Using Data to Drive Academic Success

State Charter Schools Commission

November 2021 Governance Training

RESURGENCE HALL

RISING TO EXCELLENCE EVERY DAY

A Tuition-Free K-8 Public Charter School

Tori Jackson Hines- Founder & Executive Director

Mission: Within a structured, joyful, and values-based school community, and with an absolute focus on academic achievement, Resurgence Hall educates every K-8 student for success in high school, college, and life.

Academic Committee

- The Academic Committee ensures that all Board Members understand the academic promises in the charter and Comprehensive Performance Framework (accountability plan) — and how well the organization is performing against those promises.

Ground the board in the purpose of the Academic Committee each and every time!

Charter Promises

- Goal l: Students at Resurgence Hall will demonstrate mastery in Reading.

  ○ Measure 1: Seventy percent (70%) of students in Kindergarten will be at a Step 3 by the end of each school year, demonstrating Grade 1 reading readiness on the STEP assessment.

  ○ Measure 2: Eighty percent (80%) of students in Grade 1 will be at Step 6 by the end of each school year, demonstrating Grade 2 reading readiness on the STEP assessment

  ○ Measure 3: Ninety percent (90%) of students in Grade 2 will be at Step 9 by the end of each school year, demonstrating Grade 3 reading readiness on the STEP assessment.

  ○ Measure 4: Ninety percent (90%) of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.

Guiding Question: Does Resurgence Hall offer students a better educational opportunity than they would otherwise receive at the zoned district school?

Measures of Success : Comprehensive Performance Framework

Measure 6, Beating the Odds Is the school "beating the odds" as determined by the Georgia Department of Education?	Designation Earned
Meets Standard: • The charter school was designated as "beating the odds."	
Does Not Meet Standard: • The charter school was not designated as "beating the odds."	

Is each team member aware of how the authorizer will hold the organization accountable?

Who Do You Serve?

Scholar Demographics

Male	147	46.1%
Female	172	53.9%
Free	192	60%
Reduced	46	14.4%
Direct Cert.	121	37.8%
EIP	27	8.4%
SPED	31	9.7%
ELL	0	0%
African American	313	98.1%
Hispanic	4	1.2%
White	0	0%
Two or More Races	2	.6%

Enrollment Update 4.28.21

	Initial FY21 Budget Assumptions	4.28.21 Enrollment Actual	Adjusted FY21 Budget Assumptions	Oct. FTE Count	Above or Below Oct. FTE Count
Kindergarten	118	99	102	101	-2
First Grade	84	81	79	85	-4
Second Grade	80	68	77	71	-3
Third Grade	76	71	72	71	0

Attrition

- Kindergarten-
  - EH(11/4/20)- Unknown Reason
  - CS (1/7/21)- Relocation
- First Grade
  - CS (1/11/21) - Relocation
  - AD (11/13/20)- Relocation
- Second Grade- 2 Scholars
  - DJ (1/7/21)- Unknown Reason
  - NS (11/20/20)- Relocation

Measuring Effectiveness

Overview

Why do we evaluate the effectiveness of our program?

- In order to deliver on our mission, we must have systems in place at the classroom and building level to evaluate the effectiveness of the program. These data driven systems ensure that there is intervention, problem solving, and action planning to quickly respond to gaps.

Measuring Effectiveness

Measuring Effectiveness - Classroom Level

What measures indicate that a college room is effective within the quarter?

- Weekly Reading Quiz- Average 80%+
- Weekly Math Quiz- Average 80%+
- RISE Value Points- Total of 100+ points
- Referrals- 1 or fewer weekly
- Uniform- Average 98%+ in full uniform
- Attendance- Average 98% present and present for full day

Measuring Effectiveness - Building Level

What measures indicate that the grade level/building is effective each quarter?

- Monthly Weekly Reading Quiz- Grade Average below 80%
- Monthly Weekly Math Quiz- Grade Average below 80%
- Monthly RISE Value Points- Grade weekly average less
  than 80 points
- Monthly Referrals- Grade Average more than 3
- Monthly Uniform- Grade Average less than 97%+
  in full uniform
- Monthly Attendance- Grade Average less than 96% present and present for
- Interim Assessment - Grade level Average 80%+
- Independent STEP Level- 90% of scholars at or
  above the proficient benchmark for quarter

Measuring Effectiveness - Governance Level

What measures indicate that the organization has an effective program

- Quarterly Attendance - Average less than 94% present and present for full day
- Quarterly Suspension Data - Less than 5%
- NWEA Math MAP- 80% of scholars at or above the 61st %tile
- NWEA Reading MAP- 80% of scholars at or above the 61st %tile

Determining Instructional Strategy

Instructional Strategy

Overview

Why do we have an Instructional Strategy?
- We believe in using data strategically to move the mission forward. We know that clarity around what the benchmark goal is and how each teammate can play their position when driving toward that goal sets everyone up for success.

What are the overall components of an Instructional Strategy?
- The overall components include goals, assessments, grade level breakdown of STEP, IA data, Milestones (when available), and NWEA MAP (when available).
- This names the 1-3 key leader and instructor levers for Tier 1 (all scholars in the grade level) and Tier 2 (a smaller subset of the grade who requires additional support).
- Tier 3 supports begin if/when a scholar's success is not improved by a Tier 2 support, which would require more individualized, intensive support through the Response to Intervention process.

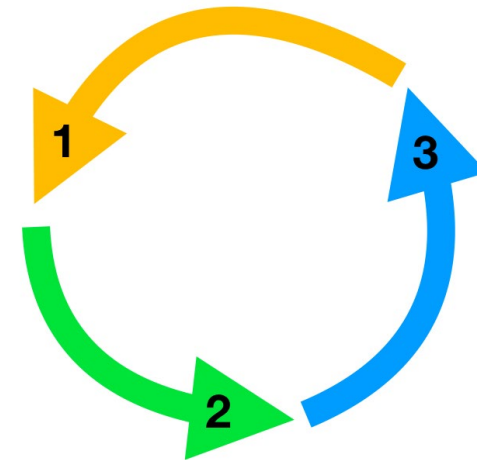#### How is the instructional strategy created?
- Each quarter, there are 2 days at the end of the cycle where Instructional Leaders and members of the Scholar Supports Department will come together to respond to the data
- By the end of this meeting, the ILs are aligned one where we're at, where we're going, and how we are going to get there.
- ILs allow for 4 hours on Day 1. The Day 2 agenda is informed by the outcomes of Day 1.
- Key outcomes from instructional strategy include:
  - Creating K-3 Reading Rotation Rotations
  - Determining the K-2 Reading Mastery Start Levels
  - Determining the K-3 Guided Reading Goal Cards
  - Determining iReady Lessons
  - Making iReady Report Groups
  - Determining Shared Prep Owners & updating Shared Prep guidance
  - Determining agendas & aligned preparation for Tier 2 strategy
  - Collaborating with Scholar Supports on any Tier 3/RTI needs
  - Determining what additional training and support is required for teachers

Intersection of Instructional Strategy & Governance

How does the board's decision making impact instructional strategy?

- Resource Allocation…
- Resource Allocation….
- Resource Allocation…
- and…Accountability to outcomes that justified resource allocation

Intersection of Instructional Strategy & Governance

How does the board's decision making impact instructional strategy?

- Key outcomes from instructional strategy include:
  - Creating K-3 Reading Rotation Rotations
  - Determining the K-2 Reading Mastery Start Levels
  - Determining the K-3 Guided Reading Goal Cards
  - Determining iReady Lessons
  - Making iReady Report Groups
  - Determining Shared Prep Owners & updating Shared Prep guidanc
  - Determining agendas & aligned preparation for Tier 2 strategy
  - Collaborating with Scholar Supports on any Tier 3/RTI needs
  - Determining what additional training and support is required for teachers

Intersection of Instructional Strategy & Governance

How does the board's decision making impact instructional strategy?

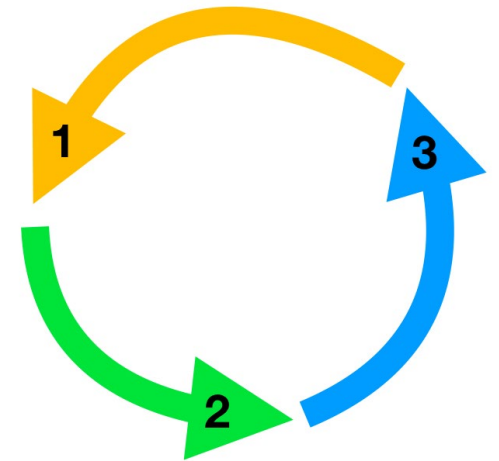● Based on the need to increase teacher development in content areas and differentiation between the lower and upper elementary needs, increase in FT instructional staff at the coach level

● Based on the need for uptick in intervention Tier 2 needs, increase in FT enrichment staffing to allow for lead teachers to hold daily strategic practice sessions based on weekly quiz data cycles

Mission

Within a structured, joyful, and values-based school community, and with an absolute focus on academic achievement, Resurgence Hall educates every K-8 student for success in high school, college, and life.

Georgia Cyber Academy

Angela Lassetter, Superintendent

Georgia Cyber Academy

- **Fully On-line Interactive Virtual Charter School**
- **Statewide Attendance Zone**
- **Serves approx. 12,000 students, K-12**
- **We have students in 158 Georgia counties**
- **Employ1100+ state certified faculty and classified staff**

- ~87.7% Title 1
- ~215 Life Students
- ~225 EL Students
- ~500 504 Students

- ~300 MKV Students
- ~15% SE Students
- ~5% Advanced/Gifted Students
- ~20% RTI Tier 2 and above

Effective Board Academic Oversight

Before a board can provide proper academic oversight, ask meaningful questions, give directives, and take action a board should know what the expectations and requirements of the school are, so that they have a platform from which to work.

Read, review periodically, and keep for reference:

- Title 20
- GABOE Rules/Regs
- SCSC Rules/Regs
- ESSA
- IDEA
- LUA Manual
- Charter Contract
- School Policies
- School Handbooks
- School P&P Manuals
- MKV/Foster/Migrant Student Requirements
- Mission and Vision
- School Budget & Audit
- School Annual Report
- FERPA
- Proposed and Adopted Educational Legislation
- SCSC Policies, Rules, and Regulations
- Glossary of Educational Terms, Acronyms, and Abbreviations

Review the measures and formulas that inform the following:

- CCRPI
- Value Add
- Beating the Odds
- CPF (Continuous Performance Framework)

Know when, where, and how the data for the scorecards is collected :

- MyGaDOE Portal
- SLDS
- Schedule for data submissions

Data provided for oversight and to inform decision making

Questions to consider when asking for data:

- What is the historical academic performance of the school?

- What academic goals has your school set for future years?

- What tools does the school use to monitor academic progress and project end of year academic performance? When are they administered?

- What data will help determine whether the school is meeting its academic goals?

- How is the school administration and staff using the data they currently   collect to improve student achievement over time?

- What additional data must be collected and why?

- In what ways are students, parents, teachers, administrative staff, and principals involved in providing data, its collection, and its analysis?

More data is not necessarily better data

Relevant data needs to be presented in a manner that is timely, concise, complete, and readily digestible.

Data is useless:

- When the data is not valid and reliable.

- If relevant data has not been reported or has been omitted to give the impression that everything is fine or that progress is being made.

- If the data has been broken down to a level that creates a smoke screen or leads one to draw incorrect conclusions.

- If there is too much data to sift through to draw conclusions at all.

- If the data does not answer the questions asked.

- If appropriate questions are not asked after reviewing.

- If data analysis is not used for making thoughtful decisions and taking

More data is not necessarily better data

Data is useful when it:

- Measures student progress
- Makes sure all student populations are served effectively
- Measures program effectiveness
- Assesses instructional effectiveness
- Guides curriculum decisions
- Allocates resources wisely

- Promotes accountability
- Creates transparency for stakeholders
- Meets state and federal reporting requirements
- Maintains educational focus
- Indicates trends to inform plans and find solutions

How is data used?

At a Board level data should be used:

- As a tool for its monitoring and oversight responsibilities

- Identify areas of opportunity

- Act as a springboard for the questions it asks its administration

- Identify the need for a policy and/or a change in an existing policy

- Inform budget priorities/ decisions

- Inform human resource decisions

- To create/adjust your strategic and school improvement plans

Using Data to Address an Area of Opportunity

Identified Problem:
Poor Academic Results Across all Grade Levels and Subjects

Question:
Why?   Need to analyze data to identify reasons and/or areas to target

Data Sources:
Milestones Results, CCRPI, Beating the Odds, Value Add, Interim Assessments, Subject/Course Pass Rates, Live Class Attendance, Student Retention, Graduation Rate, and historical perspective of each.
Additionally, the administrative staff will need to do a review of the curriculum alignment, effectiveness of teachers (pass rates & class growth), research new tool to support areas of weakness, stakeholder surveys, student retention, etc.

Board Actions in Pursuit of Answers

- Created Comprehensive Academic Dashboard and Reports

- Hired a contractor to conduct an Academic Audit

Found Several Areas to Address

- Enrollment practices

- Student Retention

- Student to Teacher Ratios

- Live Class Sizes

- Student Engagement

- Curriculum Alignment

- Assessment Tools and Practices

- Management and Administrative Oversight

To address Student Engagement

- The Board developed a policy that required students to earn flexibility.

- Students that were proficient and above could watch recordings or attend live sessions. They could take interim assessments and growth assessments in a manner that fit around their activities.

- Students that were not proficient were required to attend all live class session, small groups, and learner conferences.

- All students are required to take tests on camera and mic according to a set schedule, regardless of their proficiency level.

- A tracker was developed and a team hired to do nothing but track attendance and live class engagement.

- Class pass rates were tracked weekly and monthly to determine if the policy was having an impact.

Track Attendance Rates

REQ and ENC Attendance

Dept/GB/GL	August			Sept			Cumulative		
	#ATT	%ATT	#Total	#ATT	%ATT	#Total	#ATT	%ATT	#Total
English	122738	94%	130940	161244	91%	176700	283982	92%	307640
K-2:PGB	45234	92%	49229	64214	88%	72657	109448	90%	121886
KK	13296	91%	14690	20255	86%	23596	33551	88%	38286
1	18647	92%	20342	26273	89%	29601	44920	90%	49943
2	13291	94%	14197	17686	91%	19460	30977	92%	33657
3-5:EGB	24265	96%	25361	31910	94%	33850	56175	95%	59211
3	8245	95%	8653	10538	94%	11185	18783	95%	19838
4	8696	96%	9086	11524	94%	12231	20220	95%	21317
5	7324	96%	7622	9848	94%	10434	17172	95%	18056
6-8:MGB	24544	96%	25687	32008	94%	34095	56552	95%	59782
6	7811	95%	8184	10483	93%	11224	18294	94%	19408
7	7954	96%	8289	10760	94%	11399	18714	95%	19688
8	8779	95%	9214	10765	94%	11472	19544	94%	20686
9-12:SGB	28695	94%	30663	33112	92%	36098	61807	93%	66761
9	8903	94%	9515	11275	90%	12464	20178	92%	21979
10	8480	94%	8996	9282	94%	9923	17762	94%	18919
11	6170	95%	6490	6942	93%	7435	13112	94%	13925
12	5142	91%	5662	5613	89%	6276	10755	90%	11938

REQ Only Attendance

Dept/GB/GL	August			Sept			Cumulative		
	#ATT	%ATT	#Total	#ATT	%ATT	#Total	#ATT	%ATT	#Total
English	106442	95%	111546	147676	91%	163032	254118	93%	274578
K-2:PGB	40957	94%	43632	61742	88%	70120	102699	90%	113752
KK	12681	93%	13604	20255	86%	23596	32936	89%	37200
1	17808	93%	19052	26183	89%	29509	43991	91%	48561
2	10468	95%	10976	15304	90%	17015	25772	92%	27991
3-5:EGB	21625	97%	22226	29628	94%	31551	51253	95%	53777
3	7047	97%	7281	9489	94%	10122	16536	95%	17403
4	7849	98%	8046	10775	94%	11480	18624	95%	19526
5	6729	98%	6899	9364	94%	9949	16093	96%	16848
6-8:MGB	19611	97%	20293	27264	93%	29338	46875	94%	49631
6	6708	97%	6916	9479	93%	10214	16187	94%	17130
7	6226	97%	6435	9026	93%	9663	15252	95%	16098
8	6677	96%	6942	8759	93%	9461	15436	94%	16403
9-12:SGB	24249	95%	25395	29042	91%	32023	53291	93%	57418
9	8191	96%	8533	10752	90%	11940	18943	93%	20473
10	6918	96%	7226	7830	92%	8467	14748	94%	15693
11	4398	96%	4570	5155	91%	5648	9553	93%	10218
12	4742	94%	5066	5305	89%	5968	10047	91%	11034

Cumulative Reading Proficiency per Fall NWEA MAP Administration   reflected as actual counts

		Grade Levels		
# of Grade Levels Deficient	No. of Students	6	7	8
No. of Students	2818	690	897	1231
0	1379	356	441	582
1	215	87	53	75
2	237	75	83	79
3	264	56	90	118
4	202	37	67	98
5	142	16	46	80
6	95	1	26	68
7	32		2	30
8	3			3
Did Not Test	249	62	89	98

Cumulative Reading Proficiency per Fall NWEA MAP Administration   reflected as percentages

		Grade Levels		
# of Grade Levels Deficient	No. of Students	6	7	8
No. of Students	2818	690	897	1231
0	1379	51.59%	49.16%	47.28%
1	215	12.61%	5.91%	6.09%
2	237	10.87%	9.25%	6.42%
3	264	8.12%	10.03%	9.59%
4	202	5.36%	7.47%	7.96%
5	142	2.32%	5.13%	6.50%
6	95	0.14%	2.90%	5.52%
7	32		0.22%	2.44%
8	3			0.24%
Did Not Test	249	8.99%	9.92%	7.96%

Eighty-eight (88) students who did not test are LIFE or new enrollees.

We are currently attempting to test new enrollees and students who missed tests during the first 2 weeks.

READING Proficiency Tracking

Implemented NWEA MAP testing as a way to determine a starting point and measure growth.

Sliced the data to better determine necessary academic interventions/ remediation that would be required to close student gaps.

	No. of Students	6	7	8
Cumulative Math Proficiency per Fall NWEA MAP Administration reflected as actual counts				
		Grade Levels		
No. of Students	2818	690	897	1231
0	919	237	279	403
1	295	109	99	87
2	354	122	119	113
3	380	107	144	129
4	338	42	115	181
5	211	19	53	139
6	98	7	21	70
7	28		7	21
8	7			7
Did Not Test	188	47	60	81

# of Grade Levels Deficient

	No. of Students	6	7	8
Cumulative Math Proficiency per Fall NWEA MAP Administration reflected as percentages				
		Grade Levels		
No. of Students	2818	690	897	1231
0	919	34.35%	31.10%	32.74%
1	295	15.80%	11.04%	7.07%
2	354	17.68%	13.27%	7.07%
3	380	15.51%	16.05%	10.48%
4	338	6.09%	12.82%	14.70%
5	211	2.75%	5.91%	11.29%
6	98	1.01%	2.34%	5.69%
7	28		0.78%	1.71%
8	7			0.57%
Did Not Test	188	7%	6.69%	7%
	^			

# of Grade Levels Deficient

Seventy-two (72) students who did not test are LIFE or new enrollees.

We are currently attempting to test new enrollees and students who missed tests during the first 2 weeks.

MATH Proficiency Tracking

Implemented NWEA MAP testing as a way to determine a starting point and measure growth.

Sliced the data to better determine necessary academic interventions/ remediation that would be required to close student gaps.

iReady Reading Diagnostic 1 Completion by Grade Level

Grade	Complete Percentage	Complete Count	Incomplete Percentage	Incomplete Count	Grand Total Percentage	Grand Total Count
1	97.50%	78	2.50%	2	100.00%	80
2	100.00%	117			100.00%	117
3	96.32%	131	3.68%	5	100.00%	136
4	97.38%	186	2.62%	5	100.00%	191
5	92.45%	147	7.55%	12	100.00%	159
6	99.48%	191	0.52%	1	100.00%	192
7	98.62%	143	1.38%	2	100.00%	145
8	98.71%	153	1.29%	2	100.00%	155
Grand Total	97.53%	1146	2.47%	29	100.00%	1175

iReady Math Diagnostic 1 Completion by Grade Level

Grade	Complete Percentage	Complete Count	Incomplete Percentage	Incomplete Count	Grand Total Percentage	Grand Total Count
1	98.41%	62	1.59%	1	100.00%	63
2	100.00%	108			100.00%	108
3	97.18%	138	2.82%	4	100.00%	142
4	97.16%	205	2.84%	6	100.00%	211
5	94.82%	183	5.18%	10	100.00%	193
6	99.22%	255	0.78%	2	100.00%	257
7	98.06%	202	1.94%	4	100.00%	206
8	98.96%	191	1.04%	2	100.00%	193
Grand Total	97.89%	1344	2.11%	29	100.00%	1373

iReady

Implemented iReady diagnostics as a way to determine a starting point and to measure growth in our MTSS population.

This table shows that we are at 97% Diagnostic Completion.

We will follow up with LC & Student until the diagnostic is completed.

Diagnostic Percentile vs. Lessons Completed ▾

Lesson Completion

We include on our comprehensive tracker a tab by AIM,T3, BIS, and Root teacher by grade level so that our interventionists and teachers can keep track of specific students in the <50th percentile performance band on the diagnostic who are not completing lessons week to week.

Notice:171 students performing below 50th percentile on the iReady Diagnostic did not complete lessons this past week. 268 students in math.

iReady

Lesson Completion Tracking Table

Tracks students that are not completing lessons as this can skew your data.

For students that are not completing lessons, it will be addressed in class as well as the LC and Student will be contacted by Zoom/phone. Emails will also be sent.

Reading Diagnostic <50th Percentile AND 0 Lessons

Grade	Students	% of Students
1	5	2.92%
2	12	7.02%
3	6	3.51%
4	27	15.79%
5	36	21.05%
6	31	18.13%
7	15	8.77%
8	39	22.81%
Grand Total	171	100.00%

Math Diagnostic <50th Percentile AND 0 Lessons Completed

Grade	Students	% of Students
1	3	1.12%
2	18	6.72%
3	6	2.24%
4	27	10.07%
5	73	27.24%
6	57	21.27%
7	23	8.58%
8	61	22.76%
Grand Total	268	100.00%

Below, are the numbers for time spent on task by grade level for students who have not completed lessons.

Current Math No Lessons Completed vs. Time on Task

Number of Lessons	Grade	0 Count	0 %	29 or Less Count	29 or Less %	30-44 Count	30-44 %	45 or More Count	45 or More %	Grand Total Count	Grand Total %
0	1	6	100.00%							6	100.00%
	2	13	68.42%	5	26.32%	1	5.26%			19	100.00%
	3	10	76.92%	2	15.38%	1	7.69%			13	100.00%
	4	21	60.00%	13	37.14%	1	2.86%			35	100.00%
	5	50	56.18%	32	35.96%	4	4.49%	3	3.37%	89	100.00%
	6	24	38.71%	27	43.55%	4	6.45%	7	11.29%	62	100.00%
	7	12	41.38%	6	20.69%	6	20.69%	5	17.24%	29	100.00%
	8	36	47.37%	22	28.95%	10	13.16%	8	10.53%	76	100.00%
Grand Total		172	52.28%	107	32.52%	27	8.21%	23	6.99%	329	100.00%

Current Reading No Lesson Completed vs. Time on Task

Number of Lessons Completed	Grade	0 Count	0 %	29 or Less Count	29 or Less %	30-44 Count	30-44 %	45 or More Count	45 or More %	Grand Total Count	Grand Total %
0	1	7	77.78%	2	22.22%					9	100.00%
	2	8	61.54%	5	38.46%					13	100.00%
	3	11	100.00%							11	100.00%
	4	20	50.00%	16	40.00%	3	7.50%	1	2.50%	40	100.00%
	5	35	70.00%	14	28.00%			1	2.00%	50	100.00%
	6	14	37.84%	14	37.84%	5	13.51%	4	10.81%	37	100.00%
	7	11	52.38%	9	42.86%	1	4.76%			21	100.00%
	8	22	52.38%	14	33.33%	2	4.76%	4	9.52%	42	100.00%
Grand Total		128	57.40%	74	33.18%	11	4.93%	10	4.48%	223	100.00%

Lesson Completion and Overall Performance Summary :
This week 56% of students completing lessons are on track in Reading, and 66% are on track in Math.
185 students 1-8 did not complete assignments in Reading last week.
291 Students grades 1-8 did not complete assignments in Math last week.
120 of these are the same students who are T2 or T3 in both Reading and Math.
There are 12 students in Reading who have not completed any assignments over a 5 week period.
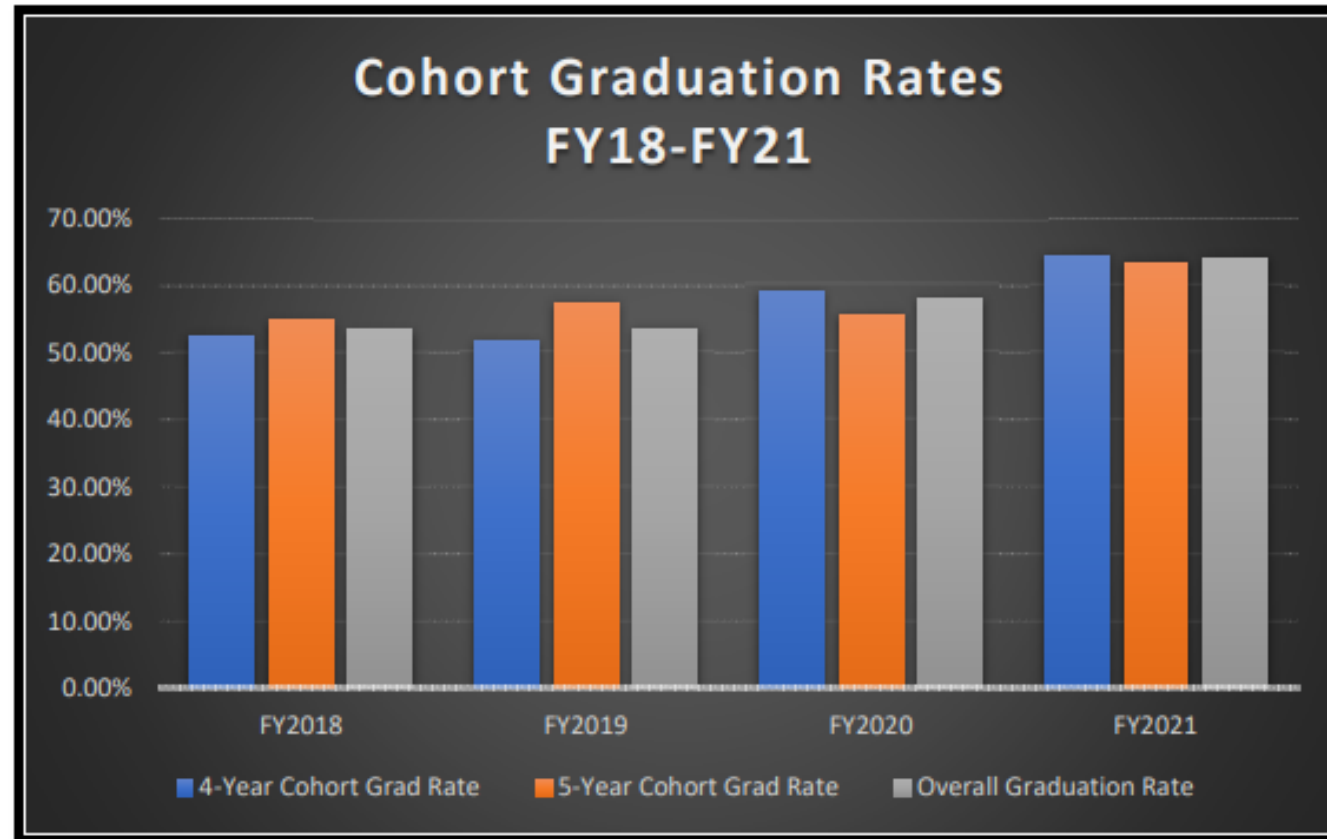There are 42 students in Math who have not completed any assignments over a 5 week period.

Observation: The majority of students who are not completing assignments and who spent more than 45 minutes are in the upper grades 3-8. This may simply be explained by the rigor of the lessons in the upper grades.

Weekly Grade Level Pass Rates

Current Pass Rates (By Student Grade Band)

Count of ST ID	Column Lab 🔽			
Row Labels 🔽	**Pass**	**Fail**	**No Posted G**	**Grand Total**
⊟ K-2:PGB	**75.21%**	**18.21%**	**6.57%**	**100.00%**
1	74.73%	17.93%	7.34%	100.00%
2	75.76%	18.54%	5.70%	100.00%
⊟ 3-5:EGB	**73.74%**	**23.36%**	**2.90%**	**100.00%**
3	78.16%	18.61%	3.22%	100.00%
4	71.73%	25.90%	2.37%	100.00%
5	71.62%	25.23%	3.15%	100.00%
⊟ 6-8:MGB	**69.18%**	**28.37%**	**2.45%**	**100.00%**
6	70.90%	26.32%	2.77%	100.00%
7	66.15%	31.91%	1.94%	100.00%
8	70.42%	26.94%	2.64%	100.00%
⊟ 9-12:SGB	**60.16%**	**39.04%**	**0.80%**	**100.00%**
9	50.96%	48.39%	0.65%	100.00%
10	59.02%	40.15%	0.82%	100.00%
11	68.93%	30.25%	0.81%	100.00%
12	71.93%	26.99%	1.08%	100.00%
Grand Total	**69.39%**	**27.64%**	**2.97%**	**100.00%**

FY18-FY21 Graduation Rate

	FY2018	FY2019	FY2020	FY2021
4-Year Cohort Grad Rate	52.56%	51.60%	58.98%	64.40%
5-Year Cohort Grad Rate	54.78%	57.34%	55.62%	63.41%
Overall Graduation Rate	53.3%	53.5%	57.9%	64.1%

Cohort Graduation Rates FY18-FY21

Other Board actions taken as a result of the contracted academic audit's findings

- Wrote/passed Board Policies to address findings of the Academic Audit

- Changed the school leader TWICE and ultimately a significant portion of the staff. They also supported changes/additions in the organizational structure.

- Started a systematic review of all school manuals, handbooks, PD plans, staff capacity/effectiveness, curriculum and its alignment GSE standards, school practices/procedures, etc.

- Created tools to monitor effect of new Board policies/school practices

- Added a number of academic tools to support student growth and remediation

- Removed EMO & brought all operational and management functions in house

- Partnered with the SCSC staff for help, guidance, and support

Board actions or interventions for poor academic results

- **Create a Board developed Academic Dashboard and Report**

- **Send out Board developed Surveys**
  - (A 360 degree survey instrument is best where input is sought from students, parents, teachers, staff, and administrators…make sure that you structure questions to allow for criticism and to identify areas for improvement.)

- **Conduct an Academic Audit**
  - (Review the complete academic program including curriculum, tools & instruments used, instructional methods, monitoring practices, data collection & analysis, instructional staff capacity, collaborative practices, class sizes, educational contractors, leadership, school environment & culture, and transparency.)

- **Seek out best practices from high performing schools**

- **Partner with the SCSC staff for help, guidance, and support**

- **Make changes even if they may be difficult or unpopular**
  - (Change is hard and often habits have been formed that are hard to break.)

Effective Academic Oversight

- Educate yourself on your school's obligations, its legal requirements, historical performance, and its academic program.

- Read all reports and communications in detail and ask questions.

- Trust, but verify the data you are receiving by conducting audits.

- Collect data in multiple ways.

- If results do not match the picture painted in Board reports and meetings start questioning the data presented. It may be factual, but presented in a manner that is misleading and/or lacking pertinent data.

- Be active in developing how and what data is actually presented.

- When opportunities exist, accept explanations, but not excuses. Request the plan to address the deficiency/issue, the timeline, how it is going to be monitored, and require monthly updates on the progress toward accomplishing the objective.

- 90% of all academic conversations should be about where you are, what is being done to address deficiencies, the progress toward meeting goals, and how to improve the program, services, and stakeholder satisfaction.