



Alabama Charter School Authorizers Session on Conversion Schools

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Agenda

1 Introduction

Values-Based Authorizing (and the law)

2 Jam Board:

<https://jamboard.google.com/d/1fMPIns52tQoGRkozn4cCR2IMUi8ZAJi-SN8C-TMwdn0/edit?usp=sharing>

3 Conversion Schools (and the law)

4 Closing and Questions



Values-Based Authorizing – High Quality

Section 3. The Legislature finds and declares:

- It is in the best interests of the people of Alabama to provide all children with access to **high quality** public schools.
- It is necessary to continue to search for ways to strengthen the **academic performance** of elementary and secondary public school students.
 - What does **high quality** mean to you?
 - How can you measure **high quality**?
 - What is an **academic program**?
 - What does it mean to **strengthen** the academic performance?



Values-Based Authorizing—Parents and Educators

Section 3. The Legislature finds and declares:

- Those who know students best, **parents and educators**, make the best education-related decisions regarding their students.
- **Parents and local educators** have a right and responsibility to actively participate in the educational institutions that serve the children of Alabama.
 - What does this mean to a local school district?
 - How do you allow for this autonomy for applications?
 - How would you screen for this during the application or conversion process?



Values-Based Authorizing—Individual Children

Section 3. The Legislature finds and declares:

- Public school programs, whenever possible, should be customized to fit the **needs of individual children.**
 - How do you measure whether a school is meeting the needs of individuals?
 - How would you measure this for conversion schools?



Values-Based Authorizing—Creating Schools

Therefore, with this act, the Legislature intends to accomplish all of the following:

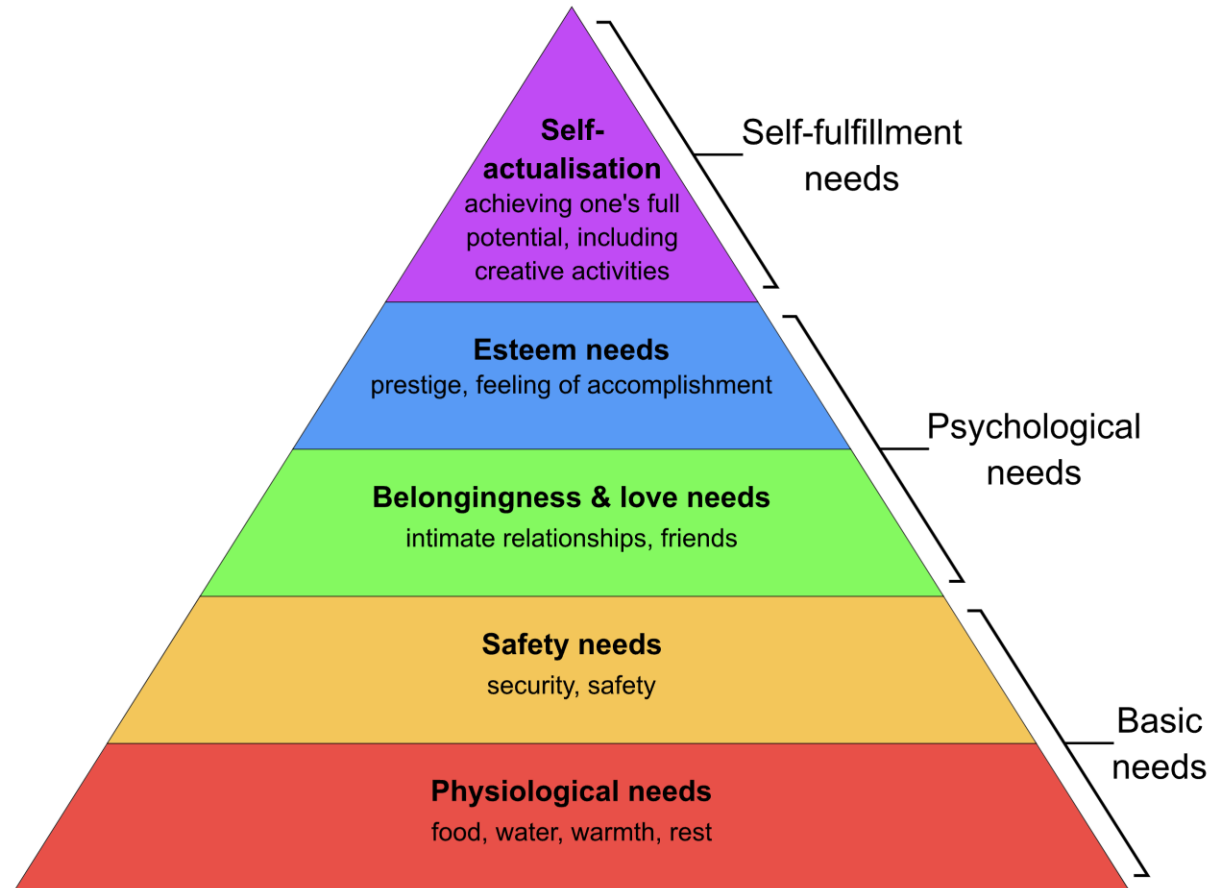
- a. Provide school systems and communities with additional tools that may be used to better meet the educational needs of a **diverse student population**.
- b. Encourage innovative educational ideas that **improve student learning for students at all academic levels**.
- c. Empower educators to be **nimble and strategic** in their decisions on behalf of students.
- d. Provide additional high quality educational options for all students, **especially students in low performing schools**.
- e. Create public schools with **freedom and flexibility** in exchange for **exceptional results**.
- f. Foster tools and strategies to **close achievement gaps** between high-performing and low-performing **groups of public school students**.

What does this mean for chartering new schools? Annual reviews? Renewal?

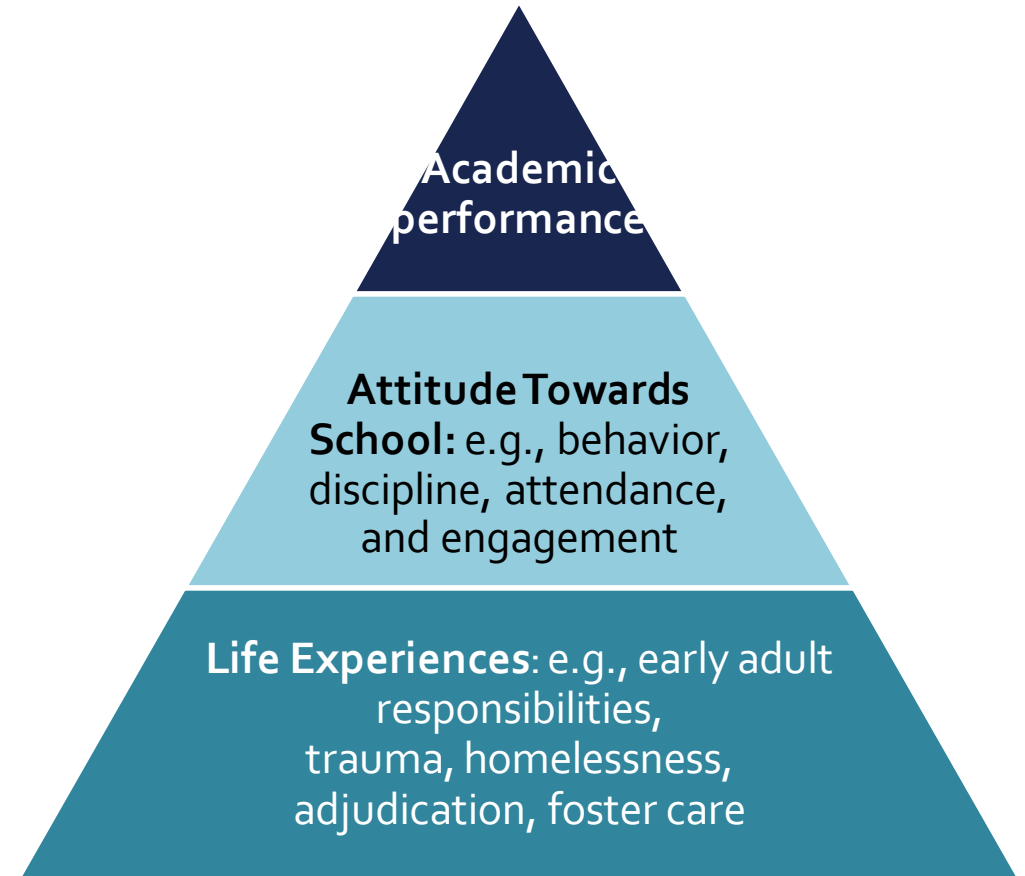


Students First = Needs First

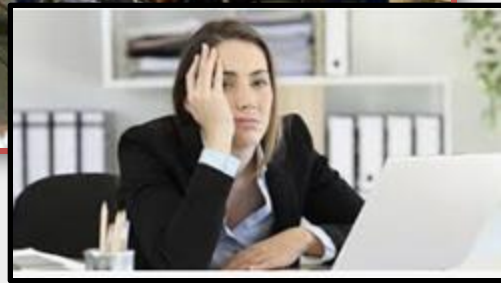
Maslow's Hierarchy of Needs



A-GAME Hierarchy of Student Learning



Accountability Disconnect

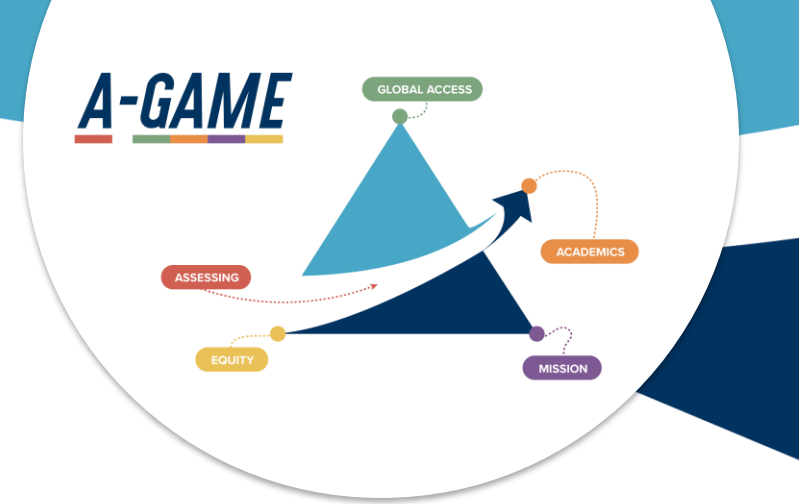


We can “see”
the difference.

How can we
quantify the
difference?



Measure what Matters



ASSESSING--



GLOBAL ACCESS

Beyond Career and College Readiness, A-GAME goals ensure students have taken measurable steps into the real world.



ACADEMICS

Beyond growth and achievement on state assessments, A-GAME Goals include high school credit earning rates, GPA, internal benchmarks, portfolios, lexile growth, and more.



MISSION

A-GAME Goals measure the extent to which students embody the school's mission.



EQUITY

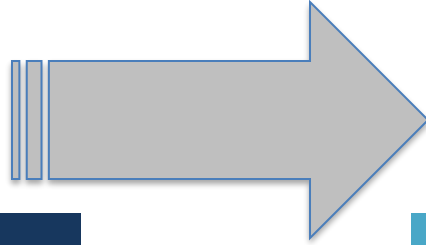
A-Game Goals start with the student and measure their growth and achievements. They include measures of school climate, student engagement, and social emotional development.



Why Change how we Currently Measure Quality?

Traditional Accountability

- Allows many students to remain non-proficient while being "quality"
- Results disproportionately award schools serving more economically stable families and fewer BIPOC students
- Does not truly capture student progress
- Tests are external and irrelevant to students, teachers, families, and colleges/careers
- May create perverse incentives to "counsel out" students
- May result in schools needing to "tell their story" through anecdotes

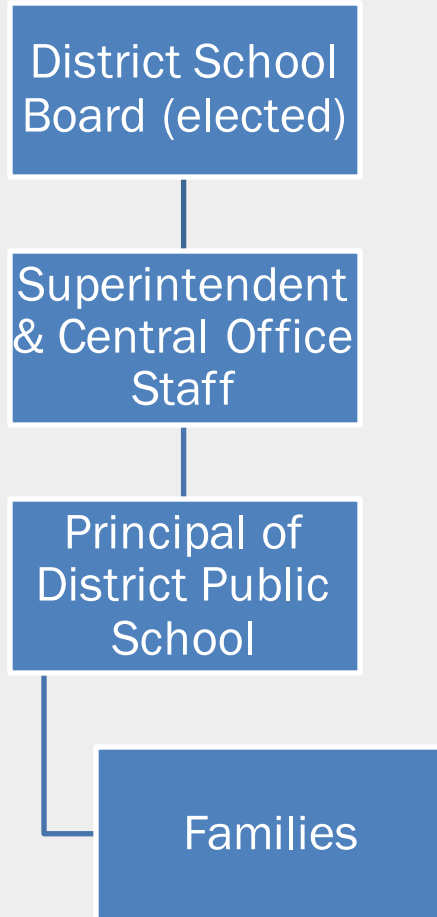


Responsive Accountability

- Expects **all** students to show progress towards proficiency
- Awards schools for **engaging** students and meeting their needs
- Measures what matters to students, teachers, families, and colleges
- Replaces anecdotes with data
- Automatically adjusts for population differences across schools
- Captures a school's mission



Public District School Model



- The public elects the School Board
- The School Board Hires the Superintendent
- The Superintendent's job is ensure that ALL district public schools are meeting the needs of all students:
 - Provides support
 - Curriculum
 - Trainings
 - More...



Public Charter School Model

Local School Board
(elected)

Evaluating Student
Performance **Outcomes**
and **Legal Compliance**

Negotiating, Renewing,
Revoking/Non-renewing
a **Charter Contract** and
ensuring no **financial**
mis-management

Operating a not-for-
profit school and
fiduciary oversight

Charter School
Leadership or
management
company

Charter School Board
of Directors (chosen
by school community)



District versus Charter Model

- Who makes decisions on curriculum?
- How do families choose the school?
- If a school is underperforming, what happens?
- What is the complaint or request process for a family?
- Who hires the teachers?

- What type of schools would benefit from a charter model in your district? Why?



Districts have three options for immediate impact

New Charter School: A group from the outside of your District presents a new model. This could be something that is working in another state or area in Alabama. Or it can be a brand new idea designed by a community member (e.g., families)

Conversion Charter School: A current district school that would be better able to have the results it needs if it were able to have some flexibilities in scheduling and more. (e.g., alternative high school, Montessori school)

New District School or program: A magnet school or school within a school that is designed for a specific group of students with selection criteria



How does the Difference impact the Ed. Program?

	New Charter School	Conversion Charter School	District School
Founding Group	A group of parents or external organization	District, school leadership (with family support)	Central planning, zoning
Governing Board	20% families (at minimum) No financial relationship with staff of District office No financial relationship with staff of management company		No local group – Local Board makes decisions
Education Program	Has autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum, instruction, and procurement.		Decided by the central office – can allow for school-based decision-making, at their discretion.
Students	May give staff preference From anywhere in the District Total number is negotiated in contract	Shall give preference to students in local area. Total number is negotiated in contract	Local area Total number is a District decision Can be selective (e.g., magnet)

How do Charters fit into the District's overall Plan?

	New Charter School	Conversion Charter School	District School
Students	Must enroll all who apply, unless over-subscribed. May not select based on aptitude May offer a specialized program		May have magnet schools or magnet programs
Enrollment	District students State students	Previously enrolled students Local area residents District students State students	District students as per district's zoning and choice definitions
Teachers & staff	Qualified May elect to be part of retirement program, health care. Compensation is their own scale/choice	Qualified – must interview current staff of non-charter public school, shall participate in retirement system, health care, and compensate at district rates	State certified Retirement, Health care, Compensation are all District-level decisions

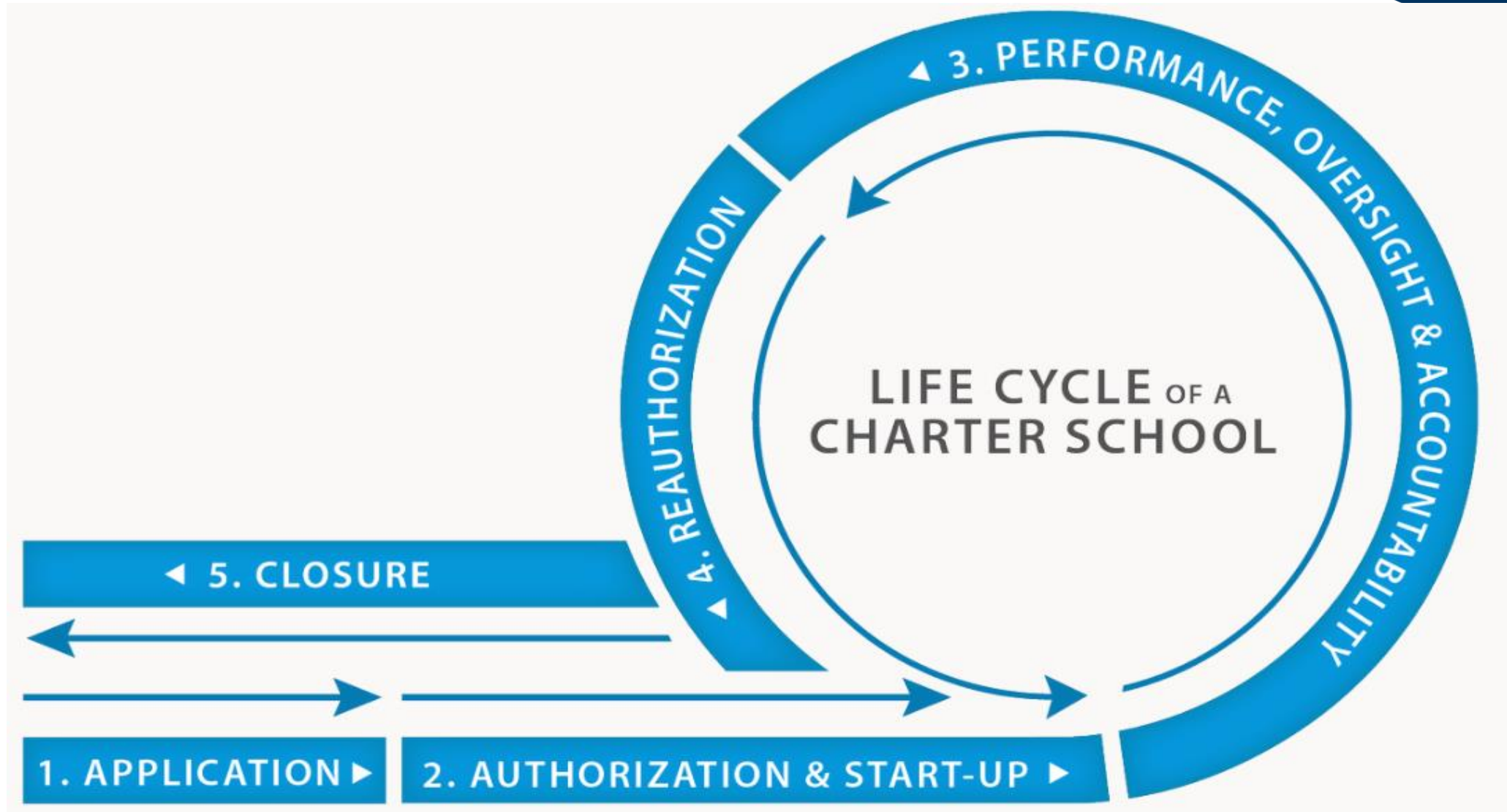


How does Funding Work?

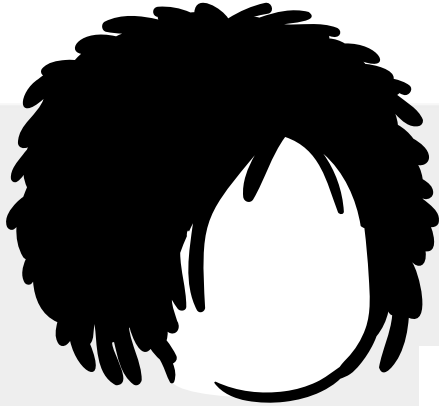
	New Charter School	Conversion Charter School	District School
Student funding -- base	District shall provide on a per-pupil basis with a maximum. No minimum.		District formula
Student Funding -- categorical	The department shall direct the proportionate share of moneys generated under federal and state categorical aid programs to public charter schools serving students eligible for such aid. The state shall ensure that public charter schools with rapidly expanding enrollments are treated equitably in the calculation and disbursement of all federal and state categorical aid program dollars. Each public charter school that serves students who may be eligible to receive services provided through such programs shall comply with all reporting requirements to receive the aid.		Districts allocate funding to district schools as determined by central office



Your Role and Charter School's Life Cycle



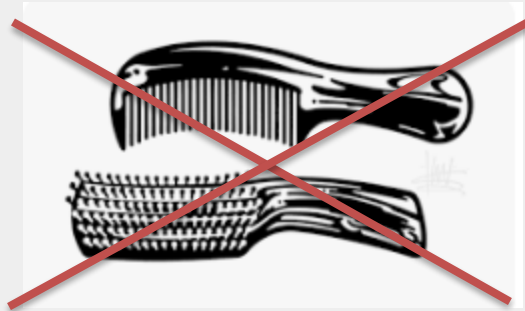
What is the role of the District Office?



Imagine a school is someone's hair

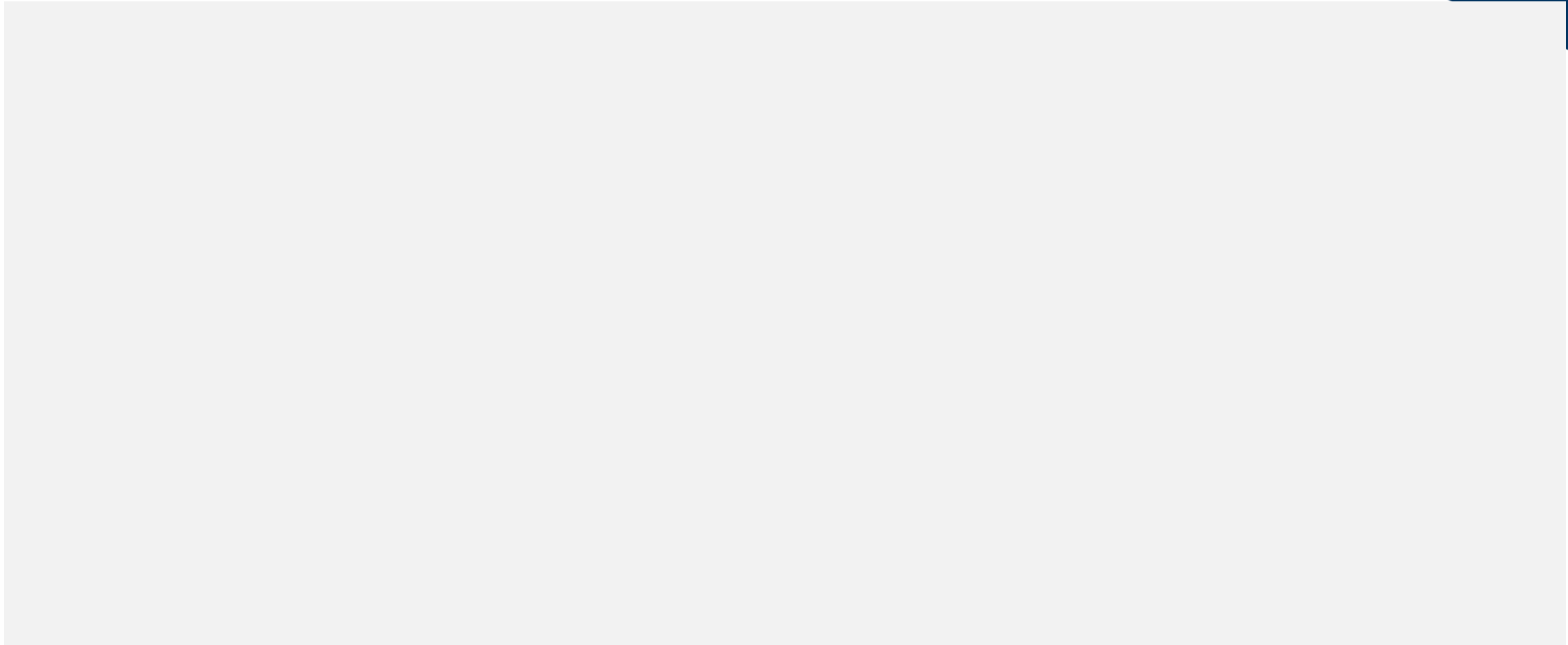


The job of authorizing can be described as "holding a mirror" to a school and showing them their strengths and areas of growth as determined by your performance frameworks. The school and its board chooses the style, the length, the shampoo, styling brush.



The school's Board may choose to address any concerns brought up. The school's leadership makes the changes.

Closing—Discussion



A circular graphic overlay is centered on the image. The background shows a group of people, likely students, sitting at a wooden table. One person on the left is holding a pencil over an open book. Another person on the right is drawing on a piece of lined paper. The scene is brightly lit, suggesting an indoor setting like a classroom or library.

THANK YOU!

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