorities for A-F:
 - Fair, valid and reliable system;
 - Reflects the impact of teachers and leaders, not zip code of school;
 - Focuses more heavily on measures of growth

A-F Overview

K-8 Grading

- Association advocated for the following A-F components and methodologies:
 - Weighted, stable proficiency calculation
 - Student Growth Percentiles (SGP) and Student Growth Targets (SGT)
 - Weigh growth calculations more than proficiency
 - Acceleration Menu- not a checklist but options for schools

A-F Overview

9-12 Grading

- Association advocated for the following A-F methodologies:
 - Weighted, proficiency
 - Student Growth Percentiles (SGP) and Student Growth Targets (SGT)
 - College and Career Readiness indicators (CCRI)- not a checklist for all students but options for schools
 - High Schools should be most accountable for outcomes- graduation rate and CCRI

Quality Standards

Qualitative Measures of Quality

- In 2017, the Association and Center for Student Achievement updated the Quality Standards, originally created in 2010, based on current educational research and best practice.
- The Quality Standards Evaluation Tool is an online resource, that includes non-test indicators, to evaluate school quality.

centerforstudentachievement.org/quality-standards

Quality Standards at a Glance

Combining the knowledge and expertise of successful school operators with research-based best practices, the standards describe basic criteria that can be met regardless of a school's size, philosophy or educational model:

Academic and
Continuous
Improvement

Effective and
Ethical Leadership

Culture
Community &
Relationship-
Building

Effective School
Operations

Effective
Governance

Finance

Quality Standards

Benefits

- Provide a complete picture of overall school performance in six key areas.
- Self-Assessment allows for continuous improvement and ownership of the standards.
- Serve as a benchmark and roadmap to define quality for both your school and for Arizona public education.
- Designed to support and sustain your school's improvement.

centerforstudentachievement.org/quality-standards

Rubrics

STANDARD 1: ACADEMICS

A quality charter school maintains a culture of high academic expectations and focuses on continuous improvement by defining measurable academic goals for all of its students; articulating a fully aligned, rigorous curriculum and employing research-based instructional strategies; regularly tracking student progress; employing differentiated professional development and student intervention; and fostering a collaborative and highly effective cadre of teachers, while also maintaining compliance with applicable laws and regulations.

Standard

| Standard Indicator | Absent Does not Meet Indicator | Emerging Approaches the Indicator | Effective Achieved the Indicator | Exemplary Exceeded the Indicator |
|---|--|--|---|---|
| <p>1.1 Culture of High Expectations</p> <p>The school commits to high academic expectations for all students and holds all staff and students accountable to these expectations.</p> | <p>The school lacks a commitment to high achievement for all students. The school focuses on teaching rather than student learning. The school does not monitor evidence of student learning and it fails to respond to its data.</p> | <p>The school's mission reflects high academic expectations for all students. The school has established goals and expectations for all students in at least reading, writing and math. The school has begun to shift its focus from teaching inputs to students' learning outcomes. However, the</p> | <p>The school's mission and day to day behaviors reflect high academic expectations for all students. The school has established goals and high expectations for all students in all content areas. The school has shifted its focus from teaching inputs to student learning outcomes. The school monitors evidence</p> | <p>The school's mission and day to day behaviors reflect high academic expectations for all students that extend beyond graduation from the school. All members of the school community establish goals and create high expectations for student learning in all content areas, including goals for closing achievement gaps, when</p> |

Indicator

Performance Levels

Rubrics

1.1 Key Questions

Key Questions

- Does the school have mission and vision statements that commit to high academic expectations for all students?
- Does the school have a strategic plan that fosters the mission and vision for all students?
- Does the school translate mission and vision statements into goals that address the learning of all students in all content areas and that embody the following characteristics: specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.)?
- Does the school commit to school wide goals for absolute achievement (i.e. percent proficient) and growth of students (i.e. individual growth percentile scores)?

| 1.1 Self Score | Rationale |
|------------------------------------|-----------|
| <input type="checkbox"/> Absent | |
| <input type="checkbox"/> Effective | |
| <input type="checkbox"/> Emerging | |
| <input type="checkbox"/> Exemplary | |

Score and rationale

1.1 Evidence

Evidence

- Written evidence that demonstrates the school's commitment to high academic expectations for all students
- School strategic plan that includes the school's mission and vision statements
- Observation records that demonstrate teachers are implementing strategies and actions identified in the plan
- S.M.A.R.T. goals established by grade and content that addresses student achievement for all students
- Classroom level outcomes that are aligned to the S.M.A.R.T. goals
- Student progress monitoring data, including formative and summative assessments
- Classroom and hallway décor that supports academic goals and school mission
- Artifacts of public recognition of students who reach academic goals or make significant achievement
- Evidence that students establish their own goals and monitor their own progress: student journals, student goal setting sheets, student generated graphs/charts, student led conference procedures, etc.



QUESTIONS?

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