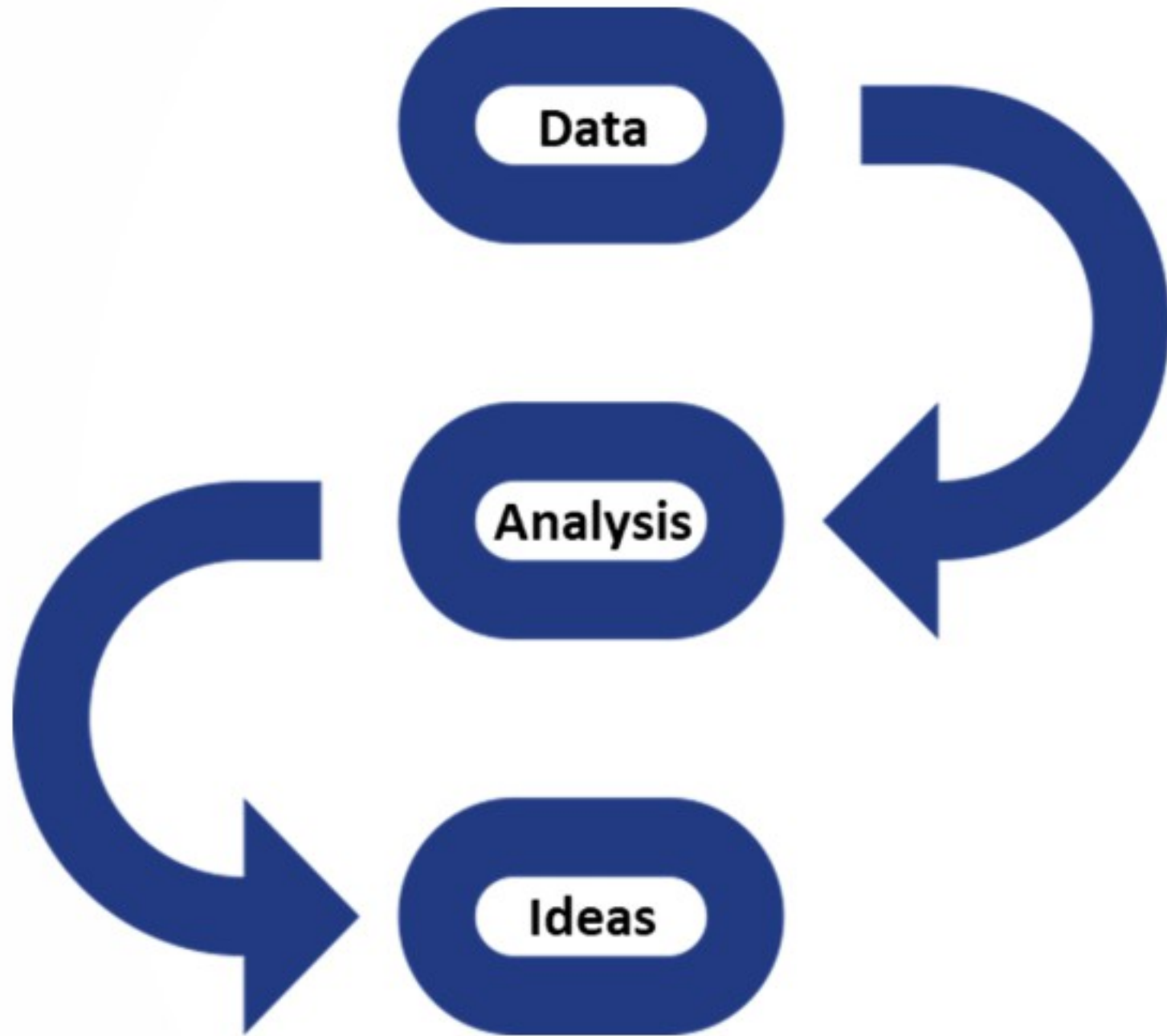


Overview of How CSI Uses School Data

Aislinn Walsh

CSI Performance & Accountability Analyst

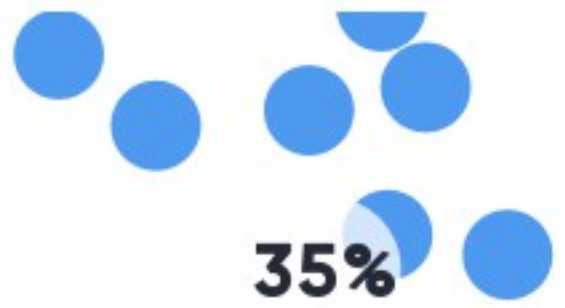


Today's theme:

- How is CSI using the data you submit?

**To participate in this presentation, please go to
the link above.**

What is your role in your school? [You may vote for more than one option]



Data Submissions



Front Office Staff



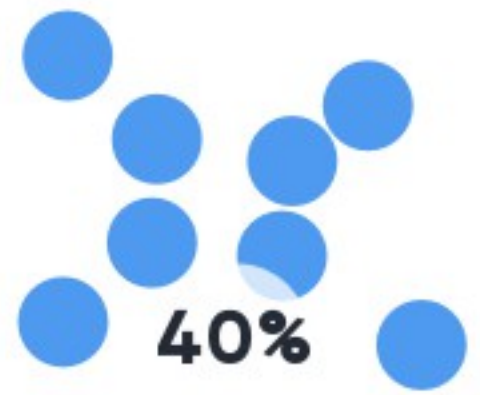
School Leadership

0%

Teacher

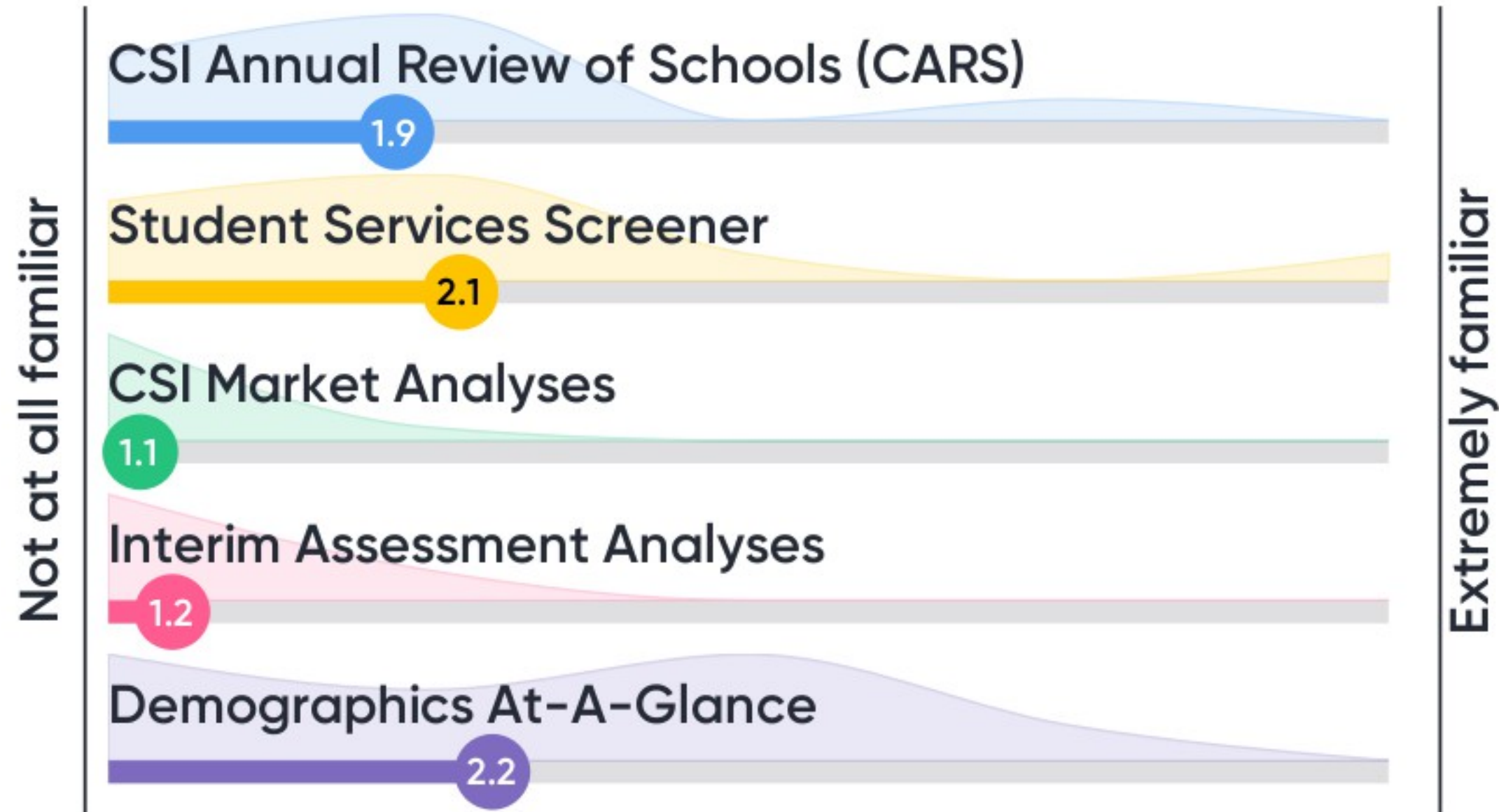


School Assessment Coordinator



Other

How familiar are you with the following CSI-generated reports:



What are you most curious about learning today?

How our data is used overall and the Cars report.

I am looking forward to hearing more about the changes made for this year and how our data is being used.

Wanted to learn more about where and what this data is used for and how it impacts our school.

I would like to have a better understanding of how our data submissions effect our school.

Data submissions reports ie: HR, etc...

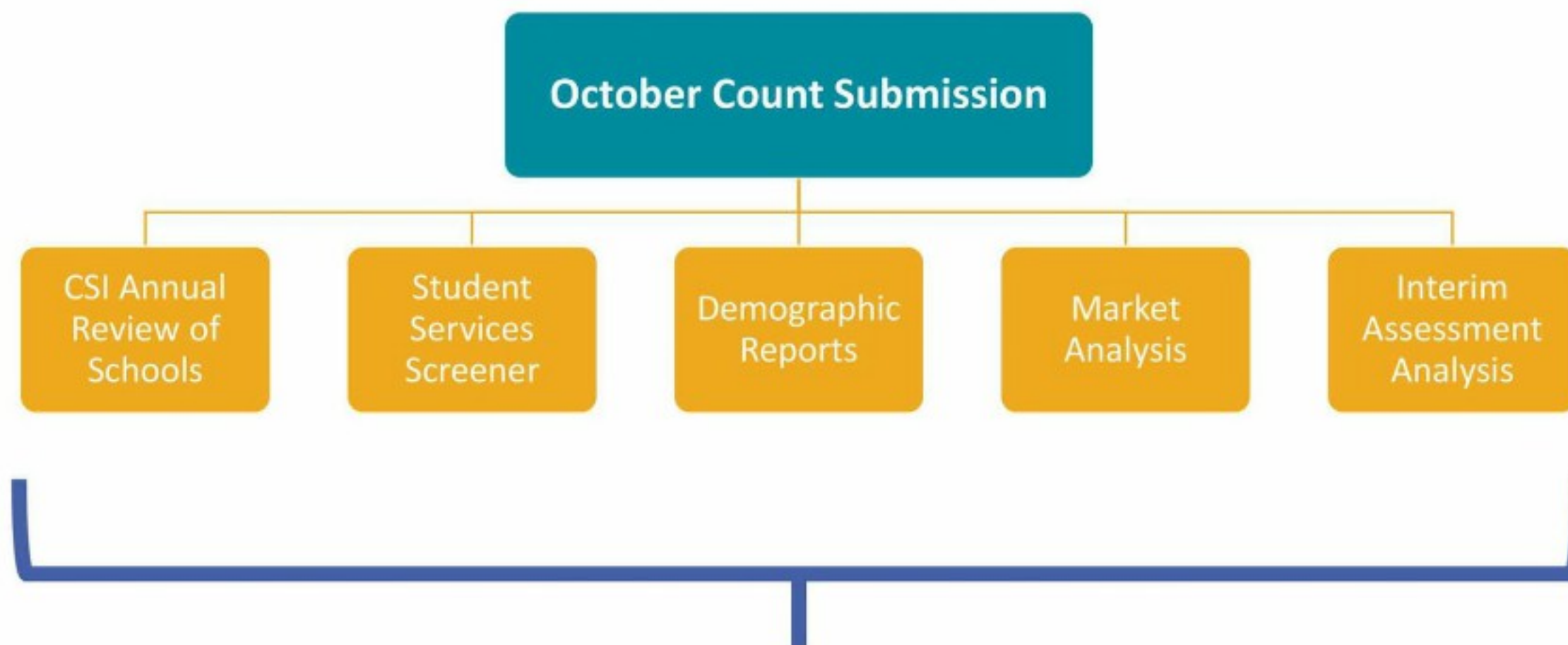
We do a lot of reports throughout the year! I'm interested in learning what that data says about our school, where it goes, and how it's used in the future.

Learn more about the data that is sent to CSI.

Which data submission is used for which report?

I'd like to better understand data as it is presented to my Head of School, so I can engage in the conversation.

How does your data help us?



This data helps guide decision making for school leaders, teachers, CSI staff, the CSI board, and others

Let's discuss some CSI-generated reports that use data from your submissions.





The CSI Annual Review of Schools (**CARS**) is the system used to annually evaluate and accredit its schools based on Academic, Financial, and Organizational Performance Frameworks

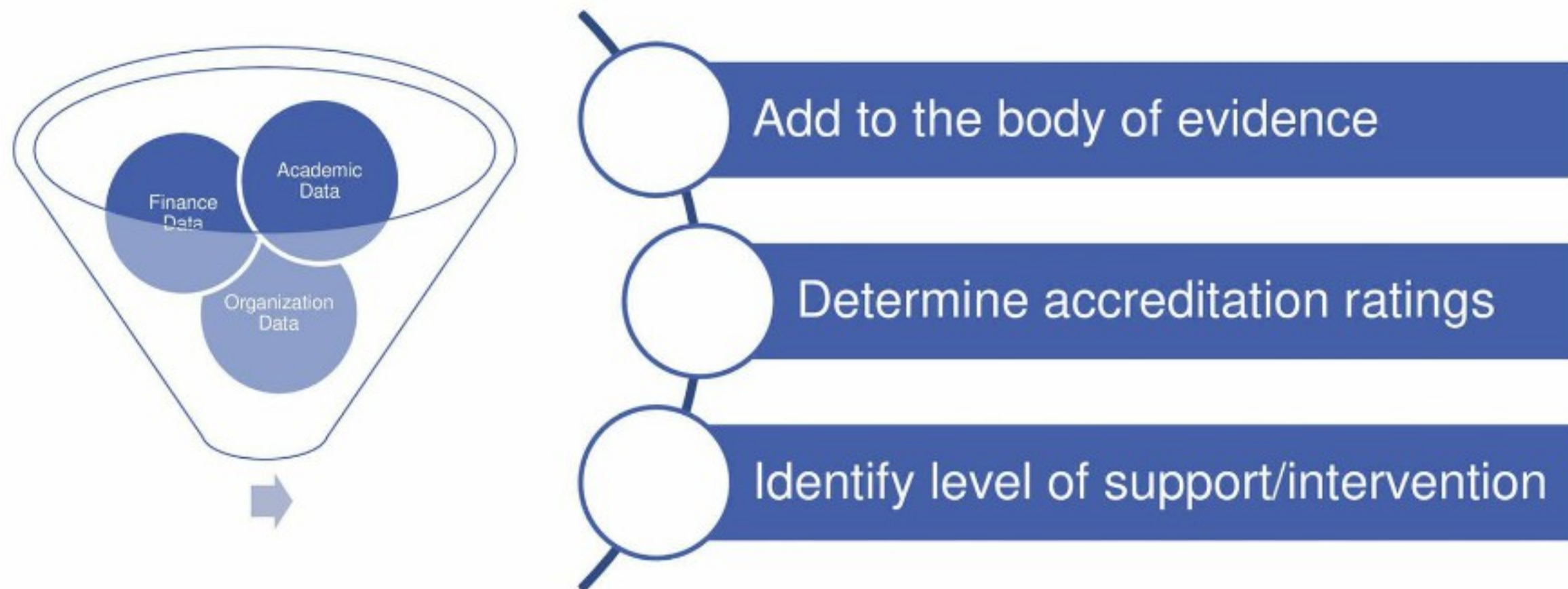


CSI Annual Review of Schools



| Academic Performance | Financial Performance | Organizational Performance |
|--|--|--|
| <ul style="list-style-type: none">• Achievement• Growth• Postsecondary & Workforce Readiness | <ul style="list-style-type: none">• Near Term• Sustainability | <ul style="list-style-type: none">• Education Program• Diversity, Equity of Access, & Inclusion• Governance and Financial Management• School Operations & Environment |

Objectives of CARS



Accreditation Ratings



Awarded to any CSI school in the top 25% of schools in Colorado – *this rating is unique to CSI*



Schools in these categories are not mandated to receive the level of supports as the rating categories below. However, schools with declining performance may be required to receive additional supports.



Any school in these rating categories are placed on performance watch and receive additional supports and interventions, required by both CSI and the state.

CARS & State Accountability

CARS

SPF

Multi-year - Trends
over time

Geographic district
comparisons

Service to at-risk
students (including
GT)

Single year

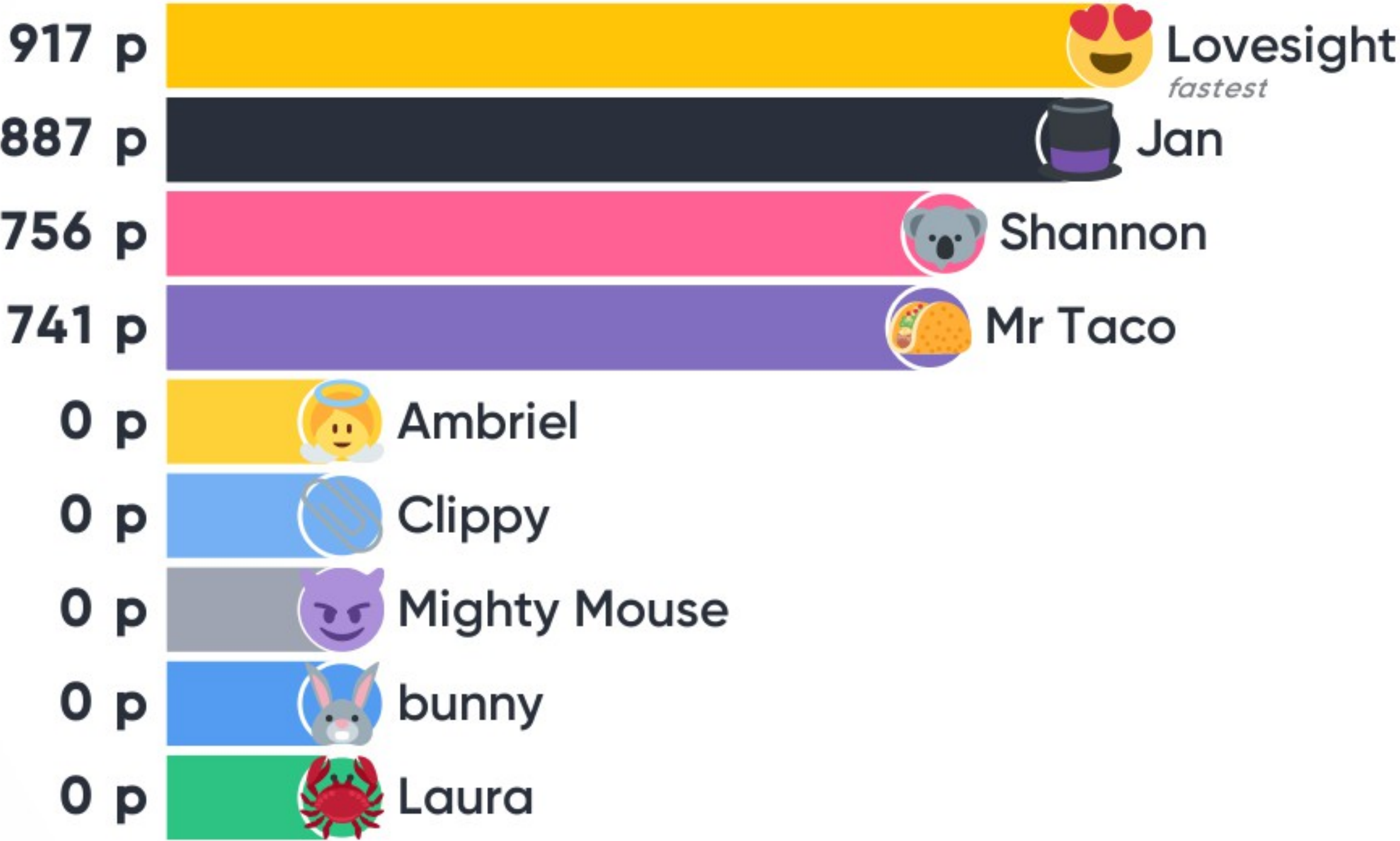
School data only (no
GT)



What are the three primary components CSI uses to evaluate its schools under CARS?



Leaderboard



The Colorado Charter School Institute (CSI) is committed to fostering high-quality charter schools. We understand charter schools and advocate for their success. We offer support, flexibility, and transparent accountability to ensure our schools are in the best position possible to serve their students.

CSI provides its schools clear expectations for academic, organizational, and financial performance and allows schools the freedom to choose how best to achieve those expectations.

How are CSI schools held accountable?

The CSI Annual Review of Schools (CARS) is used to evaluate and accredit CSI schools annually based on academic, organizational, and financial performance. CARS builds off of the academic expectations in the state's accountability system by adding additional academic indicators and including measures of financial and organizational performance. This evaluation:

- 1) Adds to the body of evidence that is used to make authorization decisions;
- 2) Determines the school accreditation rating that is primarily used to inform authorization pathways; &
- 3) Determines the level of support/intervention to provide to the school.

What does CSI use to determine school performance?

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools (CARS). The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, organizational, and financial performance. These are the measures in the CSI Performance Framework:

| Academic | Financial | Organizational |
|--|--|--|
| <ul style="list-style-type: none">⇒ Achievement⇒ Growth⇒ Postsecondary & Workforce Readiness | <ul style="list-style-type: none">⇒ Near Term⇒ Sustainability | <ul style="list-style-type: none">⇒ Education Program⇒ Diversity, Equity of Access, & Inclusion⇒ Governance and Financial Management⇒ School Operations & Environment |

To determine school accreditation ratings, CSI establishes a base rating based on academics and, if the school has demonstrated financial compliance and organizational compliance, the school keeps their base rating. If not, the base rating is lowered. Below are the accreditation ratings available to CSI schools (from lowest to highest):

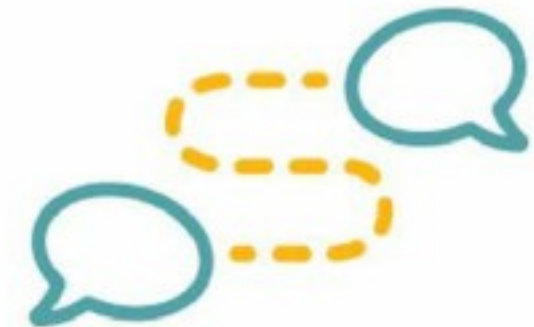


Curious about your school's CARS report?

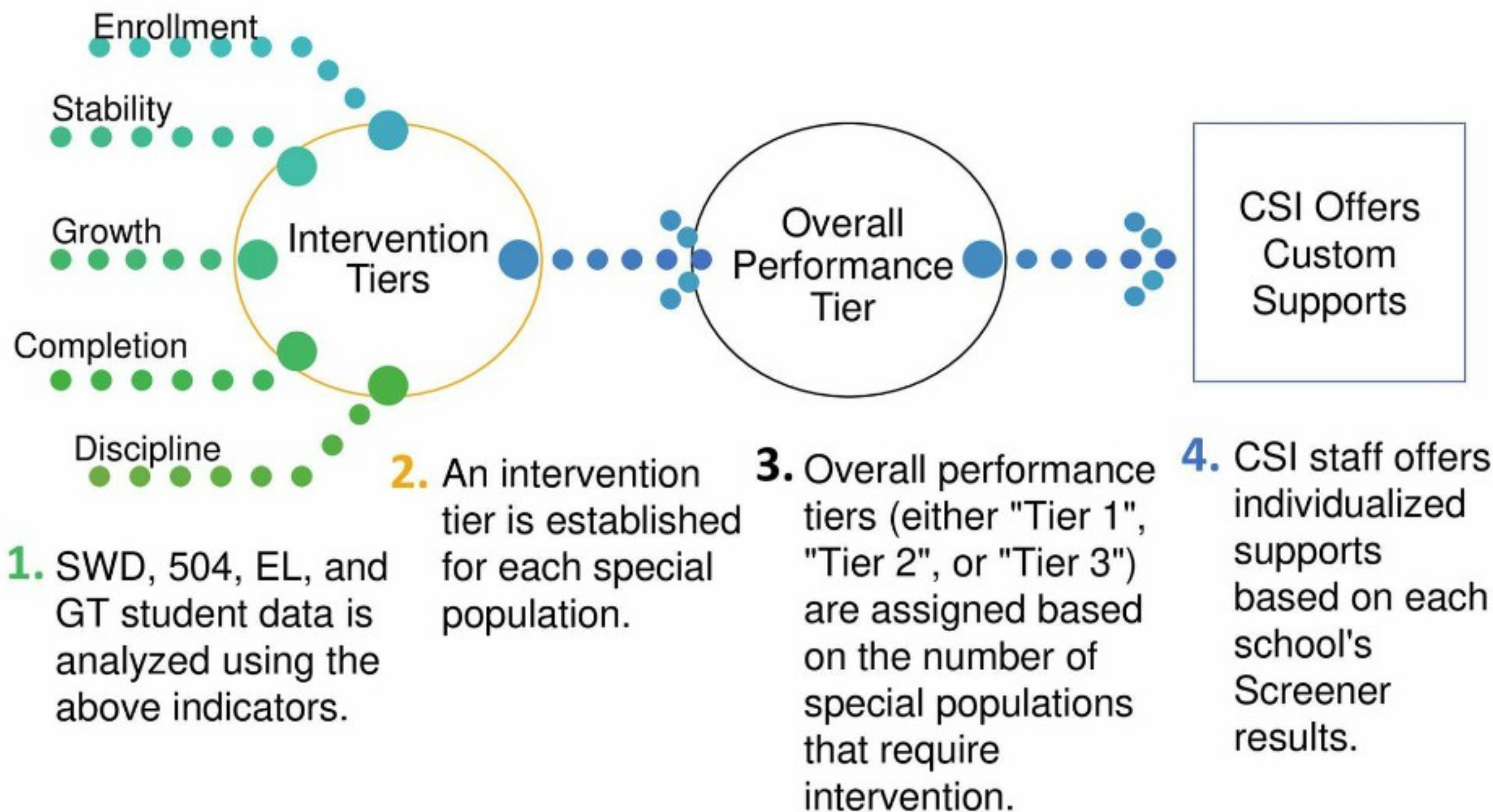
Go to this link: <https://tinyurl.com/CARS-CSI> to view your CARS report.



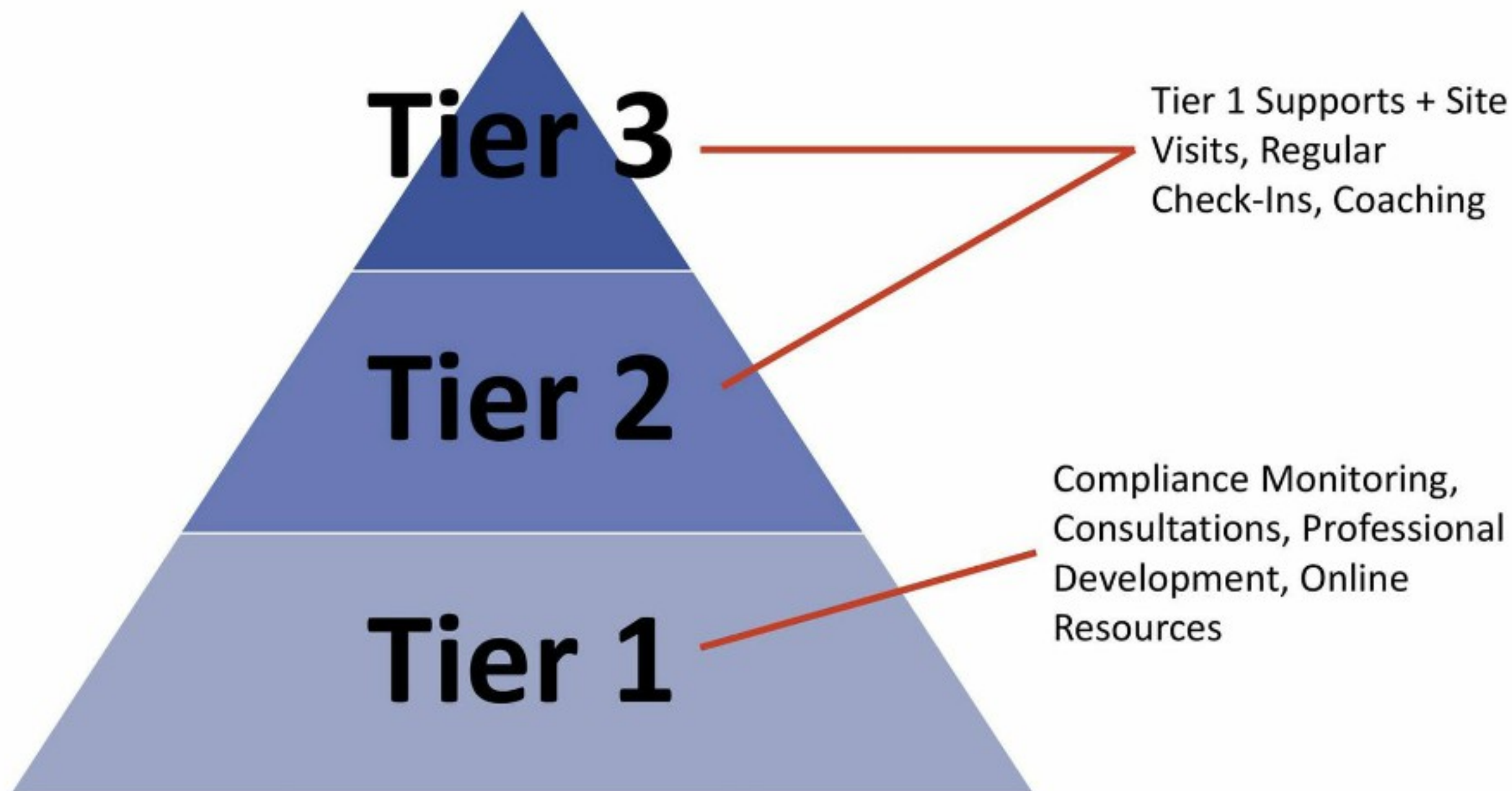
The Student Services Screener determines Tiers of Support for CSI schools to help CSI provide individualized support around special populations. This tool is **NOT** used for accountability purposes.



Student Services Screener



Tiers of Support



CARS & Screener Comparisons

What is the difference between the CSI Annual Review of Schools (CARS) and the Student Services Screener?

| Question | Description | |
|-------------------------------|--|--|
| | CARS | Student Services Screener |
| Why does CSI use it? | ⇒ Determines school accreditation ratings | ⇒ Determines Tiers of Support |
| What is it used for? | ⇒ For school accountability | ⇒ For CSI to provide individualized supports around special populations |
| What does it measure? | ⇒ Academic outcomes <ul style="list-style-type: none"> ⇒ Achievement ⇒ Growth ⇒ Postsecondary and workforce readiness ⇒ Organizational performance ⇒ Financial performance | ⇒ Performance on indicators: <ul style="list-style-type: none"> ⇒ Enrollment ⇒ Stability ⇒ Academic Growth ⇒ Completion (if available) ⇒ Discipline |
| Who is evaluated? | ⇒ All students/all grades ⇒ FRL students ⇒ Minority students ⇒ GT students ⇒ English learners ⇒ SPED students | ⇒ GT students ⇒ English learners ⇒ SPED students ⇒ 504 students |
| What is the sample size used? | ⇒ For achievement, N>16 ⇒ For growth, N>20 | ⇒ N>1 on all indicators |
| When is it released? | ⇒ Fall each year | ⇒ Spring each year |





Indicator Data Sources

Enrollment

Data Source: OCTOBER COUNT

| School Data | Comparison Data |
|---|--|
| Number of SWD, 504, EL, or GT students in the school | Number of SWD, 504, EL, or GT students in the geographic district |
| DIVIDED BY | DIVIDED BY |
| Total students in the school | Total students in the geographic district |



Indicator Data Sources

Stability

Data Source: END OF YEAR

| School Data | Comparison Data |
|--|--|
| Unduplicated count of SWD, 504, EL, or GT students who remained in the school that year | Unduplicated count of non-subgroup peers who remained in the school that year |
| DIVIDED BY | DIVIDED BY |
| Total number of students that enrolled in the school at any time during that year | Total number of students that enrolled in the school at any time during that year |



Indicator Data Sources

Growth

Data Source: STATE ACCOUNTABILITY GROWTH FILE

| School Data | Comparison Data |
|---|---|
| Number of SWD, 504, EL, or GT students with a growth percentile higher than 50 | Number of non-subgroup peers with a growth percentile higher than 50 |
| DIVIDED BY | DIVIDED BY |
| Total students with a valid score in the school | Total students with a valid score in the school |



Indicator Data Sources

Completion

Data Source: END OF YEAR

| School Data | Comparison Data |
|--|--|
| Number of SWD, 504, EL, or GT students receiving a regular diploma plus those completing with a non-diploma certificate or GED within four years of entering from 9th grade | Number of non-subgroup peers receiving a regular diploma plus those completing with a non-diploma certificate or GED within four years of entering from 9th grade |
| DIVIDED BY | DIVIDED BY |
| Number of students entering from 9th grade plus number of transfers in minus number of verified transfers out | Number of students entering from 9th grade plus number of transfers in minus number of verified transfers out |



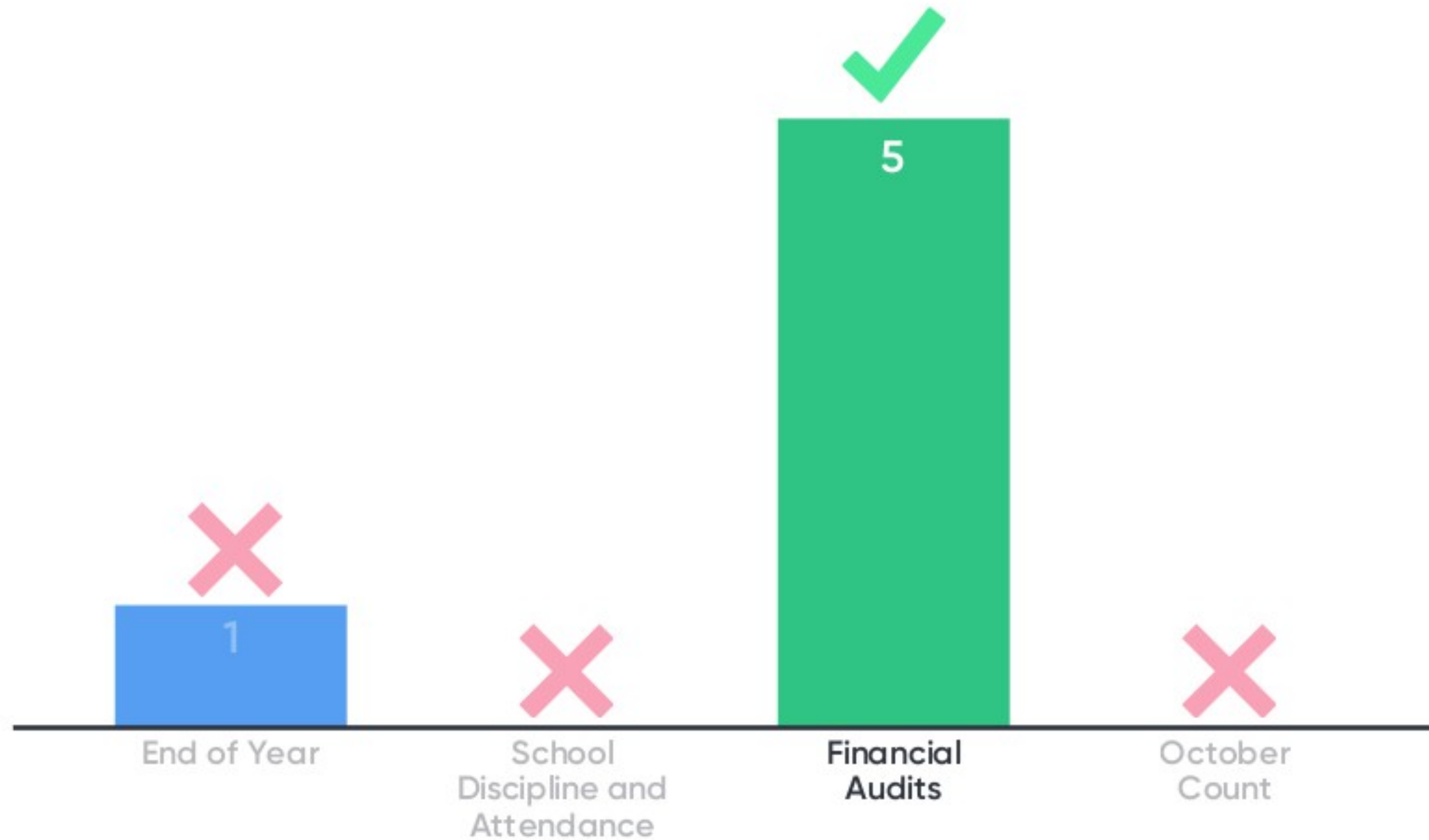
Indicator Data Sources

Discipline

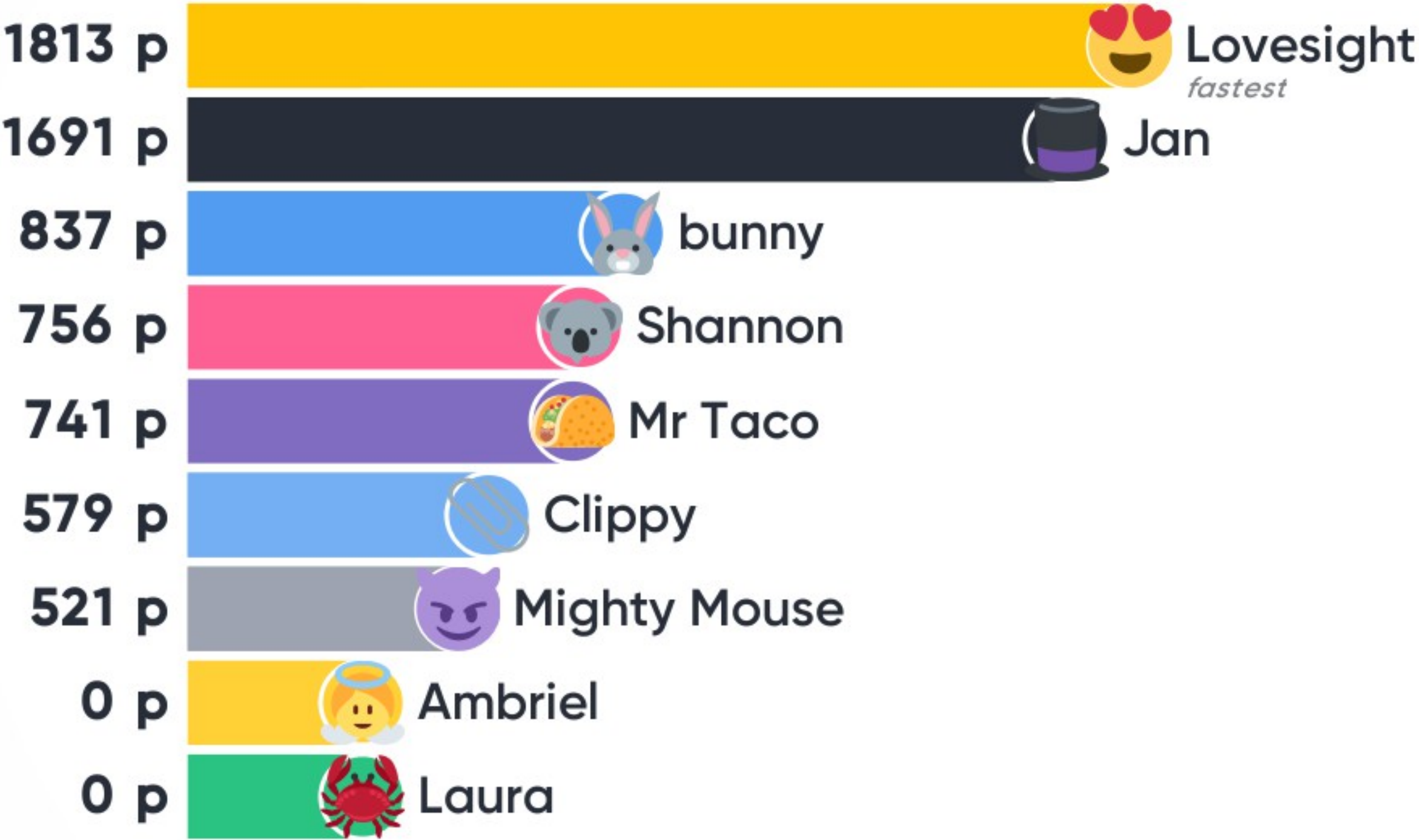
Data Source: SDA, END OF YEAR, OCTOBER COUNT* **for 504 only because it is not reported in EOY*

| School Data | Comparison Data |
|--|--|
| Unduplicated count of SWD, 504, EL, or GT students reported with any discipline incident in SDA | Unduplicated count of non-subgroup peers reported with any discipline incident in SDA |
| DIVIDED BY | DIVIDED BY |
| Number of SWD, 504, EL, or GT students enrolled in the school in End of Year (or, for 504 students, in October Count) | Number of non-subgroup peers enrolled in the school in End of Year (or, for 504 students, in October Count) |

Which one of these data sources are NOT used to populate the Student Services Screener?



Leaderboard



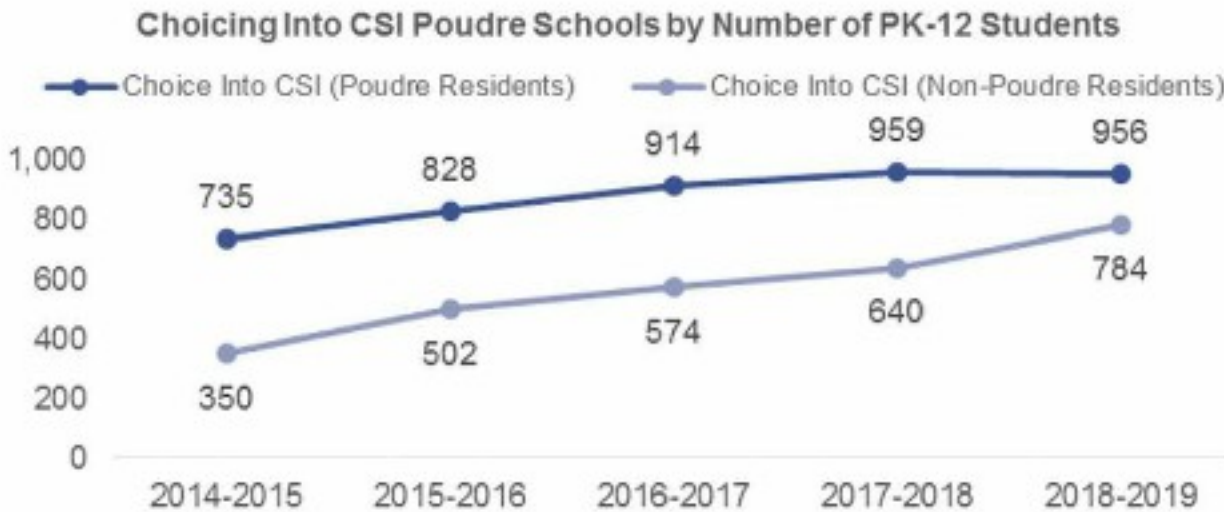
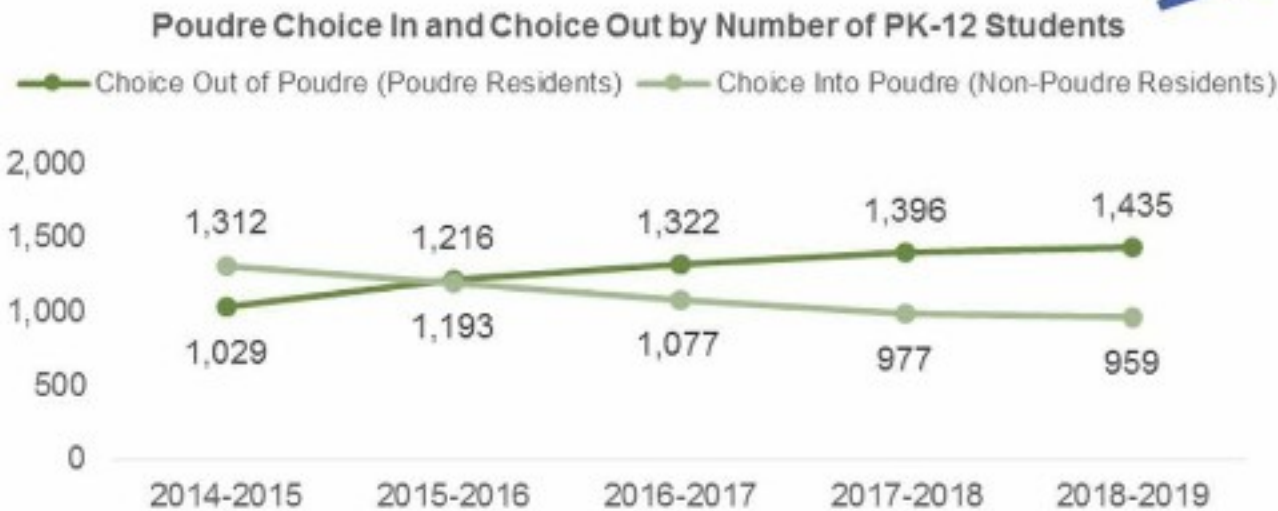
What are some other examples of data analysis?



Market Analyses

This is fed by the parent's district of residence column in October Count

Sample of a Market Analysis report:

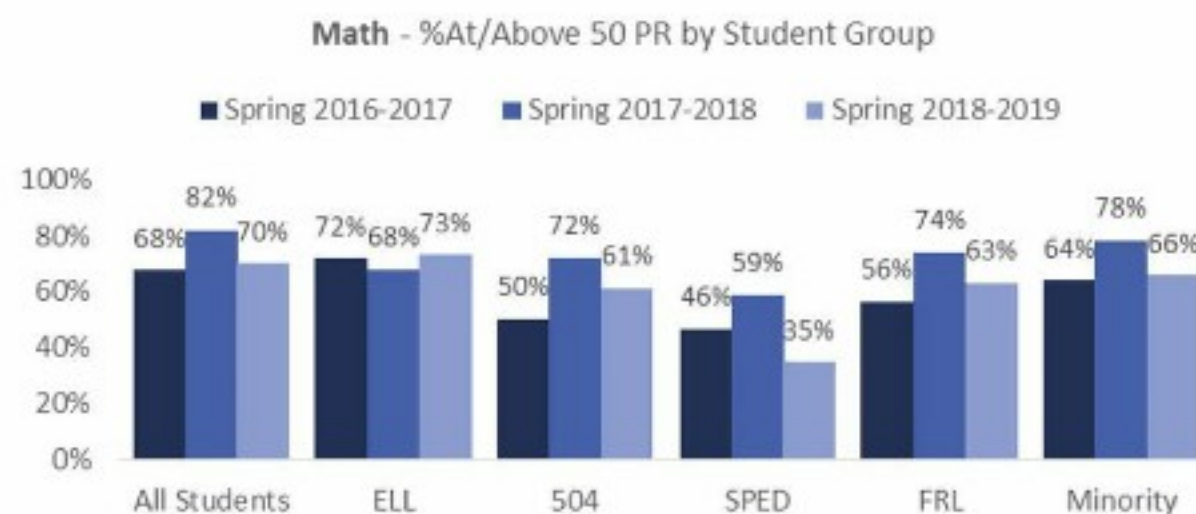
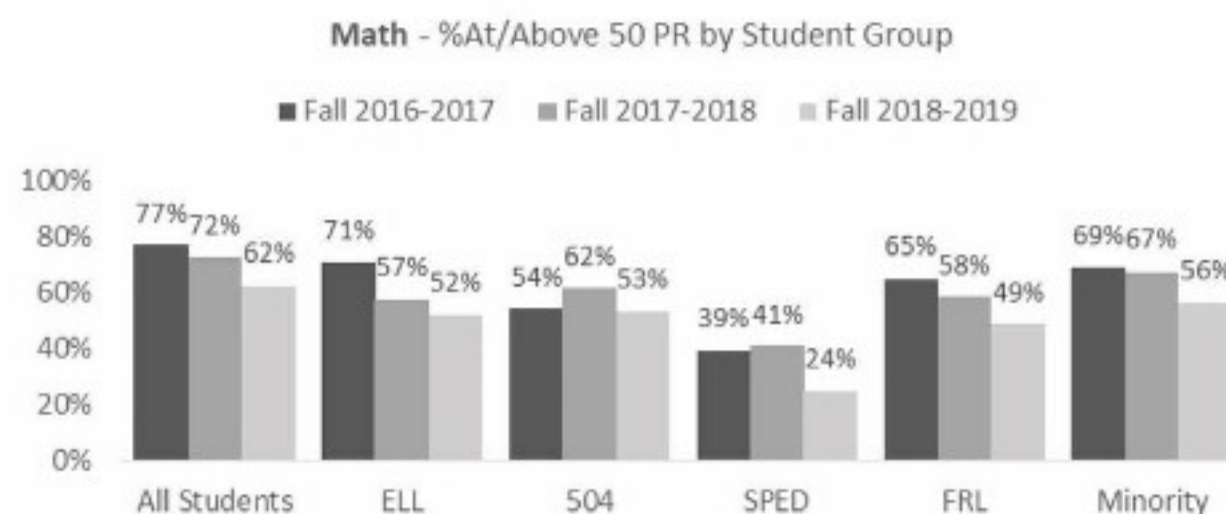


These reports compile available data about population characteristics, student enrollment, population estimates, & school performance for school districts across the state to identify the potential for additional high-quality charter schools in those areas.



Interim Assessment Analysis

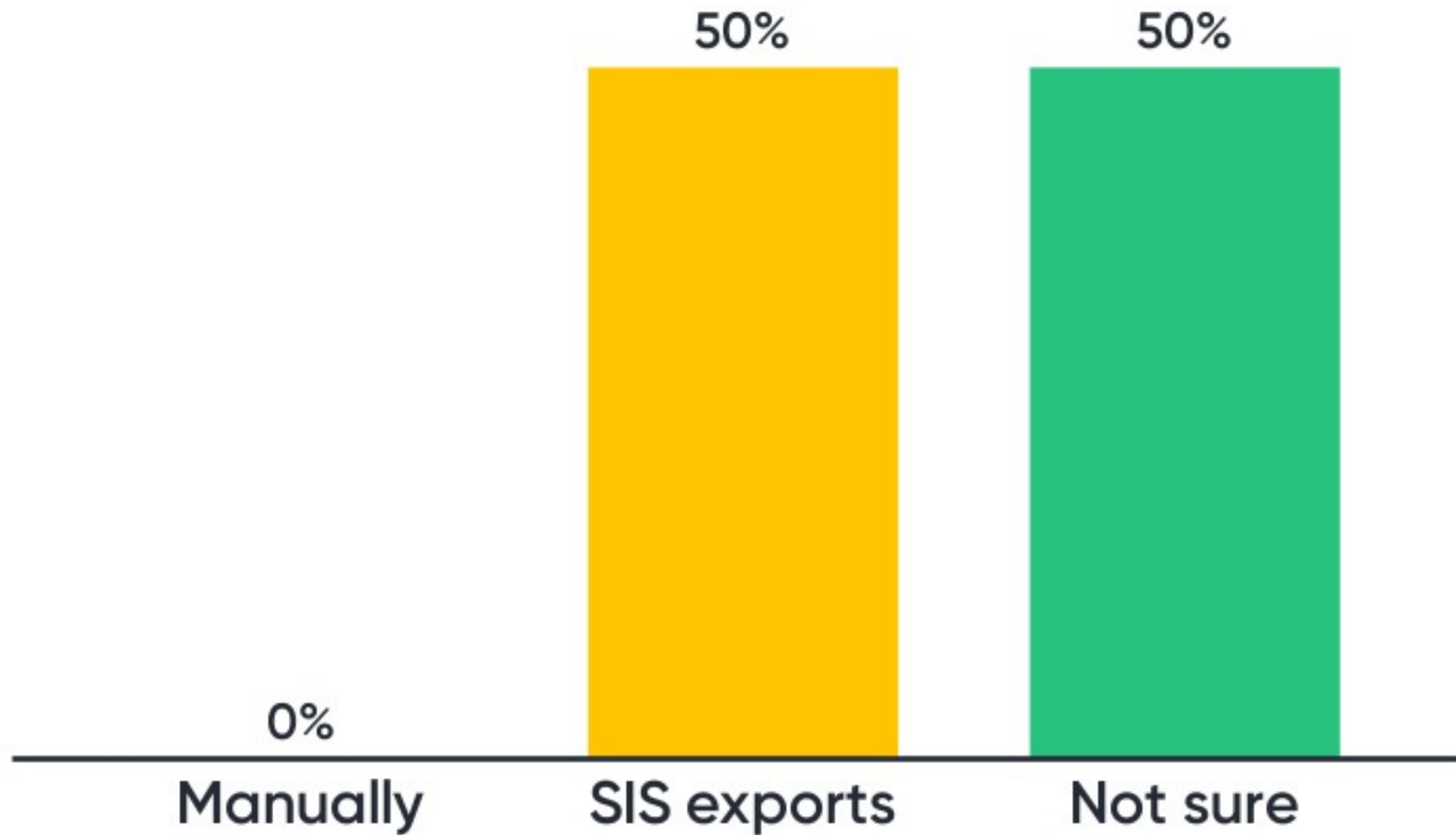
Sample of an Interim Assessment report:



These reports provide interim assessment results for schools by subject and, often, by subgroup (pulled from October Count, where available).

Schools can pull information from their SIS into their assessment platform.

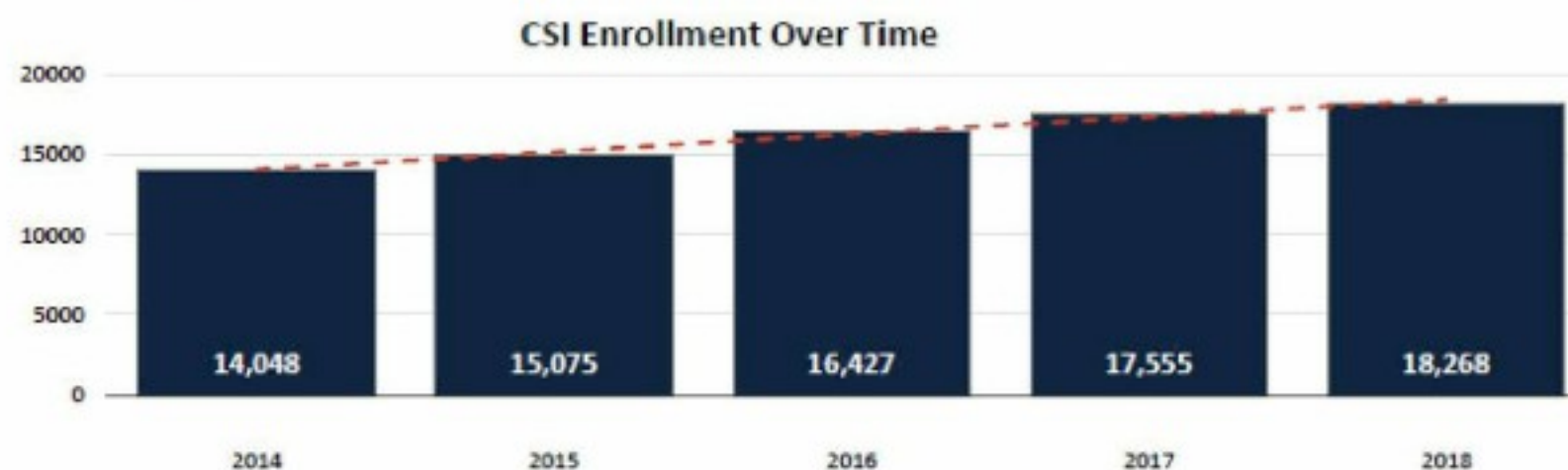
How are you creating rosters in your interim assessment platform?





Demographics-At-A-Glance

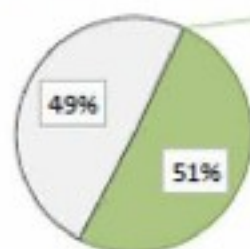
Sample of the Demographics-At-A-Glance report:



Using final October Count data in January, we provide each of our schools with an analysis of their enrollment & demographic information.

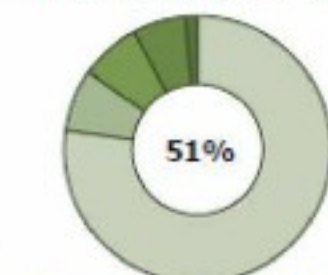
Minority Students

Minority Non-Minority



| Minority Students | |
|-------------------|---------------|
| Race/Ethnicity | % of Students |
| Hispanic | 39.2% |
| Two or More | 3.8% |
| Black | 3.7% |
| Asian | 3.3% |
| Other | 0.7% |

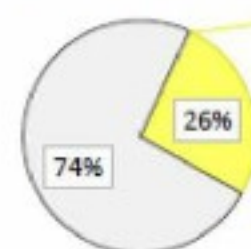
Minority Race/Ethnicity



Hispanic
Black
Other
Two or More
Asian

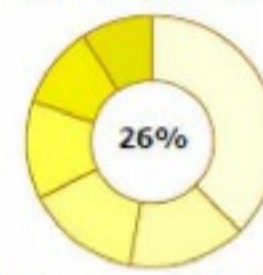
Language Proficiency

Proficiency Category Not Eligible



| Language Proficiency* | |
|-----------------------|---------------|
| Proficiency | % of Students |
| LEP | 9.9% |
| FEP Yr1&2 | 4.0% |
| PHLOTE | 3.9% |
| NEP | 3.3% |
| FELL | 2.8% |
| FEP Exit Yr1&2 | 2.4% |

Proficiency Category



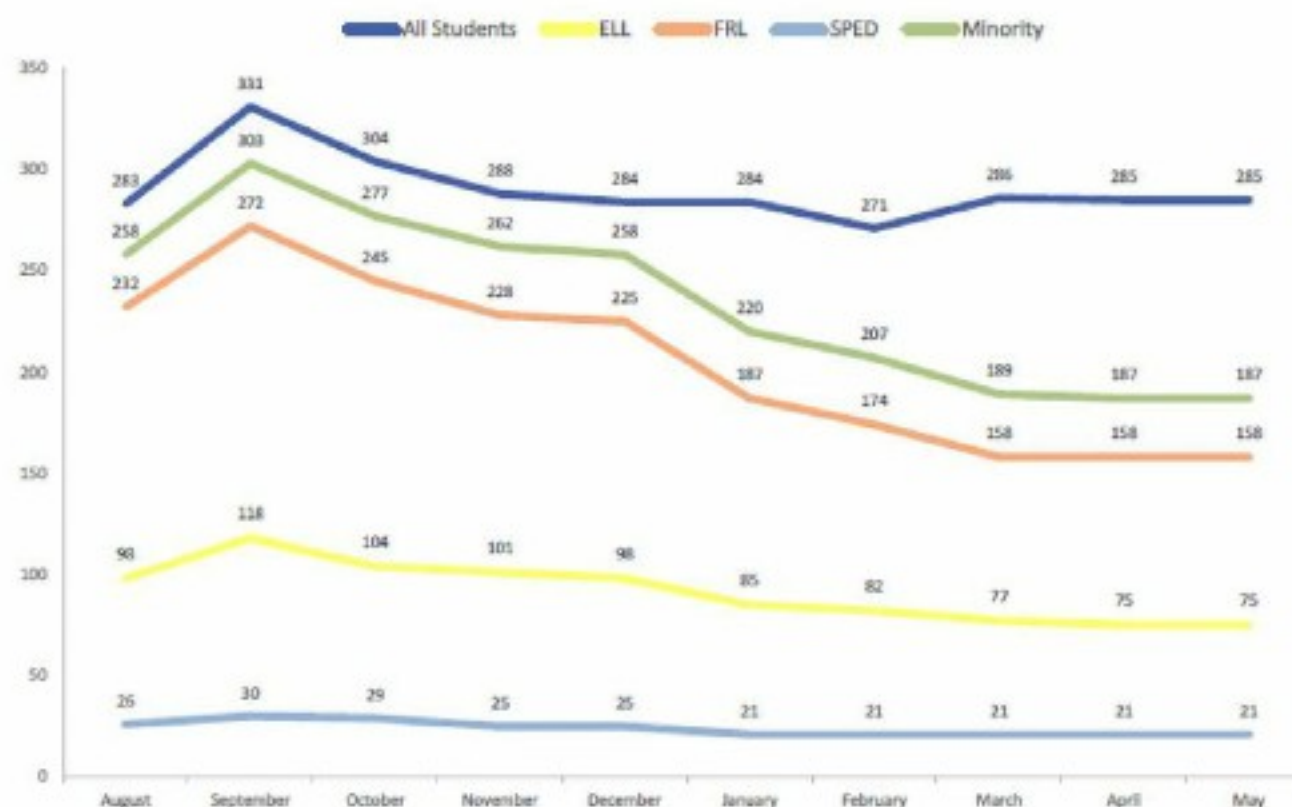
LEP
PHLOTE
FELL
FEP Yr1&2
NEP
FEP Exit Yr1&2

*English Learner identification includes NEP, LEP, and FEP Monitor Yr 1&2 only (highlighted to the left). EL total = 17.1%.



Enrollment-At-A-Glance

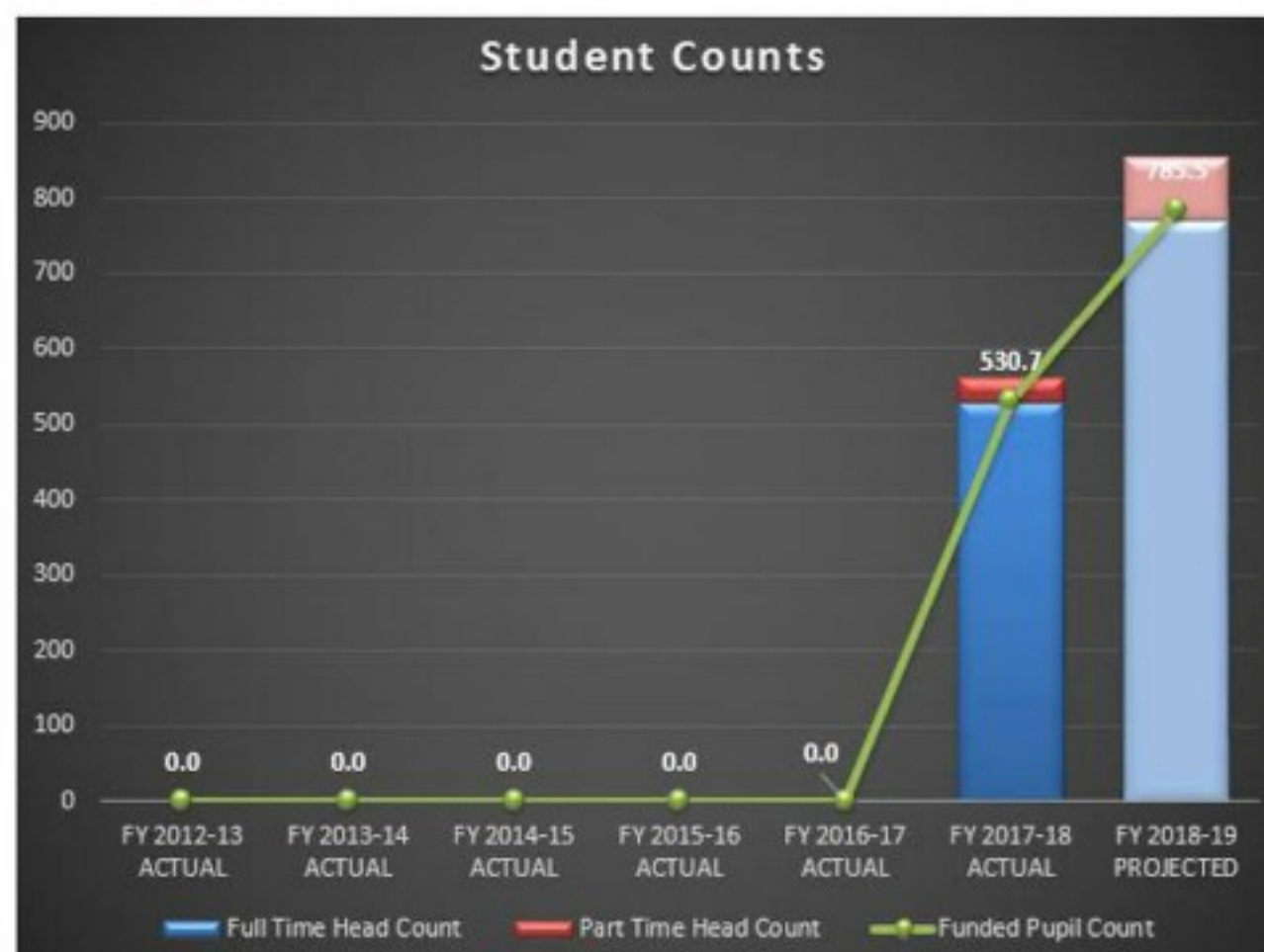
Sample of the Enrollment-At-A-Glance Report:



These reports provide schools with information on what enrollment looks like for each school throughout the school year. This uses End of Year exit codes to generate the data.

School Enrollment Projection

Sample of the School Enrollment Projection Template:



The CSI finance team uses enrollment counts from prior October Count reports to instruct decisions on how to estimate projected funded pupil counts.



Resources

CARS:

- Webpage <https://www.csi.state.co.us/school-accountability/>
- Annotated CARS Report <http://resources.csi.state.co.us/wp-content/uploads/2019/04/Annotated-2018-CARS-Report.pdf>

Student Services Screener:

- Annotated Screener Report <http://resources.csi.state.co.us/wp-content/uploads/2019/02/Sample-Student-Services-Screener-Outcomes-and-Report.pdf>

Other Analyses:

- Interim Assessments <https://resources.csi.state.co.us/interim-assessments/>