

# COLLEGE AND CAREER ACADEMIES CHARTER QUESTIONS

Discussion

Georgia College and Career Academies CEO Training

*April 18, 2014*



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# The Charter School Context

## Improving Student Academic Results

- The Academic Bottom Line

## Flexibility

- Freedom granted through Waivers of Georgia Education Laws, Rules, Guidelines

## Title 20

- Shorthand phrase for Georgia Education Law and all related Rules and Guidelines

## Flexibility Options

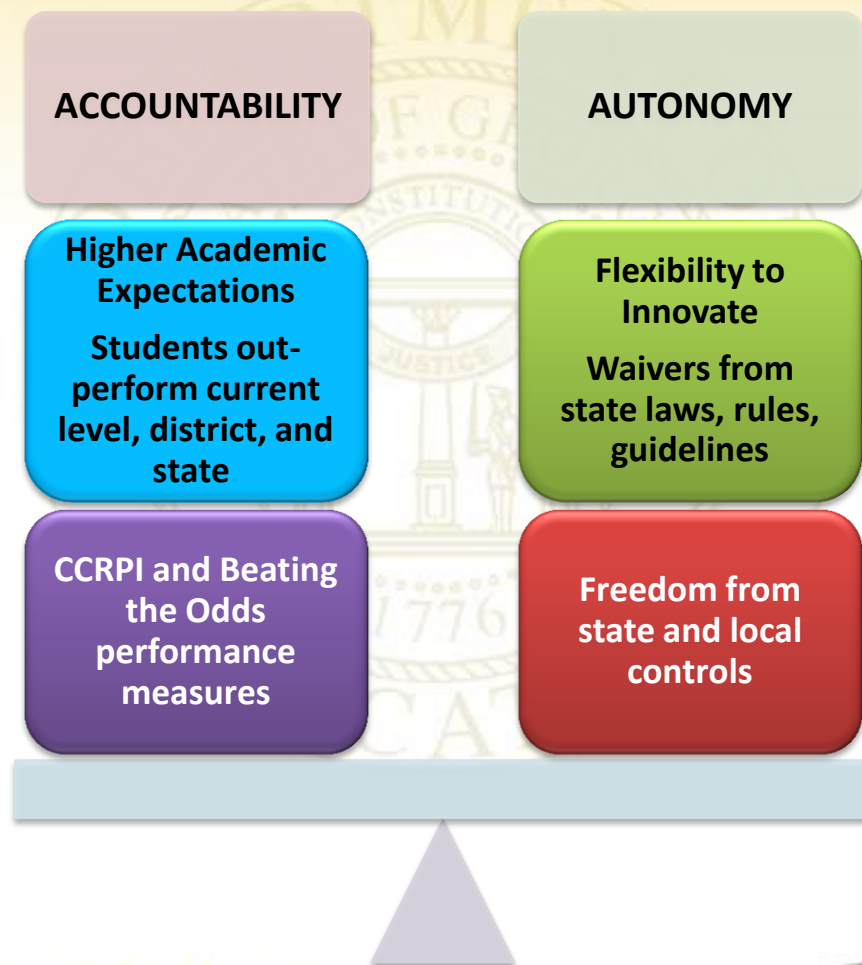
- Operational approaches charter schools take to implement flexibility in exchange for a performance contract from the State Board of Education (and their local Board of Education)

## The Big Four

- Waivers of state class size, expenditure control, certification, and salary schedule requirements



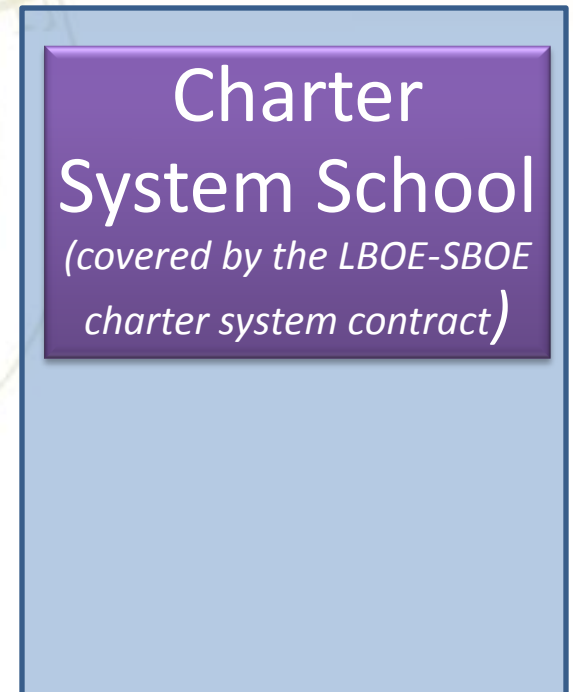
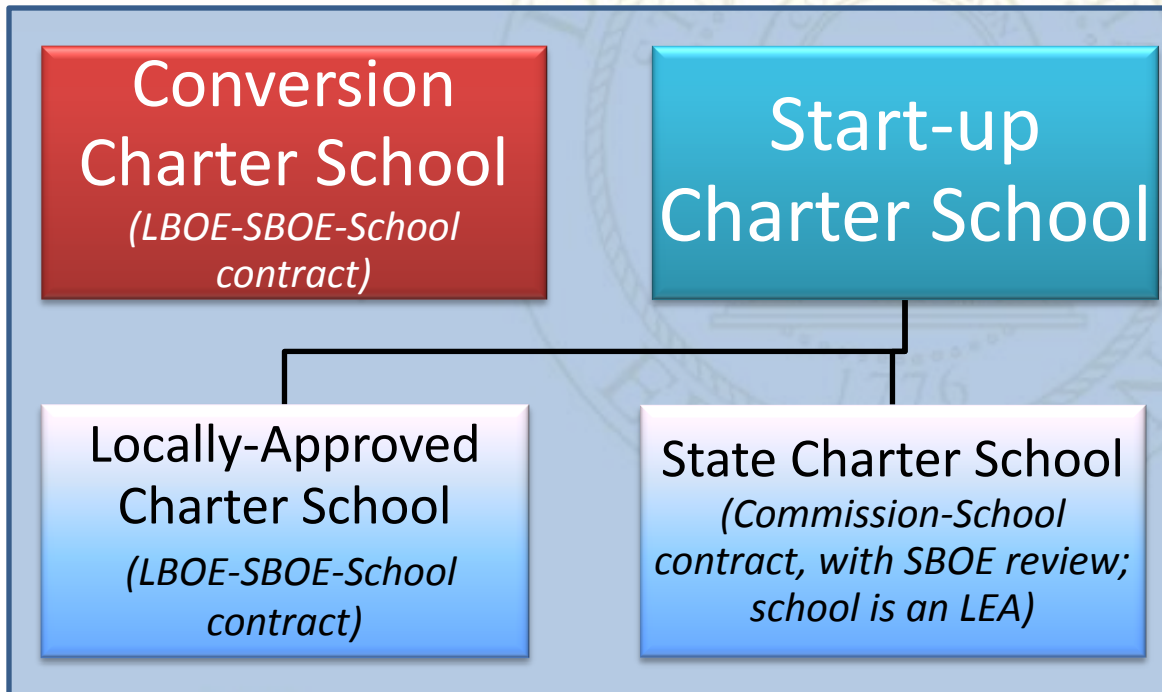
# What is the basic flexibility bargain?



# CCAs are charter schools

Different starting points,  
but same end point

Same starting point as a  
conversion charter, but a  
different end point

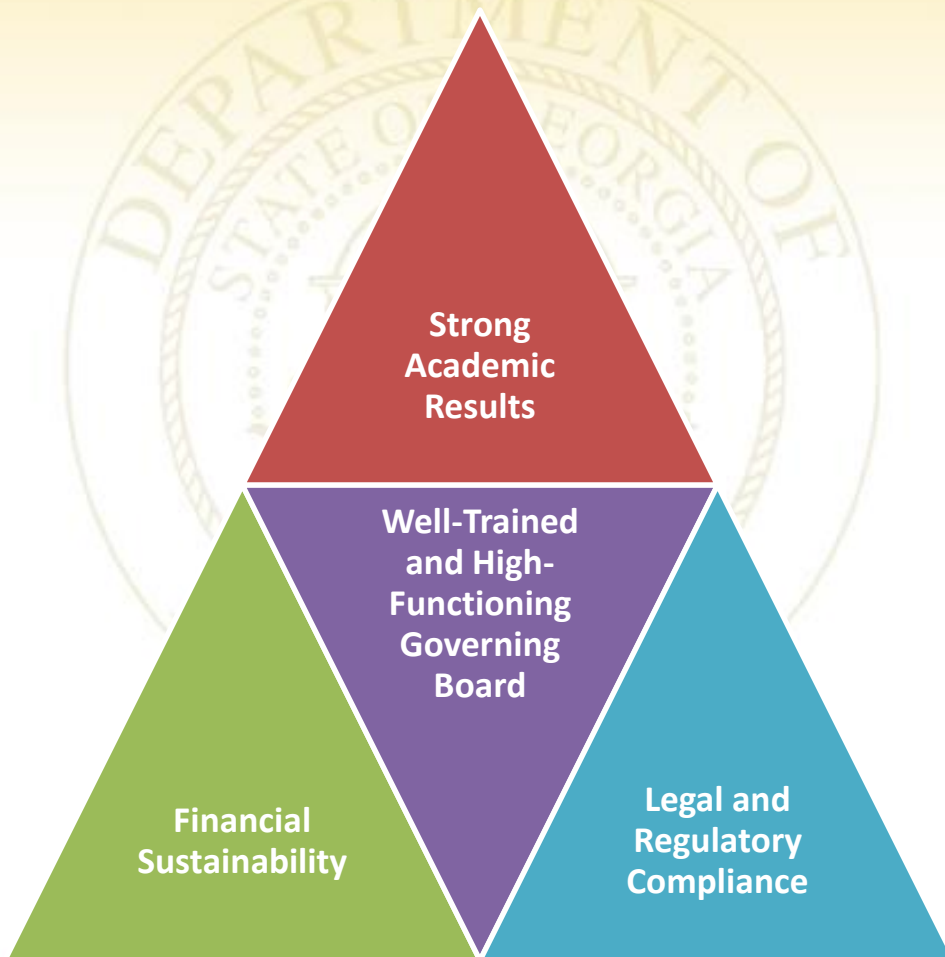


# Georgia's High Quality Charter School Requirements



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# What Makes a Charter School “High-Quality”?



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# HQCS\* Academic Standards

## High quality charter schools will:

- Meet the rigorous academic performance goals included in their charter contract, including growth goals
- Exceed state accountability standards

*\* High Quality Charter School*

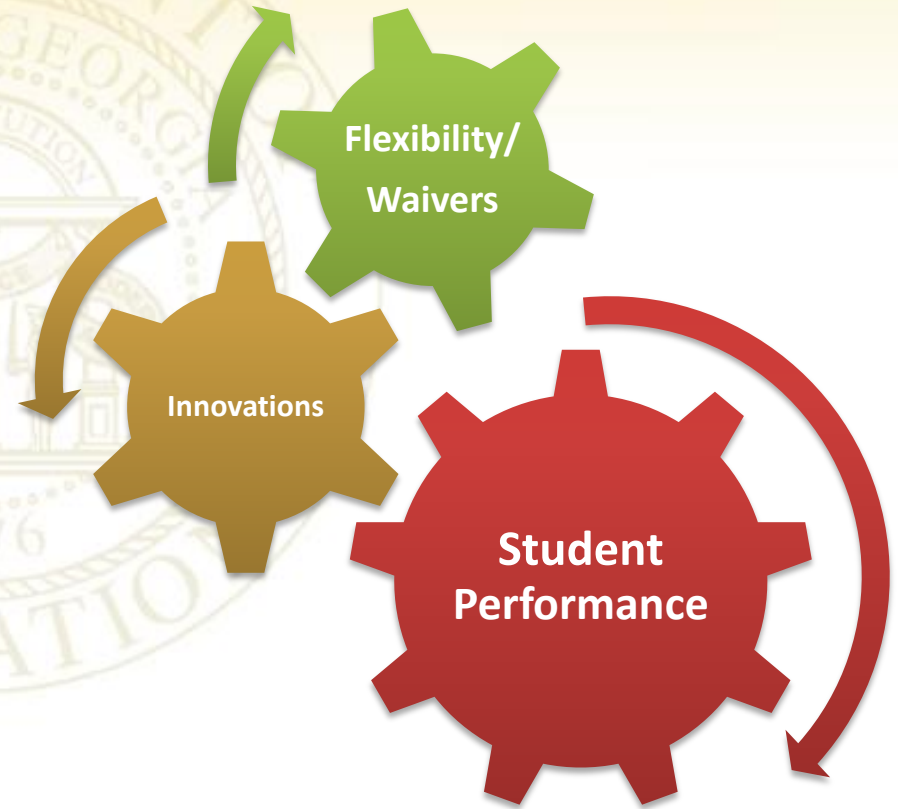


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# HQCS Academic Standards

- Petitioners are asked:
    - What would having a charter allow you to do differently to increase student achievement that you could not do without a charter?
    - Why do you need a charter to implement the innovations you have proposed?
- Must show the following links:





# HQCS Financial Sustainability Standards

Balanced budget

Financial reserves

Qualified CFO

Limited debts or  
sustainable debt  
service

Meeting state and  
local board  
financial reporting  
deadlines



# Minimum 4G\* Legal and Regulatory Compliance

Minimum or no issues associated with federal Title programs or Special Education

Complies with Charter Schools Act, Rules, charter contract, Guidelines and Guidance

Lottery and application process are fair and legal

Incorporated as a Georgia non-profit

Participates in TRS

ESP does not employ teachers

*\* Fourth Generation*



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# HQCS Governance Standards

Governing board composition reflects the diversity of the community

Meets regularly and complies with Open Records and Open Meetings Laws

Governing board sticks to governance and stays out of management

Autonomous from local district, CMOs, EMOs and all other organizations

Receives regular updates on academic operational, and financial progress of the school

Participates in regular governing board training each year



# 4 Responsibilities of a Governing Board

## Strategic Plan

- Adopt a five-year strategic plan

## Budget

- Adopt a budget to fund the strategic plan

## Superintendent

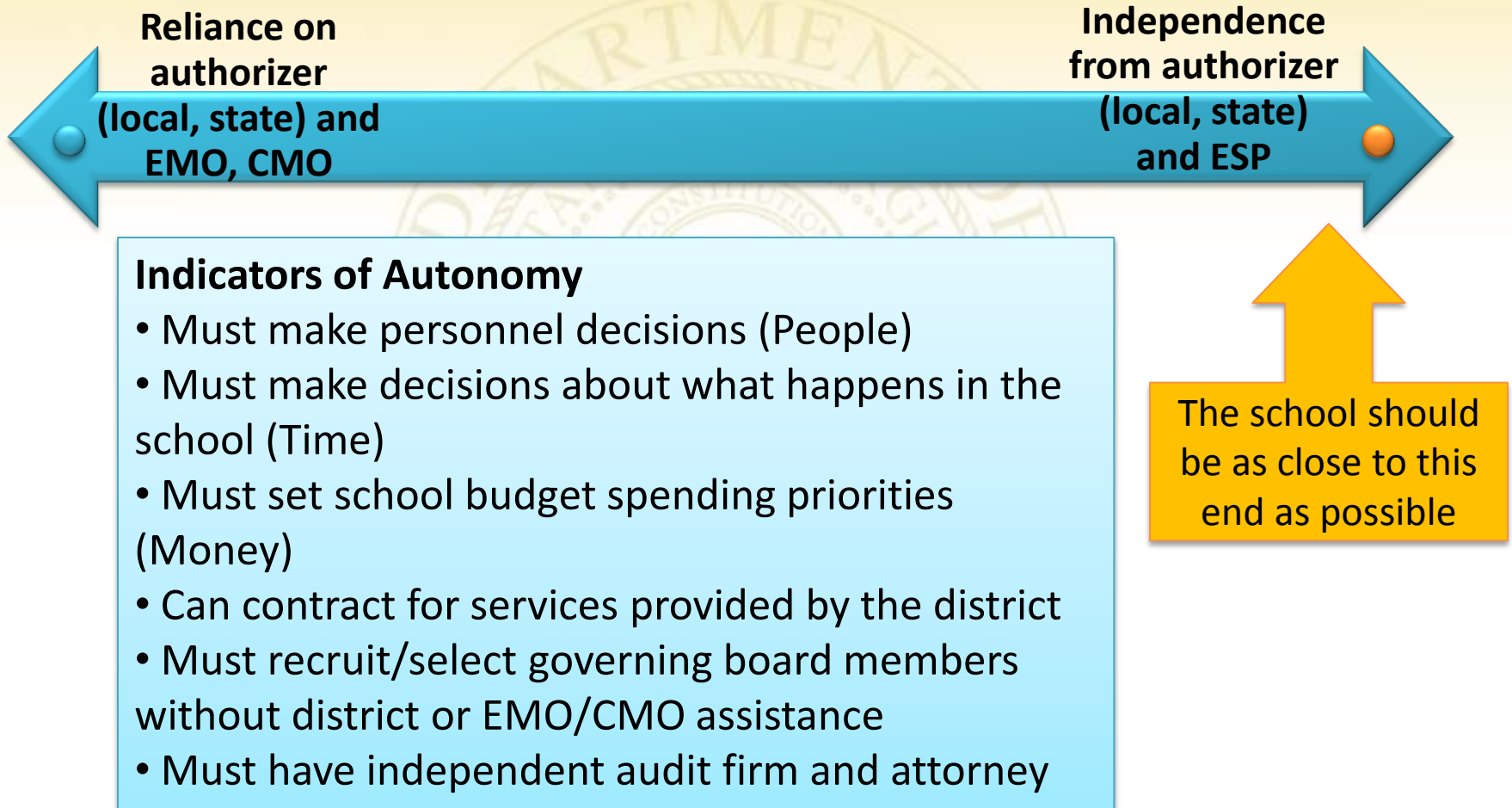
- Hire a leader to implement the strategic plan within budget
- Adopt and keep an updated succession plan

## Accountability

- Hold the leader accountable for implementing the strategic plan within budget
- Conduct regular self-evaluations to hold *itself* accountable



# Governing Board Autonomy



# Governing Board Questions



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# Required Board Training

New law (not yet signed): O.C.G.A. 20-2-2072

- The members of the governing board of the nonprofit organization of each charter school shall participate in initial training for boards of newly approved charter schools and annual training thereafter, conducted or approved by the state board. The state board shall provide for or approve such initial and annual training.



# Required Board Training

O.C.G.A. 20-2-2072 (*continued*)

- For charter schools that are college and career academies, as defined in subsection (b) of Code Section 20-4-37, the state board shall provide or approve such training in conjunction with the Technical College System of Georgia.



# Required Board Training

O.C.G.A. 20-2-2072 (*concluded*)

- The training shall include, but not be limited to, best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations.



# Required Board Training

- Annual training will be from a provider selected by the governing board
- Similar to the governance training required for LBOEs
- Topics include:
  - Roles and Responsibilities
  - Open Records and Open Meetings Law
  - Avoiding Conflicts of Interest
  - Other Applicable Law



# Secondary participation on CCA boards

- There is no specific policy with regard to secondary participation.
- However, we do closely examine the totality of the circumstances.
- School-level participation should not outweigh participation from business, industry and post-secondary.





# Charter Compliance Questions



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# Charter Violations

What are common charter violations by CCAs and what consequences have occurred?

- No pervasive compliance issues with regard to CCAs
- Sufficient governing board autonomy is the issue that arises most often during initial approval and renewal



# Charter Violations

What are the consequences of non-compliance?

- CCA would be treated as any other charter school.
- We would notify the school of the non-compliance and provide them a period of time in which to remedy the issue.
- If the school repeatedly fails to come into compliance, we would consider moving for termination.



# Charter Goals

How will not meeting charter goals affect charter renewal?

- It depends on...
  - Which goals are not met  
and
  - When the current charter was first approved



# CCRPI and CCAs



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# What is CCRPI for a CCA?

- We have six CCAs with a CCRPI score
  - Cairo College and Career Academy
  - Hapeville Charter Career Academy
  - Lanier Career Academy
  - Houston County Career Academy
  - Northwest Georgia College and Career Academy
- Unrevised CCRPI scores range from 48-67



# What is CCRPI for a CCA?

What about a CCA without a CCRPI score?

- DOE's Accountability Division is working with Technology Services to create a “virtual” CCA school district composed of all the students in a CCA
  - Note that your students need to be tagged with your school's program code
- DOE will then run each CCA's CCRPI based on the students attending their school





# Program Codes

Career Academy Information								Charter Information			
	Created by 3-party Charter School Contract	School has "CCRPI" designation	Program	County / District	System Code	School Code	Program Code	Charter Initially Approved	School Opened/ Converted	Term Expires	Term in years
1	Academy for Advanced Studies	No	Yes	Henry County	675	N/A	6002	July-13	July-13	6-30-18	5
2	Athens Community Career Academy	No	Yes	Clarke County	629	N/A	6021	March-09	July-09	6-30-15	5
3	Baldwin County Career Academy	No	Yes	Baldwin County	605	N/A	6004	July-10	August-11	6-30-16	5
	Bartow County College and Career Academy	No	Yes	Bartow County	608	N/A	6004	July-13	August-13	6-30-18	5
4	Cairo College and Career Academy	Yes	No	Grady Cnty	665	1050	N/A	February-13	August-13	6-30-18	5
5	Carroll County College and Career Academy	No	Yes	Carroll County	622	N/A	6003	April-09	August-10	6-30-19	10
6	Central Educational Center	No	Yes	Coweta County	638	N/A	6002	May-99	August-00	6-30-19	10
7	Douglas County College & Career Institute	No	Yes	Douglas County	648	N/A	6014	February-07	August-09	6-30-16	10
8	Effingham College and Career Academy	No	Yes	Effingham County	651	N/A	6005	February-08	August-11	6-30-13	5
9	Floyd County Schools College & Career Academy	No	Yes	Floyd County	657	0109	6001	January-08	May-07	6-30-18	10
10	Golden Isles Career Academy	No	Yes	Glynn County	663	N/A	6008	February-08	August-08	6-30-18	10
11	Hapeville Charter Career Academy	Yes	No	Fulton County	660	0118	N/A	March-04	August-04	6-30-19	5
12	Heart of Georgia College and Career Academy	No	Yes	Dublin City, Bleckley, Laurens, Wheeler Counties	687	N/A	6009	April-11	August-12	6-30-16	5
13	Houston County Career Academy	Yes	Yes	Houston County	676	0300	N/A	April-09	August-10	6-30-19	10
14	Lamar County College and Career Academy	No	Yes	Lamar County	685	N/A	6004	June-11	August-12	6-30-16	5
15	Lanier Charter Career Academy	No	Yes	Hall County	669	N/A	6002	March-09	August-09	6-30-19	10
16	Liberty College and Career Academy	Yes	Yes	Liberty County	689	N/A	6004	June-10	Fall 2011	6-30-16	5
17	Newton College and Career Academy	No	Yes	Newton County	707	N/A	6002	March-10	August-10	6-30-15	5
18	Northwest Georgia College and Career Academy	Yes	Yes	Whitfield County (also serving Murray County)	755	0105	6005	March-05	July-05	6-30-17	5
19	Rockdale Career Academy	Yes	No	Rockdale County	722	0106	N/A	July-06	July-06	6-30-16	5
20	Southeastern Early College & Career Academy	No	Yes	Vidalia City, Toombs, Treutlen, & Montgomery Counties*	738	N/A	6004	March-09	January-10	06-30-14	5
21	Troup County College and Career Academy	No	Yes	Troup County Schools	741			July-13		6-30-19	5
	Created by 2-party Charter System Contract	School has "CCRPI" designation	Program	County / District	System Code	School Code	Program Code	Charter System Charter Initially Approved	School Opened/ Converted	Term Expires	Term in years
22	Barrow Co CCA	No	Yes	Barrow County	607			July-11			5
23	Decatur Career Academy	No	Yes	Decatur City	773			July-13	August-11		5
24	Gordon Co CCA	No	Yes	Gordon	664			July-11			5
25	Putnam Co CCA	No	Yes	Putnam County	717			July-10			5
26	Regional Advanced Agriculture Industry CCA	No	Yes	Madison County	695			July-12			5
27	Warren Co Career Academy	No	Yes	Warren County	749		6002	July-13			5

## Pathway #9 Completers

[illegible][illegible]

# CCRPI and Beating the Odds



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# For New Charter Schools

*(opening in 2014 or later)*

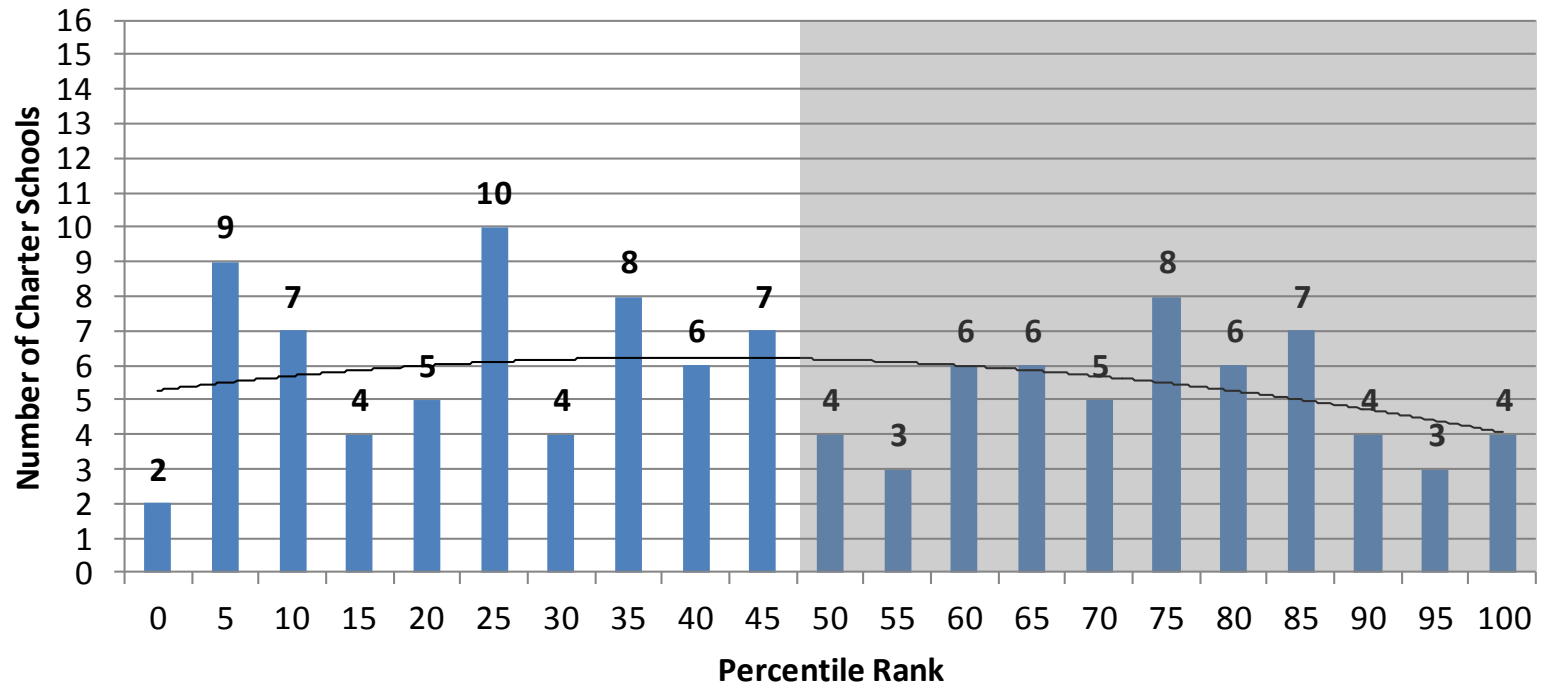
Charter schools will be measured by their performance on two factors:

1. Beating the Odds
2. CCRPI (College and Career Readiness Performance Index)



# CCRPI Overall Scores - Actual

**2012 CCRPI Overall Score**  
Actual Score Distribution



Note: Charters schools may have more than one score within the distribution. The CCRPI calculates a school level score for grades K-5; 6-8; and 9;12 and schools with grade configurations that span multiple will receive a score for each level.



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# CCRPI Charter Goals

For new start-up charter schools first opening in 2014 or later, using Year 1 of the charter term to establish a CCRPI baseline:

- The Charter School's CCRPI score shall be equal to or better than both the State and local district in Year 2, and
- Better than both the State and local district in Years 3-5 of the charter contract





# CCRPI Charter Goals

*(continued)*

If the school's first-year CCRPI score is lower than either or both the local district and the State

- The school shall have until the end of Year 2 of the charter term to close the gap between the Charter School and whichever score is higher, the local district or the State
- In Years 3-5 of the charter term, the Charter School's CCRPI score shall be better than both the State and the local district



# CCRPI and New Charter Renewal

- Renewal decisions for new start-up charter schools first opening in 2014 or later will be based *in part* on whether the school's CCRPI score was equal to or better than both the State and local district in Year 2, and better than both the State and local district in Years 3-4 of the charter contract.



# Beating the Odds (BTO)

## Charter Goals

- For new start-up charter schools first opening in 2014 or later, during each year of its first five-year charter term, all charter schools shall “beat the odds” as determined by a formula measuring expected student growth
  - A school “beats the odds” when it does as good as or better than all the schools in Georgia that are similar to that school



# BTO Analysis

- The Beating the Odds analysis is a cross-sectional, fixed-effects regression model that uses the following factors from the CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI data
  - Analytical Aim: Use non-malleable factors to predict performance on each of the CCRPI components
  - Data: CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI data



# Factors Included in BTO

- **Student-based Factors**

% African American	% Hispanic
% Students with Disabilities	% Talented and Gifted
% White	% English Learners
% Other	% Male
% Free/Reduced Lunch (or County's TANF using USED measure)	

- **School-based Factors**

School Size (FTE)	Locale Type (i.e. City, Town, Rural)
Student/Teacher Ratio	District Performance (fixed effect)
School Configuration/CCRPI Score Type (i.e. Elem, Middle, High)	





# REFERENCE

## BTO Predicting Model

- **BTO Model Specification:** Cross-sectional fixed-effects regression model

$$Y_i = \beta_0 + \beta_1 SD_i + \beta_2 SI_i + \beta_3 CL_i + \varepsilon_i + \alpha_d$$

- $\beta_0$  = constant term
- $\beta_1 SD_i$  = vector of student demographic variables for each individual school
- $\beta_2 SI_i$  = vector of school type information including school size, student-teacher ratio, and location type
- $\beta_3 CL_i$  = dummy (binary) variables for each of the CCRPI reporting clusters (i.e. Elementary, Middle, High)
- $\varepsilon_i$  = individual schools' random error term
- $\alpha_d$  = district level fixed-effects to control for district-level policies and procedures





# REFERENCE

## BTO Model Postestimation

- **Prediction Post-Estimation:** To calculate the predicted score the following approach used:
- Linear prediction from the fitted regression model where:
  - estimating a set of parameters  $b_1, b_2, \dots, b_k$ , and the linear prediction is:
$$\hat{y}_j = b_1x_{1j} + b_2x_{2j} + \dots + b_kx_{kj}$$
$$\hat{y}_j = \mathbf{x}_j\mathbf{b}$$
  - For the linear regression model selected the values are called the predicted values.
- $x_{1j}, x_{2j}, \dots, x_{kj}$  are obtained from the actual reported school level data on the student-based and school level predictors



# BTO and Charter Renewal

- Renewal decisions for new charter schools first opening in 2014 or later will be based *in part* on whether the school “beat the odds” in each of the first four years of its first charter term (Years 1-4)
- Renewal decisions for existing charter schools will be based *in part* on whether the school “beat the odds” in each of the remaining years of its charter term (beginning 2014-15)



# How much time do NEW charter schools need to succeed?

- Some say charter schools need time (4 years?) before it is determined that the school is performing so poorly that it should be closed.
- But the research shows that how a charter school starts in year one sets the pattern for subsequent years.
- Charter schools don't have permission to waste any years of a child's academic life.



# CCRPI, BTO and Charter Renewal

- The comparison to local and state CCRPI averages is only significant for those schools not "beating the odds" (BTO).
- The key question for future charter renewals is whether a school is "beating the odds" -- i.e., doing better than schools across the state serving similar students in similar situations.



# CCRPI, BTO and Charter Renewal

- An existing charter school can win renewal if it is beating the odds -- regardless of where its CCRPI stands compared to its local district and the state average.
- Existing charter schools will never suffer negative consequences merely for attracting students most in need of help!





# CCRPI, BTO and Charter Renewal

- They will only risk their charters if they fail to add sufficient measurable value while educating the children that do show up.
  - That's what the BTO measure tells us about a school.
- Thus, even though it will take them years to catch up with their local district and the state on CCRPI, they will win charter renewal if they continue to beat the odds each year.





# CCRPI, BTO and Charter Renewal

- For example, several schools in the lower percentiles on CCRPI are in the highest percentiles in the preliminary BTO analysis -- because they're adding so much educational value for their students.
- Alternately, schools that have high CCRPI scores but are not beating the odds will need to show aggressive plans for improving their results if they want to win charter renewal.



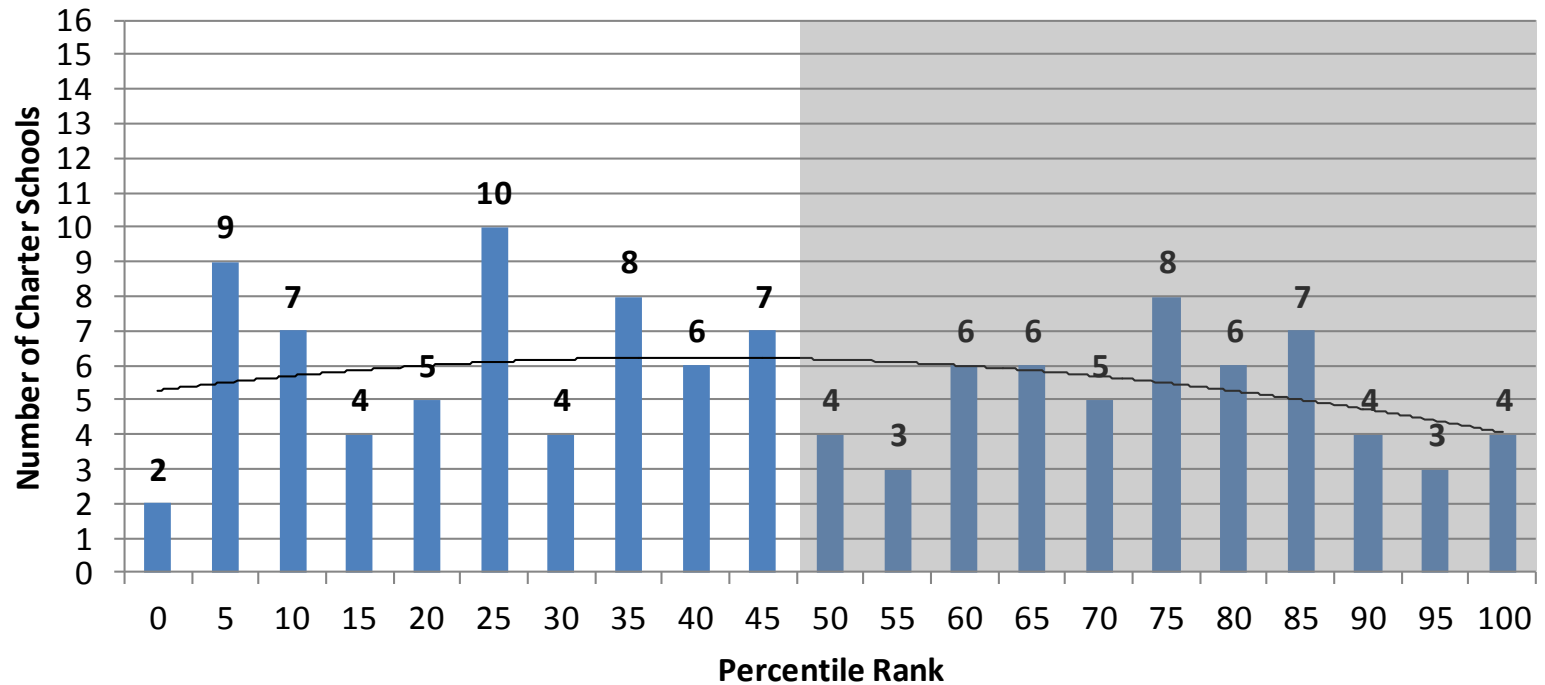
# BTO and Charter Renewal

- Once the CCRPI data for 2012-13 is released in February 2014 (using the revised definition of CCRPI approved by the State Board in December 2013), we will run the BTO analysis and send it out to all existing schools to let them know where they stand.



# CCRPI Overall Scores - Actual

**2012 CCRPI Overall Score**  
Actual Score Distribution

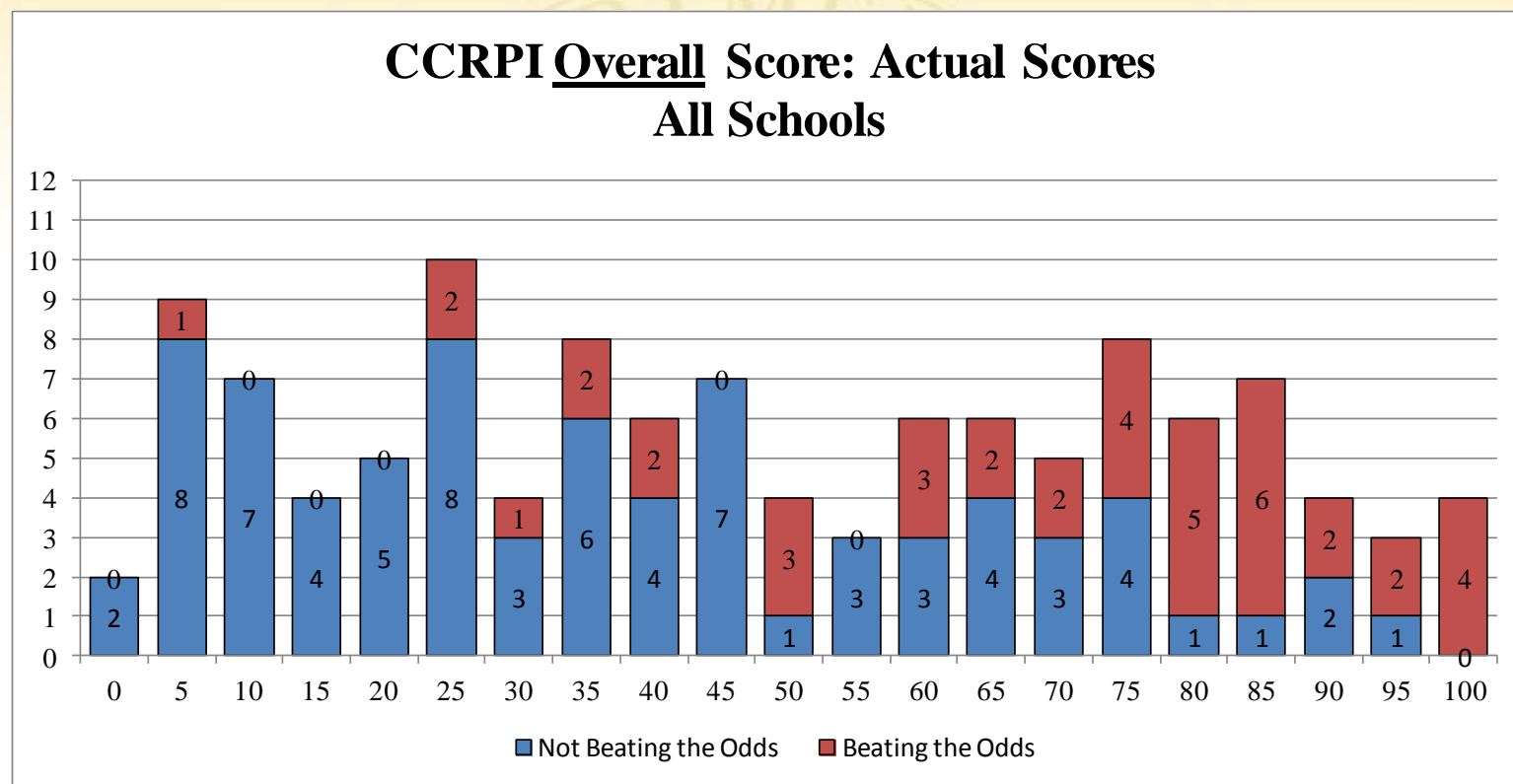


Note: Charters schools may have more than one score within the distribution. The CCRPI calculates a school level score for grades K-5; 6-8; and 9;12 and schools with grade configurations that span multiple will receive a score for each level.



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# CCRPI Overall Score - Actual & Prediction



Note: Charters schools may have more than one score within the distribution. The CCRPI calculates a school level score for grades K-5; 6-8; and 9;12 and schools with grade configurations that span multiple will receive a score for each level.



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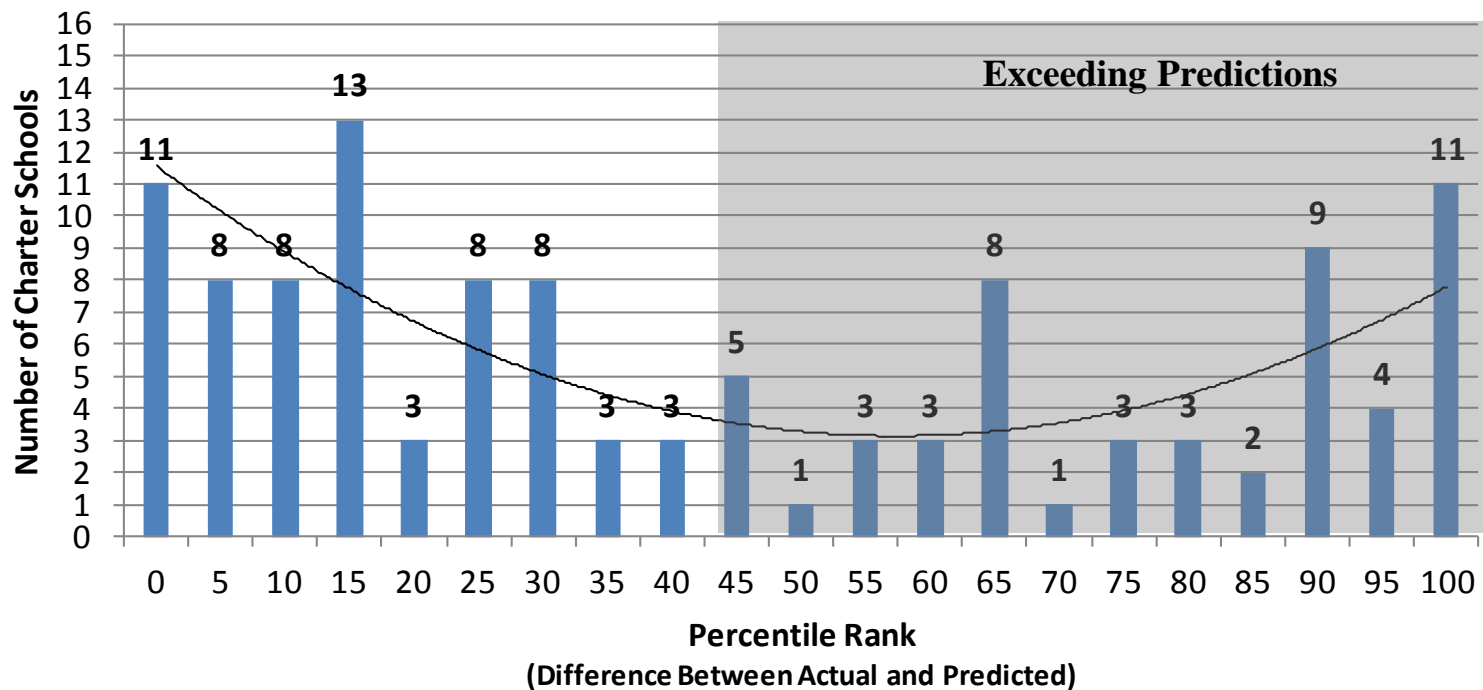
# Preliminary BTO results

- 8 schools are in the bottom half of the CCRPI distribution but ARE Beating the Odds
- 54 schools are in the bottom half of the CCRPI distribution and are NOT Beating the Odds
- 33 schools are in the TOP half of the CCRPI distribution and are ALSO Beating the Odds
- 23 schools are in the TOP half of the CCRPI distribution and are NOT Beating the Odds



# CCRPI - Actual vs. Predicted

**2012 CCRPI Overall Score**  
Charter Schools Against Predicted Scores



Note: Charters schools may have more than one score within the distribution. The CCRPI calculates a school level score for grades K-5; 6-8; and 9;12 and schools with grade configurations that span multiple will receive a score for each level.



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# CCA Annual Reports



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# Annual Reports

- Georgia law requires all charter schools and charter systems to submit an annual report to the Department of Education each year, and the State Board of Education to report to the General Assembly each year on the status of the charter school program
  - Schools within charter systems are not required to file an annual report independent of their system
- O.C.G.A. § 20-2-2067.1(c) and § 20-2-2070



# Annual Reports

- To facilitate the meeting of these requirements, DOE's Charter Schools Division each year conducts an Annual Report process for charter schools and charter systems.
- Each charter school and charter system annual report requirement is satisfied by completing this process.



# Annual Reports

- The Department then compiles the schools' and charter systems' annual report data, adds in academic assessment data including local district and statewide academic comparisons, and prepares and conveys to the General Assembly a formal report on behalf of the State Board of Education.
  - Chartering in Georgia, 2012-2013: An overview of the academic performance of Georgia's charter schools



# Annual Reports

- Additional reports using data submitted by the schools in their Annual Reports will be forthcoming in 2014.
  - Basic Information
  - Accountability
  - School Information
  - Best Practices
  - Autonomy
  - Authorizer
  - EMOs and CMOs
  - CCAs



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
How did you use business input to set or change your curriculum?	Advisory Committees	Businesses give feedback on programs offered. Curriculum decisions are made by TSCG and DOE	Input is gathered from business engagement committees and conversation with business leaders regarding specific workforce needs. NCCA Board of Directors approve programs as recommended by the CEO/Principal.	Unknown



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
How many business leaders serve on your governing board?	5		7	8
How are business groups involved in electing governing board members?	Nominations from the Chamber of Commerce and Development Authority	NA	Informal conversations with the local Chamber of Commerce and business members on the NCCA Board of Directors	Board Members are recommended by local business



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
Who are your post-secondary partners?	Southern Crescent Technical College, Clayton State University, Gordon State College	WGTC	Georgia Piedmont Technical College	NWGTC and Dalton State
Are your post-secondary partners named in your charter contract as part of your educational program?	Yes	Yes	Yes	No
Are you involved in the Georgia College and Career Academy Network?	Yes	Yes	Yes	Yes



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
How many students are in dual enrollment?		133	178	268
How many students are in internships or apprenticeships?		0	20	212
How many students earned certificates recognized by business and industry prior to graduation?		130	9	0
Is your graduation rate higher than the surrounding district graduation rate?		No		No



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
What capital grants did you receive?		None	NA	TCSG
How were your capital grants utilized?			NA	STEM labs were constructed at two of the high schools and four middle schools. Career Academy constructed a commons area distribution center.



# Annual Reports

COLLEGE & CAREER ACADEMY	SECCA/STC	Douglas County College and Career Institute	Newton College and Career Academy	Northwest Georgia College and Career Academy
What other information do we need to help us help you succeed?		Better course alignment between DOE Career Clusters and TSCG		



# Succession Issues



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# Flexibility Orientation

- Local Boards of Education make a significant legal commitment when they sign a charter school, charter system, or IE2 contract.
- It is therefore critical that both new Board of Education members and new Superintendents receive a detailed orientation on their charter system, charter school, and IE2 commitments as part of their “on-boarding” process



# Additional Information

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