



## OUSD's Office of Charter Schools Collective MPOs Rationales

Metric	Rationale
<b>SBAC ELA</b>	State renewal criteria.
<b>SBAC Math</b>	State renewal criteria.
<b>Reading or ELA Assessment</b>	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.
<b>EL Reclassification</b>	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.
<b>Chronic Absence</b>	<p>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.</p> <p>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</p>



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	<p>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.</p> <p>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.</p>
<b>Cohort Graduation</b>	<p>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.</p>
<b>Family and Student Survey</b>	<p>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.</p>