

CCSA’s Multiple Measure Review Process

The California Charter School Association supports good charters and **we want to support your school**. To do this we have created an accountability framework to help filter out good charter schools. Schools that meet ANY of the initial filtering criteria on CCSA’s Academic Accountability Framework and that are not in the bottom 5% of SBAC performance statewide, based on publicly available data, meet the academic threshold to receive CCSA’s full advocacy support for renewal or replication. We engage charter schools (4+ years old, 30+ valid test scores, not alternative/ASAM) that do not meet ANY of our initial accountability framework criteria in a **Multiple Measure Review**. We ask schools to share with us evidence aligned with how they measure academic success. The standard for this review is to identify substantially compelling evidence of student outcome success and growth in achievement beyond that which is seen at other schools. This is also an opportunity for the school to be able to tell its own data story of success in achieving strong student outcomes, choosing the measures it feels are most closely aligned to its mission and are most indicative of the school’s success.

Telling Your Data Story: Suggested Data Points

- Local Control and Accountability Plan
- Recent student achievement test score results including
 - California Assessment of Student Performance and Progress (CAASPP)
 - Common Core-aligned benchmark assessments
- Narrative demonstrating school’s success and case for renewal including:
 - Supporting data files
 - Charts or graphs

CCSA will not review “inputs” but instead will focus its review most heavily on student outcome indicators (such as those listed below) and to a lesser extent “process indicators” (should the school choose to submit them).

The suggestions above and table below are not an exhaustive list, but are meant to demonstrate the kinds of LCAP-aligned data the school might choose to submit (emphasizing CCSA’s focus on student outcomes). However, it is ultimately the school’s decision how to best tell the story of its own success.

Examples of Indicators Associated with the California Eight State Priorities (aligned to Local Control Accountability Plans)	Input (Resources)	Process (Activities/Engagement)	Outcome (Changes/Benefits)
Test score gains (recent student achievement test score results, including California Assessment of Student Performance and Progress (CAASPP) results or Common Core-aligned norm-referenced benchmark assessments)			✓
EL progress toward English proficiency			✓
College/career readiness			✓
Dropout rates			✓
Graduation rates			✓
Completion of college/career pathway			✓
Completion of workplace or service experience			✓

(CONTINUED FROM PAGE 1) Examples of Indicators Associated with the California Eight State Priorities (aligned to Local Control Accountability Plans)	Input (Resources)	Process (Activities/ Engagement)	Outcome (Changes/ Benefits)
College-going/retention rates, career placement rates			✓
Credentialed Teachers	✓		
Textbooks, technology	✓		
Attendance		✓	
Student engagement surveys		✓	
Suspensions, expulsions		✓	
Student/parent/teacher climate surveys		✓	
Parental input/involvement efforts		✓	
Parent participation surveys		✓	
Common Core implementation		✓	
Course access in core academic areas		✓	

Input/Process/Outcome table adapted from 5/7/15 CA State Board of Education presentation by Dr. David Conley, President, EdImagine Strategy Group edimagine.com

Data submitted as part of the CCSA Multiple Measure Review should be:

- *Longitudinal.* Representing at least two consecutive academic years (preferably more for students that have available data)
- *Standardized.* Any assessment results should be from a standardized assessment measure so that data are comparable to other schools and correlated to Common Core standards.
- *Representative.* The data should represent the vast majority of all students that were continuously enrolled. Data relating to post-secondary success should be representative of the vast majority of the school's graduates, and should include comparison data as well as information on graduation and drop-out rates.
- *Disaggregated by grade level.* For comparison purposes, we must know students' grade levels.
- *Anonymous.* To protect student privacy, schools must redact any personally identifying information from student-level data submitted to CCSA.

If the school is able to demonstrate substantially compelling evidence of student outcome success and growth in achievement beyond that which is seen at other schools, then the school would qualify for CCSA's full renewal advocacy support. If, on the other hand, the school is not able to make a substantially compelling data-based case for the academic success of students at the school through the multiple measure review (or if the school chooses not to participate at all in this process or seeks renewal in advance of completing this process), then CCSA will have to rely on publically available indicators and will therefore advocate for the school's non-renewal.