California Charter Schools Association — CCSA

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Voices College-Bound Language Academy — Find your path and prepare for the future!

Measuring Success in the Transition to Common Core

Welcome, we will get started soon.

Please review the provided resource list and use the index cards to let us know how you use these resources (if you do) or if there are other quality Common Core resources you'd suggest to colleagues.

NAPCS Conference, July 1, 2014, 11:30AM - 12:30PM

Introductions

- **Elizabeth Robitaille, Ed.D.,** Senior Vice President of Achievement & Performance Management, California Charter Schools Association

- **Priscilla Wohlstetter, Ph.D.,** Distinguished Research Professor, Teachers College, Columbia University

- **Frances Teso,** Founding Principal, Voices College-Bound Language Academy

AGENDA

1. Pair and share: learn from other smart schools here!

2. Measuring student learning and school success in transition to Common Core. Why CCSA recommended NWEA MAP.

3. Importance of multiple measures: TC Stakeholder Satisfaction Surveys

4. School perspective: using NWEA, Satisfaction Surveys and other measures in transition to Common Core

5. Questions & Resources

Pair and Share (5 minutes total to share within pair, 5 minutes share out with whole group)

How do you know whether students are successfully making the transition to Common Core?

Please partner with someone you don't know!

California Charter Schools Association

The California Context:

- 2013-14: CA Dept. of Ed. suspended most state-standardized testing & mandated SBAC field test

- No test results for schools. State accountability scores largely a "carry-forward" from prior year.

- CCSA strongly encouraged charter schools to avoid flying blind and to use a norm-referenced assessment as an important "cockpit instrument" to track progress:

- **at the student level**
- **at the school level**
- **at the movement level**

Crucial for 2013-14 and beyond!

Norm-Referenced Benchmark Assessments are Especially Key for Charter Schools

Implement an assessment measure that shows student and school level progress leading up to charter renewal.

- Assessments should be:
  - Common Core-aligned (formative and summative) tests. Item types are similar to what students will experience with SBAC
  - Should be standardized, nationally normed, comparable across schools (e.g. not just item banks). Ability to contextualize results outside school.
  - Computer adaptive, computer & paper/pencil administered options

- CCSA reviewed:
  - **NWEA MAP Assessments** (computer adaptive, grades K-12)
  - **ACT's "Explore, Plan, ACT" (EPAS) sequence** (paper/pencil, grades 8-12)   **& ACT Aspire** (computer or paper/pencil administered, grades 8-12)
  - **iReady** (Curriculum Associates)
  - **STAR Enterprise** (Renaissance Learning)
  - **Key Data Systems** (administered through Illuminate, OARS, EADMS, SchoolCity and Thinkgate, paper/pencil or computer-based)
  - **Iowa Assessments** (paper/pencil or computer-based, grades K-12)

CCSA recommended NWEA MAP in 2013-14 and secured discount for CA charters

Because the assessments provide insight at every level

Students

- Kids use NWEA data to **set growth goals** for themselves – deepening their engagement and ownership of learning.

Teachers

- Teachers **differentiate instruction**, **identify instructional resources**, and **collaborate** with the child's whole learning team.

School and District Leaders

- Administrators use the data for **flexible grouping, program analysis, resource allocation** and **proficiency projections**.

State and Federal Policy Makers

- NWEA data helps policy makers **evaluate growth and performance** for students, and planning tools for teachers, schools and whole systems.

Case Study: Delta Elementary Charter School (DECS)

Reading
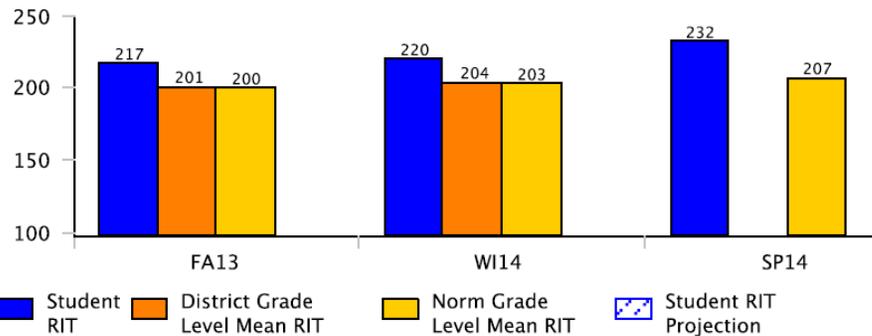
Reading Goals Performance - Spring 2013-2014

Literature	High	Informational Text	High
Foundational Skills and Vocabulary	High		
Lexile® Range	1077-1227L		

- Individual student growth reports aligned to Common Core standards allowed DECS to pinpoint needed instructional changes and make mid-year corrections

- Value of quick turnaround time for reports and whole-staff review of data

- Could identify curricular mismatch and identify trends across classes, grade levels

- Ability to compare new Common Core-aligned assessment results to proficiency levels school already understands

- Translate results into real data – importance of norm-referenced data for board, for renewal, for outside-of-school comparisons

TABLE 1 – MINIMUM ESTIMATED SAME-SEASON (SPRING) RIT CUT SCORES CORRESPONDING TO STATE PERFORMANCE LEVELS – MATHEMATICS

MATH-Current Season									
Cut Scores and Percentiles for each State Performance Level									
Grade	Far Below Basic	Below Basic		Basic		Proficient		Advanced	
	Cut Score	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile
2	<171	171	4	179	17	187	39	197	70
3	<179	179	4	191	17	200	39	209	70
4	<185	185	4	198	16	208	39	219	70
5	<196	196	7	208	22	219	47	232	79
6	<199	199	7	215	27	228	57	243	90

9

FOR ADMIN USE
Select teacher:

`teacher@schoolzill... ▾`

Data Filters

1 - Select school year:

`2013-2014 ▾`

2 - Select test period:
- ○ Fall (fall-fall)
- ● Winter (fall-winter)
- ○ Spring (winter-spring)

3 - Select test subject:

NWEA **Classroom** Snapshot

Class Summary: Growth		11%	11%	5%	25%	45%

Class Summary: Performance	25%	30%	14%	9%	23%

Group your Students by **Growth** or **Performance**:
(Percentile or RIT Growth) First name, Last initial (*Hover for RIT score*)

Far Below Basic		Below Basic		Basic		Proficient		Advanced	
(12) Harris D.	↑	(12) Wilton W.	↑	(12) Carrie M.	↑	(15) Dorothea F.	↑	(11) Dee R.	↑
(26) Ernie N.	↑	(13) Napoleon N.	↑	(12) Ruby K.	↑	(8) Cleo B.	↗	(11) Littie S.	↑
(28) Hazel J.	↑	(13) Victoria H.	↑	(18) Mabelle H.	↑	(9) Frankie C.	↗	(14) Lenard S.	↑
(6) Henry S.		(14) Ferdinand M		(9) Jessica M		(-1) Thomas B.	↓	(16) Nate O.	↑
								(33) Ivy F.	↑
								(10) Ellsworth G.	↗
								(7) Alvina S.	↗
								(8) Bertrand H.	↗
								(7) Maynard O.	→
								(4) Hallie L.	↓

Strand Performance Snapshot

All's Average Math RIT Score by Grade
Winter 2012-2013

	Average RIT Score
Kindergarten	145
1st	174
2nd	185
3rd	193
4th	210
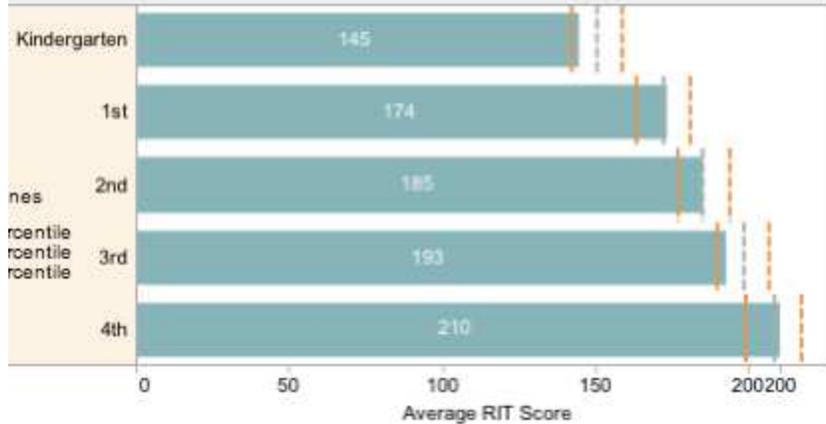
RIT Average
Relative to National Mean
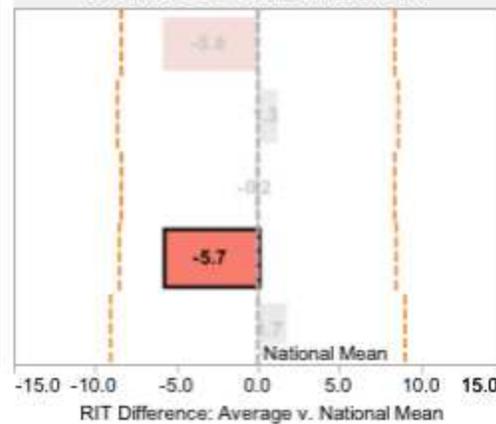
3rd: -5.7

RIT Difference: Average v. National Mean

Strand Proficiency Levels
(Click grade above to view performance by strand)

Student Scores
(Click proficiency level to view student scores)

	Measurement and Geometry
3rd Solis, Nick	● 392
Ball, Littie	● 400
Robbins, Cassie	● 394

Other important aspects to measure
(important also for Local Control Accountability Plans "LCAP" in California)

**School climate , Student engagement, Socio-emotional health
School safety, Student/Parent/Staff Satisfaction, etc.**

Areas of State Priority That Must Be Addressed in LCAPs
(Eight for districts/Ten for County Offices of Education)

- Services for Foster Youth
- Student Engagement
- Other Student Outcomes
- Student Achievement
- School Climate
- **Areas of State Priority**
- Parental Involvement
- Instruction of Expelled Students
- Course Access
- Basic Services
- Implementation of Common Core State Standards

Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13), CSBA
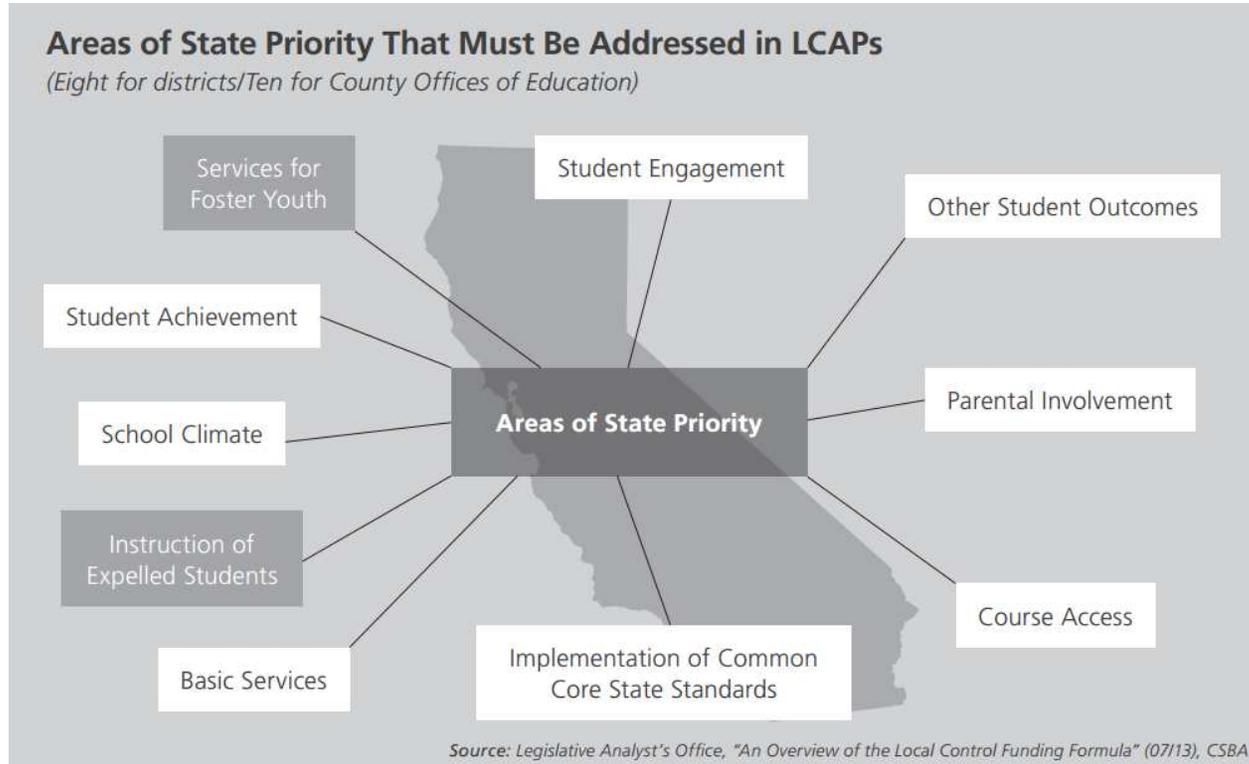
The Value of Multiple Measures

- Over-reliance on a single measure of student performance is especially problematic when your goal is school improvement.

- School leaders use data in varied ways. No one measure will suffice.

- Multiple measures add multiple perspectives.

Multiple Perspectives

Common Questions

Students

Staff
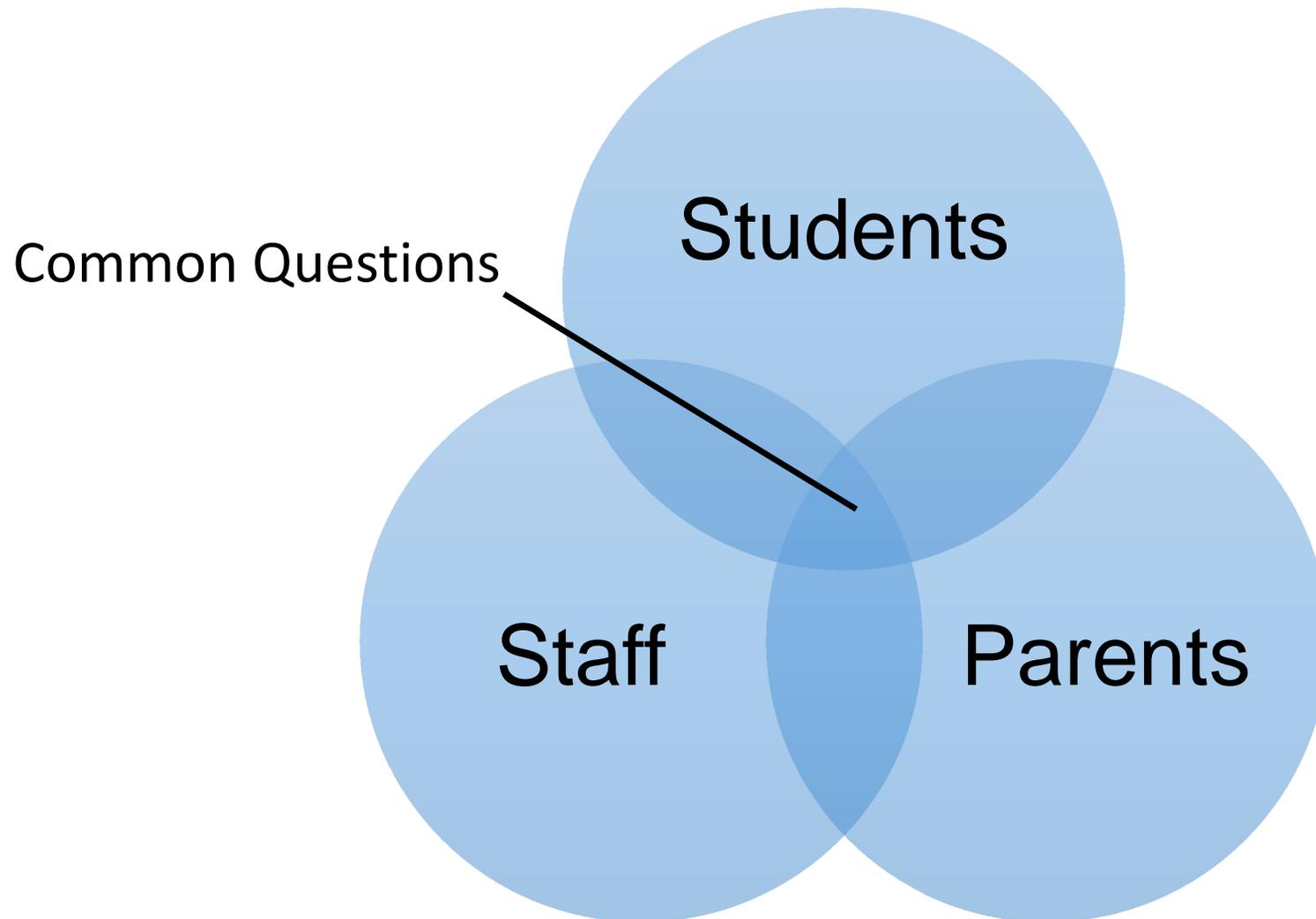
Parents

Multiple Perspectives

Students
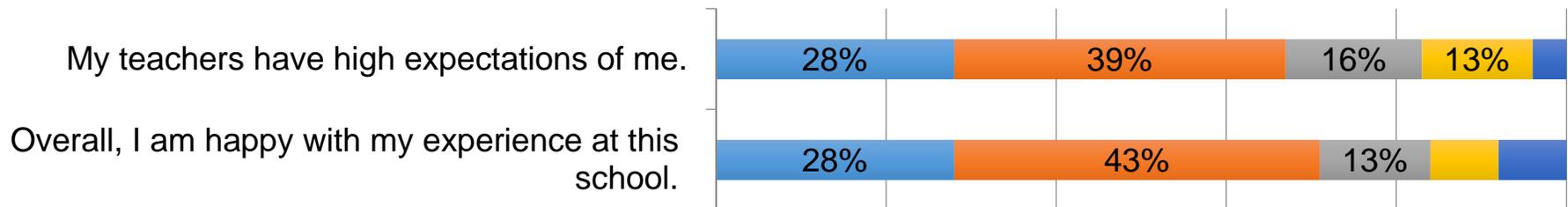
Question				
My teachers have high expectations of me.	28%	39%	16%	13%
Overall, I am happy with my experience at this school.	28%	43%	13%	

Parents

Question				
The school sets high standards for academic success.	0.5	0.39		
Overall, I would rate the academic program at my child's school as very effective.	0.32	0.5	0.11	

Teachers

| Question			
Overall, I would rate the academic program at my school as very effective.	0.16	0.63	0.17
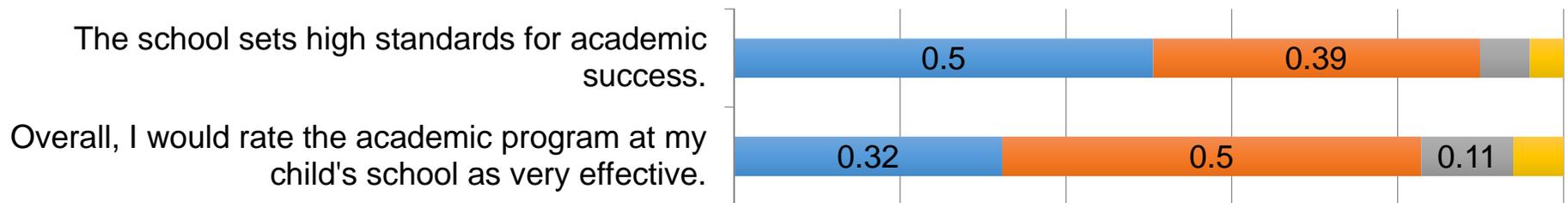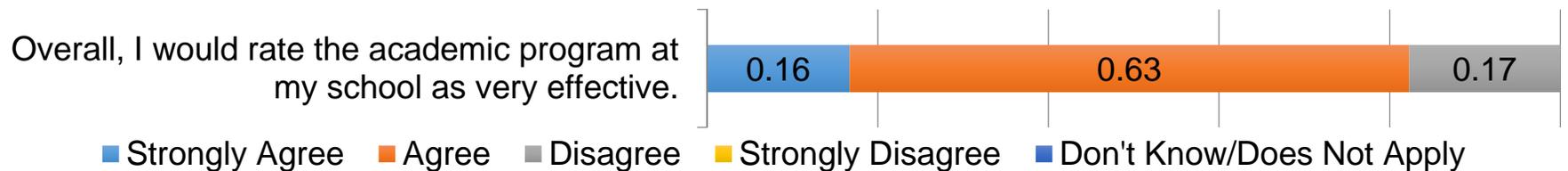
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/Does Not Apply

Variety of Multiple Measures:
TC Stakeholder Satisfaction Surveys

Offers evidence to complement achievement test scores. How do stakeholders feel about…

1) School environment
2) Academic programs
3) School culture
4) School support services
5) Teachers
6) Administrators

Academic Program

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
23. Sets high standards for academic success.	28%	46%	16%		
24. Provides me with information about grade-level standards that my child is responsible for mastering.	28%	49%	19%		
25. Meets the individual academic needs of my child.	37%	44%	13%		
26. Prepares my child academically for his/her next phase of schooling.	38%	41%	9%		8%
27. Is stocked with adequate resources like instructional materials and school supplies.	34%	57%			
28. Overall, I would rate the academic program at my child's school as very effective.	39%	44%		6%	

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know / Does Not Apply

TC Stakeholder Satisfaction Surveys: Format & Features

- Format
  - Likert scales
  - Multiple choice questions
  - Open-ended questions
  - Available in English & Spanish
- Features – Customization
  - By age of charter school – new, emerging, mature
  - By school mission – college-prep, environmental education
  - Feedback on trial balloons, pilot tests

From the Clients' Perspective

"The Stakeholder Satisfaction Survey took away the yearly hassle of having to construct and analyze one locally at my site. It was easy to add or delete any item we felt necessary to give us the information we needed. And parents found it user friendly because they could access online or paper and pencil, in English or Spanish!"

Frances Teso, Founding Principal
Voices College-Bound Language Academy

"The Teachers College team created a high quality survey that was unique to our school and student population. By tailoring the survey we were able to construct stakeholder questions that yielded authentic and valuable data that helped us to clearly identify progress towards our organizational goals."

Nina Gilbert, Ed.D., Founder
Ivy Preparatory Academy, Inc.

Question Customization:
# New Instructional Approach

Project Based Learning

60. I feel like I understand the goals of Project Based Learning at this school.
49% | 34% | 13%

61. I feel that Project Based Learning is an effective tool in increasing my child's learning.
57% | 29% | 9%

62. I feel that Project Based Learning is essential to the academic program at this school.
59% | 25% | 9%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/ Does Not Apply
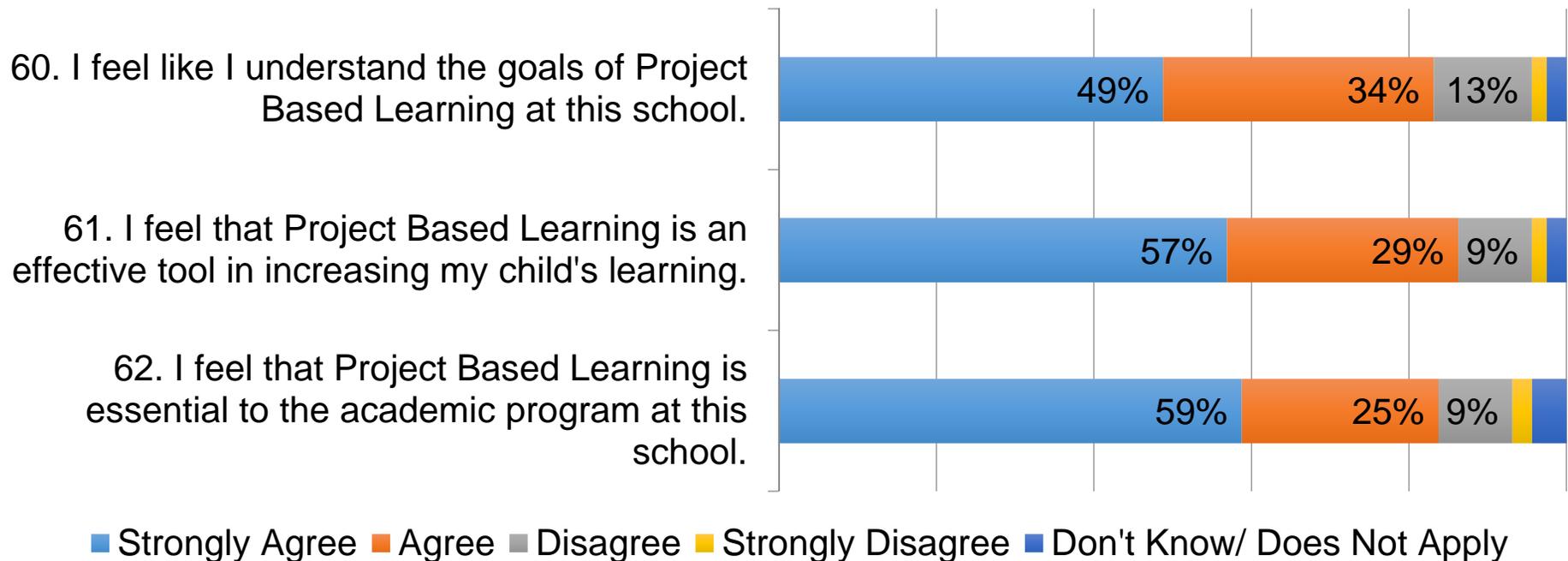
Most parents (138 parents / 86%) felt that Project Based Learning is an effective tool in increasing their child's learning.

Programming--Co-Curricular Activities: Costs & Benefits

Art & Music Programs

54. I feel that the Art Program adds a valuable component to my child's education.
- Strongly Agree: 76%
- Agree: 19%

55. I feel that the Music Program adds a valuable component to my child's education.
- Strongly Agree: 79%
- Agree: 19%

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/ Does Not Apply

Afterschool Program

58. I feel that the After School Program is managed effectively at my child's school.
- Strongly Agree: 16%
- Agree: 14%
- Disagree: 6%
- Don't Know/ Does Not Apply: 63%

59. I feel that without the After School Program my child would be unable to attend this school.
- Strongly Agree: 15%
- Agree: 8%
- Disagree: 11%
- Strongly Disagree: 5%
- Don't Know/ Does Not Apply: 61%

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/ Does Not Apply

Feedback on Management Decisions

Staff: Change Bell Schedule

- NO: 47%
- YES: 31%
- (grey): 22%
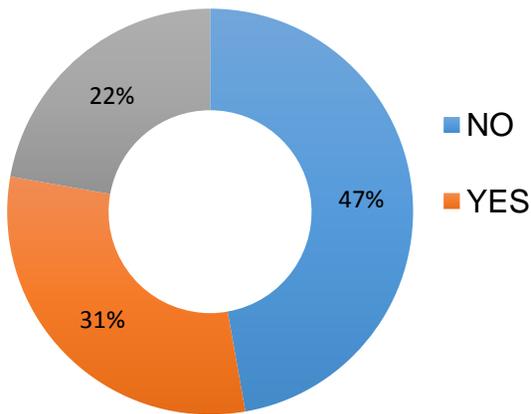
Parents: Change Bell Schedule

- NO: 46%
- YES: 34%
- BOTH: 7%
- N/A: 13%

Students: Change Bell Schedule

- NO: 98%
- YES: 2%

Bus Program
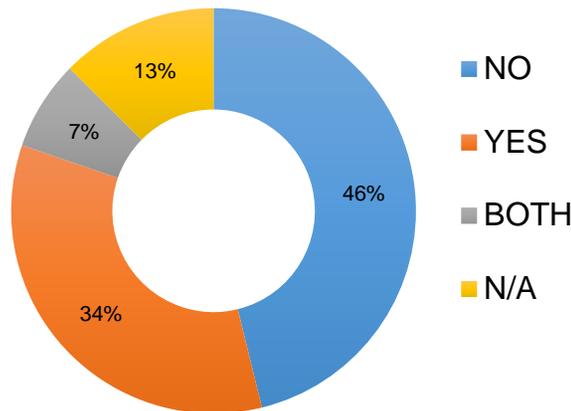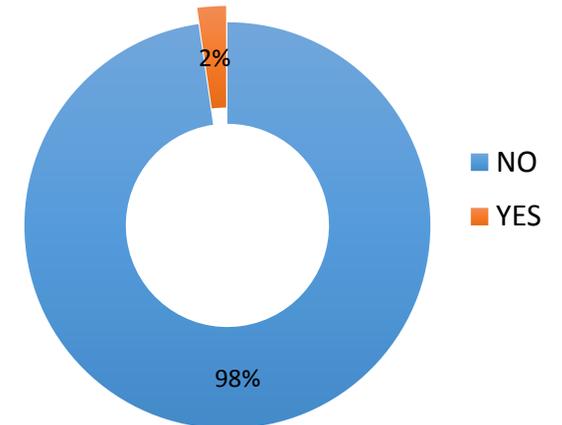
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Does Not Apply
56. I feel that the Bus Program is managed effectively at my child's school.	32%	21%	6%	4%	37%
57. I feel that without the Bus Program my child would be unable to attend this school.	22%	17%	16%	7%	37%
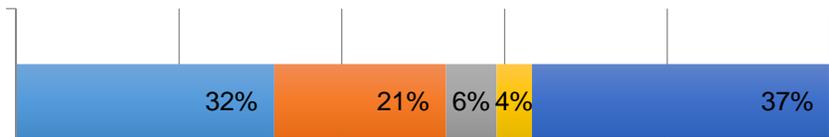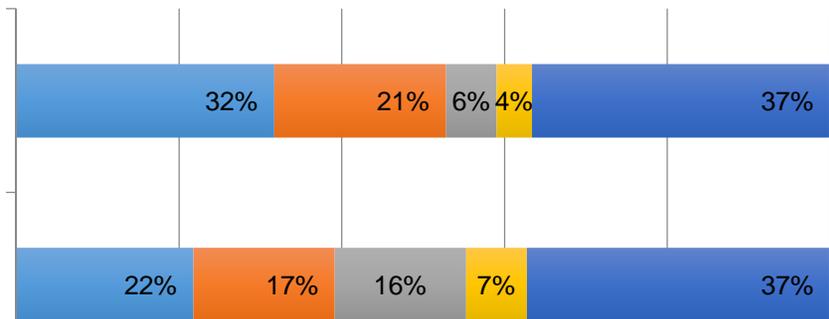
22

How Charter Schools Use Surveys

- To attract and retain families
- To persuade community partners and funders to invest
- For renewal and accreditation petitions
- School accountability/improvement plans
- Strategic planning
- Benchmarking your school against other similar schools

From the Clients' Perspective

"The online survey we developed with Teachers College/Columbia University gives us timely and relevant data about our programs' impact on students and teachers. It helps us to be responsive while continually improving quality."

Doris Hausmann, Director of Schools Programs
Armory Center for the Arts

"The fact that the survey questions had been used at numerous other schools throughout the nation allowed us to compare the responses of our community to that of other similar schools. Not only were the data timely for our use in strategic planning, the final report was publication-ready and we posted it on our school website to ensure transparency with our community."

Matt Taylor, Board of Directors,
Delta Elementary Charter School

Phone: 212-678-8213   Email: tcsri@tc.columbia.edu

Voices
College-Bound Language Academy
Find your path and prepare for the future!
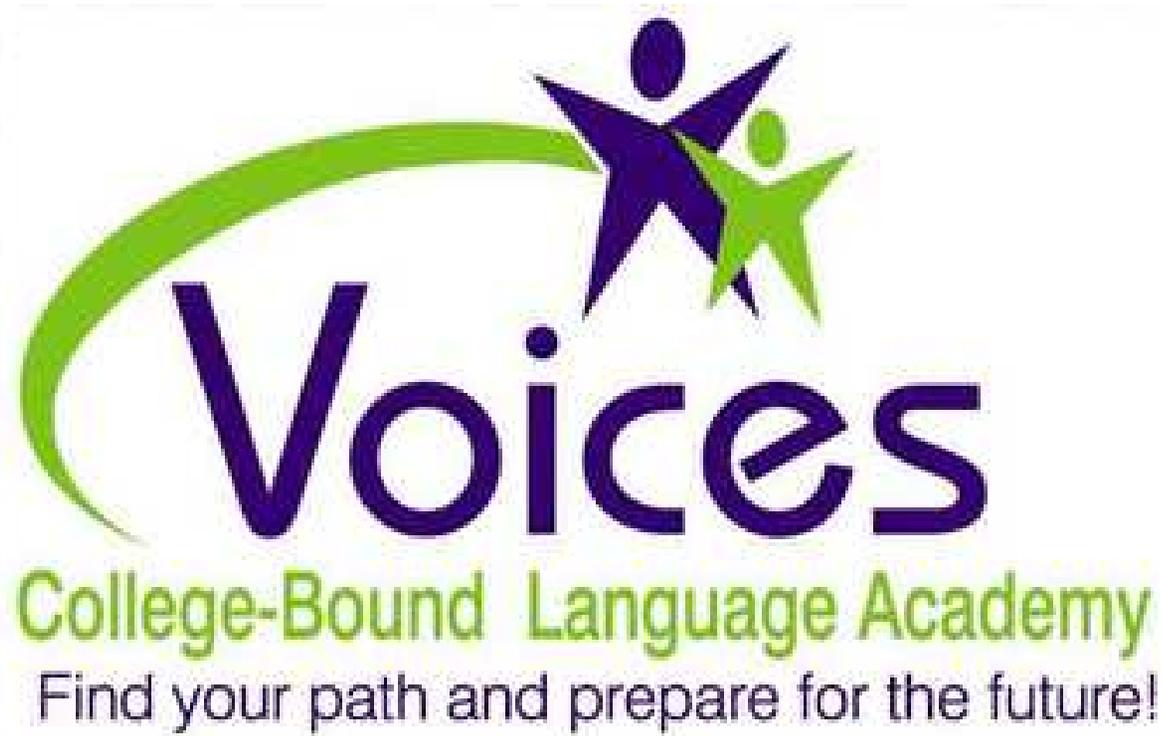
Voices Academy

- 535 total enrollment K-8
- 90% Hispanic
- 75% low SES
- 75% ELs (k/1st)
- 7% SPED
- 898 API (896 Hispanic & 889 EL)

Measuring Academic Progress
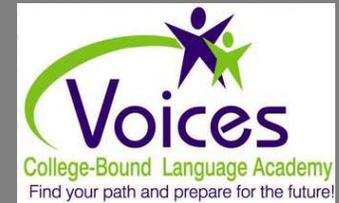
- Prior to 13/14: Curriculum Associates
  - Paper and pencil
  - Easy to identify mastery of individual standards
  - Easy for teachers to be held accountable for results
  - Easy to only test already taught standards
  - More rigorous than STAR
  - Teachers used untested questions as resources for teaching and formative assessments

28

NWEA MAP
13/14 SY and Beyond
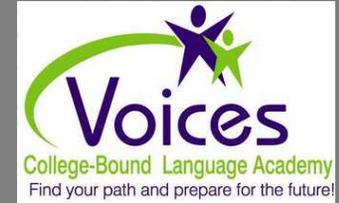
- What we're excited about:
  - Adaptive, computer-based, reflective of Smarter Balanced format
  - Immediate results and reports
  - Gives us a good idea how students are doing compared to the "norm"
  - High student engagement
 - Individual student growth targets

Questions and Struggles
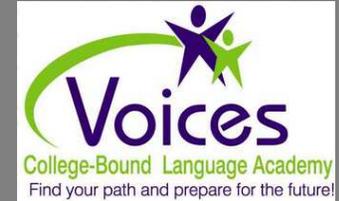
- Teachers can not use for formative assessments
- MAP not easily used to determine mastery of individual standards
- Teachers find it difficult to use to drive instruction
- Lack of constructed response questions
- Comprehensive assessments/can not throw out standard not yet taught
- Wonder if "norm" cut points will be reflective Smarter Balanced mastery levels?

30

Measuring School Culture
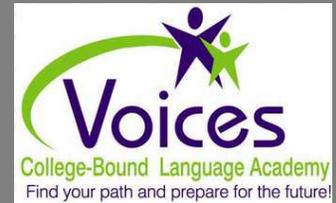
- Prior to 13/14:   School created surveys
  - Took too long to create
  - Different every year
  - Took too long to analyze
  - Reporting to stakeholders varied year to year
  - Focus on parents
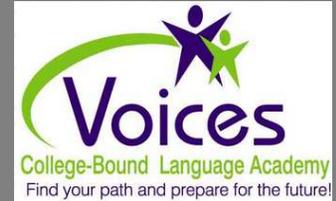
- Columbia University Survey
  - Focused on parents, staff and students
  - Easily made custom to your particular needs/initiatives
  - Analysis and report done for you
  - Standardized reporting to stakeholders
  - Easy to construct growth targets and goals
  - Online or paper and pencil
  - English and Spanish

Voices Use of Data
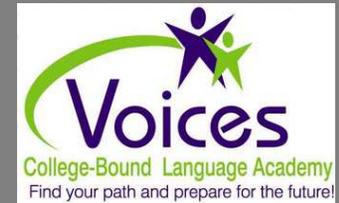
- LCAP
- Authorizer reporting
- Stakeholder reporting
- SARC
- Renewal
- WASC
- School level initiatives
- CMO reporting
- Petition writing (replication)

Common Core Resources: what do you rely on and recommend to colleagues?

Please review the provided resource list and use the index cards to let us know:
(1) how you use these resources (if you do),
(2) or if there are other quality Common Core resources you'd suggest to colleagues.

We will upload a revised version of the resource list with your additions and edits by Wed. July 9th (to the NAPCS Conference website)

Questions?