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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Tab 2a.

SDUSD Board Excerpt and Minutes



Board Services Office

EXCERPT

The following is a report of an item discussed and action taken by the Board of Education of the San Diego Unified School District at a regular meeting of said board held at 5:00 p.m., Tuesday, November 13, 2018:

Barrera moved, Evans seconded the motion to accept staff recommendation to deny item H.3., charter petition renewal for Thrive Public Schools based on the following staff findings: 1) Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both school wide and by numerically significant subgroups, and 2) Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans; attached to this excerpt and by this reference incorporated to this excerpt in full.

Ayes: Barrera, Evans, McQuary, Whitehurst-Payne
Nays: None
Absent: Beiser
Abstain: None

I hereby certify the foregoing to be a true report of an action taken as indicated.

[SEAL]

A handwritten signature in blue ink that reads "Marty Stultz" with a flourish at the end.

Marty Stultz, Board Action Officer
Board of Education
San Diego Unified School District

November 16, 2018
San Diego, California
111318.1

Attachment



Agenda Item Details

Meeting	Nov 13, 2018 - Regular Meeting, 5:00 p.m.
Category	H. Operational Matters Reserved for the Board
Subject	3. Thrive Public Schools: Action on Renewal of Charter Petition
Access	Public
Type	Action

Public Content

RECOMMENDATION: Staff recommends the Board deny the renewal of the charter of Thrive Public School ("Thrive"), and adopt the below written factual findings in support of the denial:

1. Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.
2. Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

FISCAL IMPACT: None.

PRIOR YEAR FISCAL IMPACT: None.

IMPACT TO DISTRICT STAFFING: None.

CONSULTATION WITH BOARD ADVISORY COMMITTEE: Not applicable.

BACKGROUND: Thrive is operated by the nonprofit public benefit corporation Thrive Public Schools, pursuant to Education Code section 47604. The school is seeking a renewal of its charter for a term beginning July 1, 2019, and ending June 30, 2024. The public hearing was held on September 25, 2018.

Two options for the board are summarized in the table below.

	Action	Result of Action	Staff Recommendation
Option 1	Deny the renewal	Thrive will seek renewal from its current authorizer (SBE)*	X
Option 2	Approve the renewal	SDUSD will become authorizer for the 7/1/19 – 6/30/24 charter term	

*Thrive must submit its renewal documents to the SBE by December 2, 2018, to comply with the SBE's renewal submission timelines

Staff recommends the Board deny the renewal of Thrive, and adopt the following written factual findings as detailed in the attached staff report.

FINDINGS:

1. Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.
2. Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

[Originator/Contact: Deidre Walsh, Manager, Office of Charter Schools, 619.725.7107, dwalsh1@sandi.net]

Thrive Renewal 7.1.19 - 6.30.24.pdf (12,001 KB)

Thrive Fall 2017 Dashboard report.pdf (1,077 KB)

Thrive Spring 2017 dashboard report.pdf (865 KB)

ATTACHMENT A.pdf (710 KB)

Thrive - Staff Report 11-13-18.pdf (529 KB)

Thrive - Staff Report 11-13-18_REVISED 11-12-18.pdf (1,198 KB)

Administrative Content

Executive Content

- Thrive utilized the federal New Markets Tax Credit Program via Civic San Diego to purchase and rebuild the private site at Comstock Street.
- The Lead Petition, Nicole Assisi, was formerly a teacher at Mira Mesa High School.
- Ms. Assisi was a founding team member for Camino Nuevo and Da Vinci charter schools (both in Los Angeles).

Workflow

Workflow

Aug 23, 2018 12:27 PM :: Submitted by Deidre Walsh. Routed to Anna Day for approval.
Nov 7, 2018 12:24 PM :: Approved by Anna Day. Routed to Deidre Walsh for approval.
Nov 7, 2018 12:24 PM :: Approved by Deidre Walsh. Routed to Amy Bozone for approval.
Nov 7, 2018 4:04 PM :: Approved by Amy Bozone. Routed to Marceline Marques for approval.
Nov 7, 2018 4:51 PM :: Approved by Marceline Marques. Routed to Debbie Foster for approval.
Nov 7, 2018 6:08 PM :: Approved by Debbie Foster. Routed to Greg Ottinger for approval.
Nov 9, 2018 5:45 PM :: Final approval by Greg Ottinger

Last Modified by Martha Corrales on November 12, 2018

Tab 2b.

SDUSD Staff Report

RECOMMENDATION: Staff recommends the board deny the renewal of the charter of Thrive Public School ("Thrive"), and adopt the below written factual findings in support of the denial:

1. Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.
2. Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

BACKGROUND: Thrive is operated by the nonprofit public benefit corporation Thrive Public Schools, pursuant to Education Code section 47604. The school is seeking a renewal of its charter for a term beginning July 1, 2019, and ending June 30, 2024. The public hearing was held on September 25, 2018.

Two options for the board are summarized below.

	Action	Result of Action	Staff Recommendation
Option 1	Deny the renewal	Thrive will seek renewal from its current authorizer (SBE)*	X
Option 2	Approve the renewal	SDUSD will become authorizer for the 7/1/19 – 6/30/24 charter term	

*Thrive must submit its renewal documents to the SBE by December 2, 2018, to comply with the SBE's renewal submission timelines. The item will likely be heard at the March SBE meeting.

Below is a summary of the actions previously taken on the Thrive charter petition.

Table 1: Summary of Charter Petition Actions

Date	Agency	Action
January 7, 2014	San Diego Unified	Denied charter petition (demonstrably unlikely to successfully implement the program)
March 27, 2014	San Diego County Office of Education	Denied charter petition (unsound educational program and does not contain reasonably comprehensive descriptions of required elements)
July 9, 2014	State Board of Education	Granted K-8 charter petition for term of 7/1/2014 – 6/30/2019. Approval was for Grades K and 6 in first year, with the addition of two grade levels in each subsequent year
May 6, 2015	State Board of Education	Revision to begin serving Grades K-8 in the 2015-16 school year

March 10, 2016	State Board of Education	Revision to expand to Grades K-12. Began serving ninth grade in 2016-17, and adds one high school grade in each subsequent year.
March 10, 2016	State Board of Education	Granted revision to expand to K-12

California Education Code section 47605(k)(3) states that, “[a] charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school’s petition for renewal, the charter school may petition the state board for renewal of its charter.”

Thrive currently serves Grades K-11 at the following sites:

Table 2: Current Thrive Sites

Site	Address	Private Site	Co-Located District Site	Grades Served	Attendance Boundary
Carver	3251 Juanita St., 92105		X	K-4	Carver, Mann, Crawford
Mid-City	4260 54 th St., 92115	X		5-8	Fay, Mann, Crawford
Bayside	2202 Comstock St., 92111	X		K-8	Carson, Montgomery, Kearny
Twain	6402 Linda Vista Rd., 92111		X	9-11	Carson, Montgomery, Kearny

The table below provides an overview of Thrive.

Table 3: Thrive Overview

	Fall Enrollment	Grade Levels	API Growth	State Rank	Similar Schools Rank	CAASPP ELA % Met/Exceeded	CAASPP Math % Met/Exceeded
2014-15	45	K, 6	--	--	--	50	37
2015-16	194	K-8	--	--	--	44	27
2016-17	461	K-9	--	--	--	36.6	19.59
2017-18	651	K-10	--	--	--	30.6	18.72

In the 2017-18 school year, about 74.6% of Thrive’s K-8 enrollment was made up of SDUSD resident students, consisting primarily of students that would have otherwise attended the schools identified in the following table.

Table 4: 2017-18 Schools by Resident Boundary

Resident School	Number of Students	% of Thrive’s K-8 Enrollment* (based on 561 students)
“Outside” SDUSD	143	25.4%
Fay	37	6.4%
Mann	32	5.7%

Clay	24	4.2%
Carver	23	4%
Oak Park	16	2.8%
Rolando Park	11	1.9%
Millennial Tech	10	1.7%

*These schools make up the comparison school group based on where students would have otherwise been required to attend. High school enrollment was excluded as Thrive only offered grades K-10 in 2017-18, so there would be no CAASPP comparison data for grade 11.

The following tables summarize Thrive's enrollment by ethnicity and designated subgroups, and includes the 2017-18 data for the comparison group of schools.

Table 5: Enrollment by Ethnicity for Thrive (Grades K-10)*

	2014-15 Grades K & 6	2015-16 Grades K-8	2016-17 Grades K-9	2017-18 Grades K-10
African American	3 (6.7%)	16 (8.2%)	64 (13.9%)	115 (17.7%)
Asian (non-Filipino)	1 (2.2%)	2 (1%)	17 (3.7%)	23 (3.5%)
Hispanic	19 (42.2%)	75 (38.7%)	181 (39.3%)	255 (39.2%)
Multi-Racial	4 (8.9%)	15 (7.7%)	20 (4.3%)	50 (7.7%)
White	16 (35.6%)	83 (42.8%)	141 (30.6%)	188 (28.9%)
Total	45	194	461	651

*Data provided on the Dataquest website

Table 6: Enrollment by Ethnicity for Thrive (Grades K-8)*

	2014-15 Grades K & 6	2015-16	2016-17	2017-18
African American	3 (6.7%)	16 (8.2%)	53 (12.8%)	98 (17.3%)
Asian (non-Filipino)	1 (2.2%)	2 (1%)	15 (3.6%)	18 (3.1%)
Hispanic	19 (42.2%)	75 (38.7%)	158 (38.2%)	211 (37.4%)
Multi-Racial	4 (8.9%)	15 (7.7%)	18 (4.3%)	45 (7.9%)
White	16 (35.6%)	83 (42.8%)	133 (32.2%)	172 (30.4%)
Total	45	194	413	564

*Data provided on the Dataquest website

Table 7: 2017-18 Comparison by Ethnicity*

	African American	Asian	Hispanic	Multi Racial	White	Total Enrollment
Thrive	115 (17.7%)	23 (3.5%)	255 (39.2%)	50 (7.7%)	188 (28.9%)	651
Fay	117 (18.2%)	106 (16.5%)	359 (55.9%)	12 (1.9%)	27 (4.2%)	642
Mann	169 (22.5%)	159 (21.2%)	375 (49.9%)	20 (2.7%)	19 (2.5%)	751
Clay	80 (26.1%)	26 (8.5%)	114 (37.1%)	31 (10.1%)	42 (13.7%)	307
Carver	30 (15.3%)	40 (20.4%)	96 (49%)	9 (4.6%)	8 (4.1%)	196
Oak Park	139 (25.7%)	143 (26.5%)	196 (36.3%)	37 (6.9%)	15 (2.8%)	540
Rolando Park	34 (16.6%)	25 (12.2%)	105 (51.2%)	14 (6.8%)	20 (9.8%)	205
Millennial Tech	97 (21.7%)	19 (4.2%)	294 (65.6%)	20 (4.5%)	11 (2.5%)	448

Bethune#	44 (7.1%)	11 (1.8%)	108 (17.4%)	57 (9.2%)	13 (2.1%)	622
Language Academy#	129 (12.9%)	17 (1.7%)	485 (48.6%)	98 (9.8%)	240 (24%)	998
Darnall Charter#	69 (10.8%)	39 (6.1%)	490 (76.6%)	21 (3.3%)	13 (2%)	640
SD Global Charter#	114 (31.2%)	3 (.8%)	168 (46%)	21 (5.8%)	55 (15.1%)	365
Crown Point#	12 (3.4%)	8 (2.3%)	142 (40%)	36 (10.1%)	149 (42.0%)	355
Foster#	40 (10.5%)	21 (5.5%)	151 (39.6%)	35 (9.2%)	109 (28.6%)	381
Bell#	91 (13.5%)	13 (1.9%)	284 (42.1%)	47 (7.0%)	21 (3.1%)	675

*Data provided on the Dataquest website

#Identified by the district as a demographically similar school. Schools were selected based on having similar percentages in more than one subgroups.

Table 8: Enrollment by Designated Subgroup for Thrive*

	2014-15	2015-16	2016-17	2017-18
Socioeconomically Disadvantaged	25 (55.6%)	100 (51.5%)	239 (51.8%)	366 (56.2%)
Students with Disabilities ^[1]	2 (4.4%)	2 (1%)	62 (13.4%)	60 (9.2%)
English Learners	10 (22.2%)	32 (16.5%)	82 (17.8%)	108 (16.6%)
Homeless & Foster Youth	1 (2.2%)	1 (.5%)	2 (.4%)	3 (.4%)
Total	45	194	461	651

*Data provided on the Dataquest website

Table 9: 2017-18 Comparison by Subgroup*

	Socio-Econ. Disadvantaged	Students with Disabilities	English Learner	Homeless Youth	Foster Youth	Total Enrollment
Thrive	366 (56.2%)	60 (9.2%)	108 (16.6%)	0	3 (.4%)	651
Fay	625 (97.4%)	61 (9.5%)	367 (57.2%)	52 (8.1%)	2 (.3%)	642
Mann	713 (94.9%)	118 (15.7%)	249 (33.1%)	48 (6.4%)	4 (.5%)	751
Clay	256 (83.4%)	34 (11.1%)	90 (29.3%)	7 (2.3%)	0	307
Carver	169 (86.2%)	27 (13.8%)	74 (37.8%)	7 (3.6%)	0	196
Oak Park	466 (86.3%)	75 (13.9%)	206 (38.1%)	39 (7.2%)	6 (1.1%)	540
Rolando Park	179 (87.3%)	42 (20.5%)	54 (26.3%)	17 (8.3%)	1 (.5%)	205
Millennial Tech	395 (88.1%)	79 (17.6%)	122 (27.2%)	40 (8.9%)	1 (.2%)	448
Bethune	387 (62.2%)	50 (8%)	103 (16.6%)	25 (4%)	4 (.6%)	622
Language Academy	450 (45.1%)	65 (6.5%)	219 (21.9%)	8 (.8%)	2 (.2%)	998
Darnall Charter	552 (86.3%)	82 (12.8%)	372 (58.1%)	27 (4.2%)	3 (.5%)	640
SD Global Charter	275 (75.3%)	49 (13.4%)	55 (15.1%)	2 (.5%)	0	365
Crown Point	203 (57.2%)	29 (8.2%)	66 (18.6%)	26 (7.3%)	0	355
Foster	219 (57.5%)	45 (11.8%)	83 (21.8%)	10 (2.6%)	4 (1.0)	381
Bell	532 (78.8%)	109 (16.1%)	142 (21%)	68 (10%)	6 (.9)	675

*Data provided on the Dataquest website

^[1] Thrive states on page 43 of the petition that the special education population made up 15.7% of the student population in 2017-18, and 10.8% in 2015-16. Staff was unable to confirm these percentages on any of the State's publicly accessible websites. Dataquest information matches what Thrive submitted in the petition for all subgroups in all years with the exception of Students with Disabilities in years 2015-16 and 2017-18. The lead petitioner informed district staff that the 2017-18 reported data for Students with Disabilities is incorrect due to the school's error in uploading the data to CALPADS.

The educational program described in the Thrive charter petition includes the following characteristics:

- Each elementary student has his/her own personalized learning plan, and as students progress through middle and high school they focus on setting specific goals that will get them to and through college.
- Three focus skills (discernment, agency and empathy) are instilled utilizing twelve instructional best practices.
- Online learning is embedded in all subjects, at all grades to offer more targeted instruction for each student based on his/her needs.
- Thrive has adopted Transforming Education's MESH (Mindsets, Essential Skills, and Habits) framework to assess students' social emotional competencies.

The following table and information is provided to give background information regarding charter petition applications and renewals that the district has processed over the last few years, as well as provide information regarding what the SBE reviews as part of its renewal analysis.

Table 10: Summary of Charter Petitions and Renewals

Year	# of Renewals Processed	# of Denial Recommendations	# of New Charter Petitions Approved	# of New Charter Petitions Denied
2017-18	8 [^]	0	1	0
2016-17	4	1 (Arroyo)	0	1*
2015-16	7	0	0	1 (Farming)
2014-15	12	0#	1 (Ingenuity)	1 (Meridian)
2013-14	13	1 (PAA)	1 (HTE)	3 (Thrive, Magnolia, Nopilhuan)
TOTALS	44	2	3	6

[^]Epiphany Prep opted not to submit a renewal petition and voluntarily closed in 2017-18.

*National University Academy 1001 STEAM was denied in 2016-17, but they resubmitted a petition that was approved in 2017-18

#Evangeline Roberts received a conditioned approval, and the school closed June 2016.

In reviewing recent charter renewals, it appears that the SBE considers the following information as part of its academic progress renewal analysis.

- Has the charter school met the applicable renewal criteria pursuant to Education Code section 47607.
- Has the charter school demonstrated increases in pupil achievement for all groups of pupils served.
- Does the charter school perform, overall, at least equal to its comparable district schools where the majority of the charter school's pupils would otherwise be required to attend.
- Increases or decreases in CAASPP results schoolwide as measured by pupils' subgroup data.

- Data tables prepared by the CDE for the renewal items include the following items:
 - Truancy/Expulsion data
 - ELA and Math Academic Indicators (from the Dashboard)
 - Suspension Rate Indicator (from the Dashboard)
 - English Learner Progress Indicator (from the Dashboard)
 - Graduation Rate Indicator (from the Dashboard)

RENEWAL ANALYSIS

When considering a petition for renewal, pursuant to Title 5 of the California Code of Regulations section 11966.4(b)(1), the district governing board shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of future success, along with future plans for improvement, if any.

As the charter granting authority, pursuant to Education Code section 47607(a)(3)(A), the district shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup served by the charter school, as defined in Education Code section 52052(a)(3).¹

Per Education Code section 47607(b), a charter school shall meet at least one of the following criteria before receiving a renewal:²

1. ~~Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.~~
2. ~~Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
3. ~~Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.³

¹ Numerically significant pupil subgroups include Ethnic subgroups, Socioeconomically Disadvantaged pupils, English Learners, Pupils with Disabilities, Foster Youth, and Homeless Youth. A subgroup is numerically significant if it consists of at least 30 pupils (15 pupils for foster or homeless youth).

² Items 1 – 3 have been superseded by Education Code section 52052(f).

³ The determination made pursuant to this paragraph shall be based upon all of the following: 1) documented and clear and convincing data, 2) pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Ed Code section 60640 for demographically similar pupil populations in the comparison schools, and 3) information submitted by the charter school.

5. Qualified for an alternative accountability system pursuant to Education Code section 52052(h).

Assembly Bill 1808 recently amended Education Code section 52052(f) which now states:

"For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

Summary of Findings and Staff Recommendations

Based on a comprehensive review of Thrive's renewal petition and the school's record of academic performance, staff recommends that the Board deny the renewal and adopt the following findings of fact in support of denial:

1. Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.
2. Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

Findings of Fact in Support of Denial

Finding 1: Thrive presents an unsound educational program, pursuant to Education Code section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.

ACADEMICS

Thrive is currently authorized by the State Board of Education ("SBE"), so staff has not provided the annual oversight for the school. The SBE delegates its oversight responsibilities to the California Department of Education's Charter Schools Division ("CDE"). The CDE prepares annual summary reports for SBE-authorized charter schools. Beginning with the 2015-16 school year, the SBE issued reports that include information on the academic progress and financial condition of each charter school it has authorized. In its annual summary reports for 2015-16 and 2016-17, the CDE determined that Thrive had made adequate academic progress and/or had exceeded the standards in each year, as well as being in "good" financial condition.

To determine academic progress, the CDE considered whether Thrive "Met Progress or did Not Meet Progress based on the 2016-17 CAASPP test results for ELA/literacy

and mathematics on the Smarter Balanced Summative Assessment. The CDE reviewed the schoolwide percentage for all grades that fell below Standard Not Met and determined whether that percentage exceeded the State's Achievement Level distribution percentage by greater than 15 percentage points." It is noted for the 2016-17 review, that Thrive's percentage of students in the Standard Not Met level for math was 54.64%. This is an 18.78% difference from the state's percentage of 35.86% in the same level. While the state has not issued its annual review of the 2017-18 CAASPP academic results, the table below summarizes the results.

Table 11: 2017-18 CAASPP Summary of Standard Not Met

	ELA Standard Not Met	Math Standard Not Met
Thrive	46.27% (+9.16 from 2016-17)	60.67% (+6.03% from 2016-17)
State	27.54% (-.81% from 2016-17)	35.45% (-.41 from 2016-17)
% Difference Between Thrive and State	18.73%	25.22%

The CDE also considered whether progress was made in one or more LCFF priorities, both schoolwide and by pupil subgroups. In making the determination, the CDE reviewed the Dashboard data "based on inadequate change in Average Distance from Level 3 in either ELA/literacy and/or mathematics. Schools predominantly within the red and orange academic indicator bands are not considered to be making adequate academic progress." No color academic indicator bands have been assigned for Thrive due to its change in CDS code, but it appears that based on the 2016-17 CAASPP results, the DF3 scale scores indicate that students in the Standard Not Met level (schoolwide and in three subgroups) are further away from meeting level 3 than they were in the prior year (details provided in Tables ~~20 and 21~~ [and 22](#)).

Table 12: Summary of Thrive's Academic Progress

	Progress Made over 3-year period?
Schoolwide ELA (CAASPP)	No, declines in every year
Schoolwide Math (CAASPP)	No, declines in every year
Subgroup ELA (CAASPP)	1 of 6 (17%) subgroups made progress
Subgroup Math (CAASPP)	2 of 6 (33%) subgroups made progress
Equal to the comparison schools (schoolwide CAASPP)	No, only performs better than 1 of 14 comparison schools in schoolwide ELA and math
Equal to the comparison schools (subgroup CAASPP)	2 of 6 (33%) subgroups perform at least equal to comparison schools in ELA and/or math
Distance from Level 3	Declines from prior year in ELA and math
MAP Reading and Math	Yes, internal assessments show growth schoolwide and in subgroups
Lexile Reading	Yes, internal assessments show growth schoolwide and in subgroups

Table 13: Summary of Dashboard for Thrive

	Spring 2017	Fall 2017	Change
Suspension Rate			
All Students	1.4% (medium)	2.5% (medium)	Suspension rate increased
Hispanic	0% (very low)	4% (high)	Suspension rate increased
English Learners	0% (very low)	2.2% (medium)	Suspension rate increased
SED	2.7% (medium)	3.3% (high)	Suspension rate increased
Std. w/ Disab.	*	2.6% (medium)	N/A
African American	*	2.8% (medium)	N/A
2 or More Races	*	4% (high)	N/A
White	0% (very low)	1.2% (medium)	Suspension rate increased
Chronic Absenteeism (2016-17)	--	15.9%^	N/A
EL Progress	*	61.5% (low)	N/A

*The state does not report results when fewer than 11 students are in the group

^ District rate is 12.2%, County rate is 10.2%, State rate is 10.8%

Schoolwide Data:

Table 14: Comparison Schools – ELA SBAC / CAASPP (Schoolwide)

	2017-18 Grades Served	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference over 3 Years
Thrive	K-10	50	44	36.60	30.60	-38.80%
Fay	K-5	28	34	33.33	33.00	+17.86%
Mann	6-8	28	36	32.31	33.86	+20.93%
Clay	K-5	41	50	43.48	47.95	+16.95%
Carver	K-5	20	34	36.67	41.46	+107.30%
Oak Park	K-5	45	50	53.38	54.00	+20.00%
Rolando Park	K-5	32	45	40.66	58.97	+84.28%
Millennial Tech	6-8	15	19	24.08	26.45	+76.33%
Bethune	K-8	48	60	56.31	59.20	+23.33%
Language Academy	K-8	58	63	57.78	56.69	-2.26%
Darnall Charter	K-8	32	31	36.52	38.06	+18.94%
SD Global Charter	K-8	54	51	56.66	59.91	+10.94%
Crown Point	K-5	60	56	49.15	55.76	-7.07%
Foster	K-5	51	56	49.70	54.95	+7.75%
Bell	6-8	30	32	30.98	31.60	+5.33%

Lower test results than Thrive

Table 15: Comparison Schools – Math SBAC / CAASPP (Schoolwide)

	2017-18 Grades Served	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference over 3 Years
Thrive	K-10	37	27	19.59	18.72	-49.41%
Fay	K-5	18	24	30.82	28.34	+57.44%
Mann	6-8	24	28	23.28	22.99	-4.21%
Clay	K-5	32	39	37.85	41.89	+30.91%
Carver	K-5	20	26	30.00	34.53	+72.65%
Oak Park	K-5	41	43	51.70	51.60	+25.85%

Rolando Park	K-5	22	32	45.06	57.69	+162.23%
Millennial Tech	6-8	10	11	13.37	12.67	+26.70%
Bethune	K-8	49	50	48.83	52.58	+7.31%
Language Academy	K-8	39	40	40.67	48.75	+25.00%
Darnall Charter	K-8	25	25	26.60	29.01	+16.04%
SD Global Charter	K-8	46	41	40.48	47.09	+2.37%
Crown Point	K-5	48	46	47.23	53.37	+11.19%
Foster	K-5	28	41	39.05	48.37	+72.75%
Bell	6-8	19	19	18.54	26.65	+40.26%

Lower test results than Thrive

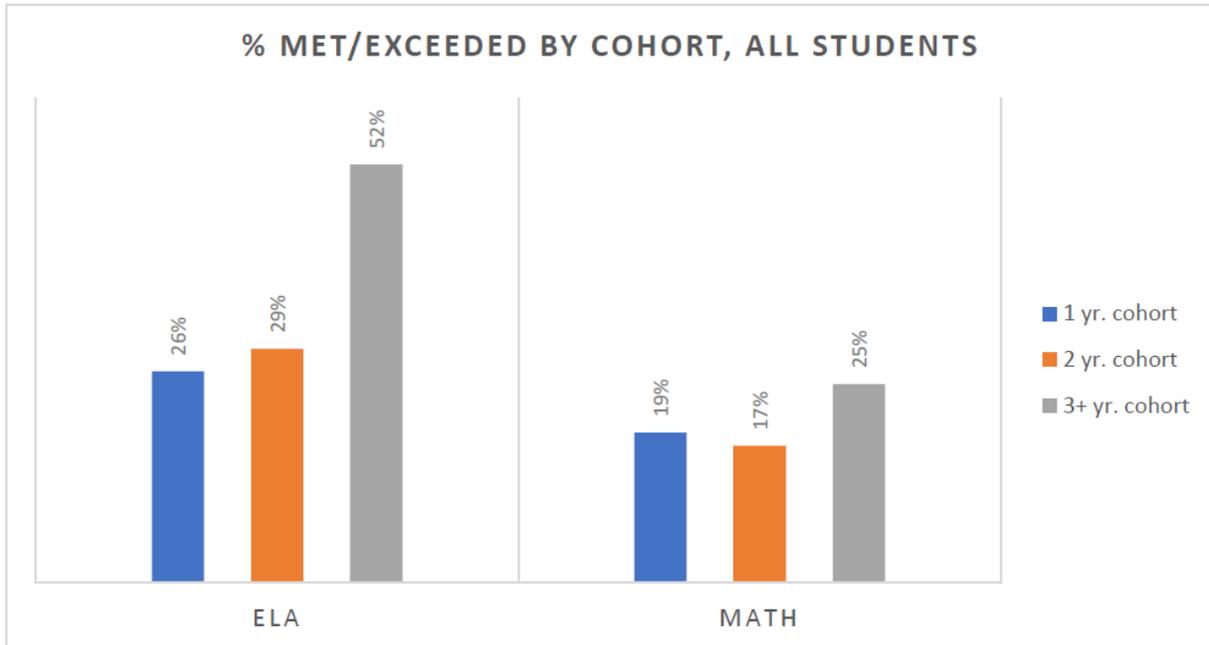
As indicated by the above tables, Thrive has had significant decreases in its annual ELA and Math results over a three year period. Over the same period of time, all but two of the comparison schools had increases in ELA, and all but one school had increases in Math. Only one of the comparison schools had lower percentages of students who met/exceeded the standard in ELA and Math in 2017-18, but over the three year period that school increased the percentage of students who meet/exceed the standard in both areas.

Thrive has indicated in its petition on page 20 that most of its students come to them in the “bottom quartile.” However, this statement does not appear to be supported by the schoolwide or subgroup data in the analysis, as several schools have had and continue to have higher test results than Thrive. With some exceptions, the comparison schools have consistently had higher CAASPP results than Thrive, some even in the first year, and particularly in the subgroups. It is unlikely that multiple schools, both district and charter, would have lost enrollment of only the bottom percentages of its students to Thrive.

The following information and tables were provided by Thrive as evidence of academic progress. Thrive noted on page nine of its renewal petition that students first participated in CAASPP testing in spring 2016; however, the CAASPP website reflects that students first participated in testing in spring 2015. Thrive also indicated that some CAASPP data was unavailable due to an “irreconcilable data glitch” by the CDE during the processing of Thrive’s CDS code change, and only one year of CAASPP data (for 2016-17) was included by the school in the renewal petition. While Thrive has been in operation for four years, the school has presented only one year of CAASPP data in the renewal petition. These statements by Thrive are concerning as staff was able to locate Thrive’s CAASPP data for all years.

Thrive submitted the following cohort data table to show academic progress. The school indicated that the table shows that the longer students are enrolled at Thrive, the better they perform on the SBAC/CAASPP assessments.

Table 16: 2017-18 Student Cohort Data*



*Thrive notified us that there is a typographical error in the table. The 52% 3-year cohort result in ELA is actually 42%.

The cohort data submitted by Thrive appears to reflect some increases in student achievement; however, in analyzing the data, less emphasis is placed on cohort data as it does not satisfy the specific renewal criteria of using schoolwide and numerically significant subgroup data. Education Code section 52052(f) states that, "...alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used." Thrive indicated that the cohort data above includes 271 students who took the SBAC/CAASPP in 2017-18, and is broken down in the following manner:

- 103 students in the 1-year cohort (students enrolled and tested in 2017-18)
- 103 in the 2-year cohort (students enrolled in 2016-17 and tested in 2017-18)
- 65 in the 3-year cohort (students enrolled in 2015-16 and tested in 2017-18)

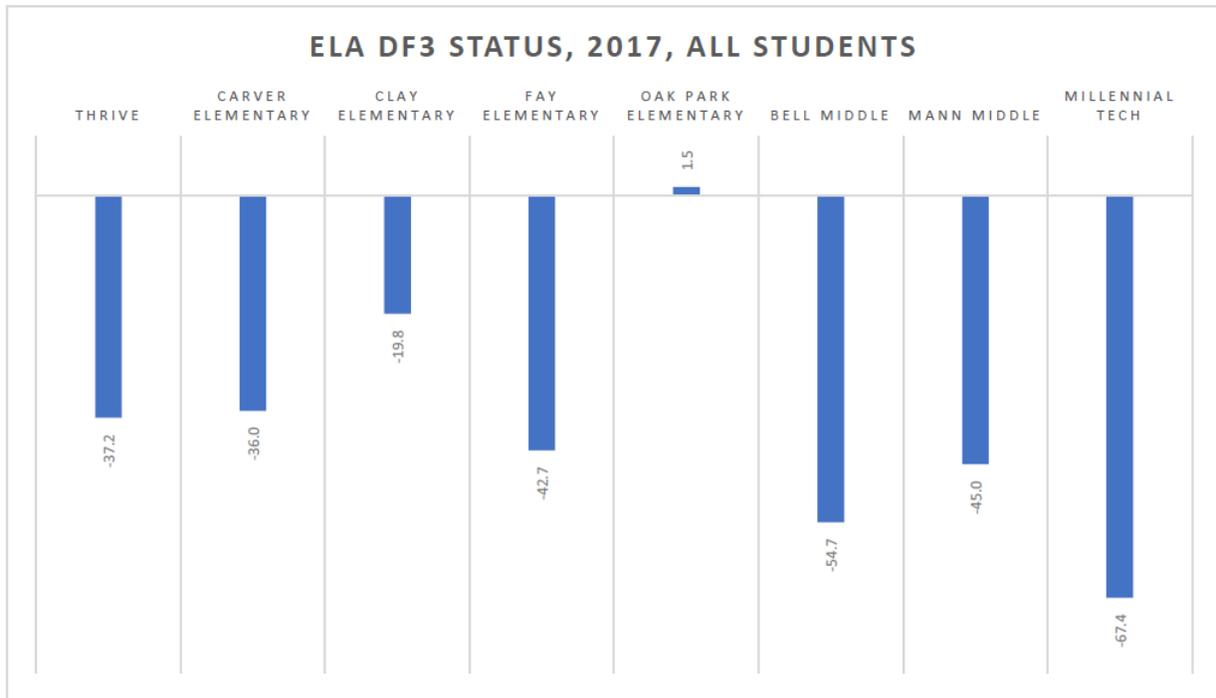
The table accounts for all Grade 3-8 students who took the test in 2017-18. However, the table reflects results for only 103 (2-year cohort) of the 194 students (53.1%) who were enrolled and tested in 2016-17, and only 65 (3-year cohort) of the 103 students (63.1%) who were enrolled and tested in 2015-16.

Thrive has also included information on its Distance from Level 3 ("DF3") reporting. In January 2017, the SBE approved the DF3 methodology for measuring annual performance on the Academic Indicator. The Academic Indicator is based on the results of the Smarter Balanced Summative Assessments for ELA and math, and applies only to LEAs and schools with grades three through eight (grade 11 assessment results are reported annually in the College/Career Indicator). DF3 measures how far (the distance) each student is from Level 3 (Standard Met). Each students' score is compared to Level 3, and all distance results are then averaged

to produce a school and student group level average scale score which is reported via the school's Dashboard. According to the state's website, using these scale scores provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments.

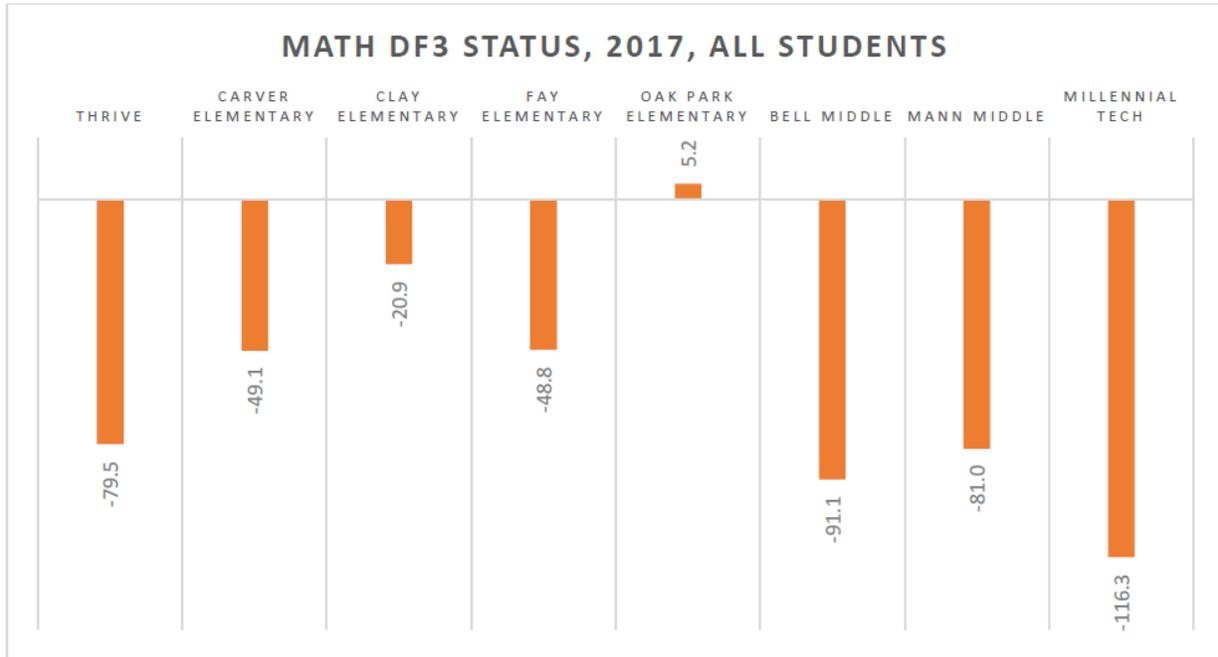
Tables 17-20 were provided by Thrive.

Table 17: DF3 Schoolwide ELA



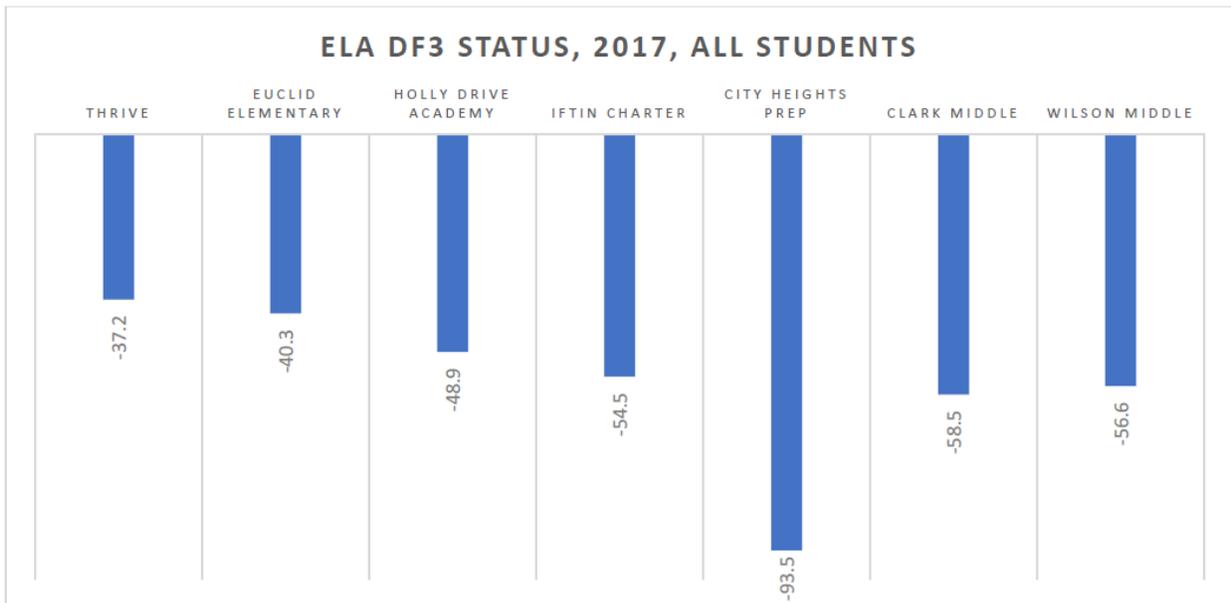
Per page 14 of the charter petition, the above table indicates that Thrive "outperforms four of the seven comparison schools in ELA" on the DF3 indicator.

Table 18: DF3 Schoolwide Math



Per page 15 of the renewal petition, the above table indicates that Thrive “outperforms all three middle schools, but lag behind the elementary schools” on the math DF3 indicator.

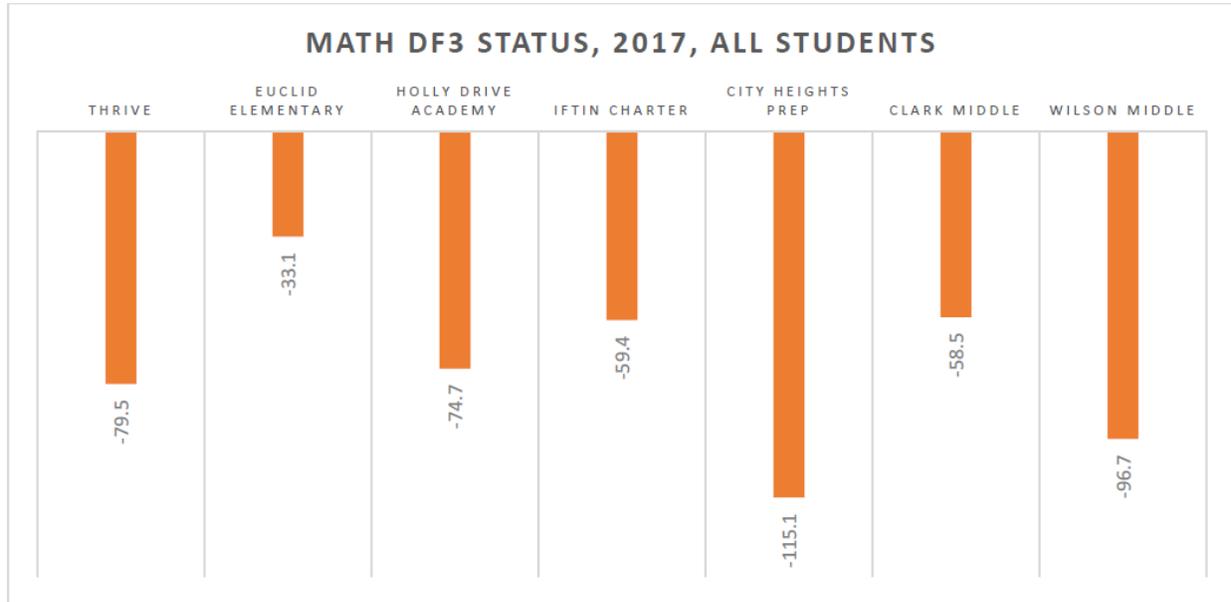
Table 19: DF3 Schoolwide ELA – Demographically Similar*



*Thrive selected these schools as demographically similar. The district did not identify any of these schools as being demographically similar to Thrive. Euclid, Holly Drive and City Heights Prep were a close match in one subgroup. Iftin, Clark and Wilson were not a close match for any subgroups. It is also noted that Iftin

and City Heights Prep have historically served high percentages of newcomer populations.

Table 20: DF3 Schoolwide Math – Demographically Similar



The following table provides a summary of Thrive’s DF3 compared to the DF3 for each of the comparison schools that were identified by the district. It is noted that Thrive had the largest point declines (see the “change from prior year” column) of all of the schools in both ELA and Math based on the reporting periods and available data in the Dashboard. Only four of the fourteen comparison schools had DF3 scores in the Fall 2017 ELA reporting that were lower than Thrive’s, and only three of the comparison schools scored lower than Thrive in math. However, as noted previously, all but one of the comparison schools have higher percentages of students that meet/exceed the standard.

Table 21: District Identified Comparison Schools – ELA DF3 (Schoolwide)

	Performance Level (color) (Fall 2017)	Prior DF3 (Spring 2017)	Current DF3 (Fall 2017)	Change from Prior Year (Spring 2017)
Thrive	N/A	-5.7 (Low)	-37.2 (Low)	-31.5* (declined significantly)
Fay	Yellow	-37.7 (Low)	-42.7 (Low)	-5 (declined)
Mann	Orange	-28.2 (Low)	-45 (Low)	-16.8 (declined significantly)
Clay	Orange	-6.9 (Low)	-19.8 (Low)	-12.9 (declined)
Carver	Orange	-32.6 (Low)	-36 (Low)	-3.4 (declined)
Oak Park	Green	-7.8 (Low)	+1.5 (Medium)	+9.4 (increased)
Rolando Park	Yellow	-22 (Low)	-17 (Low)	+5 (increased)
Millennial Tech	Yellow	-86.1 (Very Low)	-67.4 (Low)	+18.7 (increased significantly)
Bethune	Yellow	+14 (High)	-5.4 (Medium)	-8.7 (declined)
Language Acad.	Green	+23 (High)	+11.4 (High)	-11.5 (declined)
Darnall Charter	Yellow	-39.9 (Low)	-29.1 (Low)	+10.7 (increased)
SD Global Charter	Green	+6.5 (Medium)	+13.8 (High)	+7.3 (increased)

Crown Point	Yellow	+12.4 (High)	-3.5 (Medium)	-15.9 (declined significantly)
Foster	Orange	+5.6 (Medium)	-9.2 (Low)	-14.8 (declined)
Bell	Orange	-52.2 (Low)	-54.7 (Low)	-2.5 (maintained)

*Calculated by staff because the information was split between two Dashboards
 Lower result than Thrive

Table 22: District Identified Comparison Schools – Math DF3 (Schoolwide)

	Performance Level (color) (Fall 2017)	Prior DF3 (Spring 2017)	Current DF3 (Fall 2017)	Change from Prior Year (Spring 2017)
Thrive	N/A	-49.4 (Low)	-79.5 (Low)	-30.1* (declined significantly)
Fay	Yellow	-52.7 (Low)	-48.8 (Low)	+4 (increased)
Mann	Orange	-65.8 (Low)	-81 (Low)	-15.2 (declined significantly)
Clay	Green	-32.1 (Low)	-20.9 (Medium)	+11.2 (increased)
Carver	Yellow	-52.8 (Low)	-49.1 (Low)	+3.7 (increased)
Oak Park	Blue	-21.7 (Medium)	+5.2 (High)	+26.9 (increased significantly)
Rolando Park	Green	-43.5 (Low)	-21.2 (Medium)	+22.3 (increased significantly)
Millennial Tech	Orange	-125.1 (Very Low)	-116.3 (Very Low)	+8.8 (increased)
Bethune	Yellow	+5 (High)	-8.6 (Medium)	-13.7 (declined)
Language Acad.	Yellow	-17.2 (Medium)	-24 (Medium)	-6.8 (declined)
Darnall Charter	Yellow	-56.6 (Low)	-50.7 (Low)	+5.9 (increased)
SD Global Charter	Yellow	-14 (Medium)	+14.8 (Medium)	-.8 (maintained)
Crown Point	Yellow	-12.3 (Medium)	-12.1 (Medium)	+.2 (maintained)
Foster	Yellow	-22.5 (Medium)	-19.7 (Medium)	+2.7 (maintained)
Bell	Red	-87 (Low)	-96 (Very Low)	-9 (declined)

*Calculated by staff as the information was split between two Dashboards
 Lower result than Thrive

Subgroup Data:

Based on the 2017-18 SBAC/CAASPP results, Thrive had six numerically significant subgroups: 1) Socioeconomically Disadvantaged, 2) Students with Disabilities, 3) English Learners, 4) African American, 5) Hispanic, and 6) White. As detailed in tables 22 and 23 below, Thrive had decreases in ELA in five of these subgroups, and decreases in math in four of the subgroups. While the English Learner subgroup had increases in ELA, and the English Learner and African American subgroups had increases in Math, both subgroups are still in single digits for the percentage of students who met/exceeded the standards.

Table 23: ELA by Subgroup for Thrive (all grades)

	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference since Numerically Significant
Socioeconomically Disadvantaged	*	30	20.37	17.01	-43.30

Students with Disabilities	*	9^	15.15	5.66	-62.64
English Learners	*	7^	2.70	5.26	+48.66
African American	*	*	13.79	9.80	-28.93
Hispanic	*	29	23.53	19.49	-32.79
White	82^	66	61.11	60.56	-8.24

*No data provided when 10 or fewer students tested

^Not a numerically significant subgroup

Table 24: MATH by Subgroup for Thrive (all grades)

	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference since Numerically Significant
Socioeconomically Disadvantaged	*	14	10.18	10.96	-21.71
Students with Disabilities	*	0^	6.06	1.92	-68.31
English Learners	*	0^	0	3.57	+
African American	*	*	0	4.00	+
Hispanic	*	13	12.95	9.32	-28.03
White	70^	47	35.19	40.85	-13.08

*No data provided when 10 or fewer students tested

^Not a numerically significant subgroup

Tables [24-29](#) [25-30](#) summarize the subgroup results for Thrive and the comparison schools.

Table 25: Socioeconomically Disadvantaged Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	--	30	20.37	17.01	--	14	10.18	10.96
Fay	29	34	32.91	32.45	19	23	31.06	28.01
Mann	28	35	32.02	33.48	24	28	23.56	23.26
Clay	43	49	42.59	44.54	34	39	36.11	38.66
Carver	21	33	35.37	41.67	17	24	26.83	34.25
Oak Park	40	46	50.71	51.14	35	42	49.76	49.31
Rolando Park	30	45	37.50	56.94	19	32	43.75	55.55
Millennial Tech	14	17	23.24	24.29	9	11	12.89	11.78
Bethune	42	52	48.61	54.08	44	44	40.64	46.94
Lang. Academy	45	50	43.61	42.60	26	27	25.00	33.93
Darnall Charter	32	29	37.83	37.20	25	24	28.28	29.03
SD Global Charter	51	42	53.06	53.74	40	33	34.69	40.54
Crown Point	52	43	36.20	41.18	39	35	35.84	41.58
Foster	47	45	41.67	48.11	22	25	27.55	41.12
Bell	28	27	27.48	28.51	19	18	15.56	25.04

Lower test result than Thrive

Table 26: Students with Disabilities Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	*	9	15.15	5.66	*	0	6.06	1.92
Fay	8	5	7.14	5.56	3	6	11.63	11.11
Mann	0	4	5.75	5.43	5	4	2.32	6.52
Clay	0	22	19.23	11.11	5	21	30.76	22.22
Carver	6	4	0	0	6	4	7.14	9.09
Oak Park	25	28	22.58	16.13	25	20	12.91	19.36
Rolando Park	11	4	15.00	9.09	11	8	15.00	27.27
Millennial Tech	3	2	1.30	2.63	3	2	1.30	1.32
Bethune	17	22	17.78	9.68	22	15	17.78	6.06
Lang. Academy	12	23	20.51	13.16	10	15	15.39	7.89
Darnall Charter	5	8	4.00	18.52	11	11	8.00	7.28
SD Global Charter	21	27	24.13	21.88	14	18	10.35	12.50
Crown Point	37	34	24	17.65	34	37	32	6.25
Foster	17	12	8.33	20.00	11	8	8.33	13.34
Bell	2	5	6.36	2.25	2	3	2.65	3.06

*No data provided when 10 or fewer students tested

Lower test result than Thrive

Table 27: English Learner Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	*	7	2.70	5.26	*	0	0	3.57
Fay	19	22	22.07	12.65	15	19	24.17	14.04
Mann	7	9	7.98	3.11	7	7	6.10	4.39
Clay	10	20	32.36	33.33	15	35	38.24	25.00
Carver	12	12	25.59	23.81	20	19	25.00	21.74
Oak Park	28	34	34.73	23.88	36	32	36.84	29.86
Rolando Park	19	37	41.94	47.37	16	41	51.61	42.10
Millennial Tech	5	1	0.88	2.80	3	4	0.85	1.92
Bethune	21	10	17.65	12.50	36	17	19.60	17.24
Lang. Academy	24	21	23.69	13.51	13	10	11.40	6.76
Darnall Charter	22	18	13.24	16.67	20	21	17.96	16.58
SD Global Charter	46	41	51.29	23.34	46	24	30.77	25.81
Crown Point	27	22	26.19	4.55	25	24	25.58	9.10
Foster	31	39	40	45.83	12	28	26.67	32.00
Bell	2	6	2.84	6.86	4	4	2.70	6.14

*No data provided when 10 or fewer students tested

Lower test result than Thrive

Table 28: African American Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	--	*	13.79	9.80	--	*	0	4.00
Fay	22	38	24.00	32.73	12	28	22.64	17.55

Mann	14	23	20.56	25.69	9	12	10.49	12.50
Clay	33	43	28.95	27.28	27	31	30.77	29.54
Carver	13	28	45.00	30.76	13	13	31.58	23.08
Oak Park	26	37	49.02	39.28	16	30	39.22	37.50
Rolando Park	7	18	30.43	33.34	0	18	34.78	50.00
Millennial Tech	11	19	18.32	20.43	8	5	8.43	4.40
Bethune	23	40	39.39	37.50	28	29	21.21	25.00
Lang. Academy	47	47	43.38	43.24	28	24	28.05	32.00
Darnall Charter	25	20	32.50	32.65	20	18	15.00	18.00
SD Global Charter	32	32	49.15	42.64	37	21	27.11	30.43
Crown Point	25	*	*	*	23	*	*	*
Foster	41	50	29.41	33.34	6	30	17.64	29.17
Bell	20	25	18.52	13.09	12	15	9.01	19.32

*No data provided when 10 or fewer students tested

Lower test result than Thrive

Table 29: Hispanic Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	*	29	23.53	19.49	*	13	12.95	9.32
Fay	28	29	33.68	29.55	19	18	32.48	26.97
Mann	25	31	27.52	27.75	22	24	21.77	20.82
Clay	34	46	49.02	48.98	26	36	39.22	38.78
Carver	13	19	26.09	38.63	11	16	23.40	31.81
Oak Park	37	40	38.89	45.84	38	32	38.89	39.59
Rolando Park	30	53	37.50	54.34	17	37	43.75	47.83
Millennial Tech	12	17	22.76	25.35	9	12	14.39	12.81
Bethune	40	42	35.83	37.50	33	31	29.85	34.25
Lang. Academy	53	58	51.87	52.00	33	34	35.04	42.95
Darnall Charter	27	29	33.76	35.22	21	22	24.46	26.73
SD Global Charter	60	56	56.38	65.09	43	49	41.49	51.89
Crown Point	55	38	37.93	43.59	41	31	30.68	42.86
Foster	49	48	42.31	53.97	23	38	32.07	43.75
Bell	20	23	24.10	17.58	15	11	9.75	10.38

*No data provided when 10 or fewer students tested

Lower test result than Thrive

Table 30: White Subgroup (% Met/Exceed Standard)

	ELA				MATH			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Thrive	82	66	61.11	60.56	70	47	35.19	40.85
Fay	*	*	*	*	*	*	*	*
Mann	38	29	33.33	35.71	30	35	10.53	13.33
Clay	*	47	35.71	72.22	52	47	28.57	47.37
Carver	*	*	*	*	*	*	*	*
Oak Park	*	*	*	90.91	*	*	*	81.82
Rolando Park	*	*	*	*	*	*	*	*
Millennial Tech	*	*	0	27.27	*	*	0	0

Bethune	*	*	*	*	*	*	*	*
Lang. Academy	75	85	78.62	72.34	57	63	57.93	64.54
Darnall Charter	*	*	*	*	*	*	*	*
SD Global Charter	76	69	70.97	83.87	67	56	61.29	67.75
Crown Point	63	71	64.41	66.04	52	60	63.94	59.61
Foster	56	68	60.34	66.07	44	49	50.84	64.91
Bell	33	25	18.19	42.86	22	24	22.73	33.33

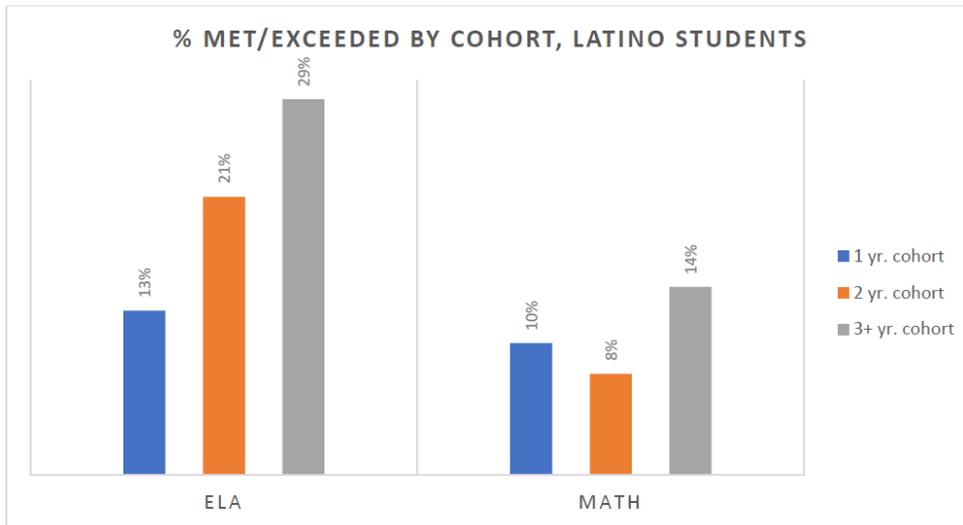
*No data provided when 10 or fewer students tested

Lower test result than Thrive

For the last two years, Thrive has had the lowest percentages of students who met/exceeded the standard in ELA and Math in the Socioeconomically Disadvantaged subgroup, the largest subgroup at Thrive, and had the lowest score in 2017-18 for the Hispanic subgroup, the second largest subgroup at Thrive. Thrive has consistently had the lowest percentage in ELA and Math across all years for the African American subgroup. With the exception of the Students with Disabilities subgroup in ELA, and the White subgroup in ELA and Math, Thrive's scores are among the lowest in a subgroup comparison of schools.

Thrive submitted the following cohort data table to show academic progress in the Latino subgroup. The school indicated that the table shows that the longer Latino students are enrolled at Thrive, the better they perform on the SBAC/CAASPP assessments.

Table 31: 2017-18 Student Cohort Data (Latino Subgroup)



As with the prior cohort table, this table appears to reflect some increases in student achievement; however, less emphasis is placed on the cohort data as it does not satisfy the specific renewal criteria of using schoolwide and numerically significant subgroup data. Thrive indicated that the cohort data above includes 120 students who took the SBAC/CAASPP in 2017-18, and is broken down in the following manner:

- 40 students in the 1-year cohort (students enrolled and tested in 2017-18)
- 52 in the 2-year cohort (students enrolled in 2016-17 and tested in 2017-18)
- 28 in the 3-year cohort (students enrolled in 2015-16 and tested in 2017-18)

The table accounts for all Grade 3-8 Hispanic students who took the test in 2017-18. However, the table reflects results for only 52 (2-year cohort) of the 85 students (61.1%) who were enrolled and tested in 2016-17, and only 28 (3-year cohort) of the 37 students (75.6%) who were enrolled and tested in 2015-16.

Even though the students in these two cohorts showed academic progress, Thrive's CAASPP results for the Hispanic subgroup showed declines in both ELA and Math during this same time period.

In addition to the above information submitted by Thrive which has publicly available comparison data, the school also provided data tables regarding its internal assessments including Northwest Evaluation Association Measures of Academic Progress ("MAP") results for Reading and Math, Lexile results, Conditional Growth, Core Social Emotional Competencies, and CAASPP Average Point Difference calculations. These tables are included in Attachment A.

There is no publicly available comparison data for these measures so staff is unable to verify the information or provide a comparison analysis with other schools. Staff is concerned that while the school has presented information in these tables that reflects student growth, there does not appear to be a correlation between the internal assessment results and the results on the state assessments. In particular, the MAP assessment has been identified as being a reliable predictor of how students will perform on state assessments. There is often a correlation between the two assessments, and if students make growth on MAP, we often see increases in the CAASPP results. This does not appear to be the case with Thrive, as the school reported growth in both reading and math on MAP over the last three years, but the school has experienced declines in met/exceed percentages on state assessment over the same time period.

District /County / State Data:

To see how Thrive performs in relation to all other district and charter schools, staff did the following comparisons based on Thrive's SBAC / CAASPP data:

1. A comparison of all classroom-based charter schools authorized by the district.
2. A comparison of all district schools serving any configuration of Grades K-8.
3. Schoolwide and subgroup comparison of district, county and state results.

Table 32: Comparison of SDUSD-Authorized, Classroom-Based Charter Schools

	Thrive % Met/Exceed ELA Standard	# of Charter Schools with Lower ELA Met/Exceed %	Thrive % Met/Exceed Math Standard	# of Charter Schools with Lower Math Met/Exceed %	# of Charter Schools Included in Comparison
2014-15	50	25 (58.1%)	37	26 (60.4%)	43
2015-16	44	19 (42.2%)	27	21 (46.6%)	45

2016-17	36.60	16 (37.2)	19.59	10 (23.2%)	43
2017-18	30.60	6 (14.2%)	18.72	7 (16.6%)	42

The number of classroom-based charter schools that Thrive outperforms academically has decreased each year over the three year period. At the current time, Thrive is academically performing in the bottom 17% of schools when compared to all district-authorized charter schools.

Table 33: Comparison of All District Schools Serving Grades K-8

	Thrive % Met/Exceed ELA Standard	# of District Schools with <i>Lower</i> ELA Met/Exceed %	Thrive % Met/Exceed Math Standard	# of District Schools with <i>Lower</i> Math Met/Exceed %	# of District Schools Included in Comparison
2014-15	50	78 (54.9%)	37	74 (52.1%)	142
2015-16	44	49 (34.5%)	27	28 (19.7%)	142
2016-17	36.60	34 (23.9%)	19.59	8 (5.6%)	142
2017-18	30.60	16 (11.1%)	18.72	9 (6.2%)	143

The number of district schools that Thrive outperforms academically has decreased each year over the three year period. At the current time, Thrive is academically performing in the bottom 12% of district schools in ELA, and 6% in math when compared to all district schools serving grades K-8.

Table 34: Schoolwide Comparison – District/County/State (% Met/Exceed)

	Thrive ELA	ELA District	ELA County	ELA State	Thrive Math	Math District	Math County	Math State
2014-15	50	51	51	44	37	41	40	33
2015-16	44	56	56	49	27	44	43	37
2016-17	36.60	55.58	55.67	48.56	19.59	46.03	43.56	37.56
2017-18	30.60	56.35	56.25	49.88	18.72	47.16	44.28	38.65
% Difference over 3 Years	-38.80	+10.49	+10.29	+13.36	-49.40	+15.02	+10.70	+17.12

When compared to district, county and state on a schoolwide basis, Thrive has consistently performed below all three comparison groups in both ELA and math, with the exception of the state in 2014-15.

Table 35: Subgroup Comparison – District/County/State (% Met/Exceed)

2014-15	Thrive ELA	ELA District	ELA County	ELA State	Thrive Math	Math District	Math County	Math State
Data excluded as Thrive had no numerically significant subgroups in 2014-15	--	--	--	--	--	--	--	--
2015-16								
African American	*	38	41	31	*	24	26	18
Hispanic	29	41	43	37	13	28	28	24
White	66	77	71	64	47	67	59	53

Economically Disadvantaged	30	43	41	35	14	30	27	23
Students with Disabilities	9^	19	19	13	0^	15	15	11
English Learner	7^	21	18	13	0^	20	15	12
2016-17								
African American	13.79	37.27	40.16	31.23	0	25.36	25.88	19.02
Hispanic	23.53	40.29	42.51	37.28	12.95	29.69	29.13	25.20
White	61.11	76.72	69.92	64.29	35.19	68.06	58.42	52.85
Economically Disadvantaged	20.37	41.53	40.39	35.52	10.18	31.39	28.00	24.57
Students with Disabilities	15.15	19.41	18.95	13.86	6.06	17.36	15.05	11.10
English Learner	2.70	21.83	16.37	12.09	0	21.99	15.66	12.32
2017-18								
African American	9.80	37.00	40.20	32.27	4.00	26.65	26.38	19.74
Hispanic	19.49	41.27	43.75	39.16	9.32	30.64	29.99	26.65
White	60.56	76.51	69.52	64.86	40.85	68.72	58.72	53.57
Economically Disadvantaged	17.01	42.76	41.90	37.69	10.96	32.91	29.31	26.23
Students with Disabilities	5.66	17.16	19.34	14.98	1.92	14.99	15.06	11.89
English Learner	5.26	13.98	16.12	12.62	3.57	16.85	15.22	12.57

*No data provided when 10 or fewer students tested

^Not a numerically significant subgroup

When compared to district, county and state on a subgroup basis, Thrive has consistently performed below all three entities in both ELA and math. The only exceptions are that in the 2015-16 school year Thrive outperformed the state in the White subgroup in ELA, and in the 2016-17 school year Thrive outperformed the state in the Students with Disabilities subgroup in ELA. Thrive has consistently had the lowest performance in math over the three year period in all subgroups.

Future Plans for Improvement

Per California Code of Regulations section 11966.4(b)(1), when considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of future success, along with any future plans for improvement. In the renewal documents Thrive has identified the following steps to increase student performance on state assessments:

- Building out the math program to include a systematic approach to skill gaps (page 9 of renewal petition).
- Engaged the use of Achieve3000 as a program for reading intervention to support Lexile growth (page 27).

- Hired a Chief Academic Officer to study Thrive’s bright spots and struggles and to lead the change management necessary to ensure that Thrive’s instructional leaders and greater community are equipped to hone in on instructional priorities that will affect student learning (page 33).
- Partnered with the County Office of Education, The National Teacher Project, Bellweather Consultant, Education First and the University of San Diego, to take a closer look at instructional programs and provide training, academic insight and tools for increasing rigor, developing a data framework, a deepening of Project Based Learning and literacy practices and increased alignment across classrooms around key instructional practices.
- Received a grant for a Multi-Tiered System of Support grant to build internal capacity and provide greater intervention support to our students.
- Identified new CCSS curriculum that specifically supports the student development of competency in the eight Mathematical Practice Standards, and invested in Math professional development.
- Through the use of professional learning communities, Thrive will continue to build teacher and administrator capacity to analyze data and put it into action, to hold interventions for students at all levels of need.
- Identified the key experiences students will have as Thrive students and, at the same time, the pedagogical practices teachers will be trained in to ensure that those experiences are high quality.
- Updated data targets to reflect both Thrive’s instructional priorities and the state dashboard.
- Articulated a school-wide approach to balanced literacy that was introduced in the spring of 2018 and will be fully implemented in the fall of 2018. This approach clarifies the role of personalized learning as a tool for supporting grade level competency and not an end in itself.
- Created school-wide professional development time for job alike lesson study in literacy, mathematics and Special Education practices.

Finding 2: Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

The table below summarizes Thrive’s projected enrollment for the next five years.

Table 36: Thrive Projected Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24
Grade TK/K	150	150	150	150	150
Grade 1	130	100	100	100	100
Grade 2	92	123	100	100	100
Grade 3	110	95	117	100	100
Grade 4	90	105	92	111	100
Grade 5	104	104	104	104	104
Grade 6	108	108	108	108	108
Grade 7	108	108	108	108	108
Grade 8	108	108	108	108	108

Grade 9	90	120	120	120	120
Grade 10	60	90	120	120	120
Grade 11	40	70	90	120	120
Grade 12	45	40	70	90	120
Total	1245	1321	1387	1439	1458

Thrive experienced rapid growth in its first charter term as reflected below.

Table 37: Thrive Historical Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	K and 6	K-8	K-9	K-10	K-11
Total enrollment	45	194	461	651	988
% increase from prior year	--	331%	138%	41%	52%

In its charter petition, Thrive mentions this rapid growth and future growth (see pages 8, 9, 35, 117, 126, 130, and 134). While some pages reference the past growth, others appear to indicate plans for future growth. For instance, a footnote on page 117 reads, “[i]n the event Thrive Public Schools later operates more than one public charter school, the corporate/governance structure will be modeled after such highly successful multi-school operators as High Tech High, with centralized governance and school-site stakeholder input.” There are three positions described in the Employee Qualifications section of the charter that mention strategic growth, growth of the organization, and/or fast growth.

Staff is concerned that the rapid growth over the current charter term has been a contributing factor to the declining academic results for the school. Despite the declining academics, Thrive is proposing to grow by approximately 26% in the 2019-20 school year. This growth is concerning because the schools that Thrive pulls the majority of its students from and other comparison schools (including district and charter schools) are performing academically better on the state assessments and measures than Thrive.

OPERATIONS

Nicole Tempel Assisi is the Lead Petitioner and Founder/CEO of Thrive.

The Thrive governing board is the decision-making body for the charter school. The school’s bylaws require a minimum of five and maximum of eleven governing board members. There are currently five governing board members, as summarized in the following table.

Table 38: Thrive Board Roster

Name	Office / Designation	Term
Donna Elder	Chair	July 2017 – June 2019
Kerry Flanagan	Treasurer	December 2016 – June 2019
Ben Boyce		July 2018 – June 2020

Thomas Aurelo Davis		July 2018 – June 2020
Jacque Furtado	Parent Representative	August 2018 – June 2020

Thrive is a member of the El Dorado Special Education Local Plan Area (SELPA).

Table 39: Thrive - Summary of Annual Update

Goals	<u>EXPECTED</u> Annual Measurable Outcomes 2017-18	<u>ACTUAL</u> Annual Measurable Outcomes 2017-18
Thrive will use multiple measures of student/schoolwide data to: measure program efficacy in supporting high student academic and social-emotional growth; and ensure maximization of the human, material, physical (facilities), financial and community resources that support the Thrive Public Schools mission and Strategic Plan	<ul style="list-style-type: none"> • Annual growth on CAASPP ELA DF3 scale scores, grades 3-8, +1 DF3 • Annual growth on CAASPP Math DF3 scale scores, grades 3-8, -40 DF3 • Increase attendance rates: 95.5% • Decrease chronic absenteeism rates (1% decline annually): <2% • Maintain middle school dropout rate: <1% • Administer facility inspection tool (FIT): score good or better (54th street site, Juanita Street site, Kroc/HS site) 	<ul style="list-style-type: none"> • Not met. -37.2 point below DF3 • No met. -79.5 points below DF3 • Not met. 2016-17: 95% • Not met. 2016-17: 15.9% • Met. 2016-17: 0% • Met. 2017-18 FIT score: Good for 54th and Juanita Street, and Exemplary for Kroc site
Thrive will empower and train high quality instructional leaders to provide students with a transformative education, using authentic,, rigorous, standards-aligned and project-based curriculum in order to prepare all students for	<ul style="list-style-type: none"> • % of students that will have access to standards-aligned instructional materials: 100% • Implementation of academic content standards will improve to "full implementation" 	<ul style="list-style-type: none"> • Met. 2017-18: 100% • Partially met. <ul style="list-style-type: none"> • ELA – 4 • ELD – 3 • Math – 3

<p>College and Career Readiness (CCR)</p>	<p>(level 4) or "full implementation and sustainability" (level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</p> <ul style="list-style-type: none"> • % of teachers who are appropriately credentialed and assigned: 100% • % EL who progress in English Proficiency as measured by CELDT/ELPAC: 35% • Increase English Learner reclassification rate: 20% • % of students with access to broad course of study 	<ul style="list-style-type: none"> • NGSS – 3 • History – 3 • CTE – 2 • Health – 3 • Phys. Ed. – 1 • VAPA – 4 • World Lang. – 4 <ul style="list-style-type: none"> • Not met. 2017-18: 97% of teachers appropriately credentialed and assigned • Met. 2017-18: 39% • Not met. 2017-18: 6% • Met. 2017-18: 100%
<p>Thrive will engage parents and the community as partners through education, communication, and collaboration, and provide students with a safe, welcoming, inclusive, positive learning environment that exudes a culture of high expectations, in order to ensure all students are college and career ready</p>	<ul style="list-style-type: none"> • Parent involvement through input in decision-making via SSC, ELAC and FAN • Parent involvement will include opportunities for participation in programs for unduplicated students • Decrease suspension rates annually by 1%: 6% • Maintain expulsion rates: <1% 	<ul style="list-style-type: none"> • Met • Met • Met. 2016-17: 2.5% • Met. 2016-17: 0% • 2017-18 Baseline: 32%

	<ul style="list-style-type: none"> • Increase student participation rate on student survey • Increase parent participation rate on parent survey 	<ul style="list-style-type: none"> • 2017-18 Baseline: 18%
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FINANCES

District staff reviewed and analyzed the five-year budget and five-year cash flow submitted by Thrive. District staff used the LCFF calculator to estimate LCFF revenues and adjusted the budget for overstated LCFF revenue. Most revenues are conservatively projected and are within the range of district staff’s calculations.

District staff adjusted the FY 2019-20 Grade 10 enrollment from 70 to 60 to reflect the projected enrollment in the renewal petition. This adjustment lowered total revenues and decreased total expenses. Expenditures are reasonable and account for year to year growth in student enrollment. Thrive projects operational surpluses each year with ending fund balances above the district’s reserve requirement of the greater of 3% of expenditures or \$50,000. The following table summarizes the projected fund balances.

Table 40: Projected Fund Balances

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Net Assets	1,357,953	1,401,444	1,551,963	1,794,676	2,248,504
Inc (Dec) in Net Assets	43,492	150,519	242,713	453,828	81,908
Ending Net Assets	1,401,444	1,551,963	1,794,676	2,248,504	2,330,413

Monthly projection of revenue receipts are in line with state and federal funding. Expenditures are projected by month. Thrive has secured an open line of credit (“LOC”) for months with low cash. This is reflected in the 2019-20 cash flow; however, with the district’s adjustments to the budget they may need to utilize the LOC in 2020-21 as well.

In 2017-18 Thrive was late in paying three Facility Use Payments (invoices 2, 3, and 5) to the district, but the remainder of payments were made in a timely manner.

CONCLUSION

After reviewing the information contained in tables 13-~~4831~~, district staff has determined that Thrive has not met academic renewal criteria. Thrive has not demonstrated academic increases schoolwide or in numerically significant subgroups to support a renewal of its charter, as required by statute. Based on the above schoolwide and subgroup data for Thrive, the school has had significant and sustained decreases in its CAASPP academic results over the current charter term.

Schoolwide, ELA has declined by 38.8% and math declined by 49.4% over the last three years. The majority of the numerically significant subgroups also had declines over the three year period.

In addition, the district has determined that Thrive's academic performance is not at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. The comparison data reflects that over the last three years of CAASPP testing, Thrive's results have declined and the school is currently outperforming only one of the 14 comparison schools on a schoolwide basis. For the last two years, Thrive has had the lowest percentages of students who met/exceeded the standard in ELA and Math in the Socioeconomically Disadvantaged subgroup, and had the lowest score in 2017-18 for the Hispanic subgroup. Thrive has consistently had the lowest percentage in ELA and Math across all years for the African American subgroup. With the exception of the Students with Disabilities subgroup in ELA, and the White subgroup in ELA and Math, Thrive's scores are among the lowest in a subgroup comparison of schools.

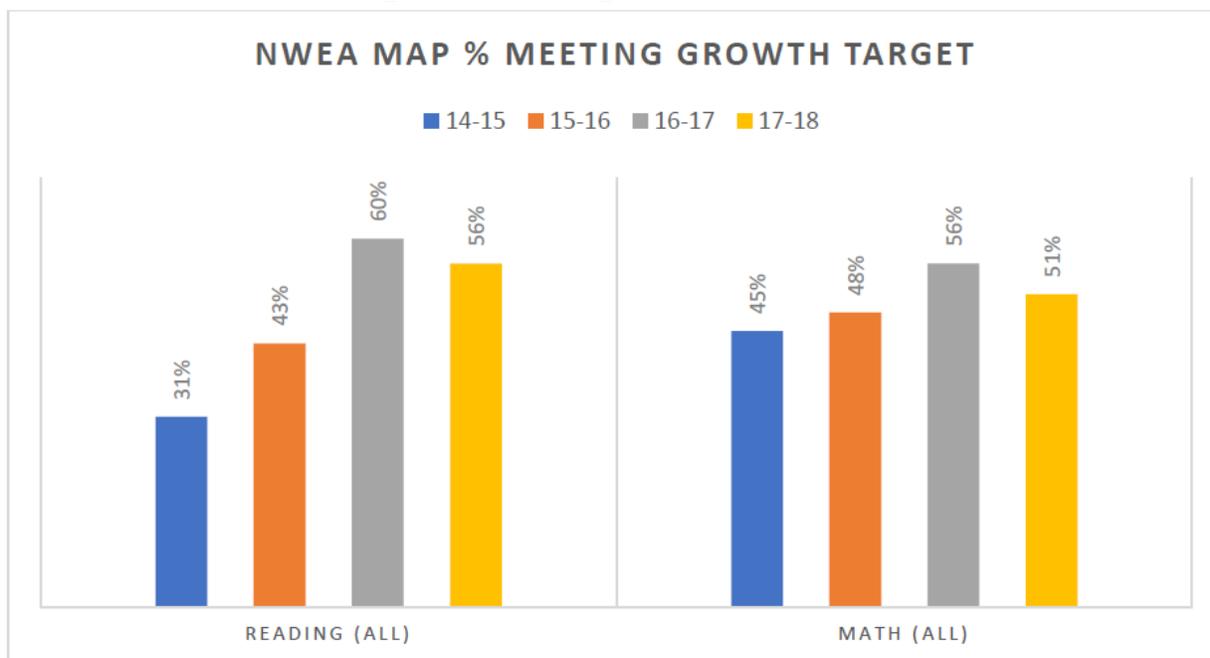
While the internal assessments (MAP, Lexile, and Core Social Emotional Competencies) utilized by Thrive show growth in the majority of the schoolwide/grade level and subgroup data, staff is unable to confirm this data, and unable to reconcile these increases with the decreases that are seen in the schoolwide and subgroup CAASPP data, and other state measures. With only a few exceptions, the internal assessments are the only area where academic growth is observed. Making a determination that Thrive has met academic renewal criteria based on these internal assessments would require the district to limit its analysis and consideration of the majority of the state assessment results and accountability measures.

Based on the above-identified findings, staff recommends the board deny the renewal of the charter petition for Thrive. Voting to deny the renewal will result in Thrive returning to the SBE to seek renewal of its charter petition. If renewed by the SBE, Thrive will continue operating within the district's boundaries and under the oversight of the SBE.

ATTACHMENT "A"

Thrive Data Set

Table 1: MAP % Meeting Growth Target (Schoolwide)



Per page 20 of the renewal petition, Thrive has indicated that the above table reflects that overall, Thrive students “demonstrate growth on MAP assessments for both reading and math over the past four years...”

Table 2: MAP Spring 2017 Results (Schoolwide)

Spring 2017 Results		
Grade	% of students above National reading Growth Target	% of students above National math Growth Target
K	12%	27%
1	16%	16%
2	-6%	1%
3	22%	12%
4	9%	28%
5	15%	-35%
6	-10%	-12%
7	26%	-24%
8	7%	17%
9	6%	10%

Per page 21 of the renewal petition, the above table reflects that in spring 2017 eight of the ten grades tested outperformed the national norm in reading, and seven of the grades tested outperformed the national norm in math.

Table 3: MAP Spring 2018 Results (Schoolwide)

Spring 2018 Results		
<i>Grade</i>	<i>% of students above National reading Growth Target</i>	<i>% of students above National Math Growth Target</i>
K	28%	18%
1	1%	1%
2	5%	2%
3	-2%	-2%
4	-8%	1%
5	4%	-25%
6	9%	-9%
7	-14%	1%
8	8%	4%
9	18%	13%
10	17%	10%

Per page 22 of the renewal petition, the above table reflects that in spring 2018 seven of the ten grades tested outperformed the national norm in reading, and seven of the grades tested outperformed the national norm in math.

Table 4: 2016-17 MAP Reading and Math RIT Scores (Schoolwide)

<i>Reading RIT Scores: Fall 2016 - Spring 2017</i>				<i>Math RIT Scores: Fall 2016 - Spring 2017</i>			
<i>Grade</i>	<i>Observed Growth</i>	<i>Projected Growth</i>	<i>Points Above Natl. Growth Targets</i>	<i>Grade</i>	<i>Observed Growth</i>	<i>Projected Growth</i>	<i>Points Above Natl. Growth Targets</i>
K	18.6	16.4	2.2	K	24.9	18.6	6.3
1	20.7	16.9	3.8	1	23.1	18.4	4.7
2	14.6	14.1	0.5	2	15.6	15.3	0.3
3	16.3	10.5	5.8	3	16.1	12.8	3.3
4	13.2	7.9	5.3	4	15.0	11.1	3.9
5	9.2	6.4	2.8	5	3.0	8.7	-5.7
6	5.0	4.9	0.1	6	5.8	6.9	-1.1
7	12.5	4.0	8.5	7	3.2	4.8	-1.6
8	8.1	3.2	4.9	8	9.3	3.7	5.6
9	4.7	1.7	3.0	9	2.4	2.9	-0.5

Per page 23 of the renewal petition, the above tables reflect that in 2016-17 all grades "met or exceeded national growth targets in reading" and "six of ten grades met or exceeded national growth targets in math." Double digit growth in both areas were noted in Grades K-4.

Table 5: 2017-18 MAP Reading and Math RIT Scores (Schoolwide)

<i>Reading RIT Scores: Fall 2017 - Spring 2018</i>				<i>Math RIT Scores: Fall 2017 - Spring 2018</i>			
Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets	Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets
K	23.4	16.6	6.8	K	27.5	19.1	8.4
1	15.8	16.9	-1.1	1	19.4	18.4	1.0
2	14.9	14.0	0.9	2	16.6	15.3	1.3
3	11.8	10.7	1.1	3	13.8	12.7	1.1
4	8.5	7.8	0.7	4	12.3	11.0	1.3
5	6.9	6.1	0.8	5	3.3	9.7	-6.4
6	7.3	5.0	2.3	6	4.1	6.4	-2.3
7	-1.6	3.9	-5.5	7	7.1	4.8	2.3
8	6.4	3.1	3.3	8	3.2	3.4	-0.2
9	3.6	1.8	1.8	9	4.7	1.8	2.9
10	5.2	0.7	4.5	10	2.2	2.1	0.1

Per page 24 of the renewal petition, the above tables reflect that in 2017-18 "nine of the eleven grade levels met or exceeded growth targets in reading and eight of eleven grades met or exceeded national growth targets in math." Double digit growth in both areas were noted in Grades K-3.

Table 6: Lexile Reading Growth (Schoolwide)

4-Year Aggregate All Tested Students (n=965)			2017-2018 All Tested Students (n=451)		
Grade	% in Range (Fall)	% in Range (Spring)	Grade	% in Range (Fall)	% in Range (Spring)
1	56.8%	90.4%	1	52.2%	91.2%
2	43.6%	52.3%	2	35.9%	46.8%
3	47.0%	68.9%	3	31.6%	54.2%
4	36.9%	46.5%	4	34.6%	49.1%
5	31.9%	45.5%	5	31.7%	45.8%
6	29.2%	35.4%	6	11.5%	20.4%
7	28.2%	34.5%	7	21.7%	22.9%
8	28.0%	47.8%	8	26.5%	33.3%
9	35.0%	46.2%	9	27.8%	26.5%
10	34.7%	50.0%	10	34.7%	50.0%
Grand Total	35.3%	47.6%	Grand Total	29.5%	43.7%
% Change Fall to Spring = 12.3%			% Change Fall to Spring = 14.2%		

Per page 26 of the renewal petition, the above tables reflect “increased achievement for students who have been with us for multiple years,” and it is noted that “students receiving early reading instruction from Thrive (1-3rd grades) are making marked gains fall to spring.”

Table 7: Lexile Reading Growth (FRL / SED Subgroup)

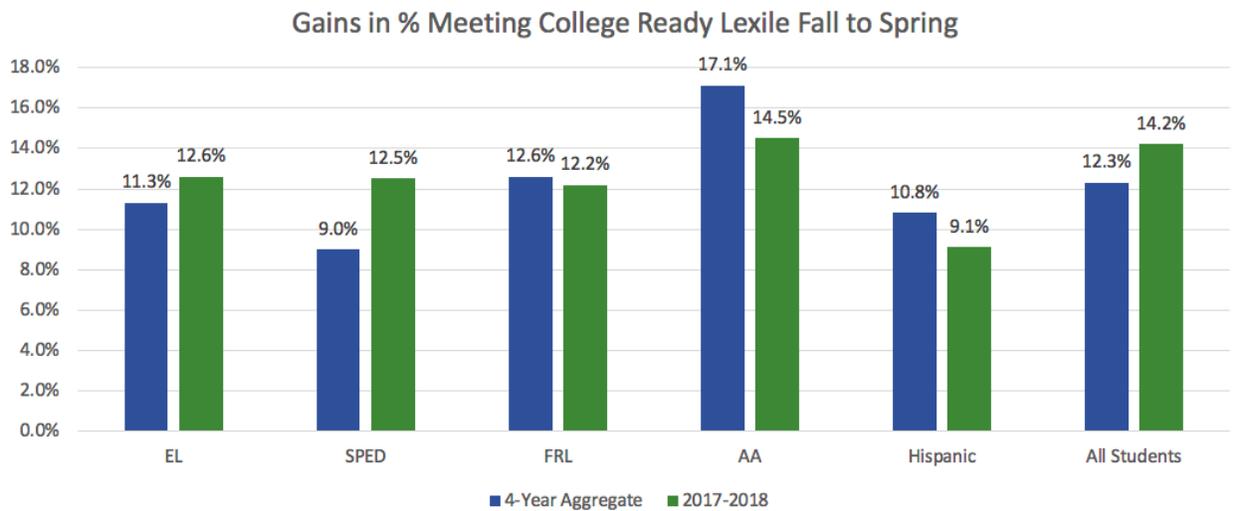
4-Year Aggregate FRL Students (n=573)			2017-2018 FRL Students (n=287)		
Grade	% in Range (Fall)	% in Range (Spring)	Grade	% in Range (Fall)	% in Range (Spring)
1	42.9%	89.8%	1	50.0%	91.7%
2	33.3%	39.1%	2	15.0%	34.4%
3	27.3%	51.5%	3	33.3%	38.7%
4	23.6%	30.6%	4	23.3%	27.3%
5	12.5%	25.3%	5	14.3%	29.4%
6	13.7%	20.8%	6	4.9%	11.6%
7	17.7%	18.2%	7	18.5%	17.4%
8	22.2%	34.1%	8	20.8%	22.2%
9	36.1%	41.9%	9	24.0%	19.2%
10	36.6%	47.4%	10	36.6%	47.4%
Grand Total	23.6%	36.2%	Grand Total	22.6%	34.8%
% Change Fall to Spring = 12.6%			% Change Fall to Spring = 12.2%		

Per page 27 of the renewal petition, the above table reflects that Thrive's 4-year cohort of students on Free and Reduced Lunch had gains across all grade levels, and the 2017-18 data reflects increases in all but two grade levels.

Table 8: Lexile Reading Growth (Remaining Subgroups)

4-Year Aggregate Data				2017-2018 Data			
	% in Range (Fall)	% in Range (Spring)	% Change Fall to Spring		% in Range (Fall)	% in Range (Spring)	% Change Fall to Spring
EL Students (n=126)	4.8%	16.1%	11.3%	EL Students (n=64)	3.1%	15.7%	12.6%
SPED Students (n=164)	15.2%	24.2%	9%	SPED Students (n=94)	12.8%	25.3%	12.5%
AA Students (n=120)	13.3%	30.4%	17.1%	AA Students (n=67)	11.9%	26.4%	14.5%
Hispanic Students (n=396)	25.3%	36.1%	10.8%	Hispanic Students (n=190)	24.32	33.3%	9.1%

Table 9: Lexile – Gain in % Meeting College Ready (Schoolwide)



Per page 28 of the renewal petition, the above table reflects the fall to spring percent change (based on students identified in Table 8) in students able to access College and Career ready texts for their given grade level. For example, in fall 2017-18, 3.1% of EL students were accessing text on grade level. By the spring of that school year, the percentage of EL students with such text access was 15.7%, for a gain of 12.6% over a single school year. Thrive is reporting "equitable gains across our subgroups, meaning that we are moving all of our students readiness forward equitably instead of adding to a divide in access to college and college level text." In 2017-18 the "EL, SPED and overall student boy" outperform the aggregate.

Table 10: MAP Conditional Growth Percentile (Schoolwide)

Term: Fall 2017 to Spring 2018		
<i>Grade</i>	<i>Reading CGP</i>	<i>Math CGP</i>
K	99	99
1	37	63
2	65	69
3	69	67
4	65	73
5	66	1
6	89	16
7	1	88
8	93	47
9	79	89
10	95	51

Per page 29 of the renewal petition, Thrive tracks student performance based on a conditional growth percentile (“CGP”) metric. The CGP is a student’s percentile rank for academic growth. A student who demonstrates growth equivalent to that of similar students nationally will have a CGP of 50. Growth greater than the national average would result in a ranking higher than 50, and growth less than the national average would result in a ranking lower than 50. CGPs range from the 1 to 99. As shown above, Thrive’s Kindergarten students performed in the top 1% of reading and math growth in 2018. Tenth grade students performed in the top 5% of reading growth and 8th grade students performed in the top 10% of reading growth. Overall, nine of the eleven grades exceeded national student growth norms in reading and eight of eleven grades exceeded national student growth norms in math.

Table 11: MAP % Meeting Reading Growth Targets (Schoolwide and Subgroup)

% of Students Meeting Growth Targets				
MAP READING	2015-16	2016-17	2017-18	Gains
All Students	43.4%	59.6%	56.4%	13.0%
African American	12.5%	51.0%	50.6%	38.1%
Latino	40.0%	54.9%	53.7%	13.7%
White	45.7%	67.0%	61.4%	15.7%
English Learners	33.3%	41.9%	49.4%	16.1%
Students with Disabilities	32.0%	50.8%	51.1%	19.1%
Economically Disadvantaged	34.2%	55.4%	52.4%	18.2%

Table 12: MAP % Meeting Math Growth Targets (Schoolwide and Subgroup)

% of Students Meeting Growth Targets				
MAP MATH	2015-16	2016-17	2017-18	Gains
All Students	48.1%	55.7%	51.2%	3.1%

African American	55.6%	53.9%	44.2%	11.4% ¹
Latino	40.7%	47.1%	48.1%	7.4%
White	50.7%	64.1%	59.2%	8.5%
English Learners	47.6%	48.4%	47.9%	0.3%
Students with Disabilities	44.4%	47.7%	52.0%	7.6%
Economically Disadvantaged	46.1%	49.4%	47.2%	1.1%

Per page 30 of the renewal petition, Tables 11 and 12 show the percentage of students that met growth targets for the previous three years. Table 11 reflects that all students and all subgroups increased the percentage of students meeting growth targets by over 10% over the three year period. Table 12 reflects that with the exception of the African American subgroup, all students and all other subgroups increased the percentage of students meeting growth targets. It is noted that for these tables, the remaining percentages not included in the table did not meet the growth targets. For example, in 2017-18, 53.7% of Latino students met the reading growth targets, so 46.3% of Latino students did not meet the targets. It is also noted that while all but one (African American math) of the 14 groups listed in the two tables made overall gains and gains from 2015-16 to 2016-17, 11 of the 14 groups had decreases from 2016-17 to 2017-18.

Table 13: Core Social Emotional Competencies Growth

	Fall 2016	Spring 2017
Curiosity ²	3.16	3.03
Growth Mindset	3.53	3.74
Perseverance	3.49	3.45
Self-Awareness	3.56	3.77
Self-Efficacy	3.38	3.33
Self-Regulation	3.91	3.86
Social Awareness	3.77	3.91

	Fall 2017	Spring 2018
Curiosity	3.2	3.2
Growth Mindset	3.8	3.9
Perseverance	3.5	3.5
Self-Awareness	3.7	3.8
Self-Efficacy	3.4	3.6
Self-Regulation	3.8	3.9
Social Awareness	3.8	3.8

¹ The positive gain reflected is an error. As confirmed by the lead petitioner, this subgroup had an 11.4% decline over the time period.

² Thrive reported to the district that these numbers were reported incorrectly in the table. The 3.03 occurred in fall 2016 and the 3.16 occurred in spring 2017.

Per page 31 of the renewal petition, in 2016-17 Thrive adopted Transforming Education's MESH (Mindsets, Essential Skills, and Habits) framework to assess student social emotional competencies. The above tables reflect that "in 2016-17 Thrive students demonstrated growth in four of the seven competencies..."

Thrive submitted the following tables reflecting the Average Point Difference ("APD") that they calculated. It is noted that the tables provide a comparison only for the schools that Thrive identified as demographically similar, and does not include the comparison group of schools based on schools the students would have otherwise been required to attend, nor do they include schools that the district has identified as demographically similar to Thrive. Per page 16 of the renewal petition, the APD "is calculated the same way as DF3, the only difference between APD and DF3 is that DF3 is for continuously enrolled students only, whereas APD is for the number of students with test scores, as made publicly available online." Staff attempted to verify the data by replicating the APD calculations, but was unable to do so for several of the schools, including Thrive.

Table 14: ELA Schoolwide APD

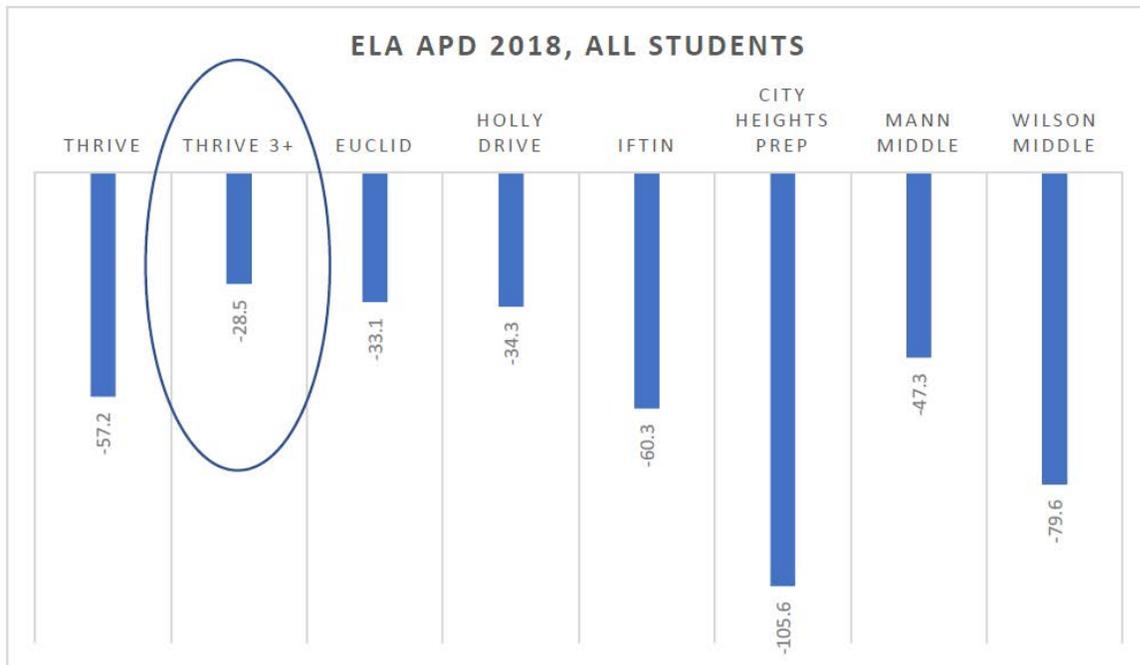


Table 15: Math Schoolwide APD

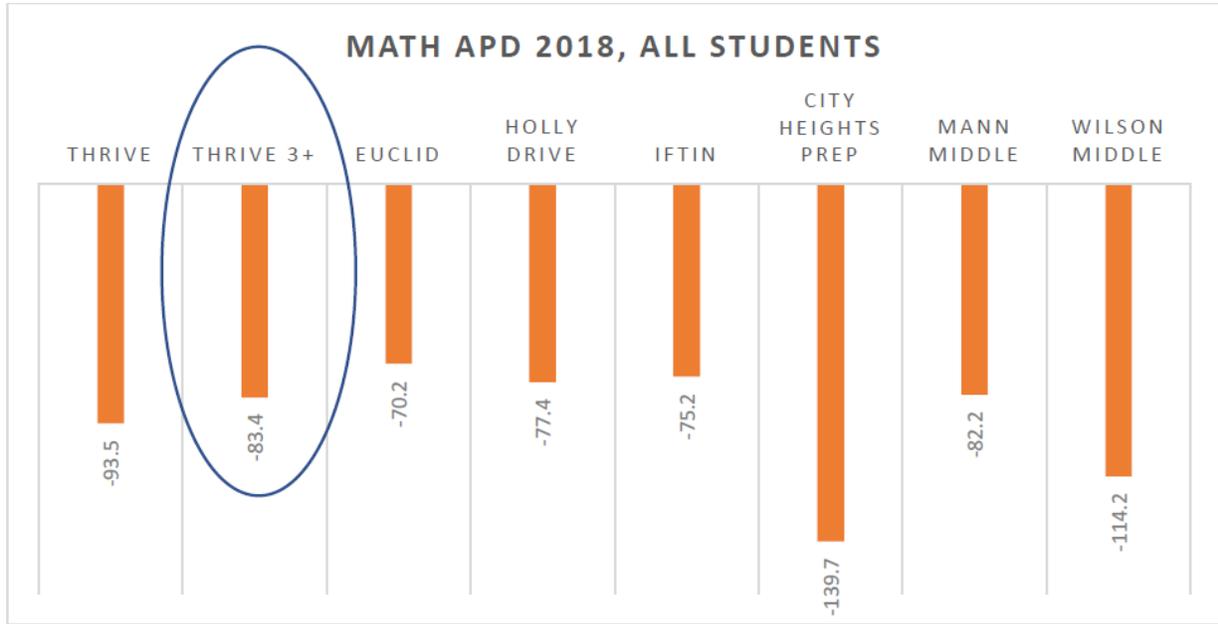


Table 16: ELA Grades 3-5 APD

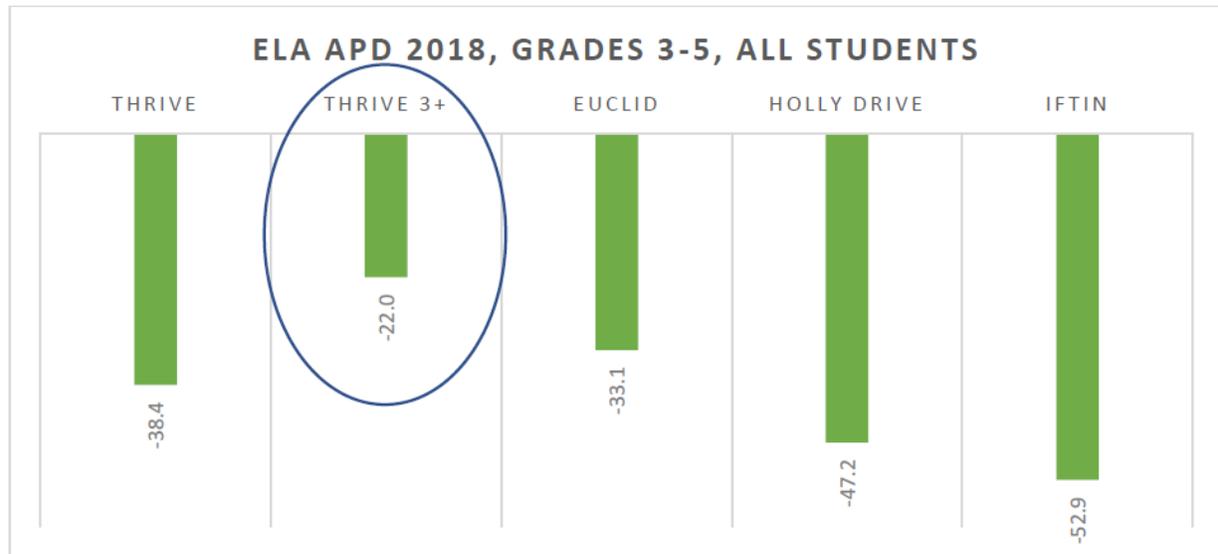


Table 17: Math Grades 3-5 APD

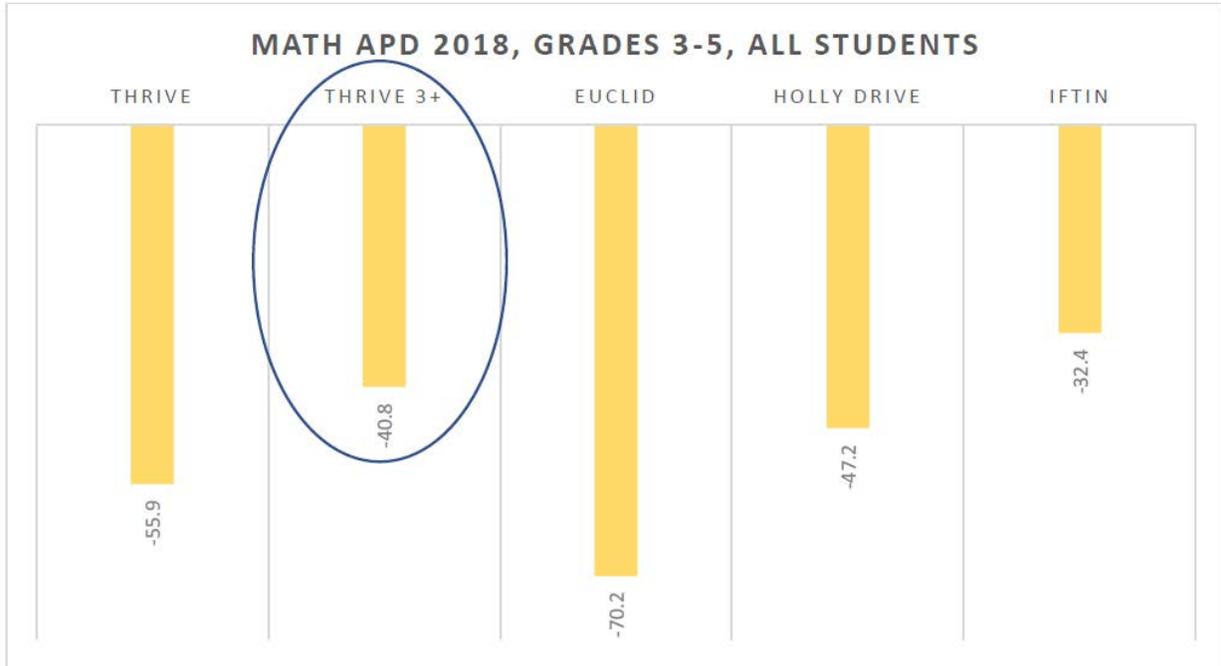
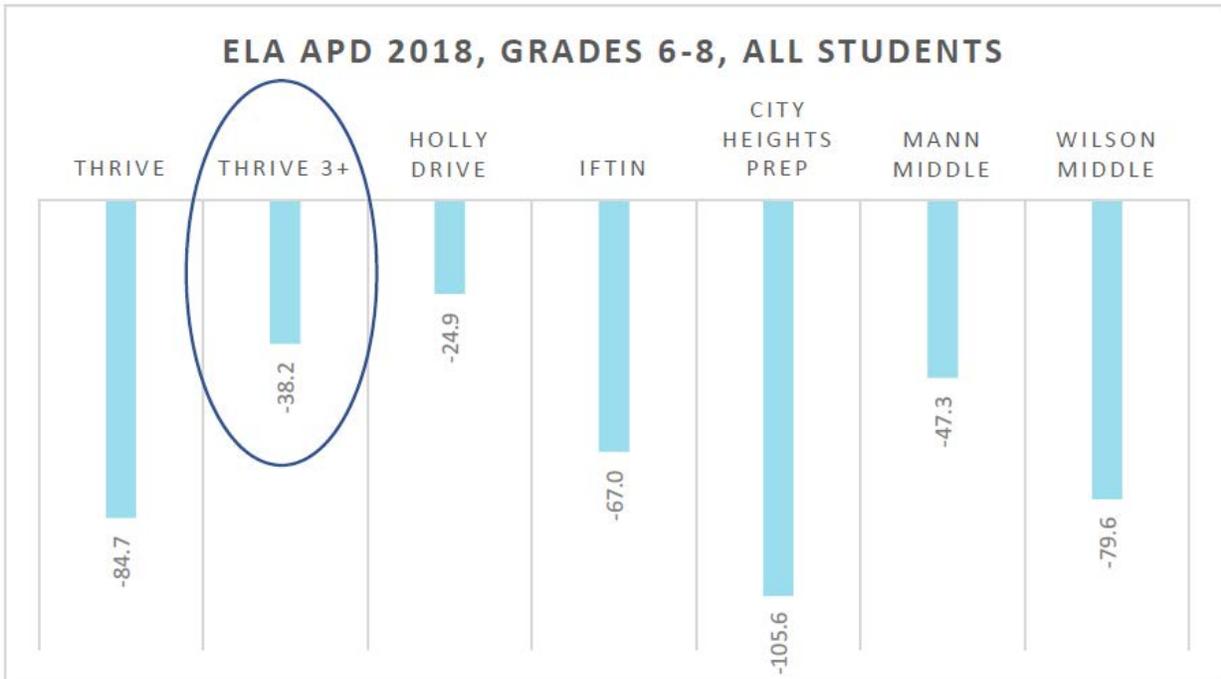


Table 18: ELA Grades 6-8 APD



Tab 2c.

Response to District Findings

Date: November 13, 2018
To: San Diego Unified School District Board of Trustees
From: Nicole Tempel Assisi, CEO
Subject: Thrive Response to SDUSD District Findings dated November 9, 2018

Charter Renewal Timeline

Thrive Public School ("Thrive" or the "Charter School") submitted its charter renewal petition to the San Diego Unified School District ("SDUSD" or the "District") on August 23, 2018. The public hearing for the Thrive charter renewal petition was held on September 25, 2018. On November 9, 2018, a copy of the SDUSD Board meeting agenda for November 13, 2018, along with a copy of the District Staff Report and recommendation for denial of the Thrive renewal petition ("Findings") was made publicly available.

Summary

While current charter law is extremely vague and outdated regarding the academic data authorizers must consider when deciding to grant a charter renewal, the District Staff's Findings do not meet the legal standard for denial of a charter renewal petition as the analysis fails to consider all of Thrive's relevant student data points.

Thrive recognizes the importance of academic data and student performance as a part of the renewal charter review and has clearly stated below how we meet the necessary standards for renewal and why our students are well served in our program. These are not Thrive's position alone: below we also cite third-parties who have also reviewed and endorsed Thrive's academic programs.

As such, Thrive respectfully submits the following Response to the District Staff Report and Recommendation for Denial of the Thrive charter renewal petition. Please find a summary of Thrive's responses. Thrive values becoming part of the district and believes that together we can do even more for students.

Why Thrive Public School?

Thrive Public School opened its doors 5 years ago because we wanted to make sure every child could *thrive* in a public school. We set out to be a school where students who have not found success in other educational settings could excel. Thrive offers hands-on learning coupled with small group, targeted instruction that helps students move at their own pace to achieve success. Personalized learning pathways are important to our work because most of our students either have a disability or have experienced social-emotional or academic struggles at their previous schools. As a fully inclusive learning environment, Thrive students receive interventions for both social and academic needs. We focus on the whole child, tracking longitudinal data to see how all children grow, and we prepare them for college, career and community engagement. While there are many great options for students in SDUSD, we know that there are children who need something slightly different. For those nearly 1,000 children, Thrive exists.

District Finding 1: Thrive presents an unsound educational program, pursuant to Education Code Section 47605(b)(1), based on decreases in student academic achievement both schoolwide and by numerically significant subgroups.

When considering Thrive Public Schools’ impact and continuous improvement of educational outcomes, it is essential to unpack our specific context for both CAASPP testing and our description of alternative academic benchmarks as validation for our charter renewal.

Understanding Thrive’s CAASPP Data

The CAASPP analysis presented in the petition represents the best information and analysis the petitioners had at the time of the charter submission. Regardless of which year of CAASPP data is reviewed, we know that these outcomes capture less than half of the students served by Thrive over the initial charter term. *As of today, the number on which the analysis and grounds for denial are formulated, only 28% of our current student population. We ask that you consider all of our students when making a decision about their education.*

Over the past four years, students enrolled at Thrive who participated in CAASPP testing have represented less than 50% of all enrolled Thrive students, on average. Because CAASPP tests students in grades 3-8 and Thrive serves students in grades TK-11, there is a significant subset of students who fall outside the CAASPP range.

More specifically, in 2014-15, only 20 sixth grade students took the CAASPP, as shown below.

Year	Enrollment	Grade Levels Served	# students taking CAASPP	% of students taking CAASPP
2014-15	45	K, 6	20	44%
2015-16	194	K-8	103	53%
2016-17	461	K-9	194	42%
2017-18	651	K-10	268	41%

As Thrive added grades over the past four years, the total number of students taking the CAASPP increased, but the percentage of Thrive students taking the CAASPP has remained steady overall; on average, less than half of our students take the test each year. The Findings continually refer back to Thrive’s CAASPP data in 2014-15, however, statistically this is problematic since 2014-15 had only 20 sixth grade students who took the assessment.

We recognize the importance of CAASPP testing in the context of our own students’ academic achievement internally, as well as within the larger state context and believe it is one academic measure to consider for a charter renewal decision. However, to use this data point as the sole baseline assessment upon which to compare Thrive overall for the following three years as well as to comparison schools across the District is an imperfect argument at best. As a result, Thrive chose to include substantial additional academic data for the District’s consideration within the charter petition, as well as through other avenues after submission to provide a more accurate view of Thrive students’ academic data, since the CAASPP does not fully capture the entire academic performance of Thrive students. Also noteworthy is that the Findings concur that the additional student academic data provided is not being considered as part of the charter renewal process.

Longitudinal Data

As described above, we recognize the need to use additional assessment tools with fidelity to ensure all students are improving academically, whether they are taking the CAASPP or not. As educators, we recognize there are many ways to assess student performance (e.g., formative, summative, comparison schools). However, there is no question the most effective way to assess student performance is via longitudinal data, which allows us to track the progress of individual students over time.

We clearly presented this data in the charter petition (p. 9-11). However, SDUSD staff indicated in its Findings that less emphasis should be placed on this longitudinal data as it does not satisfy the specific renewal criteria and made an alternative interpretation of this data. Renewal criteria notwithstanding, Education Code Section 47607(a)(3) states that increases in student academic achievement are the most important factor for the District to consider in granting renewal. Accordingly, we provide a clarification of this data below.

Cohort Data

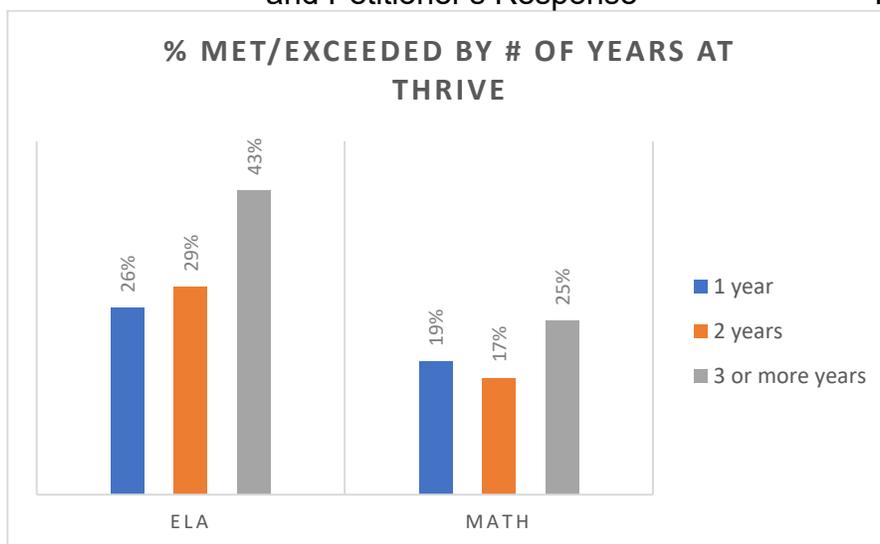
The longitudinal data presented in the charter petition (called “cohort data”) compares CAASPP outcomes in 2017-18 for three groups of Thrive students:

- Students whose first year at Thrive was 2017-18;
- Students who have been enrolled for two consecutive years at Thrive (2016-17 and 2017-18); and
- Students who have been enrolled for three or more consecutive years at Thrive (2015-16, 2016-17 and 2017-18 or 2014-15, 2015-16, 2016-17 and 2017-18).

The table below shows the number of students by grade and group who took the CAASPP in 2017-18.

# of students	Enrolled for 1 yr	Enrolled for 2 yrs	Enrolled for 3 or more yrs	Total
3rd	25	21	14	60
4th	13	24	14	51
5th	19	20	11	50
6th	16	12	11	39
7th	13	18	7	38
8th	17	8	8	33
Total:	103	103	65	271

The chart below shows the percentage of students meeting or exceeding standards on ELA and math in 2017-18 by number of years at Thrive.



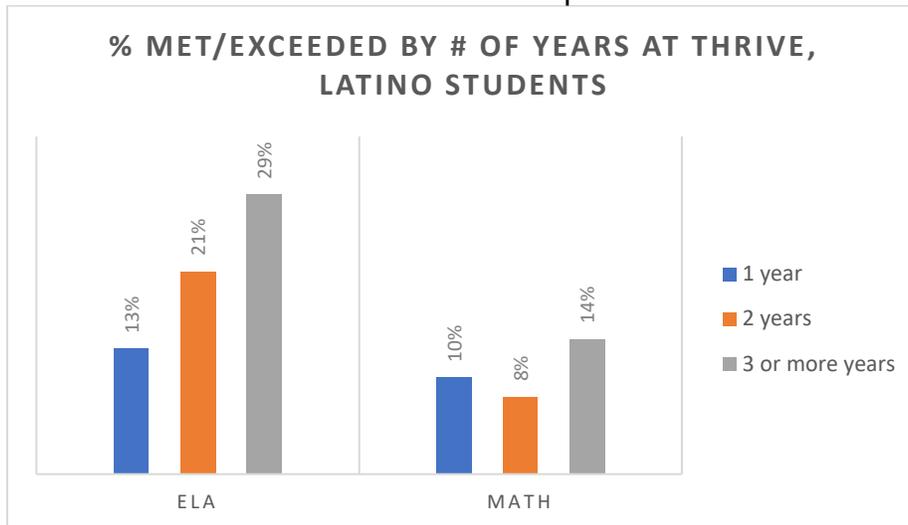
The data demonstrate that Thrive students who have been continuously enrolled for three or more years outperform their Thrive peers who have been at the Charter School for fewer years.

The Staff Findings suggest that less emphasis should be placed on Thrive's longitudinal data because it does not reflect results for all of the students who were tested in 2015-16 and 2016-17. However, the purpose of the data is to illustrate the academic change over time that SDUSD is asking for. We agree that growth and change over time matters, but it is only accurate when we look at the same students over time.

Why Cohort Data is Important in Thrive's Case

As the Findings point out, Thrive had significant growth in the number of students we served from 2015-16 to 2016-17. This growth means that the students tested in the two consecutive years were largely different students. This is why we have intentionally tracked the growth of the set of students who have been at Thrive for multiple years. As shown through CAASPP and Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") data, the longer students are at Thrive, the more their literacy and numeracy skills improve, the more they perform at or above standards and the better they perform on assessments.

In the charter petition, we also show this data for Latino students, which demonstrates that the longer Latino students are enrolled at Thrive, the better they perform on the CAASPP assessment.



Again, as discussed above for the longitudinal data for all students, this data is a helpful depiction of student performance over time, particularly showing how students' academic performance increases the longer they remain at Thrive, adapting to its educational program.

Using NWEA MAP Assessment Data, a Reliable Tool

The NWEA MAP assessments are a common assessment tool used by many schools across California. SDUSD staff notes in the Findings that "the MAP assessment has been identified as being a reliable predictor of how students will perform on state assessments. There is often a correlation between the two assessments [referring to CAASPP and MAP], and if students make growth on MAP, we often see increases in the CAASPP results." In some cases, SDUSD has required charter schools to administer the MAP assessment tests. As Thrive also recognizes the value of NWEA MAP assessments, we offered to provide raw MAP data or other internal assessment data for consideration and analysis by the District during the review process of our charter renewal petition, but such offers were turned down by the District staff.

CAASPP versus MAP Data

We have been asked why there appears to be a difference in CAASPP versus MAP data. The difference in the data is rooted in the fact that the assessments measure different things. Where the MAP assessment is designed to measure growth, the CAASPP assessment is designed to measure proficiency. For students who are starting behind, it can take several years to make enough gains to move from one proficiency band to the next.

This difference may be best exemplified through an example: if a student comes to Thrive 3 grade levels behind, his CAASPP score will show that he has not met standards that year. If the same student makes 2 years of growth the following year, that tremendous academic success would be shown on MAP, but not on CAASPP. On CAASPP, that same student would still show as not meeting standards because he would still not be on grade level.

A longitudinal data approach using MAP allows for educators to see change over time. It demonstrates that Thrive's model is effective at achieving both year-to-year growth and supporting students to progressively meet standards. Additionally, all students at Thrive

undergo MAP testing, while not all grade levels are tested by CAASPP. As discussed above, since only 41% percentage of Thrive students took the CAASPP assessments, we believed the MAP assessments and other internal assessment data would provide a much more complete view of Thrive students' academic performance and should have been credibly considered by the District as part of the review.

Comparison Schools Data

We understand and recognize why SDUSD might consider comparison schools as the only valid way to assess performance. However, current charter school law provides no single standard for how authorizers must identify the comparison schools, as evidenced by the fact the SDUSD charter staff initially compared Thrive to schools based on where students would otherwise attend and then provided an entirely different second set of comparison schools by demographics without a clear definition of which demographics were considered to be the most important (e.g., number of students, special education students, socioeconomically disadvantaged students, Latino/a students, African American students and/or English Learners).

These two different sets of comparison schools identified by SDUSD were also significantly different from the set of comparison schools identified by Thrive Public Schools in its renewal petition without sufficient explanation in the Findings to highlight why such schools were selected as demographically similar schools. Given this discrepancy, it is clear we can agree that finding demographically similar schools is challenging and problematic and could use more clear guidance. Consistent with the data presented in our renewal petition, we are proud to offer a comparison between these points and share the growth our students are making.

Thrive's Approach

In particular, we have attempted to combine the various comparison schools and longitudinal data to demonstrate how we serve our highest needs students; the growth students make when they stay with us for multiple years; and the success of Thrive students not tested by the state (TK-2 and 9-10).

We recognize that the renewal criteria specifically identify that Thrive students' academic performance should be compared to schools that Thrive students would otherwise attend and the demographically similar schools in the District.

However, it is particularly important to recall that Thrive's CAASPP data is only a partial, limited portrayal of its students' academic performance, as explained. In addition, more than a quarter of our students come to us from out of District, as noted in the Staff Findings, and are not taken into consideration in the District's analysis. All these distinct factors make it increasingly important to find adequate comparison schools with which to compare Thrive.

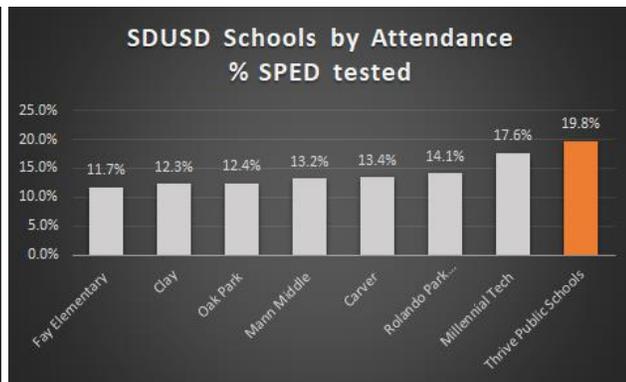
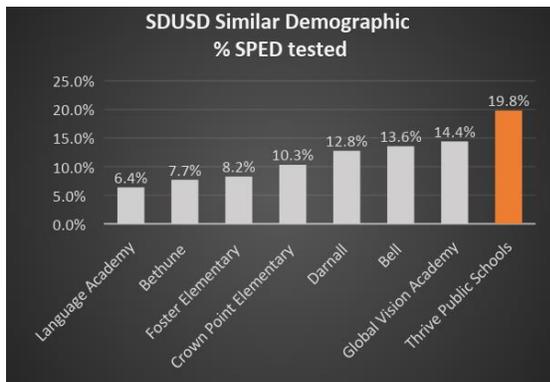
Special Education Demographics: an Important Consideration

Furthermore, Thrive has some of the highest percentages of students with disabilities in the District.

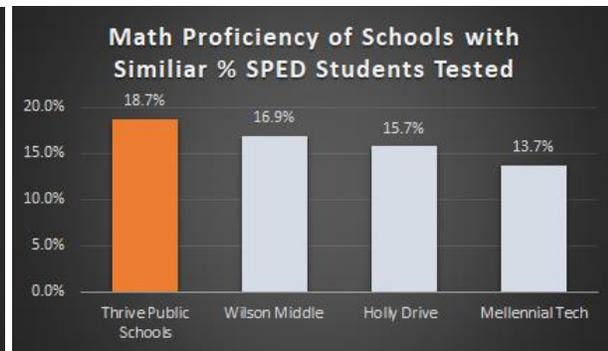
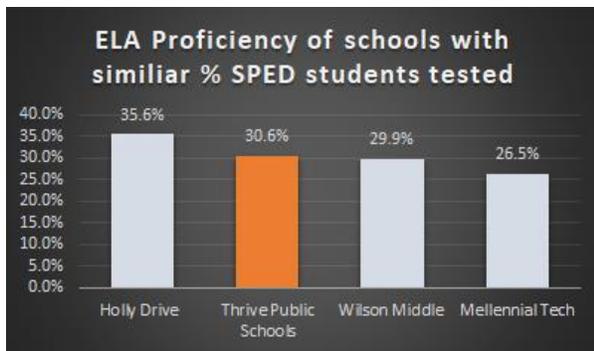
Research shows students with disabilities are the hardest and most resource intensive subgroup to serve. According to available public data, California's special education subgroup

performance on the 2017-18 CAASPP is also the lowest in the state, with the largest discrepancy between performance of students with special needs compared to the overall student population.¹ This achievement gap is well documented “between students with and without IEPs in reading and mathematics.”²

This context makes it imperative to consider the extent to which students with disabilities make up a given student body when interpreting overall schoolwide state performance data. Over the past 4 years, our population of students with special needs has grown from 8 students in 2014 to 166 students today. Based on the CAASPP test for 2017-18, 20% of Thrive’s test takers had an IEP.



A special education percentage of 20% of students enrolled or taking the CAASPP is significantly higher than the District and state averages, which are 13% and 11% respectively. Thrive outperforms schools with similar special education demographics that were selected as comparison schools by the District and by Thrive (even those schools who have up to 5% less students with a disability).



When this comparison is expanded to comparison schools provided by the District (even those that serve as much as 7% fewer students with special education needs), Thrive students who have been continuously enrolled for 3 or more years continue to outperform 8 of the 11 District comparison schools in ELA and 6 of the 11 District comparison schools in Math. While longitudinal

¹<https://www.ocregister.com/2017/12/07/one-in-4-california-school-districts-required-to-get-county-help-based-on-new-state-performance-data/>

²<https://nceo.umn.edu/docs/OnlinePubs/Tech70/TechnicalReport70.pdf>

student data isn't publicly available, it is critical to understanding students' success at Thrive, especially given our enrollment growth compared to steadier District enrollment. Even without considering longitudinal data, Thrive's overall results are comparable (within 5% +/-) with 7 of the 11 District comparison schools in ELA, and 6 of the 11 District comparison schools in Math.

School	%Testers w/IEPs	ELA Schoolwide	School	% Testers w/IEPS	Math Schoolwide
Global Vision Academy	14.4%	59.9%	Rolando Park Elementary	14.1%	57.7%
Rolando Park Elementary	14.1%	59.0%	Global Vision Academy	14.4%	47.1%
Carver	13.4%	41.5%	Carver	13.4%	34.5%
Thrive Public Schools 3+ Yrs	19.8%	43.1%	Darnall	12.8%	29.0%
Darnall	12.8%	38.1%	Bell	13.6%	26.7%
Holly Drive	15.6%	35.6%	Thrive Public Schools 3+ Yrs	19.8%	24.6%
Mann Middle	13.2%	33.9%	Mann Middle	13.2%	23.0%
Bell	13.6%	31.6%	Clark Middle	13.6%	19.8%
Thrive Public Schools	19.8%	30.6%	Thrive Public Schools	19.8%	18.7%
Clark Middle	13.6%	30.6%	Wilson Middle	19.6%	16.9%
Wilson Middle	19.6%	29.9%	Holly Drive	15.6%	15.7%
Millennial Tech	17.6%	26.5%	Millennial Tech	17.6%	13.7%
City Heights Prep	12.9%	23.8%	City Heights Prep	12.9%	11.9%

Multi-year Gains in Just 1 Year

Students come to Thrive behind in reading and math and make multi-year gains in just 1 year.

Overall in 2017-18, 56% of Thrive students started the year behind in reading and 67% started a year behind in math, as assessed by MAP assessments administered at the beginning of each school year. In high school, these numbers were even graver, with 90% of new 10th graders coming to Thrive behind in math. Students new to Thrive saw a 5% increase in grade level mastery in reading in just 1 year (from 36% to 41%). In math, new students' mastery increased by 7%, from only 25% being at grade level at the start of the year to 33% by the end of the year. This means that, overall, new students made over 1 year of growth, not only overcoming their prior gap but also mastering the new grade level content (if we had only provided them a year of academic growth, the number would have been the same as it was at the beginning of the year.)

Greater Growth the Longer Students Stay at Thrive

Nationally recognized and norm referenced data shows that students make more than 1 year of growth (closing their achievement gap) the longer they are at Thrive.

Longitudinal data shows how students do over time and is considered by most educators to be the most effective way to look at student achievement. As discussed above, in 2017-18, 41% of students new to Thrive ended the year at or above grade level in reading according to MAP assessment data. When looking at students at Thrive for two or more years, this number increases to 54%. Student proficiency rapidly increases over time with us. For math, 33% of new students ended the year at or above grade level and continued to increase to 38% for students at Thrive for two or more years according to MAP assessment data.

Similar success can be seen in students' reading at grade level.

By the end of the 2017-18 school year, 31% of students new to Thrive were reading texts at or above grade level. This number rose significantly to 51% when students remained enrolled at Thrive for two or more years, demonstrating they are making more than one year's growth during an academic year at Thrive.

Cohort Data Shows Greater or Equal Growth

When compared to schools students would otherwise attend, Thrive students make greater or equal growth.

The below charts of CAASPP results show that students enrolled at Thrive for three or more years outperform 6 of the 9 District comparison schools in ELA and 4 of the 9 District comparison schools in Math. When comparing Thrive's overall academic performance, it is clear that Thrive performs better or comparably (within 5%) with 5 of the 9 District comparison schools in ELA and 4 of the 9 District comparison schools in Math.

School Name	ELA Met/Exceed Prof. %		School Name	Math Met/Exceed Prof. %
Rolando Park Elementary	59.0%		Rolando Park Elementary	57.7%
Oak Park	54.0%		Oak Park	51.6%
Clay	48.0%		Clay	41.9%
Thrive Public Schools 3+ Yrs	43.1%		Carver	34.5%
Carver	41.5%		Fay Elementary	28.3%
Holly Drive	35.6%		Thrive Public Schools 3+ Yrs	24.6%
Mann Middle	33.9%		Mann Middle	23.0%
Fay Elementary	33.0%		Thrive Public Schools	18.7%
Thrive Public Schools	30.6%		Holly Drive	15.7%
Millennial Tech	26.5%		Millennial Tech	13.7%
City Heights Prep	23.8%		City Heights Prep	11.9%

The state offers no data for students in K-2 and 9-10 who do not take the CAASPP.
 However, this population comprised 59% of Thrive's student enrollment that year.

Schools and districts around the nation (such as Poway and Coronado locally) use the Northwest Evaluation Association's MAP as a valid, performance data. Based on this nationally normed data and in comparison to these districts and schools, Thrive students in non-CAASPP tested grades make more than a full year of growth. As the table below shows, students who started Kindergarten at Thrive ended the school year in the top 5% in the nation in reading and top 9% in the nation in math, demonstrating a year and a half of growth in both areas in just one academic year.

By children making more than 1 year of academic growth, Thrive lowered the achievement gap for every grade between K-2 and 9-10 in math and for all grades but 1st in Reading (which experienced a national drop according to research and nationally available data as seen below).

MAP Reading RIT Scores: Fall 2017 - Spring 2018				
Grade	CGP	BOY National Percentile	EOY National Percentile	Gains
K	72%	70%	95%	25%
1	50%	55%	49%	-6% ³
2	53%	50%	56%	6%
9	55%	13%	21%	8%
10	71%	55%	75%	20%
MAP Math RIT Scores: Fall 2017 - Spring 2018				
Grade	CGP	BOY National Percentile	EOY National Percentile	Gains
K	84%	51%	91%	40%
1	53%	45%	52%	7%
2	52%	23%	32%	9%
9	59%	2%	4%	2%
10	52%	29%	30%	1%

³ The 6% decrease is in line with national data norms for 1st grade students as seen by the 50% conditional growth percentile.

As demonstrated in the table below, students’ Lexile levels increase both for students in elementary and high school grades at Thrive:

- High school students in grades 9-10 showed an 8.2% increase in students who were on track to access college level texts by the end of the 2017-18 school year.
- Elementary students not tested by CAASPP saw a 26.2% increase in students who were on track to becoming college level readers.

Grade	Sum of % Fall 17 in Lexile Range	Sum of % SPRING 18 in Lexile Range	Gains
Elementary	41.90%	68.10%	26.20%
High	31.80%	40.00%	8.20%

These particular growth trends match trends across Thrive: by the end of the 2017-18 school year, there was a 14.2% increase in students who were on track to access college ready texts.

Strong Growth for Subgroups

Nationally normed data shows strong growth for our subgroups. Using MAP assessments, we see that our students on Free or Reduced Lunch showed 12.2% gains in reading over just 1 year. And our African American student population outgrew all other student groups with a 14.5% gain in accessing college level texts.

Third-Party Validation of Thrive’s Academic Program

Lastly, we would like to point out that those who have visited and studied our program find progress and noteworthy success.

Academia

People such as UCSD’s Mary Walshock, USD’s Paula Cordeiro and SDSU’s Joe Johnson have all reached out to SDUSD board members and/staff with their support for our work. They are experts in their field. Along with hundreds of other educators who have spent time in our classrooms, are Getting Smart, which holds yearly learning tours on our site, and Educause, which selected us as a mentor school for national education reform. They have found incredible value and insight at the academic program offered at Thrive and deeply believe in our work, our staff and our students.

Peer Accountability: CCSA’s Similar Students Measure

Additionally, Thrive’s academic data was also evaluated by the California Charter Schools Association (CCSA), whose nationally recognized accountability framework calls for the closure of underperforming charter schools. Thrive has successfully cleared CCSA’s comprehensive accountability standards which account for status, growth and a similar students measure.

CDE/SBE: Positive Charter Reports and Oversight

As stated in the Findings, CDE staff prepares an annual report each year that includes information on the academic progress and financial condition of each charter school it authorizes. These reports are released each August for the prior year’s assessment data. In August 2017 and August 2018, the CDE reports for Thrive showed that the school “Met

Progress" on the CAASPP assessment for both years (2015-16 and 2016-17). The CDE report for 2017-18 will not be released until August 2019; therefore, it is inappropriate for SDSUD staff to speculate what data may be presented in that report. We hold monthly calls with our CDE contacts and work with them regularly. Over the years the CDE has commended Thrive for its relationship and work with staff.

In addition to these reports, CDE staff visits Thrive annually to observe instruction in the classroom, review policies and procedures and see the Charter School in action. During the charter renewal review process, Thrive invited SDUSD staff to visit Thrive to observe its teachers and classrooms. While SDUSD staff visited our facilities, they declined the offer to go into classrooms at both campuses they visited and noted they do not typically observe classrooms on school visits. We welcome observation and feedback from other educators, knowing that all schools work to improve how they serve children.

Conclusion

Overall, we believe Thrive merits local renewal by the SDUSD Board of Trustees as we are meeting the vast majority of our goals as the Findings document itself describes on pages 25-26, both academic and non-academic (12 out of 18 metrics) and as Thrive students' academic performance is at least as equal to the academic performance of its comparison schools, taking into consideration the limited student participation in CAASPP, the significant subgroup population of students with a disability, the analysis of cohort data, and MAP data -- as we have explained in detail above.

We find it concerning that our renewal is being based on a single assessment measure of less than half of our student population, particularly when staff chose not to observe our classroom instruction.

Finding 2: Thrive is demonstrably unlikely to successfully implement the program, pursuant to Education Code section 47605(b)(2), as set forth in its charter based on its continued growth plans.

The District's Findings raise potential concerns that Thrive's rapid growth over the current charter term has contributed to the declining academic results of the Charter School. As described above, Thrive believes we have demonstrated many areas of academic growth schoolwide and for subgroups. As such, Thrive has met the renewal criteria threshold, and should be granted a renewal. Further, Thrive does not agree that our enrollment growth has contributed to any potential declining academic results.

Thrive's growth has been due to naturally occurring demand for our educational program and services to students within the District and those outside of the District. We intentionally chose not to grow by one grade level each year in order to meet immediate demand and provide spaces to students and parents searching for alternative options across all grades. Thrive has not engaged in any strong marketing programs or processes but has grown heavily based on word of mouth referrals by our students' families who value Thrive's inclusive academic

program as evidenced by the schools unusually high special education enrollment. We are honored that even SDUSD counselors have regularly referred students to us as well.

Thrive has responded to this demand by providing over 25 days of professional development to teachers annually; hiring a Chief Academic Officer; and adapting new curriculum to meet the needs of the students we are serving, to name a few. However, Thrive remains willing and committed to come up with a more thorough enrollment growth plan to provide sufficient assurances to our authorizer.

Future Plans

Thrive remains committed to providing an academically rigorous program for all of our students, ensuring continued compliance with all applicable state standards and working towards continued academic improvement and growth both schoolwide and for all subgroups. We agree that academic success is imperative for our students and believe that we can continue to build on our successes thus far to provide an even more effective program for our students. Thrive hopes to be able to continue our dialogue to discuss potential academic benchmarks and/or enrollment growth plans and procedures to provide additional assurances for our authorizer.

We thank you for your consideration of our response. Please feel free to contact me via email (nassisi@thriveps.org) or phone (310.883.3667) if you have any questions.