

# **Assembly Bill 1505: Criteria for Performance Categories**

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## **Release of the Charter School Data File: Performance Categories**

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# Topics

- Overview of Assembly Bill (AB) 1505 and the Charter Renewal Process
- Performance Categories
- Terminology
- Criteria for Determining Performance Categories
- How Are Student Groups Identified as Performing at or Above/Below the Statewide Average? Steps to Follow for Criterion 2
- Results for High, Middle, and Low Performing Charter Schools
- The Gap Year and its Impact on AB 1505

# AB 1505: Overview

- AB 1505 changes:
  - Charter school appeal and renewal process,
  - Designation of oversight responsibilities for charter schools that appeal to the SBE, and
  - Renewals of SBE-authorized charter schools.
- It also places a moratorium on the establishment of new non-classroom-based (NCB) charter schools, beginning January 1, 2020.
- Most of the provisions of AB 1505 take effect July 1, 2020
  - AB 77, the education omnibus trailer bill, proposes technical amendments to AB 1505 that would be effective upon approval by the Governor.
- Information on AB 1505 can be found on the Assembly Bills 1505 and 1507 webpage at <https://www.cde.ca.gov/sp/ch/ab1505.asp>.

# Charter School Renewal: Overview

- Non-Dashboard Alternative Schools Status (DASS) charter schools that are up for renewal are evaluated on student outcomes over the prior two years. (Note: this may be amended by AB 77, which will be discussed later in the presentation.)
- To evaluate their performance, the following data are used:
  - Overall schoolwide performance
  - Academic achievement of student groups
  - State and local indicator data, along with other data
- Based on the data, non-DASS charter schools are placed into one of three categories: high, middle, and low performing.
  - DASS Charter schools have their own renewal criteria and are not eligible to be placed in a performance category.

# Three Performance Categories

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—*Education Code (EC) Section 47607*.
- **Low Performing**— Presumptive non-renewal if the charter school meets the non-renewal criteria. However, the law allows for a second review opportunity—*EC Section 47607.2*
- **Middle Performing**—These schools will be evaluated using additional data—*EC sections 47607(c)(5) and 47607.2(b)*.
- Note: The California Department of Education (CDE) will publically post a data file that provides the performance categories for all non-DASS charter schools to relieve the burden on authorizers.

# Additional Criteria for Denying a Renewal

- A chartering authority may deny renewal of a charter school, *EC* Section 47607(e), in any of the three performance categories if:
  - There is finding that the school is unlikely to successfully implement the program due to substantial **fiscal** or **governance factors**, or
  - The charter school is not serving all pupils who wish to attend

# Terminology

# Terminology: Academic Indicators

- Academic Indicators are defined in AB 1505 (*EC* Section 47607(c)(3)) as:
  - English Language Arts/Literacy (ELA)
  - Mathematics
  - College/Career Indicator (CCI)
  - English Learner Progress Indicator (ELPI)

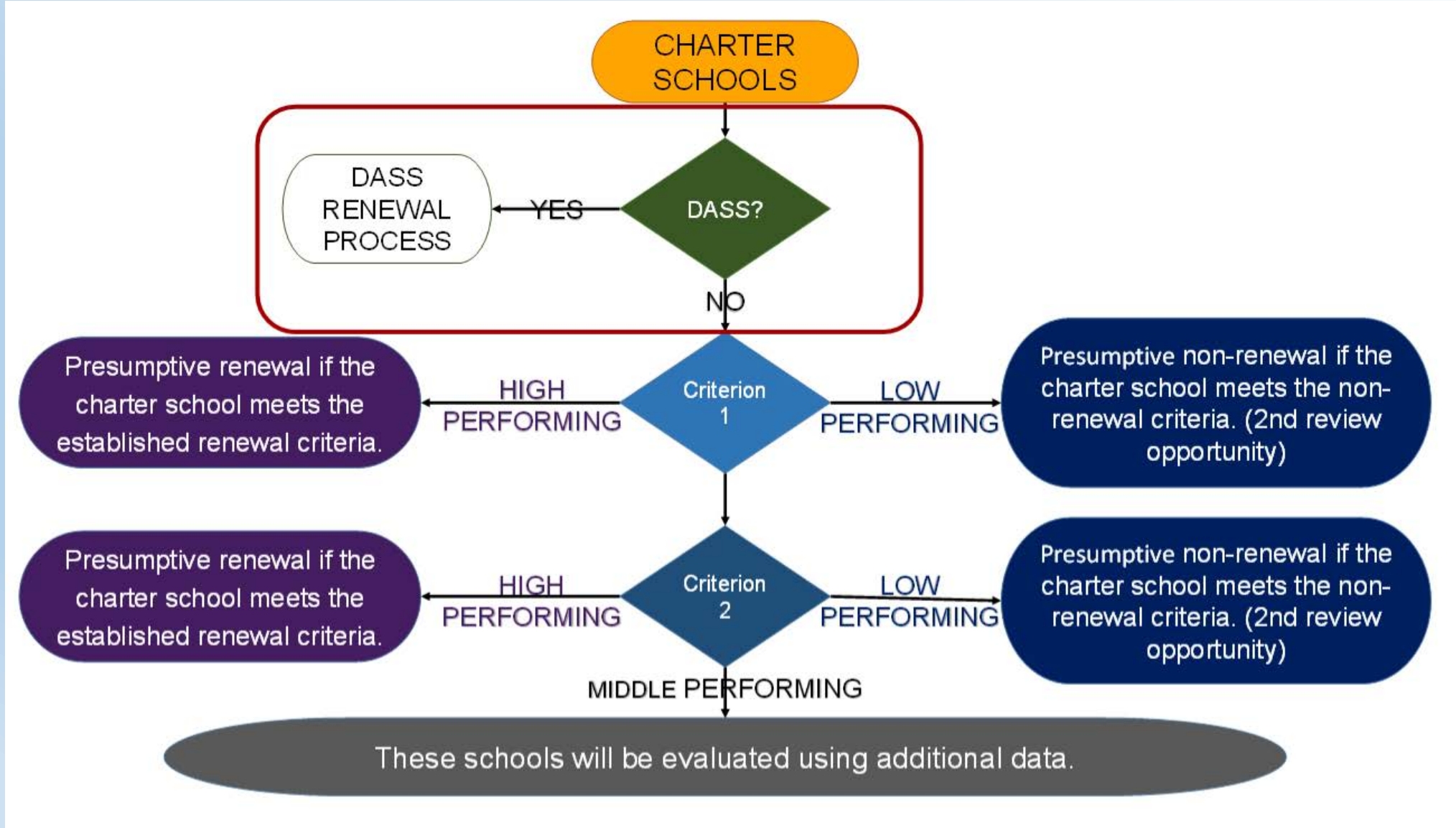


# Terminology: Statewide Average

- AB 1505 requires the performance of charter schools, and their student groups, be compared with the statewide average on the four state academic indicators.
- “Status” is being used as the “statewide average” for the academic indicators because:
  - The term “average” refers to a number
  - Status is much more precise than a color.

# **Criteria for Determining Performance Categories**

# Flowchart for Determining Performance Categories



# Descriptive Text for Flowchart Part 1

## Flow Chart for the Charter School Performance Tree

1. Charter Schools
2. DASS? (A Red outlined shape is around Step 2 which will be described in the following slides)
  - a) Yes: Go to 3
  - b) No: Go to DASS Renewal Process
3. Criterion 1?
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Neither: Go to 4
4. Criterion 2?
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Middle Performing: These schools will be evaluated using additional data.

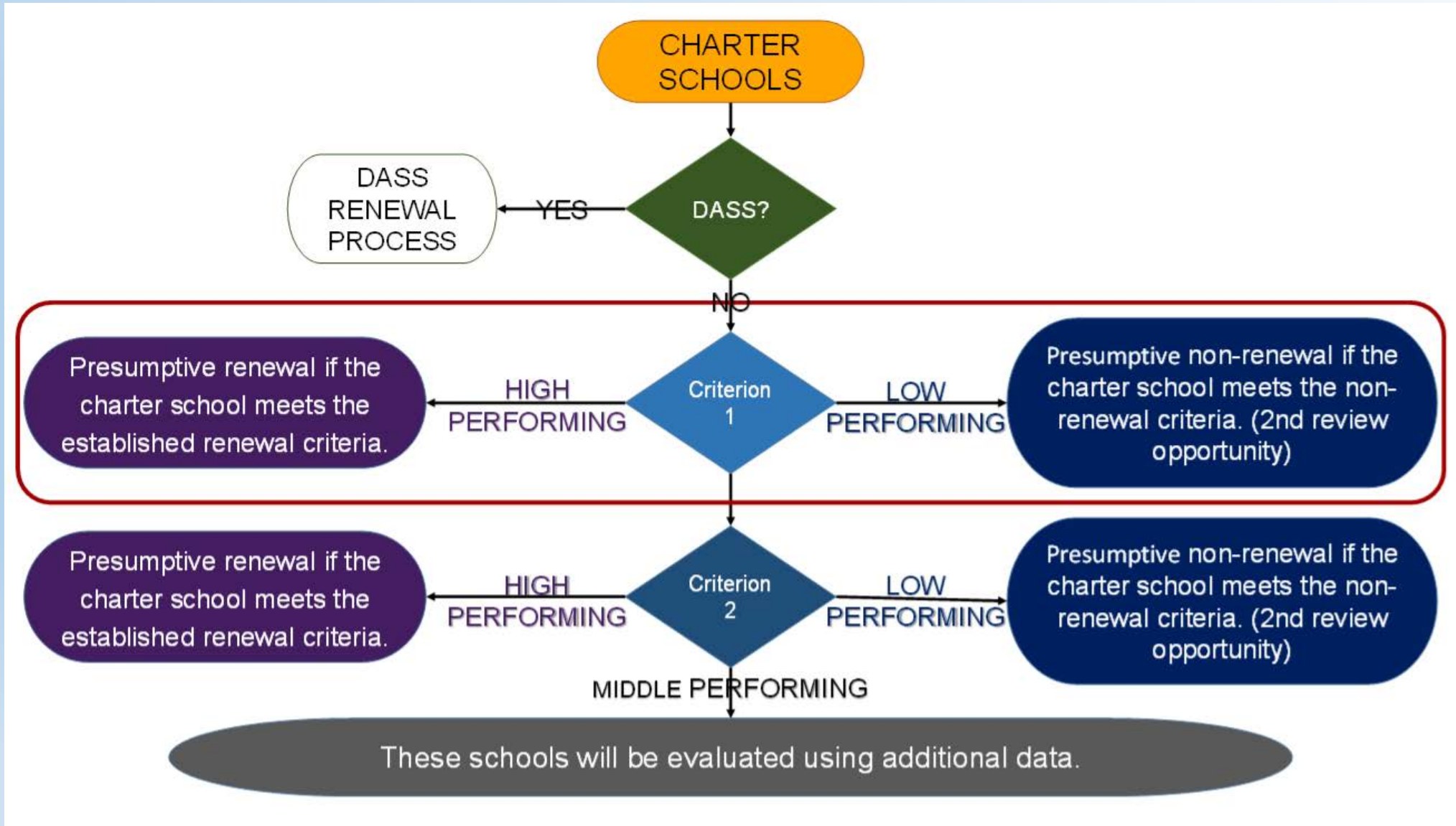
# DASS Charters Renewal

- DASS charter schools have their own renewal criteria based on:
  - California School Dashboard (Dashboard) state and local indicator data, and
  - Performance on alternative metrics, based on the student population served, as agreed upon with the authorizer during the first year of the charter school's term.
    - Schools that have not yet established alternative metrics should work with authorizer to identify metrics—may want to consider annual measureable objectives
    - Renewal shall be for a five-year term
- Because DASS schools have their own criteria they **will not be** included in the AB 1505 data file. A list of DASS charter schools is available on the Active DASS Schools webpage at <https://www.cde.ca.gov/ta/ac/activeschools.asp>.

# Criteria for Performance Categories

- Two criteria determine the performance category of a charter school:
  - Criterion 1: Based on the **colors** received for **all** the state indicators in the Dashboard
    - Schoolwide data only
  - Criterion 2: Based on the “**Status**” for all **academic** indicators with 30 or more students.
    - Schoolwide and student-group data considered

# Flowchart for Determining Performance Categories



# Descriptive Text for Flowchart Part 2

## Flow Chart for the Charter School Performance Tree

1. Charter Schools
2. DASS?
  - a) Yes: Go to 3
  - b) No: Go to DASS Renewal Process
3. Criterion 1? (A Red outlined shape is around Step 3 which will be described in the following slides)
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Neither: Go to 4
4. Criterion 2?
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Middle Performing: These schools will be evaluated using additional data.

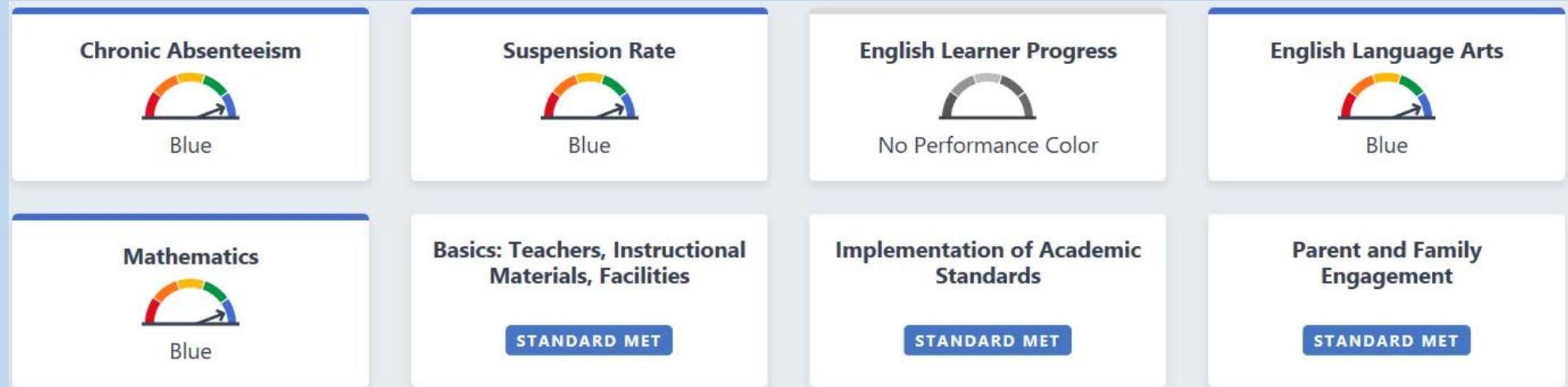


# Presumptive Renewal Under Criterion 1 Schoolwide Data Only

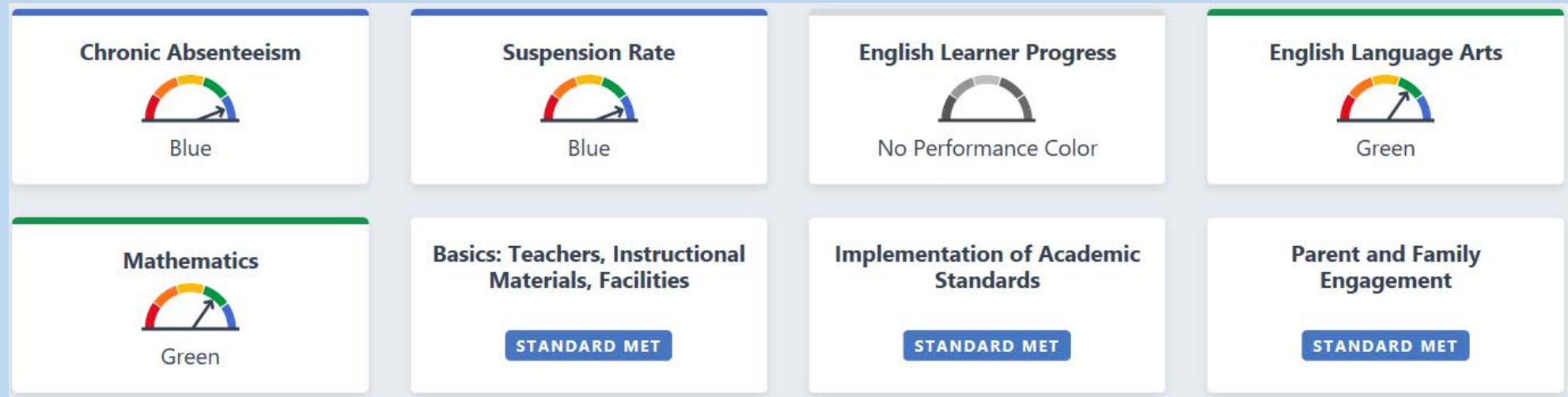
- A charter school is considered high performing and eligible for **presumptive renewal** (at least 5 years and up to 7 years based on authorizer discretion) if it meets the following **schoolwide** criteria:
  - Must have at least two “academic” Dashboard indicators that were assigned a color for the prior two years
  - All state indicators must have blue/green colors, and the ELPI must have a High or Very High Status with 30 or more students in 2019 Dashboard.

# Example of Dashboard Colors for a High Performing Charter School

2018  
Dashboard



2019  
Dashboard



# Descriptive Text for Example of Dashboard Colors for a High Performing Charter School

The Image in the slide above is an example display of the 2018 and 2019 Dashboard indicator results showing tabs from left to right:

For the 2018 Dashboard

- Chronic Absenteeism –Gauge Indicator pointing to Blue
- Suspension Rate –Gauge Indicator pointing to Blue
- English Learner Progress –Gauge Indicator has no indicator color
- English Language Arts –Gauge Indicator pointing to Blue
- Mathematics –Gauge Indicator pointing to Blue
- Basic Teachers Instructional Materials, Facilities –Standard Met
- Implementation of Academic Standards –Standard Met
- Parent Engagement and Family Engagement –Standard Met

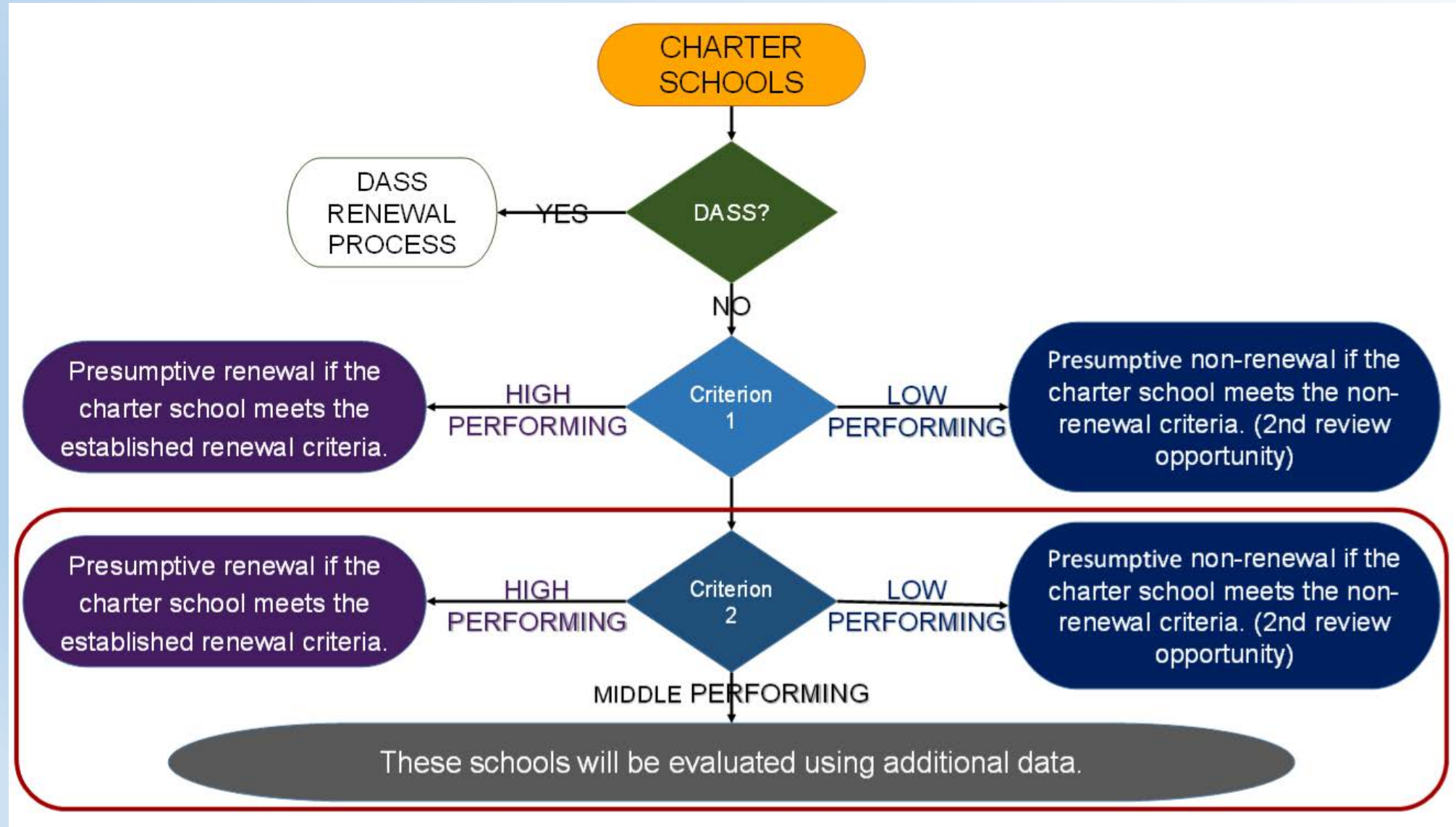
For the 2019 Dashboard

- Chronic Absenteeism –Gauge Indicator pointing to Blue
- Suspension Rate –Gauge Indicator pointing to Blue
- English Learner Progress –Gauge Indicator has no indicator color
- English Language Arts –Gauge Indicator pointing to Green
- Mathematics –Gauge Indicator pointing to Green
- Basic Teachers Instructional Materials, Facilities –Standard Met
- Implementation of Academic Standards –Standard Met
- Parent Engagement and Family Engagement –Standard Met

# Presumptive Non-Renewal Under Criterion 1 Schoolwide Data Only

- A charter school is considered low performing and eligible for **presumptive non-renewal** if it meets the following **schoolwide** criteria:
  - Must have at least two “academic” Dashboard indicators that were assigned a color for the prior two years
  - All state indicators must have orange/red colors, and the ELPI must have a Low or Very Low Status with 30 or more students in 2019 Dashboard
- For the 2019 results, no schools met this criteria

# Flowchart for Determining Performance Categories



# Descriptive Text for Flowchart Part 3

## Flow Chart for the Charter School Performance Tree

1. Charter Schools
2. DASS?
  - a) Yes: Go to 3
  - b) No: Go to DASS Renewal Process
3. Criterion 1?
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Neither: Go to 4
4. Criterion 2? (A Red outlined shape is around Step 4 which will be described in the following slides)
  - a) High Performing: Presumptive renewal if the charter school meets the established renewal criteria.
  - b) Low Performing: Presumptive non-renewal if the charter school meets the non-renewal criteria. (2nd review opportunity)
  - c) Middle Performing: These schools will be evaluated using additional data.

# Presumptive Renewal Under Criterion 2

## Schoolwide and Student Group Data

A charter school is considered high performing and eligible for **presumptive renewal** (5 to 7 years) if it meets all the following criteria:

1. Status is the same or higher than statewide average for “All Students,”
2. At least two student groups have academic performance measures,
3. A majority of the student groups, who historically perform below the statewide average, have “Status” scores above the statewide average on the academic indicators, and
4. The school is not eligible for technical assistance.

# Presumptive Non-Renewal Under Criterion 2

## Schoolwide and Student Group Data

A charter school is considered low performing and eligible for **presumptive non-renewal** if it meets all the following criteria:

1. Status is the same, or below, the statewide average for “All Students,”
2. At least two student groups have academic performance measures, and
3. A majority of its student groups, who historically perform below the statewide average, have “Status” scores below the statewide average on the academic indicators.



# Second Review Opportunity for Low Performing Schools

- AB 1505 allows the charter authorizer to renew low-performing schools for a two-year term if:
  - The school is taking meaningful steps to address the underlying cause or causes of low performance, as documented in a written plan adopted by the charter school’s governing body, and
  - There is clear and convincing evidence that the charter school has either achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or the charter school has demonstrated strong postsecondary outcomes – *EC Section 47607.2(a)(3)*.

# Middle Performing

- If a charter school does not qualify as High or Low Performing it is placed in the Middle performance category and renewal is based on:
  - State and local indicator data, along with other data sources, to determine academic achievement: post-secondary outcomes, and/or verified data.
    - Greater weight is on academic performance
    - Renewal shall be for a 5-year term, if renewed
    - Verified data and postsecondary outcomes sunsets January 1, 2026.

# **How Are Student Groups Identified as Performing at or Above/Below the Statewide Average?**

## **Steps to Follow for Criterion 2**

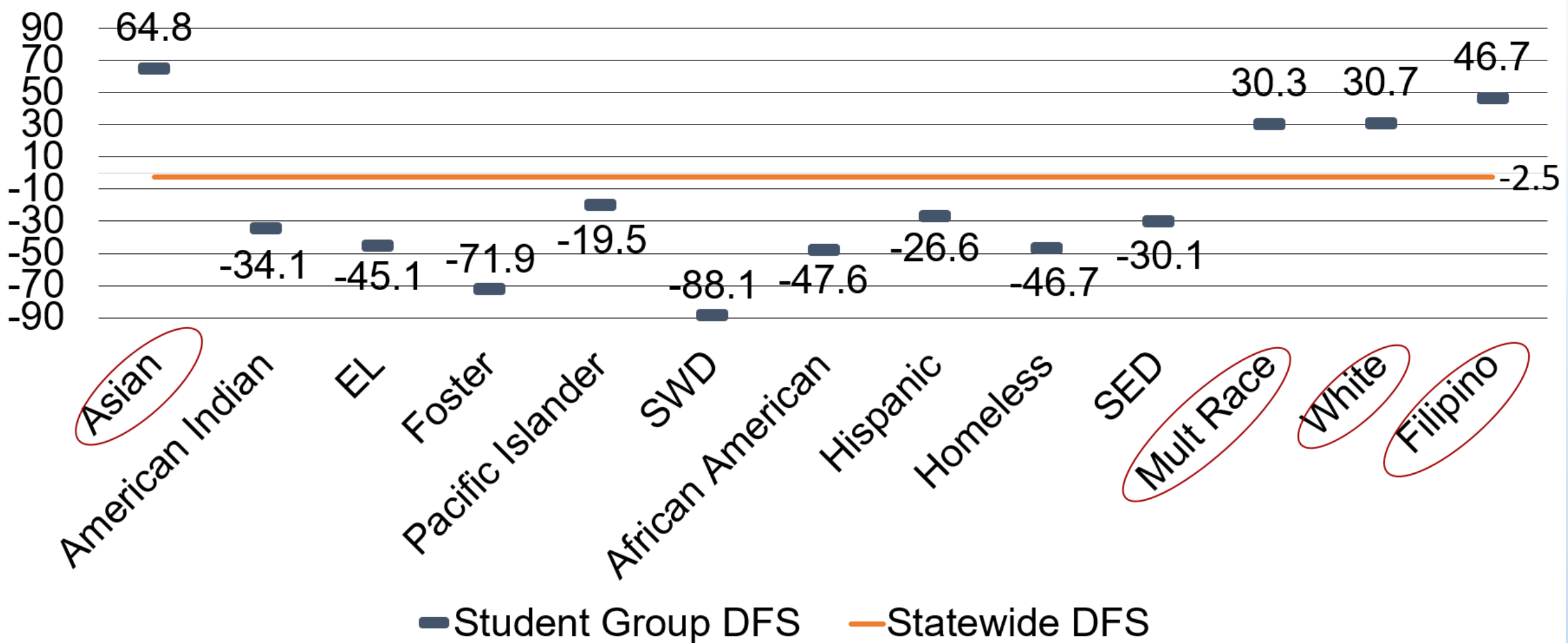
# Determining Student Group Statewide Average

- Student groups are included/excluded in the analyses using state-level data. Because White, Asian, Filipino, and Two or More Races are performing above the “All” student group statewide, these student groups are excluded from the analyses for all schools (see examples in the following slides).
- Rationale: Schools that serve student groups that traditionally do not perform well (statewide), but are performing above the statewide average at the school, would be disadvantaged if the exclusions were determined at the school level.

# Criterion 2: Step 1

- Step 1: Identify all student groups scoring above the statewide average at the state level first
- For ELA, this would remove White, Asian, Filipino, and Multiple Races (i.e., Two or More Races) from all schools since these student groups statewide scored higher than the overall statewide average

# Criterion 2: Removing Student Groups for Step 1



# Descriptive Text for Removing Student Groups for Step 1 Chart

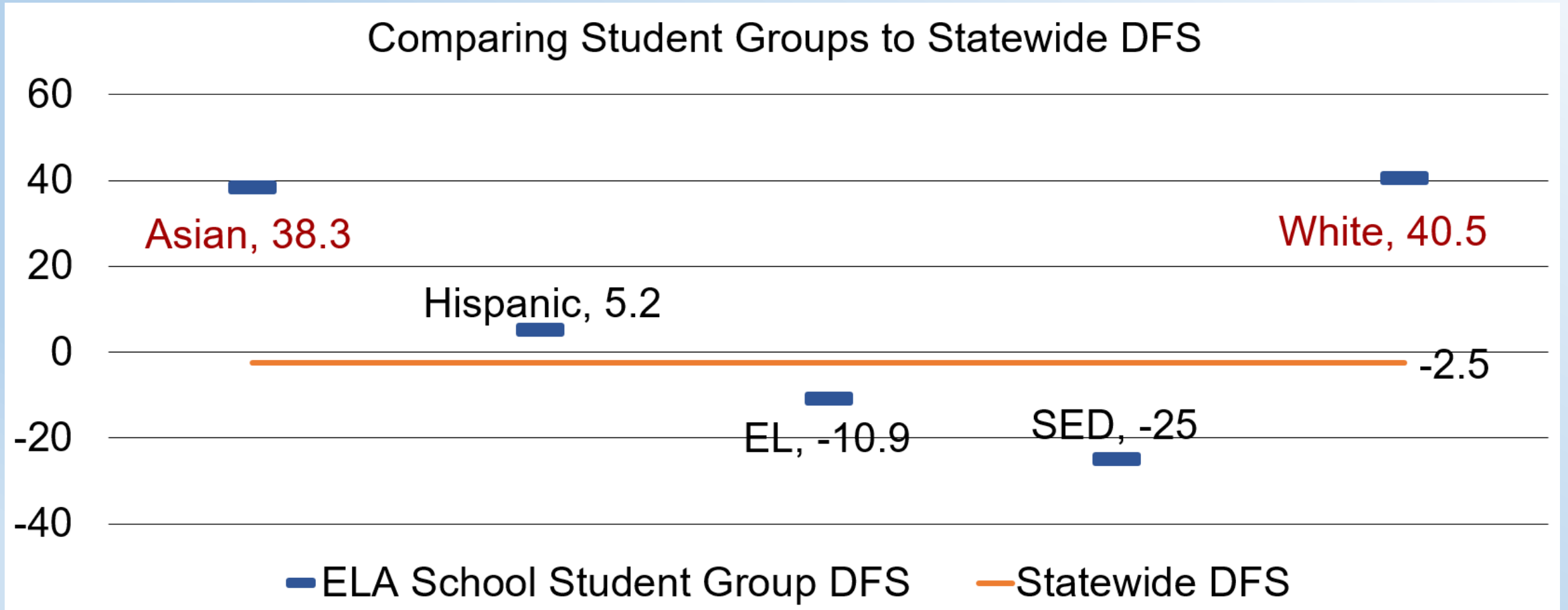
- The Graph depicts the Distance from Standard (DFS) for ELA on a scale ranging from -100 to 80 for each of the student groups statewide compared to the overall statewide average DFS.
- The overall statewide average DFS is -2.5 and is shown as an Orange line going across the graph
- The Asian DFS is 64.8
- The American Indian DFS is -34.1
- The EL DFS is -45.1
- The Foster DFS is -71.9
- The Pacific Islander DFS is -19.5
- The SWD DFS is -88.1
- The African American DFS is -47.6
- The Hispanic DFS is -26.6
- The Homeless DFS is -46.7
- The SED DFS is -30.1
- The Multiple Race DFS is 30.3
- The White DFS is 30.7
- The Filipino DFS is 46.7
- Asian, Multiple Race, White, and Filipino student groups are circled in Red to indicate that they scored higher than the overall statewide DFS will be removed from the following analysis

# Criterion 2: Step 2

- Step 2: Remove only those student groups scoring above the statewide average at the state level.
  - Any student groups that did not score higher than the statewide average at the state level are kept for step 3



# Criterion 2: Example Student Groups for Step 2



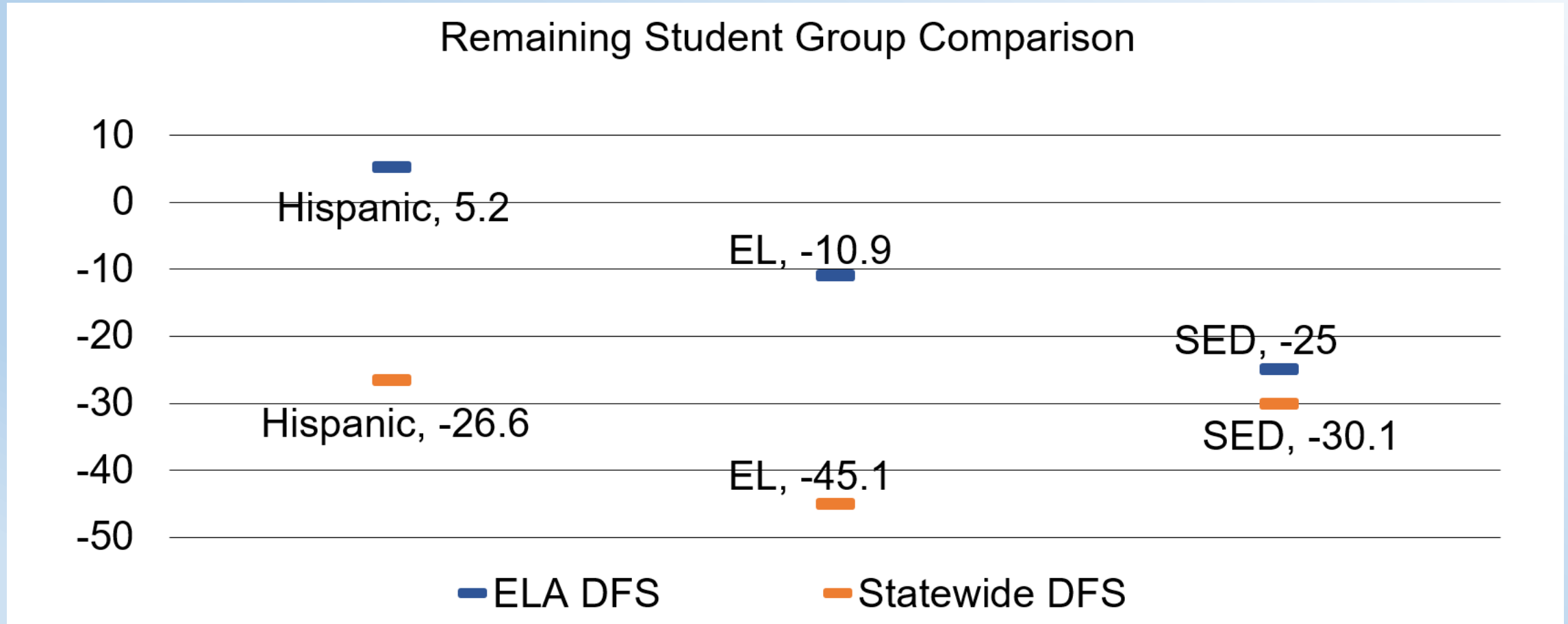
# Descriptive Text for Example Student Groups for Step 2 Chart

- The Graph depicts the Distance from Standard (DFS) for ELA on a scale ranging from -40 to 60 for the student groups at the sample Charter school compared to the overall statewide average DFS.
- The overall statewide average DFS is -2.5 and is shown as an Orange line going across the graph
- The Asian DFS is 38.3 in Red ink as it will be removed from the results for the following analysis
- The Hispanic DFS is 5.2
- The EL DFS is -10.9
- The SED DFS is -25.0
- The White DFS is 40.5 in Red ink as it will be removed from the results for the following analysis

## Criterion 2: Step 3

- Step 3: Compare remaining student groups to their respective statewide student group average.
  - If a majority of student groups score above their statewide student group average for all indicators, the school qualifies for High Performing presumptive renewal

# Criterion 2: Example of Remaining Student Group Comparison for Step 3



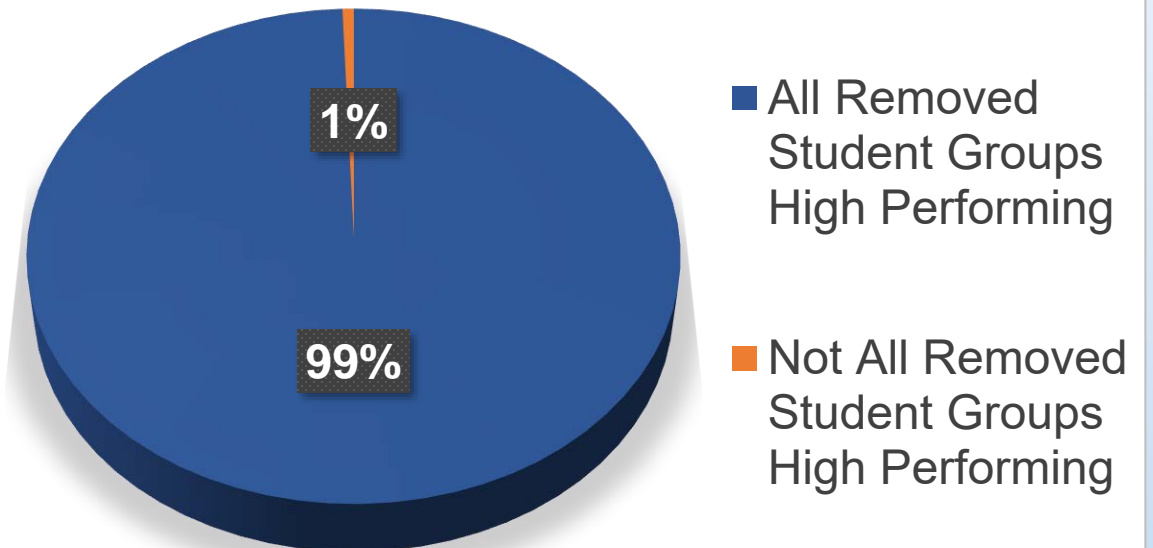
# Descriptive Text for Example of Remaining Student Group Comparison for Step 3 Chart

- The Graph depicts the Distance from Standard (DFS) for ELA on a scale ranging from -50 to 10 for each of the remaining student groups at the example Charter school compared to their respective Statewide student group DFS.
- The Hispanic statewide DFS is -26.6
- The Hispanic example Charter school DFS is 5.2
- The EL statewide DFS is -45.1
- The EL example Charter school DFS is -10.9
- The SED statewide DFS is -30.1
- The SED example Charter school DFS is -25
- In this example, the majority of student groups scored higher than their respective statewide student group DFS

# Criterion 2 and Student Group Removal

- An analysis of this data affirms that removing the same student groups from all schools did not result in any unintended consequences.
- Data shows that of the 178 schools in the High Performing category, only 1 school (<1.0%) had one student group removed that did not score above the statewide average on one state indicator.

**Student Group Performance of Charter Schools in the High Performing Category**



# Impact on Small Schools

- There are a number of small schools that do not have enough students to obtain a performance color on the Dashboard, but have Status scores.
- AB 1505 defines student groups with an n-size of 30 as numerically significant per *EC* Section 52052 (see *EC* Section 47607(c)(4)), and states that if a school does not have sufficient performance data (i.e., colors) it is placed in the Middle Performance category.

# **Results for Low and High Performing Charter Schools**



# Low and High Performing Results – Based on Colors (Criterion 1: Schoolwide Only)

School Type	Low Performing (Red/Orange for 2 years)	High Performing (Blue/Green for 2 years)
Elementary Schools	0	18
Middle Schools	0	0
High Schools	0	7
K-12 Schools	0	2
<b>All School Types Total</b>	<b>0</b>	<b>27</b>

- Note: There are approximately 1,200 charter schools that have been open for 2 years. Results produced using 2018 and 2019 Dashboard Performance Levels (colors)
- None of the high performing schools were on the Differentiated Assistance list for the 2019–20 school year

# High and Low Performing Results: Based on Status (Criterion 2)

School Type	Low	High
Elementary Schools	22	106
Middle Schools	24	28
High Schools	4	25
K-12 Schools	22	19
<b>All School Type Totals</b>	<b>72</b>	<b>178</b>

Note: Schools that met Criterion 1 for high or low performing are not included since they need to meet only one of the criteria for the high performing level.

# Results For the Three Categories Based on 2018 and 2019 Dashboard

- A data file of all open charter schools will be publicly posted on an annual basis which will include those in the Low, Middle, and High performance levels, regardless of whether or not they are up for renewal. (Note: DASS schools will not be included in the file.)

School Type	Low	Middle	High	Total
Elementary Schools	22	410	124	556
Middle Schools	24	89	28	141
High Schools	4	172	32	208
K-12 Schools	22	184	21	227
<b>All School Type Totals</b>	<b>72 (6.4%)</b>	<b>855 (75.5%)</b>	<b>205 (18.1%)</b>	<b>1,132</b>

# Charter School Performance Category Data File

- LEAs and charter school administrators will have an opportunity to preview the charter schools performance category data
  - Preview dates: June 25 to June 30, 2020
- The data file will be posted, based on the 2018 and 2019 Dashboard, on the Assembly Bills 1505 and 1507 webpage on July 1, 2020 (<https://www.cde.ca.gov/sp/ch/ab1505.asp>)
  - Note: If language remains in the K–12 omnibus budget trailer bill (AB 77), and is signed by the Governor, this list will be used for charter school renewals for the 2020–21 school year.

# **The Gap Year and Its Impact on the California School Dashboard and AB 1505**

# Suspension of Assessments

- On March 18, 2020 the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC).
- On March 27, 2020 the U.S. Department of Education waived assessment and federal accountability requirements.

# AB 77 Omnibus Budget Trailer Bill

## Impact on the 2020 Dashboard

The trailer bill contains language that will impact the 2020 Dashboard and the identification of districts and charter schools for differentiated assistance, if signed by the Governor. Currently the bill (Section 82) contains the following:

- The State Department of Education (SDE) shall not publish the California School Dashboard (Dashboard) in December 2020 based on state and local indicator data.
- The SDE shall not identify local educational agencies (LEAs) in the 2020–21 school year for technical assistance or intervention.
- The SDE shall use the state and local indicator data from the December 2019 Dashboard and the December 2021 Dashboard to identify LEAs for technical assistance or intervention in December 2021.

# Status and Change by Dashboard Year

Dashboard Year	School Year: Status	School Year: Change
2018	2017–18	2016–17
2019	2018–19	2017–18
2020—Not available	No Data for 2019–2020	2018–19 cannot be used for change
2021	2020–21	2018–19 (2019 Dashboard)
2022	2021–22	2020–21
2023	2022–23	2021–22



# AB 77 Omnibus Budget Trailer Bill

## Impact on AB 1505

- *Section 41 of the trailer bill contains the following language for renewal of charter schools:*
  - 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**
  - 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:**

# Which AB 1505 Charter School Data File Will be used for the Renewal Process?

The content of this slide has been deleted in order to reevaluate which data file should be used at the time of charter renewals. Additional information will be shared at a later date.

# Contact Information

- Questions regarding the Charter School Performance Category data file should be sent to the Academic Accountability Unit at [aau@cde.ca.gov](mailto:aau@cde.ca.gov).
- Questions regarding the charter appeal process should be sent to the Charter Schools Division at [CHARTERAPPEALS@cde.ca.gov](mailto:CHARTERAPPEALS@cde.ca.gov). Questions on the charter renewal process should be sent to [CHARTERRENEWALS@cde.ca.gov](mailto:CHARTERRENEWALS@cde.ca.gov).

# Questions

