Equity & Access through Supports

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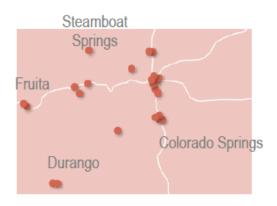




What is CSI?

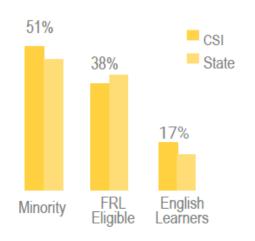
Our Schools

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



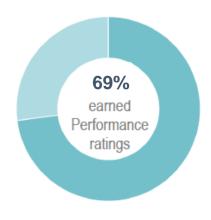
Our Students

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

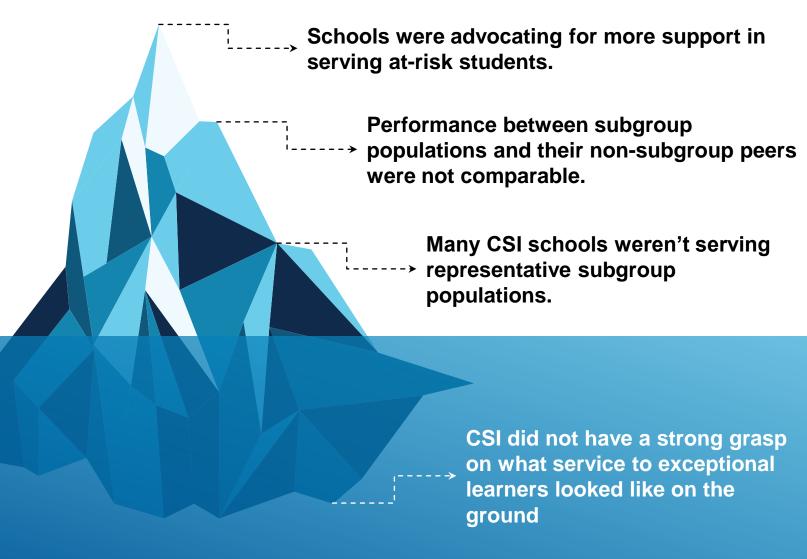


Our Outcomes

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



The Why



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



Collect



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?



Special population enrollment data for schools/districts, publicly released by the department of education.



Stability rates for subgroups and their nonsubgroup peers, calculated annually by the department of education.



Median growth percentile data in English Language Arts & Math state assessments for special populations.



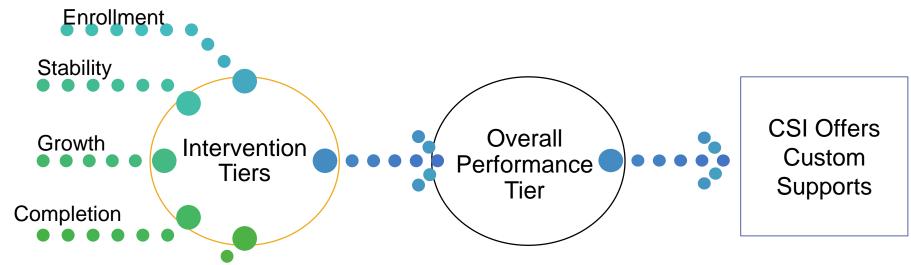
Completion rates for subgroups and their non-subgroup peers, calculated annually by the department of education.



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.



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.

Discipline

- 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

Supports around special populations.

Performance on enrollment, stability, growth, completion, & discipline indicators.

SWD, 504, EL, & GT students.

N>1 on all indicators.

WHAT IS IT USED FOR?

WHAT DOES IT MEASURE?

WHO IS EVALUATED?

WHAT IS THE SAMPLE SIZE?

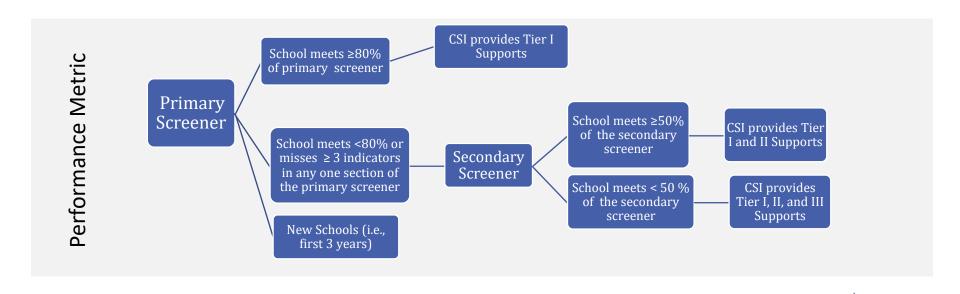
School accountability.

Academic outcomes, organizational performance, & financial performance.

All students/all grades – including FRL, minority, SWD, EL, & GT analyses.

For achievement, N>16. For growth, N>20.





Tiers of Support

- ✓ Reward highperforming 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.

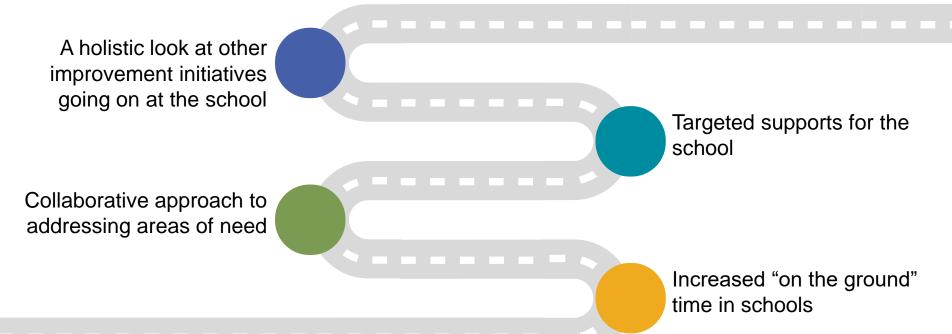
The percent of special populations meeting stability rate standards has increased from 58.3% in 2017 to 74.7% in 2019.

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





Questions?

Contact Information

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