

Equity & Access through Supports

Clare Vickland, Director of Student Services

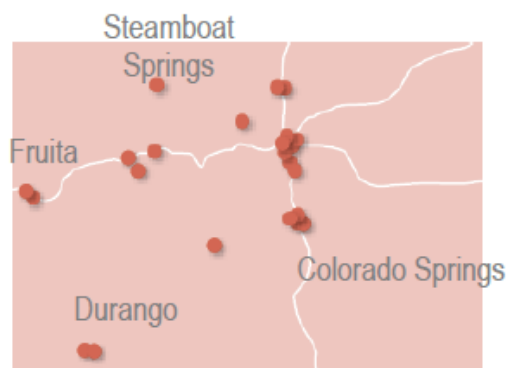
Aislinn Walsh, Performance & Accountability Analyst



What is CSI?

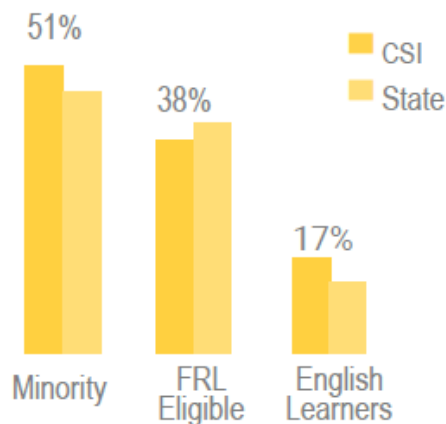
Our Schools

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



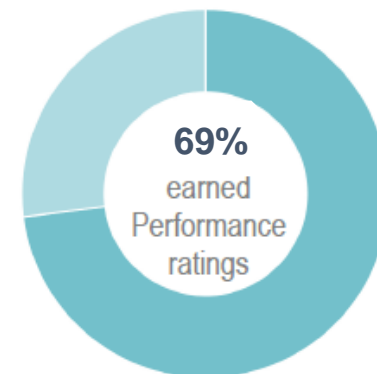
Our Students

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

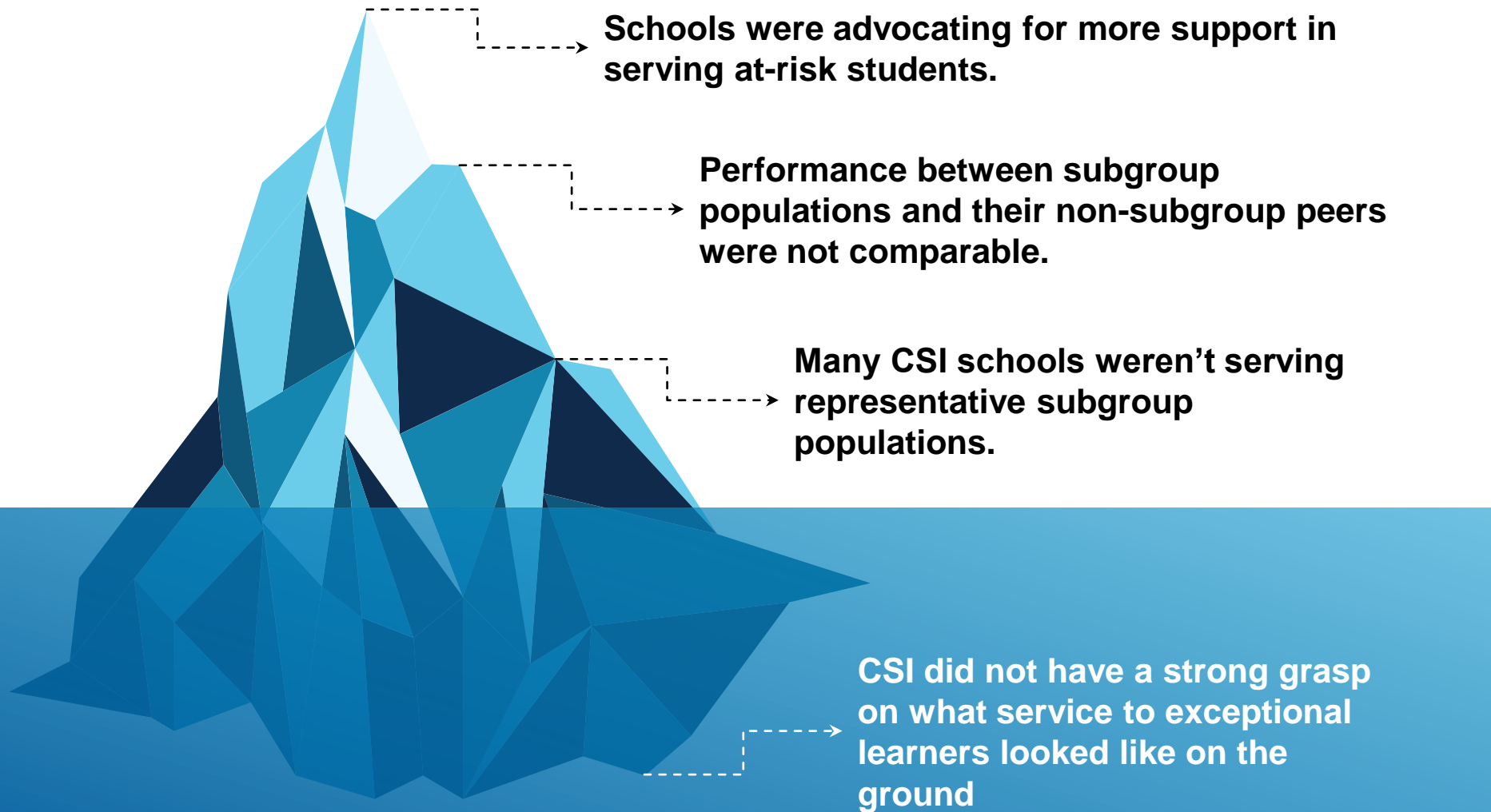


Our Outcomes

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



The Why



Schools were advocating for more support in serving at-risk students.

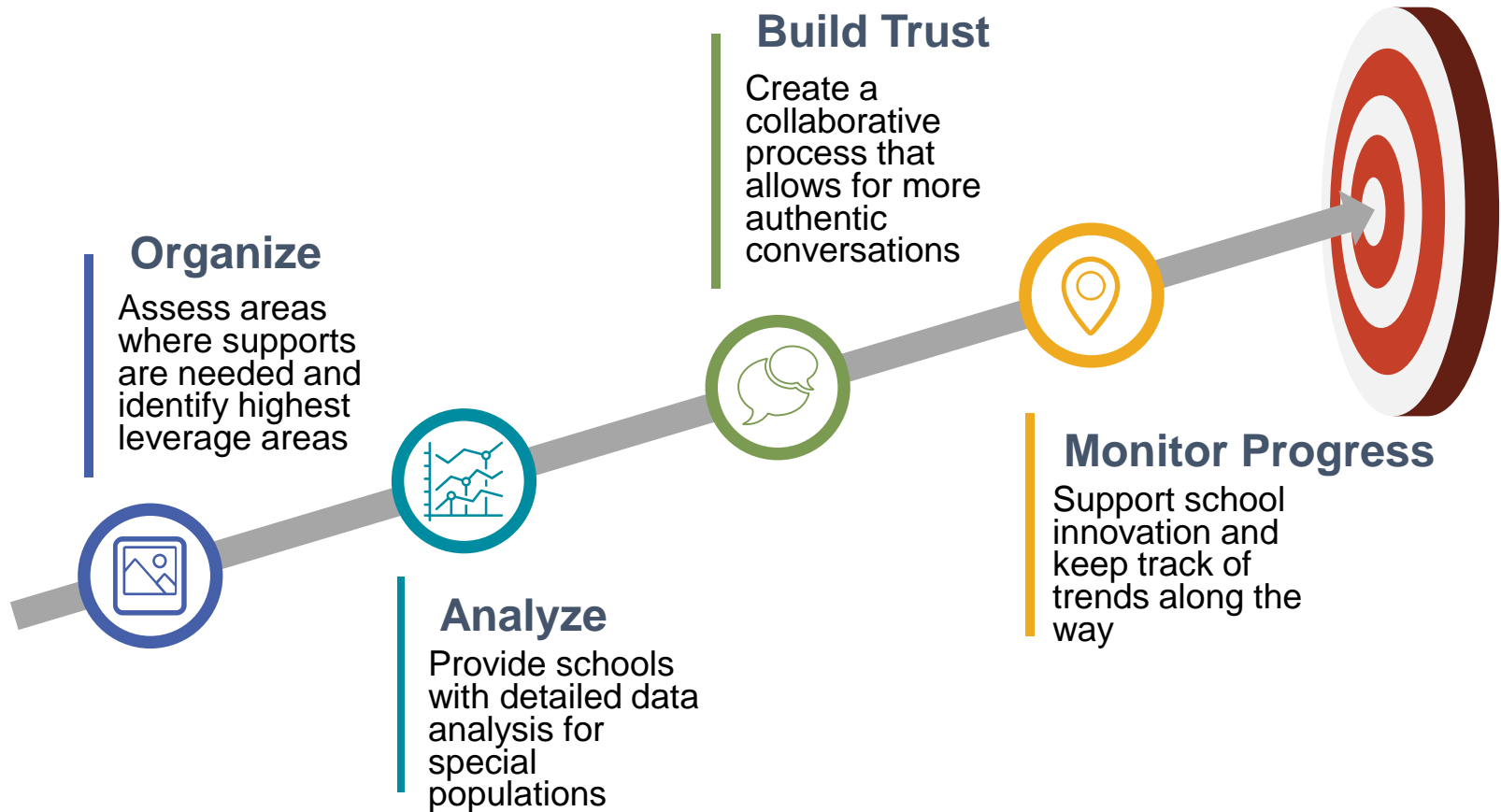
Performance between subgroup populations and their non-subgroup peers were not comparable.

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

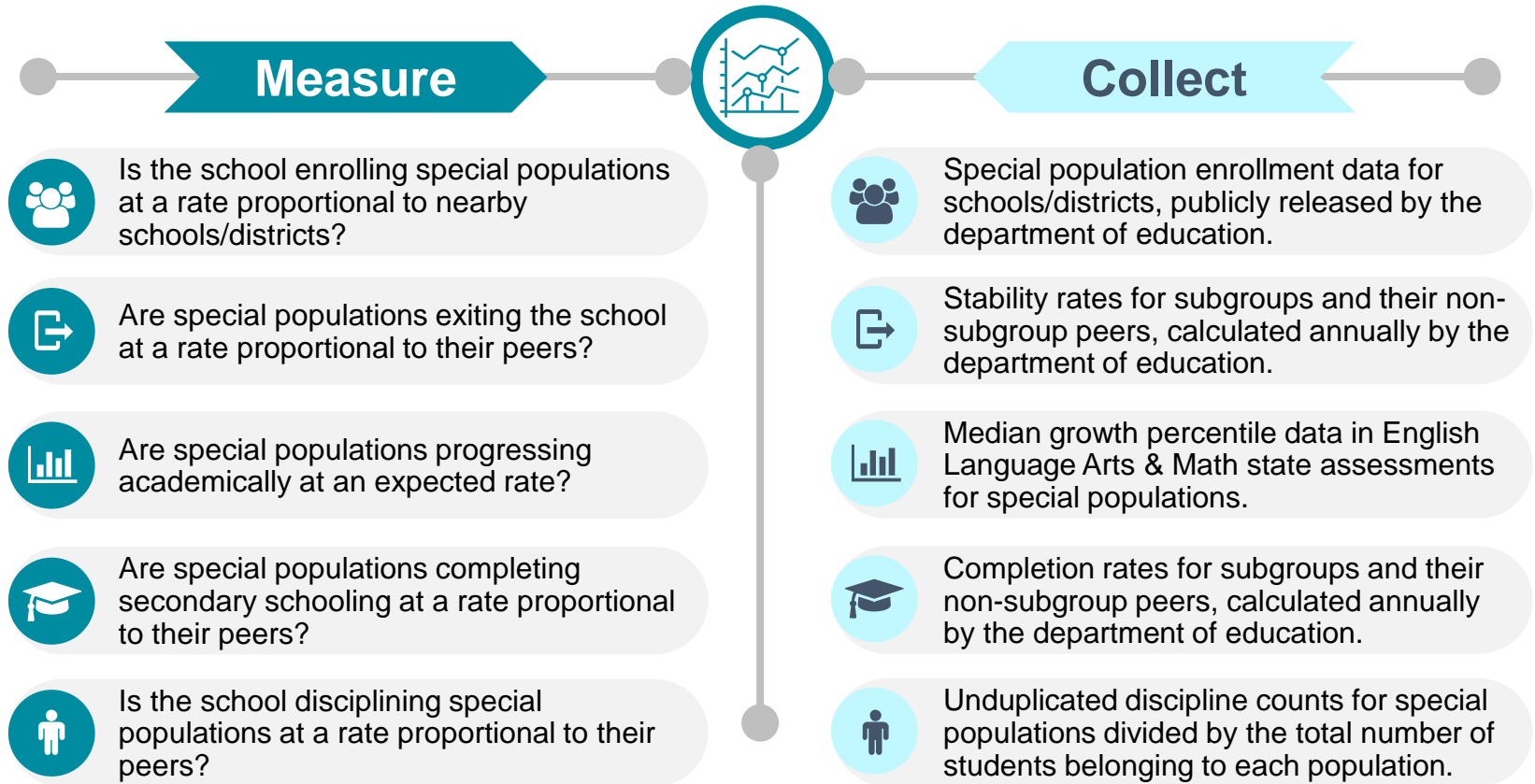
The Goals

How can CSI improve equity & access for exceptional learners?



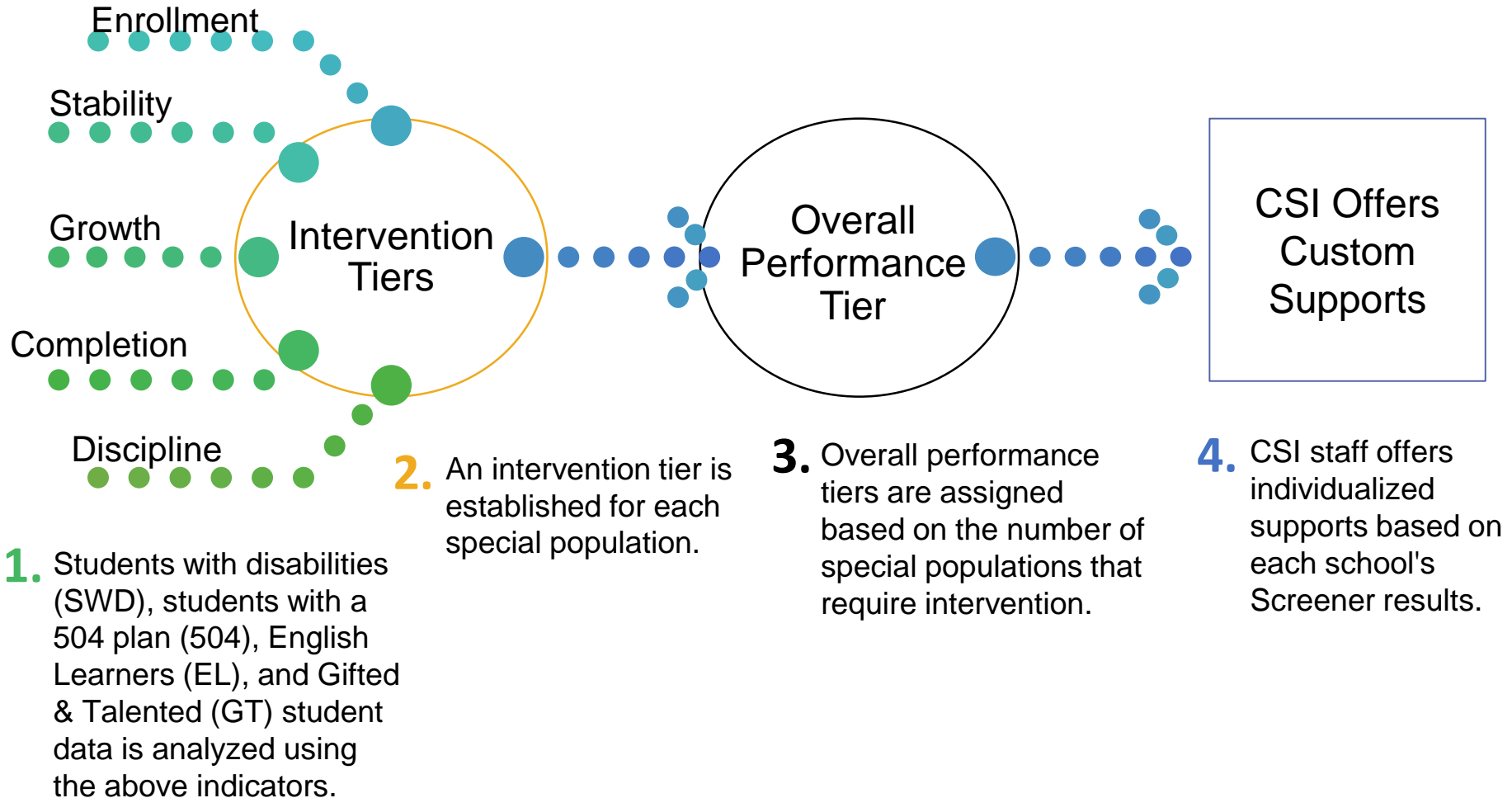
How do we analyze equity & access?

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.



The Process

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



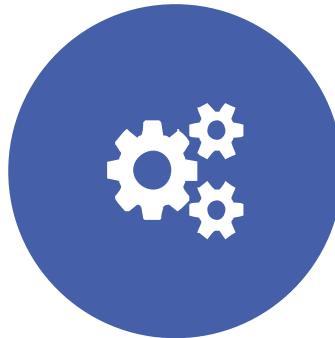
The Approach

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.

Supports around special populations.

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

SWD, 504, EL, & GT students.

N>1 on all indicators.

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

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.

WHAT IS IT USED FOR?

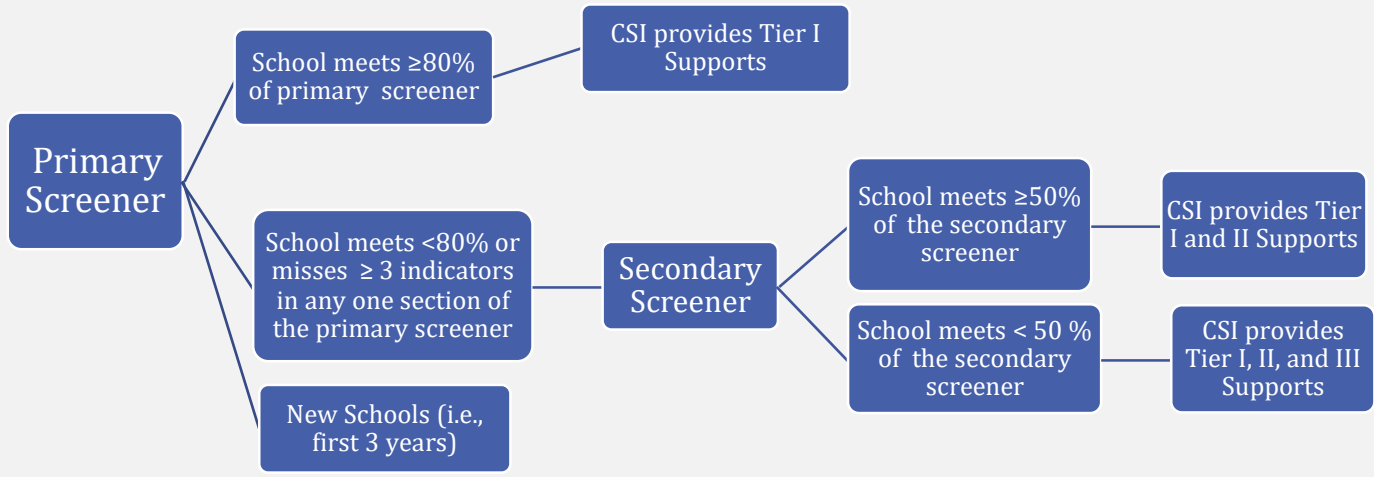
WHAT DOES IT MEASURE?

WHO IS EVALUATED?

WHAT IS THE SAMPLE SIZE?

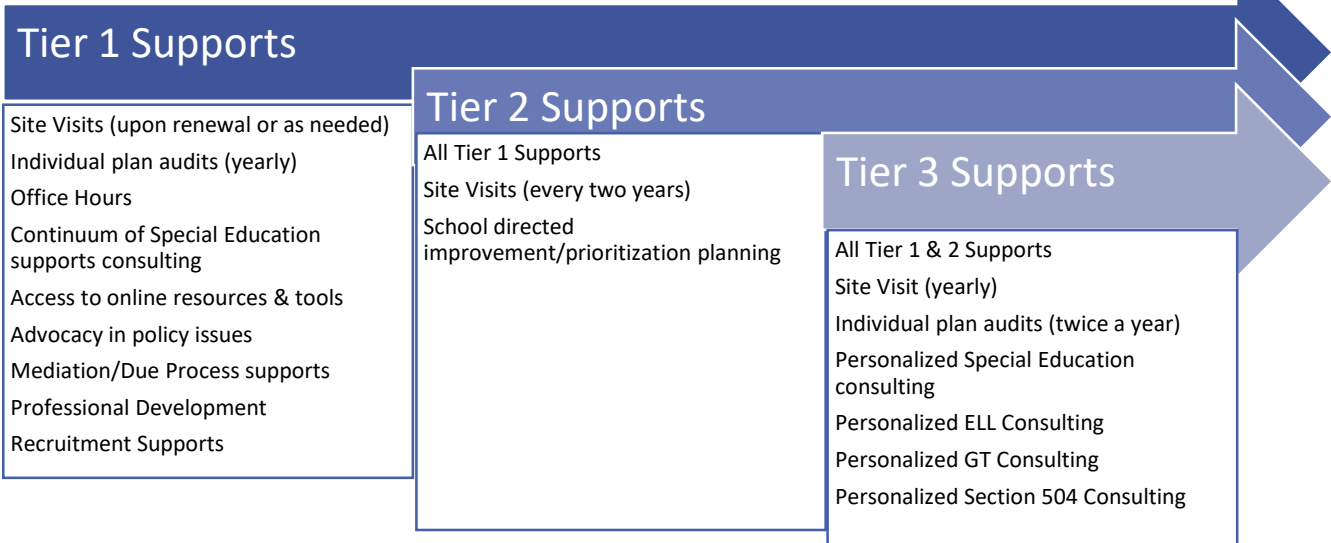


Performance Metric



Tiers of Support

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





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



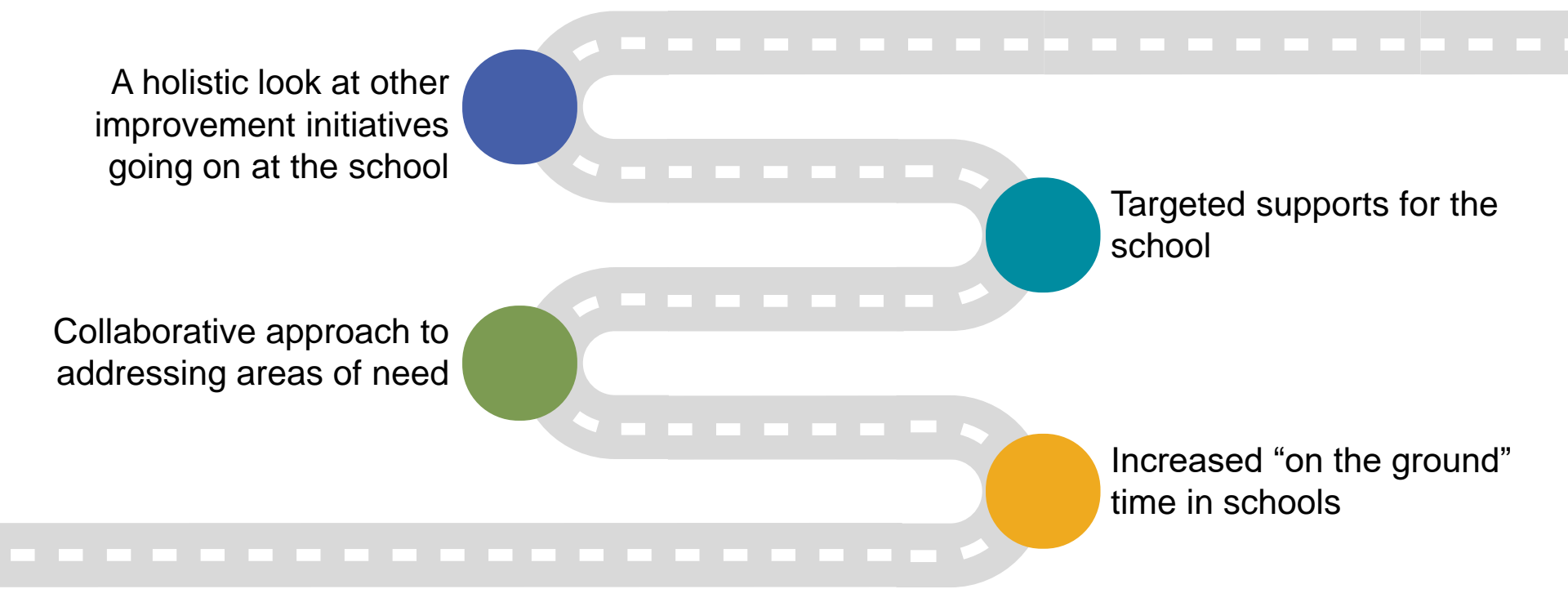
Targeted supports for the school



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