

Biography for Greg Richmond

Greg Richmond is the President and CEO of the National Association of Charter School Authorizers (NACSA), a membership organization that strengthens the professional practices of the agencies that oversee charter schools. NACSA has worked directly with many school systems around the country, including those in New Orleans, New York, Los Angeles, Georgia, Missouri, Wisconsin, Colorado, Indiana, New Jersey, Tennessee, Hawaii and Minnesota.

From 1994 to 2005, Richmond worked for the Chicago Public Schools, where he established the district's Charter Schools Office. Under his leadership, Chicago was the first urban school district in the nation to release an RFP, requesting educators and community organizations to start charter schools. He also established the nation's first district-funded capital loan fund for charter schools and developed model accountability and monitoring practices.

While at the Chicago Public Schools, he led Chicago's Renaissance 2010 initiative as the district's Chief Officer for New Schools Development, under Arne Duncan, then the CEO of the school district. In that capacity he continued to work with the district's charter schools, as well as small schools, contract schools and new, autonomous district-operated schools.

In 2011, he was nominated by the Governor and appointed to the Illinois State Charter School Commission and selected as the Commission's Chairman.

Richmond serves on many boards and committees, including the Aspen Institute's Commission on No Child Left Behind and Tulane University's Cowen Institute for Public Education Initiatives. He has also consulted with the governments of the United Kingdom, Chile and Abu Dhabi on the development of charter-like schools in those countries.

January 2012



Testimony to the Texas Senate Committee on Education

Greg Richmond

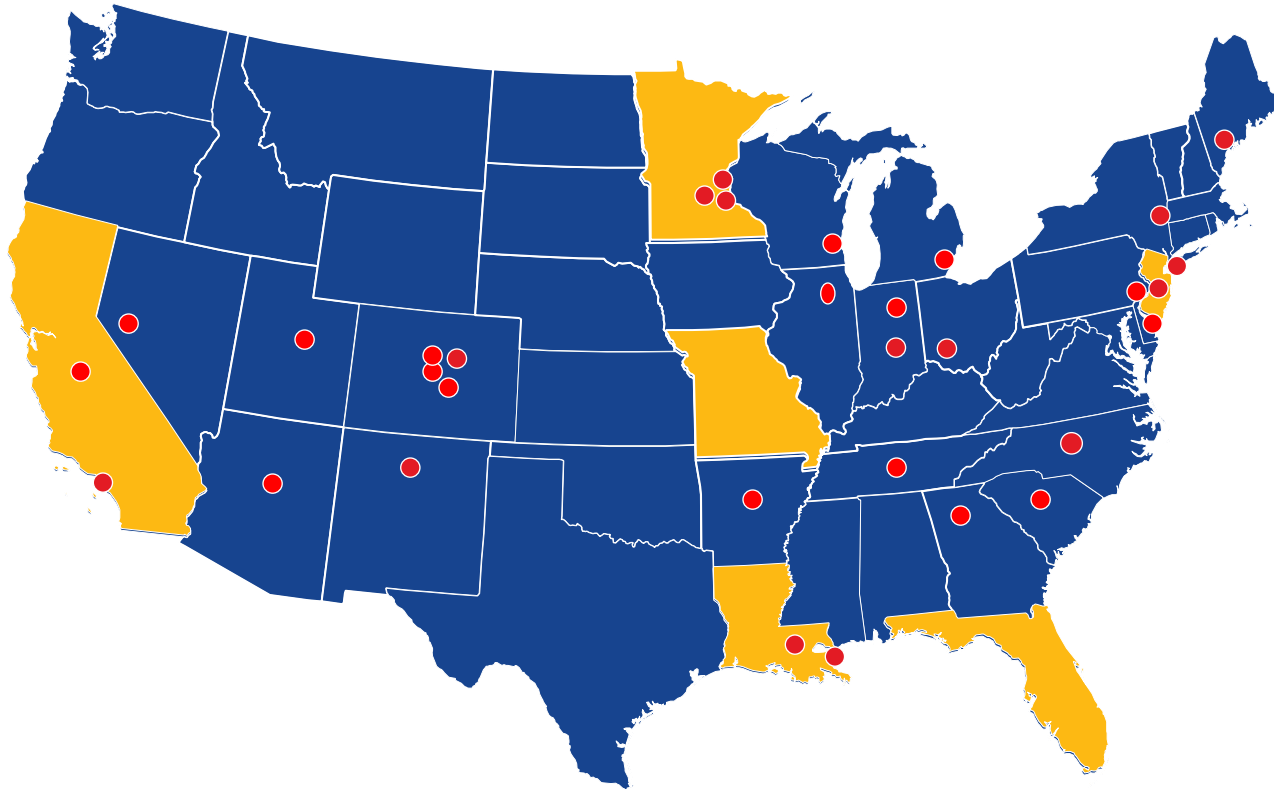
National Association of Charter School Authorizers

August 24, 2012



nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

NACSA: A decade of experience working with authorizers and strengthening charter school quality

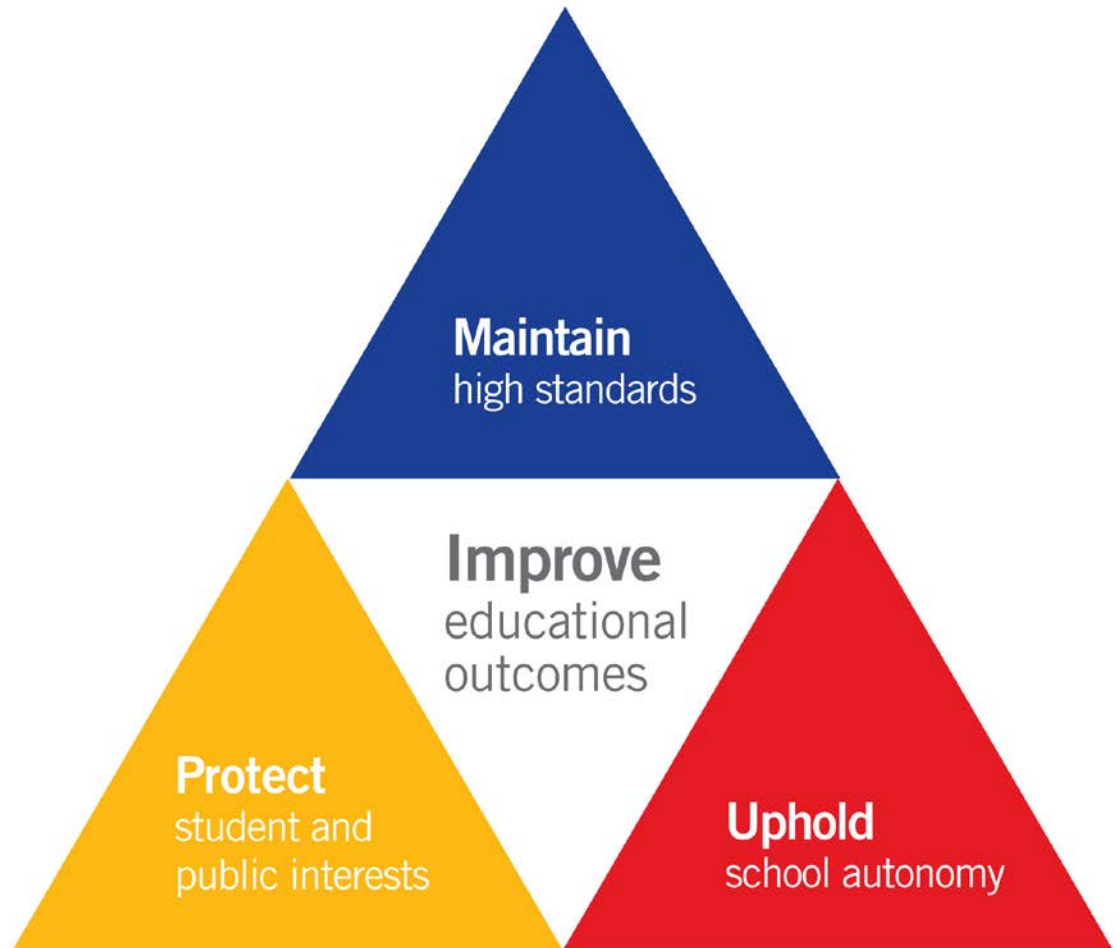
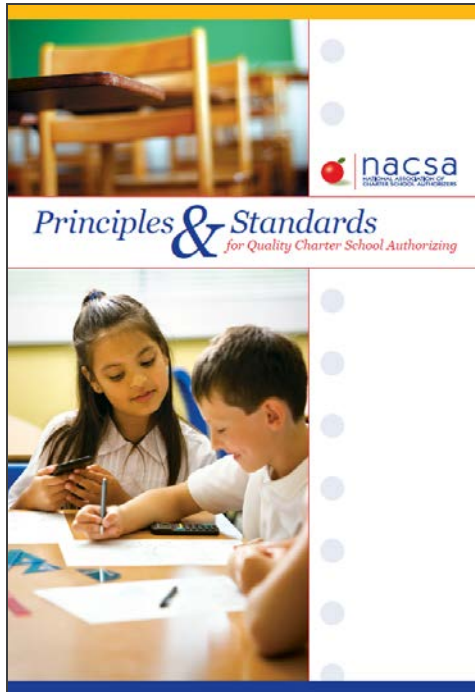


“Having NACSA as a partner was absolutely critical.”

Leslie Jacobs
-Louisiana Board of
Elementary and
Secondary Education

What Do Authorizers Do?

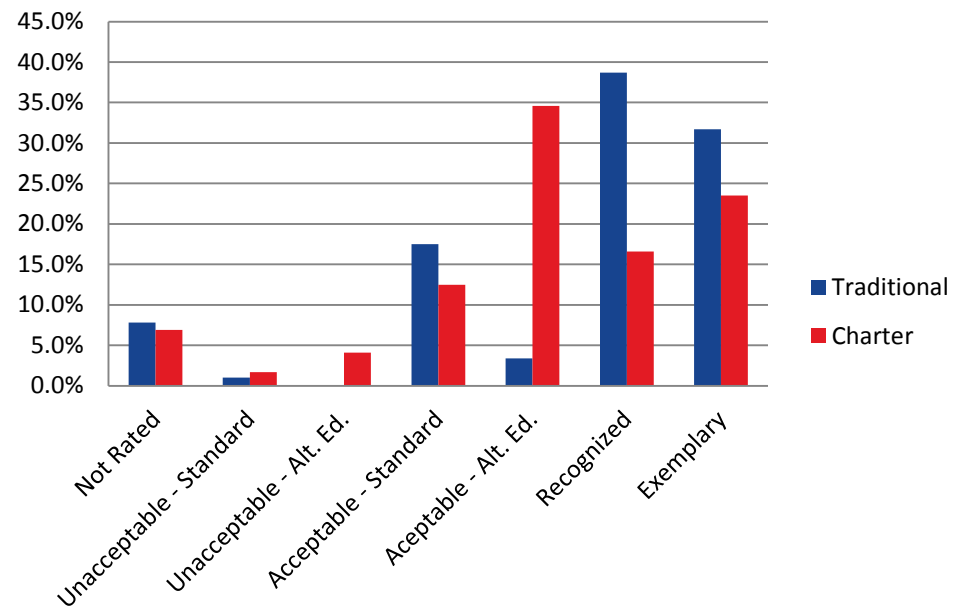
NACSA's *Principles & Standards*
for Quality Authorizing



Texas Charter School Performance:

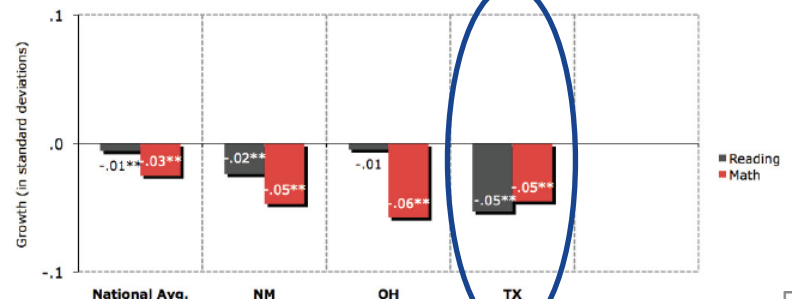
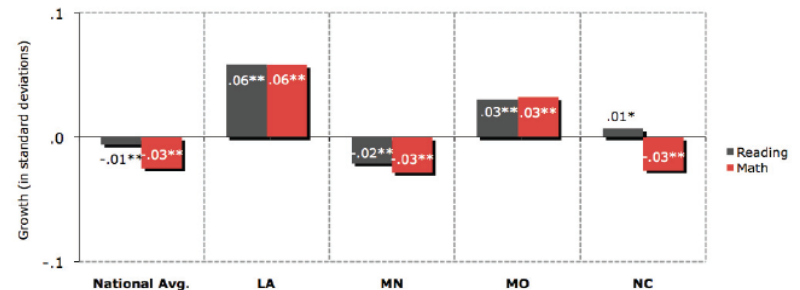
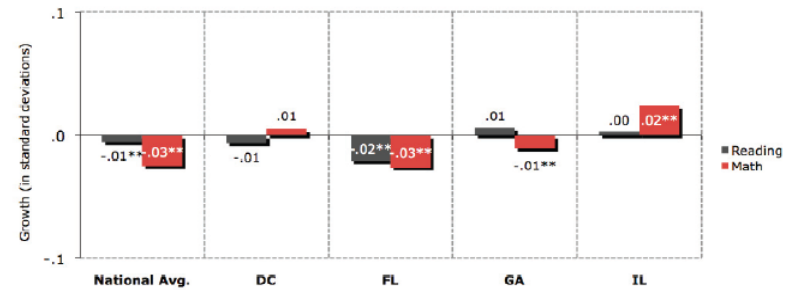
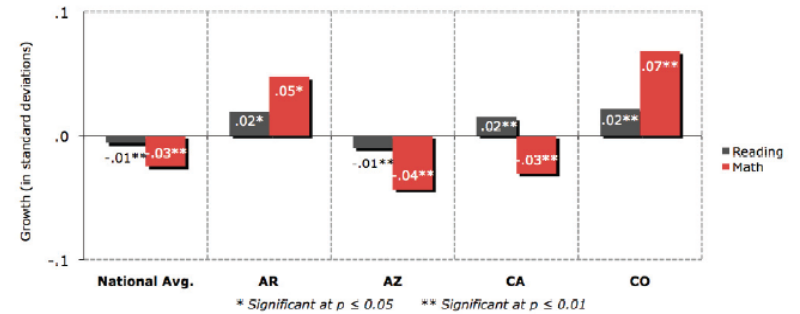
Comprehensive Annual Report on Texas Public Schools, 2010

- 53% of charter schools rated Acceptable, Recognized or Exemplary
- 6% rated Unacceptable
- 35% rated Acceptable Under Alternative School Classification
- 7% Not Rated



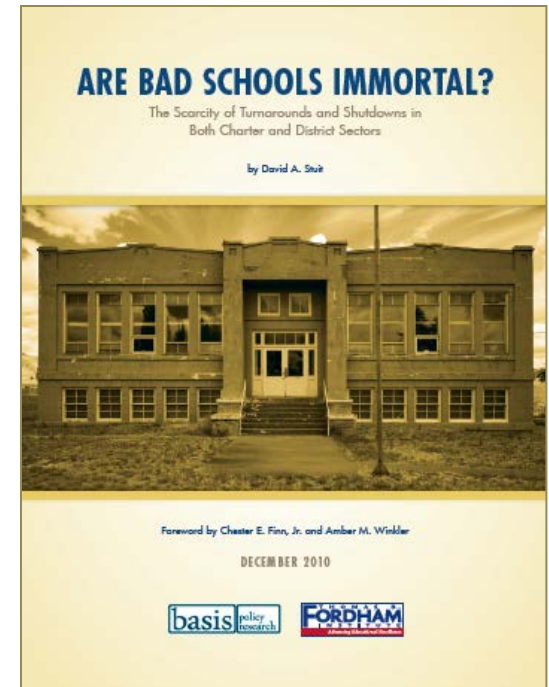
Texas Charter School Performance: 2009 CREDO Study

“In Arizona, Florida, Minnesota, New Mexico and Texas, the effect for charter school students was significantly worse than the gains realized by [comparison] students.”

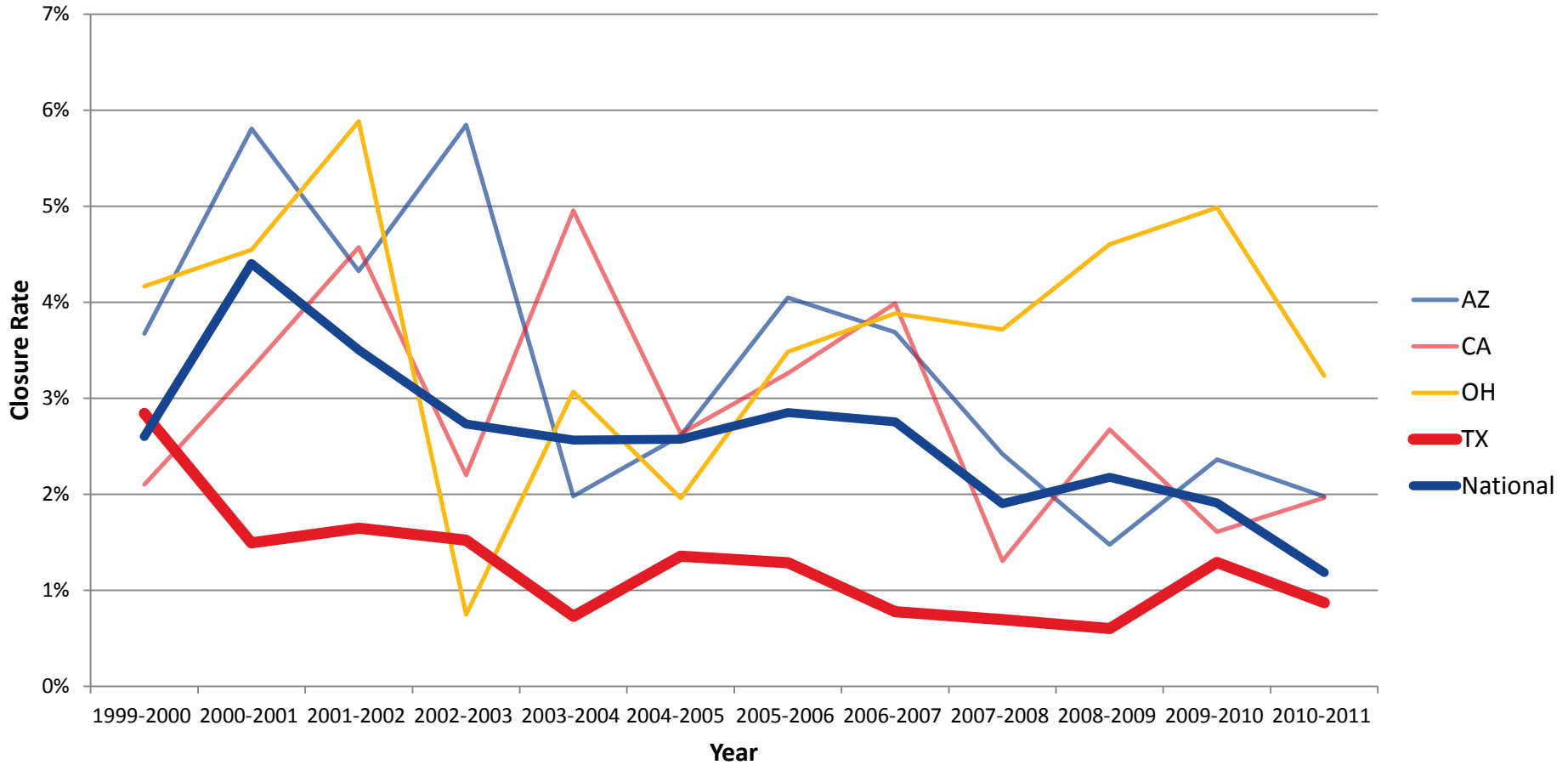


How well is Texas closing its failing charter schools?

- “The vast majority of Texas’ low-performing district and charter schools failed to make notable improvements in proficiency rates after five years.”
- “Neither sector was particularly successful at closing persistently low-performing schools. Only 11% of low-performing charters closed over five years, as did 3% of district low performers.”
- “[Texas] closure rates were well below the overall rates for the ten states in the study.”



Charter School Closure Rates: Texas below peers and below national average



Policy Recommendations to Support Charter School Quality and Growth

1. Establish a statewide, independent charter school authorizer
2. Establish standards and accountability for authorizers
3. Establish clear statutory charter school accountability criteria

A Statewide, Independent Authorizer

Why?

A single, statewide independent authorizing board:

- Creates focus around a single mission
- Develops scale and expertise
- Spur quality growth
- Minimizes politics

States

- Arizona (Arizona State Board for Charter Schools)
- Colorado (Colorado Charter School Institute)
- DC (District of Columbia Public Charter School Board)
- Hawaii (Hawaii Charter School Administrative Office)
- Idaho (Idaho Public Charter School Commission)
- Illinois (Illinois State Charter School Commission)
- Indiana (Indiana State Charter School Board)
- Nevada (Nevada State Public Charter School Authority)
- South Carolina (South Carolina Public Charter School District)
- Utah (Utah State Charter School Board)

Authorizer Standards and Accountability

States that require authorizers to follow professional standards:

- Hawaii
- Illinois
- Louisiana
- Maine
- Minnesota
- Nevada
- New Mexico
- Wisconsin
- Colorado

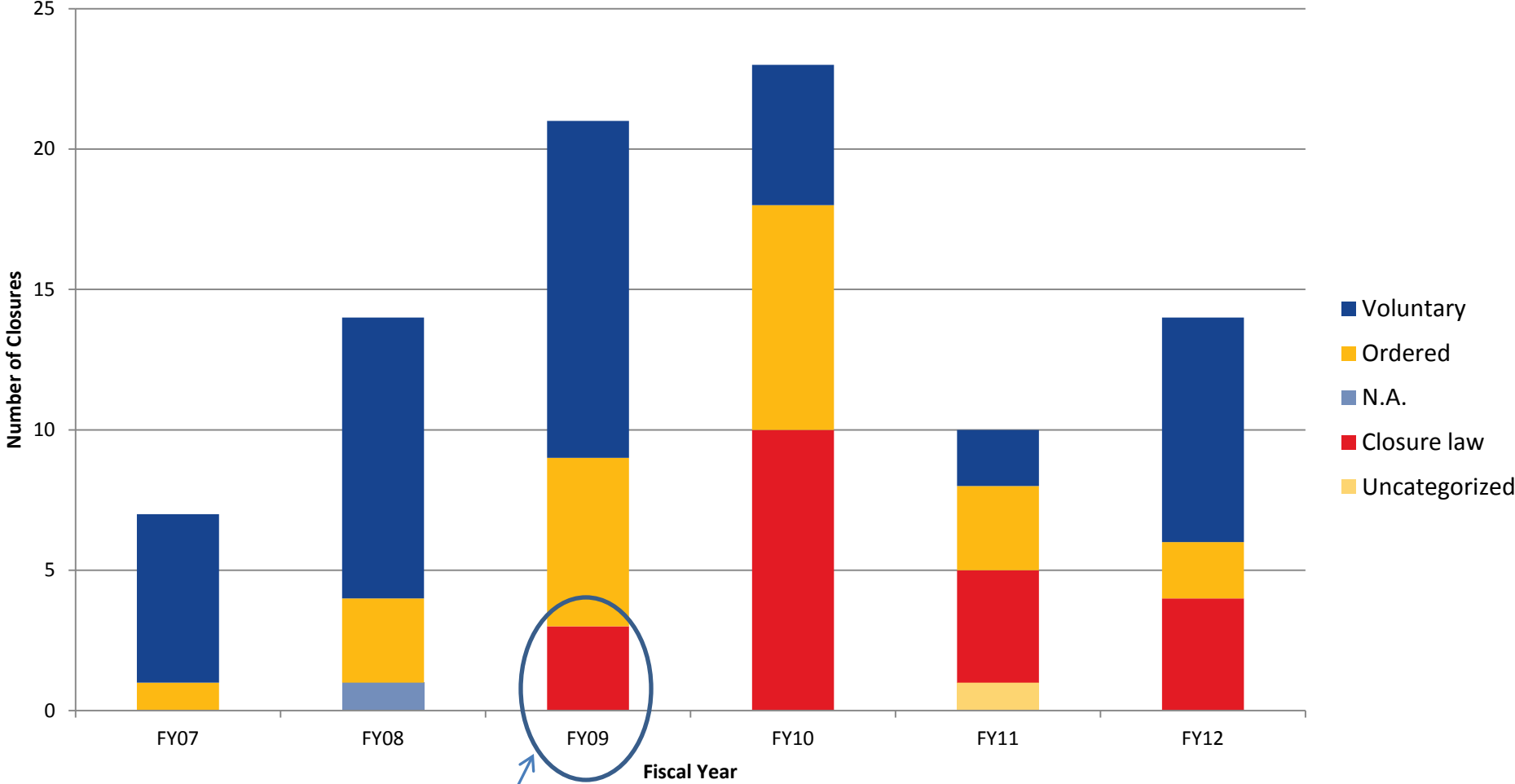
States with authorizer accountability mechanisms:

- Minnesota
- Ohio
- Missouri
- Louisiana
- Arizona
- Colorado

School Accountability

- Tighten criteria for alternative education designation
- Establish clear performance criteria in statute, below which a charter school will close unless its authorizer affirmatively votes to keep the school open
 - Reverses the burden of proof: failing schools must make a persuasive case to remain open.
 - Similar example: In Ohio, charter schools rated in Academic Emergency for 2 out of 3 consecutive years must close, with exemptions for schools that meet specific dropout recovery criteria. Ohio's law does not provide for an "authorizer override" as recommended by NACSA.

Charter School Closures in Ohio



Automatic closure law goes into effect

Summary

- Texas has many excellent charter schools
- Texas also has low-performing charter schools that continue to remain open and serve children poorly
- Texas closes fewer low-performing charter schools than others
- To increase the number of good charter schools and to close the low performers, Texas should:
 1. Establish a statewide, independent charter school authorizer
 2. Establish standards and accountability for authorizers
 3. Establish clear statutory charter school accountability criteria