Advancing Equity and Access Through Quality Authorizing

Components of the Annual Report Toolkit

Academic Performance Framework

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

September 2024

The Annual Report Toolkit is a product of CA 2.0—Advancing Equity and Access through Quality Authorizing, an initiative led by the California Charter Authorizing Professionals (CCAP). WestEd's support in the initial development of the 2021 Toolkit is appreciated.

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Financial Health and Sustainability Framework

Core Question: Is the charter school financially viable?

September 2024

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Operations and Governance Framework

Core Question: Is the charter school operating and governed effectively?

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Public Policy Purpose Framework

Core Question: Is the charter school serving public policy purposes?

September 2024

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Three Annual Performance Report Options with Annotated Samples

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Annotated Framework and Staff Report

Academic Performance Framework

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

Guides the development of the
Appendix: Staff Report
- Introductory language
  - Traditional or DASS Track
- Annotated Template
  - Explanations
  - Examples

APPENDIX
[YEAR] STAFF OVERSIGHT REPORT
[School]

The Framework is organized into
Three key sections:
- CA Dashboard Academic Performance Indicators
- Second Look Indicators
- Other Indicators

Available in *Grab and Go Tools*:
- Fully formatted and customizable template
- The *Staff Report* becomes the appendices to the *Annual Performance Progress Report*

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Getting Started

- ▶ Introduction
  - ▶ Baseline to institute performance-based accountability for demonstrable pupil outcomes.
  - ▶ Academic Framework is aligned with the state accountability system and the standards for renewal as defined in EC 47607.
- ▶ Use
  - ▶ Academic + Finance + Operational/Governance and Public Policy Frameworks are used annually to assess and document performance
  - ▶ Cumulative record across years leading to renewal
  - ▶ Basis for honest, transparent, and supportive conversations with schools
  - ▶ These reports are summarized in the annual Performance Progress Report for authorizing boards and the public

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Tracks: Traditional & Dashboard Alternative

- ▶ Traditional Track Alignment & Implications
  - ▶ Aligned to renewal criteria
    - ▶ CA Dashboard Academic Indicator
    - ▶ "Second Look Indicators" (e.g., verified data
    - ▶ Other Indicators (small n-size schools)
- ▶ Dashboard Alternative School Status (DASS)
  - ▶ Aligns with renewal standards outlined in the CA Education Code and State Board of Education guidance
    - ▶ See the May 2023 SBE Agenda & Minutes
  - ▶ CA Dashboard Indicator
  - ▶ Alternate Metrics
  - ▶ Other Indicators

- ▶ A ready-to-use template is available in the Annual Staff Report template in the Grab and Go Tools section of the Toolkit.

CA Dashboard Academic Indicators

EXAMPLES

Measure 1b: Most Current English Language Arts Performance

Group	Distance from Standard and Performance Color	State Data	Status Comparison (Above, At, Below)
All Students	-46 points	-62 points	Above
English Learners	-48 points No Performance Color	-51 points	
Disabilities	-78 points	-84 points	Above
Homeless	Data Not Available	-124 points	At

Measure 1e: Most Current College–Career Indicator Performance

Group	Percentage Prepared and Performance Color	State Rate	Status Comparison (Above, At, Below)
All Students	58%	44%	Above
English Learners			
Disabilities	15%	13%	Above
Homeless			
Foster Youth			

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Second Look Indicators

(e.g., verified data, post-secondary outcomes, CA Dashboard)

EXAMPLES
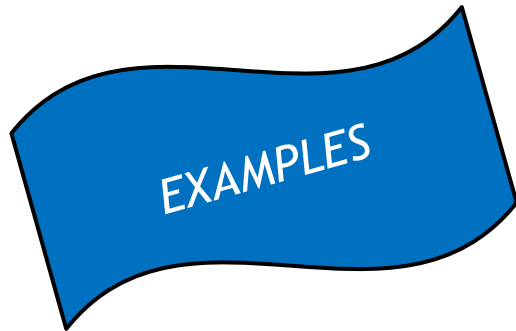
Measure 2a: K-8 Chronic Absenteeism		
Group	Percent Chronically Absent and Performance Color	State Rate
All Students	5%	7%
English Learners	No Data Available	
Students with Disabilities	12%	10%

Measure 2b: Graduation Rate		
Group	Percent Graduated and Performance Color	State Rate
All Students	93.2%	86.4%
English Learners	No Data Available	
Students with Disabilities	86%	85%

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Second Look Indicators

3a: Narrative and Verifiable Data

Local Assessment Name

Renaissance STAR 360

Publisher Growth Definition

SGPs (Student Growth Percentile) are reported on a scale of 1–99 and are interpreted similarly to percentile ranks, with 50 indicating typical or expected growth. Fall to spring growth between 1-34 fail to make a year's growth, scores between 35 and 65 have demonstrated a year's growth, and scores between 66-99 exceed a year's growth.

Schoolwide Growth Summary

The Student Growth Percentile Data shows that students are making the expected progress. The schoolwide STAR Reading Growth Percentile (SGP) for 22-23 was 50. Individual grade levels ranged between 44 and 54. The schoolwide STAR Math Growth Percentile (SGP) for 22-23 was 46. Individual grade levels ranged between 41 and 56. The STAR Early Literacy Growth Percentile (SGP) was 55. Individual K-4th grade levels ranged between 34 and 69.

Student group data for 11 or more students was not provided.

Student Participation Rates

Although the publisher reports could not verify participation data, the school provided several years of data in locally developed charts. In 2020-2021, STAR participation rates averaged 82-84%. By Fall 2023, rates were recorded as 100%.

Measure 3b: Increases in Local Assessment Student Achievement

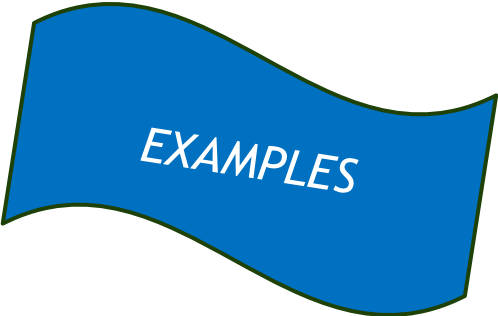| OVERALL AND GROUPS	Renaissance STAR Beginning of Year- Aug 2023 End of Year- May 2024	[ADDITIONAL ASSESSMENT NAME AND ADMIN DATE]
All Students - Overall Reading	SGP 50	[ENTER SCHOOL AVG]
Low Income	Not provided	[ENTER SCHOOL AVG]
Homeless	Not provided	[ENTER SCHOOL AVG]
English Learner	Not provided	[ENTER SCHOOL AVG]

EXAMPLES

Other Indicators

(e.g., Equity and access to the education program, charter goals/outcomes)

Current Year Performance

Meets Standard	The current year's oversight did not lead to any findings contrary to the descriptions of each measure.
Substantially Meets Standard	The school substantially complies in the manner described above; however, some action may be required.
Does Not Meet Standard	The school failed to comply in the manner described above. Action is required.
Measure 1: Disabilities	Substantially Meets Standard
Measure 2: English Learners	Substantially Meets Standard
Measure 3: Rights & Protections	Meets Standard

How did the annual site visit support/validate equity, access, and protection findings?

The visiting team toured the campus, observed four classrooms, viewed eleven different students' work, and observed classroom discussions and presentations. The teachers and staff have developed excellent communication systems with students and families. Teachers regularly communicate with families and meet in person at least twice per semester, if not more. The differentiated support available to students, families, and teachers is commendable.

The teachers are on a looping system, meaning they keep the same students and families throughout their time at the school. This allows teachers to develop strong relationships with students and families and a strong understanding of what they need to be successful, especially those students with the greatest need.

During the classroom observations, 23 of 24 students were engaged and participated in the learning. The teachers all appeared proficient in using and applying technology to teach and assess student learning. All but one student appeared on task. When the need was observed, a paraprofessional staff person provided individualized support to the one student not on task.

Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.

Based on 23-24 oversight, no actions are required for this report.

EXAMPLES

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DASS Indicators

| DASS Rating:	Progressing
On Track for Renewal	The school's latest data review indicates significant academic achievement and overall performance progress.
Progressing Toward Renewal	The current year's data review indicates that the school is mostly on track for renewal; however, some action may be required.
Not on Track for Renewal	The school failed to make gains on most or all agreed-upon measures. Action is required.

Annual Update- Alternate Metrics

DASS Alternate Metrics			
Alternate Metric	Data Source	Annual Outcome	Expected Outcome
Academic Achievement			
Course Completion	Local SIS Report	22-23: 84%	Regular Plus Extended School Year At least 80% of students will meet their monthly progression goals.
		22-23: 96%	Summer Credit Recovery At least 80% of students in summer credit recovery will earn the credits attempted during the summer session.

EXAMPLES

Is the charter school's education program a success?

Information from this report becomes a Performance Summary in *the Annual Performance Progress Report*.
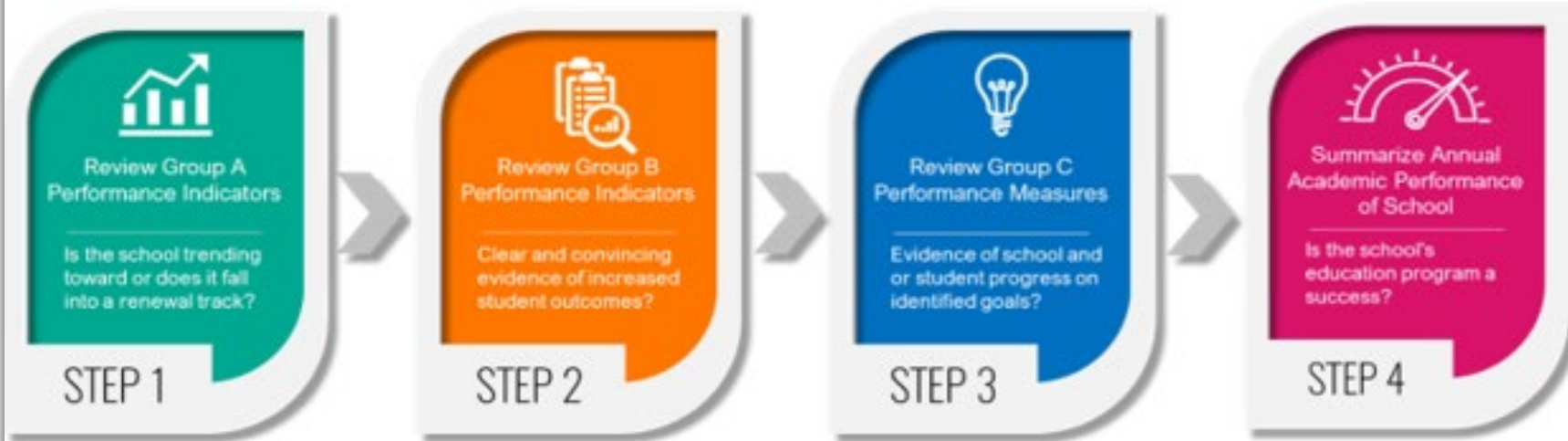
CCAP is here to support you!
Questions: info@calauthorizers.org

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