Executive Director's Report

- Performance Dashboard – Student Academic Update
- CRCT, "Value Added", & CCRPI Presentation

Performance Dashboard – Student Academic Update

ANCS Performance Dashboard	K-8				
2013-14	Aug	Sept	Oct	Nov	Δ
Student Academic Performance					
Percentage of students meeting standards in each skill area				60%	
% of 5th grade students meeting ANCS standards in writing				92%	*
% of 8th grade students meeting ANCS standards in writing				35%	
STAR - Reading (% of students showing NPR growth)					
STAR - Math (% of students showing NPR growth)					
STAR - Reading (average NPR)	66%			68%	
STAR - Math (average NPR)	69%			74%	

Performance Dashboard – Student Academic Update

| ANCS Performance Dashboard	Elementary			Middle		
2013-14	Aug	Nov	Δ	Aug	Nov	Δ
Student Academic Performance						
Percentage of students meeting standards in each skill area		78%			40%	
% of 5th grade students meeting ANCS standards in writing		92%				
% of 8th grade students meeting ANCS standards in writing					35%	
STAR - Reading (% of students showing NPR growth)						
STAR - Math (% of students showing NPR growth)						
STAR - Reading (average NPR)	70%	74%		61%	61%	
STAR - Math (average NPR)	70%	79%		66%	66%	

CRCT, Value Added/ Student Growth, & CCRPI

What are they and what do they mean for ANCS?
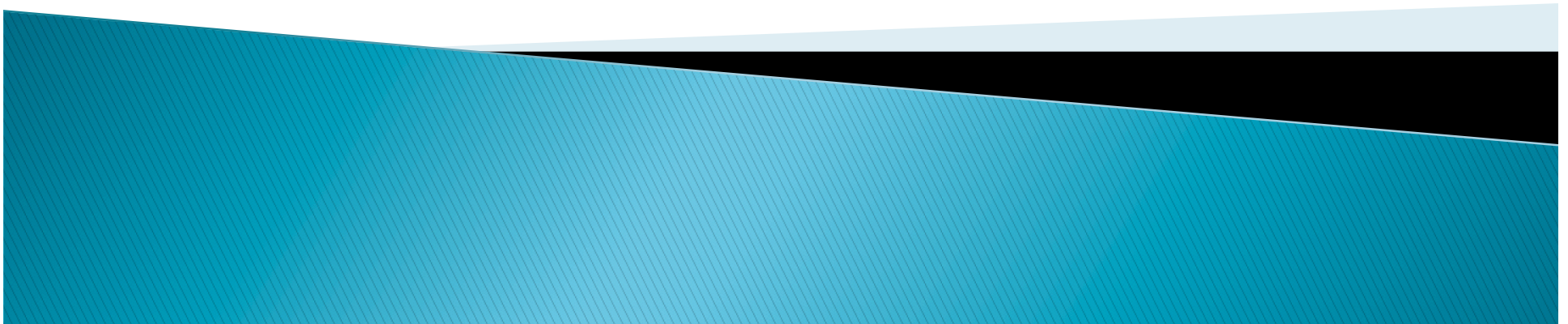
What is a *test*?

- A "test" is a small set of items that represents a much larger domain (such as rules of the road, concepts in 7th grade mathematics, or persuasive writing abilities)
- A test is "standardized" when each person taking it faces the same tasks, administered in the same manner, and scored in the same way
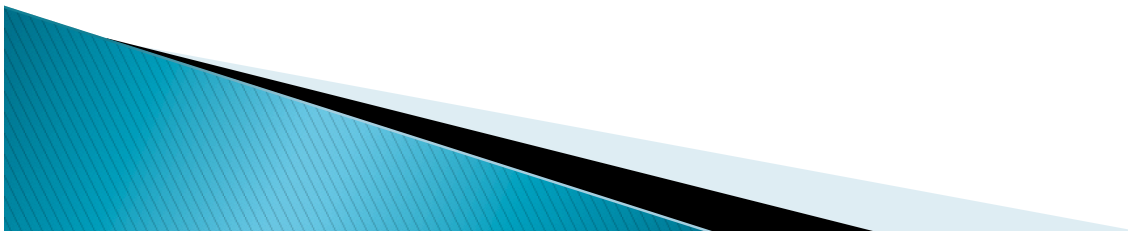
What is the CRCT?

- CRCT stands for *C*riterion *R*eferenced *C*ompetency *T*est
- A CRCT is given each year to students in grades 3-8 in math, science, social studies, language arts, and reading
- The *criterion* for each test are performance standards particular to each subject at each grade level
  - Reading, ELA, and Math: Common Core Standards
  - Science and Social Studies: Georgia Performance Standards

How is the CRCT created?

▸ A committee of educators and non-educators selected by the GaDOE create a list of "test specifications" for what to include on test

▸ Assessment contractor writes test items which are reviewed by committee then field tested ([sample questions here](#))

▸ Using these items, committee determines how many correct answers are needed to "meet" standards and sets "cut scores"
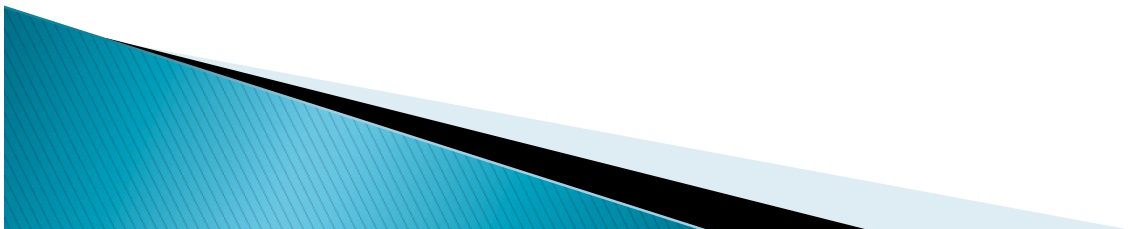
The CRCT…

…*can* tell you about:

▸Student performance on a one hour, multiple-choice test in each subject area

▸whether they *did not meet*, *met*, or *exceeded* the criterion for that test.

….*cannot* tell you about:

▸Information about differences among students *within* any of the performance ranges

▸Performance on skills or concepts *not* included on the test

▸*Why* students perform as they do
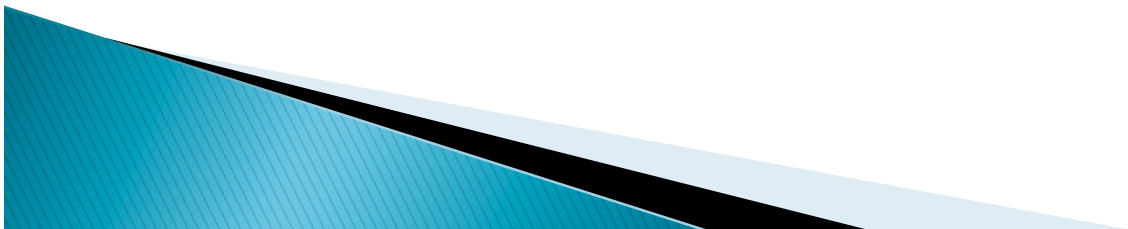
Value Added & Growth Measures

▶ Outside of individual student CRCT performance, results are being used in other ways:

◦ APS: "Value added" measure at school level for internal review

◦ GaDOE: "Student growth percentile" at teacher and school level for external accountability

▶ Important considerations for each of these uses

Value Added & Growth Measures

- Value added and similar growth measures can do a somewhat better job than current system in comparing expected student growth with actual student growth and of controlling for differences among students
- However, still many limitations to what these types of measures can tell us and how mis-using them can influence how and what we teach

Value Added & Growth Measures

- **What is measured?**
  - Still don't measure what's not on the test
  - Require similar content/skills to show true cumulative growth—this is not true of science and social studies CRCTs
- **How is it measured?**
  - Intervals of growth within CRCT scores are not "equal" but are treated as such in value added and growth scores—results in different treatment of growth among higher and lower achieving students

Value Added & Growth Measures

- How precise are the measures?
  - Validity: *whether conclusions based on scores are reliable*
  - Measurement error: *inconsistency in reliability of test scores*
  - Sampling error: *the margin of error*
- How effective are the models used to determine growth?
  - Necessary data to calculate growth is not always completely captured, especially when longitudinal

Value Added & Growth Measures

- Are non-teaching factors able to be completely controlled for in these measures?
  - In short, no—there is no research to support any model that can completely control for school effects, students' backgrounds
- How does testing policy impact what test results tell us?
  - Score inflation
  - Gaming the system: testing strategies and cheating disguising what real learning was/wasn't for students

Value Added & Growth Measures

▸ For *much* more information and research:
  ◦ Value added/growth measures in general:
    • http://www.aft.org/pdfs/americaneducator/fall2008/koretz.pdf
    • http://grantwiggins.wordpress.com/2012/05/06/value-added-why-its-use-makes-me-angry-or-good-idea-gone-bad/
  ◦ Value added/growth measures in teacher evaluations:
    • http://www.ets.org/Media/Research/pdf/PICANG14.pdf

CCRPI

▸ The state's new accountability system "College and Career Readiness Performance Indicators" (CCRPI) amplifies the impact of the CRCT on schools:

◦ Achievement on all CRCTs

◦ Progress on all CRCTs

◦ Achievement gap closure on all CRCTs

◦ Teacher and Leader Effectiveness Scores (which are based in large part on student growth percentiles based on CRCT)

College and Career Ready Performance Index,
Middle School, Grades 6 - 8

CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014–15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
11. Percent of students with a complete state defined Individual Graduation Plan by the end of grade 8
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies)
14. Percent of CRCT assessments scoring at the Exceeds level

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Middle Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 6 – 8 earning a passing score in above grade level core courses (ELA, mathematics, science, social studies)

2. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)

3. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE)

4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

5. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Technology Assessment

6. Percent of students in grades 6 – 8 with a fully documented *Fitnessgram* assessment

7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, students enrolled in a Georgia College and Career Academy, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS)

8. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

School's average score on the Georgia Teacher Effectiveness Measurement

College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014–15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)

2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)

3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)

4. Percent of students scoring at Meets or Exceeds in science(required participation rate ≥ 95%)

5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day

8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)

9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650

10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850

11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013)

12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 4 courses in core content areas (ELA, mathematics, science, social studies) (optional in 2012; required 2013 and beyond)

14. Percent of CRCT assessments scoring at the Exceeds level

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Elementary Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 1 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies)

2. Percent of students earning a passing score in world language courses

3. Percent of students earning a passing score in fine arts courses

4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

5. *Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)

6. Percent of students in grades 1-5 with a fully documented *Fitnessgram* assessment

7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Governor Deal's Early Literacy Initiative, comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS)

8. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator :

School's average score on the Georgia Teacher Effectiveness Measurement

CCRPI & New Charter Accountability Goals

- GaDOE announced on December 4th that *all* charter schools in the state will be subject to the same accountability goals:
  - *CCRPI*
  - *Beating the Odds*

- As an existing charter school, ANCS will be subject to these new goals starting with the 2014–15 school year

CCRPI & New Charter Accountability Goals

▸ *CCRPI Goal:*

◦ 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.

◦ 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 & New Charter Accountability Goals

"Beating the Odds" Goal:

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 for similar schools based on:

▶ **Student-based Factors**
- ◦ % African American
- ◦ % Hispanic
- ◦ % White
- ◦ % Other
- ◦ % Free/Reduced Lunch
- ◦ % Students with Disabilities
- ◦ % English Learners
- ◦ % Talented and Gifted

▶ **School-based Factors**
- ◦ School Size (FTE)
- ◦ Student/Teacher Ratio
- ◦ School Configuration (i.e. Elem, Middle, High)
- ◦ Locale Type (i.e. City, Town, Rural)
- ◦ District Performance

CCRPI & New Charter Accountability Goals

- *Learning to use one's mind well, depth over breadth, personalization, student–as–worker/ teacher–as–coach,* and *demonstration of mastery* do not always align well with CCRPI and its requirements.

- What is most important to us—having the highest CCRPI score or having a school that use these principles for students?
- How do we balance external demands with what we want for our students where they conflict?
- How can we work to show others of the value of teaching and learning in the ANCS way?

Strategic Plan

- Thank you for your excellent work at the 11.16 retreat! Huge thank you to Gabe for hosting.

- The committee has had a slow start in December for actual plan writing due to multiple commitments from those involved.

- Plan writing will pick up again in January and will be complete by April (tentatively).

- I would like to get the Board's thoughts on different delivery methods for the Plan once complete. (video, Prezi, slick mailer, iBook, etc.)
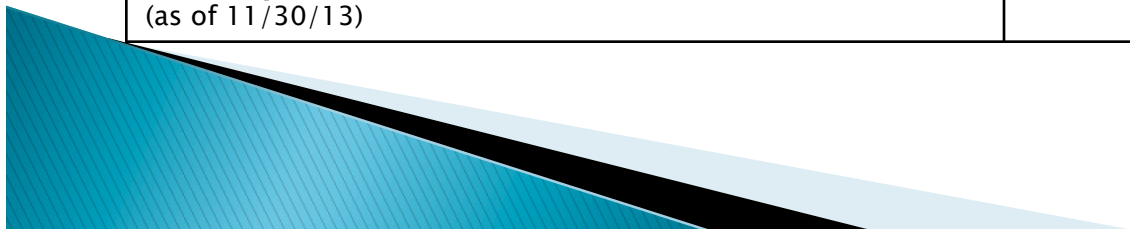
Board Governance Policies

▸ Mike Nations (ANCS Counsel) has approved the policies with one issue that requires a vote
- Currently we specify a $2/3^{rd}$ majority is required for a vote to pass.
- Recommendation is to make all board votes require a simple majority.
  - **ACTION NEEDED**: Vote on this change, then polices will be corrected as needed.

▸ Next set of policies will be Business Operations.

Business Operations Report

▸ YTD Financials through 11/30/13
  ◦ Profit and Loss Statement (see statement)
  ◦ Cash flow Statement (see statement)

▸ Update: "Line of Credit"
  ◦ $200K LOC paid back in November

▸ FY14 APS Allocation:
  ◦ Current APS allocation reflects **669 FTEs** update allocation started in December
  ◦ Received ANCS portion of Legal bill for unfunded pension matter – ~29K
  ◦ FY14 APS Funding for ANCS @ ~$9,120 per FTE
  ◦ FY14 APS Allocation is ~$28.5K a month higher than budgeted

▸ Other highlights
  ◦ Holiday "Thank You" to staff and teachers delivered in early December
  ◦ Building & Ground Improvements moving forward
  ◦ Building Cash Reserves
  ◦ Technology Planning has started

Business Operations Dashboard

Finance "Big Rocks"	Operations "Big Rocks"
✓ Pension Funding resolution (Q4 2013) ❑ FY15 Budgeting Model (Q1 2014) ❑ Refinancing Plan for MC (Q2 2014) ❑ Fixed Asset Audit completion (Q2 2014) ❑ Establish cash reserve (Q2 2014) ❑ Policy Manual Updates (Ongoing)	❑ Building Service Request System (Q1 2014) ❑ Virtual File Cabinet (Q1 2014) ❑ Technology Plan (Q2 2014) ❑ Building & Grounds Plan for MC (Q2 2014) ❑ Policy Manual Updates (Ongoing)
Cash in the Bank (as of 11/30/13)	$590K
Operating Cash Reserve (Cash + Investments as of 11/30/13)	$1.2 million
Line of Credit (as of 11/30/13)	$0K
# Students (as of 11/30/13)	669
YTD Operation Income or (Loss) (as of 11/30/13)	$198K

Legend:
✓ Completed
❑ In Progress
❑ Not Started

Fund Development
Informational Items

➢ **Annual Campaign Report Update***:*
- November Earnings: $ 5,848.42
- 2013/2014 YTD: $ 43,429.18

  Nov Fund Development Report.xlsx

➢ **Foundation Work by Matt Underwood**
- **Sartian Lanier Grant Awarded**: $50,000 to go towards strategic planning and capital improvements to facilities over the next three years

➢ **Auction Update/ Auction Committee Work**
- Donor letters are scheduled to go out on January 15, 2014
- Date is set for March 8th
- Mobile bidding will be introduced this year and will be facilitated through Greater Giving
- The first volunteer meeting will be on January 16, 2014