Academic Performance Framework

Core Question: Is the charter school's education program a success?

Contents

ACADEMIC PERFORMANCE FRAMEWORK: ANNOTATED

Core Question: Is the charter school's education program a success?

Introduction

The Academic Performance Framework is intended to serve as a baseline to institute performance-based accountability for demonstrable pupil outcomes. As a baseline, this framework is aligned with the state accountability system. Assembly Bill 1505 recently revised California Education Code to create three separate standards of review for charter schools, corresponding to three performance tiers. The standard that applies to a specific school's petition for renewal will depend on the performance tier assigned to the school annually by the CDE[1]. This framework is designed to facilitate feedback on an annual basis, measuring existing performance against the established renewal standards, to allow a longitudinal view of calibrated performance-to-standard that ultimately culminates in high-stakes decisions on renewal and term length. The framework is also based on work by the California Charter Authorizing Professionals (CCAP) and the Tri-State Alliance to Improve District-Led Charter Authorizing, the National Association of Charter School Authorizers (NACSA), FCMAT, the Charter Authorizers Regional Support Network (CARSNet), and several examples from California authorizers.

While this framework is aligned directly to the established renewal criteria in law, authorizers may adapt this framework through the inclusion of elements that make sense for their individual schools and, most importantly, for the characteristics of the students they serve. A note of caution is warranted, given the clarity of renewal standards in the statute: Authorizers are advised to ensure their annual performance-based oversight and the generation of annual reports include an assessment of academic performance and are consistent with the applicable renewal standards. The addition of elements or unique weighting of indicators that result in an authorizer reporting that a charter school is in "Good Standing" would be problematic if the

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[1] According to CDE's website, a data file of all open, non-DASS charter schools will be publicly posted on an annual basis which will include those in the Low, Middle, and High performance levels, regardless of whether they are up for renewal.

same level of performance by the school places it in the "Low Performing" tier under the statutory standard for renewal. Conversely, an authorizer reporting that a charter school's educational program is not successful when the same level of performance by the school places it in the "High Performing" tier under the statutory standard for renewal is problematic. Such disagreement between "yardsticks" does the school, the public, students, and the authorizer a disservice. Expectations that are conveyed through a framework aligned with expectations for renewal, especially if those expectations are external to the authorizer, provide for continuity and a continuum of actions that culminate in responsible, high-stakes decisions.

The guidance and framework assume that the majority of the data collection and reporting is the responsibility of the authorizer. However, authorizers may complete this framework or direct charter schools to complete sections of the framework — the responsibilities for data collection may be shared between the authorizer and the school.

Overview

The Academic Performance Framework is intended to be used annually, along with the frameworks for finance and operations/governance, to provide a measure of how well the charter school is meeting its obligations as outlined in the four Core Charter Performance Questions. The Annual Performance Report Template is where the detailed academic framework is summarized and reported for multiple years. Therefore, it is the annual report that provides the longitudinal view, or the arc, of school performance over time, accounting for student growth and narrowing/closing achievement gaps. This framework should also be used to hold honest and supportive conversations with schools about their academic outcomes and to inform an authorizer's differentiated oversight. Indeed, the framework is designed to communicate to the public and the charter school how well the school is doing in relation to the academic standards for renewal. The authorizer should be careful to share the information accurately and objectively, to avoid or minimize any misunderstanding by the school and within the community.

Annotated Framework Structure

The framework is structured to gauge the academic performance of the charter school through outcomes. It is organized around indicators, measures, metrics, targets, and ratings. As mentioned previously, this framework is guided by the four Core Charter Performance Questions and is aligned to the renewal criteria established in law. As such, it includes three groups, that include indicators and measures, along with examples.[2]

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[2] This Toolkit is intended as a resource for authorizers. Authorizers should consult legal counsel before finalizing their templates and guidance.

- Group A: Standards and criteria described in Education Code (EC) §47605 and indicators and measures from the California School Dashboard (Dashboard).
    - Applicable to all schools with Dashboard profiles.
- Group B: Indicators and measures that the authorizer and the school consider to be alternative, robust measures of achievement/growth and postsecondary success. Ideally, these indicators and measures are included in the petition or MOU and will meet the "second look" and verified data[3] provisions as outlined in EC §47607.2(a)(4) and (5).
    - Pursuant to state law, the second look provision is mandatory for schools in the Low Performing group and optional for schools in the Middle Performing group. Group B is applicable to all schools, even if not required by law, and is especially useful for small *n*-size and DASS schools.
- Group C: Mission-specific goals and Dashboard Alternative School Status (DASS)[4] schools.
    - Group C goals are voluntary and applicable to all schools, and provide a nuanced view of performance on indicators of importance to the school and/or the authorizer. They are determined by the authorizer in dicsussion with the school.
- Performance Summary: The final section of the framework provides resources and an example for an authorizer to summarize the detailed performance of a charter school.

	Definition	Example
Indicator	Categories of academic performance	Student achievement
Measure	General means to evaluate an aspect of an indicator	Proficiency on state assessments
Metrics	Method of quantifying a measure	Percentage of students at proficiency or above on state assessments

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[3] The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data, and the list of valid and reliable assessments and measure of postsecondary outcomes. Information on verified data is available at. https://www.cde.ca.gov/sp/ch/ab1505.asp#verifdata

[4] DASS is the state accountability system for alternative schools and alternative schools of choice and includes modified methods of measurement for accountability indicators, when appropriate.

Targets	Thresholds that signify success in meeting the standard of performance for a specific measure	75 percent of students at or above proficiency
Rating	Assignment of a school's performance into a category, based on how the school performs against a target	If the school meets target, then meets standard

DASS Schools or Schools with Small Student Populations

There are numerous instances where a school's mission and population served (e.g., DASS) or small student group sizes (e.g., n-size for subpopulation) will influence the type of measures, or the availability of measures, the authorizer will see through the official Dashboard. A few important points related to DASS schools and schools with small n-sizes[5]:

- The intent of this framework is to align annual performance oversight with the renewal standards (i.e., tiers) in state law. The tiers do not apply to DASS charter schools.

- Group A: An authorizer should report all performance for a DASS or small n-size school wherever it is reported through the Dashboard.

- Group B: An authorizer with a small n-size school or a DASS school should work closely with the school to determine alternative, robust measures of achievement/growth and postsecondary success. Authorizers with schools that do not meet n-size requirements for public reporting of subgroup performance through the Dashboard may use Group B measures to highlight subgroup performance while adhering to pupil privacy protections.

- Group C: Authorizers are required to consider DASS school performance on alternative metrics applicable to the population served. Authorizers are encouraged to only place those measures that do not meet the criteria for inclusion in Group B in Group C.

Group A: State Dashboard

This group of performance measures includes three indicators to evaluate schools' academic performance for one year.

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[5] Authorizers should be cautious when using measures based on small n-sizes, due to concerns over validity.

1. Academic Performance

This indicator measures the performance of the school in the areas of English language arts, mathematics, college/career, and English learner progress.

Measure 1a: Differentiated Assistance

Description: Differentiated assistance is the second tier of assistance that one or more agencies are required by statute to provide to local educational agencies or schools that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

Is the school in differentiated assistance?	Yes	No

Measure 1b: English Language Arts

Description: According to the California Department of Education (CDE), this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which are taken annually by students in grades 3–8 and in grade 11.[6] A metric used is Distance from Standard,[7] which measures how far, on average, students are from the lowest possible score to meet the standard.

Data Source: All data are sourced from a school's profile and the state's profile on caschooldashboard.org website, for eligible populations. The following table represents the template for Academic Performance measures. For each following annotated measure, an example will be used, rather than repeating the template for each measure.

Measure 1x: Insert Measure Here		
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*	**Comparison with State Average** (Above, At, Below)
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		

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[6] https://www.cde.ca.gov/ta/tg/ca/ and https://www.cde.ca.gov/ta/tg/sa/index.asp
[7] https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp

Group	Points Below Standard and Rating *(Red, Orange, Yellow, Green, Blue)*	Comparison with State Average (Above, At, Below)
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

> This framework uses the same color-coding convention used in the Dashboard, where red indicates the lowest performance and blue indicates the highest performance. In order from lowest to highest, the colors are red, orange, yellow, green, and blue.

Authorizers are encouraged to visit the Dashboard website for detailed information on metrics (e.g., points below standard, percent prepared) used to assess performance and improvement of schools. Reminder: Authorizers of schools that have small *n*-sizes and/or are DASS schools, should capture available data from the Dashboard and focus on Group B and Group C indicators to assess the success of the school's education program.

Example: ACME Charter School

Measure 1b: English Language Arts		
Group	**Points Below Standard and Rating** (color)	**Comparison with State Average** (Above, At, Below)
All Students	−4.8	Below (State −2.5)
English Learners		
Students with Disabilities	N/A	
Homeless		
Foster Youth		
Socioeconomically Disadvantaged	−12	Above (State −30.1)
American Indian		
Asian	N/A	
African American		
Filipino		
Hispanic	−12.5	Above (State −26.6)
Pacific Islander	N/A	
Two or More Races		
White	−19.1	Below (State +30.7)

Example: ACME Charter School

English Language Arts Comparisons: English learners (Informational)

Current English Learners	Reclassified English Learners	English Only
101.1 pts below standard	15.1 points below standard	0.5 points below standard
Below State (90.6 pts below std)	Below State (4 pts above std)	Below State (9.4 pts above std)

Measure 1c: Mathematics

Description: According to the CDE, this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which are taken annually by students in grades 3–8 and in grade 11. The metric used is Distance from Standard, which measures how far, on average, students are from the lowest possible score to meet the standard.

Data Source: All data are sourced from a school's and the state's profile on the caschooldashboard.org.

Example: ACME Charter School

Measure 1c: Mathematics		
Group	**Points Below Standard and Rating** (color)	**Comparison with State Average** (Above, At, Below)
All Students	−96.3	Below (State −33.5)
English Learners	N/A	
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged	−105.2	Below (State −63.7)
American Indian	N/A	
Asian		
African American		
Filipino		
Hispanic	−103.7	Below (State −62.2)
Pacific Islander	N/A	
Two or More Races		
White	−80.3	Below (State +1.4)

Measure 1d: English Learner Progress

Description: According to the CDE, this measure is based on current English learners making progress toward English language proficiency or maintaining the highest level as measured by the English Language Proficiency Assessment for California (ELPAC).

Data Source: All data are sourced from a school's and the state's profile on the caschooldashboard.org.

Example: ACME Charter School

English Learner Progress	Performance Level	Comparison with State Average
49% making progress	Low	Above (State 48.3%)

Measure 1e: College/Career (high school only)

Description: According to the CDE, this measure is reported as percentages high school graduates who are placed in the "Prepared" level on the College/Career Indicator. It is based on multiple measures, including, but not limited to, CTE Pathway Completion, a–g Completion, Leadership/Military Science, College Credit Courses, AP Exams, and combined four- and five-year graduation rates.

Data Source: All data are sourced from a school's and the state's profile on the caschooldashboard.org.

Example: ACME Charter School

Measure 1e: College/Career		
Group	**Percent Prepared**	**Comparison with State Average** (Above, At, Below)
All Students	38.2%	Below (State 44.1%)
English Learners	12.3%	Below (State 16.8%)
Students with Disabilities	2.8%	Below (State 10.8%)
Homeless	18.6%	Below (State 25.9%)
Foster Youth	N/A	
Socioeconomically Disadvantaged	14.6%	Below (State 35.8%)
American Indian	N/A	
Asian	N/A	
African American	13.3%	Below (State 23.7%)
Filipino	N/A	

Hispanic	14.9%	Below (State 36.1)
Pacific Islander	N/A	
Two or More Races	27.9%	Below (State 49.7%)
White	26.7%	Below (State 53.8%)

2. Academic Engagement

This indicator measures the performance of the school in areas that reflect the engagement of students, including chronic absenteeism and graduation rate.

Measure 2a: Chronic Absenteeism

Description: According to the CDE, this measure reports the percentage of students in kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were enrolled.

Data Source: All data are sourced from a school's specific profile on the caschooldashboard.org, for eligible populations.

Example: ACME Charter School

Measure 2a: Chronic Absenteeism	
Group	**Percent Chronically Absent**
All Students	25.2%
English Learners	42.1%
Students with Disabilities	26.5%
Homeless	N/A
Foster Youth	
Socioeconomically Disadvantaged	30.5%
American Indian	N/A
Asian	
African American	
Filipino	
Hispanic	29.3%
Pacific Islander	N/A
Two or More Races	
White	15%

Measure 2b: Graduation Rate

Description: According to the CDE, this measure reports the percentage of students completing high school.

Data Source: All data are sourced from a school's specific profile on the caschooldashboard.org, for eligible populations.

Example: ACME Charter School

Measure 2b: Graduation Rate	
Group	**Percent Graduated**
All Students	76.5%
English Learners	61.4%
Students with Disabilities	63.6%
Homeless	68.6%
Foster Youth	N/A
Socioeconomically Disadvantaged	71.3%
American Indian	N/A
Asian	
African American	73.3%
Filipino	N/A
Hispanic	71.8%
Pacific Islander	N/A
Two or More Races	79%
White	90.9%

3. Conditions and Climate

This indicator measures the performance of the school in areas that are related to the attitudes, behaviors, and performance of students.

Measure 3a: Suspension Rates

Description: According to the CDE, this measure reports the percentage of students in kindergarten through grade 8 who have been suspended at least once in a given school year.

Data Source: All data are sourced from a school's specific profile on the caschooldashboard.org, for eligible populations.

Example: ACME Charter School

Measure 3a: Suspension Rates	
Group	**Percent Suspended**
All Students	0%
English Learners	0.3%
Students with Disabilities	0%

Measure 3a: Suspension Rates	
Homeless	0.9%
Foster Youth	N/A
Socioeconomically Disadvantaged	0.1%
American Indian	N/A
Asian	0%
African American	0%
Filipino	0%
Hispanic	0.1%
Pacific Islander	N/A
Two or More Races	0%
White	0%

Additional Dashboard Measures

Additional measures related to academics are reported for schools on the Dashboard but are not included in the Academic Performance Framework. These measures assess aspects of the academic program that support student achievement, but that do not measure student achievement directly. Following is a list of those measures, by indicator, and where each appears within this Toolkit.

Indicator: Academic Performance
- Measure: Implementation of Academic Standards
    - Location: Operations and Governance Framework

Indicator: Academic Engagement
- Measure: Access to Broad Course of Study
    - Location: Operations and Governance Framework

Indicator: Conditions and Climate
- Measure: Teachers, Instructional Materials, Facilities
    - Location: Operational Framework
- Measure: Parent and Family Engagement
    - Location: Operational Framework, additional indicator or within LCAP
- Measure: Local Climate Survey
    - Location: Operational Framework, LCAP

Group B: Beyond the Dashboard

The performance measures included in this group allow the charter school and the authorizer to mutually establish and measure school performance on robust alternative data that would not otherwise be available to the authorizer via the Dashboard's state and local indicators. They complement the Dashboard measures, providing a more holistic assessment of student performance through the inclusion of academic growth indicators.

4. Academic Growth

This indicator measures the performance of the school in achieving measurable increases in student achievement.

Measure 4 Increases in Student Achievement

Description: EC §47607.2(b)(3)(A) defines measurable increases in student achievement as at least one year's progress for each year in school. While the law does not specify the types of assessments that are required to be used for this measure of growth, or what constitutes one year of progress, authorizers striving for alignment between their annual performance monitoring and the standards of renewal must ensure that the assessments used to measure academic growth meet the state verified data standard[8] (EC §47607.2[c]). Authorizers are strongly encouraged to work with their schools to meet this standard, using the list established by the State Board of Education.[9]

Data Source: Provided by the school; verified and reported by the authorizer.

Does the school meet the verified data standard?[10]	Yes	No

Example: ACME Charter School

Does the school meet the verified data standard?	Yes	No

The school is using NWEA MAP.

Overall, the charter school achieved measurable increases in academic achievement, defined by at least one year's progress for each year in school.[11]	Yes	Emerging	No

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[8] Data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced, including measures of postsecondary outcomes.

[9] The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data, and the list of valid and reliable assessments and measure of postsecondary outcomes.

[10] https://www.cde.ca.gov/sp/ch/ab1505.asp#verifdata

[11] The best resource to determine "one year's progress" will be published by the provider of the assessment instrument.

Insert table with evidence to support determinations above.

Example: ACME Charter School

Overall, the charter school achieved measurable increases in academic achievement, defined by at least one year's progress for each year in school.[11]	Yes	Emerging	No

Measure: Student Progress/Growth	
Grades 4–6 Continuously Enrolled Students	Conditional Growth Index 0 = Average progress –X = Worse than average +X = Better than average
All Students	Average 0.45 Range (–0.70, 1.66)
Socioeconomically Disadvantaged	Average 0.05 Range (–1.01, 1.10)
Hispanic	Average 0.36 Range (-0.96, 1.67)
White	Average 0.33 Range (-0.99, 1.05)

5. Postsecondary Outcomes

This indicator measures performance of the school in achieving strong postsecondary outcomes as defined in law.

Measure 5a: Postsecondary Success

Description: EC §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers.

Data Source: Provided by the school; verified and reported by the authorizer.

Overall, the charter school has achieved strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.	Yes	Emerging	No

Insert table with evidence to support determinations above.

Example: ACME Charter School

Overall, the charter school has achieved strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.	Yes	Emerging	No

Measure: CTE Completers and Placement Into Fields Post K–12	
Group	**Percent of CTE Completers Placed Within 2 Years**
All Students	89.9%
English Learners	86%
Students with Disabilities	65%
Homeless	95%
Socioeconomically Disadvantaged	71.3%
African American	93.3%
Hispanic	71.8%
Two or More Races	79%
White	90.9%

Group C: Mission-Specific Goals (Optional); DASS

The final group of performance measures allows the charter school to report on specific indicators that are of material[12] importance to the school's mission and, by extension, the community the school serves. In other words, if the five indicators and the various measures within the Academic Performance Framework do not uniquely capture the academic performance of the school in relation to its mission, then Group C is where the school and authorizer may mutually agree on specific indicators to include. Consistent with Group B, the indicators in Group C should be reflected in the most recent petition or MOU governing the school. Finally, Group C aggregate to the annual report; however, these measures do not factor into the prescriptive renewal criteria established in law.

6. Mission-Specific Goals (Non-DASS)

This indicator measures the performance of the school in achieving specific goals that relate to the school's mission.

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[12] Something is material if it is relevant and significant to the outcome. In the context of this Toolkit, the authorizer should consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter.

Measure 6: Mission-Specific Goals

Description: Provide a description of the mission-specific goals and the measures used to assess them.

Data Source: Provided by the school.

Note: There are many resources available to authorizers and schools to aid in the design of mission specific goals. See resources linked below the following note for DASS goals.

7. Mission-Specific Goals (DASS)

This indicator measures the performance of DASS schools in achieving specific goals (those deemed to be "alternative metrics") that relate to the school's mission and population served.

Measure 7: Alternative Metrics

Description: A DASS school's alternative metrics are established through mutual discussion between the authorizer and charter school during the school's initial year of operation. DASS schools should have multiple alternative metrics to offer a fulsome view of the school's performance in improving outcomes for the population they serve.

Data Source: Subject to the metric, verified by authorizer.

Note: There are many resources available to authorizers and schools to aid in the design of goals for use with DASS schools.

- Through a U.S. Department of Education Dissemination Grant, the National Charter School Institute developed the A-GAME: Advancing Great Authorizing and Modeling Excellence, to support charter school authorizers in measuring the quality and effectiveness of alternative education campuses.
  - https://nationalcharterschools.org/a-game-grant/
- The State University of New York (SUNY) Active Ingredients project seeks to provide authorizers with meaningful ways to integrate "co-academic" measures in accountability systems, especially for schools serving vulnerable populations.
  - https://www.newyorkcharters.org/active-ingredients/
- NACSA has a host of resources and examples for authorizers working with schools to design goals. Most of the resources are available on its AuthoRISE platform.

- https://qualitycharters.sabacloud.com/Saba/Web_spf/NA7P1PRD091/app/dashboard
- The California Charter School Association published a brief on alternative accountability, including tools to emphasize individual student growth.
  - https://calcharters.app.box.com/s/j133fxso0gpgk98s8swd7z8qgtvs6kb9

Academic Performance Summary

The final section of the Academic Performance Template provides an authorizer with the steps and resources needed to summarize the academic performance of a school. The first step is to review Group A by applying the renewal standards in law to assess the annual performance of the charter school as measured within this framework. Performing this simulation of the renewal standards will allow the authorizer to answer the question of whether the charter school is on track to meeting the academic renewal standards in law. The second step is to review Group B indicators for clear and convincing evidence of student progress. The third step is to review the Group C indicators to assess how well the school is making progress on mutually agreed-upon goals. Finally, this information is aggregated and summarized in the Annual Performance Report. The Annual Performance Report includes a section for the authorizer to convey this information across multiple years (at least two years) while also attending to the fiscal health and the effectiveness of the operations and governance of the school.

Overview of the Performance Summary Process

Academic Review

Criteria Used by CDE to Determine Performance Group[13]

The CDE will annually determine and publish the performance category for all open, non-DASS charter schools. The CDE uses the following criteria to determine whether a school belongs to the Low, Middle, or High performance group:

1. Based on the colors received for all the state indicators on the Dashboard.

    a. All students/All state indicators: Any school that receives a green or blue color coding on all its state indicators in the two most recent consecutive years for schoolwide (i.e., all-students group).
        i. High Performing
    b. All students/All state indicators: Any school that receives a red or orange color coding on all its state indicators in the two most recent consecutive years for schoolwide (i.e., all-students group).
        i. Low Performing

Schools that do not meet the first criteria are subject to Criteria #2. Please note that unlike Criteria #1, this review is restricted to academic indicators (ELA, math, CCI, and ELPI), and performance determinations under Criteria #2 are based on overall status of the school and student groups and how they compare with statewide averages for the two previous Dashboard years.

2. Academic indicators/Achievement gap: Any school that meets the following:

    - All students group: School must be the same status or better than the statewide average for each academic indicator (i.e., ELA, math, CCI, ELPI).

    - Subgroups: A majority of underperforming subgroups have a higher status than the statewide average status for that subgroup.

        ○ Underperforming subgroups are those subgroups at the state level that perform below the statewide average.

            ▪ Per the CDE, "For the July 2020 charter school performance file, these student groups were: White, Asian, Filipino, and Two or More Races. (Note: The ELPI does not have student groups; however, the school must have a higher status than that of the statewide average.)"
        ○ If "yes" to both the all students metric and the subgroup metric, then the school is High Performing. If "no," continue below.

    - All students group: School must be the same status as or below the statewide average for each academic indicator (i.e., ELA, math, CCI, ELPI).

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[13] https://www.cde.ca.gov/sp/ch/documents/determinecharterperf.pdf

- Subgroups: A majority of underperforming subgroups have a lower status than the statewide average status for that subgroup.
  ○ If yes to both all student and subgroup metric, then school is Low Performing.

Schools that do not qualify for the High or the Low Performing groups are placed in the Middle Performing group.

Application of Group B Indicators

High Performing	Informative purposes only.
Middle Performing	"Second look" provision is allowable if school performance on the Dashboard state and local indicators does not demonstrate clear case for renewal. Group B indicators provide opportunity for clear and convincing evidence of measurable increases or strong postsecondary outcomes.
Low Performing	Second look provision is required to assess whether the school presents clear and convincing evidence of measurable increases or strong postsecondary outcomes.

Example: ACME Charter School—Group A Review
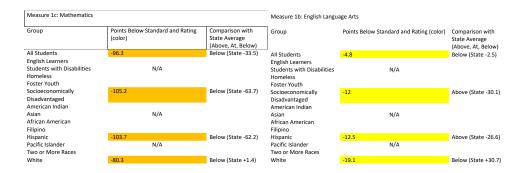
Please note that this example is not a formal review for purposes of renewal; rather, it is a review to assess the trajectory of performance toward a standard of renewal. For example, only one year of data is used in this example, rather than the two consecutive years required for renewal purposes.

Review the colors for the all-students group performance across the Dashboard.

For this year, the all student group performance is orange for math and yellow for ELA. According to the criteria for renewal groups, if the school maintained this level of performance at the time of renewal, it would qualify for the Middle Performing group.

Measure 1c: Mathematics				Measure 1b: English Language Arts		
Group	Points Below Standard and Rating (color)	Comparison with State Average (Above, At, Below)		Group	Points Below Standard and Rating (color)	Comparison with State Average (Above, At, Below)
All Students	-96.3	Below (State -33.5)		All Students	-4.8	Below (State -2.5)
English Learners				English Learners		
Students with Disabilities	N/A			Students with Disabilities	N/A	
Homeless				Homeless		
Foster Youth				Foster Youth		
Socioeconomically Disadvantaged	-105.2	Below (State -63.7)		Socioeconomically Disadvantaged	-12	Above (State -30.1)
American Indian				American Indian		
Asian	N/A			Asian	N/A	
African American				African American		
Filipino				Filipino		
Hispanic	-103.7	Below (State -62.2)		Hispanic	-12.5	Above (State -26.6)
Pacific Islander	N/A			Pacific Islander	N/A	
Two or More Races				Two or More Races		
White	-80.3	Below (State +1.4)		White	-19.1	Below (State +30.7)

The authorizer may extend its review to include other Dashboard metrics in Group A, to identify areas of strength and more defined areas in need of improvement.

Example: ACME Charter School—Group B Review

ACME Charter School met the verified data standard by using an assessment identified by the CDE, and by using that assessment as intended. They chose a measure of growth, the NWEA MAP Conditional Growth Index (CGI), that is a metric that shows how student growth compares to the growth of other students nationwide. Importantly, the CGI allows for growth comparisons to be made between students performing at different points on the achievement distribution.

The results provide clear and convincing evidence that continuously enrolled students in grades 4–6 at ACME Charter School are increasing their achievement (growth) at a rate that is better than average when compared to the national group.

The charter school achieved measurable increases in academic achievement, defined by at least one year's progress for each year in school.	Yes	Emerging	No

Measure: Student Progress/Growth	
Grade 4-6 Continuously Enrolled Students	Conditional Growth Index 0 = Average Progress -X = Worse than average +X = Better than average
All Students	Average 0.45 Range (-0.70, 1.66)
Socioeconomically Disadvantaged	Average 0.05 Range (-1.01, 1.10)
Hispanic	Average 0.36 Range (-0.96, 1.67)
White	Average 0.33 Range (-0.99, 1.05)

Example: ACME Charter School—Group C Review

This section of the review may include very few, if any, indicators, or may include a robust set of indicators for schools that qualify for DASS. In any event, this review would proceed as the Group A and Group B reviews had, with the authorizer drawing a conclusion based on the evidence within the Group C area of the framework.

Resources to Learn More About Renewal Standards

- California Charter Authorizing Professionals
  - Several renewal resources and presentations can be located through the CCAP Resource Library.
    - https://calauthorizers.org/resource-library/
- California Department of Education
  - Legislation Impacting Charters: https://www.cde.ca.gov/sp/ch/ab1505.asp#perform
    - This webpage is a portal to numerous resources of interest to charter schools and authorizers, including the following:
  - A data file that contains charter school performance levels (i.e., High, Middle, Low) for more than 1,130 schools.
    - https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx
  - Determining Charter School Performance Category Flyer that provides an overview of the criteria and descriptions to qualify schools for performance levels.
    - https://www.cde.ca.gov/sp/ch/documents/determinecharterperf.pdf

ACADEMIC PERFORMANCE FRAMEWORK: TEMPLATE

Core Question: Is the charter school's education program a success?

Group A: State Dashboard

1. Academic Performance

Measure 1a: Differentiated Assistance

Is the school in differentiated assistance?	Yes	No

Measure 1b: English Language Arts

Measure 1b: English Language Arts		
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*	**Comparison with State Average** (Above, At, Below)
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

English Language Arts Comparisons: English learners (Informational)

Current English Learners	Reclassified English Learners	English Only
School performance ->		
Relative to state ->		

Measure 1c: Mathematics

Measure 1c: Mathematics		
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*	**Comparison with State Average** (Above, At, Below)
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

Measure 1d: English Learner Progress

English Learner Progress	Performance Level	Comparison with State Average

Measure 1e: College/Career (high school only)

Measure 1e: College/Career		
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*	**Comparison with State Average** (Above, At, Below)
All Students		
English Learners		

Measure 1e: College/Career		
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*	**Comparison with State Average** (Above, At, Below)
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

2. Academic Engagement

Measure 2a: Chronic Absenteeism

Measure 2a: Chronic Absenteeism	
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Measure 2b: Graduation Rate

Measure 2b: Graduation Rate	
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

3. Conditions and Climate

Measure 3: Suspension Rates

Measure 3: Suspension Rates	
Group	**Points Below Standard and Rating** *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Group B: Beyond the Dashboard

4. Academic Growth

Measure 4: Increases in Student Achievement

Does the school meet the verified data standard?	Yes	No

Measure 4a: Increases in Student Achievement	
Group	Achieved at least one year's progress?
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

	Yes	Emerging	No
Overall, the charter school achieved measurable increases in academic achievement, defined by at least one year's progress for each year in school.			

5. Postsecondary Outcomes

Measure 5: Postsecondary Success (college enrollment, persistence, and completion rates equal to peers)

Measure 5a: Postsecondary Success (college enrollment, persistence, and completion rates equal to peers)	
Group	Rating *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Overall, the charter school has achieved strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.	Yes	Emerging	No

Group C: Mission-Specific Goals (Optional); DASS

6. Mission-Specific Goals (Non-DASS)

Measure 6: Mission Specific Goals

Measure 6a: Mission Specific Goals	
Group	**Rating** *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	

Measure 6a: Mission Specific Goals	
Group	**Rating** *(Red, Orange, Yellow, Green, Blue)*
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

7. Mission-Specific Goals (DASS)

Measure 7: Alternative Metrics

Measure 7a: Alternative Metrics	
Group	**Rating** *(Red, Orange, Yellow, Green, Blue)*
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	