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CCSA's Accountability Framework

In 2009, CCSA's Member Council, in consultation with technical experts, led the development and introduction of a fair and transparent Accountability Framework that sets Minimum Academic Accountability Criteria to measure academic performance of charter schools. The framework provides all charter schools with tools to examine their individual performance and also helps present a clear picture of the performance continuum across the entire movement.

To this day, CCSA uses this framework to:

- Identify struggling schools in need of targeted interventions;
- Guide our advocacy efforts, in support of and in opposition to, renewing and replicating charter schools;
- Provide all charter schools with tools to examine their individual performance; and
- Help present a clear picture of the performance of the entire movement.

Minimum Academic Accountability Criteria

While there are many important aspects to measuring the performance of a charter school, CCSA believes student academic outcomes should be the single most important measure of a school's success at the time of charter renewal or replication.

CCSA's Accountability Framework is made up of two parts - an initial review of publicly available test score and postsecondary readiness data and then, for the

subset of schools underperforming on all initial criteria, a Multiple Measures Review based on public and non-public data that is tailored to a school's mission and outcomes. CCSA's Minimum Academic Accountability Criteria does not apply for schools designated as DASS (Alternative), less than four years old, or schools with 30 or fewer valid test takers.

Initial Filters

Charters meeting ANY initial filter OR showing academic success through the Multiple Measure Review meet the academic threshold to receive CCSA's full advocacy support for renewal or replication. CCSA opposes renewal and replication for schools below ALL initial filters AND that do not demonstrate academic success through the Multiple Measure Review. We update these filters annually based on available data. As such the below initial filters are broken down by year:

Criteria for Schools Renewing in the 2020-2021 Academic Year

1) Status Measure*

- Schools must have a State Rank of 4 or above in 2 of 3 years.
- CCSA uses a weighted average of SBAC scale scores measuring how far the average student is above/below the "Met" standard and ranked 0-100th percentile statewide as well as turned into rankings of 1-10. (This is called the "Distance from Standard" or "DFS".)

2) Growth*/ Postsecondary readiness

- Elementary/middle schools: Growth over time on SBAC
- An increase on the Distance from Standard "DFS" measure by at least 14 scale score points on SBAC between 2016-17 and 2018-19 (the 75th percentile of growth statewide.)
- High schools: 45% or more of 12th grade graduates are considered "prepared" on the College/Career CA School Dashboard indicator in 2 of 3 years.

3) Similar Students

- A Similar Students Rank of 4 or above in 2 of 3 years. This measures how schools are performing with similar students across the state.

Multiple Measure Review

Schools below ALL the initial filters can share outcomes aligned to California's 8 state priorities as described in the school's Local Control Accountability Plan (LCAP). Schools can tell their own story of success by choosing measures most closely aligned to their mission.

Criteria for Schools Renewing in the 2019-2010 Academic Year

Three measures of state test scores and postsecondary readiness serve as "initial filters":

1) Status Measure*

- Schools must have a State Rank of 4 or above in 2 of 3 years.
- Additionally, schools performing in the bottom 5th percentile in 2 of 3 years need to participate in CCSA's Multiple Measure Review before receiving CCSA's advocacy support for renewal or replication.
- CCSA uses a weighted average of SBAC scale scores measuring how far the average student is above/below the "Met" standard and ranked 0-100th percentile statewide as well as turned into rankings of 1-10. (This is called the "Distance from Standard" or "DFS".)

2) Growth*/ Postsecondary readiness

- Elementary/middle schools: Growth over time on SBAC
- An increase on the Distance from Standard "DFS" measure by at least 12 scale score points on SBAC between 2015-16 and 2017-18 (the 75th percentile of growth statewide.)
- High schools: 75% or more of 12th grade graduates completing all "a-g" requirements in 2 of 3 years.

3) Similar Students

- A Similar Students Rank of 4 or above in 2 of 3 years. This measures how schools are performing with similar students across the state.

Multiple Measure Review

Schools below ALL the initial filters or in the bottom 5% statewide on SBAC can share outcomes aligned to California's 8 state priorities as described in the school's Local Control Accountability Plan (LCAP). Schools can tell their own story of success by choosing measures most closely aligned to their mission.

*An estimation of Distance from Standard is used when the confirmed Distance from Standard published by the state is unavailable.