

CMSD Charter Schools Office

Sponsored Schools Annual Meeting

October 31, 2018

BCS Offices

12:30 p.m.-2:00 p.m.



Introductions

- Matt Rado, Director of Charter Schools, CMSD
- Tom Hutton, Outside Consultant (Education Adjuncts)
- Nick D'Amico, Executive Director of School Performance, CMSD
- Shemekia Love, Administrative Assistant, CMSD

Agenda

1. Background/Overview (Matt)

2. Contracts

- Overview of accountability frameworks
 - Understanding the state report card and the academic framework (Nick)
 - Organizational and Financial Frameworks (Matt)
 - **Intervention Protocol (Matt)**
- Scoring renewal applications (Tom)
- Types of Revisions (Tom)
- Timelines (Tom)

3. Other items (Matt)

- Sponsor Rating
- SponsorSHIP newsletter
- Annual Reports
- Annual Sunshine Training

4. Next Steps

Background

- The Accountability Framework
 - Agreement between board and sponsor for how we will ensure the school will provide high-quality education
 - Three components: Academic, Organizational, and Financial
 - Used to communicate with boards, schools, parents, and community about how schools are doing
 - **How we hold schools accountable** and evaluate whether a school should be renewed
 - Rigorous and fair, but designed to preserve school autonomy
 - A living document
- 44. CONTRACT REVIEW. The Governing Authority or representatives authorized by it shall meet with the CMSD at least once yearly before the end of the School's fiscal year to review the terms and provisions of this Contract, at a time and place acceptable to both parties.
- Four schools are up for renewal this year: CLA, VPC, NWIS, Promise
- Six schools are up for renewal next year: CA, CAE, CAS, EPC, EPWH, Stonebrook
- One school is up for renewal in 2020: VPW
- Additional meetings will occur for next year's renewal schools between now and the spring

Academic Framework

- Understanding the state report card and the academic framework (Nick)

Objectives

- Provide a high level overview of the academic framework for charter schools.
- Build an understanding of:
 - The report card metrics our framework relies on
 - The different lenses by which we look at these metrics.

Performance Index

- The performance index is a measure of student achievement.
- Schools score points based on the performance level a student achieves.

Performance Index

- Input: Student achievement on state assessments
- Includes data for all K8 tested subjects. HS includes only ELA and Math subjects.
- Student performance is weighted
 - Students scoring above a level of proficiency provide more points.
 - Students scoring below proficiency score fewer points.

Performance Index

- Calculating PI:
 - Determine the percentage of students scoring at each proficiency level (Advanced, Accelerated, Proficient, Basic, Limited).
 - The percentage of students in each category is multiplied by a weight to generate points.
 - These points are summed for a final PI grade.

Performance Index

	Percent of Students	Points	Score
Advanced Plus	0.7	1.3	
Advanced	10	1.2	
Accelerated	16.2	1.1	
Proficient	21.5	1	21.5
Basic	21.5	0.6	$21.5 * 0.6 = 12.9$
Limited	29.4	0.3	
Untested	0.7	0	
Total			

Performance Index

	Percent of Students	Points	Score
Advanced Plus	0.7	1.3	0.9
Advanced	10	1.2	12.1
Accelerated	16.2	1.1	17.8
Proficient	21.5	1	21.5
Basic	21.5	0.6	12.9
Limited	29.4	0.3	8.8
Untested	0.7	0	0
Total			73.9 / 120 (61.6%)

Gap Closure

- Measures improvement in performance of student subgroups.
- Goal of measure is to either increase subgroup performance OR to reach the state goal.
- Students can count in multiple categories.
- Subgroup has to meet minimum size requirement to be included in calculations.

Gap Closure

	# of students 2018	PI 2018	Target PI 2018	Long Term Target	# of students 2017	PI 2017	Improvement Points
All Students	200	67	83.8	100	200	63	
White	31	64	86.3	92.4	35	53	
Hispanic	NC (24)	NC	71.8	84.4	26	57	
Black	145	54	63.4	79.7	139	51	
Students with Disabilities	40	58	57.3	76.3	37	56	

Gap Closure

	# of students 2018	PI 2018	Target PI 2018	Long Term Target	# of students 2017	PI 2017	Improvement Points
All Students	200	67	83.8	100	200	63	(67 – 63)
White	31	64	86.3	92.4	35	53	(64 – 53)
Hispanic	NC (24)	NC	71.8	84.4	26	57	NR
Black	145	54	63.4	79.7	139	51	(54 – 51)
Students with Disabilities	40	58	57.3	76.3	37	56	Goal Met

Gap Closure

	# of students 2018	PI 2018	Target PI 2018	Long Term Target	# of students 2017	PI 2017	Improvement Points
All Students	200	67	83.8	100	200	63	$(67 - 63) / (100 - 67)$
White	31	64	86.3	92.4	35	53	$(64 - 53) / (92.4 - 64)$
Hispanic	NC (24)	NC	71.8	84.4	26	57	NR
Black	145	54	63.4	79.7	139	51	$(54 - 51) / (79.7 - 54)$
Students with Disabilities	40	58	57.3	76.3	37	56	Goal Met

Gap Closure

	# of students 2018	PI 2018	Target PI 2018	Long Term Target	# of students 2017	PI 2017	Improvement Points
All Students	200	67	83.8	100	200	63	12.1
White	31	64	86.3	92.4	35	53	38.7
Hispanic	NC (24)	NC	71.8	84.4	26	57	NR
Black	145	54	63.4	79.7	139	51	11.7
Students with Disabilities	40	58	57.3	76.3	37	56	100

Gap Closure

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Black	145	54	63.4	79.7	139	51	11.7
Students with Disabilities	40	58	57.3	76.3	37	56	100
					POINTS POSSIBLE		400
					POINTS EARNED		162.5 (40.6%)

Gap Closure

- Minimum subgroup size will be decreasing year over year.
- 2018 = N of 25
- 2019 = N of 20
- 2020 and beyond = N of 15

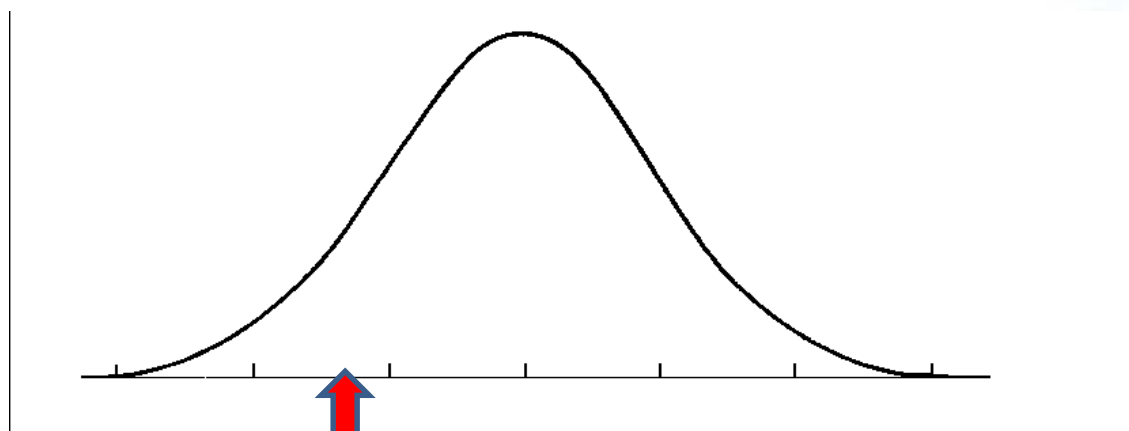
Gap Closure

- Moving your performance index will move your gap closure measure.
- Emphasizes need to pay attention to *all students*.

Value Add

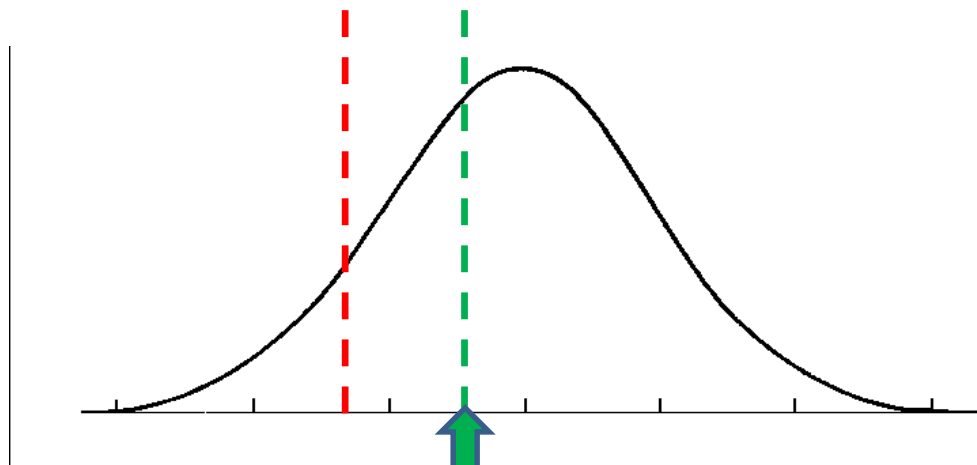
- ODE growth measure bases expectations on whether a student maintained their position relative to every other student in the state of Ohio.

Value Add



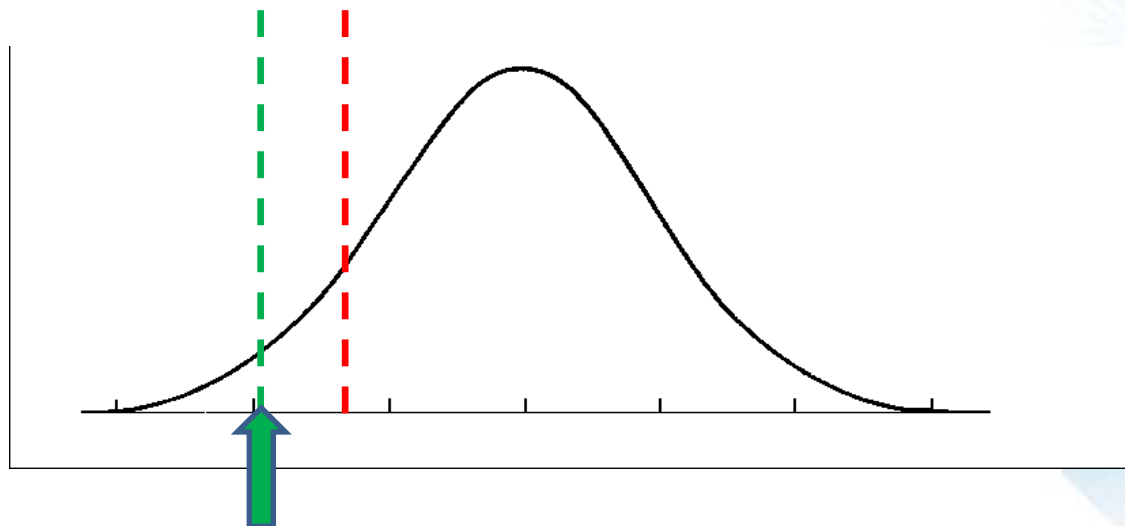
Average Spring 2016 Score
for a school

Value Add



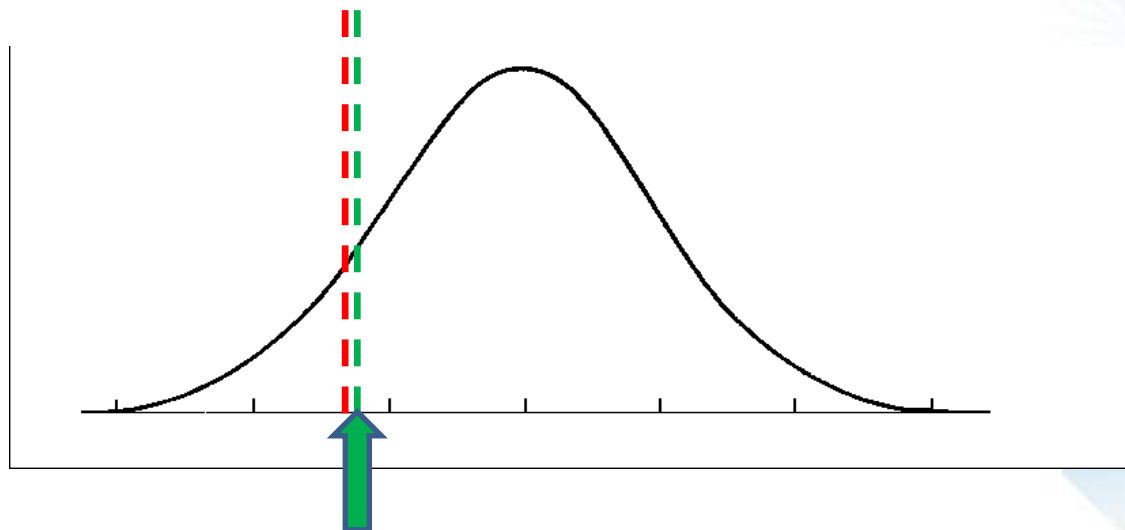
Average Spring 2017 Score
for a school

Value Add



Average Spring 2017 Score
for a school

Value Add



Average Spring 2017 Score
for a school

Importance of Performance Frameworks

- Strongly recommended by NACSA
- Performance frameworks set expectations for performance and compliance
- Performance frameworks are enforced through monitoring, evaluation, and intervention/decision-making
- Essentially, performance frameworks capture the “autonomy for accountability” idea at the heart of the charter movement

CMSD Academic Framework

- Includes both a report card indicator, primary indicator and secondary indicators
- Report card indicator is tied to overall report card grade.
- Primary indicators are tied to report grades on individual metrics.
- Secondary indicators consider comparisons to similar schools and improvements over time.

CMSD Academic Framework

- Philosophy of the framework is to provide a school as many opportunities to demonstrate quality.
- If a school meets the report card or primary indicators, secondary indicators are not used in evaluations.
- Secondary indicators only used to help, not to hurt schools.

Sponsor Performance Review: Adherence to Quality Practices

- Metrics and targets must be specific and rigorous
- Targets must include all students and subgroups of students
- At a minimum, targets are set that compare the school's student performance to the state, to schools serving similar students, and/or schools in the same geographical area

CMSD's Proposed Academic Performance Framework

Five categories

- Attendance
- Value Add
- Performance Index
- Gap Closing
- School-specific

- Gap Closing, Value Add and Performance Index goals tied to state benchmarks.
- School specific goals determined by comparisons to schools serving similar populations of students.

- Performance against goals measured with four different categories.
 - Exceeds Expectations
 - Meets Expectations
 - Does Not Meet Expectations
 - Falls Far Below Expectations

Value-Add

- Value-add as reported on the state report card (3 year average value add).
 - Exceeds: Value-add score of 2 or higher
 - Meets: Value-add score between -1 and 1.99
 - Does not Meet: Score between -1.01 and -2
 - Falls far below: Score less than -2

Performance Index

- Performance Index as reported on the state report card.
 - Exceeds: A or B grade
 - Meets: C grade
 - Does not Meet: D grade
 - Falls far below: F grade

Attendance

- Attendance rate, as reported to state (days attended/days accountable for)
 - Meets: 94% or greater
 - Does not meet: 93.9% or lower
- Based on average state attendance

School-specific goals

- Rigorous yet achievable goals set to help schools target improvement.
- Four different subcategories
 - 1 year Value-add goal
 - Performance index goal
 - Subgroup proficiency (special education, economically disadvantaged)
 - School selected goals (0 to 2)

School-specific goals

- School specific goals are determined by finding other community schools in Ohio's Urban 8 which serve similar student populations.
- Schools matched on following criteria:
 - % Special Education
 - Mobility Rates
 - % Economically Disadvantaged

School-specific goals

- Use a statistical procedure to find most similar schools, based on these characteristics.
- Ensures that schools not compared to others with systematic and non-random differences in student populations.

Matching Example

	% SPED	% Econ Disad	Mobility	Match Score
School A	14%	75%	20%	0
School B	14%	73%	15%	0.74
School C	14%	74%	7%	1.78
School D	9%	69%	22%	1.53
School E	18%	67%	9%	2.11
School F	19%	86%	22%	1.98

Matching Example

- Higher the match score, the more likely differences in student populations are not due to random chance.
- Typical cutoff used in research is a score between 1.5 and 2.
- Each school receives a unique group of similar schools.

Matching Example

	% SPED	% Econ Disad	Mobility	Match Score
School A	14%	75%	20%	0
School B	14%	73%	15%	0.74
School C	14%	74%	7%	1.78
School D	9%	69%	22%	1.53
School E	18%	67%	9%	2.11
School F	19%	86%	22%	1.98

Setting Goals

- Once schools are matched, performance can be compared.
- Distribution of performance among similar schools can be used to determine what a reasonable yet rigorous goal would be.

Goal Setting Example

	PI	Value-Add (1 year)	% Reading Proficient, SPED	% Math Proficient, SPED
School A	88.9	1.6	59%	50%
School B	97.8	2.9	84.8%	81.8%
School C	74.2	-0.8	77.3%	69.4%
School D	75	-1.1	15.8%	28.9%

Setting Goals

- Use school performance data to determine what the average performance is of similar schools.
- Schools can set targets based on whether they are above or below the average.
- Size of the target will vary, based on how other similar schools have performed.
- Each school will have unique goals, based on unique groups of matched schools.

Goal Setting Example

	PI	Value-Add (1 year)	% Reading Proficient, SPED	% Math Proficient, SPED
School A	88.9	1.6	59%	50%
Peer Average	83.9	0.65	59%	57%
Possible Goal	94	2.4	73%	57%

Setting Goals

- When below the average, target towards the average.
- When above or at the average, target a standard distance above the average.
- Goals based on performance that has been observed from other schools with similar groups of students.

Organizational Framework

- Compliance-related standards by which we monitor and evaluate schools
 - Come from ODE, contracts, state law
 - Designed to maximize autonomy
 - Organized into nine categories
 - Review examples
 - Collected during site visits and throughout the year
 - 100 possible points
 - Results shared after site visits and annually
 - Just finished fall site visits

Financial Framework

- Measure and evaluate financial strength of schools
 - Use multiple measures to evaluate financial health
- Evaluated monthly, quarterly, and annually
- Monthly review:
 - Days cash; area of concern: less than 20
 - Current Ratio; area of concern: less than 1
 - Enrollment; area of concern: below 90%
- See Accountability Framework for addl' details

Intervention Protocol

- Aligned with contracts, state law, and oversight policy
- Separate from “Corrective Action Plans” which are part of ODE compliance review
- “...preserves school autonomy and school responsibility for developing and executing remedies to identified deficiencies or violations.”
- Tiered interventions: Notice of Concern, Notice of Breach, Probation, Suspension, and Termination
- Please review Attachment 4, pp. 21-23

Relation to contract renewal

From our policy on renewal, nonrenewal, and termination:

- The Board shall base the community school sponsorship contract renewal process and renewal decisions on **thorough analysis of a comprehensive body of objective evidence defined by the Performance Framework** incorporated into the sponsorship contract.
- Such evidence shall include at least all of the following:
 - Multiple years of student achievement and multiple measures of student achievement;
 - Financial audits;
 - Site visit reports and/or other compliance reports; and
 - Status reports on corrective action plans or other required interventions, if necessary.

Renewal Application Process

- **NOTE! This may be revised for next year!**
- Partly dictated by ODE's evaluation criteria for sponsors
- Five-stage process:
 - 1. July:** Preliminary Renewal Performance Report: by CMSD
 - a. School's Annual Report may double as this
 - 2. Sept.:** Charter Renewal Application
 - a. Can comment on Preliminary Report
 - 3. Sept./Oct.:** Additional information-gathering:
 - a. Renewal Site Visit
 - b. Additional year's performance data
 - c. Any additional information requests

Renewal Application Process

4. **Nov.:** Final Renewal Performance Report
 - a. **Dec.** Recommendation to Board of Education & vote
5. **Starting in Jan.:** Renewal or non-renewal
 - a. Renewal: preparation of new contract
 - b. Non-renewal: non-renewal/termination process
 - Note: State law prohibits a school that is non-renewed for failing to meet academic performance requirements (or failing to meet generally accepted fiscal management principles) from contracting with a new sponsor

Scoring Renewal Applications

- Currently four sections:
 - A. Performance Review
 - B. Context and Clarification
 - C. A Closer Look
 - D. Future Plans
- 150 points possible
- Application must receive a minimum of 99 points to be considered for renewal
- Scoring 99 still does not guarantee a recommendation

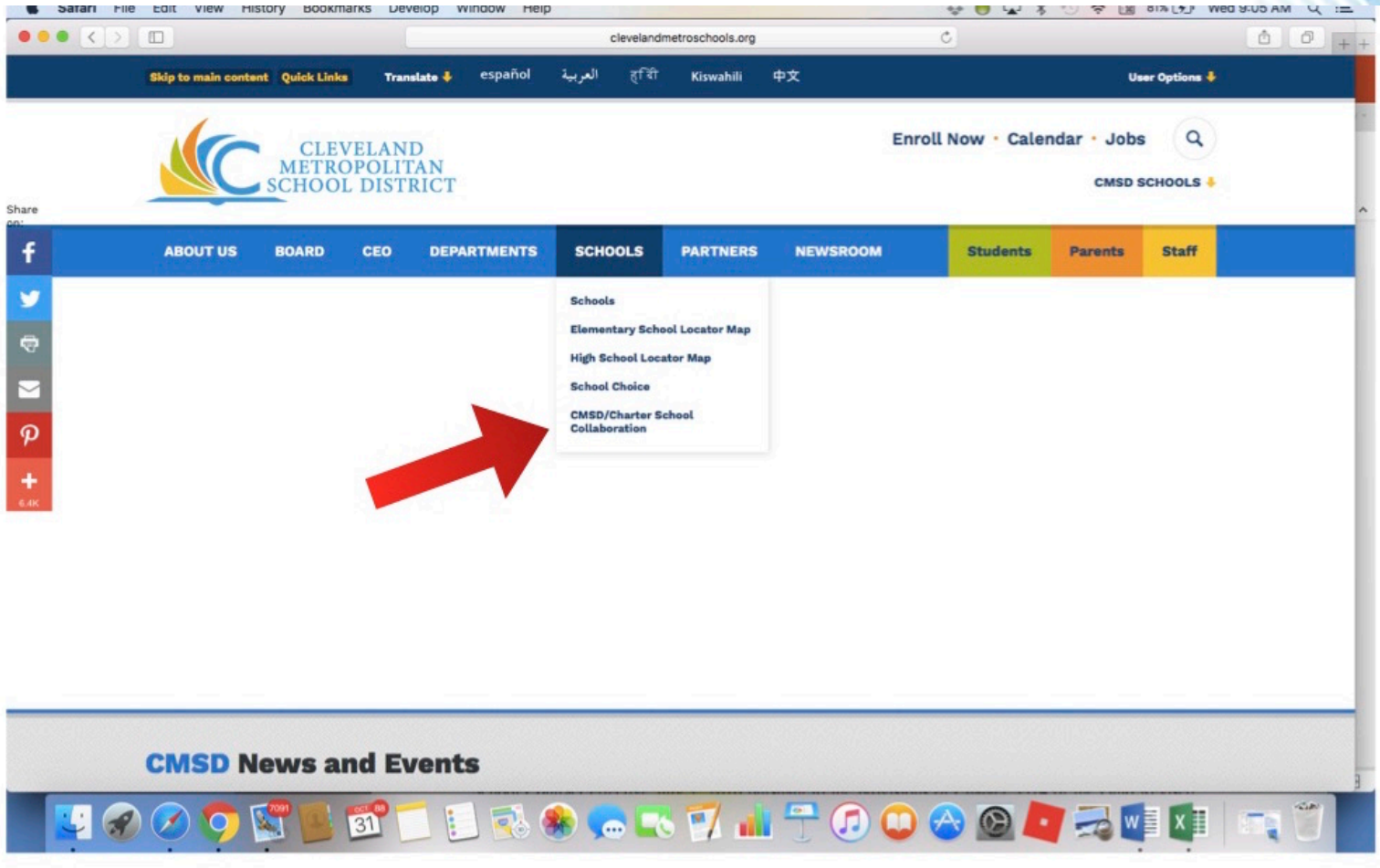
Scoring Renewal Applications

- Section A, Performance Review: up to 100 points total
 - **A1, Academic Performance: up to 50 points**
 - A2, Financial Performance: up to 25 points
 - A3, Organizational Performance: up to 25 points
 - CMSD will provide this section in the form of the Final Renewal Performance Report
- Section B, Context and Clarification: not scored
 - Affords applicant an opportunity to provide additional information on data that were included in the Preliminary Renewal Performance Review from CMSD

Scoring Renewal Applications

- Section C, A Closer Look: up to 35 points total
 - C1, Renewal Site Visit: up to 15 points
 - C2, Status Update on Financial Performance: up to 10 points
 - C3, Status Update on Remedial Action Plans: up to 10 points
- Section D, Future Plans: up to 15 points
 - Gives applicant an opportunity to submit important information that is relevant to the school's next contract term, if any; especially any big changes to school

This year's application

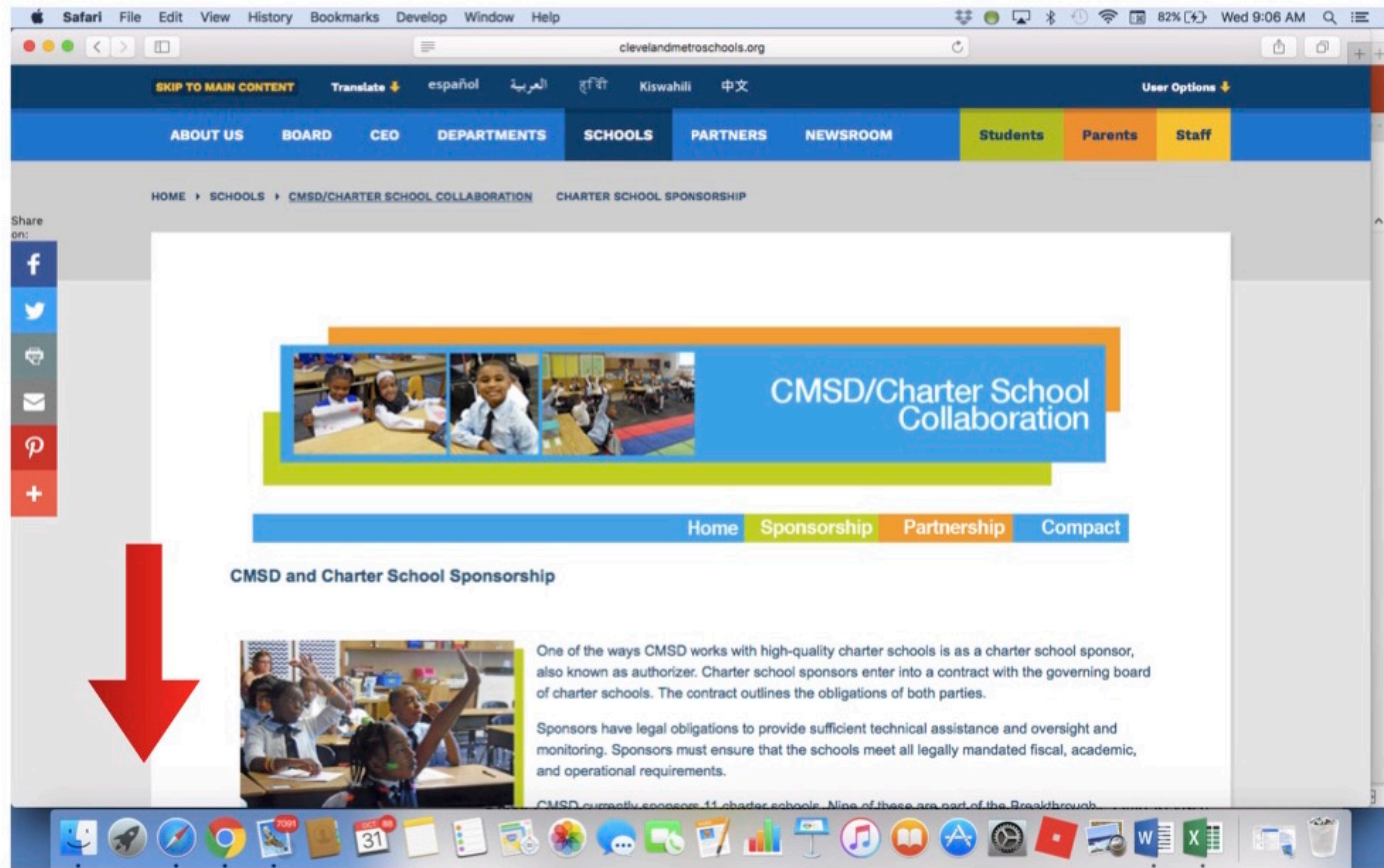


This year's application

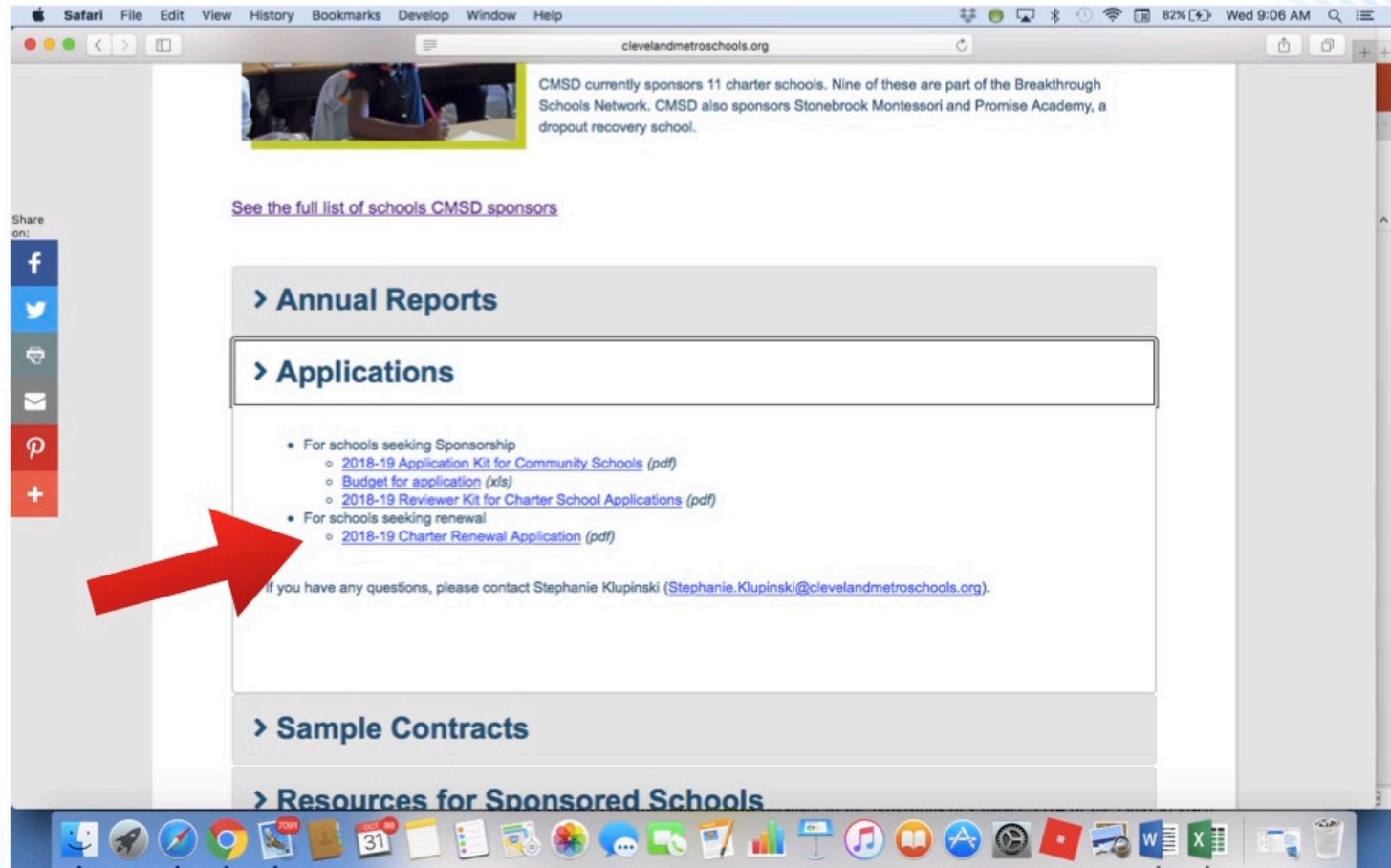
The screenshot shows the website clevelandmetroschools.org in a Safari browser. The navigation menu includes 'ABOUT US', 'BOARD', 'CEO', 'DEPARTMENTS', 'SCHOOLS', 'PARTNERS', 'NEWSROOM', 'Students', 'Parents', and 'Staff'. The main content area features a banner for 'CMSD/Charter School Collaboration' with a photo of students. Below the banner is a flow diagram with three steps: 'Sponsorship' (highlighted with a red arrow), 'Partnership', and 'Compact'. The text below the diagram states: 'The **Cleveland Metropolitan School District (CMSD)** is a portfolio school district, committed to the goal of ensuring that all students in Cleveland have the opportunity to attend a high-quality public school. Portfolio districts provide families with the freedom to attend a quality neighborhood school or another school that is a better fit for their child. They support principals and teachers and provide schools with more autonomy and resources to better serve students. And they seek partnerships to support and expand quality schools. To learn more about the portfolio strategy, visit the website for the [Center on Reinventing Public Education](#).

Integral to Cleveland's portfolio strategy is understanding and supporting the valuable role high-quality charter schools play in educating children in our city. In Ohio, there are over 400 public charter schools (also referred to as community schools) serving more than 110,000 students. Cleveland itself has over 70 charter schools serving more than 18,000 students. The CMSD is committed to helping support and expand high-quality charter schools that are committed to the

This year's application



This year's application



The screenshot shows a Safari browser window displaying the website clevelandmetroschools.org. The page content includes a header with a photo and text stating: "CMSD currently sponsors 11 charter schools. Nine of these are part of the Breakthrough Schools Network. CMSD also sponsors Stonebrook Montessori and Promise Academy, a dropout recovery school." Below this is a link: "See the full list of schools CMSD sponsors". A sidebar on the left offers social media sharing options for Facebook, Twitter, Email, and Pinterest. The main content area features a navigation menu with sections: "> Annual Reports", "> Applications", "> Sample Contracts", and "> Resources for Sponsored Schools". The "Applications" section is expanded, showing a list of links: "For schools seeking Sponsorship" (with sub-links for "2018-19 Application Kit for Community Schools (pdf)", "Budget for application (xls)", and "2018-19 Reviewer Kit for Charter School Applications (pdf)"), and "For schools seeking renewal" (with sub-link for "2018-19 Charter Renewal Application (pdf)"). A red arrow points to the "2018-19 Application Kit for Community Schools (pdf)" link. At the bottom of the content area, it says: "If you have any questions, please contact Stephanie Klupinski (Stephanie.Klupinski@clevelandmetroschools.org)." The macOS dock is visible at the bottom of the browser window.

New contracts and revisions

Types of revisions:

- Annual review of changes in state and federal law
- Changes prompted by ODE sponsor evaluations
 - *E.g.*, mission-specific performance measures
- Renewal or new/transfer schools
- Alternative performance frameworks
- More school-specific changes: *e.g.*, Promise Academy change regarding blended learning

New contracts and revisions

Timeline:

- Nov. 7: New and transfer recommendations to CMSD Board
- Nov. 20: CMSD Board votes
- Nov.: Share renewal recommendations with schools
- Dec. 11: Renewal recommendations to CMSD Board
- Dec. 18: CMSD board votes
- Nov. - Feb.: Contract revisions
- By Mar. 15: Preliminary agreements, Contract adoption
- By May 15: Signing of contracts

New contracts and revisions

One contract revision for sure: add requirements of HB 21 that governing authority:

- Specify process used to verify residence and address for students enrolling in or attending school;
- Require student's district of residence be verified on enrollment;
- Requires student's district of residence be verified annually;
- Require monthly review of residency records of enrolled students; and
- Require parents, guardians or independent students aged 18+ to notify school of change parent's/student's residence

Other Items

- Other items
 - Renewal recommendation report
 - Sponsor Rating
 - SponsorSHIP newsletter
 - Annual Reports
 - Board Sunshine Training

ODE Annual Report/ CMSD Annual Report

ODE Annual Report

- Must be submitted to ODE and parents by 11/30 each year
- ODE dictates ratings and performance categories including an overall rating
- CMSD will include historical performance and prospects for renewal

CMSD Annual Report

- More aligned to CMSD frameworks
- Summarizes academic record over contract term
- Detailed reports to be released in early 2019

Other Items, Ctd.

- Annual sunshine training by June 30
- Will do a meeting in February, primarily to prep for ODE compliance

Questions?