

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-may23item01

# **California State Board of Education** May 2023 Agenda Item #02

## Subject

Adoption of the Updated List of Valid and Reliable Assessments 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) changed 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 modified 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 (middle performing charters). (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 required authorizers to consider “verified data” for renewals of charter schools that fall within the low-performing and middle-performing categories.

California *Education Code (EC)* Section 47607.2 requires charter school authorizers to consider “verified data” for renewals of certain charter schools. Pursuant to *EC* Section 47607.2, “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.” Pursuant to *EC* Section 47607.2(c)(2), the SBE, at its November 2020 meeting, adopted 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 original list of verified data providers was developed under a one-time contract that the CDE entered into with WestEd in 2020. Since that time, there has been a request from a handful of assessment providers to update and make administrative changes to the verified data list. Accordingly, a one-time funding appropriation of $400,000 was provided in the 2022–23 state budget for the CDE to contract with an outside vendor to expand the list of valid and reliable assessment data to be used in the charter school renewal process, in accordance with the requirements of *EC* sections 47607 and 47607.2. The CDE again contracted with WestEd to engage educational partners and assessment vendors; deliver an overview of the process for assessment vendors to participate in the review process; provide updates/progress publicly (such as through information memoranda and agenda items to the SBE); and develop an expanded list of valid and reliable assessments for the SBE to adopt at a regular meeting.

This item presents the process that WestEd followed to engage education partners and assessment vendors to identify these assessments, reviews the data use criteria, data use procedures, and provides the updated list of assessment vendors in Attachment 1. Additionally, a list of the education partners who participated in the process is included in Appendix A.

## Recommendation

The CDE recommends that the SBE approve the recommendations contained in Attachment 1 to: (1) update the criteria to define verified data, (2) update the data use procedures related to verified data, and (3) update the academic progress 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: Assembly Bill (AB) 1505 and AB 1507, which provided an overview of the recently passed legislation (<https://www.cde.ca.gov/be/pn/im/documents/oct19memocsd01.docx>).

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/documents/sep20amard01.docx>).

In November 2020, the SBE approved the criteria to define verified data, and the list of valid and reliable assessments and measures of postsecondary outcomes (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item14.docx> and <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item14addendum.docx>).

In April 2023, 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 additional indicators that may be used as “verified data” required by AB 1505. (<https://www.cde.ca.gov/be/pn/im/documents/apr23memoamard01.docx>)

## Fiscal Analysis (as appropriate)

The 2022–23 state budget provides $400,000 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 (36 pages)
* Attachment 2: Full Text of California *Education Code* sections 47607 and 47607.2 (9 pages)
* Appendix A: 2023 Verified Data Education Partners List (2 pages)
* Appendix B: New and Existing Test Publisher Letters (5 pages)

# Attachment 1

## Charter Verified Data Technical and Policy Support: Recommendations

This attachment was prepared by WestEd on behalf of the California Department of Education (CDE) for the State Board of Education (SBE) in connection with the May 2023 SBE meeting.

### Executive Summary

California *Education Code (EC)* Section 47607.2 requires charter school authorizers to consider “verified data” for renewals of charter schools that meet the criteria defined in EC Section 47607.2 (a) or (b). Pursuant to *EC* Section 47607.2, “verified data” is defined as assessment data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. By January 1, 2021, the SBE was required to “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) In 2020, WestEd conducted a review of assessments that could serve as verified data and recommended a list of 14 assessments, which are publicly available on the Verified Data and Adopted Indicators webpage at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>). At its November 2020 meeting, the SBE adopted an approved list of valid and reliable assessments that included the 14 assessments recommended. The full text of *EC* Section 47607.2 is provided in Attachment 2.

The 2022–23 state budget included one-time funding which directed the CDE to contract with an external vendor to expand the list of valid and reliable assessments to be used in the charter school renewal process, in accordance with *EC* sections 47607 and 47607.2. The CDE leveraged the work from WestEd to again contact for a review of additional assessments for the SBE’s consideration. The WestEd work in 2023 proposes to update the list in a manner consistent with the 2020 process originally developed by WestEd. These components included engaging educational partners (including advocates, districts, and counties) and assessment vendors, delivering an overview of the process for assessment vendors to participate in the review process, providing updates of progress publicly (through an SBE Information Memorandum), and developing an expanded list of valid and reliable assessments for the SBE to adopt at a regular meeting. Elements of the charter renewal process unrelated to determining assessments that might serve as verified data are outside of the scope of this work.

To determine the academic progress indicators, i.e., assessments, that are in use in California’s charter schools, WestEd staff conducted an assessment landscape survey which was sent to charter schools in California. The assessments identified by the survey determined WestEd’s outreach to test publishers, as WestEd invited the publishers to submit information for review. Multiple reviewers at WestEd then reviewed the assessments independently, using a technical quality rubric. To support these processes, WestEd convened a group of education partners identified by staff of the CDE for meetings in January and March of 2023.

The results of this work are summarized in this report. The report presents a description of the work to 1) engage educational partners, 2) publicize the process and collect assessment submissions, and 3) evaluate assessments for possible inclusion in the expanded list. For each of these three sections, the study’s process and recommendations are elaborated.

### Background

*EC* sections 47607 and 47607.2 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 subject to *EC* sections 47607.2(a) and 47607.2(b).

CDE’s contract with WestEd was executed in December 2022 and is designed to expand the list of valid and reliable assessments to be used in the charter school renewal process, in accordance with the requirements of *EC* sections 47607 and 47607.2. Through this contract, WestEd is to engage educational partners and assessment vendors; deliver an overview of the process for assessment vendors to participate in the review process; provide updates/progress publicly (through an SBE Information Memorandum and agenda item); and develop an expanded list of valid and reliable assessments for the SBE to adopt at a regular meeting. Table 1 summarizes the key milestones in this project, dating back to 2020.

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

| **Date** | **Milestone** |
| --- | --- |
| June 29, 2020 | *EC* sections 47607 and 47607.2 went into effect. |
| October 2020 | WestEd delivered recommendations of 14 valid and reliable assessments to CDE. |
| November 5-6, 2020 | List of valid and reliable assessments adopted at the SBE meeting (14 total). |
| January 1, 2021 | Deadline for SBE to establish criteria to define verified data. |
| June 30, 2022 | 2022–23 budget is signed, appropriating one-time funding for a contractor to convene education partners, engage assessment vendors, and recommend any updates to expand the list of valid and reliable assessment. |
| December 2022 | WestEd and CDE kickoff 2022–23 work. |
| January 4, 2023 | CDE identifies educational partners for the charter verified data project. |
| January 16 - February 10, 2023 | WestEd collects data via the 2023 Assessment Landscape Survey. |
| January 23, 2023 | WestEd holds January Educational Partners meeting via Zoom. |
| January 31, 2023 | WestEd invites test publishers to submit evidence for assessment review (“Email #1”). |
| February 7, 2023 | WestEd reminds test publishers to submit evidence for assessment review (“Email #2”). |
| February 14, 2023 | WestEd reminds test publishers to submit evidence for assessment review (“Email #3”). |
| February 7 - February 14, 2023 | WestEd makes individual phone calls to publishers who have not responded to email outreach. |
| February - March 2023 | WestEd analyzes evidence of assessments’ technical quality and obtains any necessary clarifications. |
| March 16, 2023 | WestEd holds March Educational Partners meeting via Zoom. |
| March - April 2023 | WestEd drafts Information Memorandum to SBE. |
| April 14, 2023 | Information Memorandum to SBE posted. |
| April 2023 | WestEd drafts verified data item for SBE. |
| May 18-19, 2023 | Verified data item to be presented at SBE meeting. |
| May - June 2023 | WestEd to assist CDE with the implementation of the approved list of valid and reliable assessments. |
| May - June 2023 | WestEd to complete any technical revisions to the report (if applicable). |

### 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 developing and ultimately making the recommendations in both this report and the report from 2020, 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 in 2020 and in 2023, WestEd addressed a straightforward question: Is this assessment or post-secondary 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 assessment or post-secondary data source is appropriate to use for verified data.

Because the assessments that were adopted by the SBE in November 2020 (“the 2020 list”) were not subject to a new review process, they remain on the verified data list. However, WestEd contacted all publishers with an assessment on the 2020 list to request information if the assessment has substantially changed since the 2020 review. This communication also invited publishers to inform WestEd of any administrative changes, such as a change in the assessment’s name. For new assessments that were not already on the 2020 list, the request for information and review process mirrored the same process that was done in 2020. Appendix B comprises the letters that WestEd sent to “new” and “existing” publishers.

In this report, assessments are listed alphabetically. In reviewing both new assessments and any administrative changes to those assessments already on the list, WestEd made no attempt to rank different assessment measures, nor was it appropriate to do so. Recommending a particular assessment data source for verified data does not imply that the measure is valid and appropriate for other uses; likewise, not recommending a particular assessment data source does not imply that it is without merit or inappropriate for other uses.

### Engagement with Educational Partners

Part of WestEd’s work, in both 2020 and 2023, was to engage educational partners to gather input and feedback. The group of educational partners was identified by the CDE staff during the 2020 work and was updated in 2023. The list of 2023 educational partners appears in Appendix A. During the first Educational Partners meeting on January 23, 2023, WestEd shared the 2020 verified data work results and the 2023 scope of work. The first meeting informed key educational partners of the project’s progress to date, gathered information about what questions remain in the field related to verified data, and asked educational partners to publicize the assessment landscape survey to California charter schools, detailed later in this report. At the second Educational Partners meeting on March 16, 2023, WestEd shared results from the assessment landscape survey, updated partners on outreach and submissions received from test publishers, and discussed and received feedback on the criteria to define verified data and the data use procedures.

#### Outstanding Questions from Educational Partners

WestEd’s 2023 scope of work focused on the technical review of assessments for consideration as verified data. However, the January 2023 Educational Partners meeting included a discussion of the Criteria to Define Verified Data and the Data Use Procedures Related to Verified Data adopted by the SBE in November 2020. Several educational partners requested additional discussion on these topics at the next meeting. In response to this request, WestEd adjusted the agenda for the March 2023 meeting and collected feedback and outstanding questions from educational partners related to these topics. Educational partners requested additional guidance relating to the interpretation of the 95 percent participation rate requirement, how to measure or define year-over-year growth, including for student subgroups and requested reports and updated guidance from test publishers.

Based on this feedback, WestEd reviewed the criteria to define verified data and data use procedures and noted that some components may need updates to reflect changes since the November 2020 adoption, largely due to the COVID-19 pandemic.

### Recommended Updates

It is recommended that the SBE update the Criteria to Define Verified Data and Data Use Procedures as specified in Tables 2 and 3.

#### Criteria to Define Verified Data

During the 2020 work, educational partners were asked about what would be needed to interpret one year’s progress. In addition, the partners provided examples of safeguards necessary to ensure the accuracy of data sources. At both meetings, educational partners described the supports that charter schools and authorizers would need to successfully introduce verified data into the renewal process. These became the basis for criteria to define verified data and data use procedures. In the 2023 work, several educational partners requested additional discussion of the participation criterion and data use procedures.

Table 2 provides the Criteria to Define Verified Data as adopted by the SBE in November 2020 alongside the updated version being presented to the SBE for adoption at the May 2023 meeting.

**Table 2. Criteria to Define Verified Data**

| **Original (Adopted November 2020)** | **Updated (Proposed May 2023)** |
| --- | --- |
| 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 State Board of Education (SBE) for the purpose of verified data under California Education Code Section 47607.2 | 1. **Data eligibility:** No changes |
| 1. **Participation:** To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of 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, at least 95 percent of 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. | 1. **Participation:** To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of 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, at least 95 percent of 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.   **Note:** Consistent with the U.S. Department of Education’s flexibility for state accountability purposes in 2019–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. |
| 1. **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. | 1. **Disaggregation:** No changes |
| 1. **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 [Dashboard]). | 1. **Student Groups:** No changes |
| 1. **Methodology:** Academic progress and postsecondary outcomes data are to be shown using a methodology consistent with the recommendations adopted by the SBE within November 2020 SBE Agenda Item 14 (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item14.docx>. | 1. **Methodology:** No changes |

#### Data Use Procedures

In November 2020, the SBE also adopted the Data Use Procedures Related to Verified Data, which describe the implementation process needed to reflect appropriate data use. Table 3 provides the Data Use Procedures as adopted by the SBE in November 2020 alongside the updated version being presented to the SBE for adoption at the May 2023 meeting.

**Table 3. Data Use Procedures Related to Verified Data**

| **Original (Adopted November 2020)** | **Updated (Proposed May 2023)** |
| --- | --- |
| 1. **Flexibility:** Neither the charter school nor chartering authority is required to use any particular verified data source. | 1. **Flexibility:** No changes |
| 1. **Multiple measures:** The charter school may present and chartering authority may consider multiple verified data sources. | 1. **Multiple measures:** No changes |
| 1. **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. | 1. **Transparency:** No changes |
| 1. **Security:** In particular, the charter school shall affirm that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures, 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. | 1. **Security:** In particular, the charter school shall affirm that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures (including any special administration guidance related to the COVID-19 pandemic, if applicable for school years 2019–20 and 2020–21) 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. |
| 1. **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. | 1. **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.   **Note:** For specific guidance on one year’s growth, refer to published information or seek out additional information from the test publisher. |
| 1. **Differences from California Assessment of Student Performance and Progress (CAASPP):** The charter school shall present data for the student groups whose CAASPP performance placed the school in the middle or low performance category. | 1. **Differences from California Assessment of Student Performance and Progress (CAASPP):** No changes |
| 1. **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. | 1. **Comparability:** No changes |
| 1. **CAASPP for English language arts/literacy and mathematics:** Specified CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results | 1. **CAASPP for English language arts/literacy and mathematics:** No changes |
| 1. **Pandemic/natural disaster considerations:** The charter school may present evidence of learning disruptions due to the COVID-19 pandemic and/or natural disasters for petitions considered in the 2020–21 school year. | 1. **Pandemic/Natural Disaster Considerations:** The charter school may present evidence of learning disruptions due to the COVID-19 pandemic and/or natural disasters, which resulted in school closures. |

### Assessment Identification, Technical Information Collection, and Technical Review Process

From January to March 2023, WestEd staff engaged in a comprehensive three-step process: 1) assessment identification, 2) technical information collection, and 3) technical review. For the first step, WestEd employed an assessment landscape survey for California charter schools to identify assessments in use that could be potential verified data sources. Once WestEd received survey responses that identified assessments, WestEd initiated the second step by requesting technical information from assessment publishers such as evidence of reliability, validity, appropriateness for student groups such as English learners and students with disabilities, ability to measure “one year’s progress,” and other technical specifications. Finally, WestEd conducted technical reviews of the assessment information submitted by publishers.

#### Step 1: Assessment Identification

In 2020, WestEd staff drafted a data landscape survey to understand what assessment information and postsecondary outcomes data charter schools were using to measure student, group, and school academic progress. For the 2023 work, WestEd started by reviewing the data landscape survey and adjusting the survey questions to focus more on assessments, as the postsecondary review process was not part of the new work.

#### 2023 Assessment Landscape Survey

As part of this project, WestEd created a charter school assessment landscape survey that was modeled after the data landscape survey created by WestEd in 2020. The primary purpose of the assessment landscape survey was to gather a broad understanding of what assessments California charter schools currently use for monitoring the academic progress of their students to inform WestEd’s outreach to test publishers. Respondents were also able to provide feedback on charter verified data. The CDE and WestEd partnered to send the landscape survey to all schools on the department’s comprehensive list of California charter schools. WestEd also asked attendees of the January 2023 Education Partners meeting to disseminate information regarding the assessment landscape survey. The survey was open for charter schools to complete between January 16 and February 10, 2023. During this survey window, 388 responses were collected, which was an increase from the 325 survey responses collected in the 2020 survey.

#### Step 2: Technical Information Collection

##### Test Publisher Communication

Based on responses from charter schools in the assessment landscape survey, WestEd’s project team generated a list of the assessment products in use in California. The team built the list by analyzing survey responses from charter schools to determine what assessments were mentioned by at least one charter school in the state. After removing a few mentions that were referencing curriculum programs rather than assessments, the project team contacted every publisher that had an assessment mentioned at least once by a charter school on the assessment landscape survey. In late January 2023, WestEd invited 46 test publishers to submit evidence of technical quality.

Based on survey results and after consultation with internal and external experts regarding what qualified as an assessment in open-response questions, WestEd contacted test publishers regarding the following list of 46 assessments:

1. Achieve 3000 by McGraw Hill
2. Achievement Network Interim Assessments by Achievement Network
3. ACT by ACT, Inc.
4. Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment by Let’s Go Learn
5. aimswebPlus by Pearson Assessments
6. Assessing Reading: Multiple Measures by CORE Learning
7. Comprehensive Adult Student Assessment System by CASAS
8. Developmental Reading Assessment, Third Edition (DRA3) by Pearson Assessments
9. Diagnostics Online Reading Assessments (DOMA) by Let’s Go Learn
10. DreamBox Math by DreamBox Learning
11. DreamBox Reading Plus by DreamBox Learning
12. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) by the University of Oregon
13. easyCBM by Riverside Insights
14. Edulastic Common Formative Assessment (CFA) by Edulastic
15. Exact Path by Edmentum
16. FastBridge by Illuminate
17. F&P Benchmark Assessment System by Fountas & Pinnell Literacy
18. Georgia Numeracy Project by Georgia Department of Education Mathematics Program
19. IB Assessments by International Baccalaureate
20. Imagine Math by Imagine Learning
21. i-Ready Assessments K-8 by Curriculum Associates
22. i-Ready Assessments 9-12 by Curriculum Associates
23. IXL Real-Time Diagnostic by IXL
24. Istation’s Indicators of Progress (ISIP) by Istation
25. Math 180 by Houghton Mifflin Harcourt
26. Math ANEX by Math ANEX, Inc.
27. Math Growth Measure by Houghton Mifflin Harcourt
28. MathScore by MathScore
29. Mathematics Diagnostic Testing Project (MDTP) by CSU/UCSD
30. Math Assessment Collaborative (MAC)/Mathematics Assessment Resources Services (MARS) by Silicon Valley Mathematics (SVMI)
31. mCLASS by Amplify
32. MAP Growth by NWEA
33. Moby Max Assessments by Moby Max
34. MyAccess! By MyAccess!
35. MyPath K-5 by Imagine Learning
36. PreACT and PreACT 8/9 by ACT, Inc.
37. Qualitative Reading Inventory (QRI) by Statistic Solutions
38. RAPID by Lexia Learning
39. Read 180 by Houghton Mifflin Harcourt
40. Reading A-Z by Learning A-Z
41. Reading Growth Measure by Houghton Mifflin Harcourt
42. SAT Suite by College Board
43. Star Assessments by Renaissance
44. Study Island by Edmentum
45. Test of English Language Learning (TELL) by Pearson Assessments
46. Wide Range Achievement Test, Fifth Edition (WRAT5) by Pearson Assessments

Publishers that have an assessment already on the adopted academic progress indicators (referred to as “existing” publishers) list were invited to submit evidence of technical quality if their assessment had substantially changed since the 2020 review. Publishers that do not have their assessment currently on the adopted academic progress indicators list (referred to as “new” publishers) were invited to submit evidence of technical quality (see Appendix B for copies of both letters). These letters were modeled after communication that was originally sent in 2020 for the review. Technical information solicitations were due for review to WestEd by February 17, 2023; however, extensions were granted to publishers that had slower times for processing and forwarding the information within their teams.

Each publisher received three emails and an individual phone call if no response was received between January 31 and February 14, 2023, asking if they were interested in submitting technical information for review. In total, WestEd received submissions of evidence from publishers regarding 23 assessments. Of these submissions, 18 were new assessments not on the verified data list from 2020, and 5 were requests for administrative changes (such as updating the assessment’s name) to existing assessments currently on the verified data list. Six publishers with an assessment currently on the verified data list replied to inform WestEd that there have been no substantial changes to their assessment. The following assessments were submitted for review:

1. Achieve 3000 by McGraw Hill
2. Achievement Network Interim Assessments by Achievement Network
3. ACT, by Act, Inc.
4. aimswebPlus by Pearson Assessments
5. Developmental Reading Assessment, Third Edition (DRA3) by Pearson Assessments
6. Exact Path by Edmentum
7. F&P Benchmark Assessment System by Fountas & Pinnell Literacy
8. Georgia Numeracy Project by Georgia Department of Education Mathematics Program
9. i-Ready Assessments K-8 by Curriculum Associates\*
10. i-Ready Assessments 9-12 by Curriculum Associates
11. Istation’s Indicators of Progress (ISIP) by Istation
12. IXL Real-Time Diagnostic by IXL
13. Math ANEX by Math ANEX, Inc.
14. Math Assessment Collaborative (MAC)/Mathematics Assessment Resources Services (MARS) by Silicon Valley Mathematics (SVMI)
15. Mathematics Diagnostic Testing Project (MDTP) by CSU/UCSD
16. Math Growth Measure by Houghton Mifflin Harcourt\*
17. MAP Growth by NWEA\*
18. Moby Max Assessments by Moby Max
19. PreACT and PreACT 8/9, by ACT, Inc.
20. Reading Growth Measure by Houghton Mifflin Harcourt\*
21. SAT Suite by College Board\*
22. Test of English Language Learning (TELL) by Pearson Assessments
23. Wide Range Achievement Test, Fifth Edition (WRAT5) by Pearson Assessments

\*Assessment is currently on the verified data list; review is of an administrative change

#### Step 3: Technical Review: Evaluation of Assessments for Expanded List

From late February to late March 2023, the WestEd team completed a review and rating process of the technical material submitted for each of the 18 new assessments. Three WestEd team members completed independent reviews. A fourth team member served as resolution reviewer; resolution reviews were not independent (see below). For each assessment, two reviewers were assigned to rate its technical evidence using a rubric developed by WestEd experts and adapted for this purpose. The rubric, originally adapted for the 2020 work, 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 the two independent reviews were complete, reviewers were asked to discuss and reconcile disparities if possible. If not possible, a resolution review was conducted to issue the final rating for irreconciled rubric items. For seven of the 18 assessments, all rubric items were reconciled by the two reviewers; for 11 of the 18 assessments, at least one rubric item was irreconciled, and a resolution review was conducted.

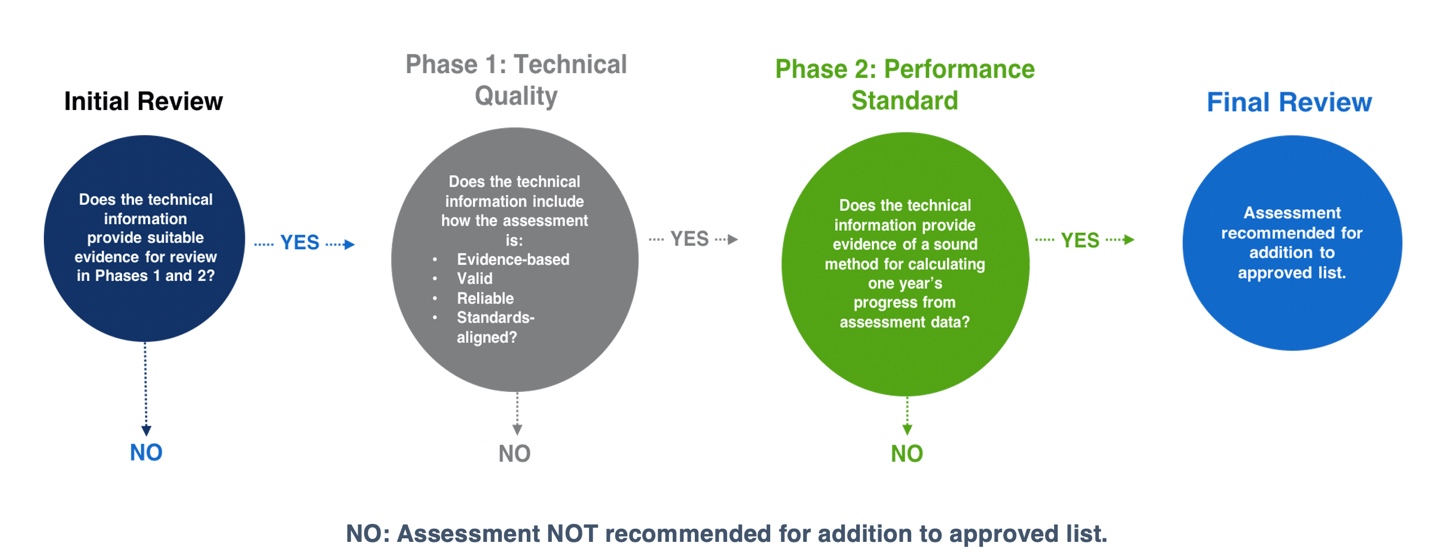
#### Administrative Changes Technical Review

Of the 23 assessments submitted for review, 5 were from publishers regarding an assessment currently on the verified data list. These three assessments did not go through the full review process; instead, the administrative changes noted by the publishers were reviewed. These administrative changes were submitted by Curriculum Associates regarding i-Ready K-8, NWEA regarding Measures of Academic Progress, College Board regarding SAT Suite, and Houghton Mifflin Harcourt regarding Math Inventory and Reading Inventory. WestEd recommends the SBE adopt all these administrative changes.

#### Technical Review Results

The WestEd team conducted a two-phase evaluation of the technical quality and applicability of each assessment/academic progress 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 the applicability to the purpose of verified data were evaluated.

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



**Figure 2 Descriptive Text**

##### 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 the approved list.

#### WestEd’s Initial Review

Of the 18 new assessments reviewed, 10 did not initially submit sufficient information to provide suitable evidence for review in Phases 1 and 2. WestEd requested additional information regarding these 10 assessments and received additional information to consider from 9 publishers. One assessment, Wide Range Achievement Test, Fifth Edition (WRAT5) by Pearson Assessments, was identified by reviewers as not aligned with intended purposes of this review, as it was an intended for the identification of learning difficulties in populations from the ages of 5 to 85.

#### WestEd’s Phase 1: Technical Quality

The WestEd team evaluated the overall number of technical quality requirements met for the 17 assessments that met the requirements of the initial review, and then conducted a sensitivity analysis that considered the large weight within the rubric given to one particular dimension (Spanish-translated assessment versions). Eleven of the assessments met the team’s requirements on one or both of these analyses and 6 assessments did not. The 6 assessments that did not meet the technical quality requirements included Achievement Network Interim Assessments by Achievement Network, Georgia Numeracy Project by Georgia Department of Education Mathematics Program, Math ANEX by Math ANEX Inc., Math Assessment Collaborative (MAC)/Mathematics Assessment Resources Services (MARS) by Silicon Valley Mathematics (SVMI), Mathematics Diagnostic Testing Project (MDTP) by CSU/UCSD, and Moby Max Assessments by Moby Max.

#### WestEd’s Phase 2: Performance Standard

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. Ten of the 11 assessments met this standard. One indicator, the Fountas & Pinnell assessment,  
did not meet the performance standard for an indicator to be used to evaluate group or school progress against a benchmark representing one year’s progress in an academic year. However, reviewers observed that the Fountas & Pinnell assessment could be used effectively in combination with another assessment on the verified data list.

Reviewers noted that many of the assessments that are not included in WestEd’s recommendations for additional academic progress indicators were still strong assessments that can provide useful information to charter schools across the state. WestEd’s work was focused on addressing a straightforward question: is this assessment data source appropriate to use for verified data? Not recommending a source for verified data does not imply that it is without merit or inappropriate for other uses.

### Recommendations for 2023 Additional Academic Progress Indicators

As a result of the full identification, technical review, and information collection process, the WestEd team recommends 10 new academic progress indicators for inclusion within the approved verified data list (listed alphabetically by publisher):

1. Achieve 3000 by McGraw Hill, Grades 2-12
2. ACT by ACT, Inc, Grades 11-12
3. aimswebPlus by Pearson Assessments, PreK-12
4. Developmental Reading Assessment, Third Edition (DRA3) by Pearson Assessments, Grade K-8
5. Exact Path by Edmentum, Grades K-12
6. i-Ready Assessments 9-12 by Curriculum Associates, Grades 9-12
7. Istation’s Indicators of Progress (ISIP) by Istation, Grades K-8
8. IXL Real-Time Diagnostic: Math and ELA by IXL, Grades K-12
9. PreACT and PreACT 8/9 by ACT, Inc., Grades 8-10
10. Test of English Language Learning (TELL) by Pearson Assessments, Grades K-12

### Recommended Administrative Changes

In addition to the additional academic progress indicators listed above, the WestEd team recommends the inclusion of grade levels and slight adjustments to some names of assessments that are currently on the verified data list of adopted academic progress indicators. WestEd recommends these changes in order to provide more clarity to the field.

1. Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn, Grades K-9
2. California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3-8 and Grade 11
3. Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn, Grades K-12
4. easyCBM by Riverside Insights, Grades K-8
5. English Language Proficiency Assessments for California (ELPAC) by Educational Testing Service, Grades K-12
6. FastBridge by Illuminate, Reading Grades K-12, Math Grades K-8
7. i-Ready K-8 by Curriculum Associates, Grades K-8
8. Math Growth Measure by Houghton Mifflin Harcourt, Grades K-12
9. mCLASS by Amplify, Grades K-6
10. MAP Growth by NWEA, Grades K-12
11. RAPID by Lexia Learning, Grades K-12
12. Reading Growth Measure by Houghton Mifflin Harcourt, Grades K-12
13. SAT Suite by College Board, Grades 8-12
14. Star Assessments by Renaissance, Grades K-12

### Publisher Guidance for Schools and Authorizers

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

This section contains the responses from publishers of all indicators recommended for approval, both in 2020 and 2023, on how data from their indicators should be used to understand one year’s progress. This guidance represents the most recent information provided by publishers as of April 2023; however, schools and authorizers are encouraged to check with publishers for updates and changes. 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 at 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 4 provides a summary, for those assessments recommended to be added to the verified data list, of the publisher guidance regarding benchmarks for one year of progress for aggregated data. This table also includes the name of the progress measure or report, specific to each instrument.

#### Table 4. Guidance from Publishers of Academic Progress Indicators on Evaluating One Year’s Progress

| Assessment Name | 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? |
| --- | --- | --- | --- |
| Achieve 3000 by McGraw Hill | Each student receives an end-of-year predicted Lexile measure that is based on their beginning-of-year Lexile measure from the LevelSet assessment. These forecasts can be interpreted as typical one-year progress. | There are four components to Leadership Edition's "At a Glance" dashboard: a set of on-demand filters, a ribbon of key metrics, a comparison chart and a trend chart. Using these components, you can measure your district's or school's current status relative to the previous status; filter your data by the levels of your organization and by date range; disaggregate by school, grade level, teacher or class; or disaggregate any metric by time - by day, week or month. | For district and school administrators, Leadership Edition provides timely information at-a-glance that allows each group to monitor the health of their Achieve3000 Literacy solution implementation, use that information to intervene as necessary, and quickly assess and communicate program effectiveness. |
| ACT by ACT Inc. | Assessment scores are aligned to a common scale and/or Student Growth Percentiles available | For each school, grade level, and subject calculate the mean gain score (arithmetic differences in scores from time 1 and time 2). | Student Growth Percentile lookup tables provided on ACT Growth Modeling Resources website |
| aimswebPlus by Pearson Assessments | The group Tier Transition report provides a comparative snapshot that tracks student progress and movement across fall, winter, and spring periods based on 3 tiers. Tiers (risk level) are generated based on the spring targets set in the account. | Reports at the district level that intended to compare aggregated school performance against a benchmark are available. | The Benchmark Distribution report provides comparisons to percentile bands based on benchmark comparisons to national, district, or school norms. |
| Developmental Reading Assessment, Third Edition (DRA3) by Pearson Assessments | DRA3 Benchmark Assessment includes measures | Educators administer the Benchmark Assessment, Word Analysis, and Progress Monitoring components and use reports to view progress for a school | School/District Data Across Seasons (and Across Years) Report available to demonstrate a school achieved measurable increases in academic achievement |
| Exact Path by Edmentum | Lexile and Quantile measures provided upon completion of the Diagnostic Assessment. | Grade Level Proficiency classifications provided in score reports used to understand progress throughout the year | Delivers standard scale scores used to determine progress and growth measures; Norm Reference Scores/Percentiles relative provided by publisher. |
| i-Ready 9-12 by Curriculum Associates | i-Ready’s Typical Growth measure | Aggregated growth reports show the Typical Growth measure across a group | Curriculum Associates supports organizational, district, and educator accountability determinations across the country. Based on this extensive work a system of customized exports has been developed that specifically address the accountability requirements, calculations, and populations associated with the applicable accountability policy. To assist California’s charter schools with accountability decisions, Curriculum Associates will provide a similar report to charter organizations or schools upon request. |
| Istation’s Indicators of Progress (ISIP) by Istation | The reporting system includes longitudinal data to track student progress throughout the school year as well as access to prior years’ data for each student | The Executive Summary report provides aggregate and disaggregate data of the current monthly ISIP assessment as well as tracks student tier placement for each grade throughout the school year. This report allows administrators to filter data to show results for all students or for specific demographics. | Istation’s administrator-level reports provide growth information for whole districts, campuses, and individual classrooms |
| IXL Real-Time Diagnostic by IXL | Diagnostic Overview and Real-Time Diagnostic helps teachers quickly understand students’ working level and measure achievement. | Real-Time Diagnostic provides student’s working grade proficiency, diagnostic score can be used to measure increases in academic achievement over a school year. | A 100-point increase in score represents a year of growth; Diagnostic Levels report shows if students are on, above, or below grade level across the district. |
| PreACT and PreACT 8/9 by ACT Inc. | Assessment scores are aligned to a common scale and/or Student Growth Percentiles available | For each school, grade level, and subject calculate the mean gain score (arithmetic differences in scores form time 1 and time 2). | Student Growth Percentile lookup tables provided on ACT Growth Modeling Resources website |
| Test of English Language Learning (TELL) by Pearson Assessments | Stakeholders can choose to see a list of all students and scores; scores for an individual student; or scores aggregated based on criteria such as proficiency level, gender, first language, or number of years receiving language services. | Stakeholders can choose to see a list of all students and scores; scores for an individual student; or scores aggregated based on criteria such as proficiency level, gender, first language, or number of years receiving language services | Reports that can be used to demonstrate progress are available at the district, school, teacher, and student levels. |

### Other Considerations / Unresolved Issues

#### COVID-19 Impact on Verified Data

While many project activities mirrored WestEd’s work in 2020, the COVID-19 pandemic necessitated additional steps for the WestEd team. First, our outreach to publishers included new language requesting information about changes to administration procedures brought on by the pandemic as well as evidence of different norms or score interpretation in light of the COVID-19 pandemic, if they were applicable. Second, the WestEd team has identified possible updates to the criteria and data use procedures, and several of those updates reflect considerations brought on by the pandemic (see “Possible updates to criteria to define verified data and data use procedures related to verified data” above).

During both educational partner meetings, as well as in internal meetings of the WestEd team, there were discussions about how the pandemic changed assessment practice, notably through the suspension of the requirement of state testing during the 2019–20 academic year. The assessments currently on the verified data list as well as the new assessments submitted for verified data technical review generally can be administered remotely, but, as multiple partners observed, interpretations of the assessment results must be made with caution. Measuring “one year’s progress” differs from publisher to publisher and may have changed slightly due to pandemic considerations. In addition, meeting the 95 percent participation rate requirement in the data use guidance published by the CDE may have been difficult, as it was for schools across the state in California.

### Repurposing Elements of Verified Data

During the identification and information collection process for verified academic progress indicators in 2020, the WestEd team engaged in discussions with experts, assessment developers, and educational partners 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. 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. In late March 2023, the CORE Districts Data Collaborative sent a request to WestEd and CDE for inclusion of CORE SGP on the verified data list; the request was reviewed, but no information regarding an assessment was submitted for a technical review. *EC* Section 47607.2 does not preclude charter authorizers from considering alternative methods of presenting verified data related to academic achievement in making charter schools renewal decisions.

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

Table 5 below represents the most recent information provided by publishers as of April 2023 on understanding student-level achievement of progress across one year; however, schools and authorizers are encouraged to check with publishers for updates and changes. Table 5 includes both assessments currently on the verified data list and those recommended to be added. Current assessments are included to reflect information that the test publisher NWEA sent to the SBE in October 2022 regarding guidance on understanding student-level achievement of progress across one year.

#### Table 5. Publisher Guidance on Understanding Student-level Achievement of Progress Across One Year

| **Assessment** | **Publisher guidance** |
| --- | --- |
| Achieve 3000 by McGraw Hill | Three key reports in Achieve3000 Literacy are helpful for examining forecasted expected Lexile growth and for tracking student progress towards proficiency targets: the How has Lexile reading measure performance changed over time? report; the How likely are my students to be on track for College and Career when the high-stakes test is administered? report; and the How are my students likely to perform on the state test? Report. |
| ACT, PreACT and PreACT 8/9 by Act Inc. | ACT’s proposed assessments can be used to demonstrate measurable increases in academic achievement. PreACT 8/9, PreACT, and ACT assessment scores are aligned to a common scale, making it easy to directly examine progress as students progress from 8th to 12th grade. Student Growth Percentiles (SGPs) are another way to measure growth in achievement. As described in the PreACT Technical Manual, SGPs represent the percentile rank of the current-year test score relative to students with the same prior-year test score. Therefore, an SGP value of 50 represents the typical increase in academic achievement from one year to the next. SGPs provide a normative measure of growth, describing growth relative to other students who exhibited similar achievement the prior year. The SGPs are estimated using quantile regression methods by the SGP package. We recommend using mean SGPs as the primary measure of school-level growth in ELA and mathematics. While the median SGP is also a common measure of school-level growth, research suggests that the mean SGP has advantages over the median SGP in terms of efficiency, alignment with expected values, and robustness to scale transformations. |
| 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. |
| aimswebPlus by Pearson Assessments | The Individual Benchmark report shows performance relative to norms (national or local) and seasons or years. It displays the student’s rate of improvement (ROI) and Student Growth Percentiles (SGP.) The lines in the graph allow comparison of the student growth summary to the national average growth. This report is useful to view student’s progress toward closing a gap between their current performance and the national or local norm. |
| 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. |
| DRA3 by Pearson Assessments | Educators can use the School/District Data Across Seasons (and Across Years) Report to demonstrate that a student achieved measurable increases in academic achievement. These reports are listed below:  -Class Roster Report – Allows teachers to quickly check status and performance on Benchmark assessments by class and see recommendations for Progress Monitoring and Word Analysis assessments.  -Student Action Plan – Combines data form a single benchmark instance to help the teacher, capture notes/observations and make decision on what to do next.  -Student Assessment History – Printable comprehensive record of a student’s assessment history for ALL completed assessments.  -Assessment Instance Results – Shows detailed scoring data and notes for a single benchmark assessment instance.  -Parent Report – Presents a summary of student assessment performance and information in a parent-friendly format; will contain easy to read graphics and narrative descriptions of the student performance  -Student Performance Over Time – Graphical depiction of a student’s progress through the DRA levels across years.  -Class Skill Summary – Presents student performance by class on individual ORF, Comp, and RE skills by level.  -School/District Benchmark Scoring Report – Illustrates student benchmark performance and results by teacher within grades within building.  -School/District Data Across Seasons (and Across Years) – Illustrates percent of students who met expectations by season and shows reading level assessed for each grade in a graphic format. |
| 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. |
| Exact Path by Edmentum | The Exact Path Diagnostic Assessments provide multiple scores that will help schools understand student progress throughout the year. Specifically, Exact Path delivers standard (scale) scores that can be used to determine progress and growth measures so that educators can see where students start (or the scale score1 on their first test) and how much their scores change in the final test (growth score). Growth can be calculated between two tests, fall to winter, winter to spring, or fall to spring. Additionally, Exact Path provides Norm Reference Scores/Percentiles relative to the end of the score year. Schools can consult the references as the year progresses to see student performance increases over the year. Moreover, Exact Path offers performance levels called Grade Level Proficiency classifications in score reports. These classifications can also be used to understand progress throughout the year. Finally, Exact Path provides both Lexile and Quantile measures upon completion of the Diagnostic Assessment. The next sections provide details on the development of each of these scores. |
| 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. |
| Houghton Mifflin Harcourt Math Growth Measure | The publisher releases estimated average Fall–Spring Math Growth Measure 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. |
| Houghton Mifflin Harcourt Reading Growth Measure | The publisher includes estimated average Fall–Spring Reading Growth Measure lexile measure growth ranges within individual student reporting. Students meeting this growth target can be considered to be making expected growth. |
| i-Ready K-8 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 i-Ready 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.  i-Ready’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. |
| i-Ready 9-12 by Curriculum Associates | For grades 9–12 for California charter schools, Curriculum Associates proposes a Growth to Proficiency Model. In this model, there are two potential criteria for students to reach. If the students meet either criterion, then they are considered to have met the growth requirement.  The first criterion is whether a student has a gain score that is within one-half of the standard error of measurement of Typical Growth, based on the placement of their initial assessment during the school year. The second criterion is if the student reaches a placement of mid-on grade level or higher at any point during the school year.  After students complete their first Diagnostic, i-Ready generates a placement level for the student. Based on the students’ overall placements, they can be assigned a Typical Growth measure. Upon completion of the Diagnostic, iReady reports multiple types of scores to present a ‑wellrounded view of each student’s proficiency‑ levels. As the Diagnostic is administered three times per school year, these scores can serve as benchmarks in evaluating academic achievement throughout and across years. |
| Istation’s Indicators of Progress (ISIP) by Istation | Istation’s administrator-level reports provide growth information for whole districts, campuses, and individual classrooms. The reporting system also includes longitudinal data to track student progress throughout the school year as well as access to prior years’ data for each student.  The examples of administrator-level reports shown below provide measurable results for tracking school growth for each monthly ISIP assessment and across time.   * Executive Summary Report * Lexile Trend Report * Quantile Trend Report * Tier Movement   Rate of Improvement |
| IXL Real-Time Diagnostic by IXL | The Real-Time Diagnostic provides teachers with always up-to-date Diagnostic data on student proficiency. IXL’s Diagnostic Snapshots are used by school and district administrators to set up benchmark assessments to measure progress throughout the year. Diagnostic Snapshots provide the benefits of a benchmark assessment in a flexible, lightweight format. With Diagnostic Snapshots, administrators can capture student knowledge levels at a fixed point in time. Administrators can select one or more times during the year for students to complete their diagnostic; see Figure 5. Administrators can then review data from Snapshots throughout the year to see the measurable increases in achievement schools have achieved. This benchmark data also enables administrators to identify areas for improvement and hold data-driven conversations with stakeholders throughout the year. |
| MAP Growth by NWEA | To demonstrate one year of growth, a school can contextualize the average gains made by groups of 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 range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth 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 and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms. |
| 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 6 for alternate text. |
| 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. |
| 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> |
| 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). |
| TELL by Pearson Assessments | Three types of testing are available with TELL which schools can use to demonstrate progress over the course of one school year:  Screener: Teachers will use the screener assessment to identify which of their students are English language learners and the proficiency level of those students to assist them in making program decisions.  Diagnostic: A diagnostic assessment administered at the beginning of the school year will set a baseline for each learner. At the end of the year, a second diagnostic assessment will determine gains in language proficiency during the entire academic year.  Progress Monitoring: TELL offers progress monitoring tests approximately once a month to measure language growth, obtain valuable information to inform instruction, create differentiated learning paths, and make adjustments as needed. Eight forms are available for grades K–12.  The screener assessment is designed to help determine whether the student qualifies for ELL programs by providing a standardized metric in which the overall English proficiency level of the student is shown. The diagnostic assessments (beginning and end of year) yield detailed information to determine baseline and end-of-year proficiency levels. The progress monitor tests provide relatively frequent longitudinal data to inform instructional decisions over the course of the academic year and contribute to the construction of an accurate depiction of the trend of a student’s proficiency level over time. |

#### Table 6

#### 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

## 2023 Verified Data Education Partners List

| **First Name** | **Last Name** | **Organization** | **Role in Organization** |
| --- | --- | --- | --- |
| Jeremy | Anderson[[2]](#footnote-3) | California School Boards Association | Education Policy Analyst |
| Melanie | Baier | San Diego County Office of Education | Coordinator |
| Elizabeth | Brenner | Compass Charter Schools | Superintendent |
| Indra | Ciccarelli | Los Angeles County Office of Education | Charter School Office Director |
| Susanne | Coie | Charter Schools Development Center (CSDC) | Accountability and Development Specialist |
| Mary | Cox[[3]](#footnote-4) | CORE Butte Charter School | Executive Director |
| Tiffany | DeGraffenreid | San Diego Unified School District | Program Manager |
| Michael | Garner | Green Dot Public Schools California | Director of Data & Analytics |
| Hilary | Harssmen[[4]](#footnote-5) | KIPP Public Schools Northern California | Chief Growth Officer |
| Serette | Kaminski | Association of California School Administrators | Legislative Advocate |
| Kelly | Krag-Arnold | Oakland Unified School District | Director, Office of Charter Schools |
| Ed | Manansala | El Dorado County Office of Education | Superintendent |
| Cassie | Mancini[[5]](#footnote-6) | California School Employees Association | Legislative Advocate |
| Efrain | Mercado | California Teachers Association (CTA) | Legislative Advocate and Liaison Coordinator |
| Terrance | Mims | School for Integrated Academics and Technologies (SIA Tech) | Superintendent/CEO |
| Elizabeth | Robitaille | California Charter Schools Association (CCSA) | Chief Schools Officer |
| Tim | Taylor | Small School Districts’ Association | Executive Director |
| Tim | Tuter | Altus Schools | Executive Director |
| Marla | Willmott | Los Angeles Unified School District | Administrative Coordinator |

# Appendix B

## “New” Test Publisher Letter

Dear [Contact] at [Test Publisher]:

As you may know, the California State Board of Education (SBE) at its November 2020 meeting approved criteria to define the verified data and academic progress indicators related to Education Code 47607.2. See <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>. We are reaching out to your organization based on information gathered in a survey of California charter schools, some of which noted they use your assessment in their school. Please note we are not reviewing curricular components of instructional programs, but rather validated assessment components of programs that can be used to show student growth. Specifically, we are reviewing technical evidence to create a list of valid and reliable assessments that can be used as alternative information to show that a “school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each school (Ed Code 47607.2 (c)(2)).

This May, the California Department of Education (CDE) will recommend to the SBE any updates to expand the list of valid and reliable assessments. In support of this process, WestEd will convene stakeholders and education officials in January and May to discuss the CDE’s final recommendations to the SBE, culminating in an action item before the SBE.

An important topic for discussion will be the technical merits and capabilities of assessments currently used in California’s charter schools to capture and demonstrate one year’s progress in academic achievement. **For your assessment to be considered for the approved list, we request that you provide us with technical and non-technical documentation for review:**

1) For which grade levels and subjects (English Language Arts and/or Mathematics) can your assessment(s) be used to measure student achievement?

2a) Is it possible for results from your assessment(s) to be used to demonstrate that a school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, in English Language Arts and/or Mathematics?

2b) If yes, exactly how would one year’s progress be demonstrated by a school that is using your assessment(s)? Please include specific details such as benchmarks and any necessary calculations.

2c) If yes, how do you ensure the information is accurately interpreted and appropriately used in making educational decisions?

1. Please provide as much robust high-quality evidence as possible regarding each of the following elements of the assessment(s). Please provide evidence for both subjects of assessment(s), English Language Arts and Mathematics, if possible, or specify to which subject assessment(s) the evidence refers:
   * Evidence of the scientific evidence base for the assessment(s), including the use of research and theory to inform the selection of assessment(s) targets, the methods and measures used in the assessment(s), and the assessment(s) process(es)
   * Evidence of the assessment(s) alignment to the California Common Core State Standards for all grade levels offered
   * Evidence of assessment(s) validity for the stated purpose(s)
   * Evidence of assessment(s) reliability for the stated purpose(s)
   * Evidence of the assessment(s) content and/or construct validity for the specific subject matter
   * Evidence of the norming process and norming sample used to establish appropriate growth for one year of study (Please note the size and whether the population of students included reflect the diversity in background characteristics and performance of students in California. Also indicate if the norming process took place within the last 3 years.)
   * For Spanish versions, evidence that the assessment(s) was normed for the performance of students who speak Spanish as their native language
   * Evidence that the assessment(s) are free of bias against any students, are fair, and have been designed using the principles of Universal Design
   * Evidence that the administration of assessment(s) is supported by guidance, resources, training, and customer support (including any special administration guidance related to the Covid-19 pandemic, if applicable)
   * Evidence of the integration of appropriate assessment accommodations/accessibility resources for students with disabilities and English learners
   * Evidence of the accuracy and utility of scoring, score interpretation, and reporting
   * Evidence of safeguards in place around data transmission, data privacy, and data security
   * Evidence of different norms / interpreting scores in light of the Covid-19 pandemic, if applicable

Please submit your assessment information as text responses with references to related documents, technical manuals, or online resources (i.e. See provided Document A, Section 2)**,** as well as any questions, to Kelly Wynveen ([kelly.wynveen@wested.org](mailto:kelly.wynveen@wested.org)) by **February 17, 2023**.

Best,

Kelly Wynveen

Program Associate, WestEd

### “Existing” Test Publisher Letter

Dear [Contact] at [Test Publisher]:

As you may know, the California State Board of Education (SBE) at its November 2020 meeting approved criteria to define the verified data and academic progress indicators related to Education Code 47607.2, which currently includes [INSERT ASSESSMENT NAME OF PUBLISHER]. See <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>. Verified data can be used as alternative information to show that a “school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each school (Ed Code 47607.2 (c)(2)).

This May, the California Department of Education (CDE) will recommend to the SBE any updates to expand the list of valid and reliable assessments. In support of this process, WestEd will convene stakeholders and education officials in January and May to discuss the CDE’s final recommendations to the SBE, culminating in an action item before the SBE.

If [INSERT ASSESSMENT NAME] has not substantially changed, you do not need to take any action; the assessment will remain on the approved list. If the name of the assessment has changed but the assessment has not substantially changed in other ways, please let us know so the approved list will reflect the name change accurately. If the assessment previously submitted in 2020 has substantially changed, you will need to submit technical and non-technical information on the current assessment for our review, otherwise only the assessment submitted in 2020 will remain on the approved list. If you are submitting information on the current assessment**, we request that you provide us with technical and non-technical documentation for review:**

1) For which grade levels and subjects (English Language Arts and/or Mathematics) can your assessment(s) be used to measure student achievement?

2a) Is it possible for results from your assessment(s) to be used to demonstrate that a school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, in English Language Arts and/or Mathematics?

2b) If yes, exactly how would one year’s progress be demonstrated by a school that is using your assessment(s)? Please include specific details such as benchmarks and any necessary calculations.

2c) If yes, how do you ensure the information is accurately interpreted and appropriately used in making educational decisions?

1. Please provide as much robust high-quality evidence as possible regarding each of the following elements of the assessment(s). Please provide evidence for both subjects of assessment(s), English Language Arts and Mathematics, if possible, or specify to which subject assessment(s) the evidence refers:
   * Evidence of the scientific evidence base for the assessment(s), including the use of research and theory to inform the selection of assessment(s) targets, the methods and measures used in the assessment(s), and the assessment(s) process(es)
   * Evidence of the assessment(s) alignment to the California Common Core State Standards for all grade levels offered
   * Evidence of assessment(s) validity for the stated purpose(s)
   * Evidence of assessment(s) reliability for the stated purpose(s)
   * Evidence of the assessment(s) content and/or construct validity for the specific subject matter
   * Evidence of the norming process and norming sample used to establish appropriate growth for one year of study (Please note the size and whether the population of students included reflect the diversity in background characteristics and performance of students in California. Also indicate if the norming process took place within the last 3 years.)
   * For Spanish versions, evidence that the assessment(s) was normed for the performance of students who speak Spanish as their native language
   * Evidence that the assessment(s) are free of bias against any students, are fair, and have been designed using the principles of Universal Design
   * Evidence that the administration of assessment(s) is supported by guidance, resources, training, and customer support (including any special administration guidance related to the Covid-19 pandemic, if applicable)
   * Evidence of the integration of appropriate assessment accommodations/accessibility resources for students with disabilities and English learners
   * Evidence of the accuracy and utility of scoring, score interpretation, and reporting
   * Evidence of safeguards in place around data transmission, data privacy, and data security
   * Evidence of different norms / interpreting scores in light of the Covid-19 pandemic, if applicable

Please submit your assessment information as text responses with references to related documents, technical manuals, or online resources (i.e. See provided Document A, Section 2)**,** as well as any questions, to Kelly Wynveen ([kelly.wynveen@wested.org](mailto:kelly.wynveen@wested.org)) by **February 17, 2023**.

Best,

Kelly Wynveen

Program Associate, WestEd

1. California *Education Code*, Section 47607.2 (c)(2). [↑](#footnote-ref-2)
2. Delegated to attend by original invitee, Vernon Billy (CEO of California School Boards Association). [↑](#footnote-ref-3)
3. Attended January Education Partners meeting and delegated Cassandra Pearce (Core Butte) to attend March meeting. [↑](#footnote-ref-4)
4. Delegated to attend by original invitee, Ruchi Thiru (Chief Operating Officer at KIPP Public Schools Northern California). [↑](#footnote-ref-5)
5. Delegated to attend by original invitee, Keith Pace (Executive Director, California School Employees Association). [↑](#footnote-ref-6)