



# Unification Advisory Committee: March Unification Milestone Update

March 8, 2018

# Agenda for today



- ▶ Unification Milestone Overview
- ▶ December Milestone Update
- ▶ March Milestone Discussion
  - ▶ Charter School Accountability Framework



# Unification Milestone Update

# OPSB has completed all Unification Milestones



The Unification Plan established 34 Unification Milestones to complete prior to July 1, 2018

- ▶ Overall Progress
  - ▶ OPSB has completed 32 Unification Milestones
- ▶ March Unification Milestones
  - ▶ Two March Unification Milestones remain and they are on track for completion by March 2018

# March Milestone Progress



The March Unification Milestones will be finalized at the March Board Business Meeting

Area	Milestone	Status	Complete	On Track
Portfolio	Develop the School Performance Framework	<ul style="list-style-type: none"><li>The CSAF proposal and associated OPSB Policy amendments will be presented for board approval in the spring</li></ul>		✓
	Ensure that existing & future OPSB policies regarding student equity, emergency management, enrollment, and school authorization as outlined by Act 91 are integrated into the School Performance Framework, charter accountability process, and other relevant process documents.			✓



# December Milestone Update

# December Milestone Follow-Up



**Determining the role of OPSB as a partner to non-profits that play critical roles in supporting citywide services, including guidelines for any new potential partnerships**

## **Purpose**

What does the partner intend to accomplish, and how does it fit within the district's legal responsibilities and strategic priorities?

## **Coordination**

At what depth and frequency does OPSB interact with the partner to meet the intended purpose?

## **Evaluation**

How do we know if the partner will do/is doing a good job at the intended purpose?

## **Sustainability**

Can the current and future methods continue to have the intended impact?

# Recent Developments



**OPSB is in the early stages of facilitating a process that delivers**

## Partnership Assessment

How is a partnership defined?

## Process Map

What are the factors OPSB needs to consider when deciding if it is more advantageous for a partnering agency to be responsible for addressing emerging initiatives?

## Assessment

How does OPSB evaluate the partner's intended purpose and impact?

## Accountability

Which partnerships require contractual arrangements or other written agreements?

## Implementation

How do we ensure that existing, emerging, and future partners understand how they fit in the partnership with OPSB?





# Development of the Charter School Accountability Framework

The Unification Plan required OPSB to revisit and revise its approach to school accountability; the product of this requirement is the Charter School Accountability Framework.



**Summer 2016**

Act 91 passes

- Act 91 and Unification Plan were introduced in May and August 2016 respectively.
- OPSB is required to revise its School Performance Framework in advance of unification.

**Oct 2016 – Aug. 2017**

OPSB begins CSAF engagement

- District began drafting Charter School Accountability Framework, a document to describe how OPSB will hold charter schools accountable annually and at the point of renewal.

**Sept. – Dec. 2017**

OPSB reviews performance data

- LDE released performance data including simulations of its new performance measures.
- District used these data to inform CSAF standards.

**Jan. – March 2018**

OPSB finalizes CSAF

- District pulls together the OPSB vision, findings from data reviews, and input from citywide stakeholders to finalize the CSAF and accompanying policy.

In drafting the framework, the district reconciled divergent perspectives from the education community – school leaders, student guardians and families, advocacy groups, and others.



A school's letter grade doesn't matter to me.

I don't want to send my children to a C or D school. Why don't we have more A and B schools?

Even though the school is a D, some families like that school and it shouldn't be closed.

OPSB shouldn't give schools any feedback about instructional quality.

Student and parent surveys should be mandated and included the accountability system.

Just keep the accountability system simple and based on measureable outcomes that already exist.

OPSB should consider the school's mission; OPSB should hold schools accountable for educating the whole child.

OPSB should just set the standard and step back.

What is OPSB going to do to help schools? Shouldn't OPSB support the schools to get better?

OPSB shouldn't just look at test scores when measuring school quality.

OPSB should require schools develop a plan to improve academically and make sure they follow-through.

Student and parent surveys present too many unknowns and overly burdensome processes for schools.

In drafting the framework, the district reconciled divergent perspectives from the education community – school leaders, student guardians and families, advocacy groups, and others.



Charter schools shouldn't be experimenting with kids.

Schools need room for innovation and can't have high stakes accountability looming all of the time.

Schools need longer charter terms as an incentive to improve, and longer terms will result in better teacher retention and financial planning.

Charter term lengths should be shorter, especially because performance fluctuates.

If a charter school drops significantly in performance at renewal, all of the schools in that CMO should be reviewed and reconsidered.

OPSB has to act on poor performing schools. OPSB needs to close D and F schools.

OPSB should just hold schools accountable during their term, albeit with reducing or revoking their charter if they are not performing up to academic standards.

School performance will fluctuate – you need to give a schools a chance to rebound before intervening.

OPSB needs to act on low performing schools, not just at renewal but during the charter term.

OPSB shouldn't close D schools, especially those who are helping kids the most.

And the district combined OPSB's vision and goals with community input and the state's new performance measures to develop the framework.



OPSB provided the vision:

***Every student receives a high-quality education that fosters his or her individual capabilities, while ensuring that they thrive and are prepared for civic, social, and economic success.***



Citywide community members, residents, and educators provided critical input.



LDE created performance measures for the district to use in its accountability standards.

**OPSB Charter School  
Accountability  
Framework**



# The OPSB CSAF details how OPSB will hold schools accountable.

## ***Hold schools to rigorous standards***

Clearly articulate rigorous, fair, and transparent standards for charter schools that promote excellence and equity and that incentivize and reward strong performance and continued progress towards outcomes that best serve students.

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## ***Implement effective oversight systems***

Establish systems to monitor school performance that can be implemented with fidelity and do not place undue burdens on schools; intervene when necessary; and make data-driven renewal and extension decisions.

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## ***Be transparent with schools***

Share, with school leaders and charter board members, how well schools perform against OPSB standards in a clear and timely fashion.

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## ***Share information with the public***

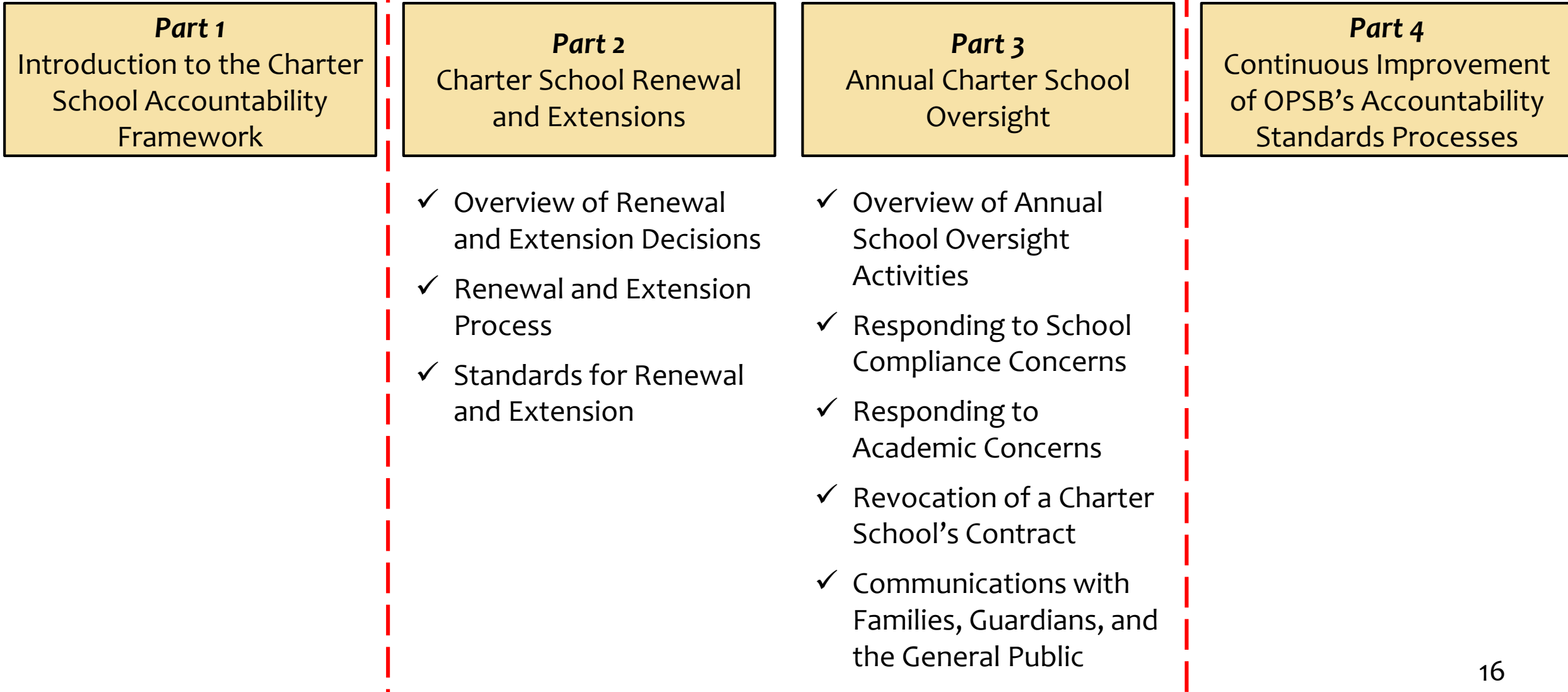
Provide families and the public with easily accessible information to inform school choice decisions and increase their understanding of each school's performance.



# Key Practices Included in the CSAF



The Framework consists of four parts, two of which detail the district's accountability and oversight practices.





# When schools are up for renewal consideration, the district will determine what activities each school must complete as part of the renewal process.



Renewal Activity*	Overview of the Activity
<i>Notice of Intent to Renew Submission</i>	<ul style="list-style-type: none"><li>School submits Notice of Intent to Renew form to the district.</li></ul>
<i>Conversation with CMO and/or School Leadership</i>	<ul style="list-style-type: none"><li>District staff meets with leadership to reflect on academic, organizational, and financial performance.</li></ul>
<i>Conversation with Charter Board Chair</i>	<ul style="list-style-type: none"><li>District staff meets with the school's board chair to reflect on academic, organizational, and financial performance.</li></ul>
<i>Annual Site Visit</i>	<ul style="list-style-type: none"><li>District staff conducts its annual site visit for compliance review.</li></ul>
<i>Comprehensive Review Process</i>	<ul style="list-style-type: none"><li><u>Only</u> applies to schools whose past performance indicates they may not meet the requirements to be considered for a three-year charter term renewal.</li><li>Includes academic data reviews, responses to targeted questions, and ongoing dialogue.</li></ul>

\*Using each school's most recent SPS and Progress Index outcomes as well as a review of preliminary state testing outcomes from the preceding school year, the district will determine which activities apply to which renewal schools no later than August 31.

As the district considers schools for renewal, it will use academic measures based on the state's School Performance Score and Progress Index.



Type of Renewal/ Extension	Measures Used for School Renewal
Extension or 1 <sup>st</sup> Charter Term Renewal	<ul style="list-style-type: none"><li>• <b>Most Recent SPS:</b> SPS based on outcomes from the school year immediately preceding the school's extension or renewal recommendation.</li><li>• <b>Most Recent Progress Index Score:</b> Progress Index numerical score based on outcomes from the school year immediately preceding the school's extension or renewal recommendation</li></ul>
Subsequent Charter Term Renewals	<ul style="list-style-type: none"><li>• <b>Two-Year SPS:</b> Two-year SPS letter grade calculated by combining the school's performance on each SPS component over the most recent two school years into a single School Performance Score</li><li>• <b>Most Recent Progress Index score:</b> Progress Index numerical score based on outcomes from the school year immediately preceding the school's extension or renewal recommendation</li></ul>

The district will differentiate renewal base term lengths based on a school's academic performance.



Base Term	Renewal Standard
10 years	<p>Non-Selective Admissions Schools SPS letter grade of “A” for the three years prior to renewal</p> <p><u>Selective Admissions Schools</u> SPS letter grade of “A” for the three years prior to renewal <u>AND</u> Progress Index of 100 or higher for economically disadvantaged students <u>AND</u> re-enrollment rate of 90% or higher for economically disadvantaged students</p>
7 years	SPS equivalent to “A” or “B”
5 years	<p>SPS equivalent to “C”</p> <p>SPS equivalent to “D” <u>AND</u> Progress Index of 100 or higher</p>
3 years	<p><u>K8 Schools</u> SPS equivalent to “D” <u>AND</u> Progress Index in the top quartile* citywide OR SPS equivalent to “D”, Progress Index in the 2nd quartile citywide <u>AND</u> complete the Comprehensive Review Process</p> <p><u>9-12 Schools</u> SPS equivalent to “D” <u>AND</u> Progress Index in the top quartile citywide OR SPS equivalent to “D” <u>AND</u> complete the Comprehensive Review Process</p>
Not Eligible for Renewal	All other schools earning a “D” equivalent and not captured above or a school earning an SPS Equivalent of an “F”

\*All quartile rankings will be compared to non-selective admissions schools serving similar grade levels.

The CSAF also describes how the district monitors school academic, financial, and organizational performance during the school year.



### Annual Oversight Activities

- Annual site visit
- Annual facilities, health, and safety review
- School handbook and website review
- Charter board governance review
- Review of financial documents and records
- Analysis of student and school-level data
- Receipt and assessment of family and community concerns

### More Details on the Annual Site Visit

Annual site visit activities may be differentiated based on a school's past performance. These activities may include:

- School-based compliance review
- School walkthrough
- School leader conversation
- Classroom observations
- Conversations with board chair and school leader/CMO leader

For schools that do not comply with organizational or financial standards, the district will have a tiered notification and oversight system.



	Description of the Notification	Process for Issue Resolution
Compliance Inquiry Emails	<ul style="list-style-type: none"><li>Email to School/CMO Leader to inquire about an issue that may arise based upon ongoing oversight activities</li></ul>	<ul style="list-style-type: none"><li>School may provide an explanation addressing the concern in the inquiry or by taking actions in response to the inquiry.</li></ul>
Level 1 Non-Compliance	<ul style="list-style-type: none"><li>Notice of compliance deficiency, less severe, for issues that are non-recurring, non-intentional, and do not pose harm students</li><li>May be issued if school fails to respond to an inquiry email</li></ul>	<ul style="list-style-type: none"><li>Typically, notification includes time bound steps to remedy non-compliance.</li></ul>
Level 2 Non-Compliance	<ul style="list-style-type: none"><li>Notice of compliance deficiency, more severe, such as an issue that is determined to be intentional or represents harm to students' well-being, educational rights, and safety</li></ul>	<ul style="list-style-type: none"><li>Notification includes time bound steps to remedy non-compliance.</li><li>Deficiencies could lead to various required remedies, corrective actions, Performance Improvement Plans, and/or revocation.</li></ul>

Likewise, pre-determined academic outcomes during any school year may result in the district heightening oversight over a school.



Outcomes that Trigger Additional Annual Academic Oversight	Annual Oversight Activities
<i>Absolute SPS performance and letter grade</i>	<ul style="list-style-type: none"><li>• Schools that receive a “D” or “F” letter grade receive and intervention monitoring</li><li>• For more details see the next slide.</li></ul>
<i>Extreme change in school’s Assessment Index</i>	<ul style="list-style-type: none"><li>• School flagged for heightened oversight or engagement.</li><li>• District may contact the charter school’s or CMO’s leadership to open a dialogue around the school’s change in academic performance.</li></ul>
<i>LDE requires school to develop and submit an improvement plan</i>	<ul style="list-style-type: none"><li>• LDE requires school to submit a plan for improvement as a result of being labeled “Comprehensive Intervention Required” or “Urgent Intervention Required”.</li><li>• District reviews plan and requires the school to share the plan directly with guardians and families.</li></ul>

For schools that receive an absolute SPS letter grade of a “D” or “F”, the district plans to conduct escalating levels of oversight.



SPS Letter Grade	1 <sup>st</sup> Time Receiving LG during Term	2 <sup>nd</sup> Time Receiving LG during Term	3 <sup>rd</sup> Time Receiving LG during Term
D letter grade	<ul style="list-style-type: none"> <li>District prioritizes school for site visits.</li> <li>District requests a meeting with the board chair and school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>District executes “1<sup>st</sup> Time” Steps</li> <li>School must host an in-person meeting open to guardians and families to discuss plans the school has developed.</li> <li>District monitors any improvement plans that the school has in place.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent considers school for revocation.</li> <li>Superintendent and district may review additional data, collect documents, and conduct site visits to inform decisions.</li> </ul>
F letter grade	<ul style="list-style-type: none"> <li>Schools is reviewed for revocation.</li> <li>If review results in revocation recommendation, recommendation may only be overturned by 2/3 Majority Board vote.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent recommends the school for revocation.</li> <li>Revocation may only be overturned by 2/3 majority Board vote .</li> <li>Superintendent may waive this provision if students are likely to attend lower performing schools.</li> </ul>	<ul style="list-style-type: none"> <li>Same as 2<sup>nd</sup> time (if necessary)</li> </ul>

Each school year, the district will ensure that the community, guardians, and families are informed about important school oversight developments and general school performance.



### Family and Guardian Notification Regarding Org., Fin., and/or Academic Concerns

- Level 2 Non Compliance Notifications
  - District will post notifications to OPSB website.
  - District will announce notifications at OPSB Accountability Committee Meetings.
- Performance Improvement Plan from the district or intervention plan from the LDE.
  - District will require schools to distribute plans to guardians and families of the school's students.

### Annual School Quality Profile

- District produces Profiles to communicate how well schools perform on:
  - Academic progress and readiness
  - Equity impact
  - Environment
- The measures included in the profile are locally defined.
- Profiles are city-centered and (where possible) uses citywide performance in New Orleans as the point of comparison for a school's outcomes.





# Next Steps

# Next Steps: Revisions to policy to reflect the new CSAF



- In March, we anticipate presenting revisions to OPSB policies for board approval.
- These revisions will reflect the changes within the Charter School Accountability Framework.

# Thank you!



We'd like to extend a "Thank You!" to all of the individuals and organizations in the New Orleans school community who helped us ensure the CSAF is reflective of citywide perspectives:

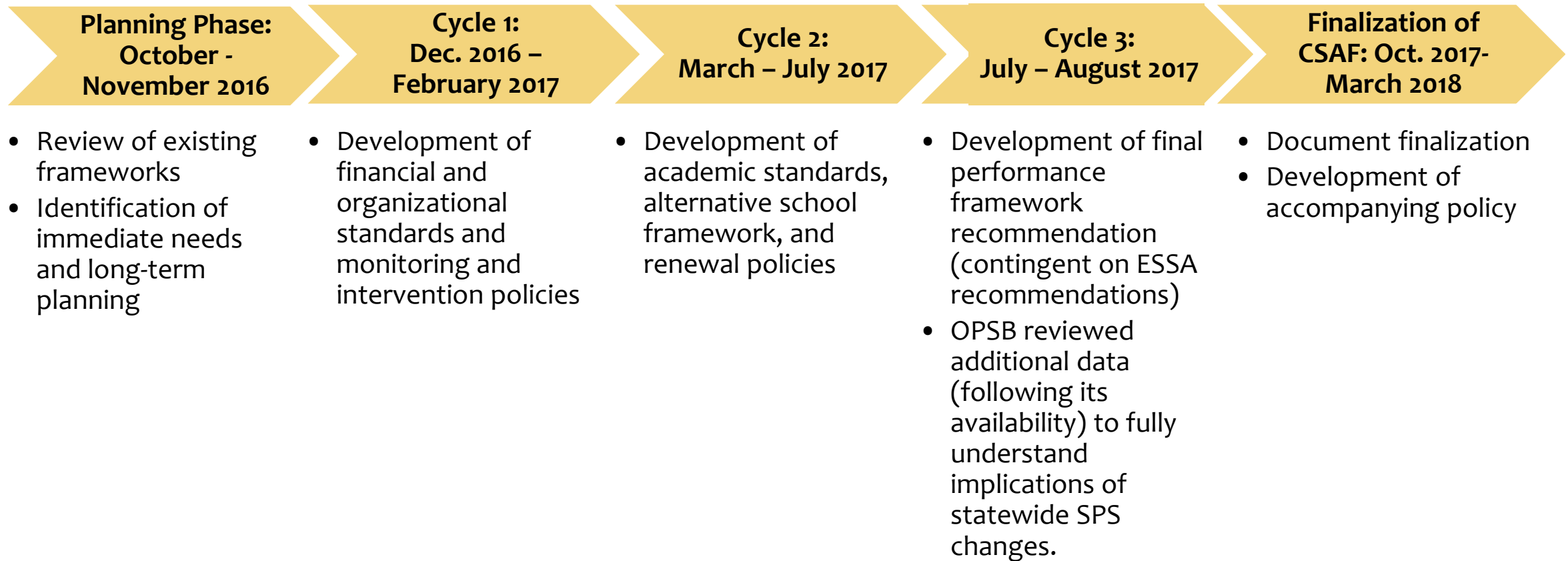
- Families and guardians of the city's students
- New Orleans' school and CMO leaders
- Greater New Orleans Collaborative of Charter Schools
- Stand for Children
- Louisiana Center for Children's Rights
- Southern Poverty Law Center
- Ed Navigator
- Urban League
- Nuestra Voz
- Orleans Public Education Network
- Total Community Action
- Cowen Institute for Public Education Initiatives
- New Schools for New Orleans
- And many others!





# Appendix

The scope and sequence identified four stages of development, each with its own set of specific objectives, and was responsive to simultaneous work underway at the state level to revise accountability standards.



# Planning Phase Activities and Outcomes (Oct- Nov)



## Planning Phase Primary Questions

- How should we sequence our decision-making in light of state work on ESSA?
- What are our shared values when developing performance standards and systems of oversight?
- How are the OPSB and RSD frameworks similar and different? And what are the strengths and weaknesses under both systems currently?
- What can we learn from other systems and models?

## Primary Activities

- Discuss qualities that define a great school and how we can/should go about measuring such quality
- Review current OPSB and RSD accountability policies and tools to see similarities and differences and identify priorities for revisions
- Review other accountability systems across the country



## Key Takeaways/Deliverables

- Maintain overall approach to categories evaluated currently by both OPSB and RSD – Financial, Organizational and Academic
- Include and reward academic growth
- Consider and explore other measures that help assess school quality, beyond just test scores
- Simplify OPSB's tools to measure only the most vital standards, and ensure they are transparent and comprehensible
- Consider a more holistic assessment of school performance at the point of renewal, beyond just one year of testing data

# Cycle 1 Activities and Outcomes (Dec- February)



## Cycle 1 Key Questions

- What are the financial performance measures and associated rating processes for those measures (i.e. targets related to meeting the District's standards)?
- What are the organizational performance measures and the associated rating processes for those measures (i.e. targets related to meeting the district's standards)?

## Primary Activities

- Identify which financial measures are essential and set appropriate targets informed by charter CFO perspectives from across the city
- Identify which organizational measures are most relevant and can be monitored in specific, efficient, and non-burdensome ways at the school level

## Major Outcomes (in February)

- Draft measures and method for evaluating Financial health (reduction from 9 to 6 measures)
  - Current Ratio
  - Cash on Hand
  - Enrollment Variance
  - Default
  - Unrestricted Net Assets
  - Unqualified Audit
- Draft measures and method for evaluating organizational effectiveness (reduction from 20 to 17 specific sub-measures, and increase in focus)
  - School Governance
  - Administrative Expectations
  - Family Communications
  - Student Enrollment and Privacy Practices
  - Special Populations
  - Data Integrity
  - Facility Maintenance and Safety



Continued feedback, reflection and work has resulted in further revisions to the organizational and financial measures and methods, as represented in the current draft CSAF dated 8.21.17.



### Financial Expectations

- ▶ Further revisions to financial measures have resulted in a reduction by two to increase coherence and reduce duplicity in measures.
  - ~~Current Ratio~~
  - Cash on Hand
  - ~~Enrollment Variance~~
  - Default
  - Unrestricted Net Assets
  - Unqualified Audit
- ▶ Recent Feedback: Consider replacing *Cash on Hand* with *Current Ratio*

### Organizational Expectations

- ▶ Refined organizational categories to improve clarity and reduce redundancy.
  - School Governance
  - Administrative Expectations
  - Family Communications
  - Student Enrollment and Privacy Discipline Practices
  - Special Populations
  - ~~Data Integrity~~ (moved to Admin. Expectations)
  - Facility Maintenance and Safety

### Overall Monitoring Process

- ▶ Revised method to focus compliance monitoring on real-time response and oversight and eliminated any summative/cumulative rating on an annual basis, where schools are penalized long after issues have been remedied.
- ▶ Schools are consistently in a state of Good Standing or Not in Good Standing, and will be notified through system of compliance notifications.
- ▶ Notifications include time-bound steps to remedy non-compliance, which OPSB will monitor. Such steps may include formal Corrective Action Plans.
- ▶ In line with current policy, any severe non-compliance may lead to immediate revocation if deemed appropriate.



# Cycle 2 Activities and Outcomes (March- July)



## Cycle 2 Key Questions

- What academic and other measures should be tracked and evaluated over time?
- What level of performance will be required to gain renewal and for how long?
- How will alternative schools be evaluated at the point of renewal?

## Primary Activities

- Develop academic standards to hold schools accountable to, annually and at the point of renewal
- Determine priorities for alternative school renewal standards
- Identify renewal policy priorities and standards for eligibility and term lengths.



## Key Deliverables

- Guidance on Organizational Expectations
  - School leaders requested clarity on what type of compliance concerns would lead to Level 1 or Level 2 notices, so additional guidance was developed; version 1.0 distributed in May; version 2.0 distributed in August
- Version 1.0 of the CSAF released 5.30.17, with focus on annual oversight activities
- Version 2.0 of CSAF released 6.19.17, with adjustments based upon feedback on Version 1.0 and with the inclusion of initial renewal recommendations, in light of ESSA:
  - Revised set of school profile topics
  - Standards for renewal
  - Specifics on annual oversight activities

As a result of stakeholder feedback, OPSB established priorities as it revised the OPSB School Performance Framework and developed versions 1.0 and 2.0 of the CSAF.



#### Renewal and Extension

- Rely on multiples years of school performance, as one data point is insufficient to the charge at hand
- Reward and incentivize schools helping students make meaningful growth, year in and year out
- Reconsider term lengths and rationale for schools to receive additional years

#### Annual Oversight

- Broaden definition of school success by annually reviewing a more comprehensive data set on school performance
- Ensure that while broadening our definition of school success, we do not contradict or compete with state SPSs
- Clearly communicate how schools are performing annually across factors that can more readily inform differentiated oversight, school reflection and parent choice
- Ensure measures focus on outputs, and are rigorous, reliable, and can be implemented with relative ease and/or no significant cost to schools

The initial renewal proposal are intended to ensure OPSB can responsibly oversee a citywide system of charter schools with consistency and fidelity while allowing schools the opportunity to show their impact in a stable and fair way.



## Renewal and Extension

- Determine if, and for how long, a charter school operator should be allowed to continue to operate a school, based upon past performance
- ▶ *Rely on multiples years of school performance, as one data point is insufficient to the charge at hand*
    - ▶ *Leading the initial proposal to rely on a multi-year weighted average of SPS and a Progress Index, which reflects multiple years*
  - ▶ *Reward and incentivize schools helping students make meaningful growth, year in and year out*
    - ▶ *Leading the initial proposal to renew D schools that are having a significant and positive impact on student growth, as evidenced through the school's Progress Index*
  - ▶ *Reconsider term lengths and rationale for schools to receive additional years*
    - ▶ *Leading the initial proposal to simplify and standardize renewal term lengths based upon absolute level of performance of C or higher for 5 years and D with high growth for 3 years*
    - ▶ *Leading the initial proposal to set maximum term length at five years with only option to loose years, not gain them for organizational or financial compliance*

The school quality profile is a tool intended to address various stakeholder perspectives and local priorities and share information on school quality in a transparent manner.



## Annual School Performance Profile

- Ensure OPSB has a sound, current understanding of school performance based upon a pre-determined set of criteria
- Offer schools timely information to drive their own reflection and planning
- Provide families with current information on school performance to inform school choice decisions.

- ▶ *Broaden our definition of school success by annually reviewing a more comprehensive data set on school performance*
  - ▶ *Leading the initial profile to focus on academic progress readiness, equity impact and school environment.*
- ▶ *Ensure that while broadening our definition of school success, we do not contradict or compete with state SPSs*
  - ▶ *Leading the initial profile to refrain from creating another summative rating of school quality that would be confused with the state's accountability system.*
- ▶ *Clearly delineate how schools are performing annually across factors that can more readily inform differentiated oversight, school reflection, and parent choice*
  - ▶ *Leading the initial profile to emphasize comparing school-level outcomes with citywide averages on a percentile basis, wherever it makes sense to do so*
- ▶ *Ensure measures focus on outputs, and are rigorous, reliable, and can be implemented with relative ease and/or no significant cost to schools*
  - ▶ *Leading the initial profile to emphasize the use of existing measures and focus on measures best suited to capture a range of school performance outcomes in the most efficient and effective ways*

# Feedback received after Version 2.0 of the CSAF identified specific areas for continued conversation and revision that grounded our Cycle 3 meetings.



Annual Oversight	<ul style="list-style-type: none"><li>Feedback indicated that the draft CSAF required specificity to clarify annual oversight process (i.e. what will be expected of schools during annual oversight activities and how OPSB will execute these activities).<ul style="list-style-type: none"><li>E.g., What does “differentiated oversight” mean within the CSAF, will any corrective action plans be required, etc.</li></ul></li></ul>
Annual Reporting	<ul style="list-style-type: none"><li>Overall feedback was positive re the new approach of reviewing a more robust set of information beyond just the SPS score.</li><li>Outstanding: How will the district approach making citywide comparisons (e.g., Should selective-admissions schools be included with non-selective admission schools? How will the comparisons be displayed within annual reviews?)?</li></ul>
Renewal Term Lengths	<ul style="list-style-type: none"><li>Overall feedback on proposed term length approach varied: Some supported the proposal, while others preferred longer term lengths for schools based upon their performance.</li><li>Opinions varied regarding the type of actions OPSB should be able to take within a term, outside of routine oversight activities.</li></ul>
Renewal Eligibility Methodology	<ul style="list-style-type: none"><li>Overall positive feedback on proposed methodology of using multiple years of performance data for renewal, with most stakeholders preferring two years of data over three.</li><li>Greater discussion needed on how average should be calculated (e.g., straight two-year average, weighted average over time, and/or by student count).</li></ul>
Eligibility for D Schools	<ul style="list-style-type: none"><li>Positive feedback on the proposal to grant D schools with high growth a 3 year term.</li><li>However, bar for what type of growth is good enough and whether or not a school should be able to qualify more than once at this performance level were questioned.</li></ul>

# Cycle 3 Activities and Outcomes (July-August)



## Cycle 3 Key Questions

- What adjustments need to be made to the current proposal?
  - How can the draft be more specific regarding the purpose and details of annual oversight?
  - How long should a charter term be and what level of accountability should occur within the term?
- How many years and in what manner should we average multiple years of performance?
- What level of growth is appropriate for a school who has an average of a D for renewal?
- Should a D school with high growth be renewed repeatedly?

## Primary Activities

- Review of rationale for draft proposals
- Review of any data from the state regarding the impact of the ESSA formula on schools, in particular those at the D level of performance
- Review of data on alternative school renewal standards and criteria
- Constant reflection and discussion

## Key Takeaways/Deliverables

- Version 3.0 of the CSAF released on 8.21.17  
*Summary of Primary Revisions:*
  - Refined Org. and Fin. Expectations and method for evaluating those areas annually
  - Targeted annual academic impact tracking
  - Continued revision to the School profile, especially in the area of school comparisons citywide
  - Method for averaging 2 years of performance for majority of schools
  - For schools in Turnaround, Slow Growth or Merger status, renewal eligibility decisions made on 1 year of data
- *Major Items Outstanding:*
  - Length of charter terms schools are eligible for
    - Significant variation among stakeholders
  - Growth standard for a D school and eligibility in terms of multiple renewals under the D standard
    - Essential data from the state outstanding

Cycle 3 resulted in outstanding feedback from stakeholders, which the district addressed as it finalized the CSAF.



### Sample of Specific Feedback Requesting Changes to Current Version of the CSAF

- ▶ Term Lengths
  - ▶ Include 10 year option
  - ▶ Differentiate terms lengths among A, B, and C schools (such as, 4, 5, 6, ; 5, 6, 7 ; etc.)
  - ▶ Increase D term length to 4 years
- ▶ Automatic Renewal and the Renewal Process
  - ▶ Consider multiple years of SPS absolute performance (not an average)
  - ▶ Reconsider requiring any submissions from schools who are not eligible for automatic renewal
- ▶ Renewals for schools in their initial terms
  - ▶ Simplify expectation from Turnaround and Slow growth to be all schools in an “Initial Term”
- ▶ Financial Measures
  - ▶ Replace Cash on Hand with Current Ratio





# Finalization of the CSAF Activities and Outcomes (Oct.-March)

## Finalization Key Questions

- What adjustments need to be made to address the key areas of outstanding feedback?
  - Term lengths for schools that are renewed.
  - Renewal standards for schools that receive a letter grade of “D”.
  - Renewals for schools in their initial term.
  - Further simplification of financial standards.
  - Automatic renewal and renewal process.

## Primary Activities

- Review of additional data from the LDE related to school performance on SPS and Progress Index.
- Engagement with citywide stakeholders regarding the high priority areas of outstanding feedback.

## Key Takeaways/Deliverables

- Updated version of the CSAF, presented at today’s meeting.
  - Differentiated term lengths (including a 10-year base term) based on school performance on SPS and Progress Index.
  - Oversight practices for schools that demonstrate academic concerns.
  - Description of the renewal process and activities to take place during each school’s renewal review