COLLEGE AND CAREER ACADEMIES CHARTER QUESTIONS

Discussion

Georgia College and Career Academies CEO Training

April 18, 2014
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?

**ACCOUNTABILITY**
- Higher Academic Expectations
  - Students out-perform current level, district, and state
- CCRPI and Beating the Odds performance measures

**AUTONOMY**
- Flexibility to Innovate
  - Waivers from state laws, rules, guidelines
- Freedom from state and local controls
CCAs are charter schools

Different starting points, but same end point

Conversion Charter School
(\textit{LBOE-SBOE-School contract})

Start-up Charter School

Locally-Approved Charter School
(\textit{LBOE-SBOE-School contract})

State Charter School
(\textit{Commission-School contract, with SBOE review; school is an LEA})

Charter System School
(\textit{covered by the LBOE-SBOE charter system contract})

Same starting point as a conversion charter, but a different end point
Georgia’s High Quality Charter School Requirements
What Makes a Charter School “High-Quality”?

- Strong Academic Results
- Well-Trained and High-Functioning Governing Board
- Financial Sustainability
- Legal and Regulatory Compliance
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
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:

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

4/17/2014
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
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

4/17/2014
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

Reliance on authorizer (local, state) and EMO, CMO

Independence from authorizer (local, state) and ESP

Indicators of Autonomy

• Must make personnel decisions (People)
• Must make decisions about what happens in the school (Time)
• Must set school budget spending priorities (Money)
• Can contract for services provided by the district
• Must recruit/select governing board members without district or EMO/CMO assistance
• Must have independent audit firm and attorney

The school should be as close to this end as possible

4/17/2014
Governing Board Questions
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.
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
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
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
<table>
<thead>
<tr>
<th>Program Codes</th>
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<tbody>
<tr>
<td>Career Academy Information</td>
</tr>
<tr>
<td>Created by 3-party Charter School Contract</td>
</tr>
<tr>
<td>1</td>
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<td>22</td>
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<tr>
<td>Created by 2-party Charter System Contract</td>
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<td>24</td>
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<td>25</td>
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<td>26</td>
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<td>27</td>
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</tbody>
</table>
### 2014 Graduates Completing a Pathway at a College and Career Academy

<table>
<thead>
<tr>
<th>School Year</th>
<th>Home School District ID</th>
<th>Home School District Name</th>
<th>Home High School ID</th>
<th>Home High School Name</th>
<th>Student FTE ID (9-digit)</th>
<th>Student Last Name</th>
<th>Student First Name</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
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</table>
CCRPI and Beating the Odds
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.
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)
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
• **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 $b_1, b_2, \ldots, b_k$, and the linear prediction is:

    \[ \hat{y}_j = b_1 x_{1j} + b_2 x_{2j} + \ldots + b_k x_{kj} \]

    \[ \hat{y}_j = x_j b \]

  – For the linear regression model selected the values are called the predicted values.

• $x_{1j}, x_{2j}, \ldots, x_{kj}$ 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.
• 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.
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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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
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.
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.
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
<table>
<thead>
<tr>
<th>COLLEGE &amp; CAREER ACADEMY</th>
<th>SECCA/STC</th>
<th>Douglas County College and Career Institute</th>
<th>Newton College and Career Academy</th>
<th>Northwest Georgia College and Career Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you use business input to set or change your curriculum?</td>
<td>Advisory Committees</td>
<td>Businesses give feedback on programs offered. Curriculum decisions are made by TSCG and DOE</td>
<td>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.</td>
<td>Unknown</td>
</tr>
<tr>
<td></td>
<td>COLLEGE &amp; CAREER ACADEMY</td>
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</tr>
<tr>
<td>How many business leaders serve on your governing board?</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>How are business groups involved in electing governing board members?</td>
<td>Nominations from the Chamber of Commerce and Development Authority</td>
<td>NA</td>
<td>Informal conversations with the local Chamber of Commerce and business members on the NCCA Board of Directors</td>
<td>Board Members are recommended by local business</td>
</tr>
</tbody>
</table>
## Annual Reports

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<tr>
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<th>Northwest Georgia College and Career Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who are your post-secondary partners?</strong></td>
<td>Southern Crescent Technical College, Clayton State University, Gordon State College</td>
<td>WGTC</td>
<td>Georgia Piedmont Technical College</td>
<td>NWGTC and Dalton State</td>
</tr>
<tr>
<td><strong>Are your post-secondary partners named in your charter contract as part of your educational program?</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Are you involved in the Georgia College and Career Academy Network?</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>How many students are in dual enrollment?</td>
<td></td>
<td>133</td>
<td>178</td>
<td>268</td>
</tr>
<tr>
<td>How many students are in internships or apprenticeships?</td>
<td></td>
<td>0</td>
<td>20</td>
<td>212</td>
</tr>
<tr>
<td>How many students earned certificates recognized by business and industry prior to graduation?</td>
<td></td>
<td>130</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Is your graduation rate higher than the surrounding district graduation rate?</td>
<td></td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>COLLEGE &amp; CAREER ACADEMY</td>
<td>NEU</td>
<td>NCGCA</td>
<td>NWGCA</td>
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<td>Douglas County College and Career Institute</td>
<td>Newton College and Career Academy</td>
<td>Northwest Georgia College and Career Academy</td>
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<tr>
<td>What capital grants did you receive?</td>
<td>None</td>
<td>NA</td>
<td>TCSG</td>
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<tr>
<td>How were your capital grants utilized?</td>
<td>STEM labs were constructed at two of the high schools and four middle schools. Career Academy constructed a commons area distribution center.</td>
<td>NA</td>
<td>STEM labs constructed at two of the high schools and four middle schools. Career Academy constructed a commons area distribution center.</td>
<td></td>
</tr>
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### Annual Reports

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</thead>
<tbody>
<tr>
<td>What other information do we need to help us help you succeed?</td>
<td></td>
<td>Better course alignment between DOE Career Clusters and TSCG</td>
<td></td>
<td></td>
</tr>
</tbody>
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Dr. John D. Barge, State School Superintendent  
“Making Education Work for All Georgians”  
www.gadoe.org
Succession Issues
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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