Academic Program

State Charter Schools Commission of Georgia

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Overview

- Academic Accountability
- Academic Program
- Assessment Plan

SCSC Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education throughout the state by approving high quality charter schools that provide students with *better* educational opportunities than they would otherwise be afforded in traditional schools.

Academic Metrics in the CPF

The SCSC uses a Comprehensive Performance Framework (CPF) to set forth clear, quantifiable, rigorous, and attainable goals in the areas of academic achievement, financial viability, and operational compliance. A school's performance on the CPF informs SCSC decision making over the course of the charter term and at renewal.

Schools may satisfy annual academic requirements by:

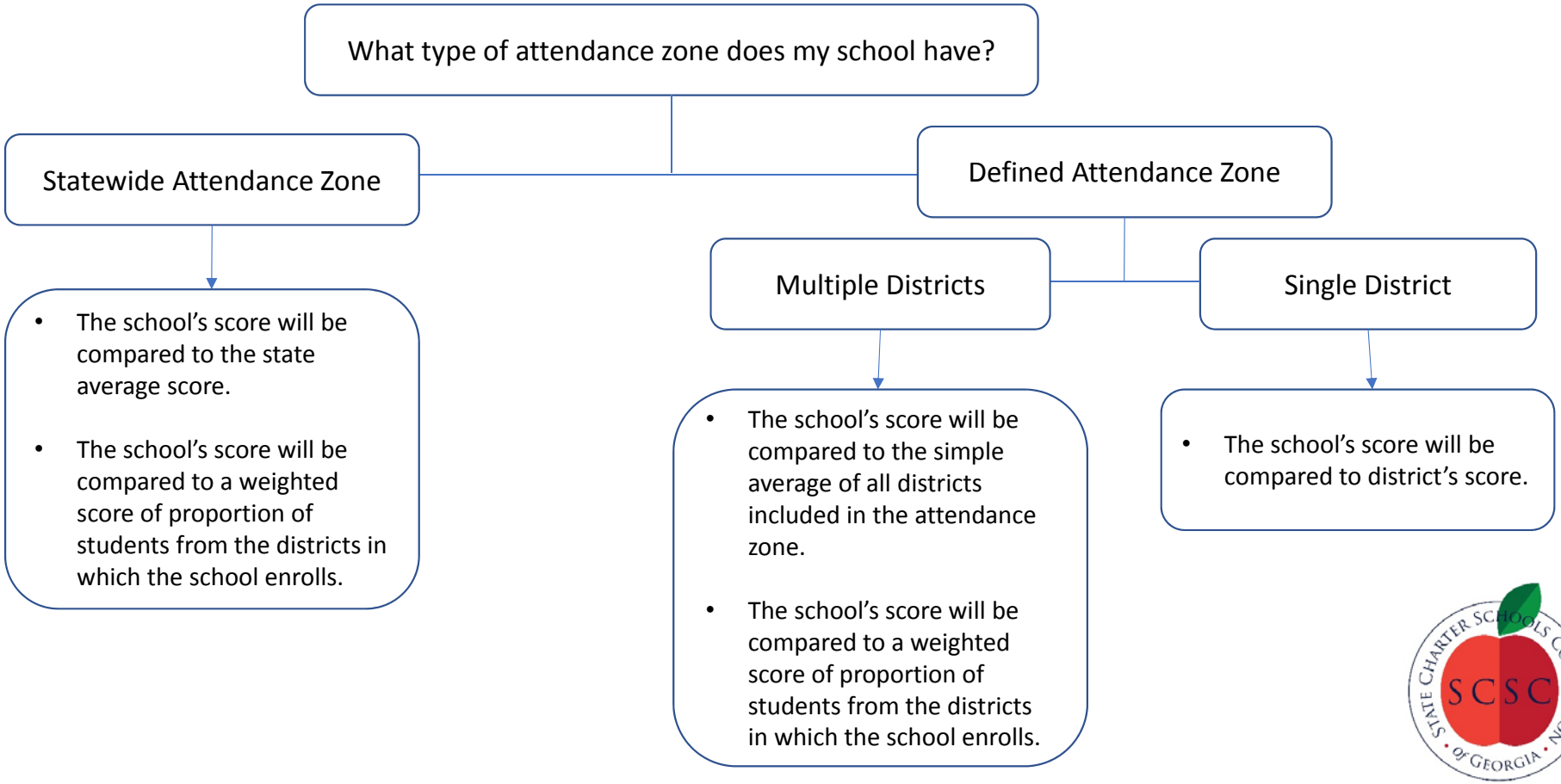
Outperforming their **comparison district(s)** in all relevant grade bands on *at least one of the* following measures:

- **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

Understanding the Implications of Your Attendance Zone for Accountability

To meet SCSC academic performance standards a state charter school must outperform its comparison district (attendance zone), in all relevant grade bands, on any of one the academic metrics: CCRPI Content Mastery, CCRPI Progress, CCRPI grade band score, CCRPI Single Score, Value-Added impact score, Beating the Odds designation.



Attendance Zone – Quiz Yourself!

- Scenario: Nice Charter School is a blended learning charter school with predominantly virtual instruction planning to locate and target students living in the Clayton County School District. However, in order to sustain high enrollment, the school would also like to enroll students from the surrounding districts of Henry County and Fulton County.
- CCRPI Scores:
  - Clayton – 64.2
  - Henry – 72.9
  - Fulton – 74.7
  - State of Georgia – 75.5
- Questions to Answer:
  - Based on the information available, what would be the best choice for an attendance zone? Why?
  - Based on the attendance zone selected, who should the school submit to?
  - Based on the attendance zone selected, who will the school be compared to for academic accountability?

Academic Program Components

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

Education Model

- The overall approach to teaching and learning in the charter school
- STEM, Arts-Infused, Duel Language, College Prep.
- Provide reasoning for the chosen model and what you hope the school will accomplish.
  - Does research say it is affective? Is there a need in the community, for instance, does it support an industry in the area?
  - Example: According to the Georgia Partnership for Excellence in Education, STEM jobs are growing faster than non-STEM jobs at a rate of 17%, compared to 10%.

HTCS will be located in the Southwest area in the zip code of 30310. According to census.gov, a data snapshot in the 30310 demographic indicates that less than 30% of the population completes college. In specific pockets of this demographic, this number drops to less than 4%(49). Thus, a computer science innovation was selected for its pragmatic use. A college degree is not required for computer science, however, college can greatly enhance the professional trajectory of computer science skills. And, upon high school graduation, students can directly enter a competitive workforce. According to research, computer science positions are in high demand((See Exhibit 13).

Thus, a Computer Science innovation was selected for 3 primary reasons: 1. The state standards-aligned computer science (CS K-12) curriculum(code.org) will reinforce and is aligned to state standards in ELA, Math, and Science. This will assist students to become distinguished/proficient learners on the GA Milestone 2. Students will develop a strong skill set that would increase the likelihood of student career success upon high school and/or college graduation increasing career readiness outcomes; 3. Ensure that educationally disadvantaged students can successfully compete in the computer science field amongst their peers at any grade level(8,21,29).

Computational Thinking can be defined as the 'ability to think logically about a problem and apply techniques for solving it'. Computational thinking was selected for two main reasons: 1. To train students how to think logically in order to independently problem solve. Thus, enabling students to transition into 'distinguished and proficient learners' on the Georgia Milestone lexiles. 2. To learn how to create successful algorithms(coding patterns) in computer science enhancing STEM skills. The concept and academic implementation of computational thinking is outlined in great detail, as instructed, in the virtual addendum section(See Exhibit 6,13);(29,30).

Instructional Methods and Educational Practices

Instructional Methods: The "how to" in the delivery of lessons.

- Project-based, blended, differentiation, mastery learning

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

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

- Provide researched reasoning behind the selected methods and features how it ties to the academic program model
  - Example: As Soltero describes in Chapter 6: Instructional Practices and Resources in her book, Dual Language Teaching and Learning in Two Languages, the most frequently used teaching strategies will include heterogeneous grouping; pattern language; predictable books; print-rich environments; preview/review; and a choice of literature that is translated in both languages as often as possible.
  - There is a word limit, hit the highlights, don't repeat the entire source text

Instructional Method and Educations Practices

Harriet Tubman will successfully implement instruction using the following proven practices: Differentiated instruction, computational thinking practices(computer science connection) and Blended Learning(36,44,51).

Differentiated instruction is an important element to the HTCS school model. Based on demographic research from the HTCS proposed facility location, many students will come from skill levels & backgrounds that may struggle intensely. Some students will achieve grade level and beyond.The SST/RTI teams will support students based on individualized assessment data results. Extended day will be offered Monday-Thursday from 2:30-3:30pm and support all HTCS learners(49).

INNOVATION 1: PROGRESSIVE BLENDED LEARNING MODEL
The implementation of the group rotation model allows for a 9:1 ratio in math and literacy. During literacy instruction, there are two highly qualified instructors in all classrooms.

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We leverage administrators and office staff to make this possible as needed. The lowest performing students in each group receive additional pull-out during literacy and receive a third block of direct instruction, allowing smaller groups across the classroom and additional intervention for teachers. An overview of co-teaching expectations can be found in EXHIBIT 35.

Tip: explain what innovations were selected, why they were chosen, and then how they are going to be implemented with fidelity.

Curriculum and Standards

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
  - Petition contents should clearly explain the school's vetting procedure and timeline for when curriculum decisions will be made if it not solidified at time of submission

Standard: Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough."

- Example: S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.
- https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx

Curriculum and Standards

The HTCS curriculum is centered on a data driven model which includes an iReady curriculum for ELA and Singapore for Math. All teachers will receive their code.org certification during Professional Development orientation prior to school start. The school's innovation model includes a STEM/Computer Science core class 2x per week. The computer science innovation was selected by the Board to improve CCRPI scores through the enhancement of Math, Science, and career readiness skills. The curriculum, Code.org, was selected based on its research-based computer science K- 12 standards(Exhibit 9,12)(29,30,38).

iReady: ELA
The primary ELA curriculum is iReady. I-Ready was selected based on GA standard alignment and its ability to individualize and support all students effectively. The iReady diagnostic is specifically designated for RTI tiers. Students automatically receive online lessons featuring instruction appropriate to their level, based on results from the

- Make sure it is aligned to state standards!
- All curriculum providers will claim they are aligned!
- Teachers and leaders often do curriculum mapping to ensure alignment.

Cohesiveness

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.

Tip:

- Talk about a day in the life of a student at your school.
- Innovation can be providing a higher quality option for students than what is offered in the surrounding area schools.
- You must have a school schedule, professional development plan and budget that supports all of the proposed programs.

Cohesiveness Example

LITERACY
Our balanced literacy program provides 225 minutes of daily literacy instruction in K-2. Each class includes a 35-minute Read Aloud, with teachers modeling effective reading strategies and explicitly teaching new vocabulary from the text read or relating back to it—describing characters or topics from the text. Read Aloud is complemented by 135-minute blended learning small group rotation separated into three 45-minute chunks, during which two teachers per classroom work with students in groups no larger than nine. Students participate in guided reading, differentiated phonics/phonemic awareness and word roots instruction, and independent computer-based reading practice using the iReady Reading Program. After lunch, students participate in a 45-minute Writers' Workshop on the writing process, 6+1 traits of writing, handwriting, and grammar. In grades 3-5, the literacy program includes a 60-minute Writing and Grammar class and 60-minute Reading and Vocabulary class.

EXHIBIT 52 illustrate the two schedules we will concurrently offer. K-5 follows an A or B schedule, allowing us to have 1.5 FTE teachers for every classroom, and to schedule teachers such that all literacy instruction has two highly qualified teachers working with small groups of nine students each while the third group of nine works at individualized computer-based literacy or math stations. These schedules allow the school to use a two-teacher model for literacy in an economically viable manner and to comprehensively and uniquely address the individual needs of students and subgroups of students through effective and innovative approaches to instructional design and pedagogy.

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 should include information from ***variety of sources*** collected during ***various points in time***, including but not limited to, benchmark assessments (ex. MAP, STAR, etc.) and summative assessments (ex. Georgia Milestones).
  - Ensure alignment to state standards!
- State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.

Types of Assessments

- **Formative:** Assess student's performance during instruction and usually occurs regularly throughout the instruction process
- **Interim/Benchmark:** Evaluates student performance at periodic intervals, meant to help predict performance on summative assessments
- **Summative:** Measures the student's achievement at the end of instruction

- **Norm-Referenced:** Compare a student's performance against a national of other "norm" group
- **Criterion Referenced:** Measures a student's performance against a goal, objective, or standard

Why is Assessment important?

- To get a charter approved you need convince reviewers that your school will be high quality and sustainable.
- High quality and sustainable means you will meet SCSC Academic Standards each year of your charter term.
- SCSC Academic Standards include a variety of measures all which rely on the mandatory statewide summative assessments, significant proportion comes from the Georgia Milestones Assessments (GMA).
- The GMA System is aligned to the Georgia Standards of Excellence (GSE).
- Interim assessments are a known method for tracking progress on summative assessments.
- Thus, *include interim assessments that are aligned to the GMA & GSE in your charter petition.*

Writing or Selecting the Right Interim Assessment Cont.

Testpad allows teachers and administrators to create their own multiple choice and constructed response items and reading passages, align them to standards, and deliver them to students online through the SLDS Student Portal. Teachers and administrators can utilize Testpad to develop formative and summative assessments, aligned to the state-adopted content standards, to assist in informing daily instruction.

The Division for Assessment and Accountability offers **Formative Instructional Practices (FIP),** a blended model of professional learning for Georgia educators. This resource assists educators in learning about formative instructional practices and use of these processes to improve teaching and student learning.

Statewide Longitudinal Data System

- The Statewide Longitudinal Data System (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning. SLDS is a free application that provides access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year.
  - Go IEP will allow you to access special education documentation
- 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.
  - http://www.gadoe.org/Technology-Services/SLDS/Pages/Contact-and-Connect.aspx
  - Who at the school will be resident SLDS guru

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 1st 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

DATA DRIVEN INSTRUCTION

Data-driven instruction should not be just a practice, it should be the culture within a school. Leadership should establish school-wide structure and systems for data analysis.

- Initial/interim assessments
- Data analysis of results-determine where students are struggling and why
  - teacher collaboration to rework lesson plans, veteran/rookie teacher pairings, grade-level groups, create a data room/wall in the school, etc.
- Re-teaching and remediation,
  - How and why will you group students during reteaching?
  - whole-class instruction, small groups, or individual support, after school support, differentiation for in-class work and homework by student levels
  - Provide research to support your chosen strategies
  - Does your staffing plan and school day schedule support these initiatives?
- Reassess- to determine if intervention worked

Ethos Classical Charter School

EXHIBIT 58: *Tiered Response to Intervention*

Figure E.58.01: *Tiered Response to Intervention*

TIER ONE	TIER TWO	TIER THREE
Focus: All students **Intervention**: General education curriculum. **Progress Monitoring**: For all incoming kindergartners, teachers will conduct the STEP assessment to screen for literacy skill levels and the DIAL 4 to screen for language, gross and fine motor skills, and concepts and general knowledge like colors, counting, shapes, and letters. For all students who enter in first grade or beyond, the DSFS and SST will conduct literacy and math screening using the STEP and a common-core aligned math screener, as well as additional evaluations if the student's academic/development history indicates this is necessary.	**Focus**: Students identified as at risk for poor outcomes based on data (e.g., STEP, NWEA MAP, writing samples) and classroom observations. **Intervention**: General education and Student Support teachers provide targeted, evidence-based interventions of moderate intensity provided to individuals and/or small groups in general education or out-of-class setting (e.g., "Fundations," counting practice, one-on-one behavior coaching, "lunch bunch" to support social skills development, and ancillary services like speech and language therapy). **Progress Monitoring**: General education and teachers on Student Supports Team assess student performance over time using STEP, NWEA MAP, trackers, and writing samples to quantify rates of improvement, and formulate effective individualized programs for students who are least responsive to interventions.	**Focus**: Students who haven't responded to first two levels. **Intervention**: DSFS and the Student Supports team provides intensive, individualized intervention, in and/or out of general education classroom. **Progress Monitoring**: DSFS, and student support teachers use data (STEP, math NWEA MAP, writing samples, and trackers) to compare a student's expected and actual rates of learning. If appropriate, this data can be used along with special education evaluation data to formulate an IEP.

MANDATORY PARTICIPATION

- Federal requirements surrounding assessment :
  - all public school students enrolled in grades 3 through 8 must be assessed annually in reading/language arts and mathematics;
  - high school students enrolled in public schools must be assessed at least once in grades 9 through 12 in reading/language arts and mathematics;
  - science must be assessed at least once in grades 3 – 5, 6 – 9, and 10 – 12.
- State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.
  - Georgia Milestones, GKIDS, ACCESS for EL Learners, Georgia Alternative Assessment, NAEP
- http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx

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

	12. Explain how the charter school will ensure all students participate in all state-mandated assessments.	Harriet Tubman School of Science and Tech contains a data-driven model that is predicated on the analysis of data obtained from statewide testing. HTCS will ensure all students participate in state-mandated assessments. The school will create open communication with parents on testing, its importance, and its direct correlation to achievement gains within the school. Each parent will have in their enrollment packet, a form containing a written acknowledgment that their child will participate in all state-mandated tests. For school orientation, parents will be given Student Assessment handbook, a testing calendar, and the testing calendar will also be available on the school's website. Additionally, HTCS will follow the Georgia Assessment and Training Calendar for each state-mandated assessments(2,3,13,37,47). School orientation, parent conference dates and community nights will discuss the importance of state-mandated testing. Conference days and community nights will take place quarterly in conjunction with data testing reporting. This gives parents an opportunity to see their child's progress and make them aware of the test's importance, and how it closely ties into the school's mission and vision. To motivate students, staff, teacher's, parents and the community, HTCS will have test prep rally's, to encourage improved performances for specific state-mandated tests and MAP testing. Additionally, the school will distribute study guides for parents outlining best practices for test taking(appendix submission) during parent orientation, PTA meetings and community nights. For a full schedule of all tests and testing timelines please refer to Exhibit 4.	

Statewide Assessment Administration

- Review the For Educators Assessment information to get an idea of your responsibilities during assessments
  - Clearly identify who will serve in the different roles identified in the Student Assessment Handbook and provide a brief overview of what duties and responsibilities in that role include
  - State Charter Schools often have limited staff, one person's responsibilities may overlap the identified roles
- Draft an assessment calendar that includes testing windows for all mandatory statewide assessments and any interim assessments the school identified
  - In scheduling each assessment, schools must adhere to the testing times prescribed in the Examiner's Manuals. Allowing too much or too little time may result in an invalidation.
  - Include the commitment to attend relevant GaDOE trainings and conferences

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

Exercise

- Fill in the Curriculum, Instructional Method, and Assessment columns for the given Standard
- Example:

Standard	Curriculum	Instructional method	Assessment
MGSE6.G.1 Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Singapore Math	Teacher instruction and demonstration Individual activity Group project	Teacher built rubric for project Singapore Math 6b Unit test MAP Growth Assessment (3 times a year) Georgia Milestones

Questions

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