



Introduction

This report presents PICCS Year 5 outcome data and key findings from the annual Teacher and Administrator Surveys, conducted by Measurement Incorporated (MI). Quality indicators aligned with the PICCS program components were embedded into items on the surveys; they are used to identify changes that may be occurring in grantee schools in the following outcome areas:

- (1) Improved teaching practices across five domains: planning, classroom management, instruction, professional responsibilities, and assessment.
- (2) Improved school climate and environment as observed in teachers’ attitudes, facilitative support structures, and school culture & norms.
- (3) Improved student outcomes as evidenced by increased positive behaviors, attitudes, and academic performance.

ABOUT PICCS

Since 2007, the Partnership for Innovation in Compensation for Charter Schools (PICCS) project has brought together public charter schools located across New York and New Jersey to develop new forms of human capital management and school improvement strategies that effectively support their shared mission of providing excellent public education options to children in grades K to 12. Through PICCS, schools have developed and implemented a schoolwide *Human Capital Management System* (HCMS) aimed at providing teachers and school leaders with intensive support from pre-service through their early years, retention strategies, and professional growth so that they can become highly effective in their work as measured by both student outcomes and aspects of professional practice.

Part II Data¹

In addition to the survey data which presents teachers’ and administrators’ perceptions of change and impact (Part I), this report also includes outcome data related to staff and leader retention, teacher performance, student absenteeism, and student achievement (Part II). Increases observed across these outcome areas are considered indicators of effective program implementation and positive program effect (see the table, below).

Program Goals Desired outcomes resulting from PICCS-HCMS implementation and professional development activities	Success Indicators Evidence of positive impact
<ul style="list-style-type: none"> ➤ Improve retention of school leaders and personnel ➤ Improve school culture and climate to promote student engagement and learning 	<ul style="list-style-type: none"> ➤ Increased retention rates of Teachers, Teacher Leaders, and Principals ➤ Decreased chronic absenteeism² of students
<ul style="list-style-type: none"> ➤ Improve teacher performance 	<ul style="list-style-type: none"> ➤ Increased movement of teachers from lower HEDI ratings to higher HEDI ratings³ ➤ Greater concentrations of teachers receiving Highly Effective and Effective ratings
<ul style="list-style-type: none"> ➤ Improve student achievement (long term goal) 	<ul style="list-style-type: none"> ➤ Increased proficiency scores on the annual PARCC⁴ exams in English Language Arts (ELA) and Math subjects (Algebra I, Geometry, Algebra II)

¹ The sources reporting school data in Part II include the PICCS project team and the State of New Jersey Department of Education (NJ DOE).
² The NJ DOE selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year.
³ Utilizing the HEDI scoring system defined by the school’s Performance Based Salary Structure (PBSS).
⁴ The Partnership for Assessment of Readiness for College and Careers (PARCC) exams became NJ’s statewide assessment of student proficiency starting in school year 2014-15.

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Key Findings

Part I: Results of Measurement Incorporated's Year 5 Teacher and Administrator Surveys

Perceived Practice Change

- Half of PICCS NJ teachers reported they were implementing evidence-based practices of high quality instruction **routinely with success**, and that now they were **refining those practices** (combined mean = 50%).
- Most of the other half of teachers reported they were **actively implementing** evidence-based practices of high quality instruction, and **working to improve their approach** (combined mean = 40%).

Perceived Impact on Schools

- Two-thirds of teachers felt that participating in PICCS had a great or moderate impact on their schools (mean = 65%).
- Nearly three-quarters of PICCS NJ Administrators felt that participating in PICCS had a great or moderate impact on their schools (mean = 72%).

Perceived Impact on Students

- Most teachers perceived changes in student outcomes, and nearly two thirds felt they changed to a moderate extent or greater (mean = 61%).
- All administrators perceived changes in student outcomes, but most felt it was only to a small extent (mean = 70%).
- There is a fair amount of agreement between NJ Teachers' and Administrators' perceptions of the changes in student outcomes.

Part II: Results from other sources

Chronic Absenteeism

- PICCS NJ Schools decreased chronic absenteeism from Year 4 to Year 5 by an average of 4 percentage points.

Retention

- From the 2015-2016 school year to the 2017-2018 school year, the average teacher retention rate for PICCS NJ Schools was 74%. In Year 5, the combined teacher retention rate of PICCS NJ Schools was higher than the combined rates of the districts in which those schools operated.
- From the 2015-2016 school year to the 2017-2018 school year, the average principal retention rate for PICCS NJ Schools was 80%. In the final year of the grant, the principal retention rate was 100%.
- Over the last two years of the grant, the average teacher leader retention rate in PICCS NJ Schools more than tripled – increasing from 25% to 86%.
- All Principals at PICCS NJ Schools were retained from Year 5 (SY 2016-17) to Year 6 (SY 2017-18).

Teacher Performance

- Of the PICCS NJ teachers that were rated “Developing” on the HEDI scale in Year 4 (SY 2015-2016), 91% showed enough improvement in their practice to be rated “Effective” in Year 5 (SY 2016-2017). Sixty-nine percent of teachers that were “Effective” or higher in Year 4 either maintained their level of effectiveness or improved in Year 5.

Student Achievement: ELA

- From Year 3 to Year 5 of the grant, School A's average percentage point increase in ELA proficiency was 1%, indicating a small but positive improvement trend.
- From Year 3 to Year 5, School B's ELA proficiency increased by two percentage points.
- From Year 3 to Year 5, School C's average percentage point increase in ELA proficiency (+3 points) was equal to that of the State, and greater than that of NJ charters.
- From Year 3 to Year 4, School D's ELA proficiency increased by 5 percentage points and was 13 percentage points higher than the State. Proficiency dropped in Year 5, but remained only one percentage point below the average of all NJ charter schools.

Student Achievement: Math

- From Year 3 to Year 4, School A's Math proficiency increased by 10 percentage points; however, proficiency declined 15 percentage points in Year 5, amounting to a two year net gain of -5 percentage points.
- School B's Math proficiency increased by 13 percentage points from Year 4 to Year 5.
- School C's Math proficiency more than doubled from Year 3 to Year 5 of the grant.
- School D's Math proficiency has decreased, slightly, from Year 3 to Year 5 – yet it is only 5 percentage points lower the NJ charter school average.

PARTICIPANTS

Results from the surveys have been aggregated and reported at the network level. This report presents results for the four participating PICCS schools in New Jersey listed in **Table 1**, below.

TABLE 1 2016-17 school profile data for NJ charter schools participating in the PICCS Round 4

School <i>Sorted Alphabetically</i>	Year opened	Grades served	Student Enrollment	Student Demographics	
Academy Charter High School	1998	9-12	173	FRL	87%
				ELLs	0%
				SWD	14%
Academy for Urban Leadership	2010	8-12	497	FRL	82%
				ELLs	4%
				SWD	3%
Millville Public Charter School	2011	K-7	306	FRL	40%
				ELLs	0%
				SWD	9%
Vineland Public Charter School	2009	PK-9	402	FRL	37%
				ELLs	0%
				SWD	5%

Data sources: NJDOE School Performance Report; NJDOE enrollment data; Academy Charter High School website; Academy for Urban Leadership website; Millville Public Charter School website.

Sample of Survey Respondents

TABLE 2 Representation of respondents from each NJ school in the total Year 5 study sample

NJ Schools	TEACHER Survey Responses N=84	ADMINISTRATOR Survey Responses N=6
School A	26%	0%
School B	15%	33%
School C	29%	50%
School D	30%	17%

Teaching Experience of Survey Respondents

TABLE 3 Years of teaching experience as reported by NJ teachers in Year 5

NYC Teachers	Mean	Mode	Minimum	Maximum
Number of Years Teaching	8	1	0	38
Number of Years Teaching at this school	3	1	0	15

RUBRICS & LEGENDS

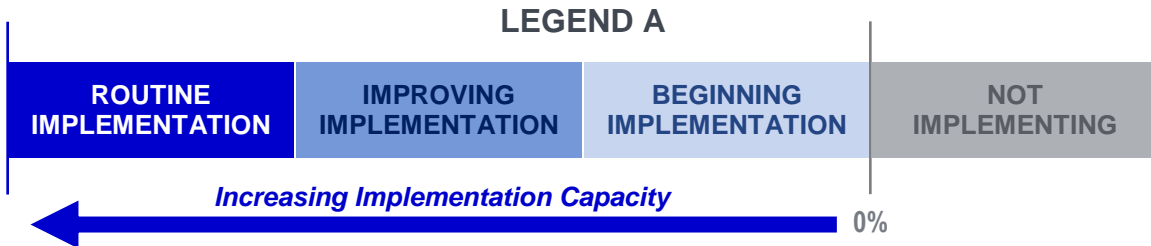
Implementation of Teaching Practices

Respondents used Rubric A, below in *Table 4*, to report the extent to which they implemented teaching practices and strategies during the 2016-17 School Year.

TABLE 4 Rubric A: Implementation of High Quality Teaching Practices

RUBRIC A	
Scale Number	Teacher's self-reported level of implementation
(1)	I am NOT IMPLEMENTING this activity
(2)	I am BEGINNING to implement this activity, but substantial improvements are needed in the quality and extent of my approach
(3)	I am implementing this activity, but I am still IMPROVING my approach
(4)	I am implementing this activity ROUTINELY with success; I continue to refine my approach

Legend A corresponds with Rubric A and can be used to interpret the data displays in the *Changes in Teaching Practices* section, pages 6 – 10.



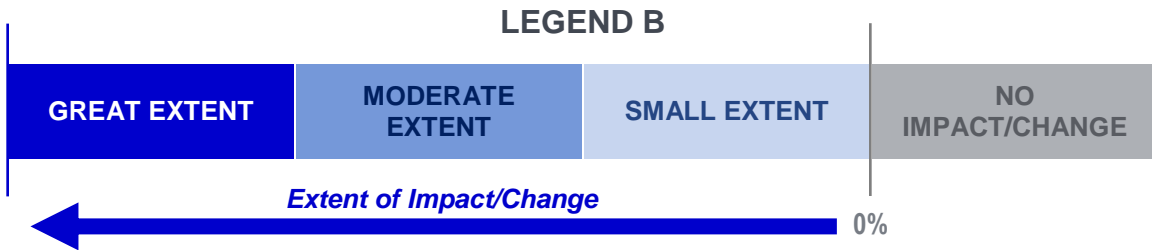
Impact on Schools & Student Outcomes

Respondents used Rubric B, below in **Table 5**, to report the extent to which they felt the PICCS program had an impact on their school or noticed changes in student outcomes during the 2016-17 School Year. Legend B corresponds with Rubric B and can be used to interpret the data displays in the *Impacts on Schools and Student Outcomes* section, pages 11 - 14.

TABLE 5 Rubric B: Extent of Impact on Schools and Student Outcomes

RUBRIC B	
Scale Number	Respondent's perception of the extent of impact/change
(1)	Not at all (No Impact/ No Change)
(2)	Small Extent
(3)	Moderate Extent
(4)	Great Extent

Legend B corresponds with Rubric B and can be used to interpret the data displays in the *Impact on Schools* and the *Impact on Student Outcomes* sections, pages 11 – 14.



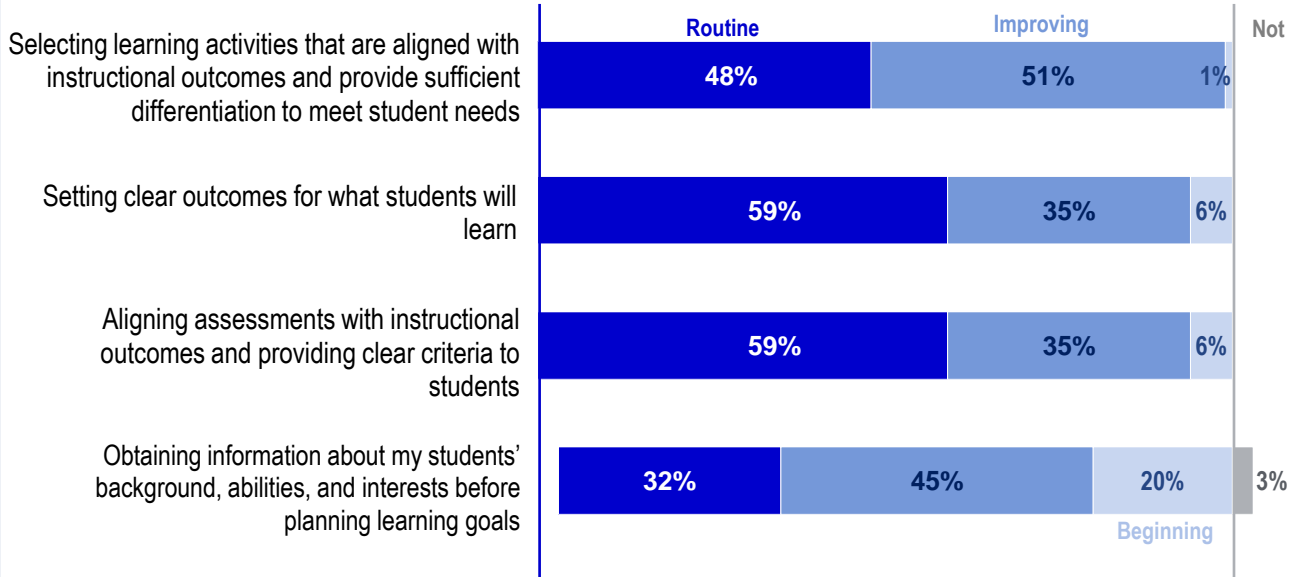
Part I Results



PLANNING

FIGURE 1 Use of key planning practices reported by NJ Teachers in Year 5

Teachers were using high quality planning practices to a great extent, and almost half were using them routinely *Mean = 49%*

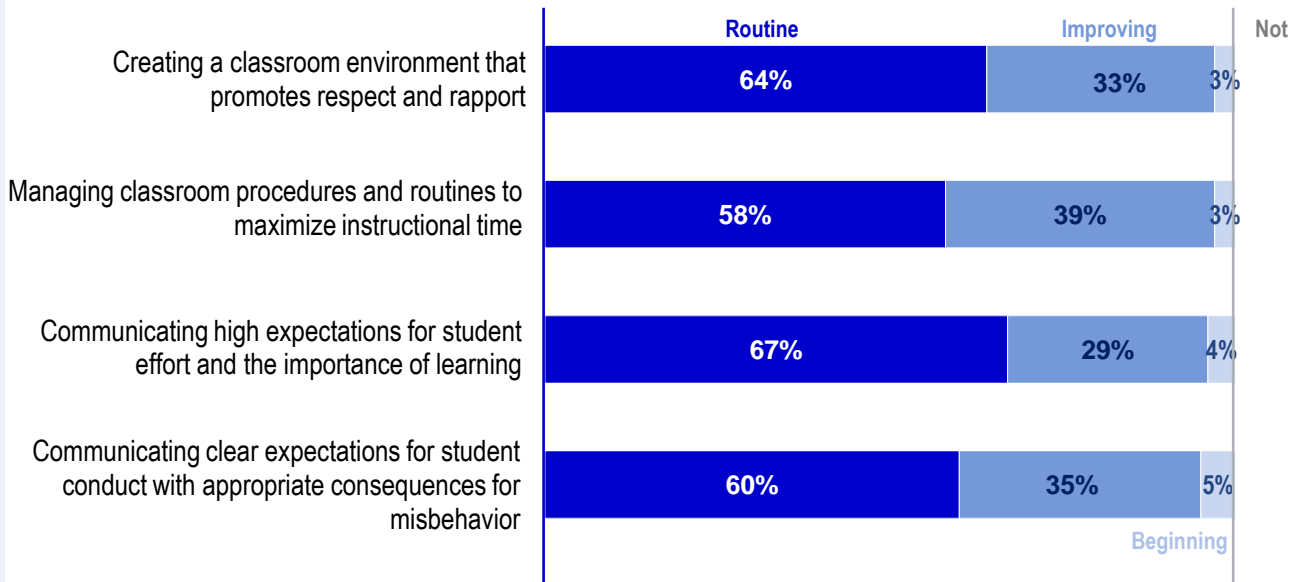




CLASSROOM MANAGEMENT

FIGURE 2 Use of key classroom management practices reported by NJ Teachers in Year 5

Teachers were using high quality classroom management practices to a great extent, and close to two-thirds were using them routinely *Mean = 62%*

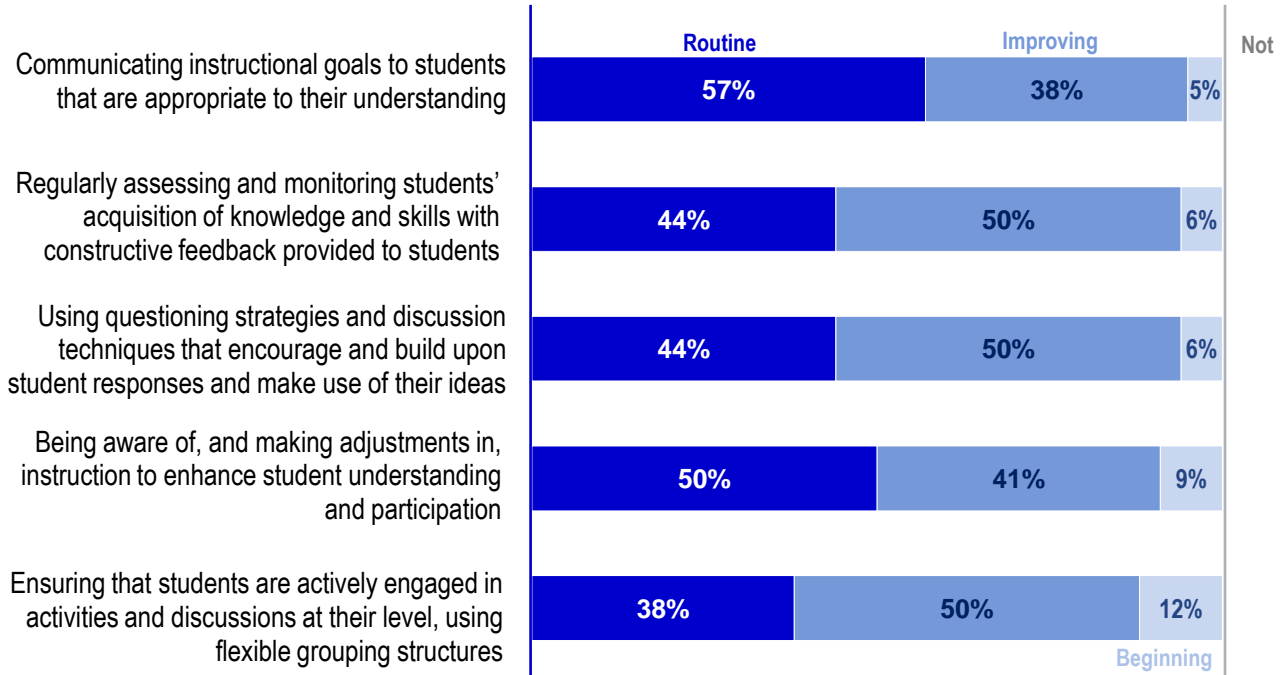




INSTRUCTION

FIGURE 3 Use of key instructional practices reported by NJ Teachers in Year 5

Teachers were using high quality instructional practices to a great extent, and over a third were using them routinely *Mean = 46%*



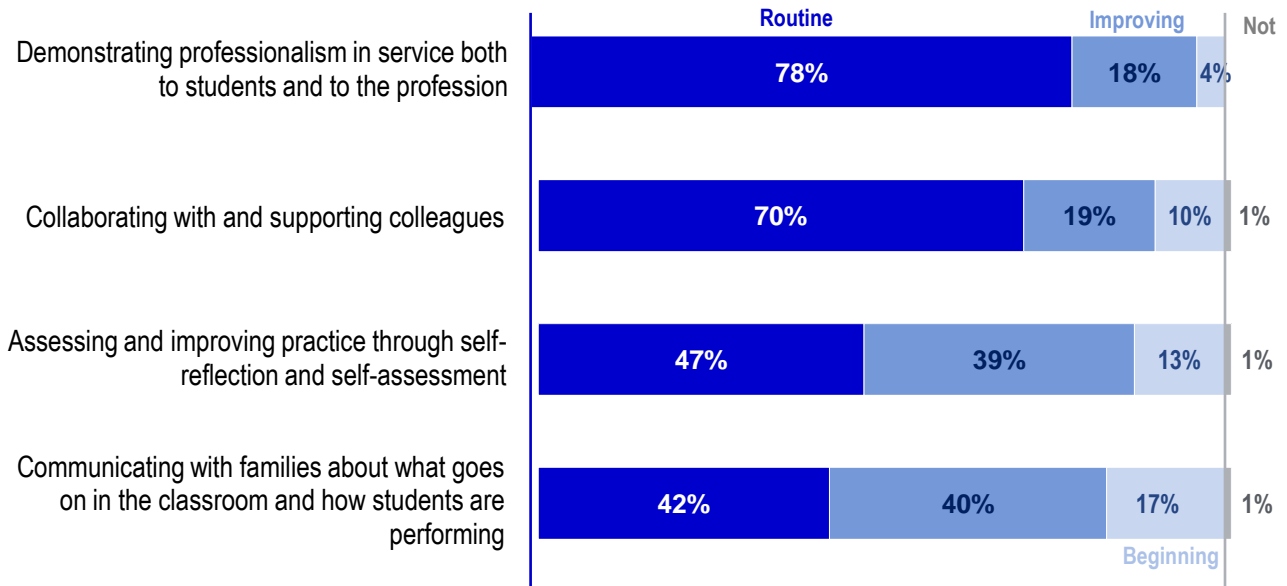


PROFESSIONAL RESPONSIBILITY

FIGURE 4 *Engagement in key, professional responsibilities reported by NJ Teachers in Year 5*

Teachers were engaging in their professional responsibilities to a great extent, and over half were engaging in them routinely

Mean = 59%

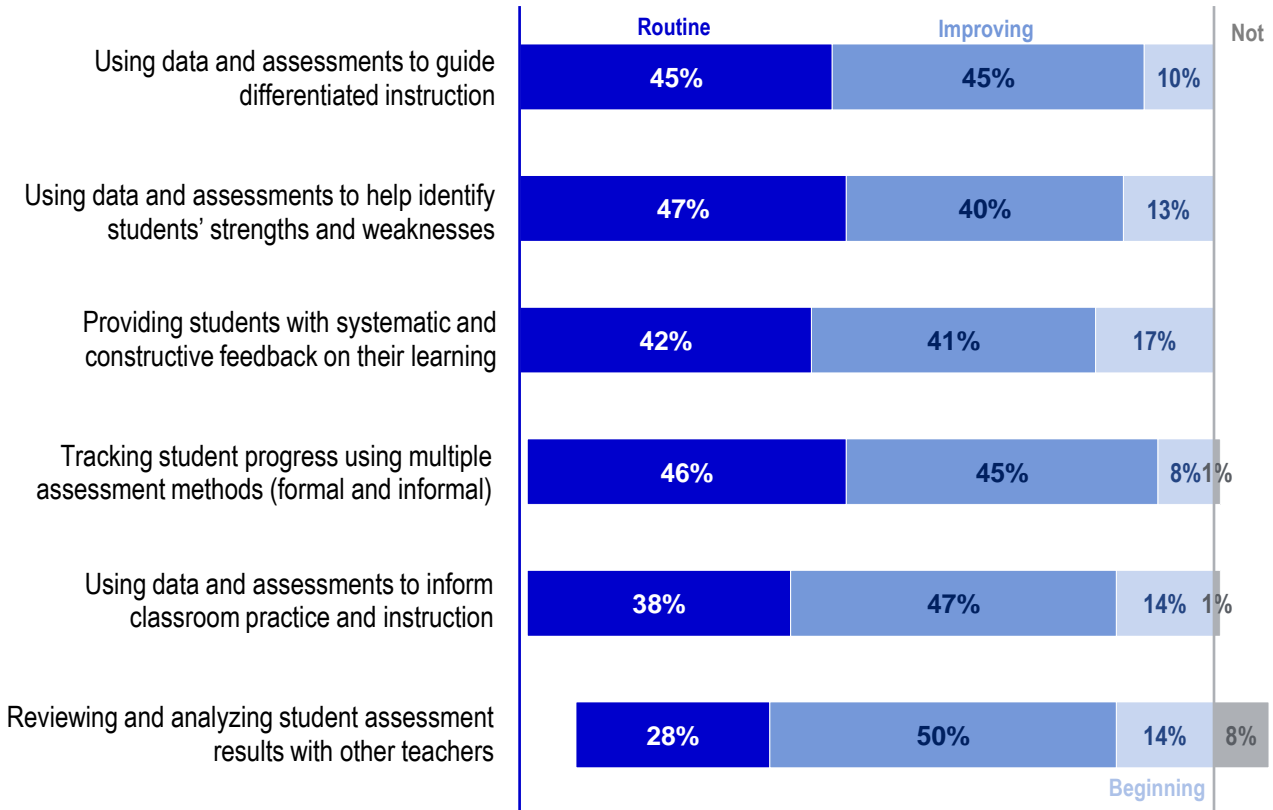




ASSESSMENT

FIGURE 5 Use of key assessment practices reported by NJ Teachers in Year 5

Teachers were using high quality assessment practices to a great extent, and over a third were using them routinely *Mean = 41%*





SCHOOL IMPACT

FIGURE 6 Teachers' perceptions of the impacts of the PICCS project on their schools

Two-thirds of teachers felt that participating in PICCS had a great or moderate impact on their schools *Mean = 65%*

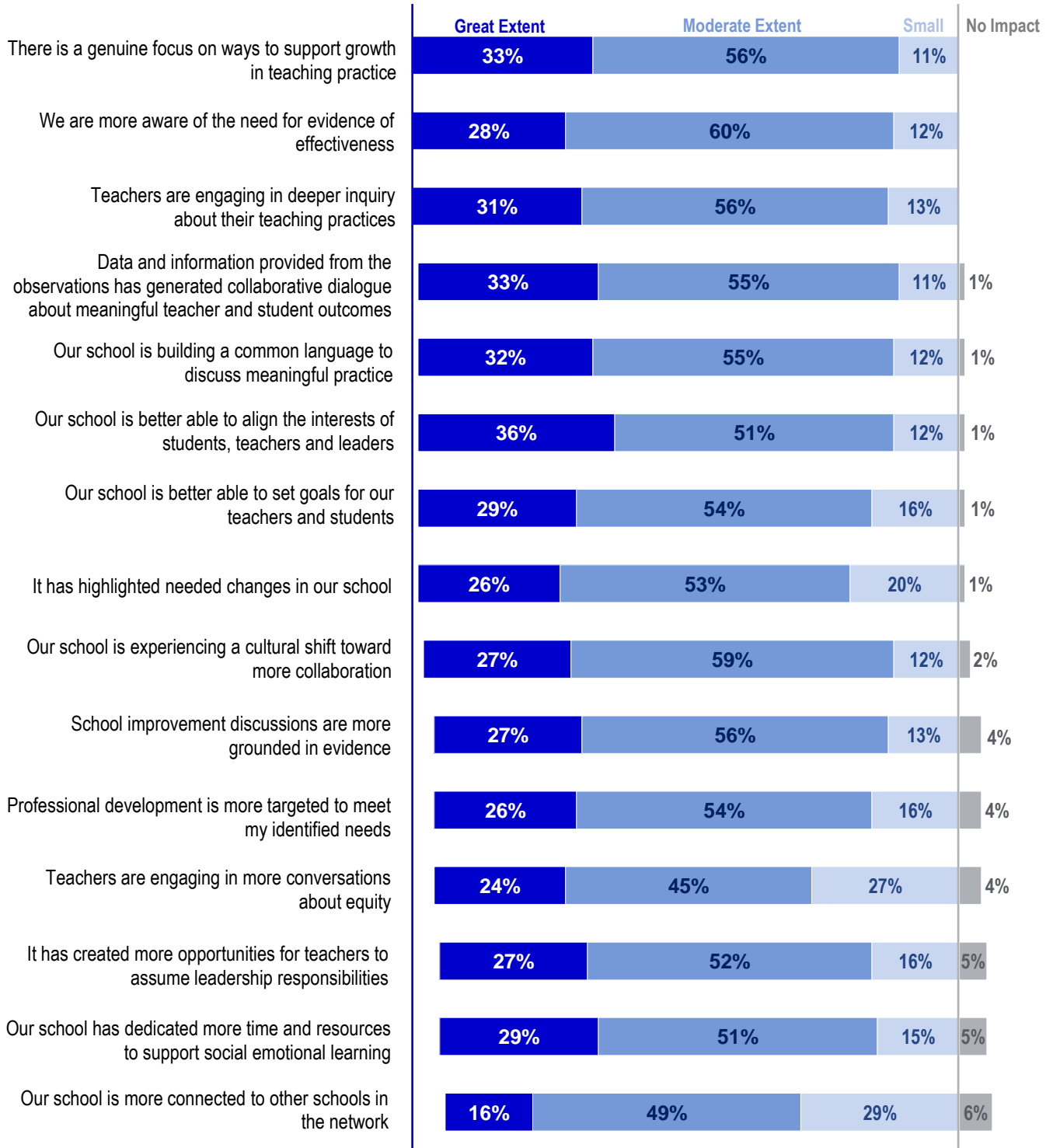
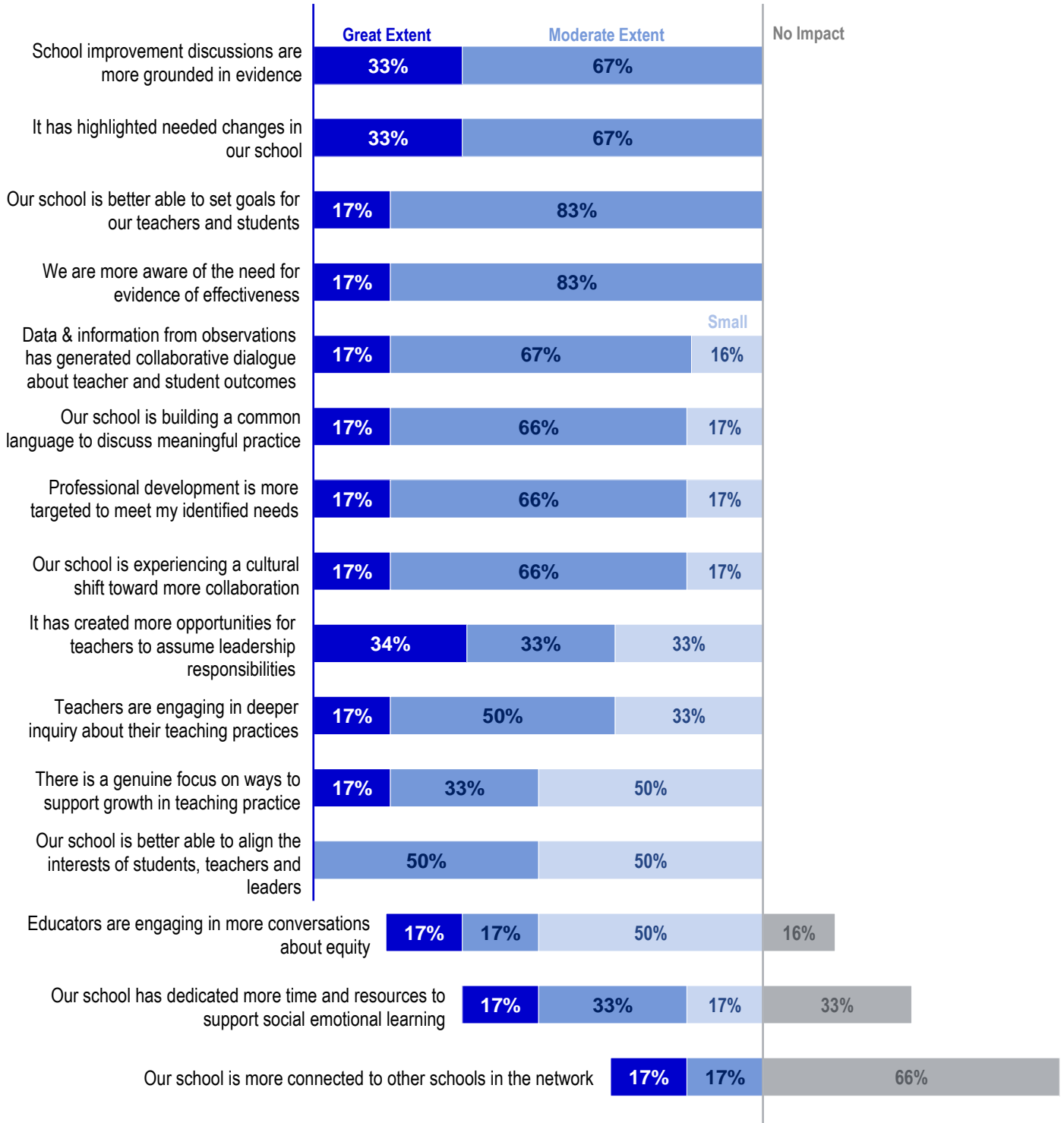




FIGURE 7 *Administrators' perceptions of the impacts of the PICCS project on their schools*

Nearly three-quarters of administrators felt that participating in PICCS had a great or moderate impact on their schools *Mean = 72%*





STUDENT OUTCOMES

FIGURE 8 Teachers' perceptions of changes to student outcomes in Year 5

Most teachers perceived changes in student outcomes, and nearly two thirds felt they changed to a moderate extent or greater *Mean = 61%*

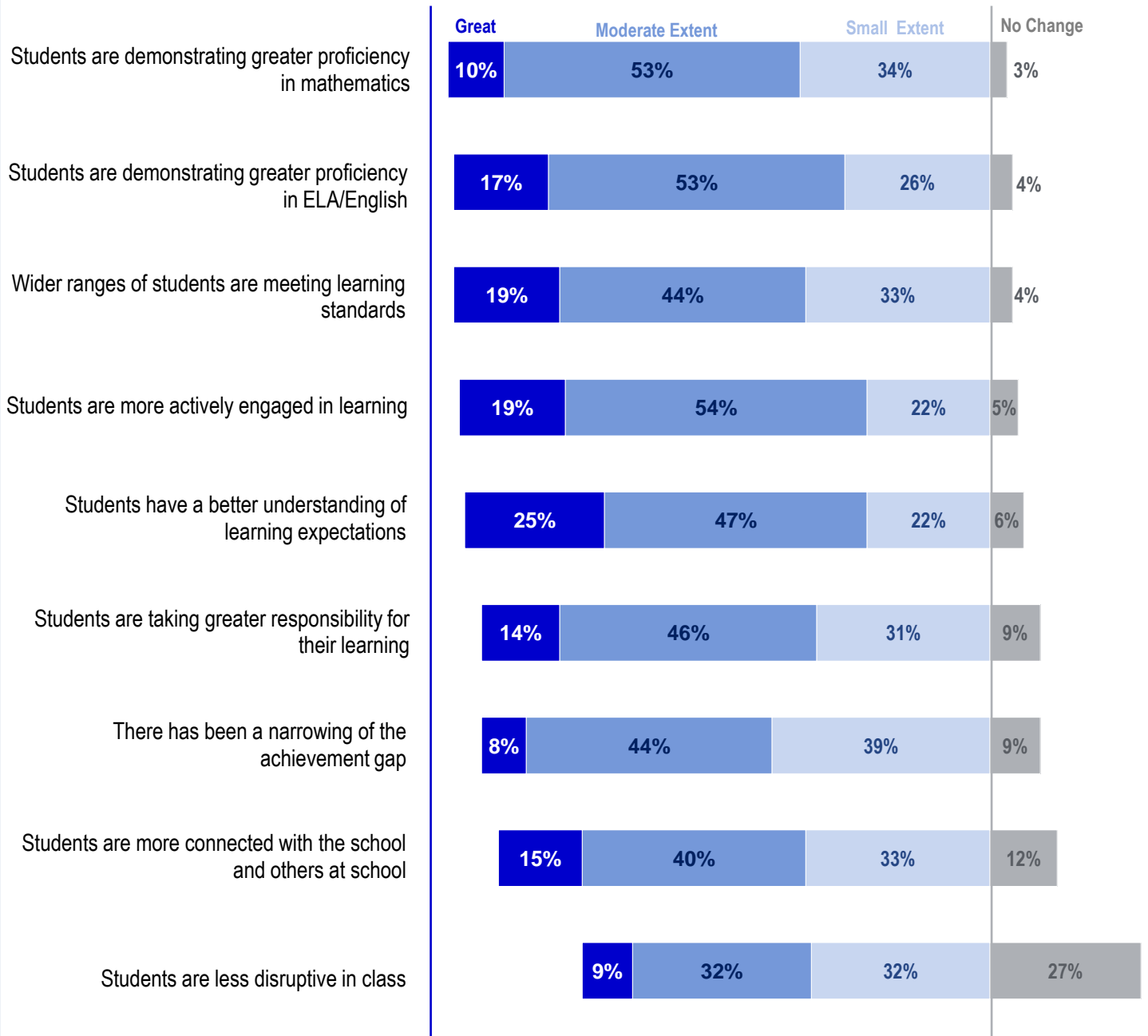
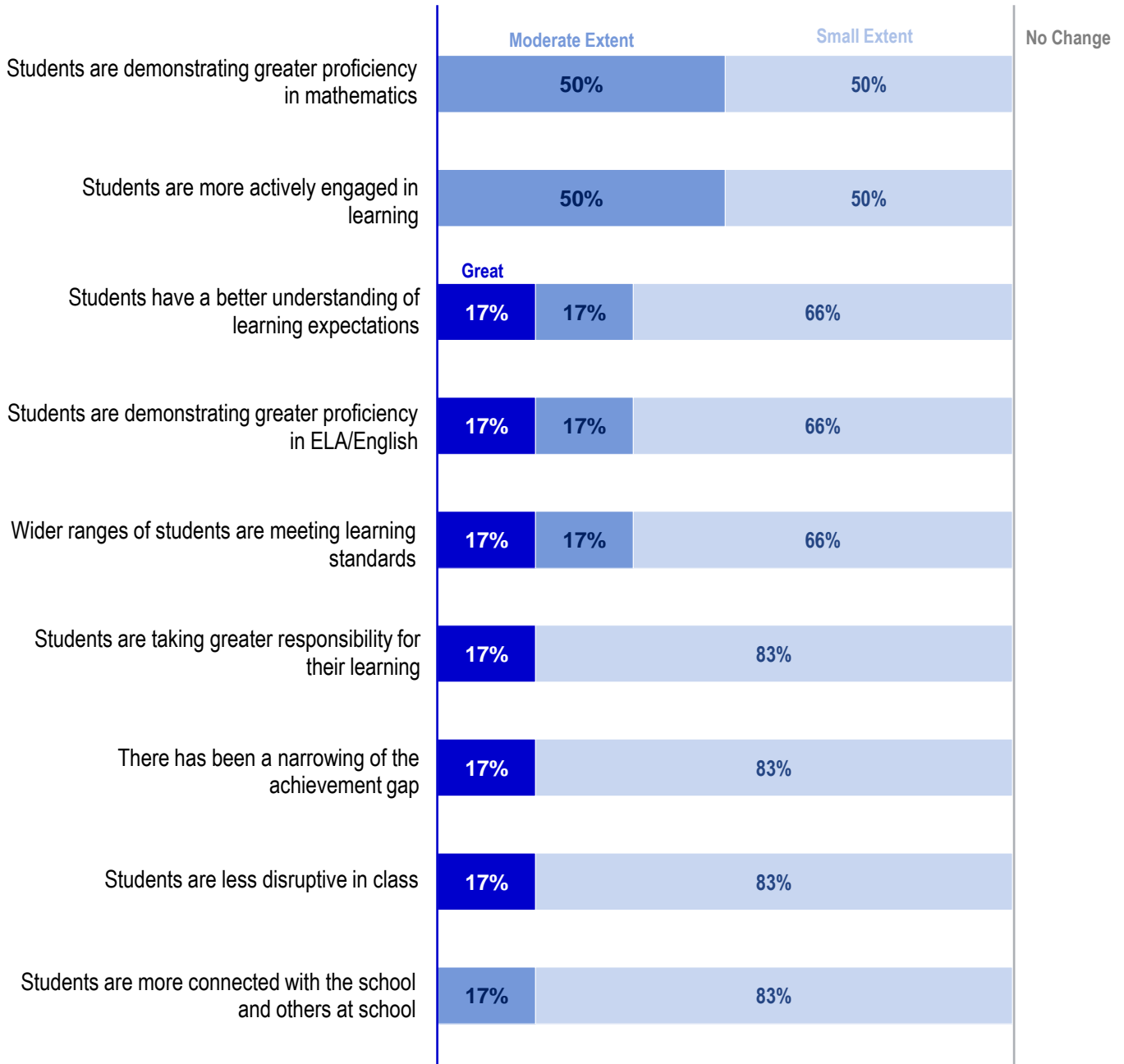


FIGURE 9 *Administrators' perceptions of changes to student outcomes in Year 5*

All administrators perceived changes in student outcomes, but most felt it was only to a small extent *Mean = 70%*



Part II Results

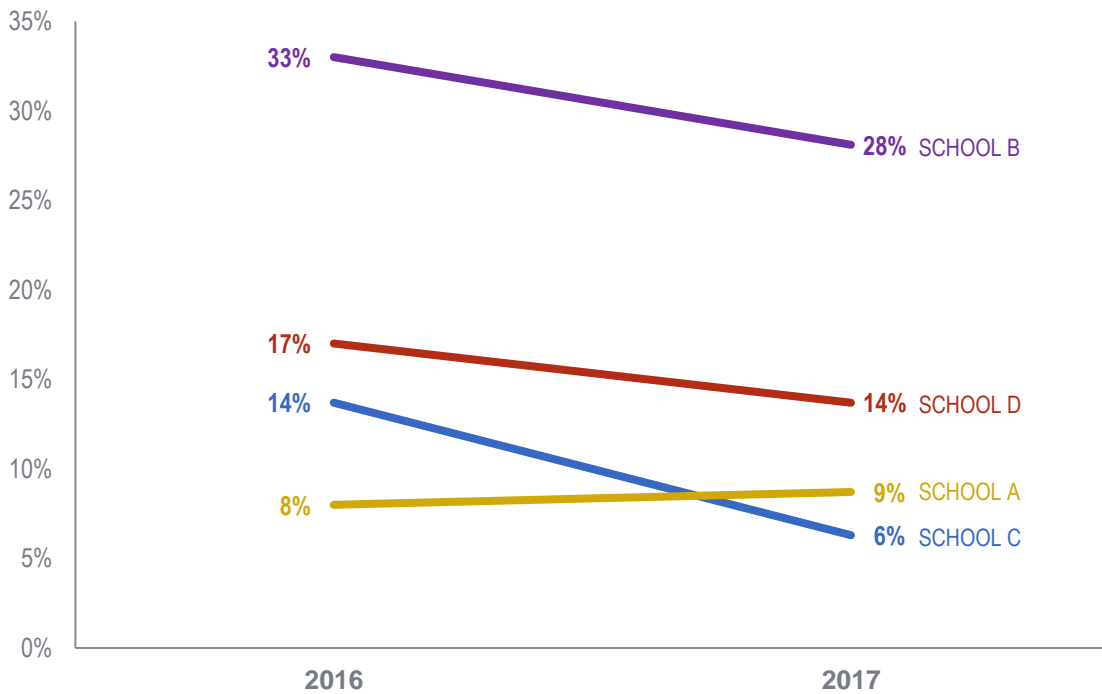
Chronic Absenteeism

The State of New Jersey Department of Education (NJ DOE) requires schools to collect and report chronic absenteeism, along with other student data, annually as part of the statewide longitudinal data system, NJ SMART⁵. The State defines **chronic absenteeism** as “being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.”

The NJ DOE selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan as a result of the preponderance of research showing that student absences impact a child’s ability to succeed in school.⁶ The trend in chronic absenteeism is considered an indicator of change in school climate.

PICCS NJ Schools decreased chronic absenteeism from Year 4 to Year 5 by an average of 4 percentage points.

FIGURE 10 Chronic absenteeism reported by PICCS NJ Schools between 2015-16 and 2016-17



Source: NJ DOE (rc.doe.state.nj.us)

⁵ New Jersey Standards Measurement and Resource for Teaching

⁶ Retrieved from: <http://www.state.nj.us/education/students/safety/behavior/attendance/#reports>

RETENTION

TABLE 6 Retention of PICCS NJ teachers, teacher leaders and principals from Year 4 through Year 6*

NJ Staff & Leaders	Year 4 to Year 5 (SY 2015-16 - 2016-17)	Year 5 to Year 6 (SY 2016-17 - 2017-18)	Two Year Average
Teachers	75%	73%	74%
Teacher Leaders	25%	86%	55%
Principals	60%	100%	80%

Reported by PICCS

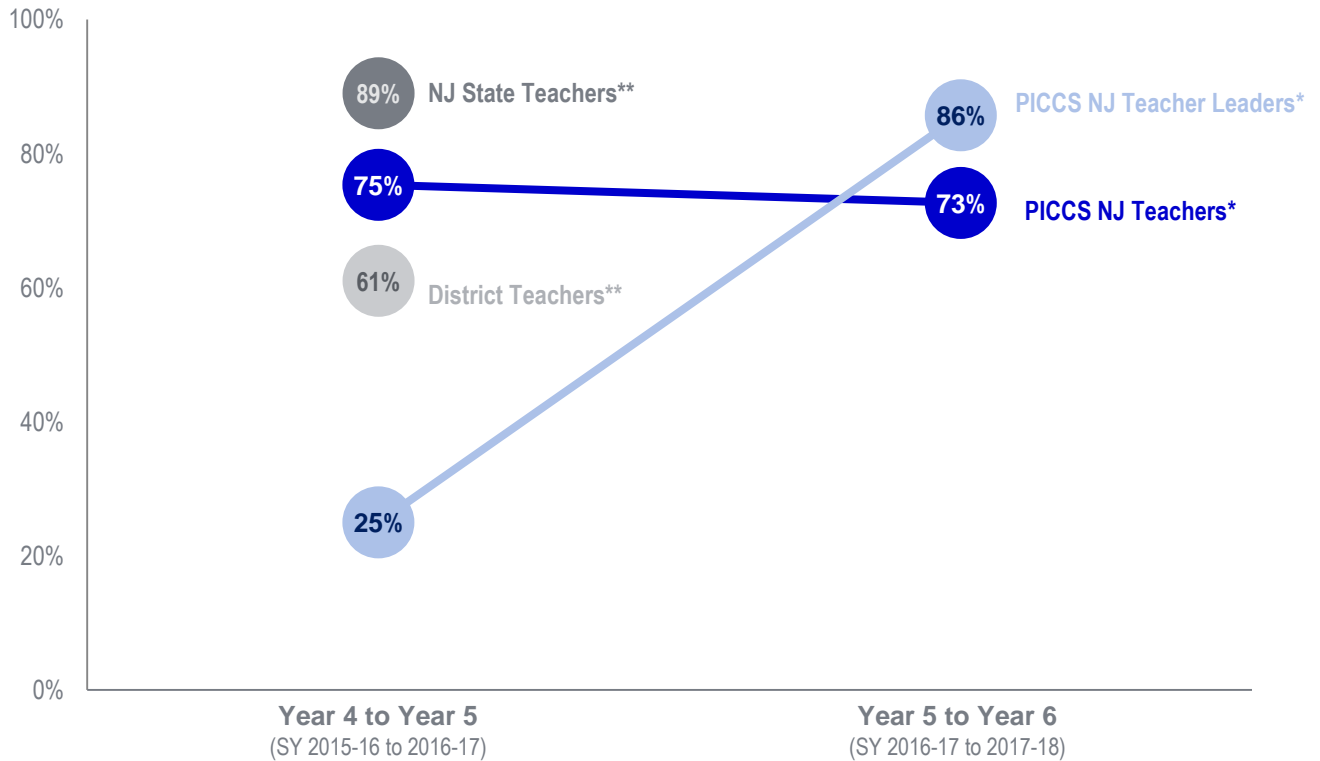
*These results represent the aggregated data from all four schools

In Year 5, the combined teacher retention rate of PICCS NJ Schools was higher than the combined rates of the districts in which those schools operated.

Teacher Leader retention more than tripled from Year 5 to Year 6 at PICCS Schools.

FIGURE 11

Percent of teachers and teacher leaders retained at PICCS NJ Schools compared to teachers in NJ State and teachers in Districts⁷ in which PICCS schools operate (SY 2016-17⁸ and start of SY 2017-18)



**Reported by PICCS*

***Source: NJ DOE (rc.doe.state.nj.us)*

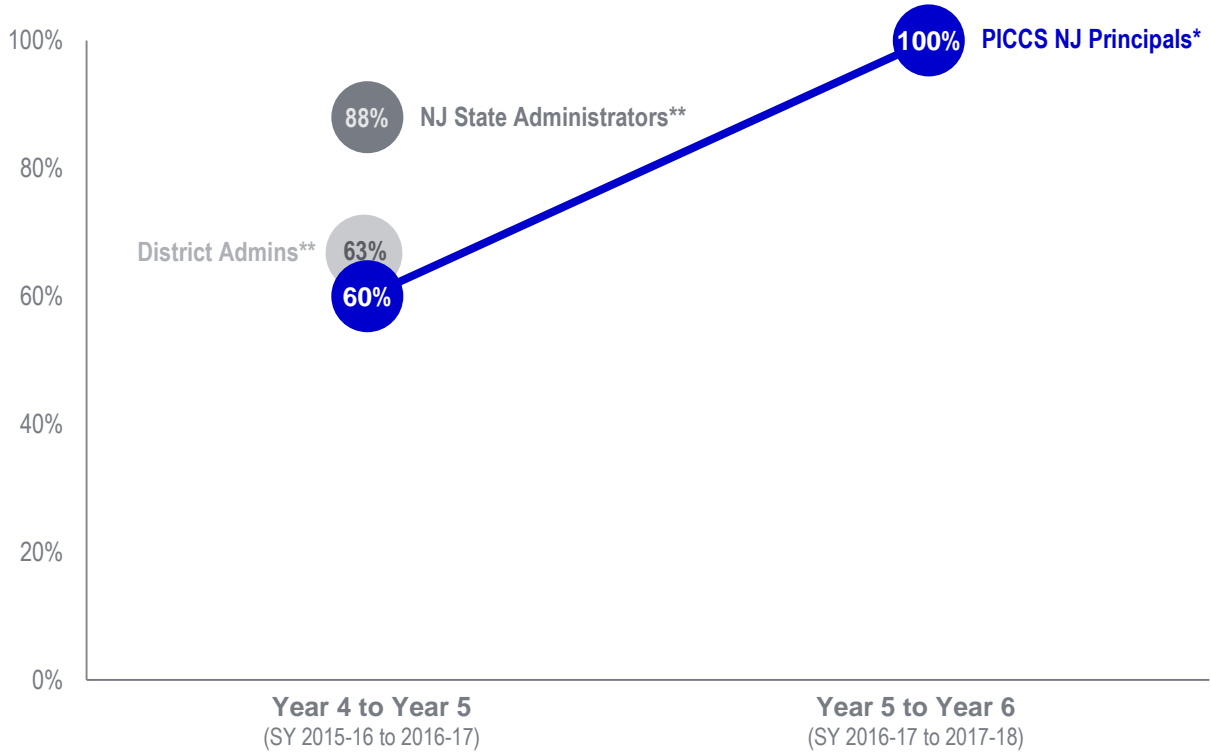
⁷ Percentage of teachers assigned to the district in 2015-16 that were still assigned to the district in 2016-17.

⁸ State and District Teacher Retention data for SY 2017-18 had not been published at the time of this report.

All Principals at PICCS NJ Schools were retained from Year 5 (SY 2016-17) to Year 6 (SY 2017-18).

FIGURE 12

Percent of principals retained at PICCS NJ Schools compared to administrators in NJ State and administrators in Districts⁹ in which PICCS schools operate (SY 2016-17¹⁰ and start of SY 2017-18)



*Reported by PICCS

**Source: NJ DOE (rc.doe.state.nj.us)

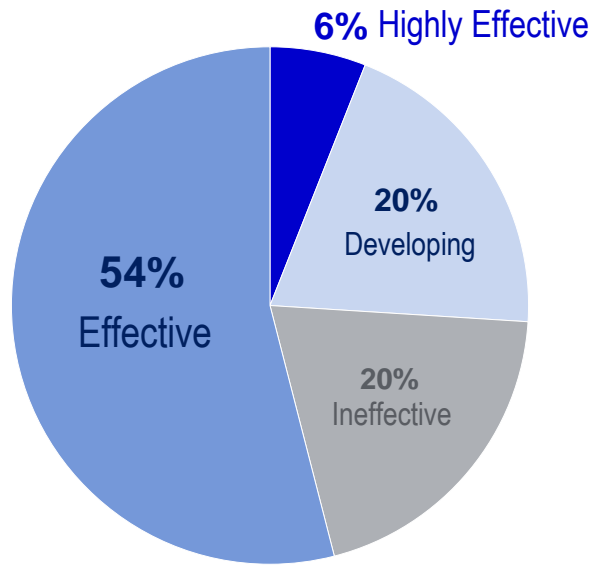
⁹ Percentage of administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17.

¹⁰ State and District Teacher Retention data for SY 2017-18 had not been published at the time of this report.



TEACHER PERFORMANCE

FIGURE 13 Distribution of PICCS NJ teachers rated Highly Effective, Effective, Developing & Ineffective in Year 5*



Reported by PICCS

*These results represent the aggregated data from all four schools



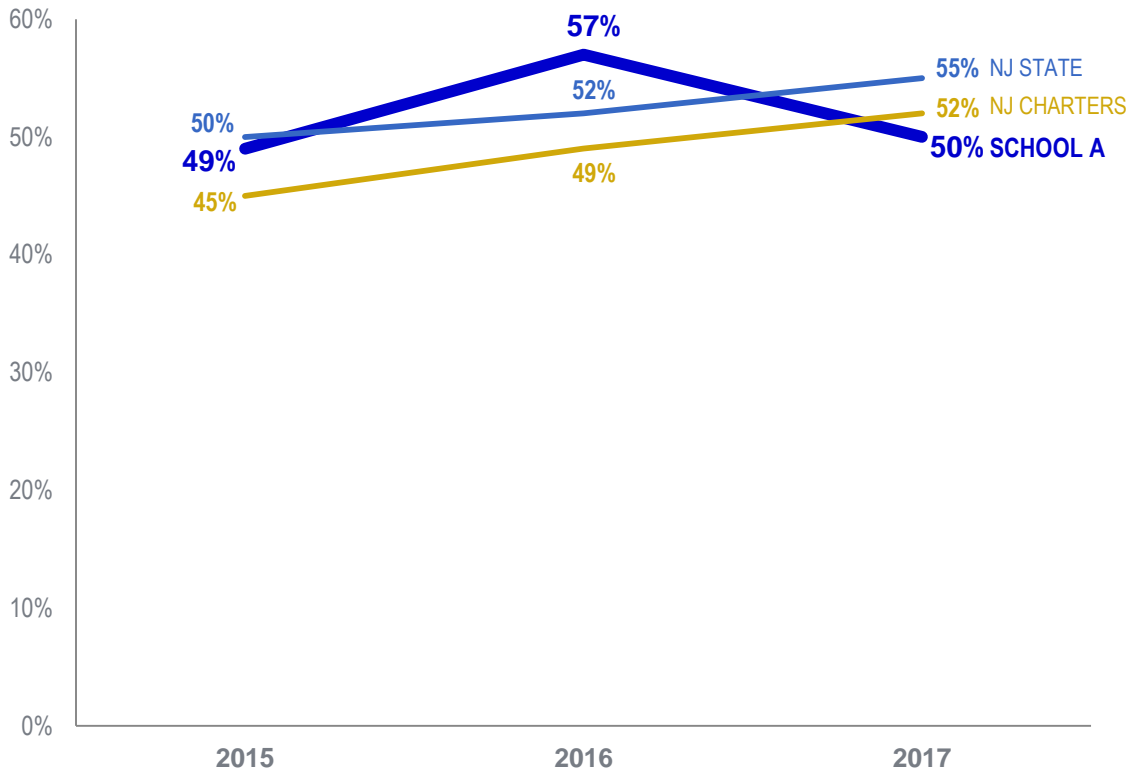
STUDENT ACHIEVEMENT: ELA PROFICIENCY

School A English Language Arts (ELA) Proficiency Grades 3 - 7

From Year 3 to Year 5 of the grant, School A’s average percentage point increase in ELA proficiency was 1%, indicating a small but positive improvement trend.

FIGURE 14

Percent of students achieving proficiency on Grades 3-7 PARCC ELA Exams* from School A compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 includes scores for Grades 3 - 5; data from 2016 includes scores from Grades 3 - 6; and data from 2017 includes scores from Grades 3 - 7.

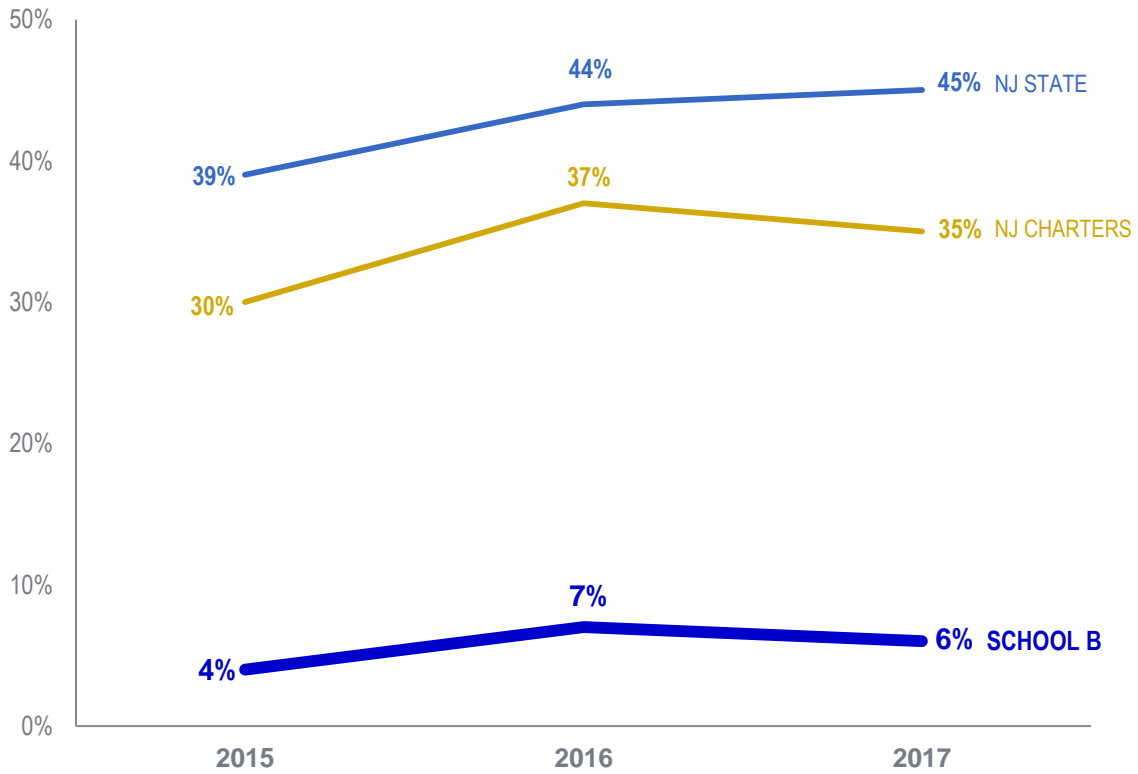


School B
English Language Arts (ELA) Proficiency
Grades 9 - 11

From Year 3 to Year 5, School B’s ELA proficiency increased by two percentage points.

FIGURE 15

Percent of students achieving proficiency on Grades 9-11 PARCC ELA Exams from School B compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

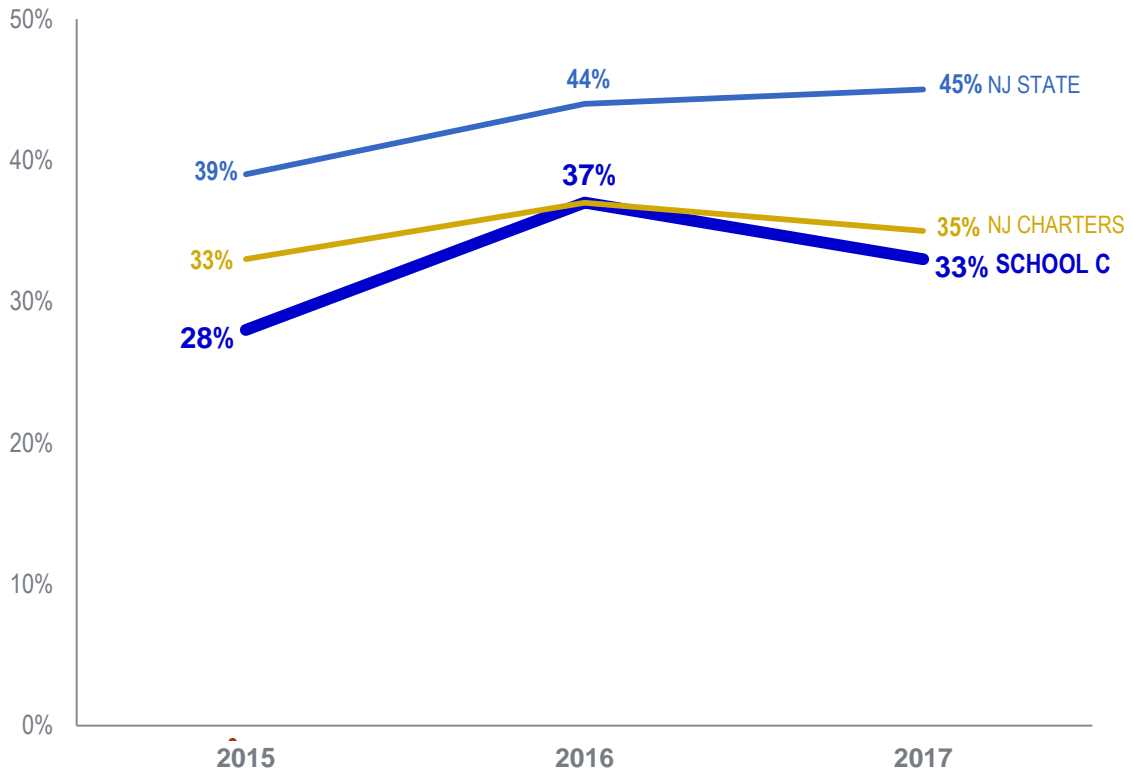


School C
English Language Arts (ELA) Proficiency
Grades 8 - 11

From Year 3 to Year 5, School C’s average percentage point increase in ELA proficiency (+3 points) was equal to that of the State, and greater than that of NJ charters.

FIGURE 16

Percent of students achieving proficiency on Grades 8-11 PARCC ELA Exams* from School C compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 includes scores for Grades 10 and 11; data from 2016 includes scores from Grades 9 - 11; and data from 2017 includes scores from Grades 8 - 11.

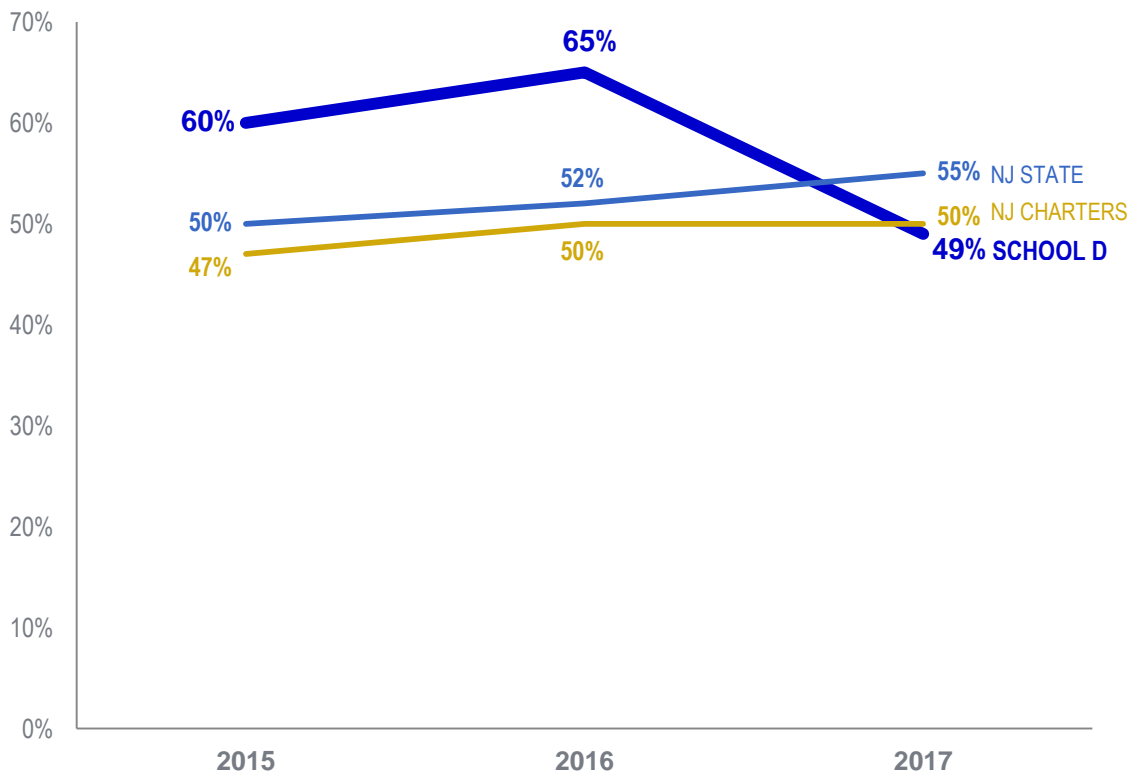


School D
English Language Arts (ELA) Proficiency
Grades 3 - 9

From Year 3 to Year 4, School D’s ELA proficiency increased by 5 percentage points and was 13 percentage points higher than the State.

Proficiency dropped in Year 5, but remained only one percentage point below the average of all NJ charter schools.

FIGURE 17 Percent of students achieving proficiency on Grades 3-9 PARCC ELA Exams* from School D compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 includes scores for Grades 3 - 7; data from 2016 and 2017 includes scores from Grades 3 - 9.



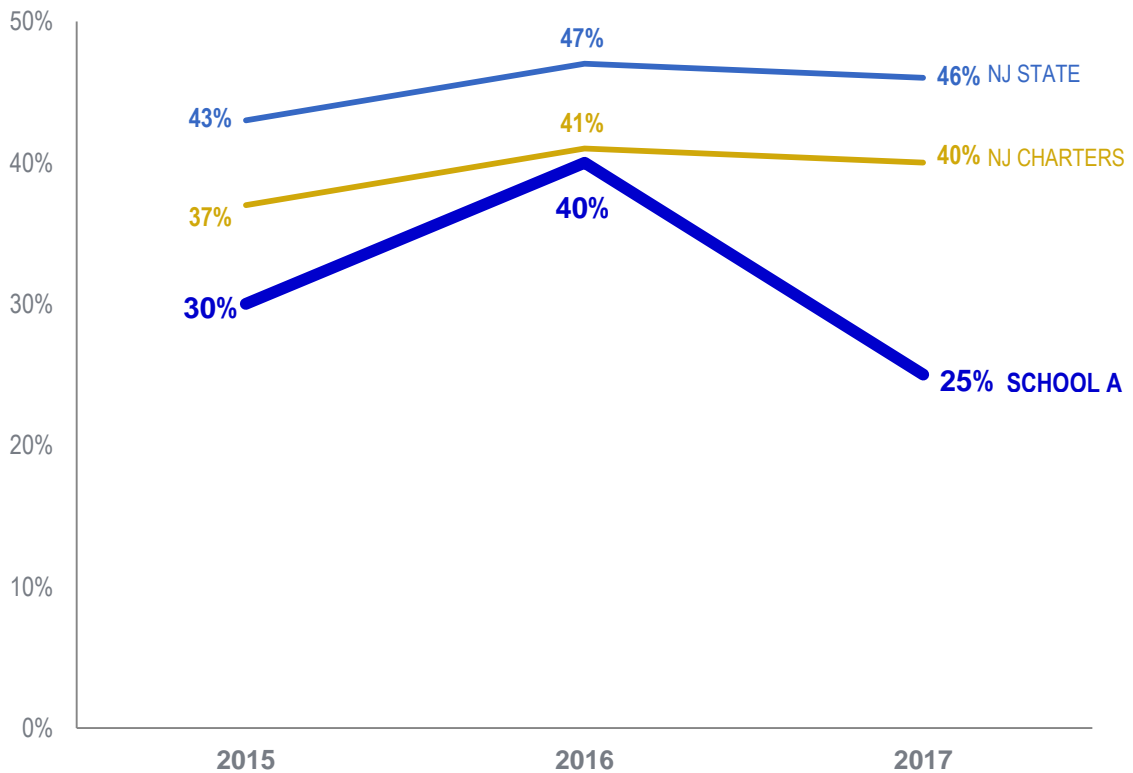
STUDENT ACHIEVEMENT: MATH PROFICIENCY

School A Math Proficiency Rates Grades 3 - 7

From Year 3 to Year 4, School A's Math proficiency increased by 10 percentage points.

However, proficiency declined 15 percentage points in Year 5, amounting to a two year net gain of -5 percentage points.

FIGURE 18 Percent of students achieving proficiency on Grades 3-7 PARCC Math Exams* from School A compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 includes scores for Grades 3 - 5; data from 2016 includes scores from Grades 3 - 6; and data from 2017 includes scores from Grades 3 - 7.

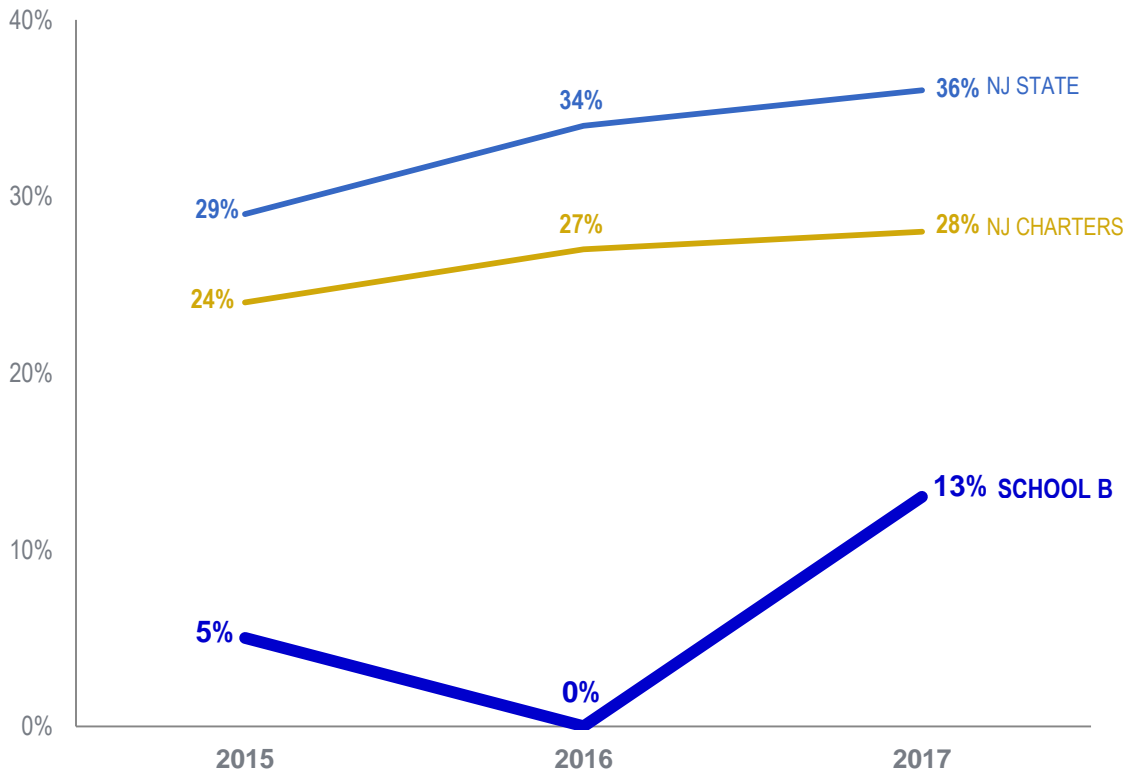


School B
Math Proficiency Rates
Algebra I & Geometry

School B's Math proficiency increased by 13 percentage points from Year 4 to Year 5.

FIGURE 19

Percent of students achieving proficiency on the Algebra I and Geometry PARCC Math Exams from School B compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

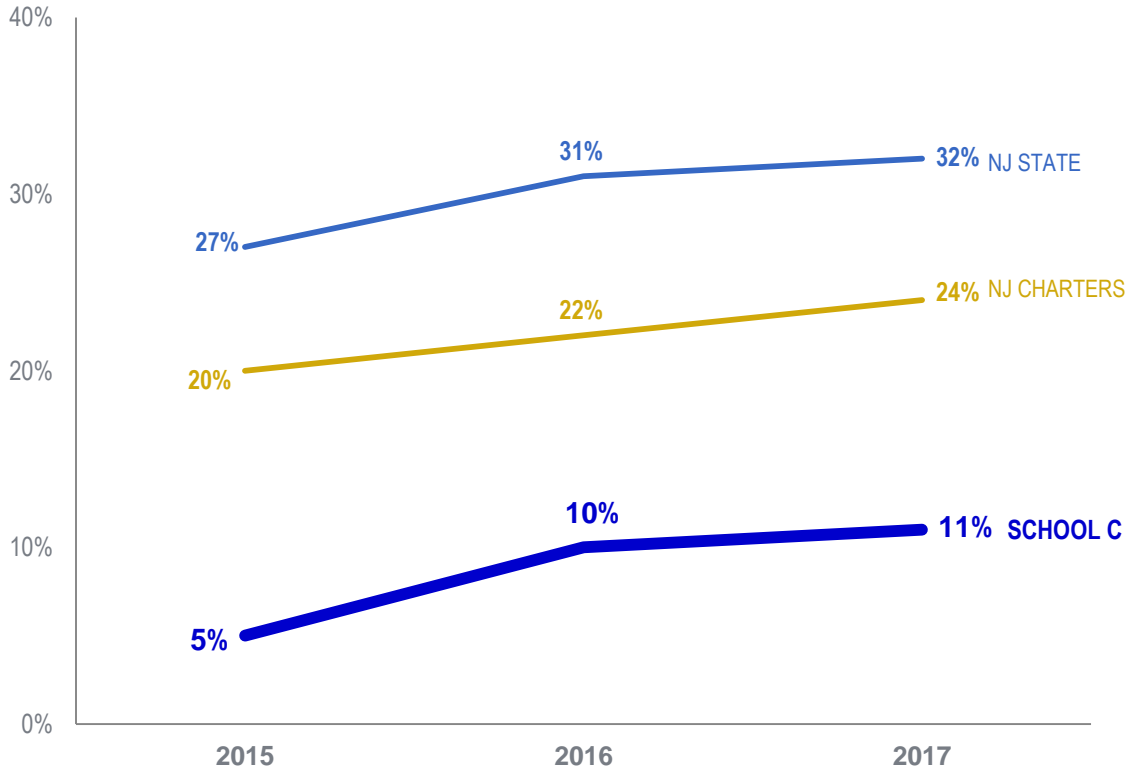


School C
Math Proficiency Rates
Grades 8, Algebra I, Geometry, Algebra II

School C’s Math proficiency more than doubled from Year 3 to Year 5 of the grant.

FIGURE 20

Percent of students achieving proficiency on PARCC Math Exams* from School C compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 and 2016 includes scores for Algebra I, Geometry and Algebra II; data from 2017 includes scores from Grade 8, Algebra I, Geometry, and Algebra II.

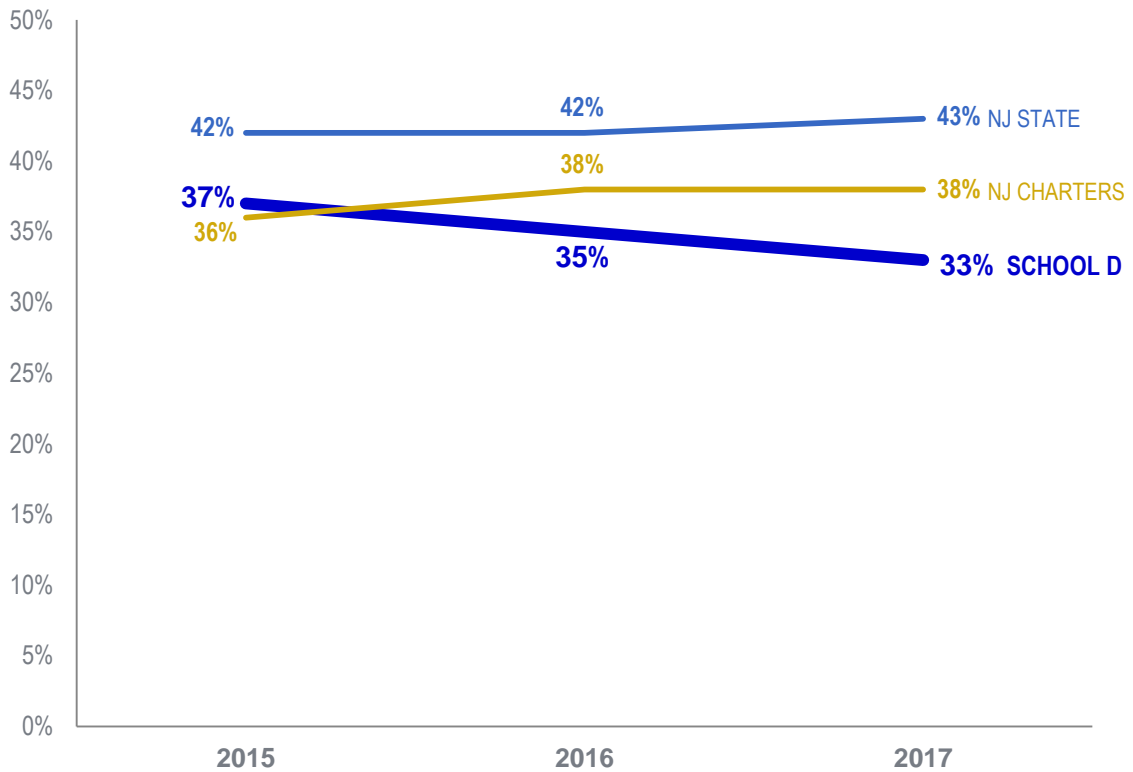


School D
Math Proficiency
Grades 3 - 8

School D’s Math proficiency has decreased, slightly, from Year 3 to Year 5 – yet it is only 5 percentage points lower the NJ charter school average.

FIGURE 21

Percent of students achieving proficiency on Grades 3-9 PARCC Math Exams* from School D compared to all NJ Charters and the State (Year 3 through Year 5)



Source: NJ DOE (rc.doe.state.nj.us)

*N.B.: Proficiency data from 2015 includes scores for Grades 3 - 7; data from 2016 and 2017 includes scores from Grades 3 - 8.