

Accountability During COVID-19 Case Study

Colorado Charter School Institute



Agenda

- Introduction
- Quality Authorizer Accountability Practices
- Impact of COVID-19
 - Build capacity
 - Understand the changes
 - Identify the impact
 - Communicate with stakeholders
- Annual Accountability
- Renewal
- Resources



Introduction



Ryan Marks

Director of Evaluation and
Assessment

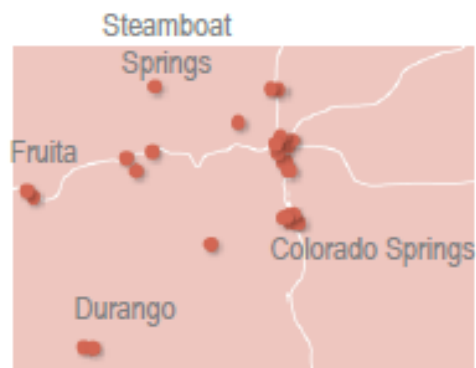
Colorado Charter School Institute



What is CSI?

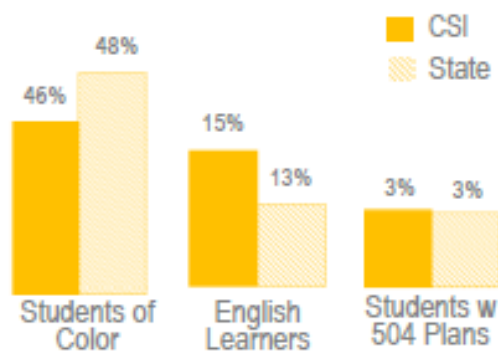
Our Schools

CSI oversees 42 charter schools that serve 20,000+ students and offer 16 unique educational models, including AEC, Early College, and Montessori.



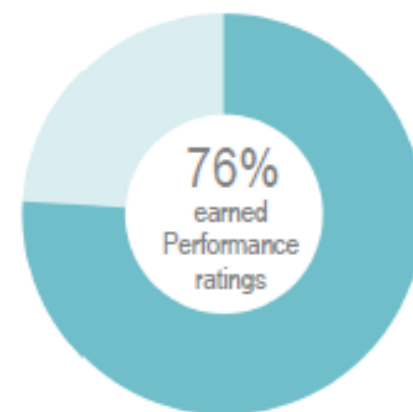
Our Students

CSI continues to increase service to students with special needs and remains comparable to the state for enrollment of students of color, English Learners, and students with 504 plans.



Our Outcomes

CSI holds schools accountable for their performance. Three out of four CSI schools earned the state's highest academic rating this past year.





COVID-19 Pandemic

COVID-19 **upended** how schools across the country **operate** and how authorizers have historically **held schools accountable**.





Accountability Practices

Renewal

A quality authorizer designs and implements a transparent and rigorous renewal process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions.

Annual Reporting

A quality authorizer designs and implements an annual report to support effective oversight, communication with charter schools, and public accountability and transparency.



NACSA Practices and Standards

- Charter renewal and annual reporting are both NACSA Essential Practices
- The NACSA Quality Standards include several that focus on charter renewal and several that focus on annual reporting



Authorizer Performance Metrics

- Authorizers typically use common performance metrics for accountability.
- Metrics often include:
 - Growth and proficiency on state assessments
 - Indicators of postsecondary/workforce readiness (e.g., graduation and dropout rate, ACT or SAT scores)
 - Student attendance and reenrollment
- COVID-19 created challenges across most metrics and authorizer practices.

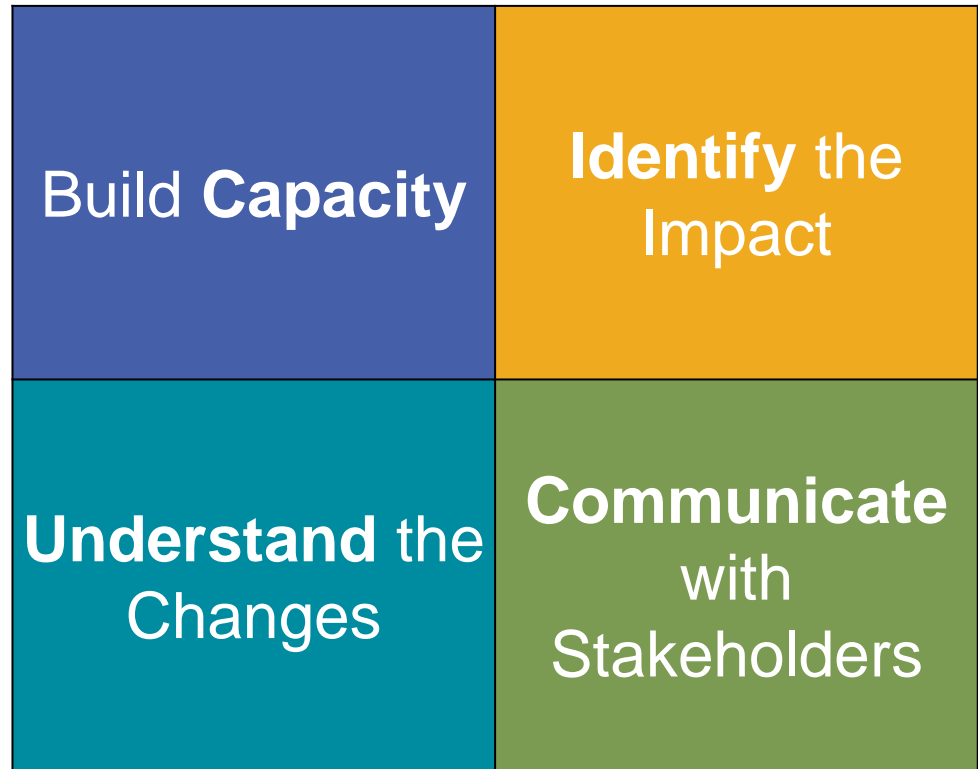
| Annual Reporting | Renewal Evaluation | Other Authorizer Practices |
|---|---|---|
| <ul style="list-style-type: none">-Significant data gaps in current year academic performance-Possible financial impacts-Delayed or cascading impacts-Accuracy of available data | <ul style="list-style-type: none">-Missing academic information from most recent annual report-Trend data is interrupted-Unclear assumptions for financial viability and sustainability-Data from 2019-20 may be materially significant for some renewal decisions | <ul style="list-style-type: none">-Tiered supports and processes-Program or school expansion |



Impact of COVID-19

Authorizers must balance the **dual priorities** of ensuring schools are **meeting the needs of students** and **accommodating the unique challenges** schools face in the current moment.

This requires authorizers to work with schools on **four key strategies**:





Impact of COVID-19

Challenge

Strategies

Build Capacity

Limitations in knowledge, expertise, time, and resources constrain how authorizers and school leaders adapt in response to COVID-19

Build as much knowledge as possible about COVID-19 and its implications and adjust existing staffing and functions to adapt to current needs

Understand the Challenge

School learning model shifted to support students' health *and* learning and the data landscape changed, and authorizers must have line of sight into what those shifts entail

Understand the challenges resulting from the shifts in school's learning model and the suspension of state assessments

Identify the Impact

Authorizer and school performance metrics may no longer be effective or reasonable mechanisms for accountability, especially given the lack of state testing data

Identify the impacts and adjust and/or develop metrics and processes that continue to meet authorizer needs and minimize the burden on school leaders

Communicate with Stakeholders

Key stakeholders will need clear and frequent information and updates, despite uncertainty

Communicate to build trust and facilitate ongoing collaboration between school leaders and the authorizer, as well as with authorizing boards, school boards, and the broader public



Build Capacity



Materials

- Resource site
- Weekly school leader calls
- Remote learning plan guidance
- CSI guidance and educational supports



Resources

- Support contacts
- Weekly meetings
- Distributed knowledge and capacity
- Ad hoc teams and reallocated time

Resources & Supports

[NACSA Guest Blog Post on an Authorizer's Role in Supporting Remote Learning](#)



[CSI COVID-19 Resource Site](#)





Understand the Changes



Monitoring

- Remote learning plan review
- Support contacts
- Learning model and quarantines tracking



Planning and Understanding

- Assessment and accountability
- Renewal

Resources & Supports

[CSI Learning Plan Guidance](#)



[CSI Monitoring Dashboard](#)





Identify the Impact



Annual Reports

- Significant data gaps in current year academic performance
- Possible financial impacts
- Delayed or cascading impacts
- Accuracy of available data



Renewal

- Missing academic information from most recent annual report
- Trend data is interrupted
- Unclear assumptions for financial viability and sustainability
- Data from 2019-20 may be materially significant for some renewal decisions

Resources & Supports

[Authorizing Amidst COVID-19:
Authorizer and School Leader
Toolkit](#)





Communicate with Stakeholders



Internal

- Meetings with school leaders and school boards
- Discussions with authorizing board
- Staff discussions



External

- CACSA
- NACSA

Resources & Supports

[Charter Accountability during COVID-19](#)



[2020 Renewal Modifications Due to COVID-19](#)



Annual Accountability – Quality Authorizer Practice



A quality authorizer designs and implements an annual report to support effective oversight, communication with charter schools, and public accountability and transparency.



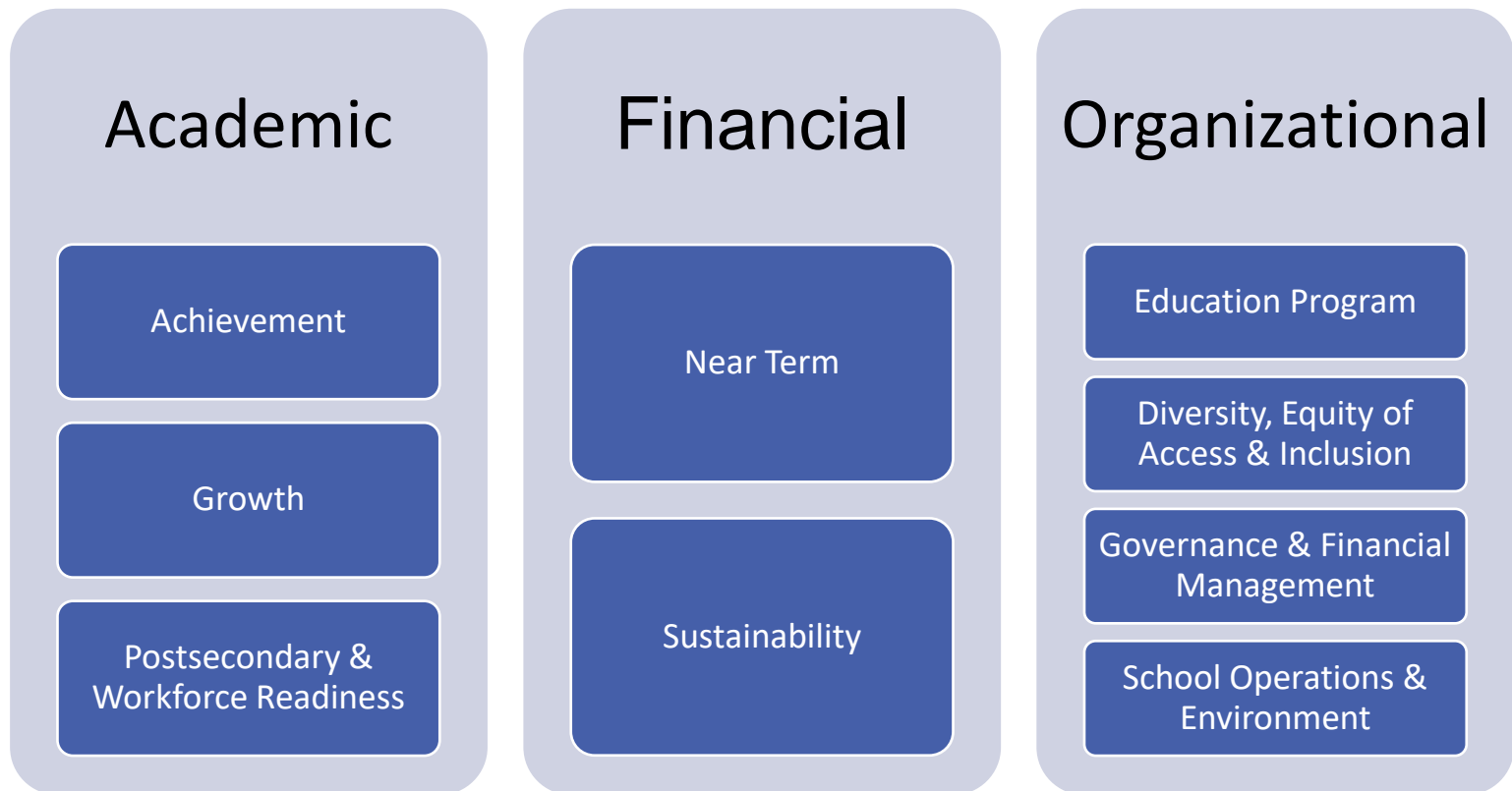
NACSA Practices and Standards

- Annual reporting is a NACSA Essential Practice
- The NACSA Quality Standards include several that focus on performance frameworks and annual reporting



Annual Accountability Overview

CSI Annual Review of Schools (CARS) is the system used to annually evaluate and accredit its schools based on the CSI Performance Frameworks





In each of these three areas, the frameworks ask a fundamental question: how did the school perform last year?



COVID Impact



The Colorado Department of Education suspended the state assessment during the 2019-2020 school year and paused the state and federal accountability systems

Value & Commitment

- CSI is committed to upholding model authorizing practices.
- While state and federal accountability systems have been paused, the CSI accountability system will continue, albeit with a more limited scope.

Organizational & Financial Performance

- CSI will still be able to evaluate financial and organizational performance for the 2019-2020 school year.

Accountability during COVID-19

- CSI will continue to let CSI schools know how they are doing, provide information to help schools develop and improve, provide the school the opportunity to regularly check its record, and provide public transparency.



Accountability during COVID-19

- Academic ratings were maintained
- Adjustments as a result of financial and organizational performance were reset and reevaluated



- New schools received a Year 1 accreditation rating in accordance with our standard Pre-Opening CSI Annual Review of Schools process

Charter Renewal – Quality Authorizer Practice



A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions

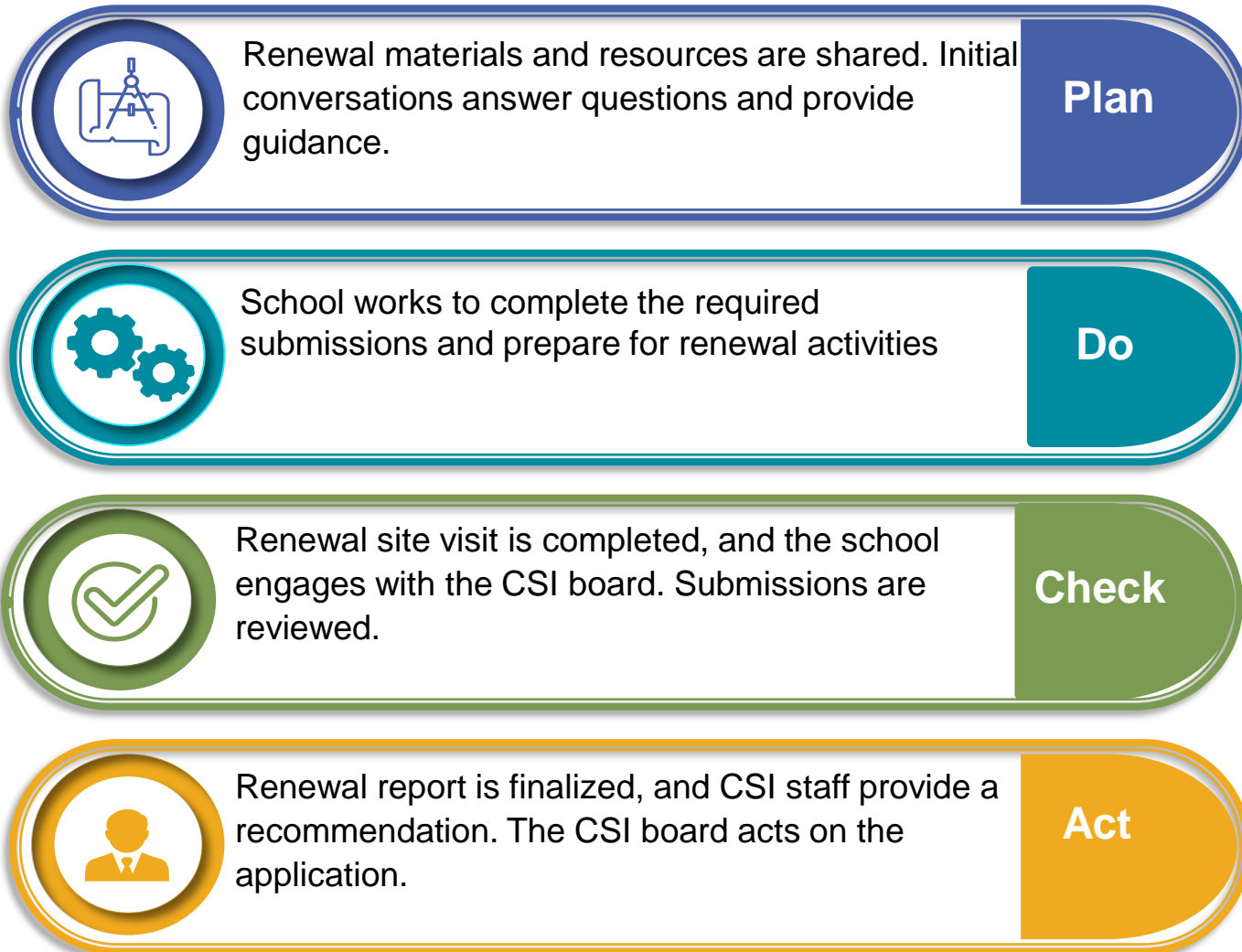


NACSA Practices and Standards

- Charter renewal is a NACSA Essential Practice
- The NACSA Quality Standards include several that focus on charter renewal



Renewal Process Overview





COVID Impact



The suspension of state assessments during the 2019-20 school year creates a gap in the academic evaluation of school performance for annual accountability and renewal decision-making for all schools.

Values

- Maintain transparency throughout the process
- Continued commitment to evidence-based decision-making
- Ensure consistent expectations for schools
- Provide choice and agency for schools

Renewal Process

- Minor changes are required to the typical renewal submissions
- CSI will still be able to evaluate financial and organizational performance for the 2019-2020 school year
- In-person site visits and board meetings are not likely to occur

Renewal Evaluations during COVID-19

- CSI will continue facilitate a predictable renewal process
- The evaluation of school academic performance presents the largest challenge
- Some schools are impacted more than others



Renewal during COVID-19



| | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Financial Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Organizational Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |

CARS Report


Renewal Narrative

Site Visit

Board Engagement



Renewal during COVID-19



| | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Financial Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Organizational Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |

Make baseline renewal recommendation using 2019 CARS Report in June.



Renewal during COVID-19



| | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Financial Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Organizational Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |

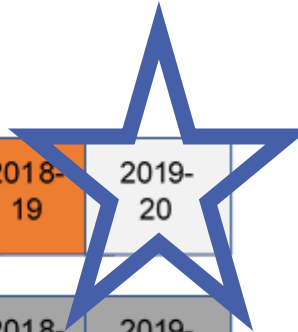
Incorporate Financial and Organizational Performance Data from the 2020 CARS Report in November.



Renewal during COVID-19



| | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Financial Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Organizational Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |



If the baseline recommendation **could be enhanced** through the consideration of additional data from the 2019-2020 school year, schools could participate in an expanded review of their body of evidence.



Renewal during COVID-19



The expanded body of evidence review will:

- replace the state assessment data that would have been collected in 2019-2020,
- provide information that is not already demonstrated in the 2019 CARS Report
- be aligned with the CARS/CSI Performance Framework and/or the Guide to Renewal Actions by School Performance.



| | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Financial Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Organizational Performance Data | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |



Renewal during COVID-19



5 Year

- Sustained upward trend from medium performance
- Consistently high performance

3 Year

- Upward trend 2+ years from low performance
- Upward performance 1 year from medium performance



For example, additional academic data from the 2019-20 school year reveals the extension of a pre-existing trend or establish a positive trend.



Renewal during COVID-19



Other modifications included:

- a delay in the deadline for the submission of financial narrative from mid-June to July 30th,
- a shift to virtual board meeting visits, board engagement, and site visits, and
- the option to slightly adjust the renewal decision-making timeline



Renewal during COVID-19



2020 Baseline Charter Renewal Report



Academic



Financial




Organizational

| | Academic | Financial | Organizational | Baseline |
|---|----------|-----------|----------------|-----------------|
| Academy of Arts and Knowledge | Green | Green | Green | 5-year baseline |
| Colorado International Language Academy | Yellow | Yellow | Yellow | 3-year baseline |
| Community Leadership Academy & Victory Preparatory Academy Middle and High School | Blue | Blue | Red | 3-year baseline |
| Early College of Arvada | Yellow | Orange | Green | 3-year baseline |
| Global Village Academy - Northglenn | Green | Green | Blue | 5-year baseline |
| High Point Academy | Yellow | Blue | Green | 3-year baseline |
| Montessori del Mundo | Yellow | Blue | Green | 2-year baseline |
| Mountain Middle School | Blue | Blue | Yellow | 3-year baseline |
| Mountain Song Community School | Green | Green | Blue | 3-year baseline |
| Mountain Village Montessori Charter School | Green | Green | Green | 3-year baseline |
| New America School - Lowry | Yellow | Yellow | Orange | 3-year baseline |
| The Pinnacle Charter School | Yellow | Blue | Green | 3-year baseline |
| Salida Montessori Charter School PERFORMANCE CONTRACT REVIEW | Blue | Green | Green | Extend contract |

2020 Baseline Charter

2020 Baseline Charter
Renewal Overview





Renewal during COVID-19



2020 Charter Renewal Report



Academic
June / Nov.



Financial
June / Nov.



Organizational
June / Nov.

Baseline Recommendation

Staff

PM Committee

Supplemental Body of Evidence Review

Final Staff Recommendation

| | Academic June / Nov. | Financial June / Nov. | Organizational June / Nov. | Staff | PM Committee | Supplemental Body of Evidence Review | Final Staff Recommendation |
|---|-------------------------|--------------------------|-------------------------------|--------|--------------|--------------------------------------|----------------------------|
| Academy of Arts and Knowledge | | | | 5-year | 5-year | | 5-year |
| Colorado International Language Academy | | | | 3-year | 2-year | Yes | 3+2 |
| Community Leadership Academy & Victory Preparatory Academy Middle and High School | | | | 3-year | 1-year | | 3-year |
| Early College of Arvada | | | | 3-year | 2-year | Yes | 2+3 |
| Global Village Academy - Northglenn | | | | 5-year | 5-year | | 5-year |
| High Point Academy | | | | 3-year | 3-year | | 3+2 |
| Montessori del Mundo | | | | 2-year | 2-year | Yes | 2+2 |
| Mountain Middle School | | | | 3-year | 3-year | | 5-year |
| Mountain Song Community School | | | | 3-year | 3-year | | 3+2 |
| Mountain Village Montessori Charter School | | | | 3-year | 3-year | Yes | 5-year |
| New America School - Lowry | | | | 3-year | 3-year | | 3+2 |
| The Pinnacle Charter School | | | | 3-year | | | |

2020 Charter Renewal Overview FINAL





Renewal during COVID-19



7. The school was eligible for and elected to participate in the supplemental body of evidence review included in the modified 2020 renewal process. If the baseline recommendation (and subsequent renewal contract terms or conditions/milestones) could be enhanced through the consideration of additional data from the 2019-2020 school year, schools could participate in an expanded review of their body of evidence. This supplemental body of evidence review replaced the state assessment data that would have been collected in 2019-2020 and provided information that is not already included in the 2019 CARS Report and is aligned to the CSI Performance Framework or the Guide to Renewal Actions by School Performance.
8. The school submitted data collected through the NWEA MAP assessment which was administered in the fall, winter, and spring during the 2018-19 school year and the fall and winter of the 2019-20 school year in reading and math.
9. The review of the supplemental body of evidence finds evidence that the school would have produced similar levels of achievement and growth in 2019-20 compared to 2018-19 and extended the school's trend of high performance in reading and increasing performance in math.
10. Specifically, the school produced similar levels of achievement in reading in Winter of 2018 and in Winter of 2019 and increased levels of achievement in math in winter of 2019. Fall to Winter growth scores in both subjects also increased in the 2019-20 school year as compared to the 2018-19 school year.

| | Reading | | | | |
|-----------------------------------|---------|--------|--------|---------|--------|
| | 2018-19 | | | 2019-20 | |
| | Fall | Winter | Spring | Fall | Winter |
| % At/Above 50th Percentile Rank | 76.5% | 75.0% | 74.2% | 69.2% | 74.8% |
| % At/Above 50th Growth Percentile | | 50.4% | 50.4% | 46.4% | 57.1% |
| MGP | | 50 | 51 | 40 | 62 |
| Growth Period | | F-W | F-S | F-F | F-W |

| | Math | | | | |
|-----------------------------------|---------|--------|--------|---------|--------|
| | 2018-19 | | | 2019-20 | |
| | Fall | Winter | Spring | Fall | Winter |
| % At/Above 50th Percentile Rank | 53.4% | 50.4% | 55.8% | 57.5% | 63.9% |
| % At/Above 50th Growth Percentile | | 41.8% | 51.9% | 49.4% | 59.7% |
| MGP | | 37 | 52 | 48 | 61 |
| Growth Period | | F-W | F-S | F-F | F-W |

11. The Winter 2018 to Winter 2019 data was also available and continues to demonstrate consistent (if not increased) levels of performance. The Winter to Winter MGP was in the 73rd percentile in reading and in the 62nd percentile in math.

| Winter-Winter | Reading | |
|-----------------------------------|---------|---------|
| | 2018-19 | 2019-20 |
| % At/Above 50th Percentile Rank | 75.0% | 74.8% |
| % At/Above 50th Growth Percentile | | 64.3% |
| Winter to Winter MGP | | 73 |

| Winter-Winter | Math | |
|-----------------------------------|---------|---------|
| | 2018-19 | 2019-20 |
| % At/Above 50th Percentile Rank | 50.4% | 63.9% |
| % At/Above 50th Growth Percentile | | 57.1% |
| Winter to Winter MGP | | 62.5 |

Modified renewal report during
COVID-19





Resources

- ▷ [CSI Renewal Website](#) (includes all renewal materials, site visit materials, and supplemental resources)
- ▷ BoardDocs link to Renewal Report and Recommendation from [pre-COVID](#) and [during COVID](#)
- ▷ CSI Board [Guide to Renewal Action by School Performance](#)
- ▷ [Annual accountability reports](#) and [resources](#)
- ▷ [NACSA Quality Practice Project](#)
- ▷ NACSA [Essential Practices](#) and [Principles and Standards](#)
- ▷ Bellwether Report – [Standardized or Customized – How Charter School Authorizers Can Better Support Diverse, High-quality School Options](#)
- ▷ [CSI COVID-19 Resource Page](#)