TO: Board of Education

FROM: Antwan Wilson, Superintendent
     Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: February 24, 2016

RE: Adoption of Collective Measureable Pupil Outcomes (MPOs)
     Petition Material Revision Request

ACTION REQUESTED

Approve the material revision to the requesting charter schools (see list of schools on p. 4) to adopt the Collective Measureable Pupil Outcomes (MPOs) contained herein (see MPOs on p. 5 and 6).

SUMMARY

Staff recommends that the OUSD Board of Education approve the material revisions to the requesting charter schools of the Collective Measurable Pupil Outcomes (MPOs) contained in their petitions. The Collective MPOs were intentionally aligned with LCAP metrics so that schools would be tracking the types of data mandated by the state. In addition, Collective MPOs closely align with the former OUSD District Balanced Scorecard, which is the foundation for the citywide School Performance Framework (SPF) currently in development.

The vast majority of charter schools authorized by OUSD has one or more problems with their MPOs, which can generally be categorized into two areas:

- A lack of discrete goals, targets, or instruments: many MPOs listed multiple goals, targets, or instruments. This made evaluating the MPO as "met" or "not met" impossible.

- Not measurable: an MPO is not measurable if there is no instrument identified or if the instrument identified is no longer used by the school (i.e. portfolios, standards based grading, etc.) or the state (i.e. CSTs).

In light of the transition to the Common Core, the need to update/revise Charters' MPOs has become even more critical, as many MPOs still reference the outdated standardized state assessments by name (i.e. CST) that were being administered at the time the OUSD BOE approved the charter petitions 3-5 years ago.

PROCEDURAL BACKGROUND

1) OUSD's Collective MPOs were developed in partnership with charter leaders from around the city that participated in three working groups during the 2014-2015 school year. Charter schools that adopted the Collective MPOs still had the autonomy to "fill in the blanks" with individual performance thresholds/goals.

2) Charter schools opted into adopting the Collective Measurable through a material revision of the charter petition by submitting the Collective MPOs, and signing an affidavit granting the Office of Charter Schools permission to submit a material revision request on their behalf.

STATUTORY BACKGROUND

Pursuant to Education Code §47605:

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

DISCUSSION

80% of OUSD authorized charter schools collaboratively created, and generously adopted, the Collective MPOs contained herein. This move towards using common metrics will be of benefit to the Oakland community at large. In addition, annual progress updates to the Board of Education and public will be more streamlined in that all of these charter schools are reporting on the the same/similar goals that are reflective of the current accountability system (i.e. SBAC/Common Core/LCAP), and OUSD priorities related to the types of goals being tracked (see metric/goal rationales on p. 7 and 8).

RECOMMENDATION

Staff recommends that the Oakland Unified School District's Board of Education **approve** the material revision of the requesting charter schools' petitions under the California Charter Schools Act. The factual findings illustrated in this report demonstrate that the material revision to the petition satisfies *Education Code §47607(a)(2):*

Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605.

Participating Schools (79%):

- American Indian Public Charter School I (p. 7)
- American Indian Public Charter School II (p. 9)
- American Indian Public High School (p. 11)
- ARISE High School (p. 13)
- Aspire Berkley Maynard (p. 15)
- Aspire College Academy (p. 17)
- Aspire ERES Academy (p. 19)
- Aspire Golden State College Preparatory Academy (p. 21)
- Aspire Lionel Wilson College Preparatory Academy (p. 23)
- Aspire Monarch Academy (p. 25)
- Aspire Triumph Technology Academy (p. 27)
- Bay Area Technology School (p. 29)
- Castlemont Junior Academy (p. 31)
- Castlemont Primary Academy (p. 33)
- Civicorps Academy* (p.35)
- COVA (p. 36)
- COVAH (p. 38)
- East Bay Innovation Academy (p. 39)
- East Oakland Leadership Academy (p. 42)
- Francophone Charter School of Oakland (p. 44)
- KIPP Bridge Charter School (p. 45)
- Lighthouse Community Charter High School* (p. 47)
- Lighthouse Community Charter School* (p. 49)
- Lodestar (in 16-17 charter petition)
- LPS Oakland R&D (p. 51)
- North Oakland Community Charter School (p. 53)
- Oakland School for the Arts (p. 55)
- Oakland Unity High School (p. 57)
- Roses in Concrete (p. 59)
- Vincent Academy (p. 60)

*These schools elected to create **site-specific MPOs.**

Charter School Participation in Collective MPOs

21%
79%

■ Participating   ■ Not Participating
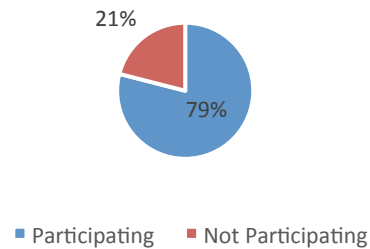
Non-Participating Schools (21%):

- Achieve Academy - EFC
- ASCEND Charter School - EFC
- Downtown Charter Academy - Amethods
- Epic Charter Academy - EFC
- Learning Without Limits - EFC
- Oakland Charter Academy - Amethods
- Oakland Charter High School - Amethods
- Oakland Military Institute

**Two Charter Management Organizations (CMOs), Education for Change (EFC) and Amethods, chose not to participate in the Collective MPO initiative.

Site-specific MPOs:
We recognize that many Charter Schools have unique program offerings that warrant being highlighted, but would not be captured by the Collective MPOs; so the Collective MPO template allows for site-specific MPOs.

	School Name (K-8)
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
2	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
4	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.*
5	Each year, [amount] percent of students will increase [amount] on the [ELA/reading assessment] or achieve proficiency.
6	Each year, for each [statistically significant student group],* [amount] percent of students will increase [amount] on the [ELA/reading assessment] or achieve proficiency.
7	Each year, [amount] percent of ELs will improve one overall proficiency level on CELDT.
8	Each year, have less than [amount] percent of students absent more than 10% of the school days (chronic absence).
9	Each year, for each [statistically significant student group],* have less than [amount] percent of students absent more than 10% of the school days (chronic absence).
10	Each year, at least [amount] percent of students and families positively rate school safety: [fill in the student survey question] and [fill in the family survey question].
11	Each year, at least [amount] percent of students and families positively rate academic instruction: [fill in the student survey question] and [fill in the family survey question].
12	Each year, at least [amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback: [fill in the student survey question] and [fill in the family survey question].

	School Name (6-12)
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
2	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.
4	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount] percent or achieve a level of [amount] percent.*
5	Each year, [amount] percent of students will increase [amount] on the [ELA/reading assessment] or achieve proficiency.
6	Each year, for each [statistically significant student group],* [amount] percent of students will increase [amount] on the [ELA/reading assessment] or achieve proficiency.
7	Each year, [amount] percent of ELs will improve one overall proficiency level on CELDT.
8	Each year, have less than [amount] percent of students absent more than 10% of the school days (chronic absence).
9	Each year, for each [statistically significant student group],* have less than [amount] percent of students absent more than 10% of the school days (chronic absence).
10	Each year, achieve a High School cohort graduation rate of at least [amount].
11	Each year, for each [statistically significant student group],* achieve a High School cohort graduation rate of at least [amount].
12	Each year, at least [amount] percent of students and families positively rate school safety: [fill in the student survey question] and [fill in the family survey question].
13	Each year, at least [amount] percent of students and families positively rate academic instruction: [fill in the student survey question] and [fill in the family survey question].
14	Each year, at least [amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback: [fill in the student survey question] and [fill in the family survey question].

Metric	Rationale
SBAC ELA	State renewal criteria.
SBAC Math	State renewal criteria.
Reading or ELA Assessment	Internal formative assessments are crucial to the academic success of any school. In this period of state testing transition they have become even more critical. We focused on reading assessments for two reasons: they are the least likely to change due to the transition to Common Core and are correlated with future academic success (i.e. high school graduation). We realized that it was important to allow flexibility for an ELA assessment in the place of a reading assessment, particularly for high schools where it is not as common practice to administer reading assessments.
EL Reclassification	The California English Language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in transitional kindergarten through grade twelve in California public schools. It is used to determine the level of English language proficiency, as well as assess the progress of English Learners (ELs). It is important that ELs receive the targeted support and resources that they need to succeed. Individual student progress tracking (growing/advancing to the next CELDT level) is key to ensuring children are on track to be reclassified. This is why this collective MPO focuses on CELDT level growth each year. It allows for schools to identify students who are not making progress and are at risk for becoming long term English Learners.
Chronic Absence	National and local research clearly show that chronic absence marks a "tipping point" that has an impact on student learning and achievement, with both short-term and long-term consequences. Missing too much kindergarten, for example, affects not only kindergarten early literacy, but also predicts third grade and fifth grade reading levels. The same is true for math. Typically, school systems focus on Average Daily Attendance (ADA) and truancy (unexcused absences). However, ADA can hide deceptively high rates of chronic absenteeism. Oakland research showed that seven schools -- all with 95% ADA -- had chronic absence rates ranging from a low of 5.8% to a high of 17.3%. Likewise, focusing only on truancy misses those students with excused absences who are missing too much school and whose learning and academic achievement are most likely to suffer.

	Reducing school-wide chronic absence rates to just 5% or less of enrolled students means that most students are not missing so much school that their academic learning suffers. It also means that the school can provide more targeted resources and supports to increase attendance among this relatively small proportion of chronically absent students.
Cohort Graduation	Most high school students should be able to graduate in four years, with their ninth grade cohort. Thus, the cohort graduation rate is an indication that students are on track throughout their four years of high school. At the same time, we recognize that graduation -- whether with one's cohort or not -- is clearly an important milestone in preparing students for college, career, and life. While reducing cohort dropout rate and retaining students who need more time is important, the cohort graduation rate provides a uniform and state-calculated metric to use across all schools.
Family and Student Survey	Feedback from family and students is critical for continuous school improvement. While we did not require any specific survey or question(s), we did highlight three areas that must be addressed: (1) school safety; (2) academic instruction; (3) voice in school decision-making and/or opportunity for feedback.