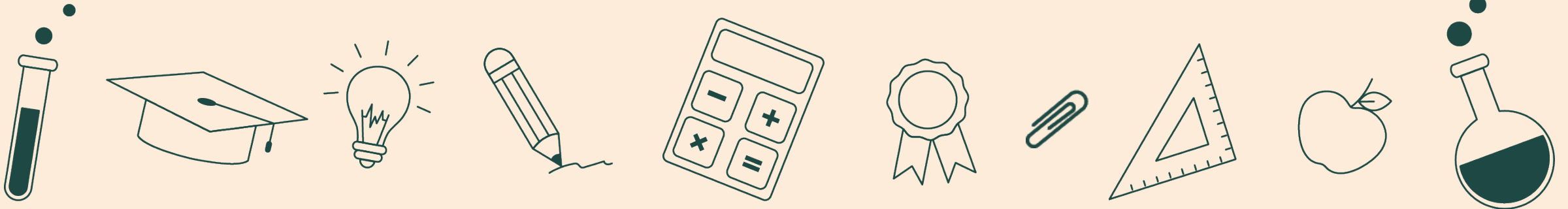




Academic Bootcamp for Petitioners

Scott Riley, Academic Evaluation Manager

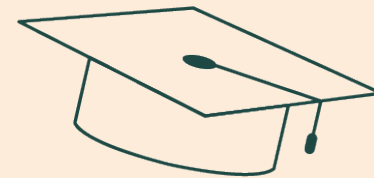




Overview

- Academic Accountability
- Academic Program
- Assessment Plan

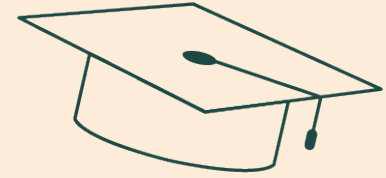




Academic Accountability



SCSC Mission and Vision



Mission: To improve public education throughout the state by authorizing high-quality charter schools that provide students with **better** educational opportunities than they would otherwise receive in traditional district schools.

Vision: Innovative and superior charter schools advancing education in every community



Academic Accountability – CPF Metrics



Schools may satisfy annual academic requirements by outperforming their attendance zone in all relevant grade bands on at least one of the following measures:

- CCRPI Content Mastery,
- CCRPI Progress,
- CCRPI Grade Band Score,
- CCRPI Single Score,
- Value-Added Impact on Student Achievement

OR by earning a “Beating The Odds” designation from GaDOE



Accountability Comparisons based on Actual Enrollment

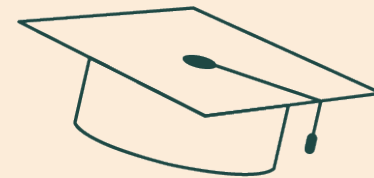
District Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the districts in which the charter school enrolls.
Determined from the GaDOE Data Collections System of Residency Report.

School Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the schools in which the charter school enrolls.
Determined from GaDOE Data Collections Student Record Address Report.





Academic Program



Academic Program Components

- Education Model
- Instructional Methods & Educational Practices
- Standards & Curriculum
- Assessment



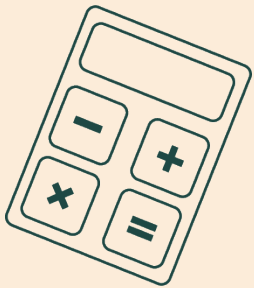
Education Model

- The overall approach to teaching and learning used in the charter school
 - Examples: STEM, Arts-Infused, Dual Language, College Prep, Project Based Learning
- SCSC is model agnostic and encourages innovation and flexibility.
- What does an exemplary response include?



Exemplary Response – Education Model

- Discussion of school's location and why this education model fits the needs of the community
- Reasons for the chosen model and what the school hopes to accomplish using this model
 - For example, your reasons could focus on the demographics of the area and the opportunities it will provide to students and families
 - *We suggest including at least three to five reasons
- Recognized research about the effectiveness of the chosen model



Instructional Methods and Educational Practices

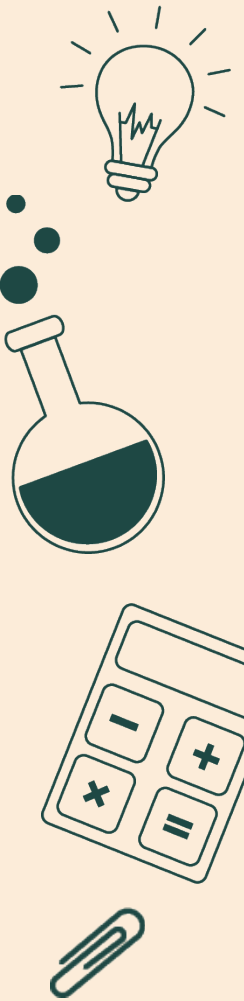
Instructional Methods: The “how to” in the delivery of lessons

- Project-based, blended, differentiation, mastery learning
- *Make sure to include how you are using data to inform and drive your instructional methods

Educational Practices: The structuring of classrooms and school operations to support the academic program

- Looping, multi-grade classrooms, year-round school calendar

A model response will provide researched reasoning behind the selected methods and practices and describe how they tie into the chosen education model.



Standards

Standards: Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education

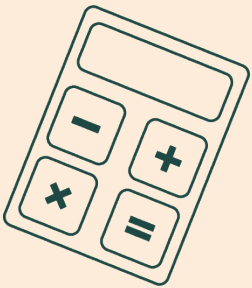
- Standards define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.”
- Example: ELAGSE6SL4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>



Curriculum

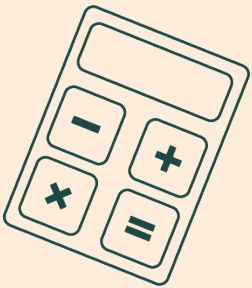
Curriculum: The lessons and academic content taught in a school or in a specific course or program

- Curricula is typically acquired and then tweaked to align to with standards and the school's mission and vision.
 - Examples: Singapore Math, Compass, iReady
- Curricula for all courses should be determined before the time of the interview – we want to know what curricula you are using.
- Petition should include a plan for ensuring alignment on the school level and on the Board level.



Cohesiveness

- Petition should describe how the school will integrate all aspects of its educational model, instructional methods, and curricula in an organized and cohesive program that complements the school's mission and vision.
- Exemplary responses may include the following:
 - Discuss instructional methods and instructional practices to be employed
 - Provide a day in the life of a student at your school
 - Include a school schedule, professional development plan, and budget that supports all of the proposed programs

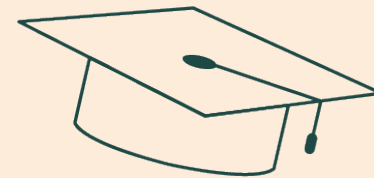




Assessment

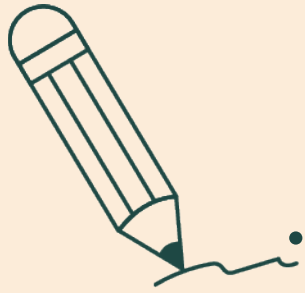
- The systematic collection, review, and use of information about educational programs in order to assess what students know in order to improve learning and development.
- Assessment plans (to be discussed more in depth later) should include information from a variety of sources collected during various points in time, including, but not limited to, benchmark assessments and summative assessments.
- Must ensure alignment to state standards!
- State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.





Assessment Plan





Assessment Checklist

- Understand the role assessment results play in accountability
- Understand which assessments are mandatory and how to effectively implement them
- Select/develop interim assessments and implement a system of data driven instruction
 - Common interim assessments: 4-6 times a year
 - Alignment to state tests and college readiness
 - Use results to re-teach and reassess
- Staffing plan supports elements proposed in assessment plan
 - Mistake: thinking the school leader alone can do all of this work
- School calendar and schedule support elements proposed in assessment plan



Assessment	Content	Students
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	K-12 English Learners in the ESOL program
Alternate ACCESS	Reading, Writing, Listening, and Speaking	English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs 2.0 assessment.
Georgia Alternate Assessment 2.0 (GAA 2.0)	English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school English/Language Arts and Mathematics, grades K, 3, 4, 6, and 7	Students with significant cognitive disabilities
Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)	English language arts (ELA) , Mathematics, Science (optional) , Social Studies (optional), Approaches to learning , Personal and Social Development, Motor skills (optional)	All Kindergarten Students
GKIDS 2.0 Readiness Check	Foundations of School Success, English/Language Arts, Mathematics	All Kindergarten Students
Georgia Milestones Assessment System End of Grade and End of Course	English/Language Arts, Mathematics, Science, and Social Studies, grades 5 and 8 and high school English/Language Arts and Mathematics, grades 3, 4, 6, and 7	All 3-8 and high school students except those that don't qualify for GAA 2.0
National Assessment of Educational Progress (NAEP)	National assessments in different subjects	Selected Students in grades 4, 8, and 12 or ages 9, 13, and 17

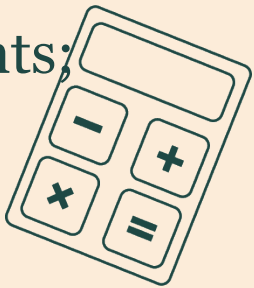


Test	Dates Offered	Testing Participants	Testing Emphasis	Testing Importance
Strategic Teaching and Evaluation of Progress (STEP) Assessment system	August	K-3	Match students to appropriate texts for them to read at their grade level. Place students in differentiated guided reading groups and determine placement in intervention. Set goals for student growth and measure student progress Deepen teacher's understanding of reading instruction and each individual child's progress	Measures student reading level and gives information about student reading skills in the areas of fluency, accuracy, phonemic awareness, and reading comprehension
Georgia Kindergarten Inventory of Developing Skill (GKIDS)	August	Kindergarten (K)	Performance-based, aligned to state mandated content standards.	Provides teachers with information about the level of instructional support needed by individual students entering kindergarten and 1-grade
Georgia Milestones Assessment System	Nov, May	Grades 3 through 8	English Language Arts, Mathematics Science (5, 8), Social Studies (5, 8)	Compare students to peers across the state Measure growth of a student, class, grade, school over time Measure effectiveness of teaching against student learning



Exemplary Response – Assessment Plan

- Discuss what assessments and data management systems will be used by the school;
- Explain how the school will make adjustments to instructional methods based on assessment data;
- Detail how the school will ensure that its assessments align to the GSE;
- Discuss how the school will ensure participation in statewide mandatory assessments;
- Provide information on how your school will use Milestones data in promotion/retention decisions;
- Explain how the school’s staffing plan and school calendar support the proposed assessment plan.





Statewide Longitudinal Data System

The Statewide Longitudinal Data System (SLDS) is a free application from GaDOE that provides access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades, beginning with the 2006-2007 school year.

SLDS is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning.

Choose a Student Information System (SIS) that is compatible with the SLDS.

- Ex. Infinite Campus, Power School, and SchoolMax

Once approved, schedule to [receive training on the SLDS](#). GaDOE has staff dedicated to visiting schools and training personnel on the SLDS at no cost.



Specific Questions?

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