

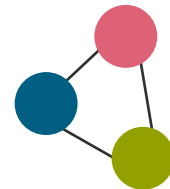
One Authorizer's Story: Connecting the Dots Between Onsite Review and Academic Growth

The Center for Charter Schools at Central Michigan University



CENTRAL
MICHIGAN UNIVERSITY

Presenters



Dr. Chris White

- Director of Assessment and Evaluation
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- Director of Academic Performance and Accountability
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What are you
hoping to learn
from our time
together today?

1

**Purpose & Overview of
Educational Program Review**

2

**Details of the Observation
Continuum**

3

**The Antecedents to Student
Engagement**

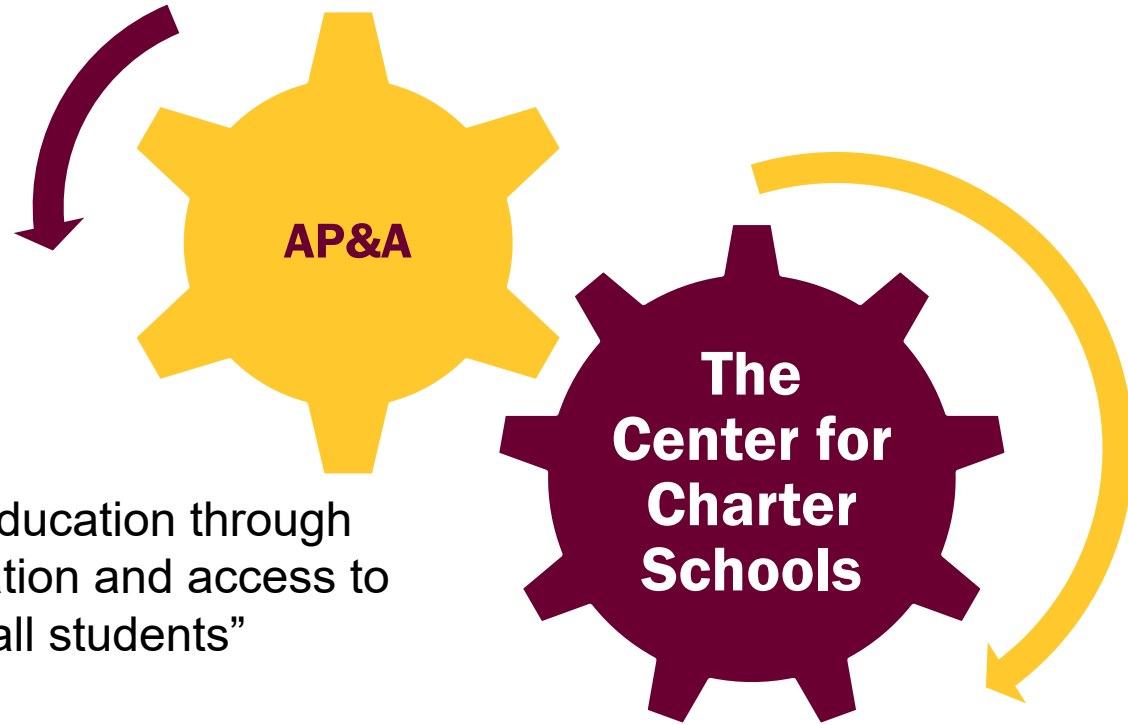
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**Program Review Connected
to Assessment Results**

Educational Program Review

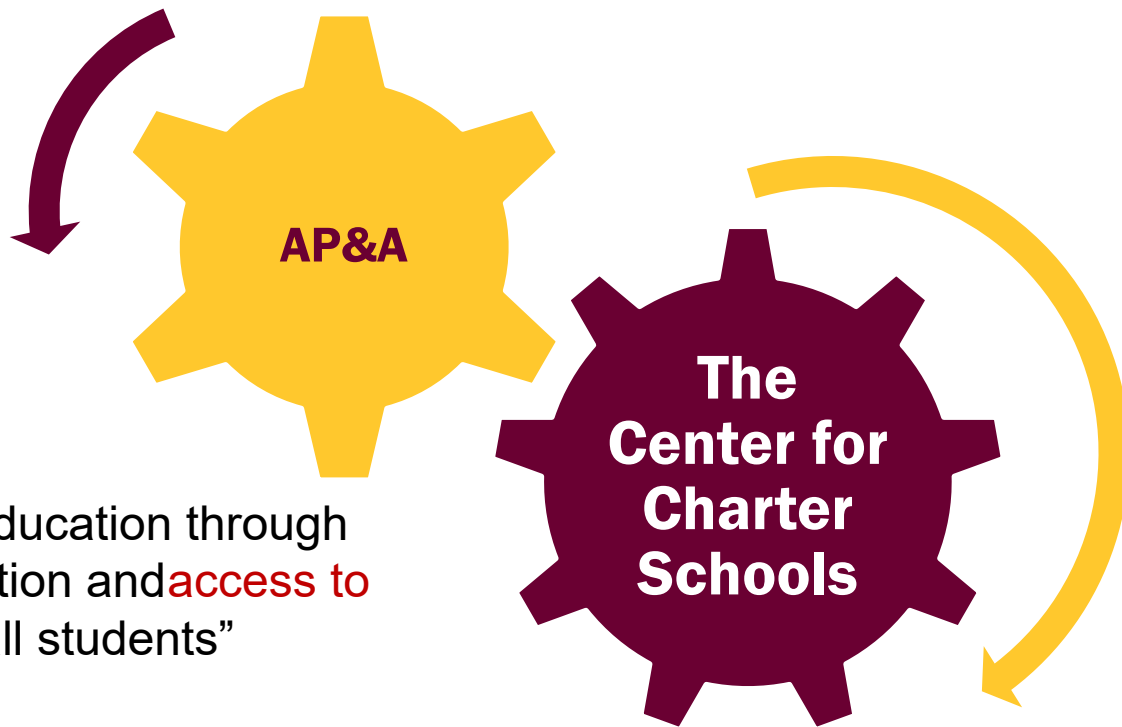
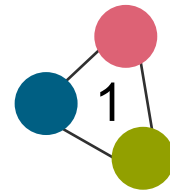


Academic Performance & Accountability



“to transform public education through accountability, innovation and access to quality education for all students”

Academic Performance & Accountability



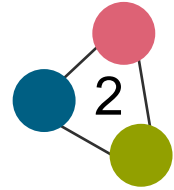
“to transform public education through
accountability, innovation and **access to**
quality education for all students”

Compliance



Academic Performance

Educational Program Review



Purpose



Focus



Evidence



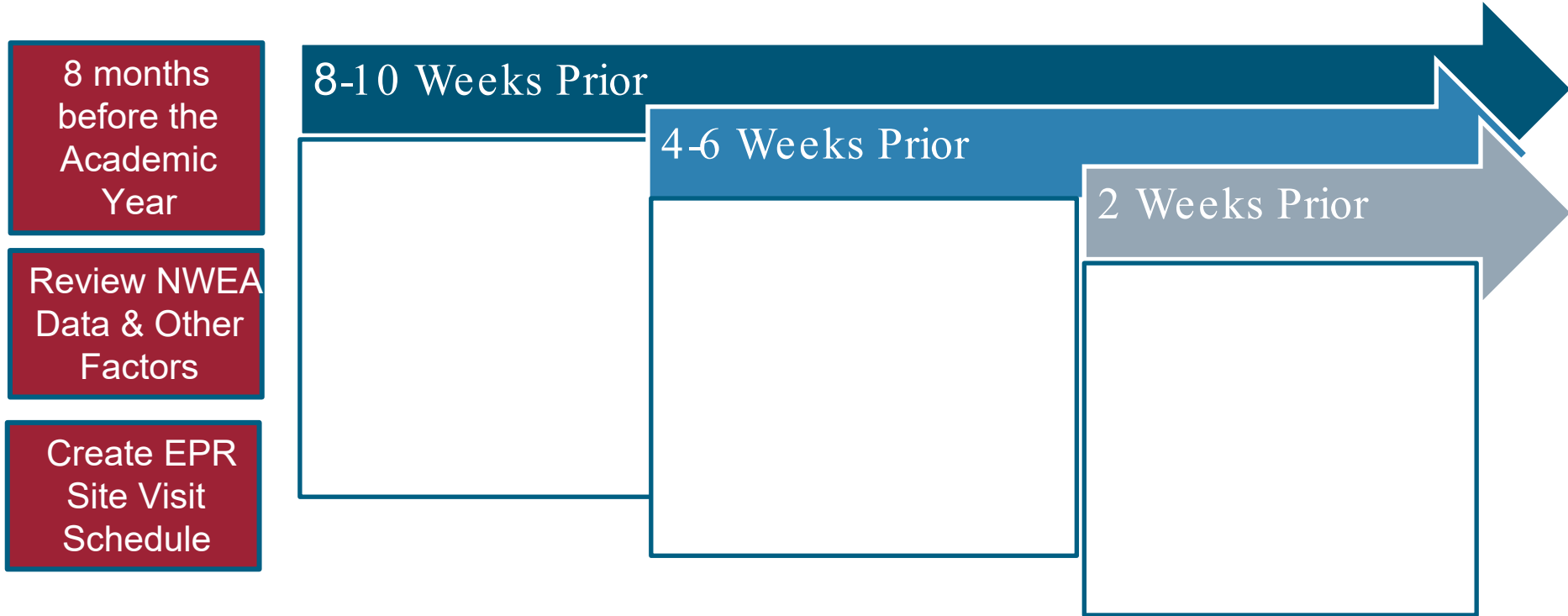
Support



Educational Program Review Process



Educational Program Review Timeline



Structure of the Day

7:00 AM – 5:00 PM

1. Focus Group Discussions
2. Classroom Observations
3. Document Examination



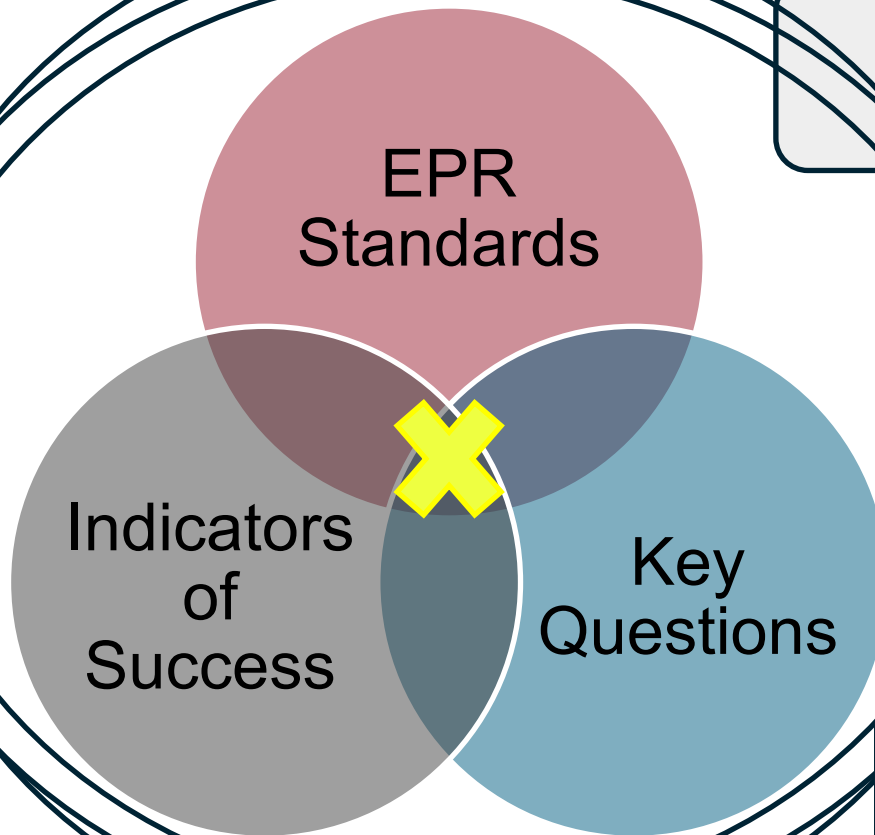
The Flow...

Classroom
Observations

Document
Review

STATUS

STATUS



Focus Group
Interviews

Review of Data

EPR Standards

Standard I: Implementation and support of the Educational Program as set forth in the Charter Contract



Key Question: Do the school's instructional practices promote academic achievement and growth for all students?

Key Question: Does the school use a cohesive and comprehensive curriculum that promotes academic achievement and growth for all students?

Key Question: Does the school's use of assessment data promote academic achievement and growth for all students?



EPR Standards

Standard I: Implementation and support of the Educational Program as set forth in the Charter Contract



Key Question: Do the school's instructional practices promote academic achievement and growth for all students?



Indicators for Instructional Practices:

1. Alignment with the Educational Program
2. Effective research-based instructional strategies and methodologies
3. Instructional intervention and differentiation
4. Instructional planning processes

Schoolbased Interview

Standard I: Implementation and support of the Educational Program as set forth in the Charter Contract

Key Question: Do the school's instructional practices promote academic achievement and growth for all students?

Instructional Practices:

1. What research-based instructional practices and methodologies does the school use?
2. How does the school differentiate instruction to meet the needs of all students (e.g., gifted and talented, below grade-level, SPED)?
3. Describe instructional interventions utilized at the school.
4. Describe the instructional planning expectation and processes for the school.
5. How are leaders and support staff involved with instructional planning?

Observation Continuum

50%

Five Key Areas

- Learning Environment
- Cognitive Challenge
- Student Engagement
- Researched-based Instructional Strategies
- Assessment and Adjustment of Instruction

Learning Environment		
Approaching Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Teacher has some established classroom management structures but exhibits inconsistent control of the classroom environment.	<input type="checkbox"/> Teacher has established many classroom management structures and exhibits consistent control of the classroom environment.	<input type="checkbox"/> Teacher has implemented highly effective classroom management structures which systematically demonstrate high expectations and scholarly behavior as the norm.
Teacher and students partially demonstrate mutual respect and rapport, yet some negativity is evident.	<input type="checkbox"/> Teacher and students consistently demonstrate mutual respect and rapport which conveys a sense of community.	<input type="checkbox"/> Teacher and students constantly demonstrate mutual respect and rapport which conveys a sense of safety and community.
Student behaviors are somewhat appropriate, but some disruptions occur to instruction and learning.	<input type="checkbox"/> Student behaviors are appropriate with limited to no disruption to instruction and learning.	<input type="checkbox"/> Student behaviors are consistently appropriate with no disruption to instruction and learning.
Teacher utilizes limited or inconsistent accountability measures for behavior.	<input type="checkbox"/> If needed, the teacher utilizes consistent accountability measures for behavior.	<input type="checkbox"/> If needed, the teacher utilizes strategic and seamless accountability measures for behavior that do not disrupt the flow of the lesson.
Teacher utilizes time somewhat appropriately (e.g., some instructional time is lost).	<input type="checkbox"/> Teacher consistently utilizes time appropriately (e.g., minimal, if any, instructional time is lost).	<input type="checkbox"/> Teacher strategically utilizes instructional time with emphasis on rigorous pacing.
Teacher provides some instructional resources, but others are lacking.	<input type="checkbox"/> Teacher provides the appropriate instructional resources .	<input type="checkbox"/> Teacher provides ample and innovative instructional resources.

EPR Summary Report



Very Important Point



“

The songwriting process is like
planting a seed; every chord, every
lyric, every note nurtures its growth
until it blossoms into a
masterpiece.

”



Observation Continuum

Five Key Areas

- Learning Environment
- Cognitive Challenge
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- Researched-based Instructional Strategies
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How can we evaluate the educational program and activities that lead to academic achievement and growth?

Are these “inputs” as important as outcomes?

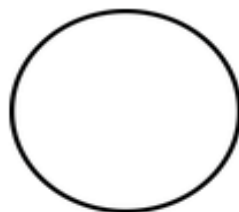
Triangle-Square-Circle



3 significant ideas that I took away
from the lesson...

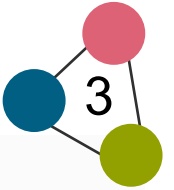


What concepts from the lesson are
squared away in my mind?



What one or two questions are still
circling in my head?

Our Research: Principal Components Analysis



Two Main Variables

- Learning Environment
- Antecedents to Student Engagement

Learning Environment

1. Accountability Measures
2. Classroom Management
3. Student Behaviors
4. Respect & Rapport
5. Use of Time

Antecedents to Student Engagement

- Engagement is also more likely to occur if teachers use specific instructional strategies.
- Engagement is increased by using interactive teaching categorized by facilitating active student responses and providing frequent feedback.
- Instructional design is also important to engagement categorized by using a variety of teaching methods and matching instruction to student ability levels. (Gettinger & Walter, 2012).

Antecedents to Student Engagement

1. Types of Learning Tasks (Rigor)
2. Active Learning/Academic Discussion
3. Scaffolding
4. Differentiated Instruction
5. Interventions & Support
6. Pace
7. Academic Vocabulary

Student Engagement	Student Engagement		Meets Expectations	Exceeds Expectations
	Below Expectations	Approaching Expectations		
Key Question How does the teacher integrate strategies and activities to actively engage students and enhance the learning?	<input type="checkbox"/> Instruction is primarily teacher-centered and provides little to no opportunities for students to demonstrate learning.	<input type="checkbox"/> Instruction is somewhat teacher-centered and provides limited opportunities for students to demonstrate learning.	<input type="checkbox"/> Instruction is primarily student-centered with ample opportunities for students to demonstrate learning.	<input type="checkbox"/> Instruction is fully student-centered with innovative opportunities for students to demonstrate learning.
Observable Evidence “Engaging activities” evidence include but are not limited to rigorous tasks, peer-to-peer discussions, hands-on activities, student inquiry, debate, student enthusiasm, academic games, competition, project-based learning (PBL), reflection and closure. Examples of dis-engagement include but are not limited to silence, no peer-to-peer talk or interactions, heads-down, worksheets, teacher-directed lesson, no student voice, no hands-on materials, off-task student behaviors, mere compliance, unequal participation and down time with no academic focus.	<input type="checkbox"/> Teacher provides little or no opportunities for students to discuss content, collaborate with peers or self-reflect on the learning thus fostering an environment of passive learners .	<input type="checkbox"/> Teacher provides some opportunities for students to discuss content, collaborate with peers or self-reflect on the learning thus allowing an environment of mostly passive learners .	<input type="checkbox"/> Teacher provides many opportunities for students to discuss content, collaborate with peers or self-reflect on the learning thus fostering an environment of active learners .	<input type="checkbox"/> Teacher provides numerous strategic opportunities for students to discuss content, initiate inquiry, make contributions, challenge thinking and explore the content thus fostering an environment of active, self-directed learners .
	<input type="checkbox"/> The pace of the lesson is not appropriate (e.g., rushed or dragged out).	<input type="checkbox"/> The pace of the lesson is at times appropriate (e.g., sometimes or dragged out).	<input type="checkbox"/> The pace of the lesson is appropriate for student learning.	<input type="checkbox"/> The pace of the lesson is consistently appropriate, student-driven and rigorous to advance student learning.
	<input type="checkbox"/> Teacher does not connect the learning objective / purpose to prior knowledge or the real world.	<input type="checkbox"/> Teacher occasionally connects the learning objective / purpose to prior knowledge or the real world.	<input type="checkbox"/> Teacher consistently connects the learning objective / purpose to prior knowledge or the real world.	<input type="checkbox"/> Teacher and students systematically connect the learning objective / purpose to prior knowledge, personal lives or the real world throughout the lesson.
	<input type="checkbox"/> Instructional activities and assignments are not aligned to the objective and do not substantiate the purpose of the learning.	<input type="checkbox"/> Instructional activities and assignments are partially aligned to the objective and somewhat substantiate the purpose of the learning.	<input type="checkbox"/> Instructional activities and assignments are aligned to the objective and substantiate the purpose of the learning.	<input type="checkbox"/> Instructional activities and assignments are fully aligned to the objective and deepen understanding and synthesis of material through thoughtful reflection to consolidate the learning.

Antecedents to Student Engagement

Schools that do well in one, do well in others.

Scores on individual constructs vary in a similar way across schools:

- Schools typically had a variance of 0.7.
- Differentiated instruction had a variance of 0.2.

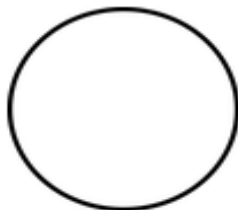
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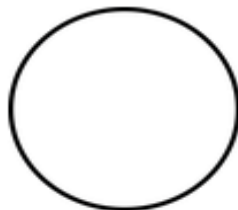
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Student Engagement Related to Student Achievement

- Student engagement has been shown to be strongly related to academic achievement and growth (Hughes et al., 2008; Lei et al., 2018; Maamin et al., 2022; MI Student Voice, 2024).
- When engagement is diminished, instructional time is reduced and opportunities to learn are lost having negative cumulative effects on student outcomes (Quin, 2016).
- The amount of time a student spends in academic engaged time is a strong predictor of academic achievement (Gettinger & Walter, 2012).

Research Questions

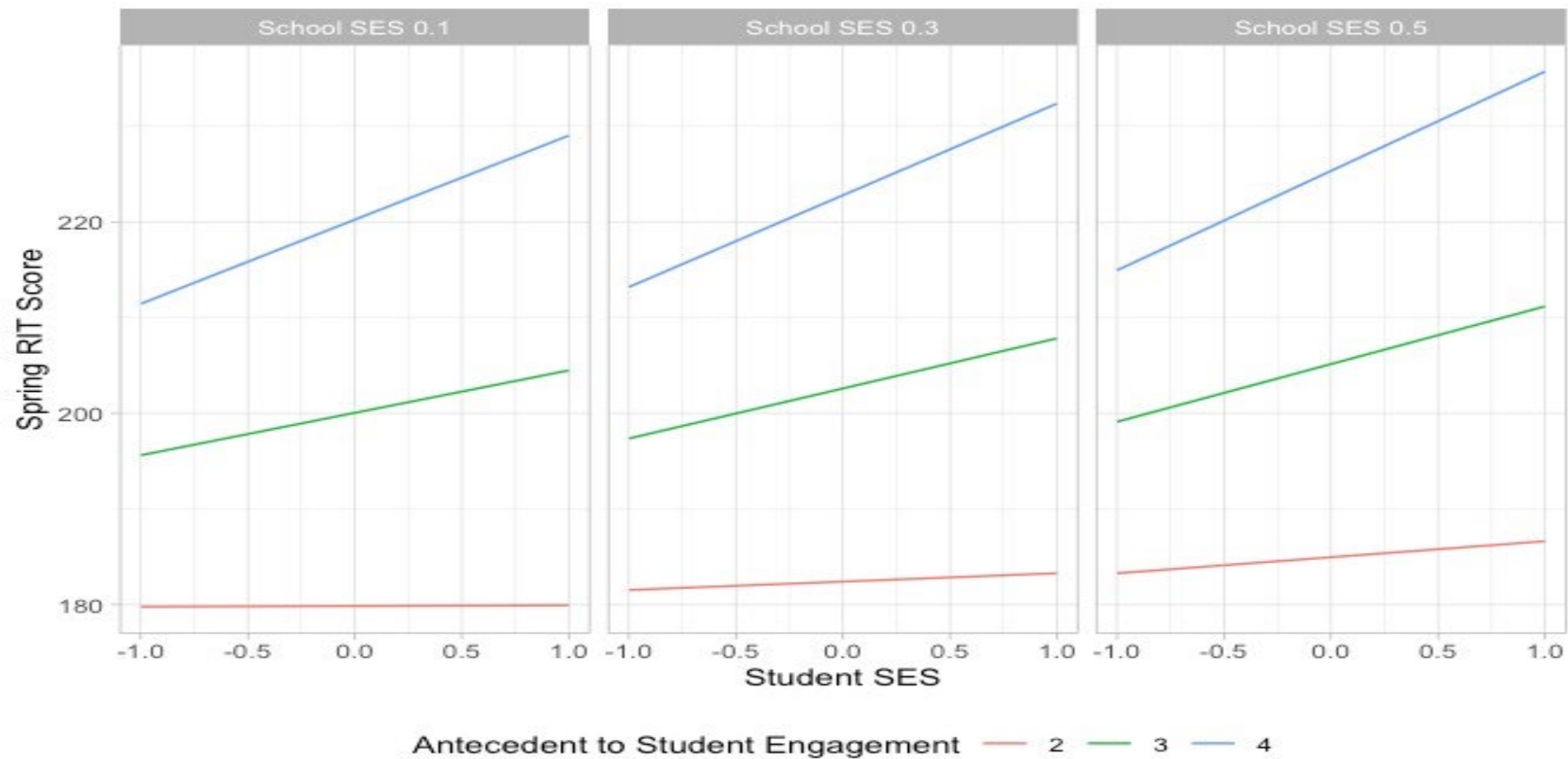
- Is there a relationship between the Antecedents to Student Engagement (ASE), as measured by the EPR Classroom Observation Protocol, and NWEA MAP achievement and growth?
- Specifically, are there a set of specific indicators or groups of indicators with more significance?
- Does higher ratings on the EPR Classroom Observation Protocol have any mediating effects on Socio-Economic Status?

Our Research: How was NWEA used?

- NWEA MAP (Math & Reading).
- Administered fall & spring.
- Vertical nature of NWEA allows comparison across grade levels.
- Fall assessment is used as a control (beginning achievement).
Growth is change in achievement from fall to spring.
- Aligns to our accountability system.

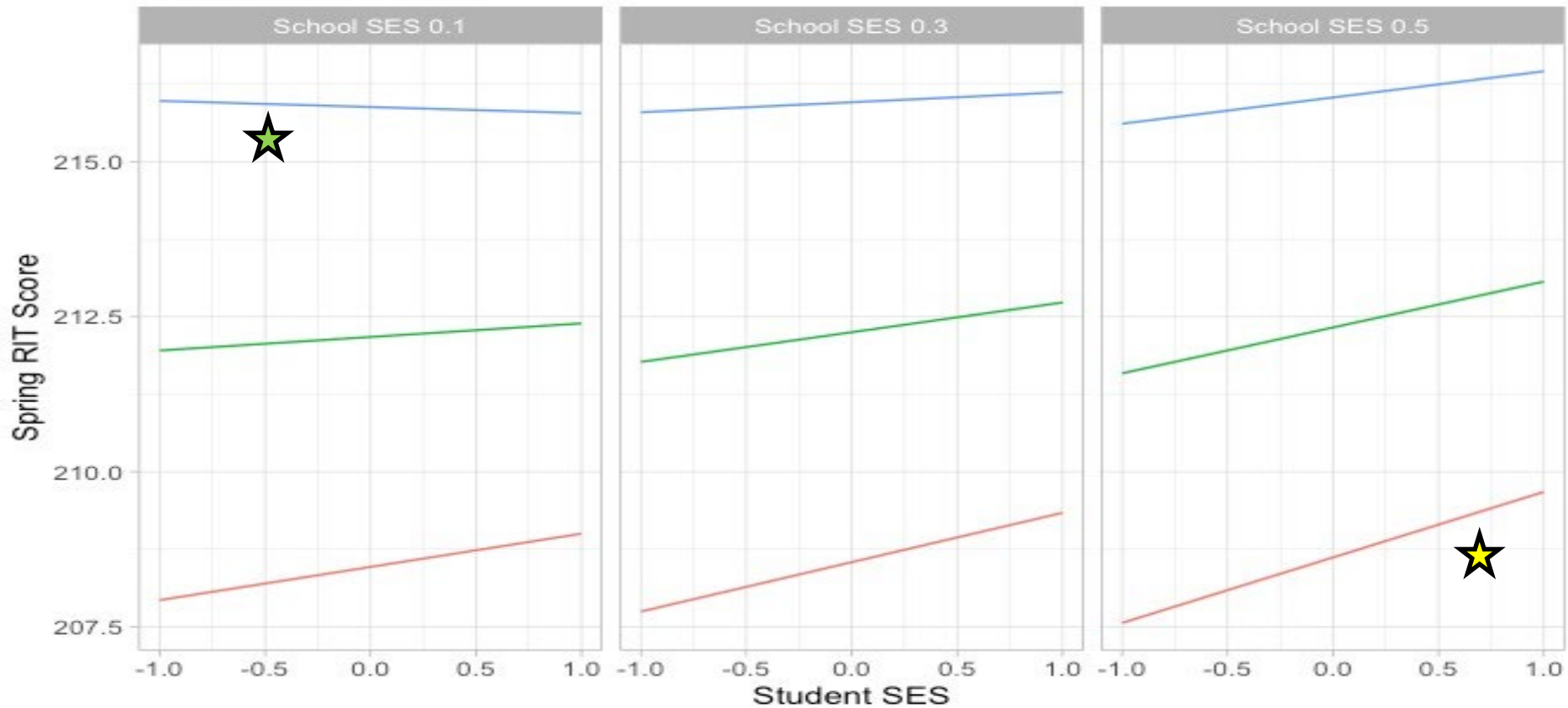
Learning Environments	Cognitive Challenge	Student Engagement
School1	School2	School2
School2	School1	School5
School3	School3	School1
School4	School5	School3
School5	School4	School4
School6	School7	School6
School7	School20	School10
School8	School13	School7
School9	School18	School8
School10	School11	School9
School11	School6	School18
School12	School10	School11
School13	School15	School13
School14	School9	School15
School15	School8	School12
School16	School12	School20
School17	School22	School21
School18	School16	School16
School19	School21	School14
School20	School14	School17
School21	School17	School22
School22	School19	School19
	<30 Growth, <30 Meeting Norm	
	≥44 Growth, <30 Meeting Norm	
	≥44 Growth, ≥44 Meeting Norm	

Achievement Model



Growth Model

Controls for Fall Score



Antecedent to Student Engagement 2 3 4

Antecedents to Student Engagement

1. Types of Learning Tasks (Rigor)
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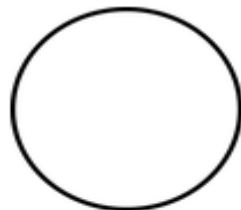
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W.O.W.

What Am I Walking Out With?



My W.O.W.

Classroom Instruction is Essential

**Early Support for
Schools/Teachers is Possible**

Information is Support

Additional Partners

Dr. Gregg Dionne
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Joe Marr



joe@solomonra.com

William Sullivan



bill@solomonra.com

Have you
completed
the survey?



Thank you!

Dr. Chris White

- Director of Assessment and Evaluation
- cwhite@thecenterforcharters.org

Laura Stabler

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- lstabler@thecenterforcharters.org

