

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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California State Board of Education  
**November 2020 Agenda**  
**Item #14**

## Subject

Approval of the Criteria to Define Verified Data and the List of Valid and Reliable Assessments and Measures of Postsecondary Outcomes as Required by California *Education Code* Section 47607.2.

## Type of Action

Action, Information

## Summary of the Issue(s)

AB 1505 (Chapter 486, Statutes of 2019) changes the submission process of new charter school petitions to school districts, county boards of education, and appeals to the State Board of education (SBE). AB 1505 also modifies the level of review for requested renewal petitions based on California School Dashboard (Dashboard) data, including a presumption for renewal for high performing charters, presumption for non-renewal for low performing charters, and a standard for those charters who fall in between. (The high, middle, and low performance criteria are presented in the California Department of Education (CDE) flyer, “Determining Charter School Performance Category,” which is posted at <https://www.cde.ca.gov/ta/aC/cm/documents/determinecharterperf.pdf>.) Specifically, AB 1505 requires authorizers to consider “verified data” for renewals of charter schools that fall within the low-performing and middle-performing categories.

Pursuant to California *Education Code* (*EC*)Section47607.2, “verified data” is defined as “assessment data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced.” It also includes postsecondary outcomes which is defined as “college enrollment, persistence, and completion rates equal to similar peers.”

By January 1, 2021, the SBE is required to establish criteria to define verified data and adopt an approved list of valid and reliable assessments that can be used to measure increases in academic achievement. The full text of *EC* sections 47607 and 47607.2 are provided in Attachment 2.

The CDE contracted with WestEd to engage stakeholders to study and identify indicators that may be used as “verified data” under AB 1505, and to collect and evaluate evidence of validity and reliability of measures of pupil academic and postsecondary outcomes. This has been a highly collaborative process, with both the CDE and SBE staff actively engaged in every phase of the work. Multiple CDE divisions have collaborated with WestEd, including the Analysis, Measurement & Accountability Reporting Division; the Assessment Development & Administration Division; the Legal Division; and the Charter Schools Division. The CDE and SBE staff met regularly with WestEd, refining the parameters of the work and providing continuous feedback on all deliverables.

This item presents the process that WestEd followed to engage stakeholders and assessment vendors to identify these criteria and assessments and recommends that the SBE adopt the criteria and assessments included in Attachment 1. Additionally, a list of the stakeholder group members is included in Appendix A.

## Recommendation

The CDE recommends that the SBE approve the recommendations contained in Attachment 1: (1) the criteria to define verified data, (2) the data use procedures related to verified data, (3) the academic progress indicators for inclusion within the approved verified data list, and (4) the postsecondary indicators for inclusion within the approved verified data list.

## Brief History of Key Issues of Previous State Board of Education Discussion and Action

In October 2019, the SBE received an Information Memorandum, Charter School Legislation Updates: AB 1505 and AB 1507, which provided an overview of the recently passed legislation (<https://www.cde.ca.gov/be/pn/im/infomemooct2019.asp>).

In May 2020, the SBE received an Information Memorandum, Implementation Update: AB 1505 and AB 1507, with additional details on work related to this legislation (<https://www.cde.ca.gov/BE/pn/im/documents/jun20memocsd01.docx>).

In September 2020, the SBE received an Information Memorandum, which provided a mid-project report on the progress completed by the CDE, in contract with WestEd, to study and recommend indicators that may be used as “verifiable data” required by AB 1505 (<https://www.cde.ca.gov/be/pn/im/infomemosept2020.asp>).

## Fiscal Analysis (as appropriate)

The 2020–2021 state budget provides $250,000 in one-time funding for the CDE to contract with an outside vendor to conduct this work.

## Attachment(s)

* Attachment 1: Charter Verified Data Technical and Policy Support: Recommendations (30 pages)
* Attachment 2: Full Text of California *Education Code* sections 47607 and 47607.2 (10 pages)
* Appendix A: AB 1505 Verified Data Stakeholder List (1 page)

# Attachment 1 Charter Verified Data Technical and Policy Support: Recommendations

This attachment was prepared by WestEd for the November 2020 State Board of Education (SBE) on behalf of the California Department of Education (CDE).

## Executive Summary

Beginning in 2021, many of California’s charter schools will have their charter renewal decisions evaluated, in part, based on how the school performs on “verified data.” By January 1, 2021, the SBE must “establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose.”[[1]](#footnote-2) From July through October 2020, WestEd conducted a review of data that could possibly serve as verified data. Education Code requires that verified data be “derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced” and “shall include measures of postsecondary outcomes.”[[2]](#footnote-3)

The WestEd review had multiple components. To determine the academic progress indicators, i.e. assessments, that are in use in California’s charter schools, WestEd staff conducted interviews with statewide charter support organizations and reviewed the results of a survey sent to every charter school in California. Those assessments that are in wide use were then reviewed by multiple independent reviewers using a technical quality rubric. To determine measures of postsecondary outcomes, WestEd staff again looked at the statewide survey results, met with experts on postsecondary measures, and reviewed information provided on the websites of potential measures. To support these technical processes, WestEd convened a group of stakeholders identified by staff of the CDE and SBE for two meetings in September 2020.

The results of the study are summarized in this report. The report presents a description of the work to 1) develop criteria, 2) evaluate assessments, and 3) review postsecondary outcomes. For each of these three sections, the study’s process and recommendations are elaborated.

## Background

California *Education Code* (*EC*) sections 47607 and 47607.2 went into effect on June 29, 2020. These provisions set forth certain requirements for “verified data” to be used by charter schools and authorizers to make charter renewal decisions for those schools whose renewal decisions are not determined by their performance on the California School Dashboard or for the Dashboard Alternative School Status (DASS) schools.

The CDE has contracted with WestEd to study and recommend indicators that may be used as “verified data” under Assembly Bill 1505 (AB 1505). Gathering feedback from a group of stakeholders identified by staff of the CDE and SBE is one component of the project. Another component is collecting and evaluating evidence of validity and reliability of assessments and postsecondary outcomes. The recommendations from WestEd’s analysis are the subject of this report to the CDE and are being delivered prior to the SBE November 2020 meeting. AB 1505 requires the SBE to, by January 1, 2021, “establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose.” The table below summarizes key milestones of this project.

### Table 1. Charter Verified Data Technical and Policy Support Timeline

| **Date** | **Milestone** |
| --- | --- |
| June 29, 2020 | *Education Code* sections 47607 and 47607.2 go into effect. |
| July 2020 | The CDE identifies stakeholders for the charter verified data project. |
| July 31, 2020 | WestEd sends stakeholder invitations to first meeting and opens stakeholder pre-meeting survey. |
| July 31, 2020 | WestEd invites test publishers to submit evidence for assessment review. |
| August 5, 2020 | WestEd opens data landscape survey, and CDE invites all California charter schools to complete it. |
| August 14, 2020 | Data landscape survey closes. |
| September 1, 2020 | First stakeholder meeting held via Zoom |
| September 2020 | WestEd analyzes evidence of assessments’ technical quality. |
| September 29, 2020 | Second stakeholder meeting held via Zoom |
| October 2020 | WestEd delivers recommendations to CDE. |
| November 5-6, 2020 | SBE meeting |
| January 1, 2021 | Deadline for SBE to establish criteria to define verified data. |

## Statement of Approach

Identifying criteria to define verified data requires balancing technical rigor with the need for a clear process that is not overly burdensome to charter schools and authorizers. In building toward and ultimately making the recommendations in this report, WestEd assumed that charter schools would not have ready access to psychometric expertise; however, charter schools could reasonably be expected to describe test administration procedures, the process for including or excluding students in performance calculations, the justification for why a particular assessment or postsecondary indicator represents a valid measure of the school’s effectiveness, and similar nontechnical but important contextual factors related to school performance.

Throughout this project, WestEd addressed a straightforward question: is this data source appropriate to use for verified data? In the case of assessment information, WestEd examined evidence submitted by the publisher. The analyses described in this report result in a yes-no recommendation on whether a particular data source is appropriate to use for verified data. WestEd made no attempt to order or rank different assessments or postsecondary outcomes measures, nor was it appropriate to do so. Recommending a particular data source for verified data does not imply that the measure is valid and appropriate for other uses; likewise, not recommending a source does not imply that it is without merit or inappropriate for other uses.

## Criteria

### Process to Determine Criteria

In developing criteria for defining verified data, WestEd focused on the technical quality of academic progress and postsecondary indicators. Validity and reliability, the hallmarks of technical quality, are identified in the legislation as requirements of the data sources. These key considerations served as a starting point for criteria. In discussions at each of the two stakeholder meetings, stakeholders articulated views of criteria that related to the data sources themselves and to appropriate data use in the renewal process. As a result, WestEd concluded that a discussion of criteria for defining verified data would need to include appropriate data use as well as data characteristics.

At the first meeting, stakeholders were asked to identify and describe issues, questions, and concerns they had about the verified data process. They were also asked to respond to results from the data landscape survey sent to all charter schools in California. At the second meeting, they were asked about what would be needed to interpret one year’s progress. In addition, stakeholders provided examples of safeguards necessary to ensure the accuracy of data sources. At both meetings, stakeholders described the supports needed so that charter schools and authorizers could successfully introduce verified data into the renewal process.

### Recommendations for Criteria

Based on the discussions from the two stakeholder meetings, WestEd initially identified 12 criteria to define verified data. Upon reviewing these criteria more closely, WestEd determined that five of them are properties of data sources, while the other seven are more appropriately considered as aspects of data use. WestEd’s recommendation is that criteria to define verified data and data use procedures related to verified data be presented to guide the field.

### Criteria to define verified data

WestEd recommends the following criteria to define verified data.

1. Data eligibility: The data relied on for purposes of a renewal shall be from one or more of the data sources (assessments or postsecondary outcomes) adopted by the SBE for the purpose of verified data under *EC* Section 47607.2.
2. Participation: To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of all eligible students. In the case of academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, all pupils for whom the assessment is appropriate. To put data in context, the charter school’s enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified.
3. Disaggregation: The data include information so that student groups may be identified, considered, and for postsecondary data, compared with statewide or districtwide data results for similar pupils.
4. Student groups: The data include all student groups that have at least 11 students (using the groups and minimum size for reporting from the California School Dashboard).
5. Methodology: Academic progress and postsecondary outcomes data are to be shown using a methodology consistent with the recommendations adopted by the SBE within this item.

### Data use procedures related to verified data

The criteria described above represent necessary, but not sufficient, ingredients for the verified data process to function as intended by AB 1505. While there are characteristics of the data sources that must be met, the implementation process needs to reflect appropriate data use. In support of comprehensive and valid implementation, the following data use procedures are offered.

1. Flexibility: Neither the charter school nor chartering authority is required to use any particular verified data source.
2. Multiple measures: The charter school may present and chartering authority may consider multiple verified data sources.
3. Transparency: The charter school and chartering authority shall share the data relied on for purposes of a renewal with each other (and other authorizing entities in case of an appeal) in a manner that allows each to understand and verify the data.
4. Security: The charter school shall affirm that the assessment results used for verified data reflect no major assessment irregularities, and the school shall report any minor irregularities to the authorizer. In particular, the charter school shall affirm that the assessments were administered as intended and that the assessment results were obtained by pupils, without assistance other than approved test accommodations necessary to provide the student access to the assessment program and the ability to demonstrate his/her knowledge and skills. Upon request, the charter school shall provide the authorizer with additional information about test administration and security.
5. Longitudinal progress: The charter school shall present data based on measuring the same pupils at multiple points in time. The data from different points in time shall not be composed of a different set of pupils.
6. Differences from CAASPP: The charter school shall present data for the student groups whose CAASPP performance placed the school in the middle or low performance category.
7. Comparability: For purposes of reporting postsecondary outcomes, comparisons to similar peers may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances, such as school closures and/or evacuation orders for a portion of the academic year, to the extent such information is available. If no data on similar peers are available, comparisons may be made to statewide data that includes all traditional and charter schools serving a similar grade span.

## Academic Progress Indicators

From July to August 2020, WestEd staff engaged in a comprehensive three-stage process: academic progress indicators identification, technical information collection, and technical review. For the first phase, WestEd employed multiple techniques, including discussions with experts and stakeholder feedback, to identify academic progress indicator data sources to consider for a technical review to determine potential verified data sources. Once identified, WestEd initiated the second stage requesting the necessary information from assessment publishers of these indicators, such as evidence of reliability, validity, appropriateness for student groups such as English learners and students with disabilities, applicability to measure of “one year’s progress”, and other technical specifications, to implement a comprehensive technical review. Finally, WestEd conducted technical reviews of academic progress indicators through September and October 2020, which resulted in a recommendation of 13 academic progress indicators for the approved list of verified data sources.

### Academic Progress Indicators Identification

The WestEd team engaged in multiformat identification process to uncover academic progress indicator data sources to include in a technical review of potential verified data sources. The goal for this process was to identify an inclusive list of data sources currently in use for similar purposes by California charter schools. By the methods used, this identification process was intended to consider the large number of potential data sources available but isolate data sources very likely to meet the guidelines outlined within legislation and the benchmarks for technical quality identified by the WestEd team.

In July 2020, WestEd staff worked with WestEd’s internal experts, CDE colleagues, and experts in the field to identify a list of data sources likely to be currently used by California’s charter schools to demonstrate measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

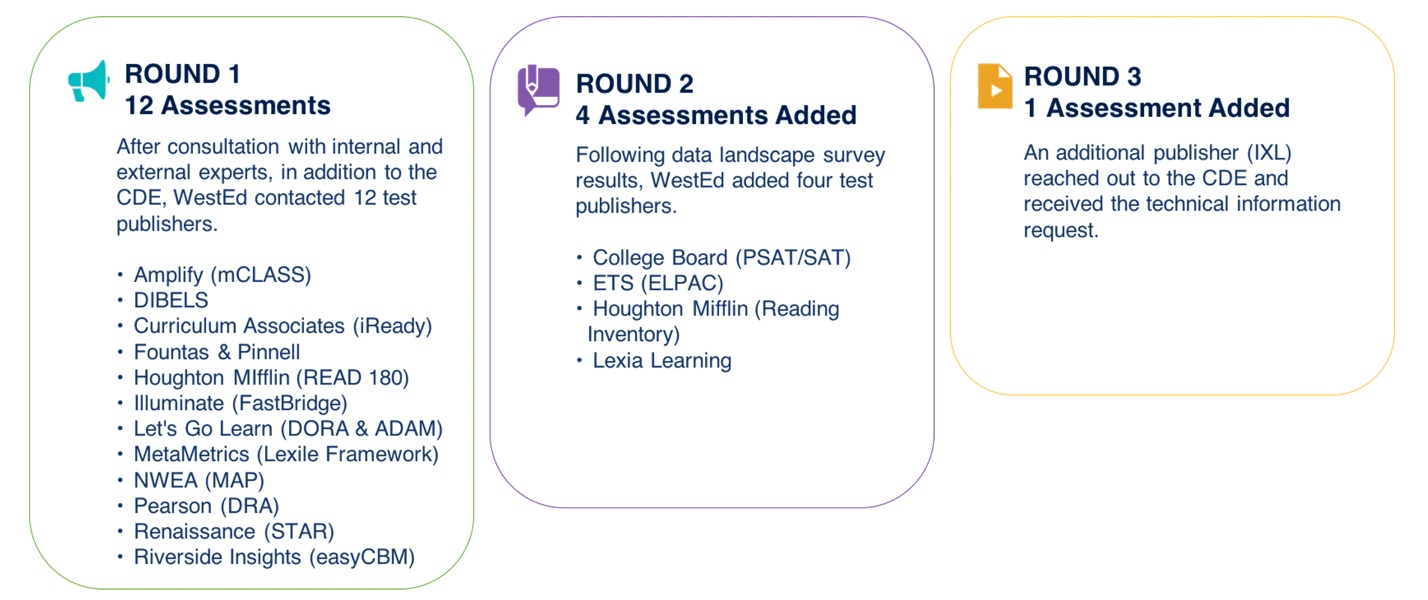
The WestEd team emphasized identifying data sources that matched the definition of verified data within Assembly Bill 1505, which reads, “For purposes of this section, ‘verified data’ means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”[[3]](#footnote-4) Through these initial conversations, 12 pupil-level assessments were identified for a first round of technical information requests.

In addition, WestEd staff, in consultation with internal and external assessment and charter school experts, crafted a data landscape survey of California charter schools. This survey was administered in August 2020 and asked individual charter schools to list and describe their current practices of collecting and analyzing academic progress and postsecondary indicators. The survey was developed to understand what data and data processes charters schools are currently using that is applicable to the new verified data standards. The survey included write-in fields for all questions so that respondents could provide any indicators and responses not included in the checkbox options. In total, survey responses represented 325 of California’s charter schools.[[4]](#footnote-5)

In an effort to identify additional academic progress indicators widely used by charter schools but not included in the first round of technical information requests, WestEd staff reviewed the landscape survey results halfway through response collection and again once response collection was complete. Based on a survey question about schools’ academic progress indicators in use that provide “the most compelling evidence of growth in schoolwide performance and performance of all subgroups of pupils,” additional data sources were identified for technical information requests.[[5]](#footnote-6) Through this process, four additional academic progress indicators were identified for technical information requests. Upon survey completion, these four data sources had the highest number of response rates of indicators not previously identified and were the only remaining indicators with greater than ten responses from schools on this survey item.

Finally, in August 2020 the CDE invited another test publisher that had contacted the department inquiring about the verified data review process to submit its technical information to WestEd. The full list of assessments identified through these processes is detailed in Figure 1.

### Figure 1. Academic Progress Indicators Identified for Technical Information Collection



**Figure 1**

Round 1, twelve assessments, after consultation with internal and external experts, in addition to the CDE, WestEd contacted 12 test publishers

* Amplify (mCLASS)
* DIBELS
* Curriculum Associates (iReady)
* Fountas & Pinnell
* Houghton Mifflin (READ 180)
* Illuminate (FastBridge)
* Let’s Go Learn (DORA & ADAM)
* MetaMetrics (Lexile Framework)
* NWEA (MAP)
* Pearson (DRA)
* Renaissance (STAR)
* Riverside Insights (easyCBM)

Round 2, four assessments added, Following data landscape survey results. WestEd added four test publishers

* College Board (PSat/SAT)
* ETS (ELPAC)
* Houghton Mifflin (Reading Inventory)
* Lexia Learning

Round 3, one assessment added, an additional publisher (IXL) reached out to the CDE and received the technical information request.

### Academic Progress Indicators Technical Information Collection

The WestEd team determined that the English Language Proficiency Assessments for California (ELPAC) did not need a technical review; this instrument has already been vetted extensively and is the basis for a component of the California School Dashboard, the state accountability system. Technical information requests were sent to the publishers of the remaining 16 academic progress indicators identified, seeking evidence of that instrument’s ability to meet the legislative definition of verified data. For the first round of requests, WestEd contacted publishers in late-July 2020. For the second round, WestEd reached out to publishers in early-August

Technical information solicitations were due back to the WestEd team for review by August 28, 2020; however, extensions into early September were granted for four publishers that had slower times for processing and properly forwarding the information within their teams.

In total, 12 of the 16 publishers that were contacted by WestEd opted to respond to the technical information request. One of those publishers, Houghton Mifflin Harcourt, informed WestEd that two identified indicators (Read 180 and Reading Inventory) are part of the same system with Reading Inventory serving as the appropriate pupil-level data source for assessment purposes. One publisher, MetaMetrics, met with the WestEd team to discuss the inclusion of their products, the Lexile and Quantile frameworks, within other nationally recognized academic progress indicators and how to best consider these frameworks within those technical reviews. Three publishers (DIBELS, IXL, Pearson) contacted the WestEd team with their decision not to respond to the information request for their academic progress indicators. Two publishers, Houghton Mifflin Harcourt and Riverside Insights, also submitted technical information about academic progress indicators not previously identified by the WestEd team. Based on the results of the charter school landscape survey, if a charter school in California reported using the assessment, the team included it in the technical review. Given this standard, Houghton Mifflin Harcourt’s Math Inventory was added to the technical review process but Riverside Insight’s Iowa Assessment suite was not.

As a result of the technical information collection process, 13 academic progress indicators were included in the full technical review process (listed alphabetically by publisher):

* mCLASS by Amplify
* SAT Suite by College Board
* iReady by Curriculum Associates
* Benchmark Assessment System by Fountas & Pinnell
* Math Inventory by Houghton Mifflin Harcourt
* Reading Inventory by Houghton Mifflin Harcourt
* FastBridge by Illuminate
* Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn
* Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn
* RAPID by Lexia Learning
* Measures of Academic Progress by NWEA
* Star Assessments by Renaissance
* easyCBM by Riverside Insights

Along with the formal technical information request that was sent to publishers, WestEd invited stakeholders to submit any additional technical information about academic progress indicators for review consideration.

### Academic Progress Indicators Technical Review

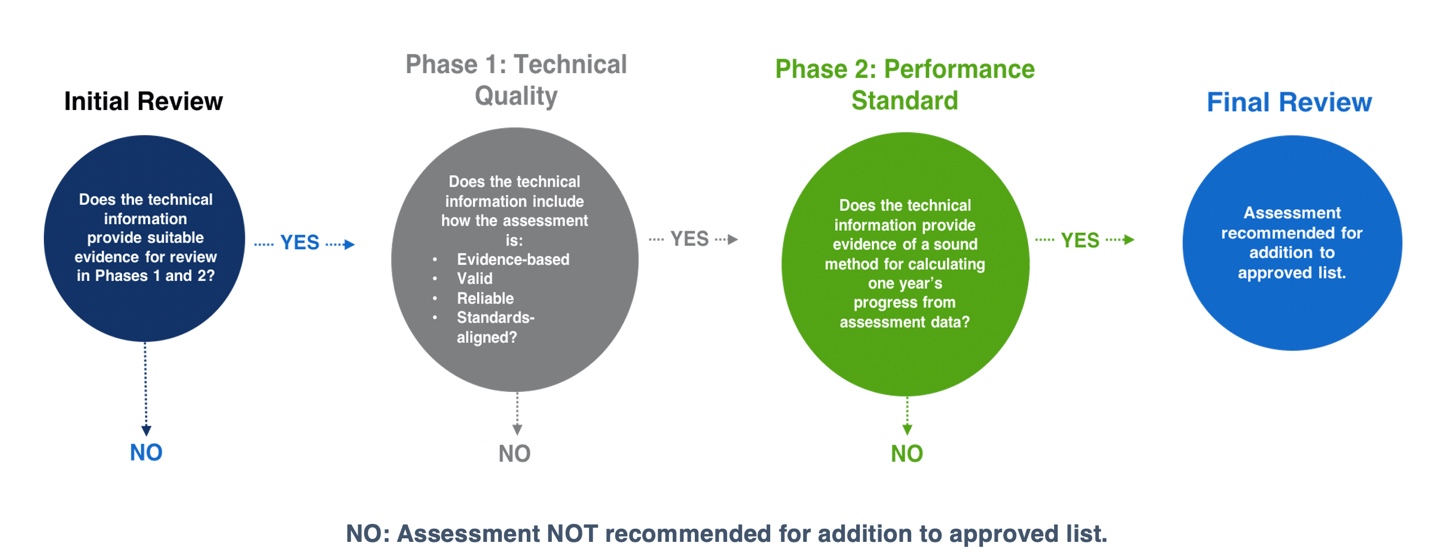
From September to early October 2020, the WestEd team completed a review and rating process of the technical material submitted for each academic progress indicator. A total of six WestEd team members completed independent reviews for each academic progress indicator. For each indicator, two reviewers were assigned to rate its technical evidence using a rubric developed by WestEd experts and adapted for this purpose. The rubric included 57 rating items related to overall quality and two categories related to applicability for the purpose of verified data. The criteria on which overall quality was rated included components of scientific/theoretical base, alignment to the California Common Core State Standards; criterion validity; construct validity; reliability; evidence of appropriateness for all students, English learners, and students with disabilities; quality of Spanish language version (if applicable); equivalency of paper-pencil version (if applicable); bias/fairness; administration support; accessibility resources; scoring/reporting; security; and data privacy.

During the review period, WestEd team members worked independently and were not able to see each other’s completed reviews. After all reviews were complete, the team lead for the review process assessed the initial agreement of the two independent reviews. Reviewers not meeting the necessary benchmark for agreement were asked to discuss and reconcile reviewer disparities if possible. If not possible, a third independent review would be assigned to reconcile the difference in ratings. The dual ratings for all 13 indicators reviewed were within agreement standards or reconciled to agreement without a third review necessary.

### Technical Review Results

Once ratings were reconciled, the WestEd team used the ratings to conduct a two-phase evaluation of the technical quality and applicability of each indicator to determine which indicators should be recommended for addition to the approved list. An overview of this evaluation process is provided in Figure 2. Within Phase 1, 57 item ratings related to overall technical quality were evaluated. Within Phase 2, two categories related to applicability to the purpose of verified data were evaluated.

### Figure 2. Phases of the Technical Review Process



**Figure 2**

**Initial Review**

Does the technical information provide suitable evidence for review in Phases 1 and 2?

Yes

**Phase 1: Technical Quality**

Does the technical information include how the assessment is:

* Evidence-based
* Valid
* Reliable
* Standards aligned?

Yes

**Phase 2: Performance Standard**

Does the technical information provide evidence of a sound method for calculating one year’s progress from assessment data?

Yes

**Final Review**

Assessment recommended for addition to approved list.

All 13 assessments met the defined benchmark for necessary evidence provided within the Phase 1 portion of the review. The WestEd team evaluated the overall number of technical quality requirements met, then conducted a sensitivity analysis that considered the large weight within the rubric given to one particular dimension (Spanish-translated assessment versions). All indicators met the team’s requirements on one or both of these analyses.

Within the Phase 2 portion of the review, raters assessed whether there was a clear process for data from the indicator to be used to evaluate progress against a benchmark representing one year’s progress in an academic year. Since this performance standard is unique to this specific application, raters applied a yes or no rating specifically as to whether the indicator could be used for this purpose. Twelve of the 13 indicators met this standard. One indicator, the Fountas & Pinnell assessment, did not meet the review team’s standards for an acceptable data output that could be used to interpret student-level or school-level progress toward a designated benchmark for one year’s progress.

### Considering the ELPAC

As mentioned earlier, some charter schools identified the ELPAC as an indicator to showcase student achievement and growth. However, the ELPAC did not need a technical review since this instrument has already been vetted extensively. The English Learner Progress Indicator (ELPI) calculation, based on the ELPAC, is a component of the California School Dashboard, the state accountability system. The team instead discussed the appropriateness of this indicator with internal experts and staff of the California Department of Education’s Assessment Development & Administration Division.

From these conversations, the WestEd staff gained valuable insights into the appropriateness of including the ELPAC within a list of recommended verified data sources. Those familiar with the indicator emphasized many points for consideration, most notably: the ELPAC is only a valid indicator for English learner students (not an entire school’s population unless all students are English learners); the instrument is not a traditional test of English language arts content knowledge but one aimed at assessing English language fluency; there are ceiling effects to scores on the instrument because it is only designed to assess English language fluency and not higher-level English language mastery; English learner populations within schools are typically not stable from year to year; and the ELPAC is designed to capture a wider variation in test scores when students are in lower levels of English proficiency versus capturing more narrow ranges of test score variation when students are at higher levels of English proficiency. To the last point raised, level of English language proficiency needs to be considered whether students are making sizable progress form year to year, as that progress looks different in test scores for students at different proficiency levels.

Given these considerations, the WestEd team views the ELPAC as a potentially informative source of verified data for populations of English learners within a school, but the team has concerns about the complexity of schools and authorizers correctly interpreting student-level growth and a school’s progress. Since this information is already collected and interpreted by experts within the California School Dashboard system, and since any independent interpretation of the data should align heavily with the Dashboard color ratings issued through that system, there seems to be little added value to interpreting data through any approach other than reviewing the Dashboard value and color rating for a school. The WestEd team concluded that ELPAC assessment data does make sense as a source of verified data; however, the CDE should offer guidance on how to consider this indicator since it only pertains to English learner populations within a school (i.e. proportion of students qualifying as English learners). Inferences from some novel summary of ELPAC data should not be favored over consideration of a school’s ELPI value or color rating.

### Recommendations for Academic Progress Indicators

As a result of the full identification, technical review, and information collection process, the WestEd team recommends 13 academic progress indicators for inclusion within the approved verified data list (listed alphabetically by publisher):

* + mCLASS by Amplify
  + SAT Suite by College Board
  + iReady by Curriculum Associates
  + ELPAC by Educational Testing Service
  + Math Inventory by Houghton Mifflin Harcourt
  + Reading Inventory by Houghton Mifflin Harcourt
  + FastBridge by Illuminate
  + Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn
  + Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn
  + RAPID by Lexia Learning
  + Measures of Academic Progress by NWEA
  + Star Assessments by Renaissance
  + easyCBM by Riverside Insights

These 13 indicators were selected from a large variety of potential indicators; our charter school landscape survey indicates that at least 74 different instruments are currently used by California charter schools to monitor growth in schoolwide performance. These indicators were identified as the most applicable or most widely used for the purpose, then verified to be of sound technical quality and appropriate for meeting the guidelines outlined in the legislation.

## Guidance for Schools and Authorizers on Other Sources of Academic Progress Indicators

### Understanding one year’s progress from recommended verified data sources

Outside of the ELPAC instrument, which the WestEd team considered above, this section contains the exact wording or summaries of the responses from publishers of all indicators recommended for approval on exactly how data from their indicators should be used to understand one year’s progress. All indicators included have a method for identifying whether a student made one year of academic progress across one school year. However, not all indicators provide a way to aggregate these measures to the school level. The indicators are grouped below by whether they can be aggregated to a school-level value for these purposes. For those that cannot be aggregated, authorizers will need to determine the acceptable proportion of individual students making one year’s progress that constitutes meeting this benchmark at the school level. Table 2 provides a summary of the levels at which instrument publishers provided benchmarks for determining one year of progress. This table also includes the name of the measure provided that is specific to each instrument.

### Table 2. Guidance from Publishers of Academic Progress Indicators on Evaluating One Year’s Progress

| Pupil  Indicators | Individual student-level growth can be evaluated? | Individual student-level growth can be averaged or aggregated to a unique school-level measure? | School-level growth can be evaluated with a unique school-level measure? |
| --- | --- | --- | --- |
| mCLASS by Amplify | Zones of Growth (ZoG) measure | None provided | None provided |
| SAT Suite by College Board | Expected growth estimates are provided for individual students | None provided | Expected growth estimates are provided for school-level values |
| iReady by Curriculum Associates | iReady’s Typical Growth measure | Aggregated growth reports show the Typical Growth measure across a group | None provided |
| Houghton Mifflin Harcourt Math Inventory | Expected Quantile growth value | None provided | None provided |
| Houghton Mifflin Harcourt Reading Inventory | Expected Lexile growth value | None provided | None provided |
| FastBridge by Illuminate | Expected Rate of Improvement (ROI) value | None provided | None provided |
| Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | Individual gain scores are calculated and scaled to 1.0 points per grade level of growth | Individual gain scores can be averaged across groups or a school | None provided |
| Adaptive, Diagnostic Assessment of Mathematics (ADAM) / Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | Individual gain scores are calculated and scaled to 1.0 points per grade level of growth | Individual gain scores can be averaged across groups or a school | None provided |
| RAPID by Lexia Learning | “Typical Change in RAPID Performance Scores” for grade levels and starting score ranges | None provided | None provided |
| Measures of Academic Progress by NWEA | NWEA Conditional Growth Index (CGI) metric provided for individual students | None provided | NWEA Conditional Growth Index (CGI) metric provided for individual schools |
| Star Assessments by Renaissance | Student Growth Percentile (SCP) value provided for individual students | Student Growth Percentile (SCP) value can be averaged across groups or a school | None provided |
| easyCBM by Riverside Insights | Expected Rate of Improvement (ROI) value provided for individual students | None provided | None provided |

## Postsecondary Indicators

### Postsecondary Indicator Data Sources

To identify appropriate postsecondary indicators for the technical review process, WestEd conducted a scan of national practices and strategies for tracking college enrollment, persistence, and completion, spoke with experts on postsecondary data for California students, and analyzed feedback captured from two stakeholder meetings and the Charter School Data Landscape Survey. Based on the information gathered, WestEd identified seven possible indicators, all of which incorporate school-level data. Using a conceptual rubric (see Figure 3), the WestEd team individually and collectively examined the data candidates. Of the seven postsecondary indicator candidates, five are exclusively California-focused. However, since these sources of data are developed by state education agencies that regularly provide data to the U.S. Department of Education, such as the CDE, the University of California Office of the President (UCOP), the California State University Office of the Chancellor (CSU), and the California’s Community Colleges Chancellor’s Office (CCCCO), the WestEd team considered these data nationally recognized, thereby aligned with one of five technical review criteria. In addition to these criteria, the team applied the legislative description of postsecondary outcomes “as defined by college enrollment, persistence, and completion,” as a second layer of review to establish the fitness of the data source candidate. In this section each potential indicator is discussed, along with implementation considerations for charter schools and authorizers. This section concludes with Table 3, which provides an overview of the postsecondary indicator data sources reviewed.

### Figure 3. Postsecondary Indicator Conceptual Rubric

See description below


**Figure 3**

Does the data source meet the following criteria:

* Nationally recognized
* Valid
* Rigorously reviewed
* Reliable
* Externally Produced?

Yes

Is the data source a measure of college enrollment persistence or completion rates?

Yes

Data source is recommended.

### Cal-PASS Plus High School to Community College Transition Report

Cal-PASS Plus ([www.calpassplus.org](http://www.calpassplus.org/)) is a statewide clearinghouse of longitudinal data following students from K–12 into the workforce. Created through a partnership between the California Community College Chancellor’s Office, Educational Results Partnership (ERP), and San Joaquin Delta College, the clearinghouse offers institutional data provided by over 1,500 school districts and universities across the state through annual data sharing agreements. The High School to Community College Transition Report allows users to determine how high school students are performing in community college at the state-, district-, and site-level by 12th grade cohort year. It provides information related to enrollment, first courses attempted, transfer to a four-year institution, and awards received. on first math and English classes attempted, transfer to a four-year institution from a community college, and associate degree completion. Users can also disaggregate the data by ethnicity, gender, and socioeconomic status. By accessing the ERP’s K–12 Metrics Dashboard, which is accessible via the Cal-Pass Plus website, users can identify high schools that serve similar peers in terms of enrollment, percentage of English language learners and socioeconomically disadvantaged students, and proficiency based on the California Assessment of Student Performance and Progress (CAASPP).

In addition to the High School to Community College Transition Report, Cal-PASS Plus offers other reports, such as the K–14 CTE Transition Report, which presents the percentage of high school students in career and technical education (CTE) pathways, as well as non-CTE students, who earned a degree within two to six years or transferred to a four-year institution within the same timeframe. While a useful tool to track postsecondary outcomes for CTE students, the report does not include school-level data, which prevents charter schools to access reliable data about its students after graduation.

### California State University Enrollment Dashboard Student Origin

Through its Institutional Research and Analyses, the California State University Office of the Chancellor ([www2.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx](http://www2.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx)) offers a dashboard that enables users to look at enrollment and academics based on high school GPA upon entering, campus GPA one year later, and units attempted from 2000 to 2019. The dashboard contains filters to select institutions of origin, districts, and counties. Users can also separate the data by demographics, including ethnicity, age, and sex, discipline and concentration, and CSU campus. To locate similar peers, there is an additional option to look at the dashboard by charter and non-charter schools and drill down further to compare students by demographics.

### California Department of Education DataQuest College-Going Rate

According to the CDE, the College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school and enrolled in any public or private postsecondary institution within 12 or 16 months of completing high school. Data sources include high-school completion data from the California Longitudinal Pupil Achievement Data System (CALPADS) and postsecondary enrollment data from the National Student Clearinghouse (NSC). Through DataQuest ([dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)), the CDE’s online data reporting system, users can search for the CGR by school, district, county, and state from the reporting years 2014–2015 to 2017–2018. The data is reported by race and ethnicity, student group, or multiyear. Although it is not possible to distinguish similar peers within CGR reports, county and state averages are consistently provided.

### Free Application for Federal Student Aid (FAFSA)

In a recent study, the National College Attainment Network (NCAN) reported that 90 percent of high school seniors who complete their Federal Application for Student Aid (FAFSA) attend college directly from high school compared to just 55 percent of FAFSA non-completers.[[6]](#footnote-7)  Given this strong association, many high schools consider FAFSA completion an early indicator of postsecondary access and success and have worked toward increasing completion rates through “FAFSA Parties” and other events. In the past, high schools relied on self-report surveys to estimate completion rates. To ensure accurate and actionable data, the Federal Student Aid (FSA) provides high schools with current data about FAFSA completion to help them track student progress. On the FSA website ([studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school](http://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school)), users can download updated FAFSA data by state or territory. These reports feature district- and school-level completion numbers for the current application cycle (2020–2021) and the same time period for the previous application cycle (2019–2020). Users cannot search for schools that serve similar peers since student demographics and other school characteristics are not included, but they can compare their completion rates with schools that they have already identified as comparable. In spite of concerted efforts by local education agencies (LEAs) to improve FAFSA rates for California high school students, this indicator does not measure college enrollment, persistence, or completion and hence does not meet the standards for verified data.

### National Student Clearinghouse StudentTracker

Founded in 1993, the National Student Clearinghouse (NSC) provides educational reporting, data exchange, verification, and research services. It offers longitudinal data to analyze the outcomes of high school graduates through its StudentTracker report ([www.studentclearinghouse.org/high-schools/studenttracker/](http://www.studentclearinghouse.org/high-schools/studenttracker/)). For a one-year subscription, LEAs can track and analyze the college enrollment, persistence, and completion of high school students at postsecondary institutions. Covering 97 percent of all postsecondary students in all types of US institutions, NSC StudentTracker delivers aggregate reports on the most recent eight years of graduates. These reports present postsecondary enrollment by the Fall after graduation and during the first and second years after high school. They also show persistence data for students who remain enrolled during the first two years and completion information for students who graduated six years after high school. If LEAs share additional data, StudentTracker provides enrollment, persistence, and completion rates by demographic. In the Charter School Data Landscape Survey, stakeholders reported using the NSC High School Benchmarks reports ([nscresearchcenter.org/wp-content/uploads/2019\_HSBenchmarksReport\_FIN\_04OCT19.pdf](http://nscresearchcenter.org/wp-content/uploads/2019_HSBenchmarksReport_FIN_04OCT19.pdf)), which share the most updated data on high school graduates’ college access, persistence, and completion outcomes, to look at postsecondary indicators. The report presents charts on national results by high schools that serve different student populations, including high-poverty, low-income, and high-minority schools. In addition, the report provides data results for individual high schools, including public charter high schools, to use to better understand the meaning of their students’ college access and persistence outcomes.

### University of California Admissions by School Source and Undergraduate Graduation Rates

Similar to the CSU Enrollment Dashboard Student Origin, the UC Admissions by Source School ([www.universityofcalifornia.edu/infocenter/admissions-source-school](http://www.universityofcalifornia.edu/infocenter/admissions-source-school)) allows users to search the database based on high school, city, or county. Available tables disaggregate enrollment data of freshmen and transfer from a particular source school by ethnicity, gender, and high school GPA from Fall Term 1994 to Fall Term 2019. Unlike the CSU enrollment dashboard, there is not information related to college persistence and completion. However, the UC System’s Info center includes Undergraduate Graduation Rates ([www.universityofcalifornia.edu/infocenter/ug-outcomes](http://www.universityofcalifornia.edu/infocenter/ug-outcomes)), which users can access to find completion data based on school source from 1999 to 2018 when available. Though there is not a filter to help identify high schools serving similar peers in the Undergraduate Graduation Rates dashboard, users can search for source schools with comparable demographics in the UC Admissions by Source School. Based on this search, users can enter the comparable schools they identified into the Undergraduate Graduation Rates report to look at completion rates among similar peers.

### Table 3. Postsecondary Indicator Review Process

| Postsecondary  **Indicator Candidates** | Meets technical  **requirements?[[7]](#footnote-8)** | **Measure of college enrollment, persistence, or completion?** | **Compare to similar peers?** |
| --- | --- | --- | --- |
| Cal-PASS Plus High School to Community College Transition Report | Yes | Yes  College enrollment | Yes  Using ERP’s K-12 Metrics Dashboard |
| California State University Enrollment Dashboard Student Origin | Yes | Yes  College enrollment, persistence, & completion | Yes  Within data source |
| DataQuest College Going Rate | Yes | Yes  College enrollment | Yes  Using state average |
| Free Application for Federal Student Aid | Yes | No | Yes  Within data source |
| National Student Clearinghouse StudentTracker | Yes | Yes  College enrollment, persistence, and completion | Yes  Using state average from High School Benchmark Report |
| University of California Admissions by School Source | Yes | Yes  College enrollment | Yes  Within data source |
| University of California Graduation Rates | Yes | Yes  College completion | Yes  Using UC System Admissions by School Source |

## Recommendations

Based on its review of postsecondary indicators, the WestEd team identified six out of seven verified data sources. In spite of its importance and relation to college enrollment, the team excluded FASFA, since it does not measure college enrollment, persistence, or completion. As such, WestEd recommends six postsecondary indicators for inclusion within the approved verified data list:

* Cal-PASS Plus High School to Community College Transition Report
* California State University Enrollment Dashboard Student Origin
* California Department of Education DataQuest College-Going Rate
* National Student Clearinghouse StudentTracker
* University of California Admissions by School Source
* University of California Undergraduate Graduation Rates

Of the six, five are California-based with the NCS StudentTracker as the only national indicator. All of the verified data sources present challenges and benefits. For example, the NCS StudentTracker requires a paid subscription. However, the information and technical assistance provided is comprehensive, including data on college enrollment, persistence, and completion. The only other data source that offers all three measures is the California State University Enrollment Dashboard Student Origin. However, since this tracks one of three potential college outcomes for high school students, it is not a complete indicator of postsecondary results. To ensure a broad understanding of postsecondary outcomes, multiple data sources will need to be considered to present college enrollment, persistence, and completion, as well as identifying similar peers.

Moving forward, charter schools and authorizers may consider following Milwaukee succeeds: <http://milwaukeesucceeds.org/>, example of performance standards to determine strong outcome performance standards. According to its 2019 Annual Report, the organization stated that by 2020 45 percent of the seniors they serve will enroll in a postsecondary institution in the first fall after high school. Milwaukee Succeeds explained that this is an annual 1.5 percentage point increase from 2015 to 2020. For postsecondary completion, the program targeted a 1.0 percentage point increase during the same timeframe.

## Other Considerations / Unresolved Issues

## Data Availability and Learning Loss During the COVID-19 Pandemic

During both stakeholder meetings, as well as in internal meetings of the WestEd team, the consequences of COVID-19 for data availability and learning loss were discussed. The pandemic has already changed assessment practice, notably through the suspension of the requirement of state testing during the 2019–20 academic year. The interim assessments submitted for verified data technical review generally can be administered remotely, but, as multiple stakeholders observed, interpretations of the assessment results must be made with a good deal of caution. In addition, stakeholders remarked on learning loss resulting from students spending more time out of school and what that may mean for any assessment results. While the consequences of the pandemic for postsecondary outcomes are unclear, they will not be observed as quickly as those related to the assessment data, due to the time lag inherent in the reporting of postsecondary enrollment, persistence, and completion.

## Repurposing Elements of Verified Data

During the identification and information collection process for verified academic progress indicators, the WestEd team engaged in discussions with experts, assessment developers, and stakeholders regarding common practices of showcasing school-level progress through academic progress indicators. One consideration that arose from these conversations is the appropriateness of repurposing or using elements of verified data sources to showcase a school’s progress. After careful review of the legislation and consultation with CDE staff, it was determined that reviewing alternative methods of presenting data was not within the scope of this work. Additionally, alternative data presentations were identified as common practices amongst charter schools. Two examples of these practices are charter schools’ use of data pertaining to the Lexile/Quantile Framework and Student Growth Percentile (SGP) data provided by the CORE Districts, a collaboration that includes some of California’s largest school districts.

The Lexile/Quantile Framework was created by MetaMetrics and is an embedded component of many widely used academic progress indicators, including NWEA’s Measures of Academic Progress and Houghton Mifflin Harcourt’s Reading/Math Inventory. Within academic progress indicators where it is embedded, reported student scores can include a separate “lexile score” or “quantile score” that can be compared with the same score taken from another assessment where the framework is also embedded. In this way, technically a school could use a component of the reporting from two different verified data sources administered at two different times in the academic year to report a measure of student progress.

The CORE SGP score is a related but slightly different example. This measure is constructed from repurposed student outcomes on the California Assessment of Student Performance and Progress (CAASPP), the primary source of achievement data within California’s accountability system. Both the Lexile/Quantile Framework and the CORE SGP showcase popular methods of reporting repurposed elements of academic progress indicators.. However, they are not assessments that measure one-year’s growth or postsecondary outcome data, and therefore, are not eligible for consideration for the verified data list. AB 1505 does not preclude charter authorizers from reviewing other data sources, such as alternative methods of presenting data, related to academic achievement in making charter schools renewal decisions.

## Publisher guidance on understanding student-level achievement of progress across one year

Publisher guidance included is either directly from or summarized from the wording provided by publishers as a response to questions from the WestEd team’s technical information request.

| **Assessment** | **Publisher guidance** |
| --- | --- |
| mCLASS by Amplify | Schools can use Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help users efficiently compare the reading skill growth of their students over the course of the school year to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. DIBELS 8th Edition ZOGs provide timely information about the rate at which a student’s reading skill is growing, and normative information about the extent to which that growth is faster or slower than their peers with similar beginning of year skills. By comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support.  Table 1 provides an illustrative ZOG table for Letter Naming Fluency in kindergarten. Within each initial status group, a score that falls between the 40th and 59th percentile is described as falling within the Average growth zone. Similarly, scores that fall between the 60th and 79th percentile are described as Above Average, whereas scores above the 80th percentile are described as Ambitious. We do not describe Below Average growth, both because it can be inferred from the other zones, and because users are unlikely to set below average growth targets for their students. The raw gain scores listed to the right of the description of each zone represent the minimum amount of growth for the zone. In Example Table 1 (pasted below), average growth for the first initial status group is any gain between 20 and 28 points.  Letter Naming Fluency Zones of Growth by Grade  See [Table 1](#_Table_1) below for alternate text. |
| SAT Suite by College Board | The SAT Suite of Assessments was designed such that the SAT and PSAT-related assessments measure a common domain of knowledge and skills that are directly aligned with college and career readiness, at difficulty levels considered appropriate for specific high school grades, with reported scale scores that are vertically aligned across the SAT Suite. The design of the SAT Suite is intended to support evaluations of student growth, as described on College Board websites: “The redesigned SAT Suite uses a common score scale, providing consistent feedback across assessments to help educators and students monitor growth across grades and to identify areas in need of improvement”.  College Board has examined SAT Suite score growth with specified cohorts (e.g., spring-to-spring, fall-to-fall, etc.). Expected growth estimates are provided for individual students as well as school level values in separate reports, which are listed below. These reports also provide information on the methodology used to estimate school-level and student-level growth.  - School Level Growth Estimates for the SAT Suite of Assessments  <https://collegereadiness.collegeboard.org/pdf/sat-suite-growth-estimates.pdf>  - Student Level Growth Estimates for the SAT Suite of Assessments  <https://collegereadiness.collegeboard.org/pdf/student-level-sat-suite-growth-estimates.pdf> |
| iReady by Curriculum Associates | For students in grades K–8, the diagnostic offers a differentiated growth model that is based on empirical research into the growth of millions of iReady students. This model provides two complementary measures of growth:  Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative–or normative–view of growth, answering how students are growing relative to comparable peers.  Stretch Growth marks the amount of growth that a student should target in order to enter a path to attaining grade-level proficiency.  iReady’s aggregated growth reports show student growth for a group. These reports are based on the median percent progress towards typical growth. Each student’s percent progress toward typical growth is determined by dividing their observed growth by their differentiated typical growth goal. All students in a class, school, district and by grade can be aggregated by taking the median percent progress towards typical growth.  The expectation is that the aggregation of students would have a median percent progress toward typical growth of 100 percent or greater to show that students have, on average, experienced a full year’s worth of typical growth. |
| Houghton Mifflin Harcourt Math Inventory | The publisher releases estimated average Fall–Spring Math Inventory quantile measure growth ranges by grade level and student starting quantile measure range. Students meeting this growth target can be considered to be making expected growth.  September 2015 update: [https://www.hmhco.com/products/assessment-solutions/assets/pdfs/smi/8334\_MI\_Annual\_Growth\_Research\_Update\_FINAL\_10\_30\_15.pdf](https://www.hmhco.com/products/assessment-solu-tions/assets/pdfs/smi/8334_MI_Annual_Growth_Research_Update_FINAL_10_30_15.pdf) |
| Houghton Mifflin Harcourt Reading Inventory | The publisher includes estimated average Fall–Spring Reading Inventory lexile measure growth ranges within individual student reporting. Students meeting this growth target can be considered to be making expected growth. |
| FastBridge by Illuminate | Within the normed samples provided, the median national growth percentile represents one year of growth for a given grade and subject.  Aggregate monthly growth norms are percentiles derived from the overall distribution of growth rates for a given assessment and grade in the national demographically matched norm sample. Seasonal growth, known as rates of improvement (ROI) are computed by dividing the overall gain across season by the number of days between administrations, and multiplied by 30 to obtain a growth rate per month. For example, if the student earned a scale score of 500 on aReading in the fall and 510 in the winter, the calculation would be:30\*(512-500)/90 days = 4.00 Thus, her ROI is 4.00 scaled score points per month. ROIs are always rounded to the nearest hundredth. The aggregate growth rate is recommended for setting progress monitoring goals and evaluating student growth individually and in groups (classroom, grade, etc.). One-years growth is defined by the ROI in the aggregate growth norms associated with the 50th national percentile for the fall to spring norms. For example, one-year growth on aReading in Grade 3 is equivalent to an ROI of 1.65, or 14.85 scale score points.  For purpose defining annual performance targets within the FastBridge progress monitoring area, FastBridge researchers defined four growth rate levels which are anchored to the mean ROI growth rate for each FastBridge progress measure:  Very Realistic: 80% of the mean rate  Realistic: 100% of the mean rate (i.e., equal to the mean rate)  Ambitious: 120% of the mean rate  Very Ambitious: 150% of the mean rate  The end of year target is defined as: Target = Start Score + Daily ROI\*Days where Days is the number of days from the start score (first administration) to the target date. The Daily ROI is the ROI score converted to a daily rate. This computation is performed automatically by the system. The system defaults to the Ambitious rate for goal setting. This level was selected because research consistently shows that students with high-risk scores who receive intensive, scientifically research-based interventions grow about 20% faster than average. |
| Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | Let’s Go Learn assessments employ a gains score, or trajectory, model for student growth. The gain score model captures the grade level progress on a particular scale or subscale between time 1 and time 2. The model is represented as GL(s)2 – GL(s)1. Where GL = grade level, and where (s) denotes the particular scale or subscale.  Since the scores are grade levels, if students have 1.0 gain, they would have one year’s gain. |
| Adaptive, Diagnostic Assessment of Mathematics (ADAM) / Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | Let’s Go Learn assessments employ a gains score, or trajectory, model for student growth. The gain score model captures the grade level progress on a particular scale or subscale between time 1 and time 2. The model is represented as GL(s)2 – GL(s)1. Where GL = grade level, and where (s) denotes the particular scale or subscale.  Since the scores are grade levels, if students have 1.0 gain, they would have one year’s gain. |
| RAPID by Lexia Learning | RAPID can be used to look at student achievement across the course of a year. RAPID performance can be viewed in reference to typical grade level averages. It is also possible to compare whether gains made are comparable to typical growth of other students who started the year at a similar level. These comparisons could be compiled at the aggregate level to see the proportion of students making typical progress over the course of the year.  Publisher provides “Typical Change in RAPID Performance Scores” for each grade level with different starting score ranges. Students meeting or exceeding the typical change in performance score for their grade level and starting score are making expected progress between Fall and Spring administrations. |
| Measures of Academic Progress by NWEA | To demonstrate one year of growth, a school can contextualize the average gains made by students over the course of the year relative to NWEA school norms, and summarize that normative growth using the NWEA Conditional Growth Index (CGI) metric. This metric is a standard score (z score or effect size), expressed in standard deviation units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of growth. A CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.  MAP Growth has both student and school growth norms, and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports, so there is no need for the metric to be hand calculated. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. |
| Star Assessments by Renaissance | Star SGP compares a student’s growth to that of their academic peers nationwide. Academic peers are students in the same grade who demonstrated a similar score history. The data used to define academic peers are drawn from historical (not real-time) Star Assessments databases, which track the performance of millions of students over time. The model helps us understand the extent to which a given student’s observed score change between two periods was expected, below expectations, or above expectations, based on how students with a similar score history performed in the recent past. SGPs are reported on a scale of 1–99 and are interpreted similarly to percentile ranks, with 50 indicating typical or expected growth. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of their academic peers.  Star SGPs characterize growth from six different timeframes: fall to spring, fall to winter, winter to spring, spring to fall, fall to fall, and spring to spring. It’s important to note that to ensure maximum precision and fairness, the Star SGP model involves time adjustments, so that students taking tests relatively early or late in a seasonal window are not advantaged or disadvantaged. In other words, a student with 300 days of learning time between fall and spring administrations of the Star Assessments does not have an advantage over a student with only 220 days of learning time between fall and spring tests, because more growth will be expected of the student with more days of instructional time.  If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers), then SGP would offer the most precise option. Many states and districts using SGP for accountability or instructional purposes create a range around SGP 50 to define typical or expected growth. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time. Although SGPs can also be reported on a spring to spring basis, fall to spring may be preferred for accountability purposes since it excludes summer when most students are not in school. Operationally, it would be straightforward to code each student as achieving a year’s growth if their fall to spring SGP was between 35 and 65, failing to meet a year’s growth (1–34), or exceeding a year’s growth (66–99). |
| easyCBM by Riverside Insights | easyCBM provides a number of reports that display scores across administrations. Scores reported include a raw score (number of questions answered correctly or, for fluency measures, the number correct per minute) and national percentile scores. easyCBM also reports the Rate of Improvement (ROI), which is the difference in score calculated between each test submission.  Schools can use both the ROI and the percentile scores to determine a student’s academic achievement. To see if a student has made at least one year’s progress, educators can compare the student’s beginning of the year percentile scores to the end-of-year percentile scores. To stay on track with peers, the student’s percentile score for each measure should be the same—or higher—from the first administration to the last in the school year.  The Benchmark Performance Report provides an easy-to-understand overview of a student’s screener assessment scores for the current school year. Similarly, the Parent Report lists the student’s raw score and percentile score for each measure for each administration is both tabular and graphic formats.  Educators can use the percentile scores to monitor and demonstrate one year’s progress. Building-level administrators can see results for their entire school for each administration window, allowing them to monitor progress of students and classes. |

### Table 1

Alternate Text

*Letter Naming Fluency Zones of Growth by Grade*

| **Initial Status Group** | **Zone of Group** | **Raw Gain** |
| --- | --- | --- |
| 1 (<20th) | Average  Above Average  Ambitious | 20  29  38 |
| 2 (20-<40th) | Average  Above Average  Ambitious | 24  32  40 |
| 3 (40-<60th) | Average  Above Average  Ambitious | 20  27  36 |
| 4 (60-<80th) | Average  Above Average  Ambitious | 13  19  28 |
| 5 (80th +) | Average  Above Average  Ambitious | 9  16  23 |

# Attachment 2 Full Text of California *Education Code* Sections 47607 and 47607.2

## Section 47607

(a)(1) A charter may be granted pursuant to Sections 47605, 47605.5, 47605.6, and 47606 for a period not to exceed five years.

(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2. Notwithstanding subdivisions (b) and (c) and Section 47607.2, a chartering authority may deny renewal pursuant to subdivision (e).

(3) A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.

(4) The findings of paragraphs (7) and (8) of subdivision (c) of Section 47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision. For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of Section 47605 shall be limited to consideration only of the impact of the proposed material revision.

(5) The chartering authority may inspect or observe any part of the charter school at any time.

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(B) Notwithstanding subparagraph (A), if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority shall not deny renewal for a charter school if either of the following apply for two of the three years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(C) Notwithstanding subparagraphs (A) and (B), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.

(D) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(E) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(F) A charter that satisfies the criteria in subparagraph (A) or (B) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

(3) For purposes of this section and Section 47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.

(4) For purposes of this section and Section 47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

(5) To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) or (B) of paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.

(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.

(7) Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school’s performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

(d) (1) At the conclusion of the year immediately preceding the final year of the charter school’s term, the charter school authorizer may request, and the department shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:

(A) The cumulative enrollment for each school year of the charter school’s term. For purposes of this chapter, cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year.

(B) For each school year of the charter school’s term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils who were enrolled in the charter school the prior school year.

(C) For each school year of the charter school’s term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the grade that is the highest grade served by the charter school, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils.

(2) When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6.

(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

(1) The corrective action proposed by the charter school has been unsuccessful.

(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(f) A charter may be revoked by the chartering authority if the chartering authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any law.

(g) Before revocation, the chartering authority shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the chartering authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(h) Before revoking a charter for failure to remedy a violation pursuant to subdivision (f), and after expiration of the school’s reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

(i) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board of education may reverse the revocation decision if the county board of education determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board of education does not issue a decision on the appeal within 90 days of receipt, or the county board of education upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (h) are supported by substantial evidence.

(j) (1) If a county board of education is the chartering authority and the county board of education revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence.

(k) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(l) During the pendency of an appeal filed under this section, a charter school whose revocation proceedings are based on paragraph (1) or (2) of subdivision (f) shall continue to qualify as a charter school for funding and for all other purposes of this part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(m) Immediately following the decision of a county board of education to reverse a decision of a school district to revoke a charter, all of the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter, shall be immediately reinstated or returned.

(n) A final decision of a revocation or appeal of a revocation pursuant to subdivision (f) shall be reported to the chartering authority, the county board of education, and the department.

(o) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

### Section 47607.2

(a) (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(2) Notwithstanding paragraph (1), if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority shall not renew a charter if either of the following apply for two of the three years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(3) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.

(4) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) or (2) only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority until June 30, 2025, for a charter school pursuant to this subdivision, operating on or before June 30, 2020, only for the charter school’s next two subsequent renewals.

(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

(b) (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until January 1, 2026, for a charter school pursuant to this paragraph.

(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance.

(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

(c)(1) For purposes of this section, “verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

(2) By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose.

(3) No data sources other than those adopted by the state board pursuant to paragraph (2) shall be used as verified data.

(4) Notwithstanding paragraph (3), a charter school under consideration for renewal before the state board’s adoption pursuant to paragraph (2) may present data consistent with this subdivision.

(5) Adoption of the criteria pursuant to this subdivision shall not be subject to the requirements of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(6) The state board may adopt and make necessary revisions to the criteria in accordance with the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

(7) Upon adoption of a pupil-level academic growth measure for English language arts and mathematics, the state board may reconsider criteria adopted pursuant to this subdivision.

(d) This section shall remain in effect only until January 1, 2026, and as of that date is repealed.

# Appendix A

## AB 1505 Verified Data Stakeholder List

| **First Name** | **Last Name** | **Organization** | **Role in Organization** |
| --- | --- | --- | --- |
| Kristin | Armatis1 | San Diego County Office of Education | Senior Director, Charter Schools |
| Susanne | Coie | Charter Schools Development Center (CSDC) | Development and Accountability Specialist |
| Jose | Cole-Gutierrez | Los Angeles Unified School District | Director, Charter Schools Division |
| Mary | Cox | CORE Butte Charter School | Executive Director |
| Michael | Garner | Green Dot Public Schools California | Director of Data & Analytics |
| Brian | Guerrero | California Teachers Association (CTA) | Vice President, Lennox Teachers Association |
| Elizabeth | Hessom | School for Integrated Academics and Technologies | Director of Education |
| Derick | Lennox | Association of California School Administrators | Legislative Advocate |
| Efrain | Mercado | CTA | Legislative Advocate |
| Sonali | Murarka | Oakland Unified School District | Director, Office of Charter Schools |
| Gina | Plate | California Charter School Association (CCSA) | Vice President, Special Education Regulatory Affairs |
| Eric | Premack | CSDC | Executive Director and Founder |
| Elizabeth | Robitaille | CCSA | Chief Schools Officer |
| Tim | Taylor2 | Small Schools District Association | Executive Director |
| David | Toston | El Dorado County Office of Education | Associate Superintendent (and  current chair of the Advisory  Commission on Special Education) |
| Darrel | Woo | California School Boards Association | Member, Board of Directors; Member, Charter Schools Task Force |

1-Delegated Melanie Baier, Charter School Coordinator (SDCOE), to replace at Meeting 1

2-Delegated David Patterson, President of California Charter Authorizing Professionals (CCAP), to replace at Meeting 2

1. California *Education Code*, Section 47607.2. (c) (2). [↑](#footnote-ref-2)
2. California *Education Code*, Section 47607.2. (c) (1). [↑](#footnote-ref-3)
3. A technical quality review was not conducted for the English Language Proficiency Assessments for California (ELPAC), since it has been reviewed extensively for high stakes use in California. [↑](#footnote-ref-4)
4. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\_id=201920200AB1505#:~:text=AB%201505%2C%20O'Donnell.,Charter%20schools%3A%20petitions%20and%20renewals.&text=Existing%20law%20prohibits%20the%20governing,one%20or%20more%20specific%20findings.](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1505%23:~:text=AB%201505%2C%20O'Donnell.,Charter%20schools%3A%20petitions%20and%20renewals.&text=Existing%20law%20prohibits%20the%20governing,one%20or%20more%20specific%20findings.)

   5 Per publicly available data from the California Department of Education, 1306 charter schools were operating in California as of the 2018-19 school year.

   6 If the average response rate (the number of schools indicating that assessment as a response to the question) was equal to or higher than the average response rate for indicators with existing requests, the team invited the new assessment publisher to submit technical information for review. [↑](#footnote-ref-5)
5. [↑](#footnote-ref-6)
6. 7 Page, L.C. (2017). An analysis of the relationship between school district poverty and FAFSA completion in June 2016 and June 2017. Washington DC: NCAN. <https://cdn.ymaws.com/www.ncan.org/resource/resmgr/publications/districtpoverty_fafsa2017.pdf> [↑](#footnote-ref-7)
7. 8 Nationally recognized, valid, rigorously reviewed, reliable, and externally produced. For the purpose of reviewing postsecondary indicators, WestEd used the criterion rigorously reviewed, appropriate to these data, rather than peer reviewed. [↑](#footnote-ref-8)