

The New Orleans i3 Project: 2012/13 (Fall Round) i3 Award Eligibility and Selection Criteria

➤ Introduction

Since the launch of The New Orleans i3 Project, NSNO and the RSD have made six total i3 awards to turn around 7 schools in New Orleans. Three of those awards were for schools that have been transitioned to a new operator in this 2011/12 school year – KIPP Believe Primary (K-4), Clark High School (9-12) and Harriet Tubman (K-8). In the 2012/2013 school year, New Orleans College Preparatory Academies (NOCP), Collegiate Academies (Sci Academy) and Choice Foundation (Lafayette Academy and Esperanza Academy) will assume the management of and turn around an additional four academically unacceptable schools – three high schools and one K-8. The goal, over the five-year term of the Investing in Innovation (i3) grant is to virtually eliminate persistently low performing schools in the city and create additional opportunity and choice in public education for all New Orleans children, families and communities. High-performing charter operators will continue to play a significant role in the city’s evolution.

For the 2012/2013 school year, i3 funds will be awarded in the “Fall Round” to eligible charter operators with experience in leading high-performing schools and/or with a proven track record of success to turn around the remaining, persistently low-performing public schools (traditional and charter). It is projected that by 2016, and as a result of the implementation of The New Orleans i3 Project, the percentage of academically unacceptable schools in New Orleans will be reduced to less than 5%.

The i3 grant specifies award amounts based on the number of schools a high-performing charter organization currently operates (see chart below). *All awards must be tied to the turnaround of an academically unacceptable school.* Each turnaround school must maintain an open enrollment policy for all students residing in Orleans Parish and may not expel students based on academic performance.

i3 Award Amounts - Based on Charter Operator Size/Type	
Type A - New Operators – Proven school leadership not currently operating a school in New Orleans	<i>\$800,000-\$1 million</i>
Type B - Existing Operators/CMOs-Currently operating a single site	<i>\$800,000-\$1 million</i>
Type C - Existing Operators/CMOs-Currently operating 2-4 schools	<i>\$800,000-\$1 million</i>
Type C - Existing Operators/CMOs-Currently operating 2-4 schools	<i>\$338,000</i>

**See Investing in Innovation (i3) 2012-13 Fall Round Application for full details on award types.

➤ **i3 Award Selection Criteria and Process**

All i3 award applicants must participate in a rigorous and intense i3 award selection process. The process provides for evaluation and scoring on both a written application and an assessment via school site visits and in-person interviews, covering the following areas:

- Central office operational and organizational support and structure
- School leader experience (past performance) and leadership capacity
- School design plan
- Financial capacity and viability

All i3 award applicants MUST also meet the absolute requirements outlined below. While these are necessary and currently represent a significant portion of the overall i3 Award Selection Criteria, they are not sufficient on their own as selection tools.

Absolute Requirements to be Eligible for i3 Awards	
Absolute Requirement 1 (Type A, B and C Awards)	Applicant must present a financially viable business model for school operations.
Absolute Requirement 2 (Type A, B and C Awards)	Applicant schools opened under i3 must serve student populations where at least 65% qualify for free or reduced lunch.
Absolute Requirement 3 (Type B and C Awards)	<p>Only operators that achieve a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) are eligible to apply for an i3 award. For operators operating more than one school, ALL schools operated must achieve a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) for the operator to be eligible to apply for an i3 award.</p> <p><i>** In order to conduct the effect size assessment, all current charter schools must a) have at least one full year of student testing data available under the current operator, and b) have students with at least two years of state testing data available.</i></p>

The effect size, an absolute requirement, makes up 50% of existing operators' (Type B and Type C) selection score and must be met prior to i3 award application. The remaining 50% for B and C types is based on points earned on the written application and interview portions of the i3 selection process. New operators' (Type A) selection scores are based 100% on points earned on the written application and interview portions of the i3 selection process. Schools that currently have either criteria/neighborhood/language admissions requirements or have academic/GPA exit criteria will have their applications evaluated without any points allocated for their effect size score. In these cases, i3 Effect Size data is used as criteria for eligibility only and will not be considered in total selection scores received.

➤ **Effect Size Defined**

Effect size measures a particular school’s ability to impact student learning in reading or math. To determine which operators are eligible to apply for i3 awards for 2012/13 school openings, NSNO and the RSD used three years of test data (2008/09, 2009/10, 2010/11) to determine each school’s effect size and each charter operator’s eligibility to apply for i3 awards. Effect size is determined by evaluating an operator’s ability to impact current students’ achievement in reading and math vs. similar growth of a student in a traditional district-run school. This comparison is based on a scientific matching of students to more accurately identify the particular charter schools’ contributions to student learning.

Because this assessment uses data over 3 years, effect size measures the amount of achievement growth over time (vs. the fixed snapshot of Student Performance Score used by the Louisiana Department of Education).

2011 Effect Size Ranges Defined	
.01 to .03	Students achieving at an <u>average level</u> for that subject vs. the district average.
.04 to .06	Students achieving at a <u>slightly above average level</u> for that subject vs. the district average.
.07 to .09	Students achieving at an <u>above average level</u> for that subject vs. the district average.
.1 to .14	Students achieving at a <u>well above average level</u> for that subject vs. the district average.
.15 to .19	Students achieving at a <u>high level</u> for that subject vs. the district average.
.2 and above	Students are achieving at a <u>superior level</u> for that subject vs. the district average.

***See Effect Size Evaluation Methodology for an understanding of “district average.”*

➤ **Effect Size – i3 Eligibility**

To be eligible for an i3 award, applicants must demonstrate a well-above-average ability to impact student achievement. Only operators of schools that achieve the absolute requirement of effect size – a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) – are eligible to apply for an i3 award. For operators operating more than one school, *ALL* schools operated must achieve a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) for the operator to be eligible to apply for an i3 award.

In this round, only charter operators that have met the i3 Effect Size Criteria AND have submitted a 2012 charter application to the state are eligible to apply.

Effect size is not used by the RSD, Louisiana Department of Education or any other governing body for charter authorization or performance designation.

➤ Effect Size Evaluation Methodology

To prepare the September 2011 list of charter schools meeting the i3 absolute requirement of effect size, Stanford University's CREDO (Center for Research on Education Outcomes) obtained student test data (iLEAP, LEAP and GEE) for all New Orleans public school students attending grades 3-9 from the Louisiana Department of Education. These scores from 2008/09, 2009/10 and 2010/11 years were used to create two growth periods: 08/09 to 09/10 and 09/10 to 10/11. Only schools that have at least one full growth period under the current operator were included in this assessment. Only students (across all schools) who had scores from state testing data for two consecutive years were included in this assessment.

To eliminate discrepancies between student backgrounds and equalize students across disparate school conditions, CREDO used student data to create virtual "exact match" students from traditional district-run schools for students in every charter school in New Orleans. Students from the traditional district-run schools were considered for the exact match population only if they currently attend a public district school that "feeds" the applicable charter school. (Meaning students have transferred from these traditional district-run schools to the charter being matched.) Exact match criteria included each student's achievement level at the start of the test period, student background, and other factors.

Once the match populations were generated for each charter school, the academic growth for the entire comparison population (all match populations) was averaged to create a "district average." The district average then served as the benchmark against which each New Orleans charter school was measured.

Each charter school's average academic growth scores for math and reading were compared over the two growth periods noted. The difference recorded between the charter school's average and the district average reflects each school's effect size for each subject. Scores are then given a statistical significance based on the number of students included in the comparison and their distribution of scores.

While this methodology comprehensively measures effect size for the purposes of determining i3 eligibility, it is limited in that it does not account for schools only serving students in grades K-3. Louisiana students take state tests starting in the 3rd grade. Without two full years' worth of test data, a school's effect size cannot be measured. *As a result, operators of current charter schools serving only grades K-3 or with only one tested grade are not considered eligible to apply for i3 awards because they are unable to meet the absolute requirement of effect size.*

The contents of this document were developed under a grant from the U.S. Department of Education, Investing in Innovation (i3) Program. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

Assessment of Charter Schools -2012/13 (Fall Round) i3 Application and Award Eligibility Absolute Requirement

	School Name (CMO)	Math Effect	Statistical Significance	Read Effect	Statistical Significance	LEGEND		
SCHOOLS MEET i3 EFFECT SIZE REQUIREMENT <small>(A charter for a 2012 opening must be in hand or an application must have been submitted to the state to apply.)</small>	ROBERT RUSSA MOTON NEW ORLEANS CHARTER SCIENCE AND MATH ACADEMY (COLLEGIATE ACADEMIES) DR. M.L. KING CHARTER SCHOOL FOR SCIENCE & TECH EINSTEIN CHARTER SCHOOL JAMES M. SINGLETON CHARTER SCHOOL SPIRIT OF EXCELLENCE - EDGAR P. HARNEY ELEMENTARY MILESTONE SABIS ACADEMY OF NEW ORLEANS	0.16	*	0.39	*	i3 ABSOLUTE REQUIREMENT OF EFFECT SIZE	Only operators that achieve a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) are eligible to apply for an i3 award. For operators operating more than one school, ALL schools operated must achieve a statistically significant effect size of .1 or higher in reading or math (with neither reading nor math being statistically significant and negative) for the operator to be eligible to apply for an i3 award.	
		0.24	*	0.12	*			
		0.24	*	0.18	*			
		0.22	*	0.20	*			
		0.19	*	0.11	*			
		0.12	*	0.13	*			
		0.06	*	0.16	*			
	SCHOOLS MEET i3 EFFECT SIZE REQUIREMENT <small>(Ineligible because not all schools in the CMO meet the requirement)</small>	BENJAMIN FRANKLIN HIGH SCHOOL LAKE FOREST ELEMENTARY CHARTER SCHOOL LUSHER CHARTER SCHOOL AUDUBON CHARTER SCHOOL EDWARD HYNES CHARTER SCHOOL INTERNATIONAL SCHOOL OF LOUISIANA	0.54	*	0.47	*	SCHOOLS MEETS i3 EFFECT SIZE REQUIREMENT	Schools meet the i3 absolute requirement of effect size. Must have a 2012 charter in hand or must have submitted a 2012 charter application to the state to be eligible to apply in this round.
			0.45	*	0.51	*		
			0.42	*	0.38	*		
			0.29	*	0.21	*		
			0.25	*	0.28	*		
			0.19	*	0.18	*		
SCHOOLS MEET i3 EFFECT SIZE REQUIREMENT <small>(Ineligible because not all schools in the CMO meet the requirement)</small>	KIPP CENTRAL CITY ACADEMY (KIPP) KIPP BELIEVE COLLEGE PREP (KIPP) MARTIN BEHRMAN CHARTER ELEMENTARY SCHOOL (ACSA) LAFAYETTE ACADEMY OF NEW ORLEANS (CHOICE FOUNDATION) O.P. WALKER SENIOR HIGH SCHOOL (ACSA) ALICE HARTE ELEMENTARY CHARTER SCHOOL (ACSA) WILLIAM J. FISCHER ELEMENTARY SCHOOL (ACSA) ARTHUR ASHE MIDDLE SCHOOL (FIRSTLINE) SAMUEL J. GREEN CHARTER SCHOOL (FIRSTLINE) P.A. CAPDAU SCHOOL (UNO) GENTILLY TERRACE CHARTER SCHOOL (UNO) DWIGHT D. EISENHOWER ELEMENTARY SCHOOL (ACSA)	0.42	*	0.30	*	SCHOOLS MEET i3 EFFECT SIZE REQUIREMENT	Identifies schools that meet the i3 absolute requirement of effect size but are ineligible to apply for an i3 award because they are currently operated by a CMO that has not met the i3 absolute requirement of effect size as a network.	
		0.38	*	0.32	*			
		0.35	*	0.28	*			
		0.25	*	0.19	*			
		0.24	*	0.04	*			
		0.21	*	0.19	*			
		0.21	*	0.11	*			
		0.17	*	0.10	*			
		0.13	*	-0.01	*			
		0.12	*	0.09	*			
		0.11	*	0.06	*			
		0.10	*	0.05	*			
							NOTE: All i3 awards must be tied to the turnaround of an academically unacceptable school. Each turnaround school must maintain an open enrollment policy for all students residing in Orleans Parish and may not expel students based on academic performance. Effect sizes reported for current open enrollment schools will be used for both i3 application eligibility and award selection criteria. Effect sizes reported for schools that currently implement district and/or admissions criteria, GPA and/or language	

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