



The AZCSP Zip

Arizona Charter Schools Program

Looking Ahead

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FA Café

First and Third Monday

4:00 - 4:30pm OR 4:30 - 5:00pm

Instructional Rounds

11/04/2021 COHORT TWO

8:30a– 3:30p

Edison

12/02/2021 COHORT ONE

8:30a– 3:30p

Empower College Prep

Formative Assessment

11/02/2021

* Kaleidoscope

3:30 - 5:00p

11/03/2021

* Maryvale Prep. Academy

2:15 - 3:45p

* AMS Avondale

2:30 - 4:00p

11/05/2021

* Scholars

1:30 - 3:00p

11/09/2021

* Liberty

3:00 - 4:30

11/10/2021

* Legacy East Tucson

1:00 - 2:30p

* AMS Peoria Advanced

2:00 - 3:30p

* AMS South Mountain

2:00 - 3:30p

11/12/2021

* Somerset

12:30 - 2:00p

* A+

1:00 - 2:30p

* Ridgeview

2:00 - 3:30p

11/17/2021

* Legacy Deer Valley

2:00 - 3:30p

11/18/2021

* CASA

1:00 - 2:30p

* Empower College Prep

2:00 - 3:30p

11/19/2021

* Synergy

1:00 - 2:30p

11/30/2021

* Heritage

4:00 - 5:15p

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Dr. Mark Francis writes...

Happy November, a month of remembrance of those who sacrificed their lives for the greater good and a month of thankfulness for all the blessings we have received.

I'm using the November and December AZCSP Zip to look at our AZCSP charter school goals from the 30,000-foot level. November is looking back at a groundbreaking study called *Beat the Odds*; December will be about 1) disciplining our thought and our action considering the *Beat the Odds* report and 2) revealing a critical factor missing in the report. I will address that missing factor during my presentation at the AZ Charter Schools Association conference, November 18, 2021 and in the December AZCSP Zip.

The Morrison Institute for Public Policy and The Center for the Future of Arizona published *Why Some Schools with Latino Children Beat the Odds and Others Don't* in 2006. Rather than follow traditional studies of educational institutions, it used a process developed by Jim Collins from his research in *Built to Last* and *Good to Great*.

Collin's methodology was to compare a specific publicly-held company to a similar competitor in the same field over time that did not make the Good to Great leap. (Fifty years of data for *Built to Last* and fifteen years of data for *Good to Great*.) The research team evaluated the growth of each company's stock value over time and then compared them to the overall growth of the market during the same period. Those that beat the market were called the Great companies.

The *Beat the Odds* report used a similar methodology. It reviewed seven years of Arizona school testing information from the Arizona Department of Education data warehouse. Charter schools were not used because there was a lack of insufficient data. Using school information to identify K – 8 district-based schools with large Latino populations, the researchers followed test score trends to see which schools produced student growth over time compared to 1) the state testing average and 2) the predicted score of Arizona Latino children. Those schools that scored higher than the predicted score were considered *Beat the Odds* schools.

Similar to Collins' *Good to Great*, twelve schools with similar demographics were selected as comparison schools. The later twelve schools' names were not revealed. The research team then investigated the practices of each of the schools that produced student growth over time and the comparison schools that did not.

The report then identified methodologies or attributes the twelve schools had in common. Although none of the *Beat the Odds* schools were even aware of the other twelve schools, specific approaches emerged that were common among the schools' leaders and their staffs that produced superior results among student populations wherein academic success was uncommon.

However, after the *Beat the Odds* report was released, what happened to the schools when the visionary leader who was driving those practices departed? Were the practices operationalized? Did the practices become part of an ongoing, sustainable system? Stay tuned.

The achievement gap doesn't happen year by year.

It happens minute by minute.

The longer we go before doing something
the wider the gap becomes.

Laura Neville Learning Sciences International