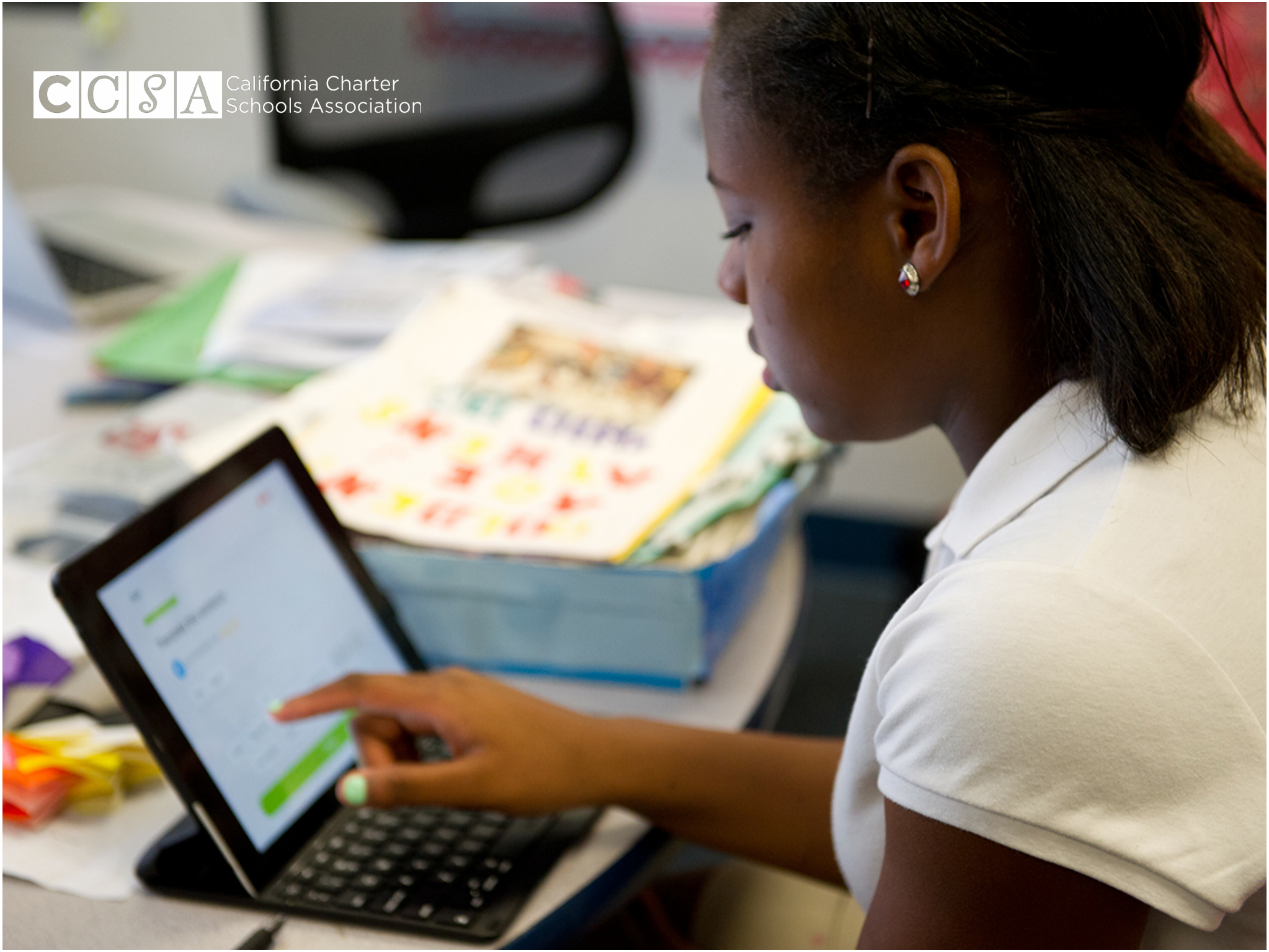

CCSA
California Charter
Schools Association

PCSGP: Student Achievement

Monday March 14, 2016

Tips for Board Members

Key Jobs

Boards have essentially two key jobs:

- Monitoring and ensuring student success and academic achievement
- Making sure the money is taken care of

Student Achievement

- How do you know if you are successful?
- Review student achievement at least 3-4 times a year
- Early enough to make adjustments
- Do periodic interim assessments, not rely solely on annual state tests
- Are you providing professional development for teachers to help them align their instruction with their achievement goals.

Student Achievement 2

- Are assessments aligned with state results (no surprises at the end of the year)

- Review your renewal criteria annually

- Key importance for development of your LCAP and budget consequences

Student Data

- Sub groups (LCAP)
- Student demographics
- Making conscious decisions to spend money where it is needed for student support?
- How do you know?
- Don’t wait until end of year to find out
- Start thinking of renewal now

Overview of Charter Renewal Standards

Big Picture – Academic Performance First

- SB1290: Authorizer is required to consider increases in pupil academic achievement for all groups of pupils served by the charter school as

the most important factor in determining whether to grant a charter renewal.

AB1137 is still the baseline in state law, but relevant data are lacking

Ed. Code §§ 47607(b):

(1) Attained 2012 and 2013 Growth API targets, school wide and for all numerically significant subgroups*

(2) Ranked in deciles 4 to 10 in the most recent API State Rankings (2012), or in two of the last three years (2011 -2013)

(3) Ranked in deciles 4 to 10 in the most recent API Similar School Rankings (2012), or in two of the last three years (2011 -2013)

(4) School's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

In the absence of new API data, can use alternative measures showing growth in student achievement

Ed. Code §§ 52052(e)(4):

(4) Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following:

(A) The most recent API calculation.

(B) An average of the three most recent annual API calculations.

(C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups

For reference, here is the code reference to Subgroups (as defined in Ed Code 52052)

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

(A) Ethnic subgroups.

(B) Socioeconomically disadvantaged pupils.

(C) English learners.

(D) Pupils with disabilities.

(E) Foster youth.

(F) Homeless youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

ESSA prioritizes small number of outcomes; CA State Board of Education is considering similar alignment

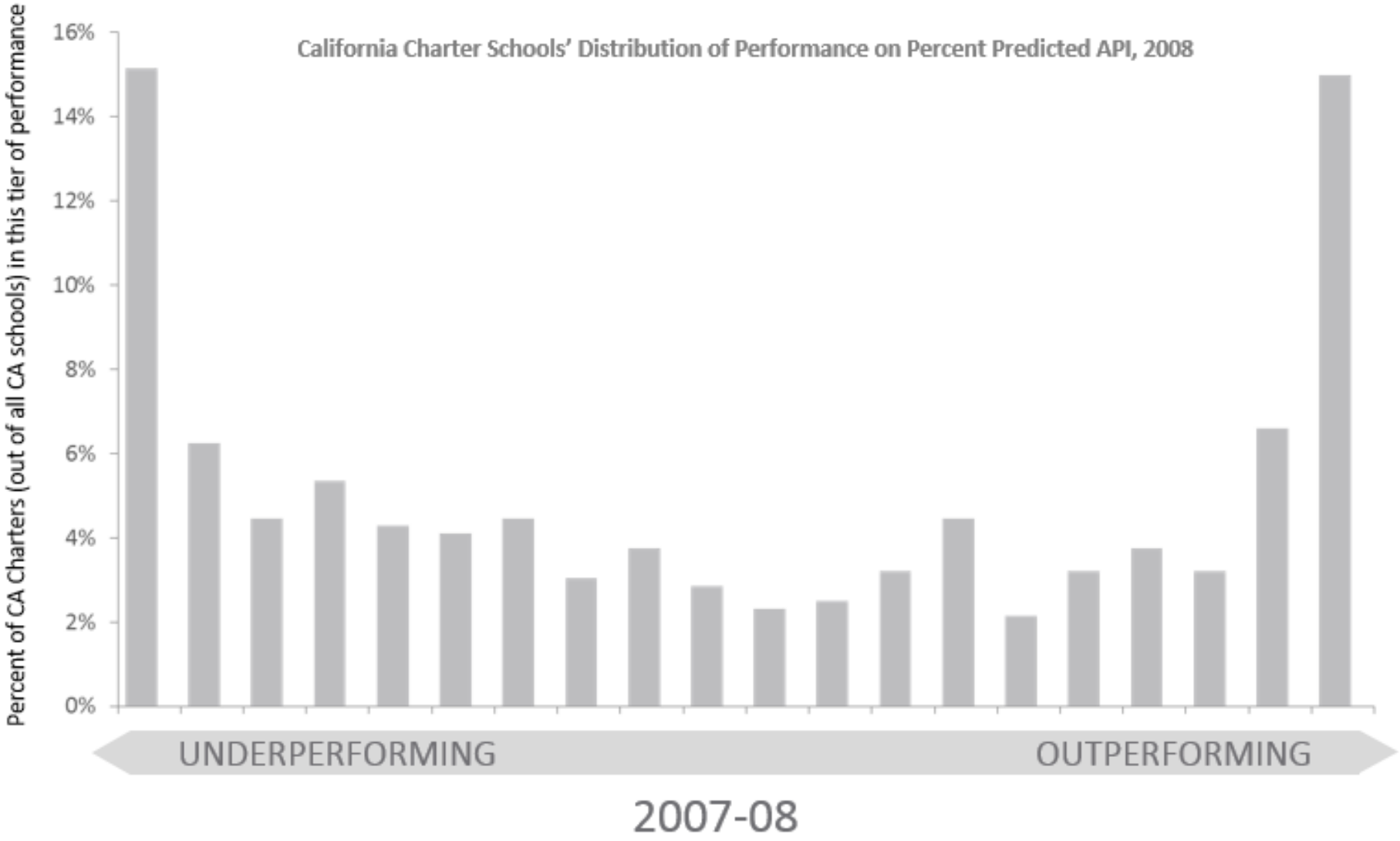
Number of Indicators	
ESSA	**LCFF**
High Schools *Academic Achievement* • English language arts and mathematics assessed one time in grades 9 through 12 • Science assessed once in grade span of 10–12 *English Proficiency* • Progress in achieving English proficiency *Another Academic Indicator* • 4-year adjusted cohort graduation rate (states can add extended rate) *At Least One Other Indicator* • Additional indicator (e.g., opportunity to learn and readiness for post-secondary) Participation rate of 95% on state tests is a standalone measure	**LCFF State Priorities for School Districts, Charter Schools, and County Offices of Education** *Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (Priority 5) *School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) *Course access*: pupil enrollment in a broad course of study that includes all of the subject areas described in *EC* Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)[1] *Other pupil outcomes*: pupil outcomes in the subject areas described in *EC* Section 51210 and subdivisions (a) to (i), inclusive, of *EC* Section 51220, as applicable. (Priority 8) *Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to *EC* Section 48926. (Priority 9) *Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

CCSA's accountability reports and other data resources

Why is CCSA involved in accountability advocacy?

- In 2009, CCSA recognized that while many charter schools were performing well, too many were far underperforming, even compared to schools serving similar student groups.
  - Not only did this not serve students well, but it threatened the legislative/policy environment for all charters. Charters stood to lose autonomy as legislators and authorizers re-regulated charters to address issues of underperformance.
- CCSA therefore resolved to:
  - Accelerate the growth of high performing organizations
  - Provide early warning and support to struggling charter schools
  - Use every lever possible to close and/or discourage continued underperformance of underperforming charter schools

In 2007-08, charter schools in California had a U-shape of performance



Note: no new academic data in 2013-14 but 34 additional closures excluded, compared with 2013-14 data reported in POM

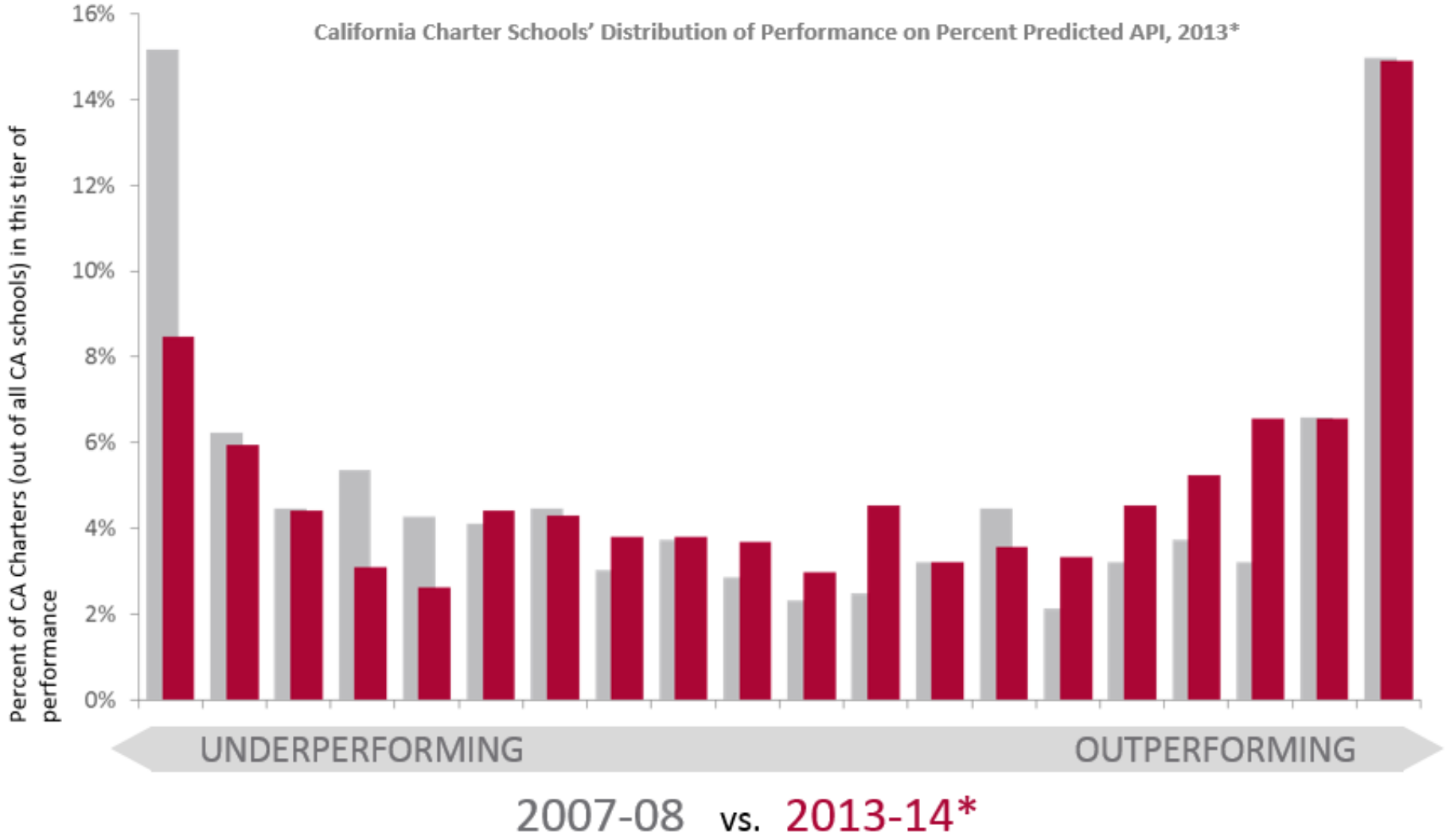
Beginning in 2009, CCSA created an academic accountability framework

To qualify for CCSA renewal advocacy support, a school had to meet one of these:

- **A status bar** – 25th percentile or above on California's Academic Performance Index (API); or
- **A growth bar** – 50 points of API growth in the past three years; or
- **Evidence of acceptable performance controlling for demographics** – results on CCSA's regression-based approach; and finally
- **Multiple Measures Review**–giving all schools the chance to present evidence of growth using individual student growth data, evidence currently not incorporated into California's API system

Schools missing these minimums were recommended for non-renewal and CCSA actively advocated for the closure (and non-renewal) of these schools.

Looking at 5 years of API data, the picture improved substantially (and statistically significantly)



CCSA now updating Accountability Framework to guide our accountability advocacy beginning in 2016-17

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CCSA Snapshots

School Report Cards, School Comparisons and Regional Reports will be available to you at http://snapshots.ccsa.org

Browse ALL reports using the menu at the top of the page OR select one from our most popular reports in the lists below

SCHOOL REPORTS

SBAC Results Summary with APD (2014-15)

Academic Accountability Report Card (2013-14)

CCSA Families Report Card (Spanish Version) (2014-15)

School Comparison Snapshot (2014-15)

College Readiness Snapshot (2014-15)

REGIONAL REPORTS

Regional Snapshot (2014-15)

Attribute Snapshot (2014-15)

MAPS

Similar Students Measure Map (2012-13)

Mapshot (2014-15)

Other Resources for Data Analysis

- CDE School Quality Snapshots
  - http://www.cde.ca.gov/ta/ac/sq/
- LCFF State Priorities Snapshots
  - http://ias.cde.ca.gov/lcffreports
- Ed-Data
  - http://www.ed-data.org/
- SchoolZilla
  - https://schoolzilla.com/ca-smarter-balanced-homepage/
- CDE Dataquest
  - http://data1.cde.ca.gov/dataquest/

Advice CCSA Gives to Charter Schools about Renewals

- **Rely on multiple years of data** (e.g., just b/c there was no new API in 2014-15 doesn't mean that 2011-12 and 2012-13 are not still important data points). Also utilize 2014-15 SBAC data.
- **Start working with your SBAC Data** Make sure you understand your results as compared to other schools (and with CCSA's measures, relative rank as compared to prior years' performance on state standardized tests)
- Ideally the school should have a **norm-referenced interim assessment that is linked to Common Core standards**.
- **Importance of multiple measures with a focus on student outcomes** (e.g., college readiness, survey data and LCAP-type criteria of student engagement and school climate are still important)
- Schools should be **seeking to demonstrate academic growth school-wide and for all significant subgroups**

What CCSA communicates to schools

Step 1: Determine **what questions you need to answer** or **metrics you need to highlight** from your initial petition

Step 2: Identify **data points most relevant to your decision makers** based on recent decisions your authorizer has made and historical positions they've taken

Step 3: Determine what **data you have readily available** based on internal data systems and publically available data from CDE or your authorizer to answer these questions

Step 4: Determine what data you are missing and **identify resources** to address them

Step 5: Determine a way to **articulate your story** in a data-driven, digestible, and concise manner

Data Driven Decision Making

- Articulate the correlation between the evidence presented and how it relates to the rest of the renewal petition
- Explain how your school uses data to:
  - Create local assessments
  - Modify instruction to meet needs of all students
  - Monitor school-wide progress
  - Adjust curriculum and professional development
  - Identify and track students in need of interventions

Best practices in reviewing academic data

What measures matter most? Here's how CCSA thinks about charter performance:

- Focus on Outcomes
- Minimize input and process indicators
- Share in your own words how you have improved student outcomes
  - Supported with data
  - Data should be for all grades and hopefully nationally or state normed
- Share LCAP and annual updates

Types of Data

- Results from standardized tests and other state data
  - API, SAT Reasoning Test, AP tests, SBAC, CELDT, etc.
- School-level assessment data
  - School-wide writing/math assessments, grade-level benchmarks, GPA, portfolio data, graduation rates, college acceptance rates
- Demographic data
  - Student ethnicity
  - Students with 504 Plans/IEPs
  - English Language learners or FRL students
- Other data
  - Attendance data
  - Waitlist data
  - WASC data
  - Parent satisfaction data

Questions to Guide Data Analysis

- How has school performed in relation to goals in the charter?
- Have you articulated goals/indicators/measurable outcomes in LCAP plan and annual updates?
- Are you reporting where student performance began and the gains made? (i.e., were the students below grade level when they enrolled in the school?)
- Are students progressing toward closing achievement gaps?
- What are some of the successes you are most proud of?
- What are areas of weakness and how will you address them?

The Value of Multiple Measures

- Over-reliance on a single measure (academic assessments) of student performance is especially problematic when your goal is school improvement.
- School leaders use data in varied ways. No one measure will suffice.
- Multiple measures add multiple perspectives.
- Surveys are a great tool to use as a secondary measure.
- Ultimately what should matter most are student outcomes. Process indicators are helpful to reference, particularly as aligned to the 8 state priorities (LCAPs) but focus on outcomes most.

LCAPs (Local Control Accountability Plans)

Overview of LCAPs

WHY:

- Establishes annual goals for all pupils & subgroups for each State priority
- Describes specific actions to be taken to achieve goals

WHAT:

- A charter school's LCAP is a separate document from the charter petition. The charter LCAP must describe the goals, for all pupils and for each subgroup of pupils (identified in Ed Code 52052), which are aligned to the 8 state priorities that apply to the grade level served and the nature of the program operated by the charter school. (Ed Code 47605, 47605.5, and 47606.5)

WHEN:

- Charters must adopt an LCAP by July 1, 2014 (Ed. Code section 52060) and update by July 1 of each year

HOW:

- Charter board must adopt LCAP/ updates at a separate public meeting, and at the meeting the meeting in which it adopts its budget

Is the LCAP the same for school districts and charter schools?

- Both charters and districts must create and annually review a LCAP. However, some important details of the LCAP content and process differ because the LCAP requirements for charter schools and districts are contained in different sections of law.
- The specific requirements for the charter LCAP are contained in EC Section 47606.5. District LCAP requirements are found in EC Sections 52060-63. Some key differences include:
  - Priorities
  - Engagement
  - Revision Timeline

Is the LCAP the same for school districts and charter schools?

Priorities:

- District LCAPs must address all 8 priorities.
- A charter LCAP must only address priorities for grade levels served and by the "nature of program operated by the charter school".

Engagement:

- Both must "consult with teachers, principals, administrators, other school personnel, parents and pupils."
- Rules for districts include additional specificity that does not apply to charters (parent advisory committee, English Learner parent advisory committee)

Is the LCAP the same for school districts and charter schools?

Revision Timeline:

- The law requires that "*a local control and accountability plan adopted by a governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year*." However, this three-year term does not apply to charter LCAPs.
- It seems reasonable for a charter school to do a more comprehensive revision to its LCAP aligned with the timeline for its charter renewal

Are there changes to the charter petition requirements as a result of LCFF and the LCAP?

- Petition requirements in EC Section 47605 have changed to align the educational program, goals, and measurable outcomes of the charter to the LCAP and the 8 state priorities
  - Elements A, B and C of a charter (describing the educational program, measurable pupil outcomes and the means to measure progress toward outcomes) now must include annual goals, for all students and subgroups, to be achieved in the state priorities, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals.
  - A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." This provision allows charter schools flexibility in which priorities to include it its charter and LCAP.
  - Each school will be different based on its own mission and population. The adopted LCAP template recognizes these allowable differences for charters.

Is the LCAP part of the school's charter document?

- Law is clear that a charter must now contain annual goals and outcomes that will align with the same state priorities which must also be in the LCAP.
- However, the LCAP isn't part of the school's charter.
  - Charter typically approved/renewed in a 5-yr. cycle. This part of law has not changed.
  - Goals and outcomes in the charter should be articulated at a higher, more general level to encompass the vision for the school over the full charter term.
  - LCAP is annual process to review/adjust higher-level goals to greater specificity.
- Law explicitly requires the charter school to submit its LCAP and annual update to its authorizer annually along with the annual school budget according to EC Section 47604.33. Including LCAP submission requirements in this section suggests LCAP not part of the charter & amendments to it shouldn't be a "material revision" to the charter.
- CDE issued guidance: LCAP template adopted by the SBE is a separate document from the charter petition and therefore not automatically considered a material revision. However, if in completing LCAP, the charter or authorizer determines changes to petition are necessary then material revision may be needed.

How does the LCAP affect the 5 year charter renewal process?

- An amendment to the charter to include the state priorities is not required until a charter is renewed
- Charter renewal continues to be driven by the progress toward the goals and outcomes stated in the charter, and the renewal criteria stated in EC 47607
  - The charter renewal criteria of EC Section 47607 did not change under LCFF, so renewal decisions will still be based on those standards, or alternative measures as allowed under AB 484.
- Ideally, like with the annual submittal of financials, an annual receipt of the LCAP and updates will assist the authorizer in a renewal assessment
  - While the LCAP itself is not technically part of the renewal criteria, progress toward the LCAP is implicit in the renewal because the charter metrics align with the LCAP. Reasonable that progress on the LCAP, and the aligned goals in the charter, would be used as a tool to evaluate a charter school for renewal.

Resources

- http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/617113

- Chapters 3 & 4 Key
- Accountability@ccsa.org
- Matt Taylor mtaylor@fortuneschool.us