Quick Logistics

- Sign in!
- Lunch Orders:
  - ## bit.ly/37ZaOBS
    - *Be sure to place order for pickup at 11:30am at South Wadsworth Blvd Location*
- Wifi – GWGuest, password "guestisbest"

December Authorizer Meeting

Friday, December 6th

9:00am-3:00pm

Quick Logistics

- Sign in!
- Lunch Orders:
  - bit.ly/37Za0BS
    - *Be sure to place order for pickup at 11:30am at South Wadsworth Blvd Location*
- Coffee/Water/Bathrooms
- Cleanup

Round Robin District Updates

Colorado Charter Schools Program Monitoring – Planning

Marti Rodriguez – Lead Grants Fiscal Analyst

Let's Start with New Requirements

Expanding the Use of CCSP Funds

This year award has expanded the allowable uses of funds. This information was also part of the RFA.

New to Year 0 only:

- Expanded Salaries

- Minor facility repair

- Transportation – Buses

All expenditures must tie to the approved application.

CONTRACTS

All contracts must be submitted to CDE before finalizing. Not complying with this will risk the ability to request reimbursement for any of these costs.

Facility Repair/Renovation

Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)

Salaries

Salary of additional staff in the planning year can be submitted if a clear plan is established in the application and the budget provides clear description of how these position costs will be utilized to prepare for the opening of the school.

- All salaries will require time and effort reports be maintained. This is a requirement under the Uniform Grant Guidance for all federal grants. Additional training will be provided during the year to ensure schools are aware of what is meant when the Time and Effort requirement is part of any grant.

Purchase of Buses – RFA

Drawing down funds every three months.

Allowable Uses of Funds

The RFA contains a list of the allowable uses of funds. It is strongly recommended that a copy of the RFA be maintained as a source reference.

ALSO most common comment on the budgets:

- Cannot be recurring costs – grant will cover one year for many expenses and then it is required these expenses be paid with other resources such as PPR

- Funds are to supplement not supplant. The one off costs in Year 0 are a great to use as an example of supplanting in subsequent years.

- Descriptions must support the requested amount

- Items that exceed $500/unit are considered equipment and must be included on the Equipment tab

More on Allowable Uses of Funds

- First year of license/fees for assessments/software for new grade levels/student cohorts
  - *Only <u>one year</u> can be paid on multiple-year licenses/fees/software.*
- Curriculum alignment/training prior to implementation of new curriculum or implementation of existing curriculum for new grade level(s)
- Legal fees related to employee and lease contracts.
  - *There should be a breakout of the projected number of hours being expensed.*

DON'T FORGET to include Charter School Support Initiative Visit Year 2 of Budget

Sub-grantees are required to budget for a CSSI visit which occurs in Year 2 of Implementation on the grant.

School Sze	Team Size	Cost
Student population of 100 or less	4 member CSSI team	$10,200
Student population of 101-350	5 member CSSI team	$12,200
Student population of 351-600	6 member CSSI team	$14,200
Student population of 601-850	7 member CSSI team	$16,200
Student population of 851+	8 member CSSI team	$18,200

What <u>CANNOT</u> Be Funded

- Architecture fees

- Capital expenses

- Facility improvement costs

- Building/Rental insurance

- The installation cost of playground or fitness equipment (some exceptions)

- Business consultants beyond the first year of CCSP grant funding

- Financial audit fees

- Grant oversight expenses

- Legal fees outside those directly related to lease negotiation and employee contracts.

- Before and after school programs

What <u>CANNOT</u> Be Funded (continued)

- Anything that may benefit students not covered by the grant
  - o Previously enrolled students
  - o Pre-k students
  - o Tuition portion of kindergarten
- Bus passes
- Food costs for students, staff, or parents
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines/penalties, and lobbying
- Normal operating expenses such as utilities
- Professional dues or memberships
- Non-educational/non-informative promotional/novelty items for advertising, events or recruiting incentives

What <u>CANNOT</u> Be Funded (continued)

- Student recruitment expenses beyond Year 1 Implementation
- Salary and benefits for staff beyond June 30 of Year 0
- Recurring expenses in implementation years (use PPR budget instead)
- Traffic study fees
- Travel costs for student expeditions

CCSP funds can begin to be obligated when?

CCSP grant funds will not be available for schools to begin obligating until all programmatic requirements are met AND the CCSP budget is approved for all three years.

The SOC Office will send an e-mail notifying you and your authorizer that all requirements have been met including the approval of the budget and the date of the Grant Award Letter will be issued

Performance Period – This is when you can begin expending funds and the last day to obligate funds

One Month Extension

CCSP grant has provided grantees the option of extending their grant for one month – through July 31st.

ISSUES

> New Fiscal Year

> Update Approval Process

> How this impacts authorizers

Review the Desk Review Document

The review of the actual desk review will be presented.

Offer thoughts, comments to improve the process. The goal is to ensure expenditures are allowed, included on the budget and submitted to authorizer.

Questions?

CDE Grant Program Updates

Bill Kottenstette & Peg McMillen, CDE Schools of Choice Unit

- CCSP Grant Awardees 2019-2020

- Waiver Requests (22-2-112)

- Online School/Successor School Rules

- Recent Appeals

- Request to Reconsider Process

- CCSP Grant Awardees for 2019-2020
    - American Indian Academy of Denver (DPS)
    - Ascent Classical Academy of Northern Colorado (CSI)
    - Atlas Elementary School (Harrison 2)
    - CEC Fort Collins West (CSI)
    - CEC Windsor (CSI)
    - French American School of Denver (DPS)
    - Monument Academy High School (Lewis Palmer)
    - Sanitas Academy (BVSD)
    - Spacious Skies Charter School (Falcon 49)

Trend 1

Although slowing, Charter Schools continue to grow and serve a larger share of students, while enrollment in non-charter schools has shown early signs of decline.

Trend 2

Charter schools serve higher percentages of minority and English Language Learner students than schools statewide but serve lower percentages of students eligible for Free and Reduced-Price Lunch and students with disabilities.

Trend 3

Charter schools continue to provide a wide array of options, including different sizes, models, and settings.

Trend 4

Charter school academic performance, both overall and for subgroups, tends to be higher than for non-charter schools.

Trend 5

Charter schools tend to perform lower on measures of post-secondary success but also have a proportionately higher online and AEC high school enrollment.

Trend 6

Charter School teachers continue to have salary gaps when compared to teachers in non-charter schools.

- Although slowing, Charter Schools continue to grow and serve a larger share of students, while enrollment in non-charter schools has shown early signs of decline.
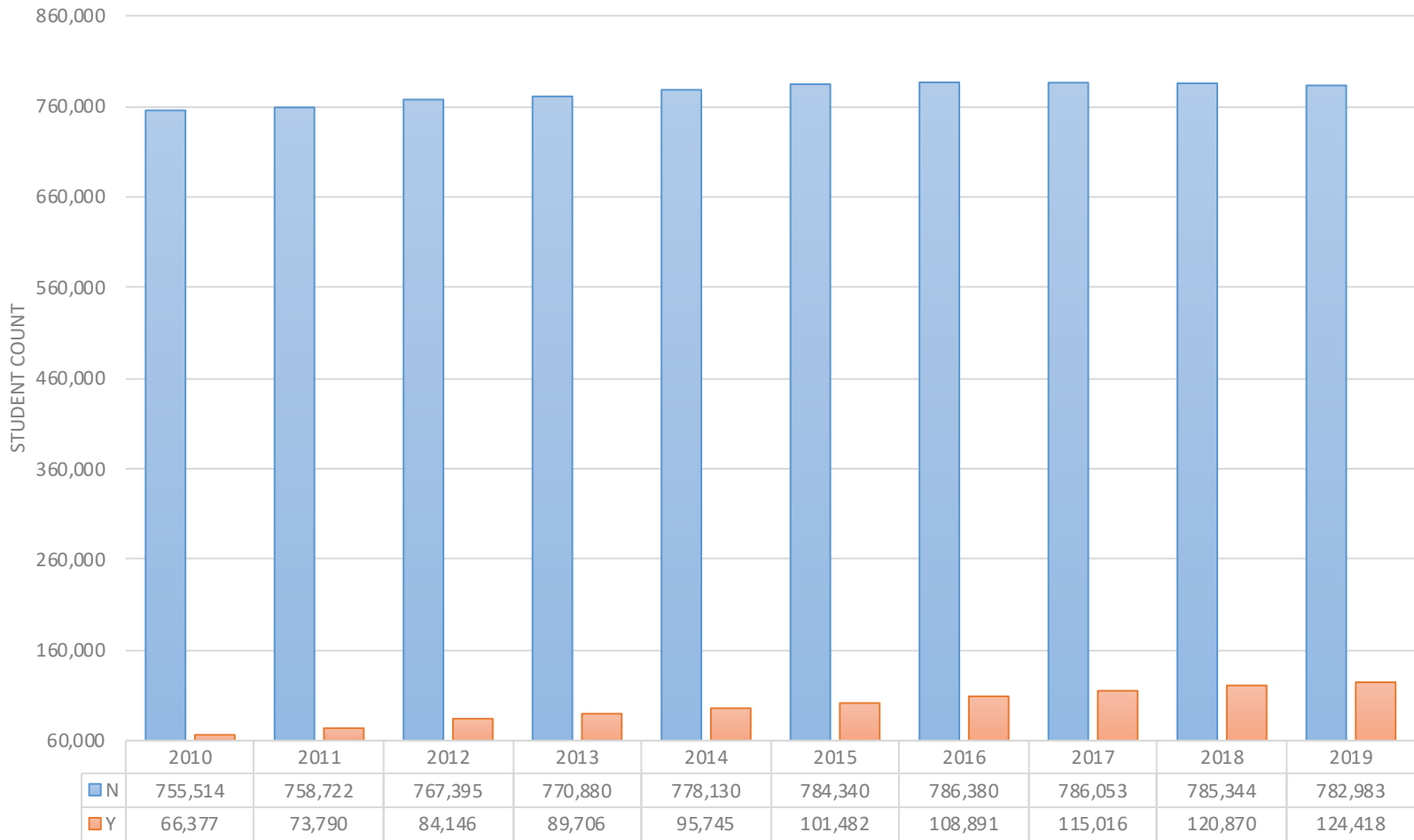
Trend 1: Although slowing, Charter Schools continue to grow and serve a larger share of students, while enrollment in non-charter schools has shown early signs of decline.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N	755,514	758,722	767,395	770,880	778,130	784,340	786,380	786,053	785,344	782,983
Y	66,377	73,790	84,146	89,706	95,745	101,482	108,891	115,016	120,870	124,418

Charter School Enrollment Over Time

Y

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Y	66,377	73,790	84,146	89,706	95,745	101,482	108,891	115,016	120,870	124,418

P-12 STUDENT COUNT
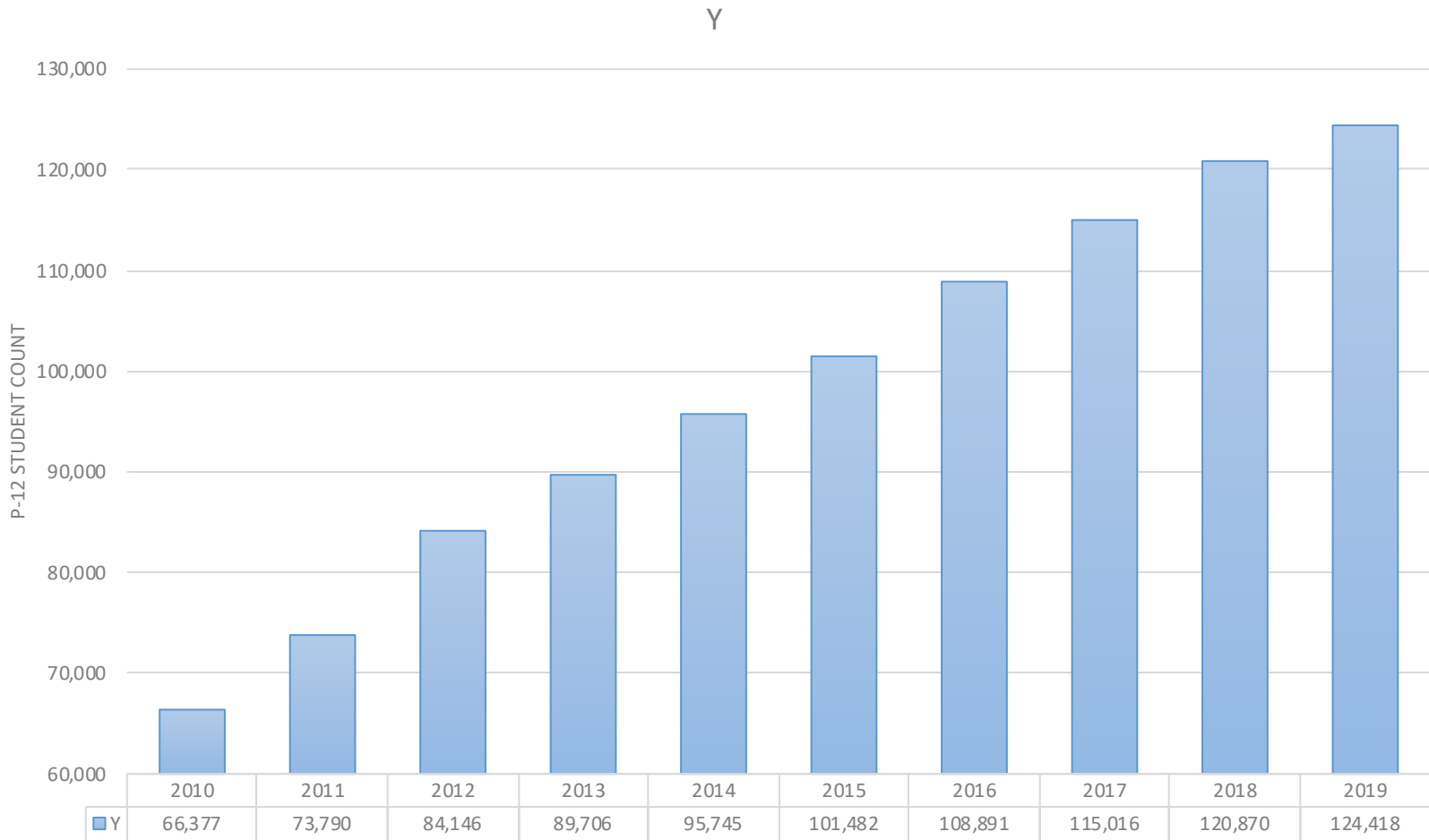
Although there is still charter growth, growth rate has fallen

CHARTER SCHOOL ANNUAL ENROLMENT GROWTH PERCENTAGE
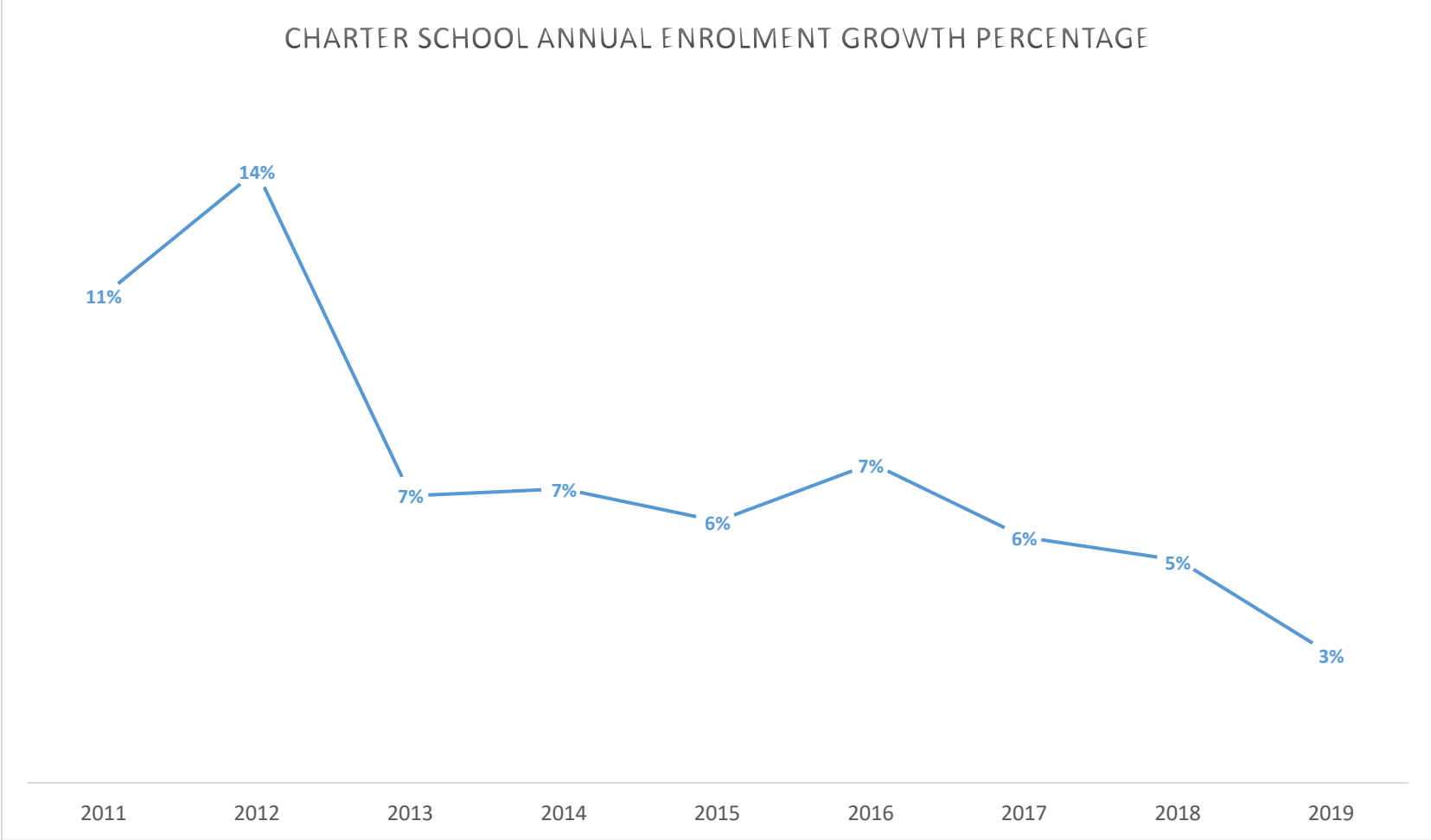
Non-charter enrollment has recently shown annual decline
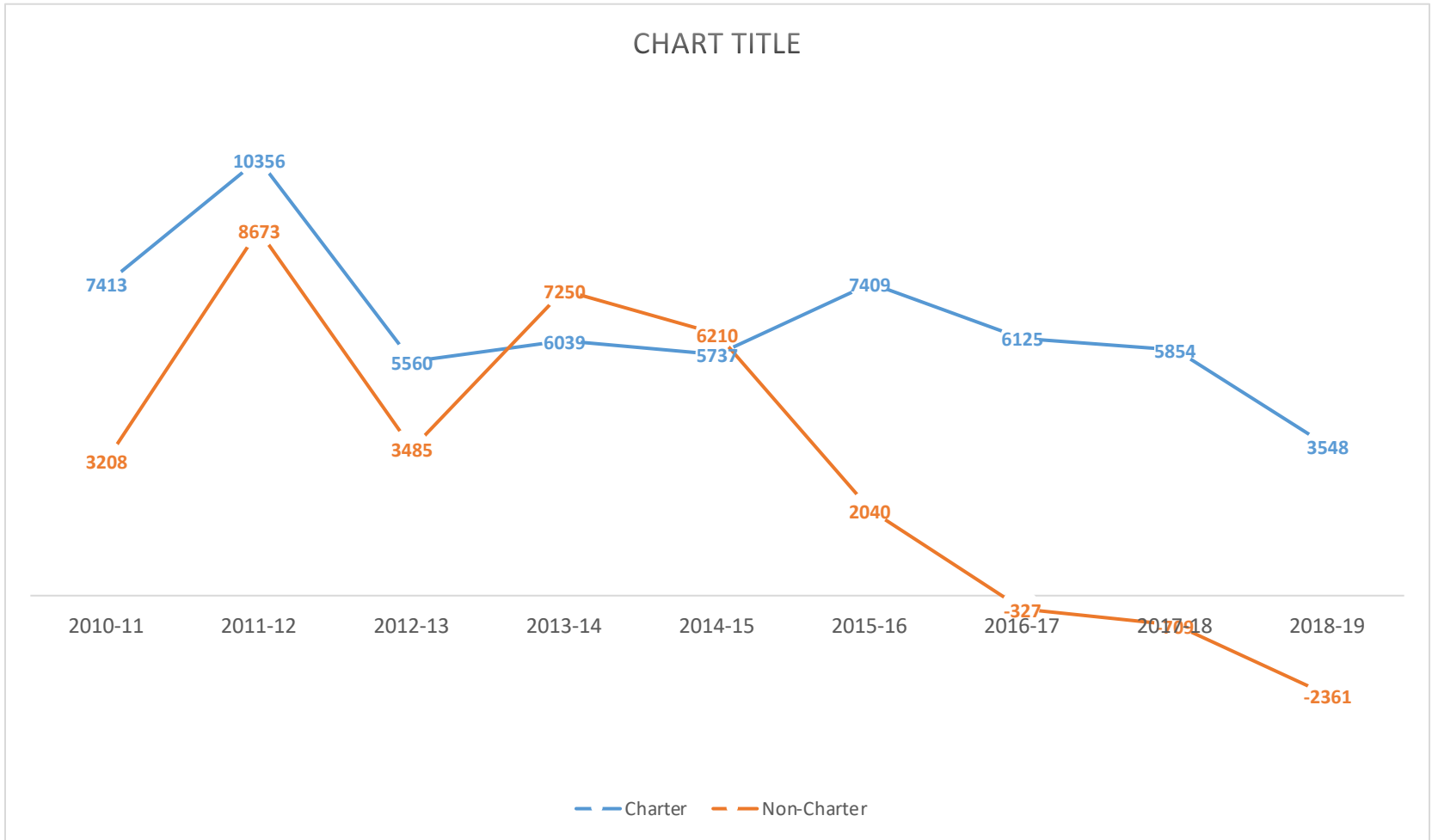
CHART TITLE

Charter: 2010-11: 7413, 2011-12: 10356, 2012-13: 5560, 2013-14: 6039, 2014-15: 5737, 2015-16: 7409, 2016-17: 6125, 2017-18: 5854, 2018-19: 3548

Non-Charter: 2010-11: 3208, 2011-12: 8673, 2012-13: 3485, 2013-14: 7250, 2014-15: 6210, 2015-16: 2040, 2016-17: -327, 2017-18: , 2018-19: -2361
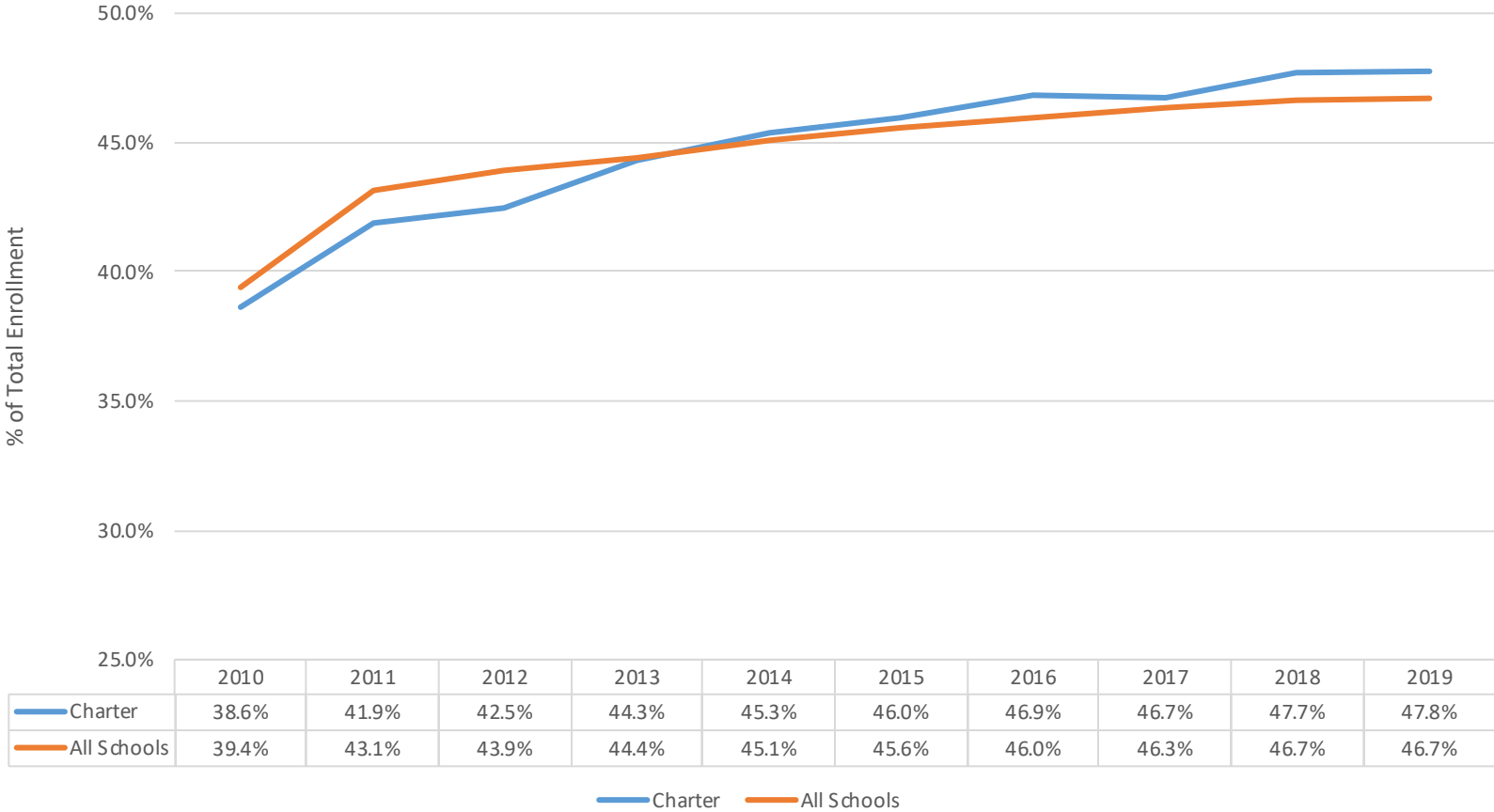
— Charter   — Non-Charter

EXCELLENCE

Trend 2: Charter schools serve higher percentages of minority and English Language Learner students, but serve lower percentages of students eligible for Free and Reduced-Price Lunch and students with disabilities.

In recent years, charter schools have served a slightly higher minority enrollment

Minority Enrollment

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Charter	38.6%	41.9%	42.5%	44.3%	45.3%	46.0%	46.9%	46.7%	47.7%	47.8%
All Schools	39.4%	43.1%	43.9%	44.4%	45.1%	45.6%	46.0%	46.3%	46.7%	46.7%

— Charter — All Schools
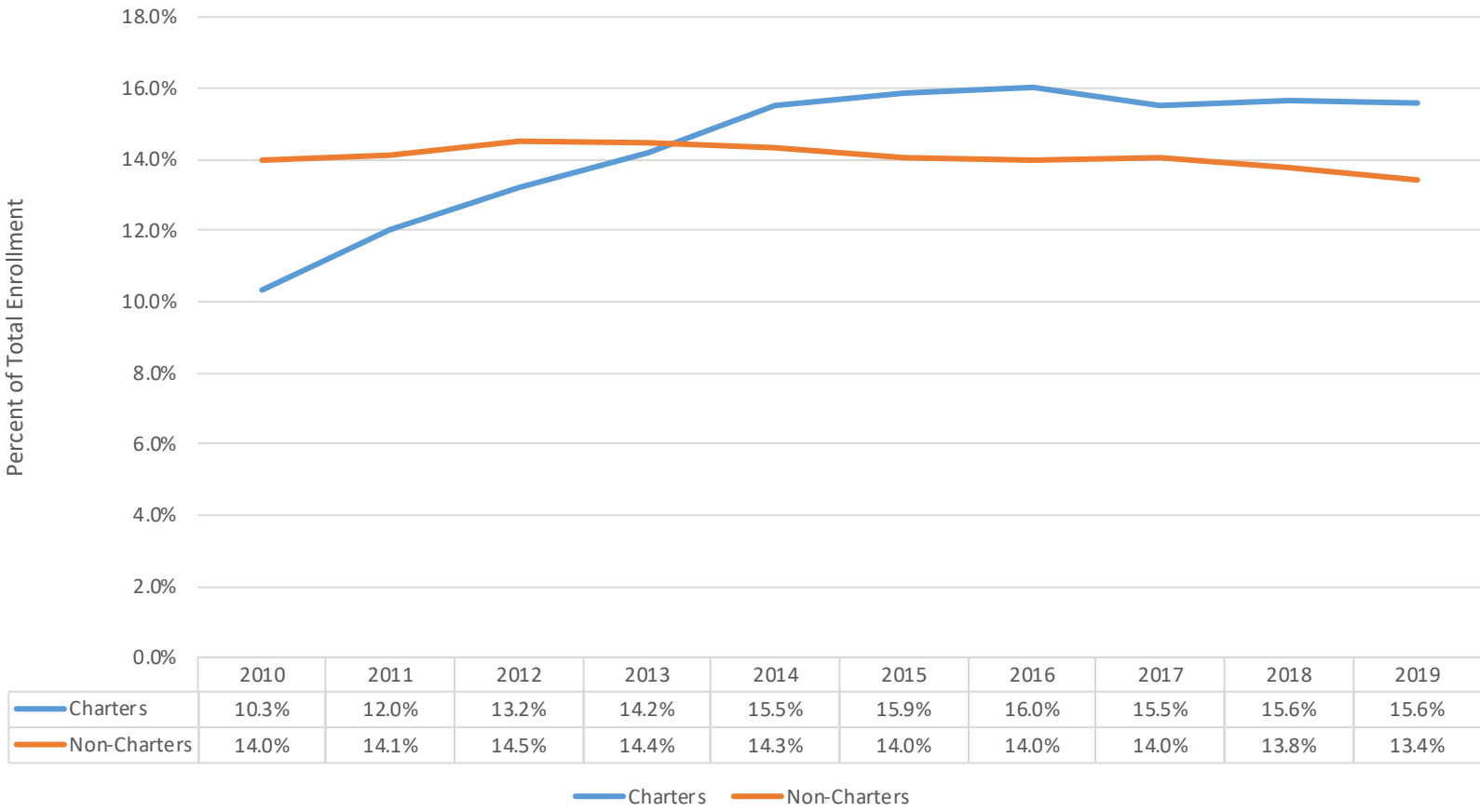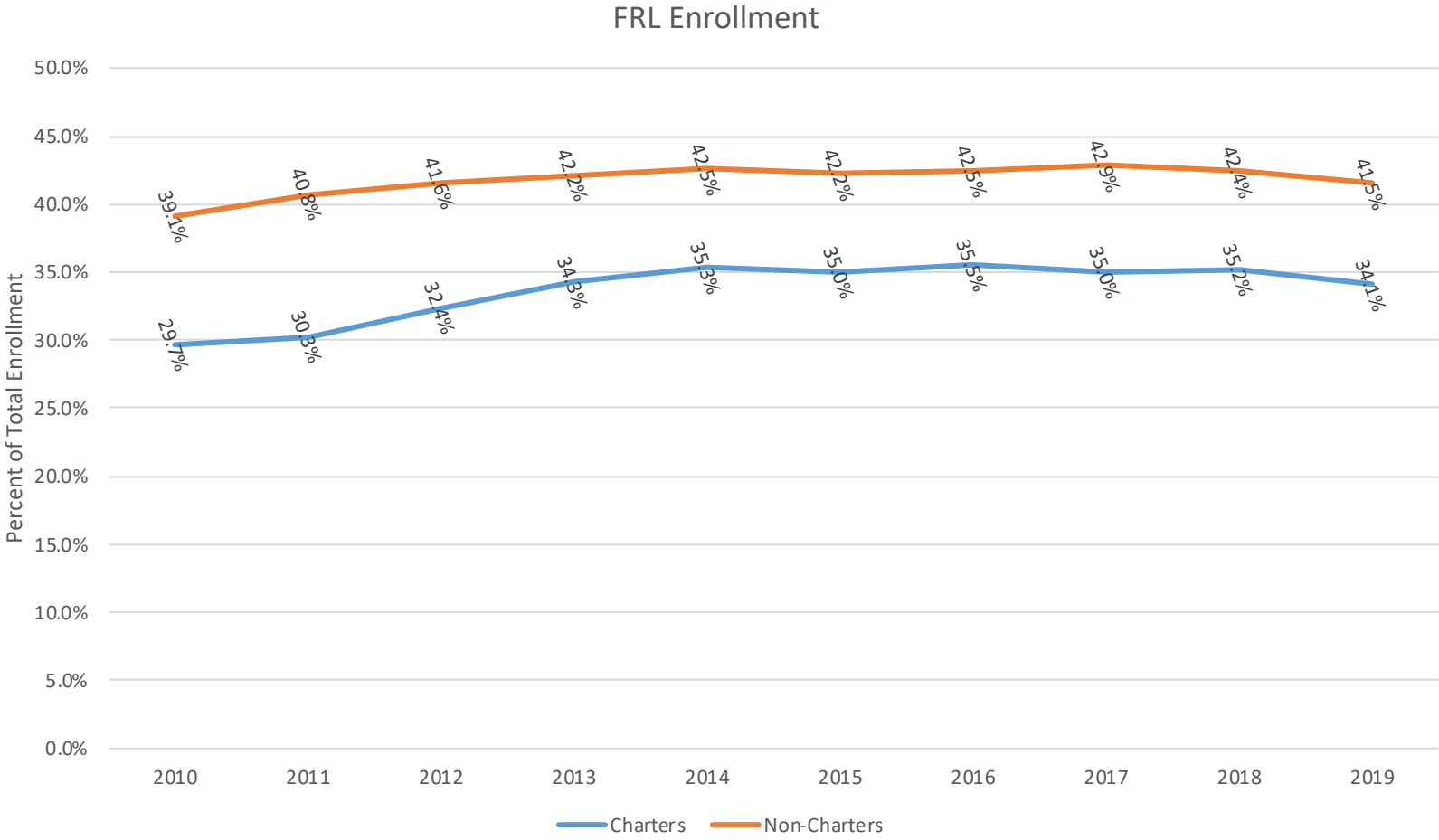
Charter schools continue to serve an increasing number of English Language Learners and serve English Language Learners at a higher rate

ELL Enrollment

Percent of Total Enrollment

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Charters	10.3%	12.0%	13.2%	14.2%	15.5%	15.9%	16.0%	15.5%	15.6%	15.6%
Non-Charters	14.0%	14.1%	14.5%	14.4%	14.3%	14.0%	14.0%	14.0%	13.8%	13.4%

Charters — Non-Charters

Although gaps have closed, charter schools have an FRL enrollment about 7% less than non-charter schools

FRL Enrollment

QUALITY SCHOOLS

Charter schools in Colorado serve a smaller percentage of students with disabilities and the gap has grown

Students With Disabilities Enrollment

Percent of Total Enrollment

Non-Charters: 9.7%, 9.7%, 10.0%, 10.1%, 10.4%, 10.5%, 10.8%, 11.0%, 11.4%, 11.8%

Charters: 6.4%, 6.1%, 6.0%, 6.3%, 6.3%, 6.1%, 6.4%, 6.4%, 6.7%, 7.1%

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

— Charters   — Non-Charters
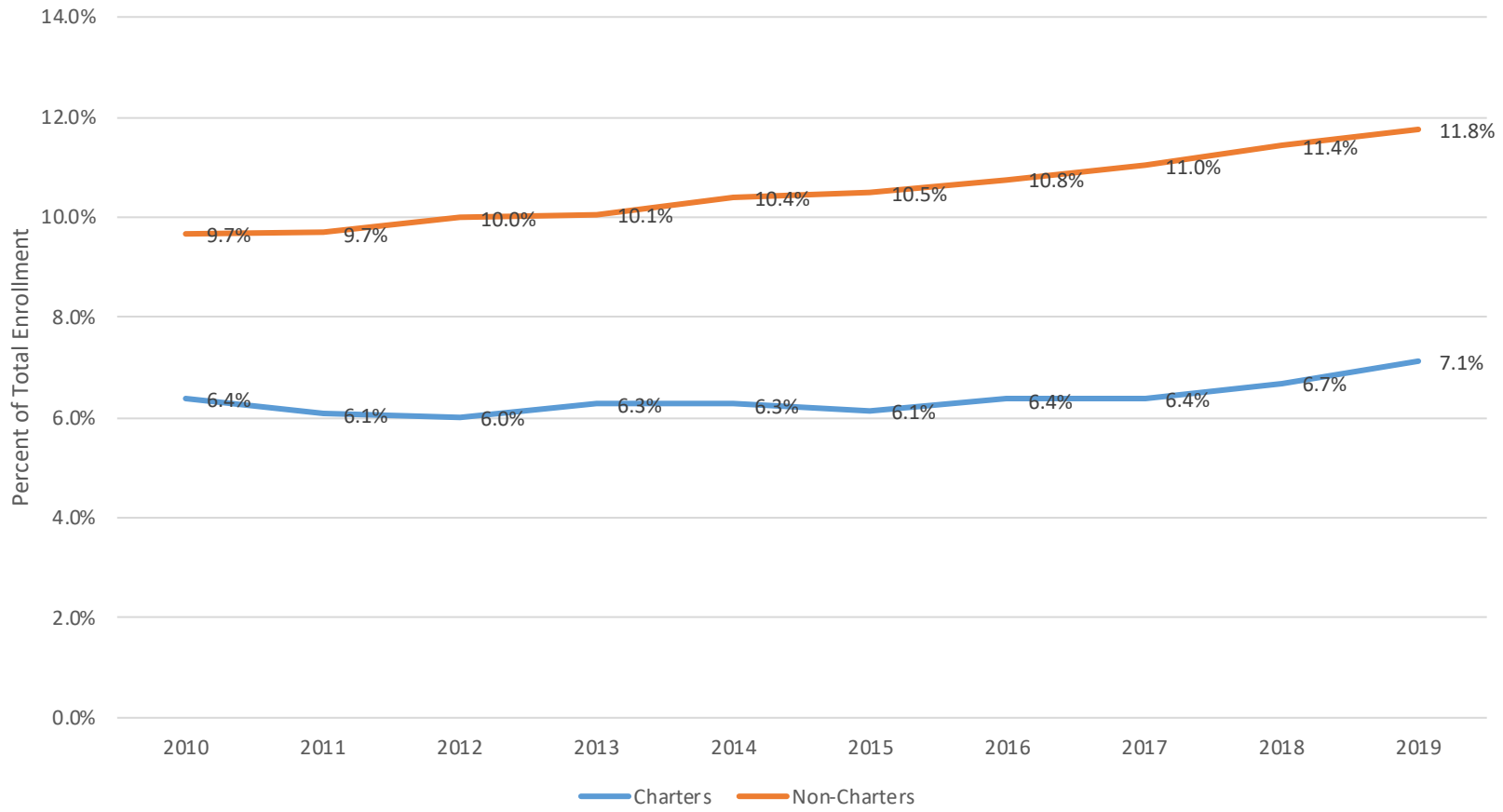
Trend 3: Charter schools continue to provide a wide range of options, including different sizes, models, and settings

Number of Charter Schools Operating in Colorado by Year

Operating Charter Schools
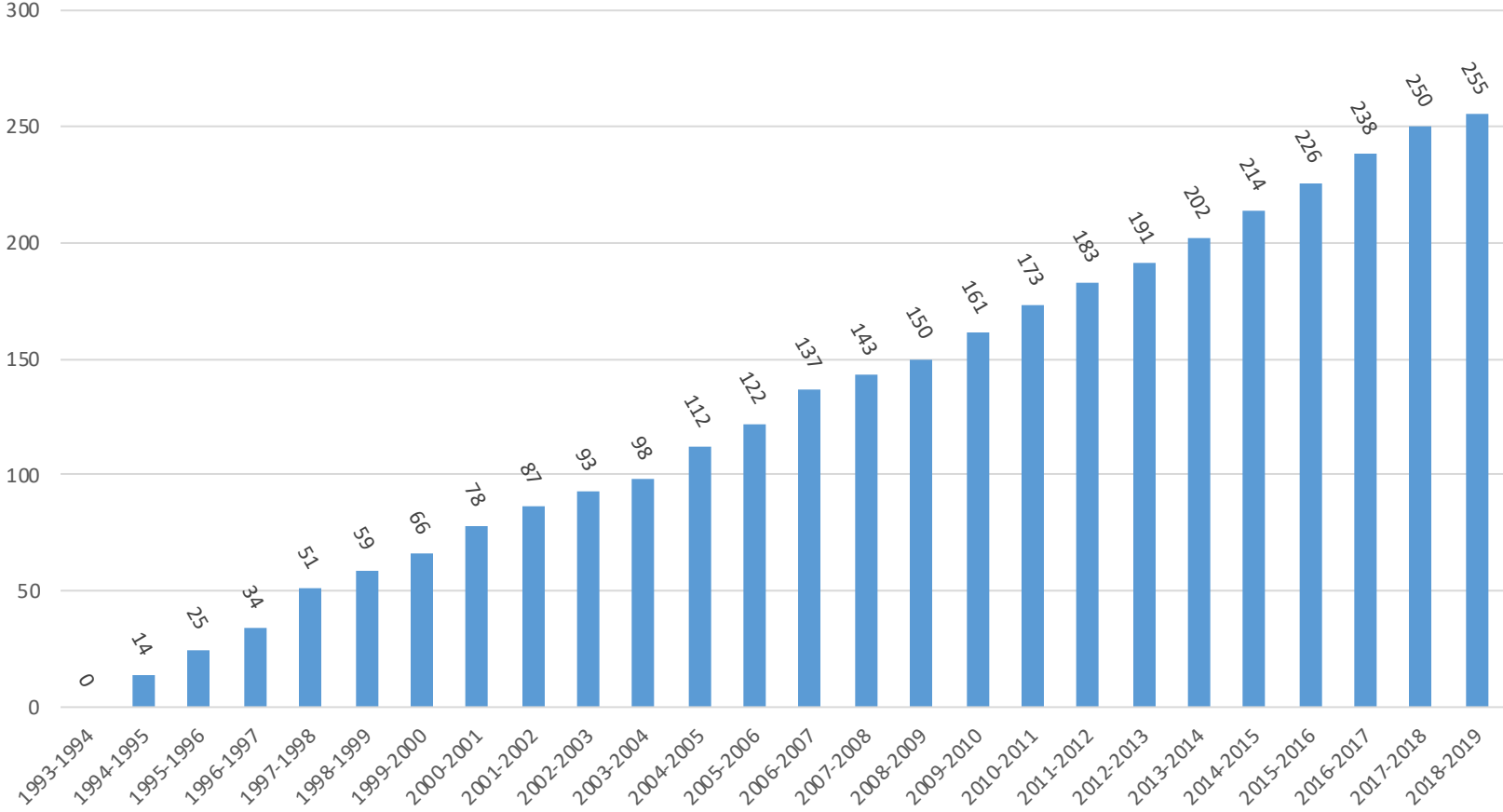
Different sizes, models, and settings

District Name	School Year				
	2014-15	2015-16	2016-17	2017-18	2018-19
DENVER COUNTY 1	46	52	56	60	60
CHARTER SCHOOL INSTITUTE	34	36	40	42	40
DOUGLAS COUNTY RE 1	14	16	17	18	20
JEFFERSON COUNTY R-1	17	19	20	21	19
BYERS 32J	4	4	4	5	9
ADAMS-ARAPAHOE 28J	6	6	7	9	9
DISTRICT 49 (Falcon 49)	5	5	6	6	7
COLORADO SPRINGS 11	7	6	6	6	6
ST VRAIN VALLEY RE 1J	6	6	6	6	6
GREELEY 6	6	6	6	6	6
BOULDER VALLEY RE 2	5	5	5	5	5
POUDRE R-1	4	4	4	4	5
SCHOOL DISTRICT 27J	5	5	5	5	5
ACADEMY 20	4	4	4	4	5
HARRISON 2	4	4	5	5	5
ADAMS 12 FIVE STAR SCHOOLS	4	4	3	3	4
PUEBLO COUNTY 70	3	3	3	3	3
PUEBLO CITY 60	2	2	2	3	3
CHEYENNE MOUNTAIN 12	3	3	3	3	3
MONTEZUMA-CORTEZ RE-1	3	3	3	3	3
MESA COUNTY VALLEY 51	3	3	3	3	3
PARK COUNTY RE-2	2	2	2	2	2
THOMPSON R2-J	2	2	2	2	2
CHERRY CREEK 5	1	1	2	2	2
LITTLETON 6	2	2	2	2	2
WINDSOR RE-4	1	2	2	2	2

District	Number of Schools	2018-19 Charter Enrollment PK-12	Charter Share of Total Enrollment 2018-19	2015—16 Charter Enrollment	Change in Charter Enrollment
DENVER COUNTY 1	60	20,620	22.41%	16,596	4,024
CHARTER SCHOOL INSTITUTE	40	18,268	100%	15,061	3,207
DOUGLAS COUNTY RE 1	20	16,207	3.98%	12,600	3,607
JEFFERSON COUNTY R-1	19	9,052	10.70%	9,031	21
DISTRICT 49	7	8,866	39.59%	7,501	1,365
GREELEY 6	6	5,416	24.07%	5,243	173
ADAMS-ARAPAHOE 28J	9	5,265	13.20%	4,302	963
ACADEMY 20	5	4,242	16.22%	3,774	468
SCHOOL DISTRICT 27J	5	3,951	21.11%	3,698	253
ADAMS 12 FIVE STAR SCHOOLS	4	3,616	9.20%	3,417	199
ST VRAIN VALLEY RE 1J	6	3,194	9.79%	3,397	-203
POUDRE R-1	5	2,443	8.02%	2,205	238
BYERS 32J	9	2,369	81.24%	2,435	-66
BOULDER VALLEY RE 2	5	2,359	7.57%	2,351	8
HARRISON 2	5	2,345	20.03%	2,224	121
COLORADO SPRINGS 11	6	1,773	6.72%	1,950	-177
PUEBLO CITY 60	3	1,546	9.44%	1,485	61
CHEYENNE MOUNTAIN 12	3	1,419	26.91%	1,286	133
MESA COUNTY VALLEY 51	3	1,133	5.13%	995	138
PUEBLO COUNTY 70	3	937	9.34%	826	111
MONTEZUMA-CORTEZ RE-1	3	313	11.27%	293	20

QUALITY SCHOOLS

Grade Configuration	School Year				
	2014-15	2015-16	2016-17	2017-18	2018-19
K-08	46	46	50	54	53
09-12	35	37	40	41	44
K-12	18	19	22	25	26
PK-08	23	25	25	24	25
06-08	19	19	20	21	23
K-05	9	13	13	15	17
K-06	11	9	9	8	11
PK-05	1	2	6	6	10
06-12	5	6	6	8	7
PK-12	6	6	6	6	6
PK-06	2	2	4	5	5
PK-04		3	1	2	3
K-10	2	3	2	2	3
07-08	3	3	3	3	3
05-08	2	2	3	3	3
09-11	1	2	2	3	2
07-12	3	2	1	2	2

Different sizes, models, and settings

Educational Program Category	Number of Operating Schools
College Prep	91
Core Knowledge	80
STEAM/STEM	25
Classical	24
Alternative	20
Early College	17
Montessori	15
Experiential Education/Learning	14
Other	14
Online	11
Expeditionary Learning/Adventure Education	10
Direct Instruction	9
Dual Language/Language Immersion	9
Blended Learning	7
Gifted and Talented	6
Waldorf	4
Arts Integration/Performing Arts	1
Community School Model	1

Different sizes, models, and settings

2018-19 Charter Schools by Setting

90
132
15
9
9

- Denver Metro
- Outlying City
- Outlying Town
- Remote
- Urban-Suburban
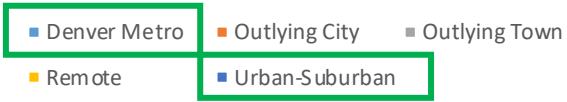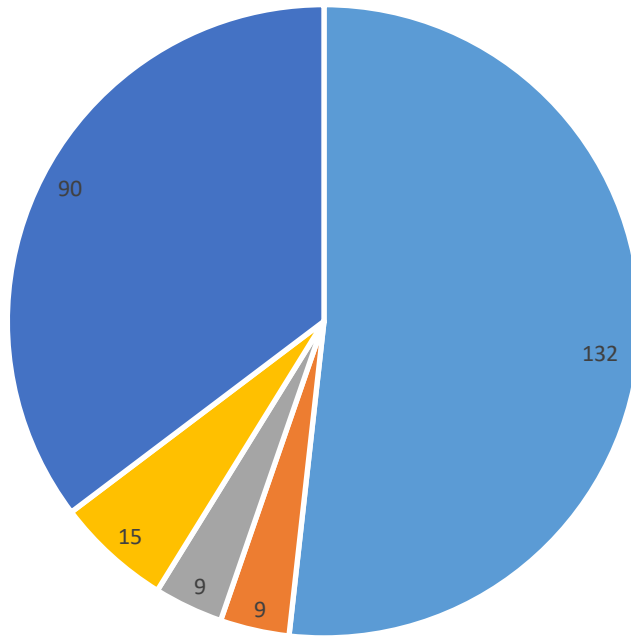
2018-19 Non-Charter Schools By Setting

376
737
203
223
97

- Colorado BOCES
- Denver Metro
- Outlying City
- Outlying Town
- Remote
- Urban-Suburban

2018-19 Charter Schools by Size
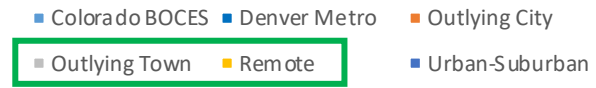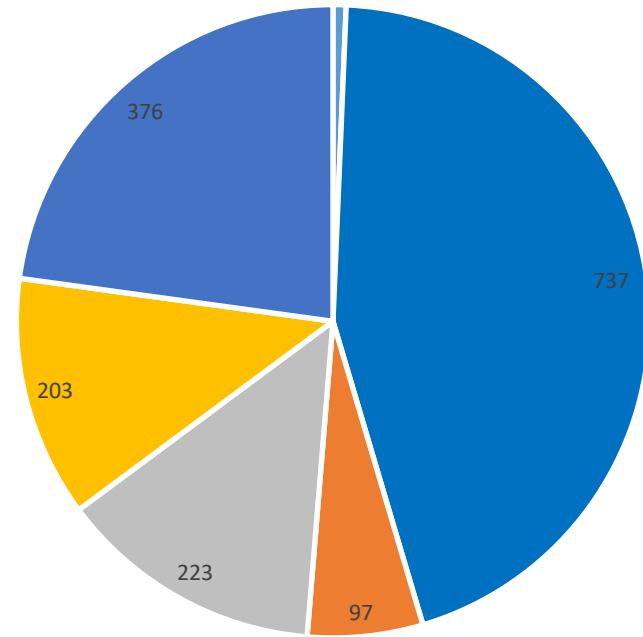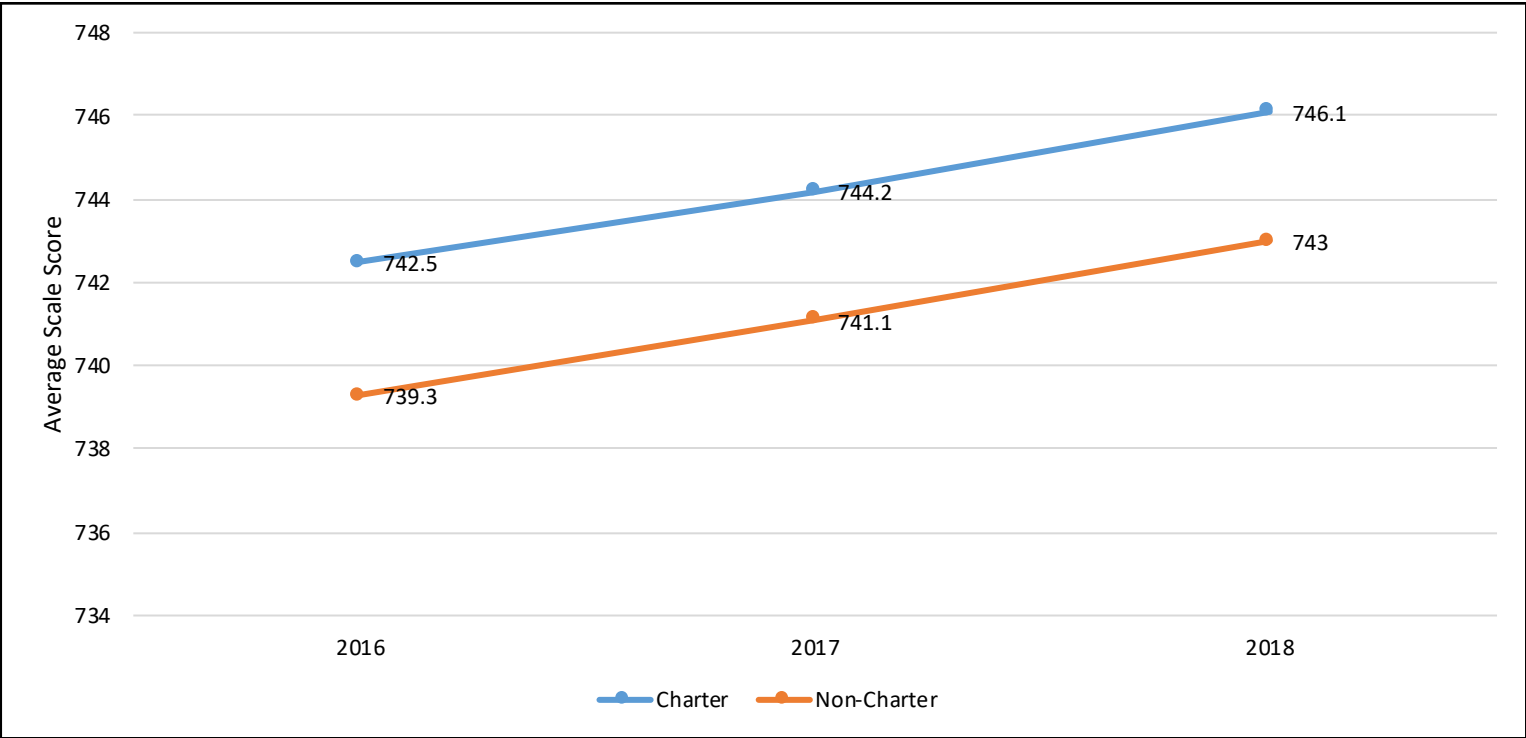

2018-19 Charter Schools By Size
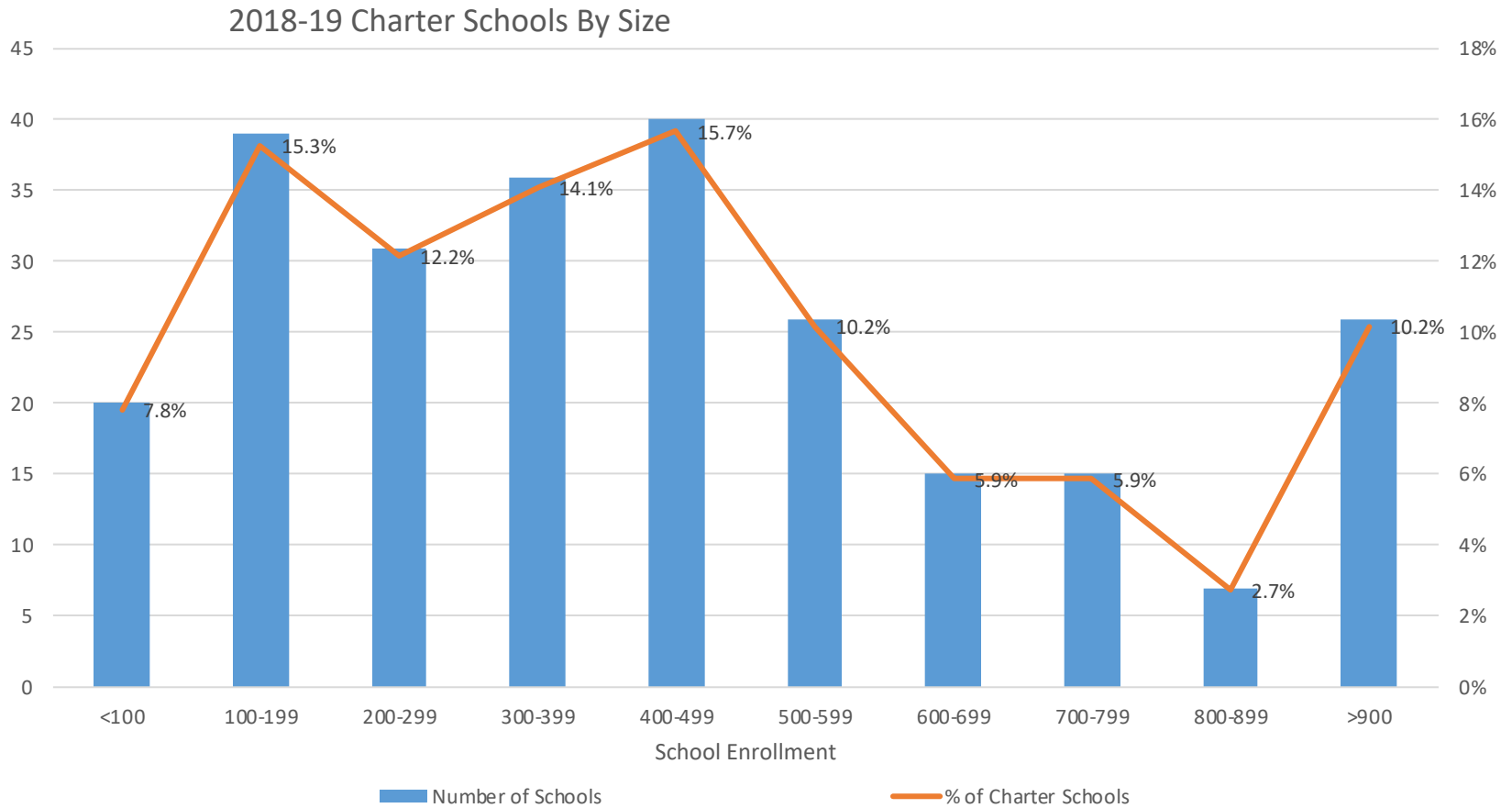
Trend 4: Charter school academic performance tends to be higher than for non-charter schools – often (though not always) with narrower sub-group gaps

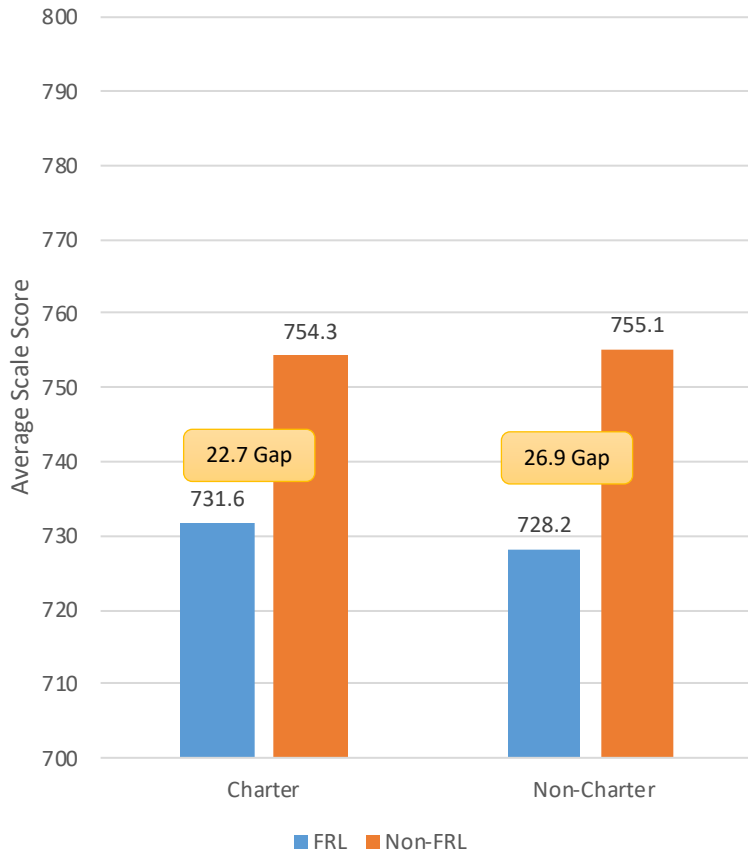Average Scale Score — Charter vs Non-Charter, 2016–2018

- Charter: 2016 = 742.5, 2017 = 744.2, 2018 = 746.1
- Non-Charter: 2016 = 739.3, 2017 = 741.1, 2018 = 743

		FRL	Non-FRL	ELL	Non-ELL	Minority	Non-Minority	IEP
Charter	ELA	731.6	754.3	730.4	750.6	738.2	753.8	706
Non-Charter	ELA	728.2	755.1	724.9	747.2	732.2	752.2	703.8
Charter/Non-Charter Gap	ELA	3.4	-0.8	5.5	3.4	6.0	1.6	2.2

CMAS ELA Performance

CMAS ELA Performance: FRL

- Charter: FRL 731.6, Non-FRL 754.3 — 22.7 Gap
- Non-Charter: FRL 728.2, Non-FRL 755.1 — 26.9 Gap

CMAS ELA Performance: ELL

- Charter: ELL 730.4, Non-ELL 750.6 — 20.2 Gap
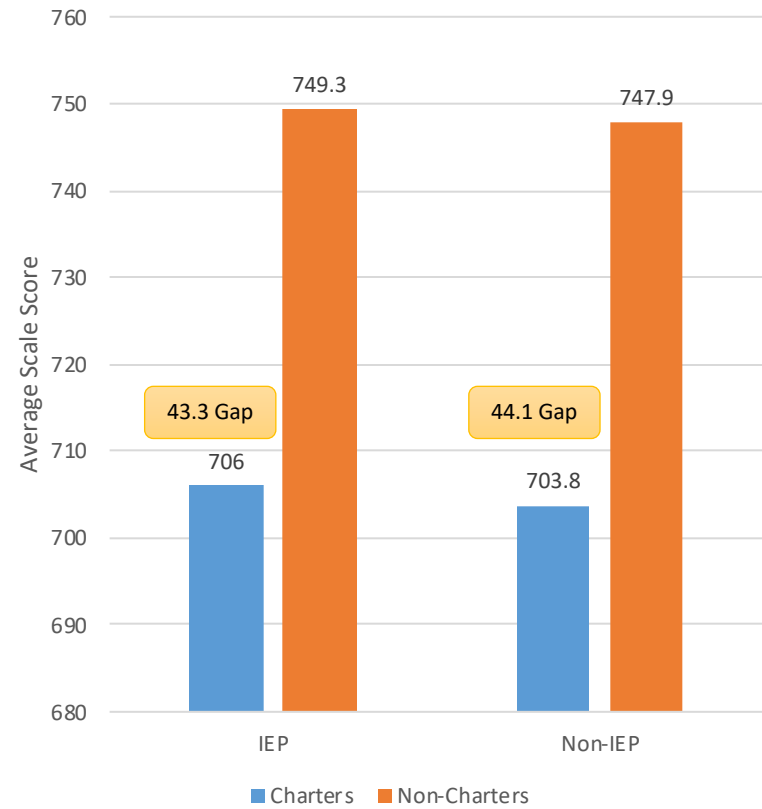- Non-Charter: ELL 724.9, Non-ELL 747.2 — 22.3 Gap
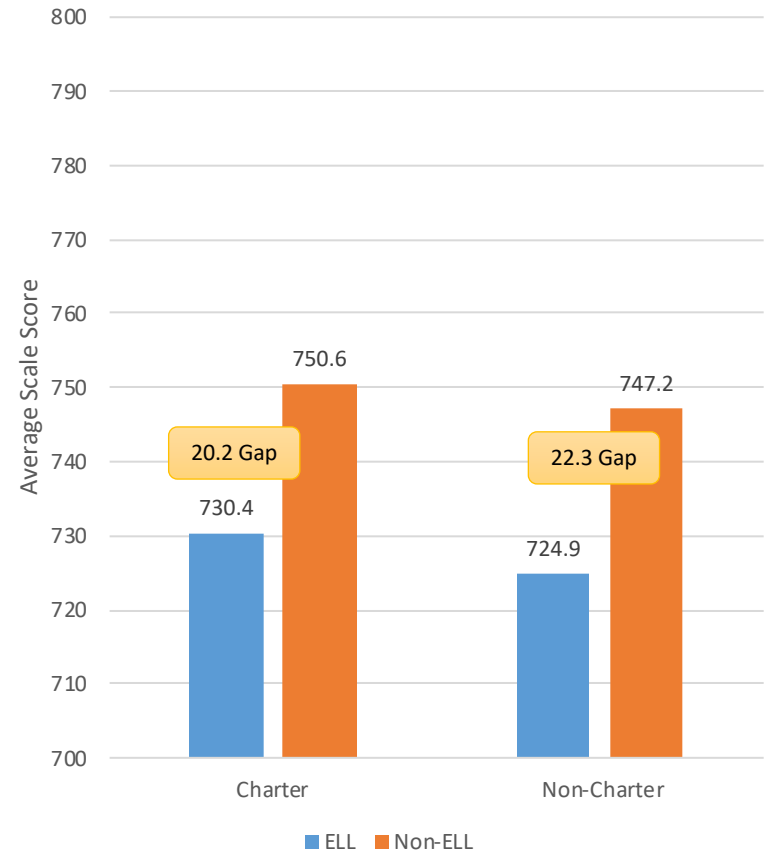
CMAS ELA Performance: Minority Students

CMAS ELA Performance: Special Education
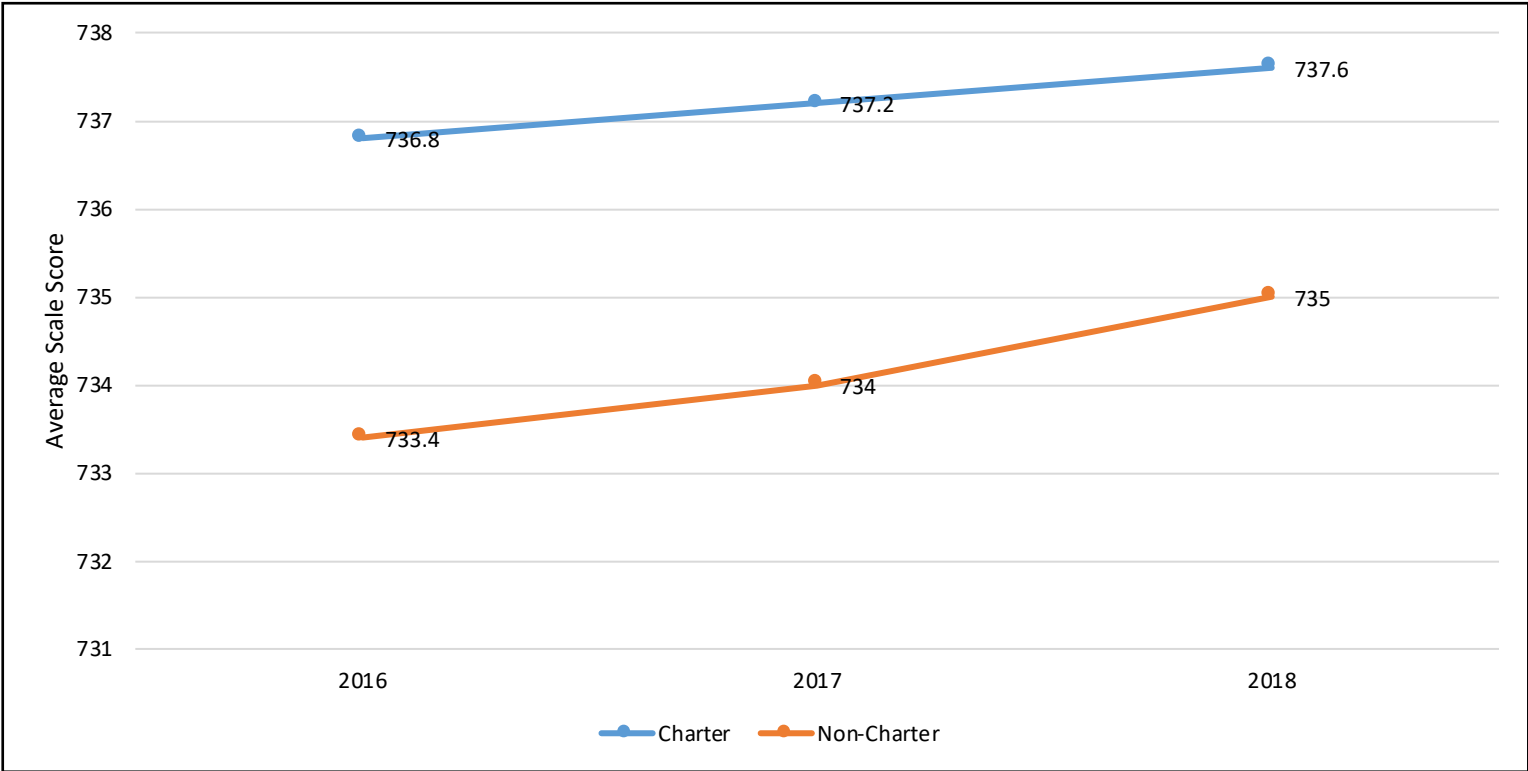
		FRL	Non-FRL	ELL	Non-ELL	Minority	Non-Minority	IEP
Charter	Math	724.2	745.3	724.1	741.5	730	745.1	705.5
Non-Charter	Math	720.6	746.8	718.8	738.8	724.7	744.2	702.5
Charter/Non-Charter Gap	Math	3.6	-1.5	5.3	2.7	5.3	0.9	3.0

CMAS Math Performance

CMAS Math Performance: FRL

- FRL
- Non-FRL

Charter: FRL 724.2, Non-FRL 745.3, 21.1 Gap
Non-Charter: FRL 720.6, Non-FRL 746.8, 26.2 Gap

Average Scale Score

CMAS Math Performance: ELL

- ELL
- Non-ELL

Charter: ELL 724.1, Non-ELL 741.5, 17.4 Gap
Non-Charter: ELL 718.8, Non-ELL 738.8, 20.0 Gap

Average SCale Score
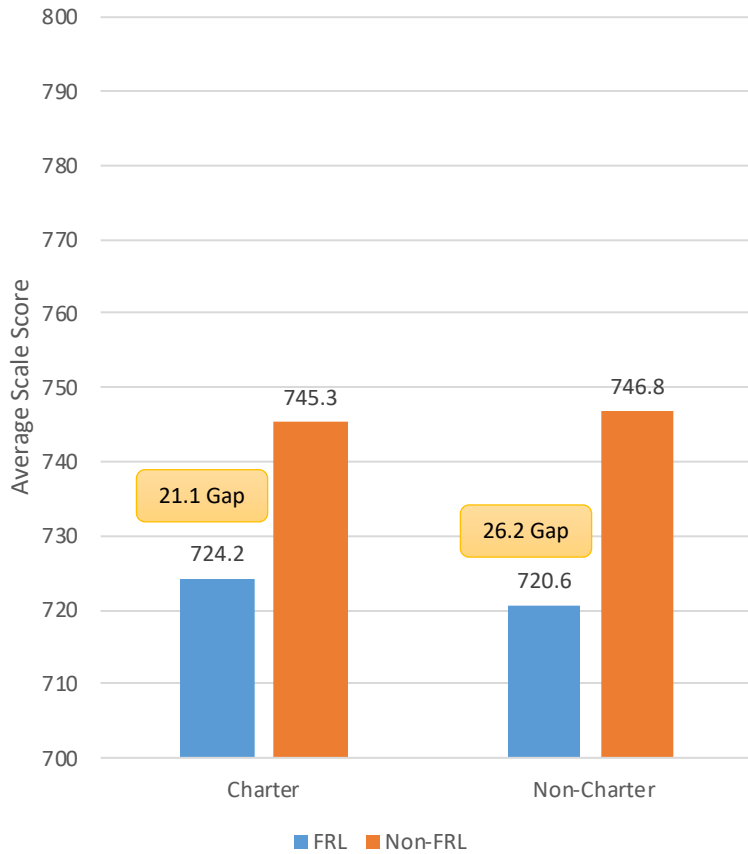
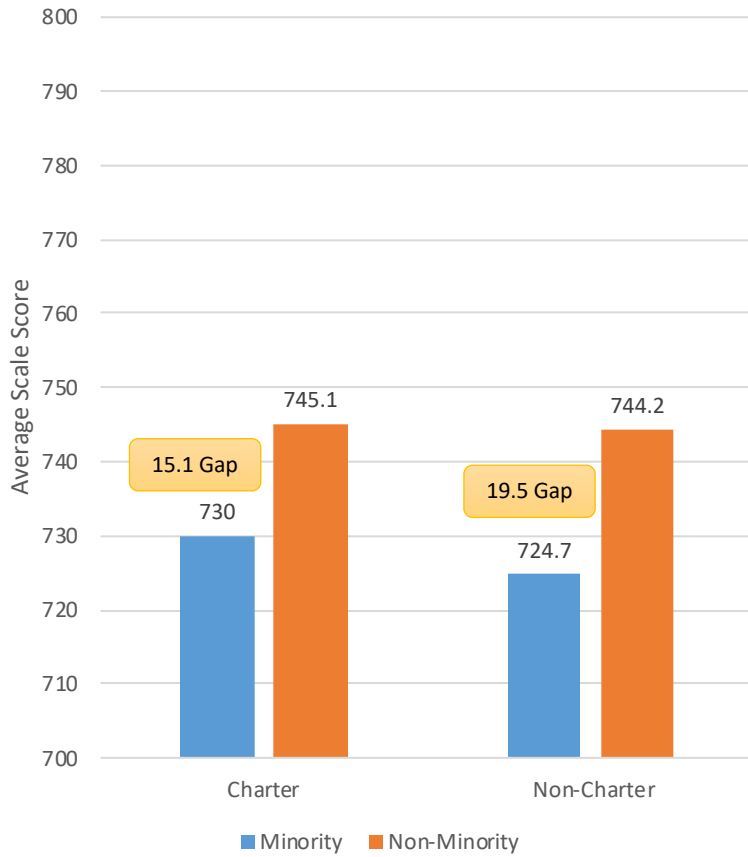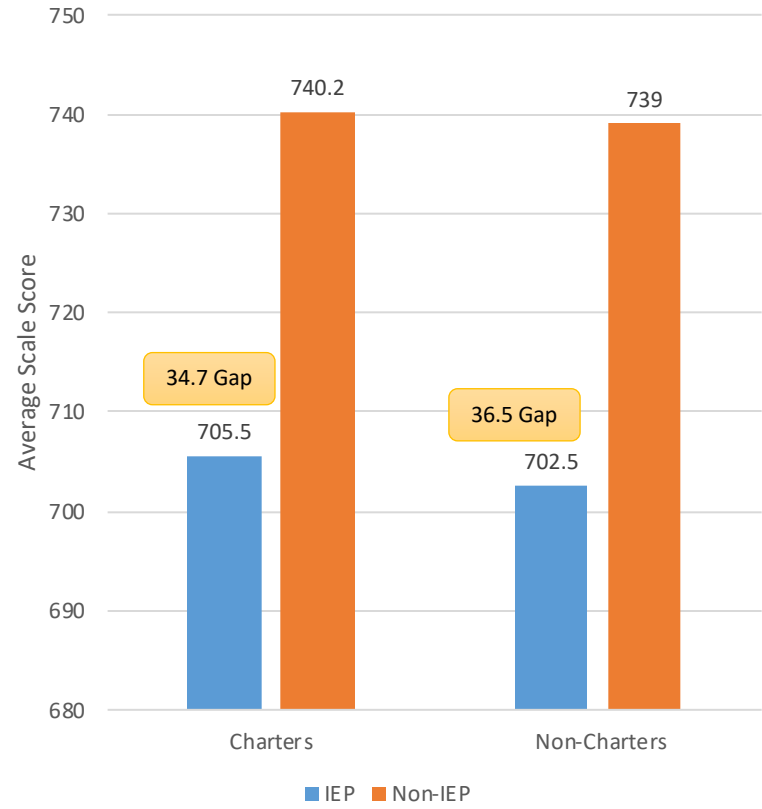# CMAS Math Performance
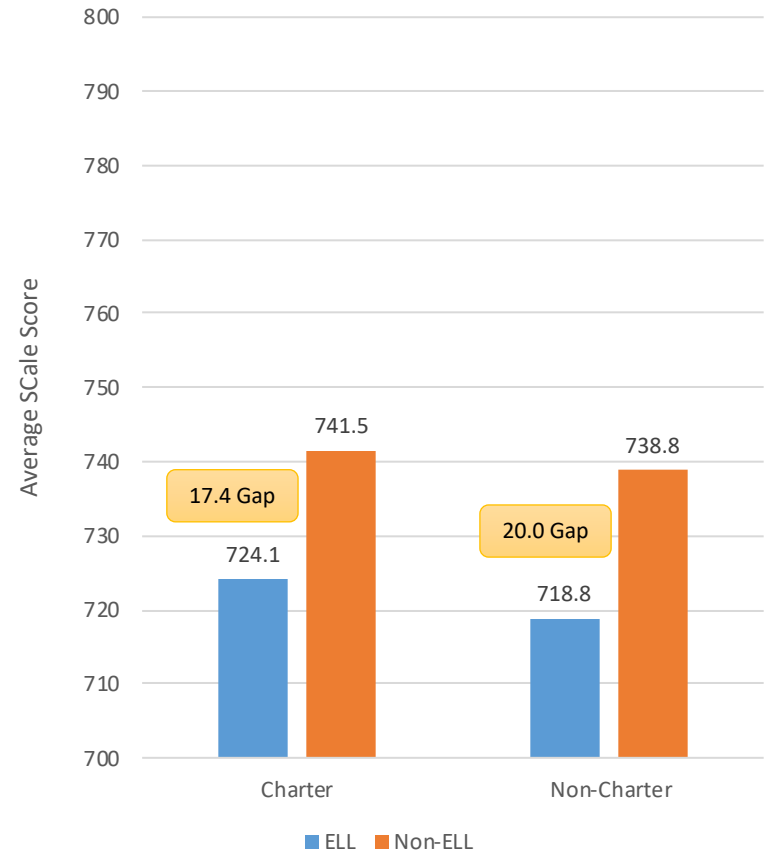
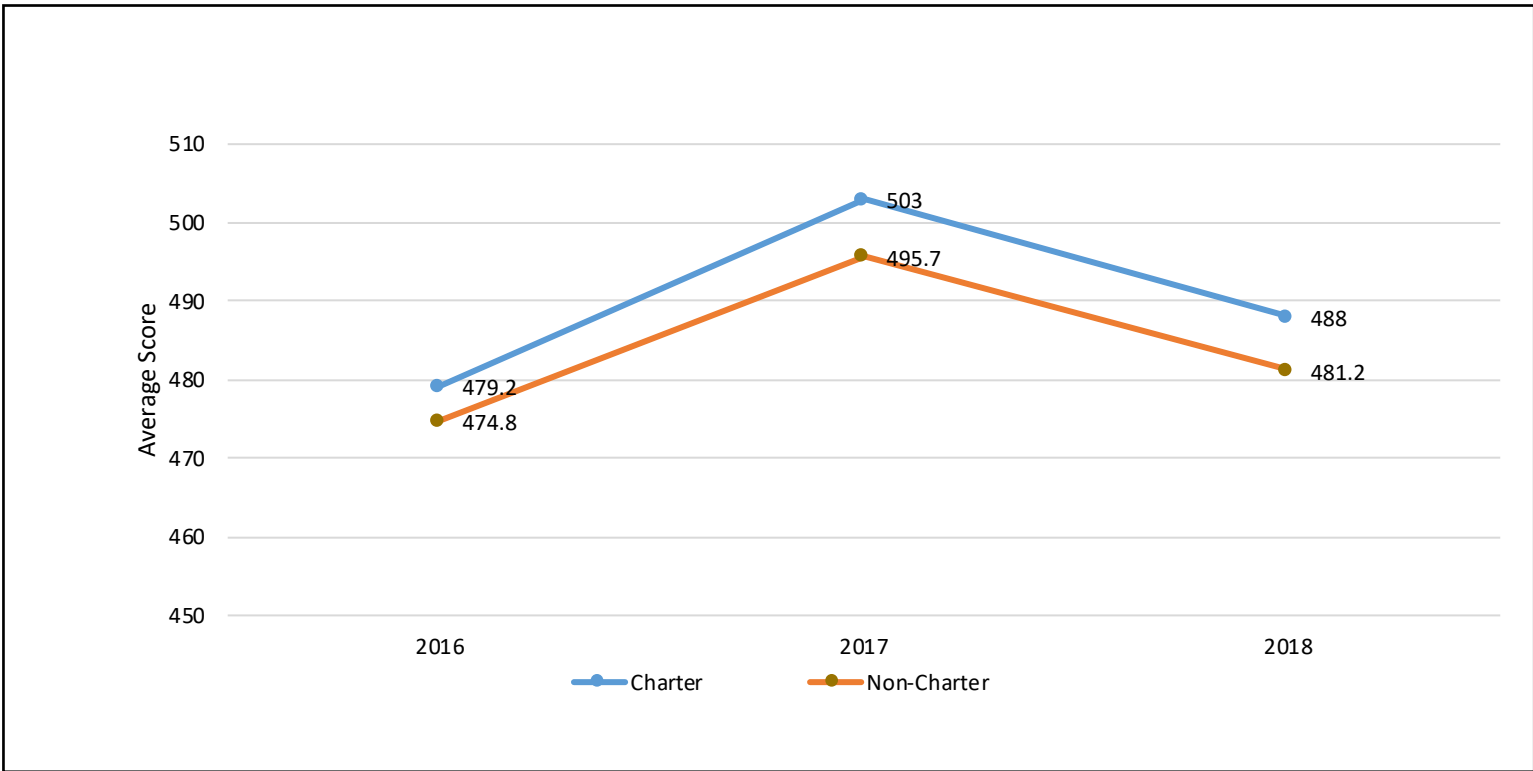CMAS Math Performance: Minority

CMAS Math Performance: Special Education

SAT: Evidence-Based Reading and Writing Performance

		FRL	Non-FRL	ELL	Non-ELL	Minority	Non-Minority	IEP
Charter	EBRW	442.2	519.9	417.5	505.8	455.7	526.3	385.5
Non-Charter	EBRW	431.5	507.8	396.5	493.2	446.3	508.8	385.9
Charter/Non-Charter Gap	EBRW	10.7	12.1	21.0	12.6	9.4	17.5	-0.4

SAT: Evidence-Based Reading and Writing Performance

COSAT EBRW Performance: FRL

- 77.7 Gap*
- 442.2 (Charter, FRL Eligible)
- 519.9 (Charter, Non-FRL Eligible)
- 76.3 Gap
- 431.5 (Non-Charter, FRL Eligible)
- 507.8 (Non-Charter, Non-FRL Eligible)

Legend: FRL Eligible, Non-FRL Eligible

COSAT EBRW Performance: Minority

- 70.6 Gap*
- 455.7 (Charter, Minority)
- 526.3 (Charter, Non-Minority)
- 62.5 Gap
- 446.3 (Non-Charter, Minority)
- 508.8 (Non-Charter, Non-Minority)
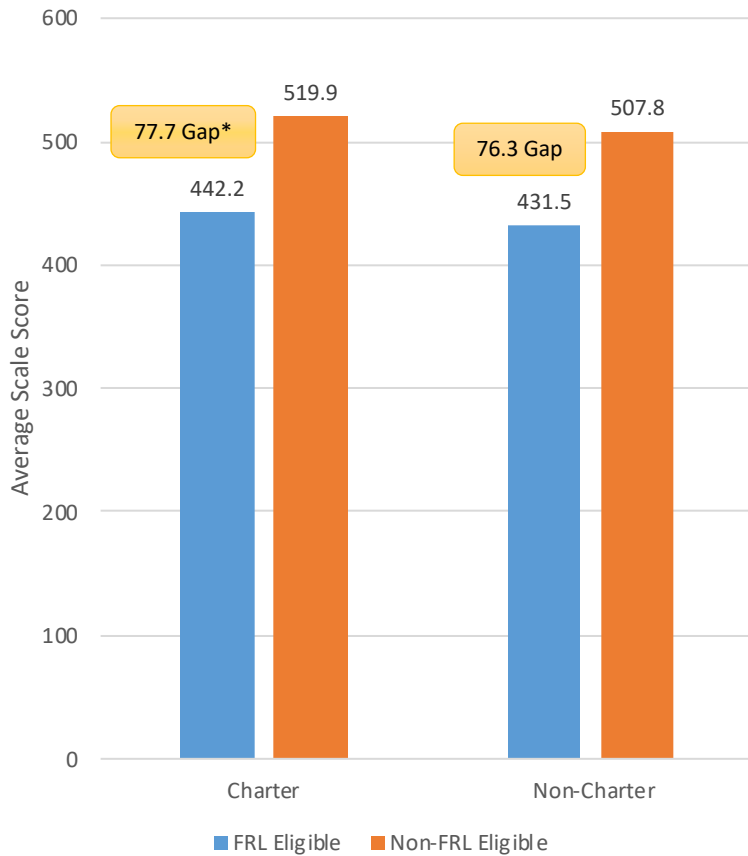
Legend: Minority, Non-Minority
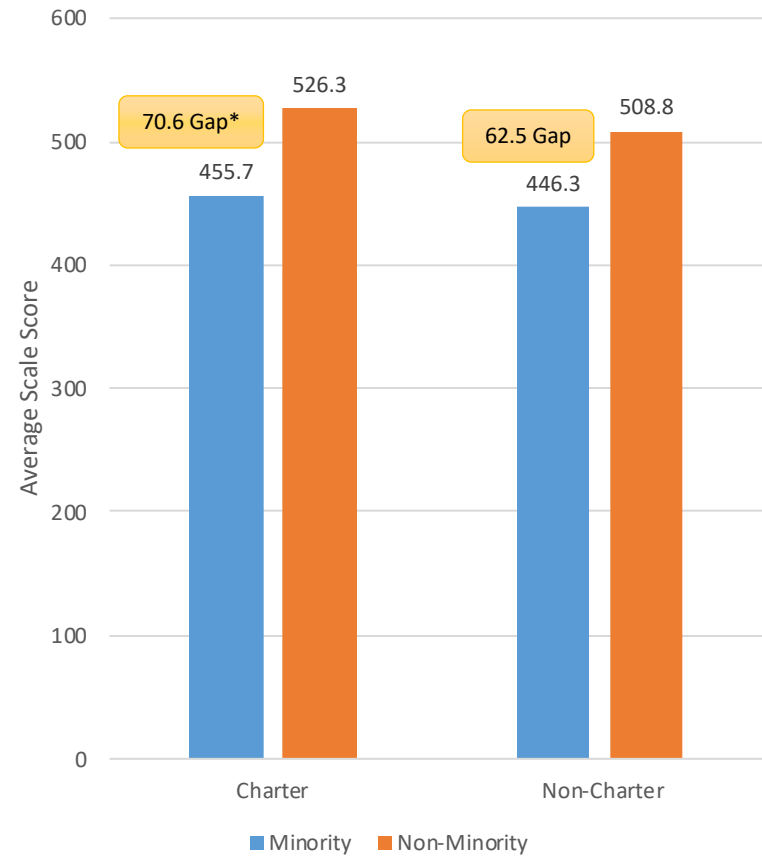
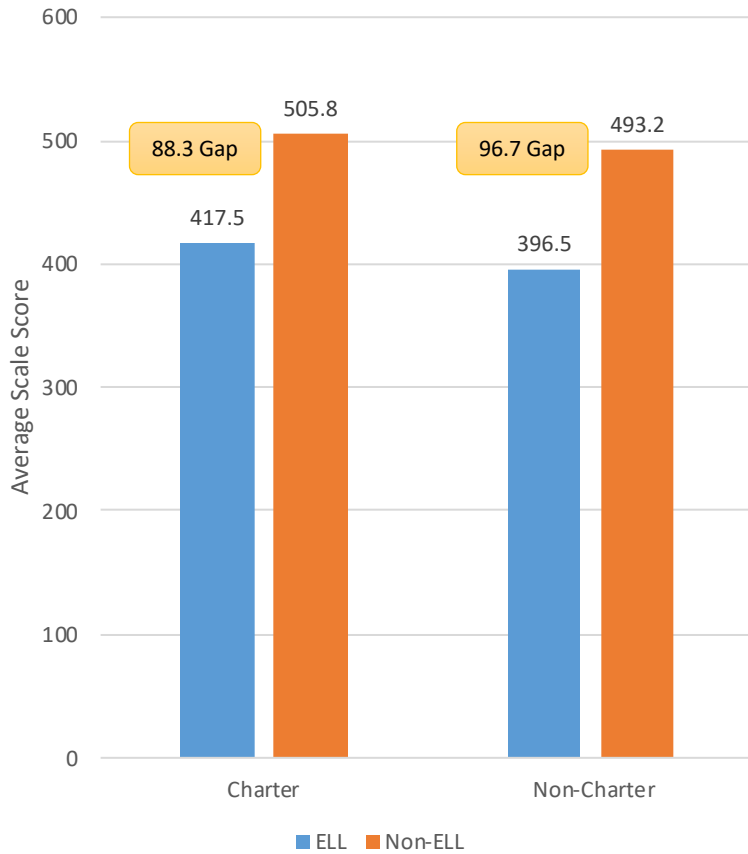* Denotes incidence when charter gap is higher

COSAT EBRW Performance: ELL

COSAT EBRW Performance: Special Education

* Denotes incidence when charter gap is higher
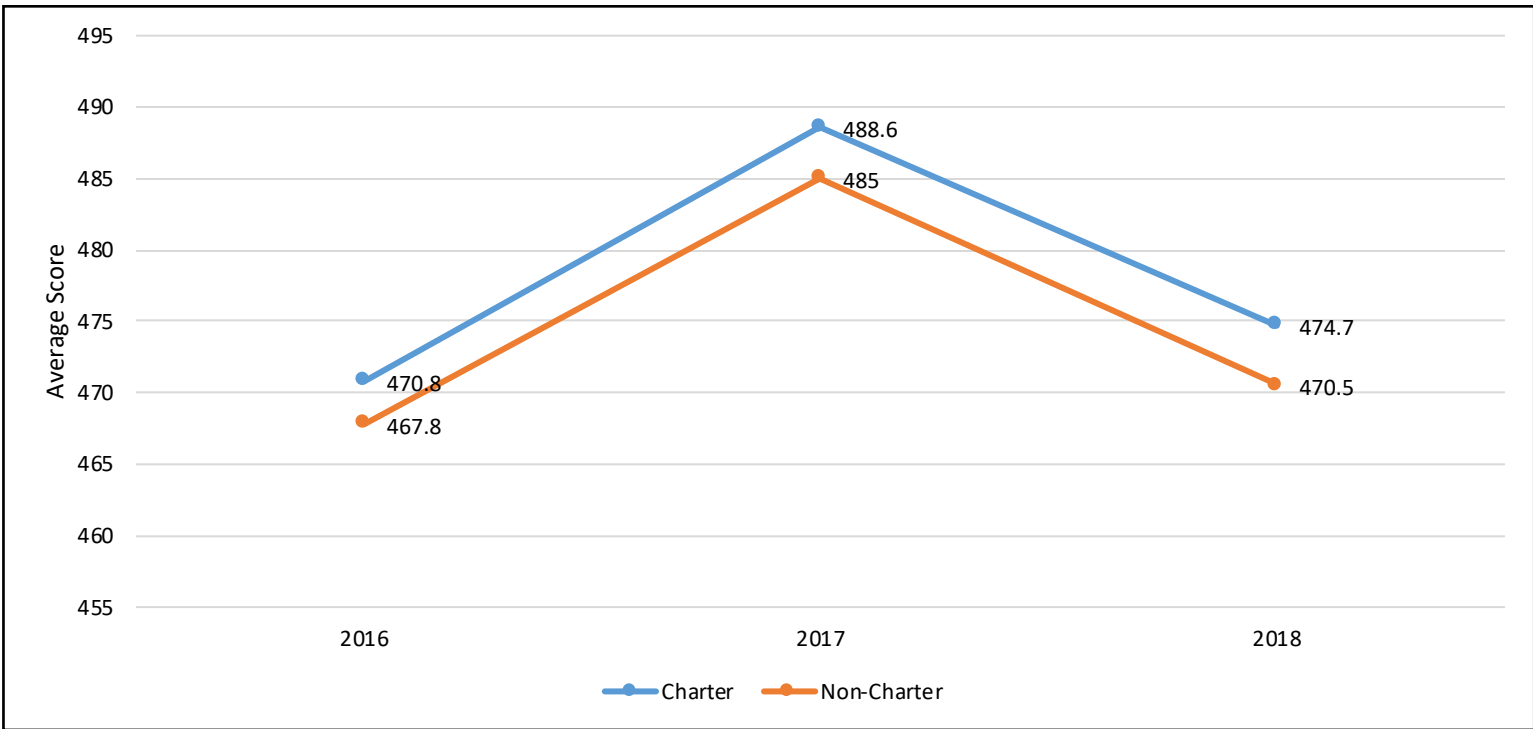
		FRL	Non-FRL	ELL	Non-ELL	Minority	Non-Minority	IEP
Charter	Math	436	501.6	422	488	449.9	504.1	370.3
Non-Charter	Math	422.2	496.4	396.3	481.2	438.6	495.7	372.4
Charter/Non-Charter Gap	Math	13.8	5.2	25.7	7.0	11.3	8.4	-2.1

COSAT Math Performance: FRL

	FRL Eligible	Non-FRL Eligible	Gap
Charter	436	501.6	65.6 Gap
Non-Charter	422.2	496.4	74.2 Gap

COSAT Math Performance: Minority

	Minority	Non-Minority	Gap
Charter	449.9	504.1	54.2 Gap
Non-Charter	438.6	495.7	57.1 Gap
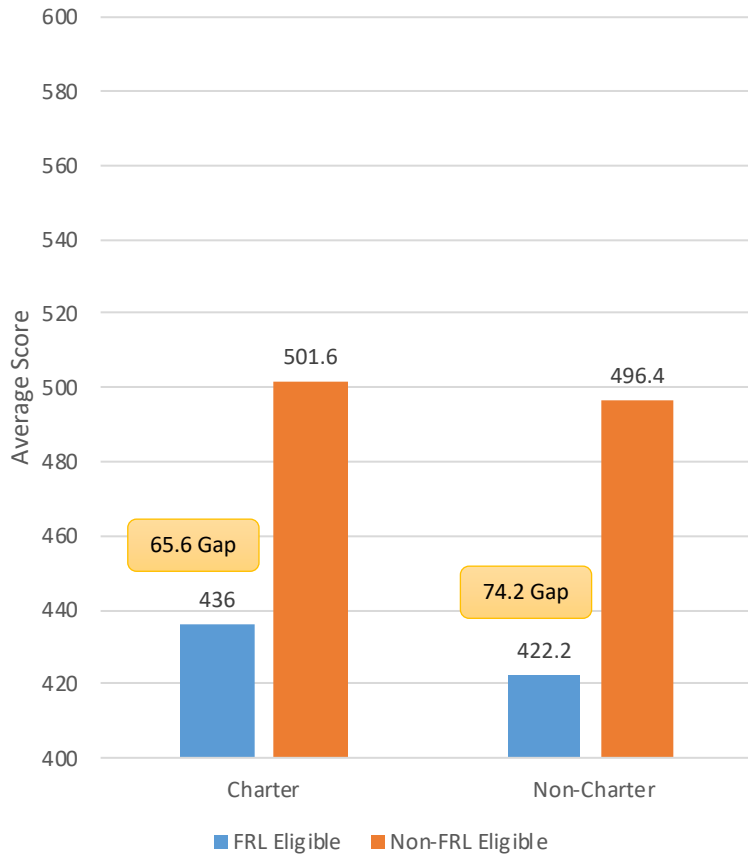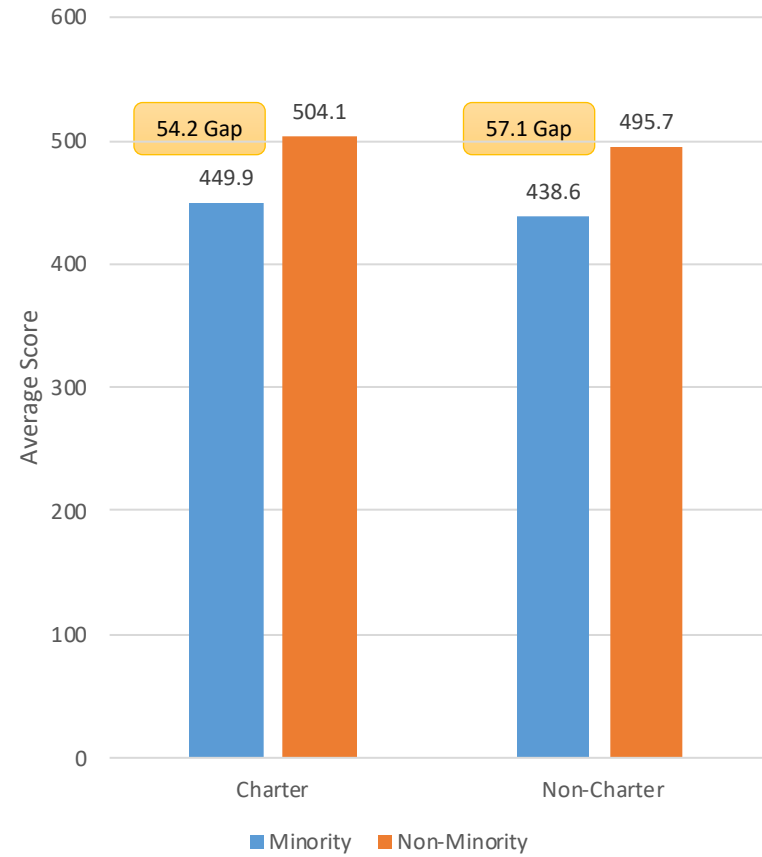
COSAT Math Performance: ELL
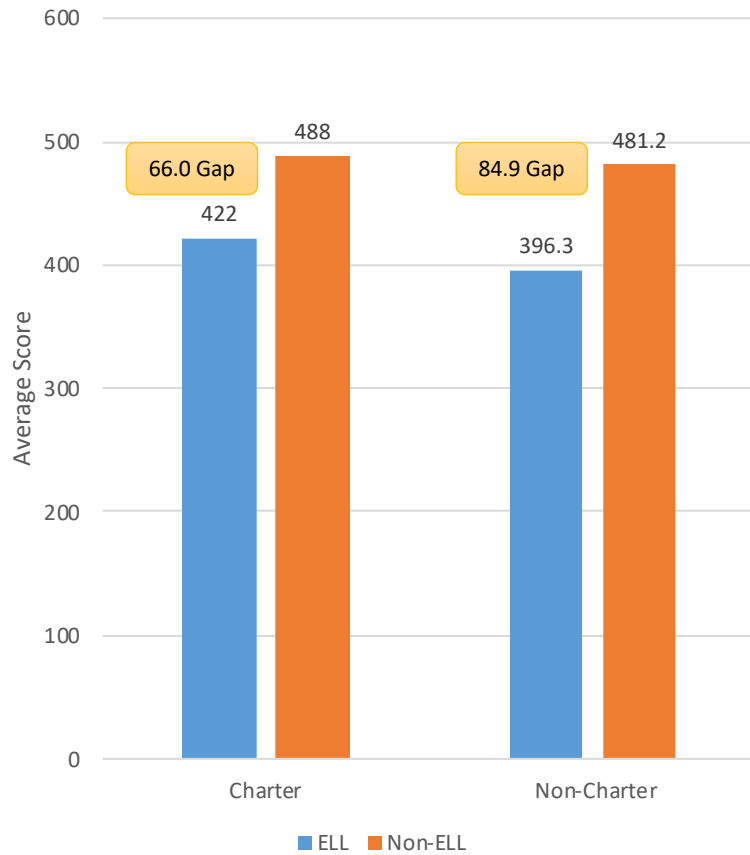
COSAT Math Performance: Special Education
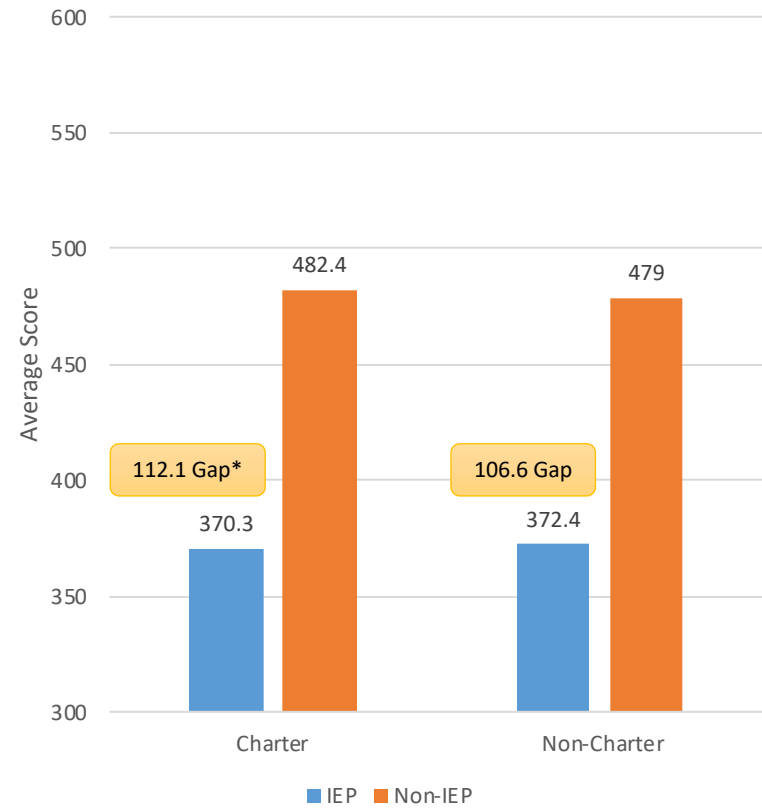
* Denotes incidence when charter gap is higher

Trend 5: Charter schools tend to perform lower on measures of post-secondary success but also have a proportionately higher online and AEC high school enrollment

QUALITY
SCHOOLS

Best of Graduation Rate by Type of School			
School Year	All School Types (Traditional, AEC, Online)		
	Charter	Non-Charter	Difference
2015	42.6%	80.0%	-37.4%
2016	46.1%	81.4%	-35.3%
2017	50.9%	82.3%	-31.4%
2018	55.2%	82.9%	-27.7%

Lower College Enrollment Rate

College Enrollment Rates
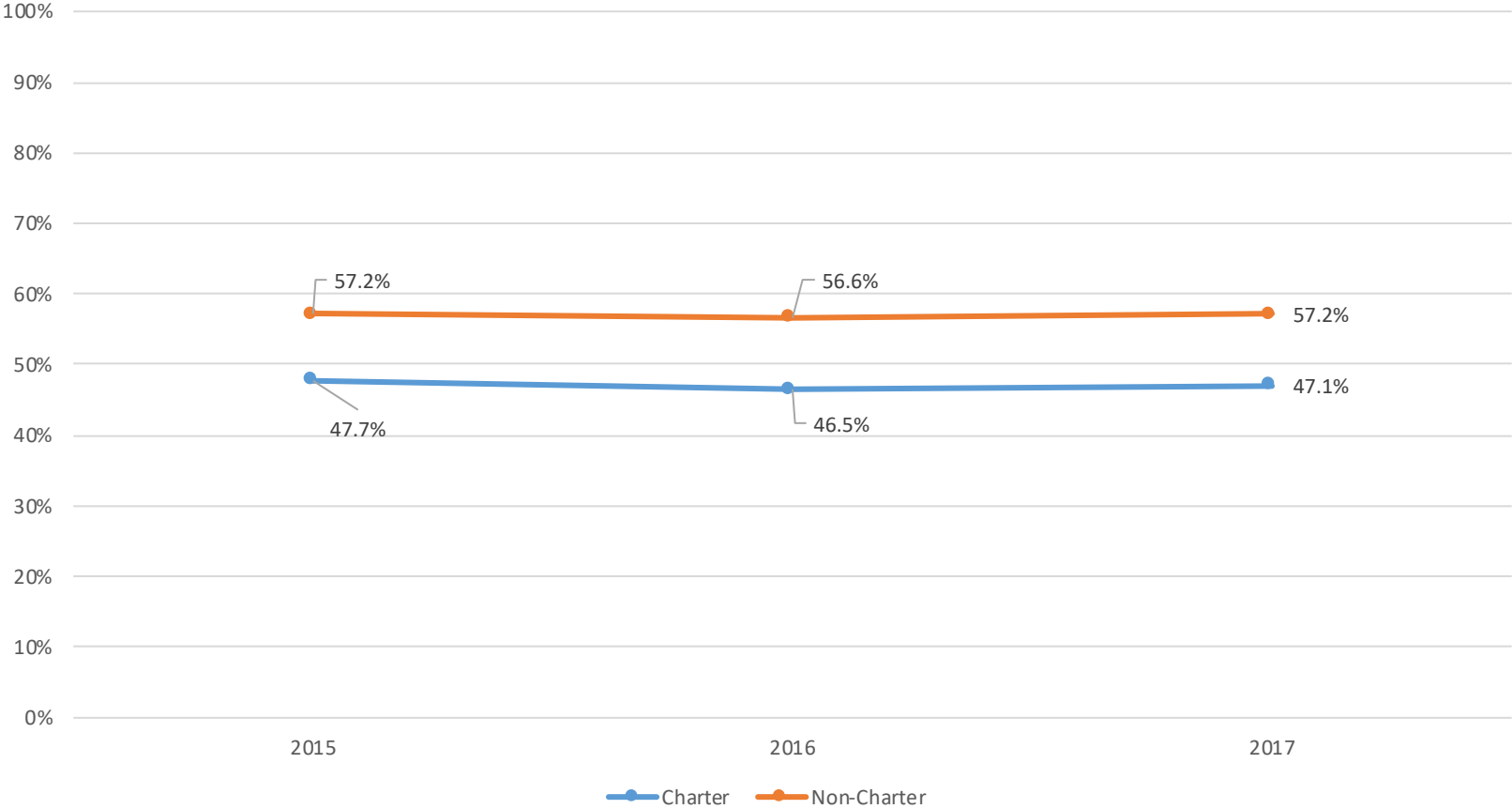
However, a different mix of school types

2018-19 High School Enrollment by School Type				
	Brick & Mortar High School	**Online High School**	**Total High School**	**Percent Enrolled in Online High School**
Overall	**260,390**	**12,476**	**272,866**	4.6%
District Managed	237,570	6,284	243,854	2.6%
Charter Managed	22,820	6,192	29,012	21.3%

More charter high school students are enrolled in AEC high schools

2018-19 High School Enrollment by School Type			
	Traditional High School	AEC High School	Total High School	Percent Enrolled in AEC High Schools
Overall	**253,181**	**19,685**	**272,866**	7.2%
District Managed	231,810	12,044	243,854	4.9%
Charter Managed	21,371	7,641	29,012	26.3%

Far fewer charter students are educated in a traditional, brick and mortar high school

District Managed High School Enrollment	Total Enrollment	% of High School Enrollment
Traditional High School	**231,810**	**95.1%**
Brick & Mortar	228,110	93.5%
Online	3,700	1.5%
Alternative Education Campus High School	**12,044**	**4.9%**
Brick & Mortar	9,460	3.9%
Online	2,584	1.1%
Total	**243,854**	**100%**

Far fewer charter students are educated in a traditional, brick and mortar high school

Charter Managed High School Enrollment	Total Enrollment	% of High School Enrollment
Traditional High School	**21,371**	**73.7%**
Brick & Mortar	19,921	68.7%
Online	1,450	5.0%
Alternative Education Campus High School	**7,641**	**26.3%**
Brick & Mortar	2,899	10.0%
Online	4,742	16.3%
Total	**29,012**	**100%**

Best of Graduation Rate by Type of School and by Charters and Non-charters			
School Year	**Traditional Schools**		
	Charter	**Non-Charter**	**Difference**
2015	93.7%	89.9%	3.8%
2016	94.4%	91.0%	3.4%
2017	94.8%	91.6%	3.2%
2018	95.5%	91.7%	3.8%

Best of Graduation Rate by Type of School and by Charters and Non-charters			
School Year	**Online Schools**		
	Charter	**Non-Charter**	**Difference**
2015	39.9%	43.7%	-3.8%
2016	43.5%	52.6%	-9.1%
2017	46.7%	56.7%	-10.0%
2018	49.1%	58.4%	-9.3%

Best of Graduation Rate by Type of School and by Charters and Non-charters			
School Year	Alternative Education Campus		
	Charter	Non-Charter	Difference
2015	26.9%	46.0%	-19.1%
2016	29.2%	49.1%	-19.9%
2017	32.1%	52.3%	-20.2%
2018	35.4%	55.3%	-19.9%

Average Teacher Salaries by School Type

	Charter	District	Gap	Gap Percentage
2019	$42,190	$56,891	$14,701	26%
2016	$39,052	$54,465	$15,413	28%
2012	$35,537	$51,150	$15,210	30%
2008	$34,657	$45,950	$11,293	25%
2004	$29,266	$43,319	$14,053	32%
2001	$29,601	$40,659	$11,058	27%

Lunch & Networking
Preview of the CACSA Online Resource Library

12:00pm-12:45pm

Model Contracts: Analysis & Current "Pain Points"

Alex Medler, Colorado Association of Charter School Authorizers
William Haft – Tandem Learning Partners

Special Education Tools & Conversation: CSI Student Services Screener

Clare Vickland, Director of Student Services at CSI

What is CSI?

Our Schools

CSI authorizes 40 schools across Colorado and offers 15 educational models including Montessori, Early College, and Alternative Education Campus.
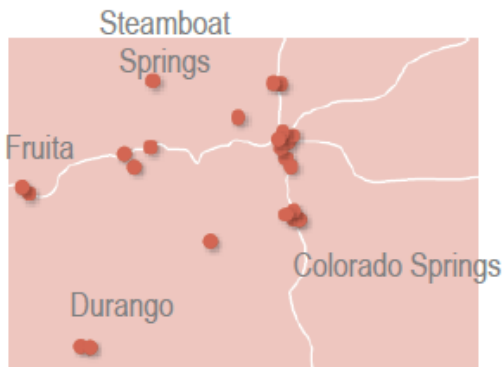
Our Students

CSI serves over 18,000 students. Our student population is reflective of the state for minority students, English Learners, and low-income students.
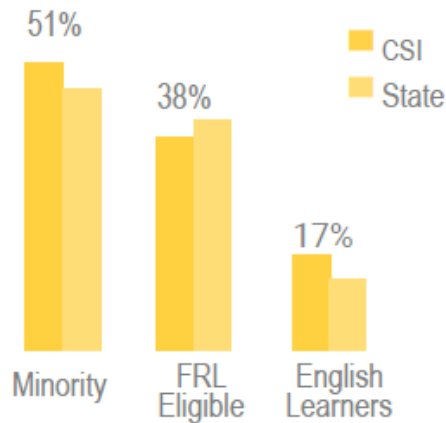
Our Outcomes

CSI provides clear expectations for performance. 69% of CSI schools earned the highest academic performance rating in the state.

51%
38%
17%

CSI
State

Minority
FRL Eligible
English Learners

69% earned Performance ratings
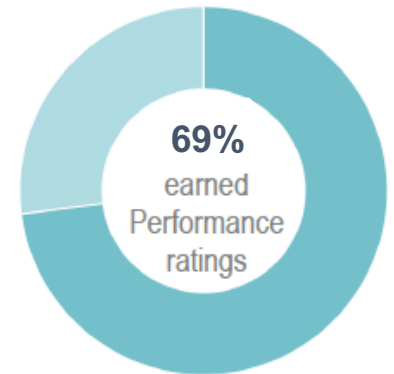
The Why
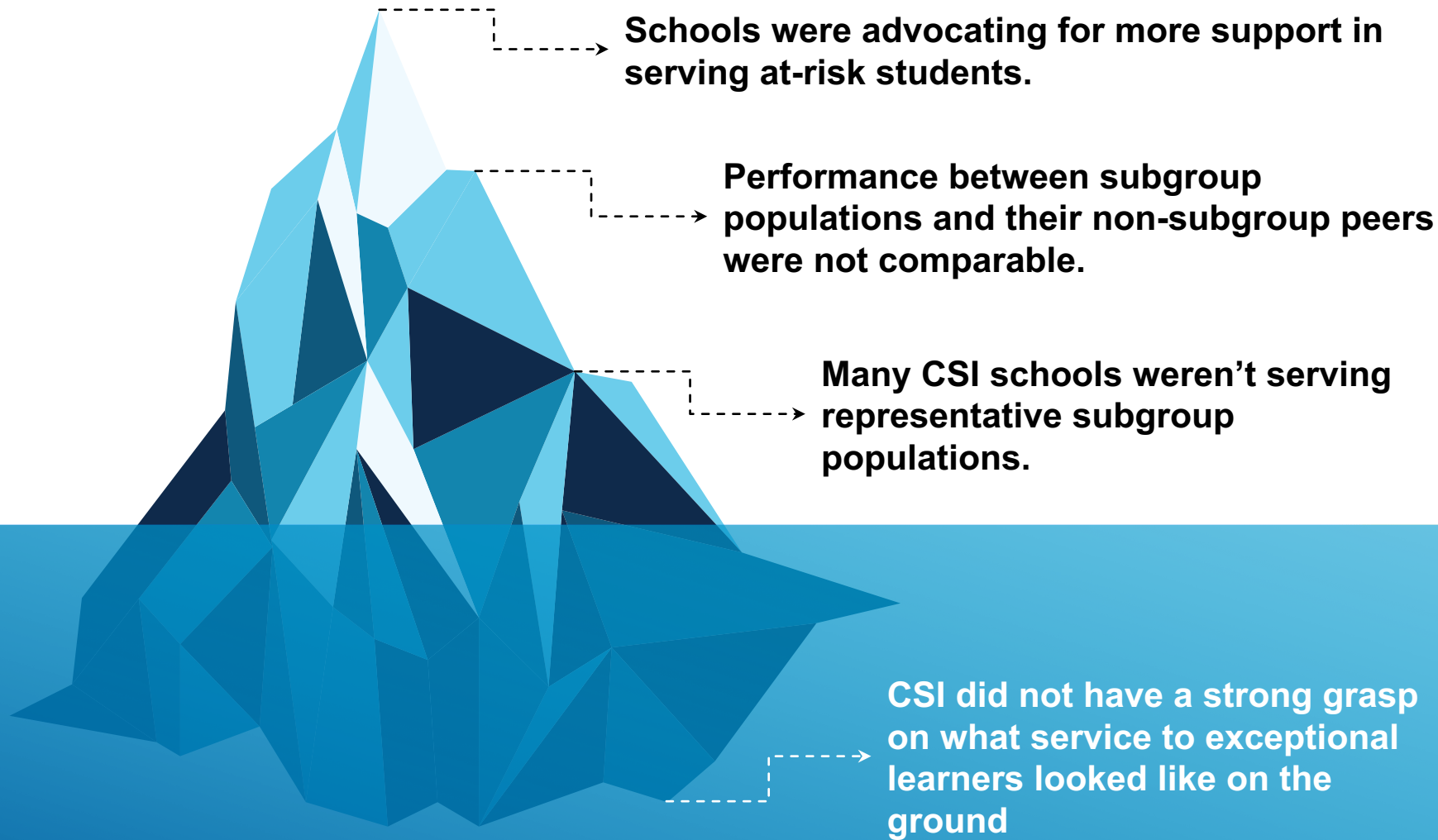
Schools were advocating for more support in serving at-risk students.

Performance between subgroup populations and their non-subgroup peers were not comparable.

Many CSI schools weren't serving representative subgroup populations.

CSI did not have a strong grasp on what service to exceptional learners looked like on the ground

The Goals

How can CSI improve equity & access for exceptional learners?
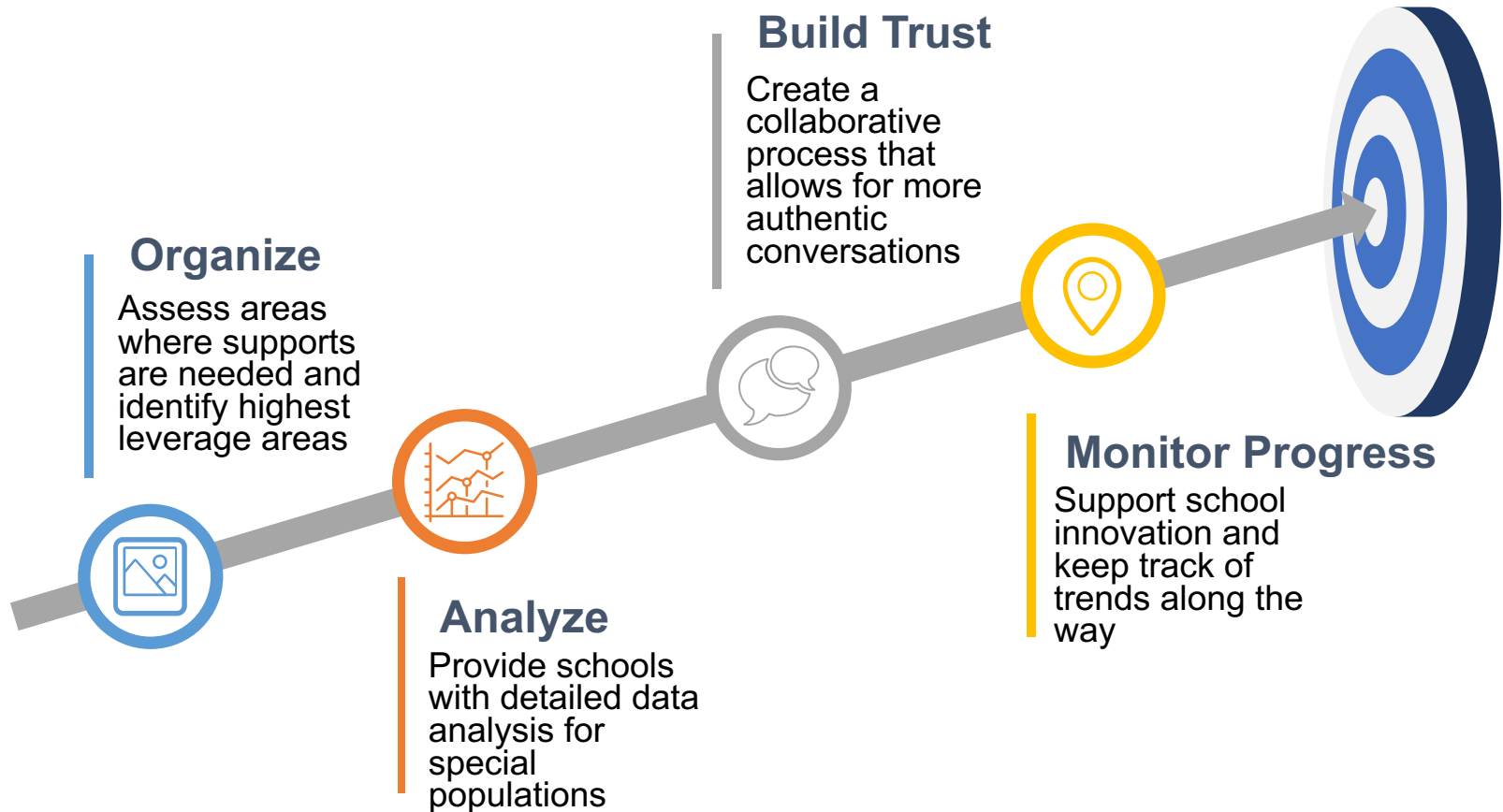
Organize
Assess areas where supports are needed and identify highest leverage areas

Analyze
Provide schools with detailed data analysis for special populations

Build Trust
Create a collaborative process that allows for more authentic conversations

Monitor Progress
Support school innovation and keep track of trends along the way

How do we analyze equity & access?

To provide detailed data analysis, CSI and the National Center for Special Education in Charter Schools identified indicators that would measure equity & access, are familiar to our schools, and are easy to collect annually.

Measure

- Is the school enrolling special populations at a rate proportional to nearby schools/districts?
- Are special populations exiting the school at a rate proportional to their peers?
- Are special populations progressing academically at an expected rate?
- Are special populations completing secondary schooling at a rate proportional to their peers?
- Is the school disciplining special populations at a rate proportional to their peers?

Collect

- Special population enrollment data for schools/districts, publicly released by the department of education.
- Stability rates for subgroups and their non-subgroup peers, calculated annually by the department of education.
- Median growth percentile data in English Language Arts & Math state assessments for special populations.
- Completion rates for subgroups and their non-subgroup peers, calculated annually by the department of education.
- Unduplicated discipline counts for special populations divided by the total number of students belonging to each population.

The Process

The process map below outlines how Student Services Screener data analysis feeds into CSI school supports.

Enrollment

Stability

Growth

Completion

Discipline

Intervention Tiers

Overall Performance Tier

CSI Offers Custom Supports

1. Students with disabilities (SWD), students with a 504 plan (504), English Learners (EL), and Gifted & Talented (GT) student data is analyzed using the above indicators.

2. An intervention tier is established for each special population.

3. Overall performance tiers are assigned based on the number of special populations that require intervention.

4. CSI staff offers individualized supports based on each school's Screener results.
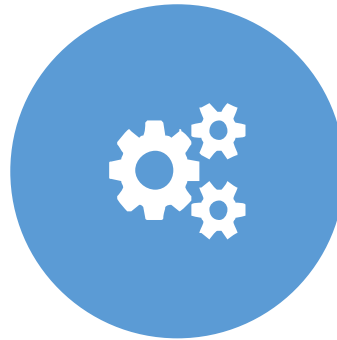
The Approach

How can we encourage buy-in from our schools?

Use available student data

This makes the information easier for schools to interpret and understand. Using student-level data also enables CSI to drill down to individual students for more focused conversations and provide data our small schools wouldn't have access to normally.

Leverage CSI staff strengths

Cross-department collaboration means that schools have on the ground interaction with a student services expert and a data team member to answer questions and provide support.

Emphasize partnership

The data in the Screener report does not tell a full picture of what is happening at the school. CSI seeks to understand the qualitative (and sometimes additional quantitative) metrics the Screener does not include.

Screener vs. Accountability

How does the screener process differ from the accountability process?

Student Services Screener

The Student Services Screener determines Tiers of Support to help CSI provide individualized support around special populations. This tool is NOT used for accountability purposes.

VS

CSI Annual Review of Schools

The CSI Annual Review of Schools is the system used to annually evaluate and accredit its schools based on Academic, Financial, and Organizational Performance Frameworks

Student Services Screener		CSI Annual Review of Schools
Supports around special populations.	**WHAT IS IT USED FOR?**	School accountability.
Performance on enrollment, stability, growth, completion, & discipline indicators.	**WHAT DOES IT MEASURE?**	Academic outcomes, organizational performance, & financial performance.
SWD, 504, EL, & GT students.	**WHO IS EVALUATED?**	All students/all grades – including FRL, minority, SWD, EL, & GT analyses.
N>1 on all indicators.	**WHAT IS THE SAMPLE SIZE?**	For achievement, N>16. For growth, N>20.

Performance Metric

Primary Screener

- School meets ≥80% of primary screener → CSI provides Tier I Supports
- School meets <80% or misses ≥ 3 indicators in any one section of the primary screener → Secondary Screener
  - School meets ≥50% of the secondary screener → CSI provides Tier I and II Supports
  - School meets < 50 % of the secondary screener → CSI provides Tier I, II, and III Supports
- New Schools (i.e., first 3 years)

Tiers of Support

- ✓ Reward high-performing schools with autonomy
- ✓ Provide all schools with increased supports

Tier 1 Supports

Site Visits (upon renewal or as needed)

Individual plan audits (yearly)

Office Hours

Continuum of Special Education supports consulting

Access to online resources & tools

Advocacy in policy issues

Mediation/Due Process supports

Professional Development

Recruitment Supports

Tier 2 Supports

All Tier 1 Supports

Site Visits (every two years)

School directed improvement/prioritization planning

Tier 3 Supports

All Tier 1 & 2 Supports

Site Visit (yearly)

Individual plan audits (twice a year)

Personalized Special Education consulting

Personalized ELL Consulting

Personalized GT Consulting

Personalized Section 504 Consulting

Time for Discussion

- Please read and follow the instructions written on the "Screener Notecatcher", page 1 only.
- You'll have a few minutes to review a sample screener report individually.
  - When viewing the sample report:
    - What do you see as some areas of improvement?
    - What are some positive highlights?
    - What types of questions could you ask about the components/processes currently in place?
    - What are some short-term or long-term actions the school could take to address any of their challenges?
    - How can you monitor these initiatives?

Time for Discussion

- Discuss the following questions as a group:
  - How could you use this information?
  - What would the Screener process look like in your context?

- After you're done discussing, use a post-it to write a one or two sentence reflection based on your conversation. Please have one person in your group bring the post-it to the front of the room.

- We'll come back together to discuss.

The Outcomes

What are our early indicators of success since the Screener was first implemented?

Quantitative

30% increase in enrollment of students with disabilities PK-12.

43% increase in enrollment of students with a 504 plan PK-12.

The percent of special populations meeting stability rate standards has increased from 58.3% in 2017 to 74.7% in 2019.

The percent of special populations meeting completion rate standards has increased from 38.6% in 2017 to 65.4% in 2019.

The Outcomes

What are our early indicators of success since the Screener was first implemented?

Qualitative

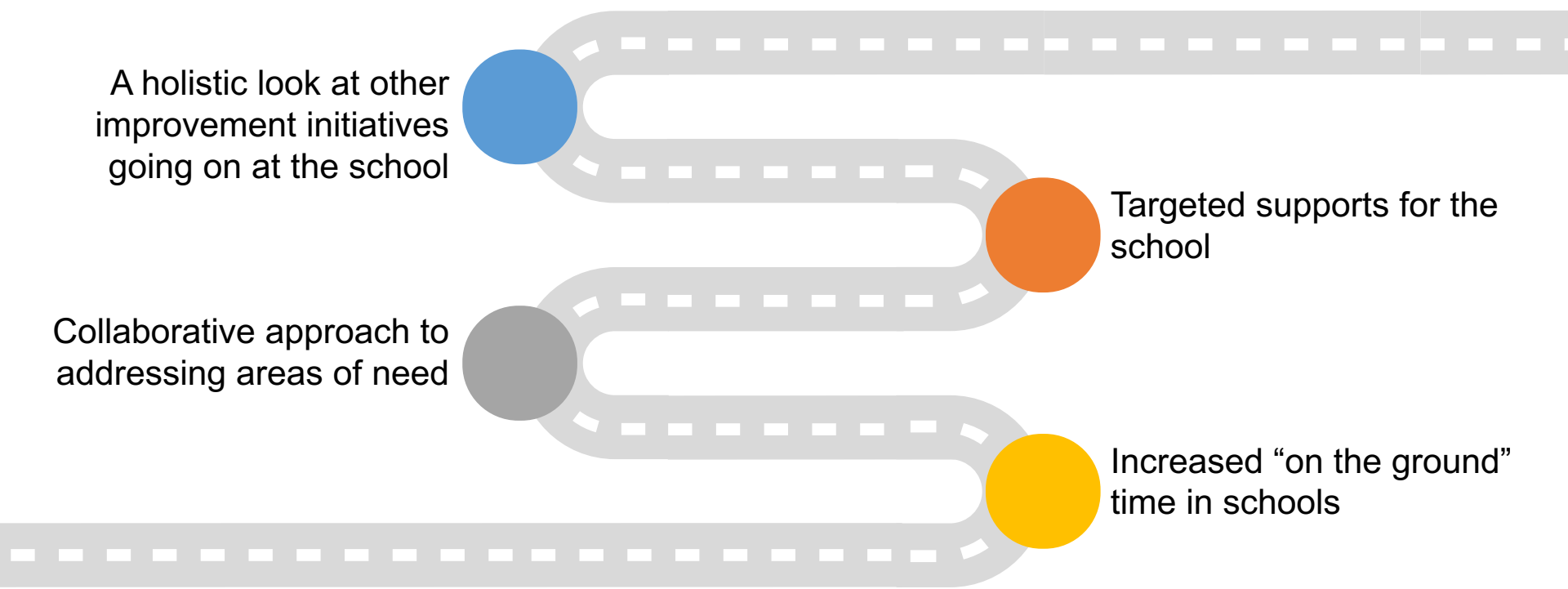A holistic look at other improvement initiatives going on at the school

Targeted supports for the school

Collaborative approach to addressing areas of need

Increased "on the ground" time in schools

Questions?

Contact Information

Clare Vickland, Director of Student Services

clarevickland@csi.state.co.us

Aislinn Walsh, Performance & Accountability Analyst

aislinnwalsh@csi.state.co.us

Feedback & Closing

- Complete Feedback Survey

- Save the Dates: Next Authorizer Meetings
    - Wednesday, March 11th -- 9:00am-3:00pm
        - Location: The Westin Westminster
    - Friday, May 1st -- 9:00am-3:00pm
        - Location: TBD