



## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

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# **PUBLIC CHARTER SCHOOL COMMISSION MEETING**

April 13, 2017

700 W. Jefferson Street, Boise, Idaho  
Idaho State Capitol Building, East Wing 41

## **AGENDA**

**Thursday, April 13<sup>th</sup>, 2017 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.**

### **OPEN FORUM**

#### **A. COMMISSION WORK**

1. Agenda Review / Approval
2. Minutes Review / Approval

#### **B. OTHER**

1. Commission Education: Education Stakeholder Groups
2. Staff Update: 2017 Legislative Session
3. Staff Update: 2018 Charter Renewals
4. Commission Discussion: Draft Performance Certificate and Framework

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

**COMMISSION ACTION**

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the PCSC have any changes or additions to the meeting minutes from February 7, 2017?

Does the PCSC have any changes or additions to the meeting minutes from March 6, 2017?

**COMMISSION ACTION**

A motion to approve the meeting minutes from February 7, 2017, as submitted.

A motion to approve the meeting minutes from March 6, 2017, as submitted.

3. Calendar

The PCSC has requested that the date of the August regular meeting be moved to accommodate scheduling conflicts.

**COMMISSION ACTION**

A motion to move the PCSC's August regular meeting date from August 10, 2017, to August 17<sup>th</sup>, 2017.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# **DRAFT MEETING MINUTES**

## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

February 7, 2017  
304 North 8<sup>th</sup> Street Room 242  
Boise, ID 83720

The meeting was called to order by Chairman Reed at 9:02 AM. The following Commissioners were in attendance:

Alan Reed  
Kelly Murphey  
Brian Scigliano  
Wanda Quinn  
Nils Peterson  
Sherilynn Bair  
Kitty Kunz

Chairman Reed advised the PCSC that Commissioner Peterson and Commissioner Kunz have been appointed to the Commission, filling the seats recently resigned by Commissioner DeMordaunt and Commissioner Frasure, respectively.

Commissioner Kunz and Commissioner Peterson introduced themselves.

### **TAB A: Charter Renewal Consideration**

Tamara Baysinger, PCSC Director, provided a general overview of the charter renewal process, then proceeded to summarize each school under renewal consideration.

#### **1. Richard McKenna Charter High School**

Director Baysinger gave a general summary of the school including ISAT proficiency rates, graduation rates, and student population. She highlighted that this school has a virtual alternative program as well as an onsite non-alternative program.

Director Baysinger said that RMCS has agreed to staff's recommendation that the charter of Richard McKenna Charter School be renewed for a five year term, with the following conditions:

- By June 30, 2020, RMCS's 10th grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School for 10th grade. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
- RMCS's 2020 four year cohort graduation rate for the on-site program will be at least fifty percent. This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets

or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate.

Director Baysinger addressed questions from the commissioners regarding student demographics, enrollment, and graduation rates.

Chairman Reed explained that the role of the commission at this point is to decide whether the commissioners agree to the recommendations that have been agreed upon by PCSC staff and the schools.

**M/S (Kunz/Scigliano):** To approve Richard McKenna Charter School's January 24, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Richard McKenna Charter School must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

Commissioner Peterson addressed Chairman Reed requesting to be recused from Syringa Mountain School, Heritage Academy, and American Heritage Charter School because of his participation in the site visits of those schools.

## 2. Syringa Mountain School

Director Baysinger gave a general summary of the school including ISAT proficiency rates, operational status, financials, and student population. She noted that the school's new administrator is already successfully implementing a clear and reasonable plan for improvement.

Director Baysinger said that SMS has agreed to staff's recommendation that the charter of Syringa Mountain School be renewed for a five year term, with the following condition:

- By spring 2020, SMS will achieve ISAT math and ELA proficiency rates that meet or exceed the state average math and ELA proficiency rates. Proficiency rates will be based on the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

**M/S (Scigliano/Quinn):** To approve Syringa Mountain School's January 17, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Syringa Mountain School must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## 3. Heritage Academy

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student population, and IRI scores. She noted that HA has struggled academically, including by comparison to other high poverty schools and its surrounding, low-proficiency

district, but said the school should be given an opportunity to demonstrate its outcomes in the context of a fully functioning performance framework.

Director Baysinger said that HA has agreed to staff's recommendation that the charter of Heritage Academy be renewed for a five year term, with the following conditions:

- By June 30, 2020, HA's ISAT proficiency in each subject area will meet or exceed the percentage of Jerome School District students, in all tested grades 3-8, who scored proficient or above. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
- By June 30, 2020, HA's continuously enrolled student population will achieve "meets standard" or better on the criterion-referenced academic growth measures contained in the performance framework adopted by the Commission in 2017. For purposes of this condition, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation. A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

Director Baysinger addressed questions from the commissioners regarding student ISAT proficiency rates.

Commissioner Kunz recused herself from discussion or voting on HA due to her grandchildren's prior enrollment at the school.

**M/S (Quinn/Bair):** To approve Heritage Academy's January 24, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Heritage Academy must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

#### **4. iSucceed Virtual High School**

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student population, and graduation rates. She noted that iSVHS faces some challenges common among virtual schools, such as enrolling students who are behind cohort or otherwise academically struggling. The extent of these factors is presently unknown, but one condition was drafted based on alternative school averages, though iSVHS is not an alternative school.

Director Baysinger said that iSVHS has agreed to staff's recommendation that the charter of iSucceed Virtual High School be renewed for a five year term, with the following conditions:

- By June 30, 2020, iSVHS's ISAT math proficiency rate will be at least twenty percent (20%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
- While iSVHS increases math proficiency, iSVHS will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
- iSVHS's 2019 five year cohort graduation rate will be at least thirty percent (30%). Five year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty eight percent (48%) is the 2014 median five year cohort graduation rate for Idaho alternative schools. Although iSVHS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Dionicio Pena, iSVHS Board Chair, shared his appreciation to the staff for their work. He expressed his concerns with the renewal process.

**M/S (Kunz/Peterson):** A motion to approve iSucceed Virtual High School's January 26, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. iSucceed Virtual High School must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## 5. Kootenai Bridge Academy

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student demographics, school dynamics, and graduation rates. She highlighted that this school is a virtual alternative school focused on credit recovery for 11<sup>th</sup> and 12<sup>th</sup> graders.

Director Baysinger said that KBA has agreed to staff's recommendation that the charter of Kootenai Bridge Academy be renewed for a five year term, with the following condition:

- For its performance certificate term ending June 30, 2022, KBA will include in its performance framework one or more mission-specific standard(s) focused on improving student achievement in writing. The mission-specific standard(s)

will be developed in accordance with the process described in Commission policy.

Director Baysinger addressed questions from the commissioners regarding assessment options.

**M/S (Quinn/Murphey):** To approve Kootenai Bridge Academy's January 20, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Kootenai Bridge Academy must comply with the agreed upon condition set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## 6. Another Choice Virtual School

Director Baysinger gave a general summary of the school including ISAT proficiency rates, and student demographics. She noted that this virtual school was designed to serve special education students in particular, but also enrolls a substantial general education population in grades K-12. ACVS faces some challenges common among virtual schools, such as enrolling students who are behind cohort or otherwise academically struggling. The extent of these factors is presently unknown, but one condition was drafted based on alternative school averages, though ACVS is not an alternative school.

Director Baysinger said that ACVS has agreed to staff's recommendation that the charter of Another Choice Virtual School be renewed for a five year term, with the following conditions:

- By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.
- ACVS's 2019 five year cohort graduation rate will be at least thirty-five percent (35%). Five year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

**M/S (Murphey/Kunz):** To approve Another Choice Virtual School's January 25, 2017, Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Another Choice Virtual School must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## 7. Idaho College and Career Readiness Academy

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student demographics, student mobility, and financials. The name of the school was clarified; upon renewal the official name change will be made to Idaho Technical Career Academy. IDCCRA faces some challenges common among virtual schools, such as enrolling students who are behind cohort or otherwise academically struggling. The extent of these factors is presently unknown, but one condition was drafted based on alternative school averages, though IDCCRA is not an alternative school.

Director Baysinger said that IDCCRA has agreed to staff's recommendation that the charter of Idaho College and Career Readiness Academy be renewed for a five year term, with the following conditions:

- The conditions set forth below will have the following definitions: Student growth is the difference between the numbers of points earned by a student on his or her 8th and 10th grade ISAT tests. A student's academic peers are those students statewide who scored at the same achievement level (below basic, basic, basic, proficient, or advanced) on the 8th grade ISAT. "Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation...A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students." If the N (number of continuously enrolled IDCCRA 10th graders tested) is smaller than 15, a median will not be used. Instead, at least fifty percent (50%) of the tested students must fall at or above the 50th percentile by comparison to their academic peers.
  - a. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT math, for continuously enrolled 10th grade students, will be at or above the 50th percentile by comparison to those students' academic peers.
  - b. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT ELA, for continuously enrolled 10th grade students, will be at or above the 50th percentile by comparison to those students' academic peers.
- For its performance certificate term ending June 30, 2022, IDCCRA will maintain mission-specific standards focused on student achievement of passing scores on the written NOCTI Pathways Assessment. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy.

- IDCCRA's 2019 five year cohort graduation rate will be at least thirty percent (30%). Five year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of development sufficient to promote the school's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Kerry Wysocki, Board Chair, IDCCRA shared his appreciation to the staff for their work. Mr. Wysocki stated they had a graduating class in 2016 and graduated 9 out of 10 students. He expressed his interest in making the renewal process less cumbersome.

**M/S (Scigliano/Bair):** To approve Idaho College and Career Readiness Academy's January 24, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Idaho College and Career Readiness Academy, also known as Idaho Technical Career Academy, must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## 8. Bingham Academy

Director Baysinger gave a general summary of the school including ISAT proficiency rates, operational aspects, and financials. This is a brick and mortar school. The school is on a letter of fiscal concern. Director Baysinger, answered questions from commissioners clarifying STEM requirements and accreditation.

Director Baysinger said that IDCCRA has agreed to staff's recommendation that the charter of Idaho College and Career Readiness Academy be renewed for a five year term, with the following conditions:

- By June 30, 2019, BA will obtain STEM certification, either as a program or as a school, at the sustaining level. Such certification shall be maintained at the sustaining level throughout the remainder of the performance certificate term.
- By June 30, 2020, BA's ISAT math proficiency rate will be at least thirty percent (30%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average ISAT math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
- While BA increases math proficiency, BA will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Director Baysinger addressed questions from the commissioners regarding the schools site visit, STEM certifications and accreditation.

Commissioner Scigliano expressed disapproval of the tone of BA's renewal application.

**M/S (Peterson/Kunz):** To approve Bingham Academy's January 18, 2017 Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Bingham Academy must comply with the agreed upon conditions set forth in the Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter *The motion passed 6-1 with Commissioner Scigliano dissenting.*

## 9. American Heritage Charter School

Director Baysinger gave a general summary of the school including ISAT proficiency rates, their continuous improvement plan, and their framework ratings.

Director Baysinger said that AHCS has agreed to staff's recommendation that the charter of American Heritage Charter School be renewed for a five year term.

**M/S (Kunz/Quinn):** To approve American Heritage Charter School's January 14, 2017, Notice and Acknowledgment of Commission's Recommendation for Renewal of Charter and renew American Heritage Charter School's charter for a 5 year term starting July 1, 2017. *The motion passed unanimously.*

## 10. Chief Tahgee Elementary Academy

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student population and demographics, and the school's educational plan implementation. Chief Tahgee is working on implementing a language immersion program. She noted that the pre-renewal site visit was especially helpful in demonstrating the extra effort CTEA is making to serve its uniquely challenging student population.

Director Baysinger said that CTEA has agreed to staff's recommendation that the charter of Chief Tahgee Elementary Academy be renewed for a five year term, with the following condition:

- For its upcoming performance certificate term, CTEA will maintain mission-specific standards focused on exceeding the ISAT outcomes at Fort Hall Elementary. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

**M/S (Quinn/Scigliano):** To approve Chief Tahgee Elementary Academy's January 20, 2017, Notice and Acknowledgment of Commission's Recommendations for Renewal of Charter and renew its charter for a 5 year term, starting July 1, 2017. Chief Tahgee Elementary Academy must comply with the agreed upon condition set forth in the Notice

and Acknowledgment of Commission's Recommendations for Renewal of Charter. *The motion passed unanimously.*

## **11. Idaho Connects Online**

Director Baysinger gave a general summary of the school including ISAT proficiency rates, graduation rates, and student population and demographics. ICON has a general education and an alternative program. The school faces many of the challenges common among virtual schools, such as enrolling students who are behind cohort or otherwise academically struggling. A high percentage of ICON's alternative students are in institutions such as juvenile detention or mental health facilities.

Director Baysinger said that ICON has agreed to staff's recommendation that the charter of Idaho Connects Online be renewed for a five year term.

**M/S (Quinn/Murphey):** To approve Idaho Connects Online School's January 17, 2017, Notice and Acknowledgment of Commission's Recommendation for Renewal of Charter and renew Idaho Connects Online School's charter for a 5 year term, starting July 1, 2017. *The motion passed unanimously.*

## **12. Coeur d'Alene Charter Academy**

Director Baysinger gave a general summary of the school including ISAT proficiency rates, student population, and financial and operational statuses. CCA is a high performing school that transferred to PCSC authorization two years ago. The school's meets all the standards in its performance certificate and framework, and therefore qualifies for automatic, guaranteed renewal.

Director Baysinger said that CCA has agreed to staff's recommendation that the charter of Coeur d'Alene Charter Academy be renewed for a five year term.

**M/S (Quinn/Scigliano):** To approve Coeur d'Alene Charter Academy's January 19, 2017, Notice and Acknowledgment of Commission's Recommendation for Renewal of Charter and renew Coeur d'Alene Charter Academy's charter for a 5 year term, starting July 1, 2017. *The motion passed unanimously.*

## **TAB B: Other**

### **1. Legislative Update**

Kirsten Pochop, PCSC Charter Schools Program Manager, summarized legislation and legislative ideas under consideration during the 2017 legislative session.

**M/S (Quinn/Murphey):** To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 11:45 a.m.

# DRAFT SPECIAL MEETING MINUTES

## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

March 6, 2017  
304 North 8<sup>th</sup> Street Room 242  
Boise, ID 83702

The special meeting was called to order by Chairman Reed at 11:00 a.m. The following Commissioners were in attendance:

Alan Reed  
Kelly Murphey  
Brian Scigliano  
Wanda Quinn  
Nils Peterson  
Sherilynn Bair  
Kitty Kunz

Chairman Reed asked whether there were any changes to the agenda.

**M/S (Peterson/Murphey):** To approve the agenda as presented. *The motion passed unanimously.*

### 1. LEGISLATIVE UPDATE

Tamara Baysinger, PCSC Director, summarized HB241, which makes significant changes to the charter petitioning process.

Commissioner Quinn noted that additional time would be necessary for a full review and analysis of the ramifications of striking out language referring to charter schools' compliance with the general education laws of the state.

Commissioners Murphey, Scigliano, Kunz, and Bair concurred.

Commissioner Murphey added that he would prefer to see a list of specific exemptions desired by charter schools. He also stated that much of the bill reflected positive steps in refining the cumbersome petition process.

Commissioner Bair said she would like to retain a more thorough check-in with new schools in their third year, if initial renewal considerations are delayed to the fifth year.

Commissioners Quinn and Peterson expressed concern about the opportunity for unlimited, repeated resubmission of petitions that have previously been denied.

Commissioner Peterson said he had found the more lengthy petitioning process, including the longer petition and sufficiency review, valuable for the education it provided to him as a petitioner.

**M/S (Peterson/Scigliano):** To oppose HB241 due to concerns regarding the strikeout of the “general education laws” language on page 14, lines 12-14; also, con convey concerns regarding the unlimited review of previously denied petitions and discomfort with having inadequate time to review the proposed changes to the petitioning process and petition contents

A roll call vote was taken. Commissioners in favor: Scigliano, Murphey, and Peterson. Commissioners opposed: Bair, Kunz, Quinn, and Reed.

*The motion failed 4-3.*

**M/S (Peterson/Quinn):** To direct staff to convey the PCSC’s concern regarding the strikeout of the “general education laws” language on page 14, lines 12-14, of HB 241; also, to convey the PCSC’s concerns regarding the unlimited review of previously denied petitions and discomfort with having inadequate time to review the proposed changes to the petitioning process and petition contents. *The motion passed unanimously.*

Director Baysinger described HB243, which would exempt certain, high-performing public charter schools from teacher certification requirements.

Commissioner Quinn expressed concern due to the fact that the educator’s code of ethics applies only to certified teachers.

Commissioner Murphey favored the potential for providing access to additional expertise via non-certified teachers, but noted a prior requirement that Title I schools have all highly-qualified teachers.

Commissioner Quinn said it is difficult to review the implications of this proposal in a short period of time.

Emily McClure, lobbyist for the ICSN, explained that the idea of this bill was to give high performing charter schools flexibility with hiring teachers, not to remove charter schools from ethical requirements. In the case of classified employees, decisions related to ethics are left to the school’s board of directors; that would apply to non-certified teachers as well.

**M/S (Quinn/Peterson):** To refrain from taking a position on HB243 due to insufficient time to review its implications, as well as concerns regarding the handling of ethics violations in the case of non-certified teachers.

**Amended M/S (Quinn/Peterson):** To direct staff to convey the PCSC’s concerns regarding insufficient time to review its implications, as well as concerns regarding the handling of ethics violations in the case of non-certified teachers. *The motion, as amended, passed unanimously.*

**M/S (Kunz/Murphey):** To further direct staff to convey that the concerns cited in the original motion, as amended, are those of some, rather than all, members of the PCSC. *The motion passed unanimously.*

**M/S (Peterson/Murphey):** To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 12:40 p.m.

**SUBJECT**

Commission Education: Education Stakeholder Groups

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Numerous stakeholder groups impact, and are impacted by, the policy environment surrounding Idaho's public charter schools. These include:

- Idaho Charter School Network
- Bluum
- Idaho School Boards Association
- Idaho Education Association
- Coalition of Idaho Charter School Families
- Association of Charter School Leaders

**DISCUSSION**

Representatives of the stakeholder groups have been invited to provide introductions including their various roles, histories, memberships, and goals.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

**SUBJECT**

2017 Legislative Update

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

During the 2017 legislative session, the Idaho Legislature considered several bills directly related to public charter schools.

**DISCUSSION**

PCSC staff will provide an overview of the new laws and resolutions, which are directly pertinent to public charter schools and the PCSC:

S1030 amends existing statute to allow students enrolled in public charter schools and non-public schools to dually enroll in other public charter school for specific classes and activities.

H70 adds to existing law to provide for the award of STEM school or STEM program designations, including funding for the certification. Charters are eligible for the program.

H74 amends existing charter school statute regarding the appointment of PCSC commissioners. This amendment is designed to ensure that at no time may an appointing authority appoint more members of the Commission than permitted under I.C. 33-5213.

H254 amends public charter school statute to eliminate term limits for PCSC commissioners. The bill was sent to Governor Otter on March 27, 2017.

H279 amends public charter school statute to streamline the charter petitioning process and eliminate the SDE sufficiency review requirement for new petitions. After a one month notification period, petitioners will be able to bypass the local school district and take the petition directly to the PCSC for authorization.

HCR12 authorizes, for the second year, the Legislative Council to appoint a committee to conduct a study of the public school funding formula and make recommendations.

K-12 Budget increased general funding spending on public schools by 6.3%, including \$62,000,000 to fund the third year of the career ladder and an additional \$71,000 for the PCSC office to fund a hearing officer for renewals, a contractor to assist with the management of renewal site visits, and funds for two outside expert evaluators to conduct renewal site visits.

April 13, 2017

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**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

**SUBJECT**

Staff Update: 2018 Charter Renewals

**APPLICABLE STATUTE, RULE, OR POLICY**

§33-5209B

§33-5209C(7)

**BACKGROUND**

In March 2018, the PCSC will consider thirteen PCSC-portfolio schools for renewal or non-renewal.

**DISCUSSION**

PCSC staff will provide an update regarding the renewal process and schools under consideration for 2018.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

**SUBJECT**

PCSC Discussion: Draft Performance Certificate and Framework

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5202A(4)

I.C. §33-5205B

I.C. §33-5209A

**BACKGROUND**

Idaho statute contains a provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The PCSC adopted its current performance framework in August 2013. However, state-level standardized testing and accountability system changes have since resulted in an urgent need to update the framework.

The first draft of the revised framework was presented at the October 13, 2016 regular PCSC meeting. In response to stakeholder feedback and in consultation with SDE and OSBE staff regarding changes to the statewide accountability system, PCSC staff has drafted a second version of the revised framework. Stakeholders have been invited to comment on this version of the draft.

**DISCUSSION**

PCSC staff will provide information regarding the draft framework and stakeholder comments received in advance of the meeting. Additional public comment has been invited and may be shared during this meeting.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**April 13, 2017**

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**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

# [SCHOOL NAME] [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had an opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

Mission Statement			
Key Design Elements			
School Location		School Phone	
Surrounding District			
Opening Year			
Current Term			
Grades Served			
Enrollment (Approved)		Enrollment (Actual)	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
	1c	25	0	25	0	25	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
	2c	25	0	25	0	25	0	25	0
Criterion-Referenced Growth	3a	125	0			65	0		
	3b	125	0			65	0		
Norm-Referenced Growth	4a			125	0	65	0	75	0
	4b			125	0	65	0	75	0
Post-Secondary Readiness	5a			75	0	75	0	75	0
	5b			75	0	75	0	75	0
Total Academic Points		500	0	650	0	660	0	425	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	Total Financial Points		400	0
	4b	25	0				
	5a	25	0				
Total Operational Points		400	0	% of Financial Points			0%
% of Operational Points			0%	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math, ELA, and science) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

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<p><b>Measure 3a</b></p> <p><b>Criterion-Referenced Growth Math</b></p> <p><b>Notes</b></p>	<p><b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b></p> <p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>95-125</td> <td>0</td> </tr> <tr> <td></td> <td>63-94</td> <td>0</td> </tr> <tr> <td></td> <td>32-62</td> <td>0</td> </tr> <tr> <td></td> <td>0-31</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		95-125	0		63-94	0		32-62	0		0-31	0			0
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ACADEMIC 9-12

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<b>Measure 1c</b>	<b>Do Science proficiency rates meet or exceed the state average?</b>				
<b>Science Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in science exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in science is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in science is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in science is 11 or more percentage points lower than the state average.</p>			25	
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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																				
<b>Measure 5a</b>  <b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Are students graduating from high school on time?</b></p> <p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.  <b>Meets Standard:</b> The school either:                      a) had an four-year ACGR of 80% - 89% OR                      b) had a four-year ACGR of at least 66% AND met its progress goal.  <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.  <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p> <p><b>Notes</b></p> <p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>75</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		75			50			25			0				0
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<b>Measure 5b</b>  <b>Go-On Rate</b>	<p><b>Are graduates going on to enroll in postsecondary programs?</b></p> <p><b>Exceeds Standard:</b> At least 60% of graduates went on to postsecondary enrollment within 12 months.  <b>Meets Standard:</b> 50% - 59% of graduates went on to postsecondary enrollment within 12 months.  <b>Does Not Meet Standard:</b> 20% - 49% of graduates went on to postsecondary enrollment within 12 months.  <b>Falls Far Below Standard:</b> Less than 20% of graduates went on to postsecondary enrollment within 12 months.</p> <p><b>Notes</b></p> <p>This measure will be evaluated using the State Board of Education's go-on rate calculation. All graduates are included in the calculation, regardless of whether they graduated on time or with an extended cohort.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>0</td> </tr> <tr> <td></td> <td>19-37</td> <td>0</td> </tr> <tr> <td></td> <td>0-18</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		57-75	0		38-56	0		19-37	0		0-18	0			0
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ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math, ELA, and science) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON			Result	Points Possible	Points Earned
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>				
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>		50	30	15
			0		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.				
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>				
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>		50	30	15
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.				
<b>Measure 1c</b>	<b>Do Science proficiency rates meet or exceed the state average?</b>				
<b>Science Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in science exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in science is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in science is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in science is 11 or more percentage points lower than the state average.</p>		25	15	10
			0		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.				

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the district average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p> <p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p><b>Measure 3a</b> <b>Criterion-Referenced Growth Math</b></p>	<p><b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b></p> <p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50-65</td> <td>0</td> </tr> <tr> <td></td> <td>34-49</td> <td>0</td> </tr> <tr> <td></td> <td>17-33</td> <td>0</td> </tr> <tr> <td></td> <td>0-16</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50-65	0		34-49	0		17-33	0		0-16	0			0
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Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																	
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>75</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		75			50			25			0	0
Result	Points Possible	Points Earned															
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	25																
	0	0															
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.  <b>Meets Standard:</b> The school either:                      a) had a four-year ACGR of 80% - 89% OR                      b) had a four-year ACGR of at least 66% AND met its progress goal.  <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.  <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p>																
<b>Notes</b>	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p> <p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>																
<b>Measure 5b</b>	<b>Are graduates going on to enroll in postsecondary programs?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>0</td> </tr> <tr> <td></td> <td>19-37</td> <td>0</td> </tr> <tr> <td></td> <td>0-18</td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		57-75	0		38-56	0		19-37	0		0-18	0
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	0-18	0															
<b>Go-On Rate</b>	<p><b>Exceeds Standard:</b> At least 60% of graduates went on to postsecondary enrollment within 12 months.  <b>Meets Standard:</b> 50% - 59% of graduates went on to postsecondary enrollment within 12 months.  <b>Does Not Meet Standard:</b> 20% - 49.99% of graduates went on to postsecondary enrollment within 12 months.  <b>Falls Far Below Standard:</b> Less than 20% of graduates went on to postsecondary enrollment within 12 months.</p>																
<b>Notes</b>	<p>This measure will be evaluated using the State Board of Education's go-on rate calculation. All graduates are included in the calculation, regardless of whether they graduated on time or with an extended cohort.</p>																

ALTERNATIVE ACADEMIC

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math, ELA, and science) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON																				
<p><b>Alt Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to Alternatives</b></p>	<p><b>Do math proficiency rates meet or exceed the state average for alternative schools?</b></p> <p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p><b>Alt Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to Alternatives</b></p>	<p><b>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</b></p> <p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p><b>Alt Measure 2c</b></p> <p><b>Science Proficiency Rate Comparison to Alternatives</b></p>	<p><b>Do Science proficiency rates meet or exceed the state average for alternative schools?</b></p> <p><b>Exceeds Standard:</b> The school's science proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's science proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's science proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's science proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			10			0				0
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ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																				
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>75</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		75			50			25			0				0
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Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>75</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		75			50			25			0				0
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Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.																			

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Alt Measure 5a	Are students graduating from high school?	Result      Points Possible      Points Earned
Five-Year Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.</p> <p><b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>	<p>75</p> <p>50</p> <p>25</p> <p>0</p> <hr/> <p>0</p>
Notes	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent five-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	
Alt Measure 5b	Are graduates going on to enroll in postsecondary programs?	Result      Points Possible      Points Earned
Go-On Rate	<p><b>Exceeds Standard:</b> At least 50% of graduates went on to postsecondary enrollment within 12 months.</p> <p><b>Meets Standard:</b> 25% - 49% of graduates went on to postsecondary enrollment within 12 months.</p> <p><b>Does Not Meet Standard:</b> 15 - 24% of graduates went on to postsecondary enrollment within 12 months.</p> <p><b>Falls Far Below Standard:</b> Less than 15% of graduates went on to postsecondary enrollment within 12 months.</p>	<p>57-75      0</p> <p>38-56      0</p> <p>19-37      0</p> <p>0-18      0</p> <hr/> <p>0</p>
Notes	<p>This measure will be evaluated using the State Board of Education's go-on rate calculation. All graduates are included in the calculation, regardless of whether they graduated on time or with an extended cohort.</p>	

**MISSION-SPECIFIC**

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring.

<b>MISSION-SPECIFIC INDICATOR</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 1</b>	<b>Is the school...</b>  <b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<hr/> 0
<b>Notes</b>				
<b>Measure 2</b>	<b>Is the school...</b>  <b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<hr/> 0
<b>Notes</b>				
<b>Measure 3</b>	<b>Is the school...</b>  <b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<hr/> 0
<b>Notes</b>				

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>																	
<p>Notes</p>	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

DRAFT

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Unrestricted Days Cash</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> Total Margin and Aggregated 3-Year Total Margin Notes	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i> <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50 30 0 <hr/> 0			
<b>Measure 2b</b> Debt to Asset Ratio Notes	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9. <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0 <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50 30 0 <hr/> 0			
<b>Measure 2c</b> Cash Flow Notes	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50 30 0 <hr/> 0			
<b>Measure 2d</b> Debt Service Coverage Ratio Notes	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1 <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50 0 <hr/> 0			

## Tamara Baysinger

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**From:** Dale Kleinert <dkleinert@advanc-ed.org>  
**Sent:** Friday, March 17, 2017 11:45 AM  
**To:** Tamara Baysinger  
**Subject:** RE: DRAFT 2017 Performance Framework

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Hi Tamara –

Thanks for the opportunity to review this draft framework. The performance outputs are great and seem to provide a fairly simple method for school personnel to provide the inputs. They will still complain, but...

Sections 4a and 4b regarding school environment meets black and white requirements. When we (AdvancED) observe school/classroom environments during accreditation reviews we carefully observe classrooms and quantify student engagement with a research based instrument used in all of our reviews, and I wonder if it might be a good idea to think about adding this component someplace in the certificate. I would be happy to show you how it works sometime. It's called eleot® which is short for "Effective Learning Environment Observation Tool" and measures seven different classroom domains. Every Idaho accredited institution has access to this tool as part of their annual fee.

Indicator 5: Additional Obligations addresses "requirements of the accrediting body". Good. Have you had conversations with Michelle Taylor and/or SBOE about extending the accreditation requirement to K-8? If so, we would have a great opportunity to add the student engagement piece, which for accreditation & CIP growth is huge and relates directly to student success and readiness for success at the next level. Even though teacher certification/licensure is addressed in this certificate, quantification of classroom environment related to student engagement would be a good addition to the performance certificate.

Just my thoughts. AdvancED is moving to a more flexible output reporting structure and the charters will be able to use this certification to relieve some of their duplicative accreditation processes. Everybody should be happy about that.

Thanks for your work and opportunity to provide input. Have a great weekend. dak

and additional obligations

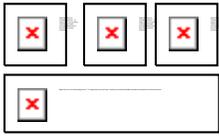


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**From:** Chelsea Cantrell [mailto:Chelsea.Cantrell@osbe.idaho.gov]  
**Sent:** Wednesday, March 15, 2017 12:48 PM  
**To:** Chelsea Cantrell  
**Cc:** Kirsten Pochop; Tamara Baysinger  
**Subject:** DRAFT 2017 Performance Framework

Hello all,

As you know, the PCSC is in the process of developing a revised Performance Framework. A new draft is now available on our website; it reflects changes in response to stakeholder comments on the prior draft (posted in fall 2016), as well as new developments at the state and federal levels.

[Please click here to view the document online.](#)

You will notice that the document now incorporates the usual Overview information (school mission, leadership, demographics, etc.) as well as the familiar structure of the Framework itself. This is simply for efficiency and doesn't change the elements that contribute to your accountability designation (academic, mission-specific, operational, and financial measures).

We welcome your comments on the draft. Please feel free to submit them to me via email, or give us a call anytime. Additionally, we expect to host a round table discussion opportunity on April 3, and will provide details shortly.

Thanks in advance for your valuable input.

Kind regards,

*Chelsea Cantrell*

Administrative Assistant  
Public Charter School Commission



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## March Draft Performance Certificate Review (for PCSC meeting April 13<sup>th</sup>)

***Why is the Idaho Public Charter School Commission holding their charter schools to different accountability standards than the State? PCSC schools should be held accountable to Federal and State accountability rules and not have additional accountability measures imposed on them.***

***ACSL Recommendation: PCSC adopt the state accountability system for the Academic Framework.***

If the PCSC staff concludes that additional accountability measures are required, please see below for feedback on the latest draft Performance Framework.

ACSL Recommendation: Consider the addition of “priority points”. When schools apply for grants, there are frequently priority points awarded for addressing specific goals associated with the program. STEM grants, for example, tend to often have priority points for girls and minority students. Many of the after-school program grants have priority points for high poverty, high percentage of at-risk students, etc. Priority points could be worked into the Framework to recognize the differences in schools and demographics.

What is the grievance process if a charter school uses the Response Form to report material errors in the draft Annual Report and no change is made? ACSL Recommendation: The PCSC adopts a grievance process whereby concerns can be appealed directly to the Idaho Public Charter Commissioners.

Question: The Accountability Designation weightings (p. 4 of draft framework) vary between Academic, Operational, and Financial. Why the inconsistency?

### **Academics K-8**

#### **Indicator 1: State Proficiency Comparison**

- Measure 1a: Do math proficiency rates meet or exceed the state average?
  - If the school’s math proficiency rate is even 1 percentage point below the state average, then the school “Does Not Meet Standard”. However, if the school’s math proficiency rate is equal to, or 1-15 percentage points higher than the state average, the school “Meets Standard”. Why can a school be under the state average by just 1 percentage point and not meet the standard but over by 15 and only meet the standard and not exceed?
  - To earn “Exceeds Standard”, the school’s math proficiency rate must be 16 or more percentage points above the state average. On the other side, though, for a school to “Fall Far Below Standard”, it’s math proficiency rate must be just 11 point below state average. Where did the percentage points above or below the state average to achieve “exceeds standard” or “falls far below standard” come from? Exceeds is one step from Meets. Falls Far Below is two steps from Meets. Logically, it should take fewer percentage points to get to Exceeds than it takes going the other way to get to Falls Far Below Standard.
  - Recommendation: Calculate a range for “Meets Standard” that gives a standard deviation type of allowance and use a consistent number of percentage points above and below the state average for Exceeds and Does Not Meet Standard.
    - Exceeds Standard: The school’s proficiency rate in math exceeds the state average by 6 percentage point or more.

- Meets Standard: The school's proficiency rate in math is between 5 percentage points below and 5 percentage points above the state average.
  - Does not Meet Standard: The school's proficiency rate in math is 6-10 percentage points below the state average.
  - Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points below the state average.
- Measure 1b: Do English Language Arts proficiency rates meet or exceed the state average?
  - See feedback for Measure 1a.
- Measure 1c: Do Science proficiency rates meet or exceed the state average?
  - See feedback for Measure 1a.
  - Additionally, Science is not part of the State accountability framework. Why are PCSC staff proposing to have it be part of the accountability system for PCSC charter schools?
  - Recommendation: remove this measure.

#### Indicator 2: District Proficiency Comparison

*The district accountability measures need to be removed. Under this draft of the Academic Framework, PCSC schools are already being measured against the state average through Measures 1a-1c. This is double accountability.*

- Measure 2a: Do math proficiency rates meet or exceed the district average?
  - See feedback for Measure 1a.
- Measure 2b: Do ELA proficiency rates meet or exceed the district average?
  - See feedback for Measure 1a.
- Measure 2c: Do Science proficiency rates meet or exceed the district average?
  - See feedback for Measure 1c.

#### Indicator 3: Criterion-Referenced Student Growth (Grades K-8)

- Measure 3a: Are students making adequate growth to achieve math proficiency within 3 years or by 10<sup>th</sup> grade?
  - Will this measure consider students at the same school for 3 years? Some charter schools face the challenge of highly mobile students. Based on this mobility, students may be further behind and may take longer to catch up academically. What are the percentages of students making adequate academic growth now? What are these percentages in virtual, alternative, or other high mobility schools? What are these percentages in FRL schools? How do these percentages compare with the percentages expected to meet the standard in this measure?
  - If this measure stands, schools should be compared to like schools and not have one set of standards for all schools.
  - What about special education students?
  - Many charter schools are small. This data could end up being identifiable down to the student level.
  - Recommendation: Are general education students making adequate growth to achieve math proficiency within 3 years at the same school or by 10<sup>th</sup> grade.

- Measure 3b: Are students making adequate growth to achieve ELA proficiency within 3 years or by 10<sup>th</sup> grade?
  - See feedback for Measure 3a.

#### Academics 9-12

##### Indicator 1: State Proficiency Comparison

- Measure 1a: Do math proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 1b: Do English Language Arts proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 1c: Do Science proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1c.

##### Indicator 2: District Proficiency Comparison

*The district accountability measures need to be removed. Under this draft of the Academic Framework, PCSC schools are already being measured against the state average through Measures 1a-1c. This is double accountability.*

- Measure 2a: Do math proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 2b: Do English Language Arts proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 2c: Do Science proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1c.

##### Indicator 4: Norm-Referenced Student Growth (Grades 9-12)

- Measure 4a: Are students making expected academic growth in math compared to their academic peers?
  - What are the percentages of students making expected academic growth now? What are these percentages in virtual, alternative, or other high mobility schools? How do these percentages compare with the percentages expected to meet the standard in this measure?
  - Growth is being calculated from 8<sup>th</sup> to 10<sup>th</sup> grade. This means that a charter school accepting a 9<sup>th</sup> or 10<sup>th</sup> grade student who has been at another school for 8<sup>th</sup> and/or 9<sup>th</sup> grade will be held highly accountable for one, two or more years of schooling that happened in another school.
  - Where is the norm-referenced growth information coming from? SBAC is not a norm referenced test.
- Measure 4b: Are students making expected academic growth in ELA compared to their academic peers?
  - See feedback for Measure 4a.

##### Indicator 5: College & Career Readiness (Grades 9-12)

- Measure 5a: Are students graduating from high school on time?
  - Why are we using the federal graduation calculation? Some charter schools serve at risk populations. Graduating is the goal, but it is, often, not feasible to graduate in 4 years for at risk students, which some charter schools serve. Grad rate is a good measure for a state to look at but not for schools. It turns into a “hot potato” situation, and the last school holding the kid is the one to take the hit.
  - Does Not Meet and Falls Far Below Standards should consider the type of school. Virtual schools, for example, have high student mobility which affects graduation rate. Should Virtual schools have a separate framework the same way that Alternative Schools do?
  - It is understood that the state is required to provide Targeted Support for schools that graduate fewer than 2/3 of their students on time. Adding a second layer of accountability to PCSC charter schools on top of this through the Performance Framework is duplicative and unfair. In the draft Performance Framework shared a month or so ago, there was a bit of latitude for the 66% in the “falls below standard” category. The “falls far below standard” category was reserved for the 66% threshold. To “meet standard” in that version, a school had to meet its interim progress goal for its 4 year ACGR. If a school is meeting its goal, then it should meet standard.
    - Recommendation – Meets Standard = The school met its interim progress goal for its 4-year ACGR.
  - Besides the 66%, where do these cut-off numbers come from?
  - In response to accountability measures like this, some schools could be incentivized to develop policies that would limit enrollment opportunities for under-credited students and/or weed out students not on track to graduate on time from their programs.
- Measure 5b: Are graduates going on to enroll in postsecondary education programs?
  - The Go-On Rate is not a part of the State’s ESSA Accountability system.
  - The Go-On Rate is flawed. It only considers the information it receives from post-secondary institutions. A young LDS person who graduates high school and serves a 2-year mission is counted as not going on. A student who joins the military is not counted positively into the Go-On rate. A student who attends a university abroad and is not reported to the State Department is not counted as going on. A graduate who decides to go into business for herself is counted as not going on. A graduate who goes to work on the family farm as a career is counted as not going on.
  - The Go-On Rate has only been calculated by the State Board of Education for a very short amount of time. There is no baseline. However, this draft measure uses a 50% Go On Rate to meet the standard.
  - PCSC charter schools should not be held accountable to a flawed measure, and it should not be included in the Performance Framework.
  - Why was the SAT as a measure in previous proposed Performance Frameworks removed?
  - Recommendation: Remove Go On Rate measure and replace with College Entrance Exam (with the measure noting that, if the college entrance exam requirement is removed at the State level, remove the measure) or include a 5-year and possibly 6 and 7-year graduation rate measures.
  - Recommendation 2: If the Go On Rate measure is not removed, change from 50% to meet standard to “meet the state average” to meet standard and have a fair distribution of points

above and below the state average to exceed or not meet the standard (see Academics K8 measure 1a).

## Academics K-12

### Indicator 1: State Proficiency Comparison

- Measure 1a: Do math proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 1b: Do English Language Arts proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 1c: Do Science proficiency rates meet or exceed the state average?
  - See feedback for Academics K-8 Measure 1c.

### Indicator 2: District Proficiency Comparison

*The district accountability measures need to be removed. Under this draft of the Academic Framework, PCSC schools are already being measured against the state average through Measures 1a-1c. This is double accountability.*

- Measure 2a: Do math (or similar subject area) proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 2b: Do English Language Arts (or similar subject area) proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1a.
- Measure 2c: Do Science (or similar subject area) proficiency rates meet or exceed the district average?
  - See feedback for Academics K-8 Measure 1c.

### Indicator 3: Criterion-Referenced Student Growth (Grades K-8)

- Measure 3a: Are students making adequate growth to achieve math proficiency within 3 years or by 10<sup>th</sup> grade?
  - See feedback for Academics K-8 Measure 3a.
- Measure 3b: Are students making adequate growth to achieve ELA proficiency within 3 years or by 10<sup>th</sup> grade?
  - See feedback for Academics K-8 Measure 3a.

### Indicator 4: Norm-Referenced Student Growth (Grades 9-12)

- Measure 4a: Are students making expected academic growth in math compared to their academic peers?
  - See feedback for Academics 9-12 Measure 4a.
- Measure 4b: Are students making expected academic growth in ELA compared to their academic peers?
  - See feedback for Academics 9-12 Measure 4a.

### Indicator 5: College & Career Readiness (Grades 9-12)

- Measure 5a: Are students graduating from high school on time?
  - See feedback for Academics 9-12 Measure 5a.
- Measure 5b: Are graduates going on to enroll in postsecondary education programs?
  - See feedback for Academics 9-12 Measure 5a.

#### Alternative Academic

#### Alternative Indicator 2: Student Proficiency Comparison

- Measure 2a: Do math proficiency rates meet or exceed the state average for alternative schools?
  - Seems reasonable.
- Measure 2b: Do ELA proficiency rates meet or exceed the state average for alternative schools?
  - Seems reasonable.
- Measure 2c: Do science proficiency rates meet or exceed the state average for alternative schools?
  - Seems reasonable.
  - Except, Science is not part of the State accountability framework. Why are PCSC staff proposing to have it be part of the accountability system for PCSC charter schools?

#### Indicator 4: Student Growth Comparison

- Measure 4a: Are students making expected academic growth in math compared to their academic peers?
  - Seems reasonable.
- Measure 4b: Are students making expected academic growth in ELA compared to their academic peers?
  - Seems reasonable.

#### Alternative Indicator 5: College & Career Readiness (Grades 9-12)

- Measure 5a: Are students graduating from high school on time?
  - Recommendation for Exceeds Standard:
    - The school's five-year cohort graduation rate was greater than 80% OR the school exceeded its progress goal.
- Measure 5b: Are graduates going on to enroll in postsecondary education programs?
  - See feedback in Academics 9-12 Measure 5b.
- Recommendation
  - Include 6-year and 7-year graduation rate measures rather than the Go On Measure.

#### Operational Framework

*Schools are held accountable to operational framework items through the State. The PSCS staff, in fact, requests information about many of these measures directly from the State. Why are PCSC schools held to this double accountability?*

*Overall feedback – these measures are highly susceptible to the subjectivity of the reviewer. The measures should be clearly defined and clearly defined as to where the data is coming from.*

## Indicator 1: Educational Program

- Measure 1a: Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?
  - Who will determine if a school is implementing the material terms of the educational program as defined in the charter and performance certificate? Is there an objective measuring tool? Will experts in this area be hired to conduct evaluations each year?
  - What is the definition of a cohesive professional development program?
- Measure 1b: Is the school complying with applicable educational requirements?
  - Who will determine the difference between non-compliance with applicable laws and significant non-compliance?
- Measure 1c: Is the school protecting the rights of students with disabilities?
  - Who will determine the difference between “largely exhibits compliance” with applicable laws and “exhibits frequent and significant non-compliance”?
  - Who determines what constitutes non-compliance?
    - EX: A parent makes complaint to the State Department. Even though the complaint has not been substantiated or vetted, the school is marked as partially meets standards.
- Measure 1d: Is the school protecting the rights of English Language Learners?
  - Who will determine the difference between “non-compliance” with applicable laws and “frequent and/or significant non-compliance”?
  - Who determines what constitutes non-compliance?

## Indicator 2: Financial Management and Oversight

- Measure 2a: Is the school meeting financial reporting and compliance requirements?
  - Who will determine the difference between “largely exhibits compliance” with applicable laws and “exhibits frequent and significant non-compliance”?
  - Who determines what constitutes non-compliance?
    - EX: A school’s annual audit is submitted to the PSCS staff by the PCSC October 15 deadline. The Board meeting is the following week, so the audit is not yet approved by the Board. The school earns “partially meets standard”. The school should receive full credit. The PCSC policy simply requires the annual audit and says nothing about a Board approved audit.
    - The State requires all schools to submit annual audits by November 1<sup>st</sup>. Why does the PCSC require an earlier due date?
- Measures 2b: Is the school following General Accepted Accounting Principles (GAAP).
  - Who will determine the difference between “largely exhibits compliance” with applicable laws and “exhibits frequent and significant non-compliance”?
  - Who determines what constitutes non-compliance?
- Measure 2c: Is the school successfully ensuring the projected number of students?
  - This was moved from the Financial Framework to Operational. Virtual schools with deficit protection clauses were exempted from this in the Financial Framework. As this measure is a financial concern and would not be impactful to the state, school, or students if the enrollment variance is divergent in a school with a deficit protection

clause, we request that this measure continue to be exempted for schools with deficit protection clauses.

- Note – during the October PCSC meeting, Commissioners agreed that Virtual schools would continue to be exempt from this measure.

#### Indicator 3: Governance and Reporting

- Measure 3a: Is the school complying with governance requirements?
  - Who will determine the difference between “largely exhibits compliance” with applicable laws and “exhibits frequent and significant non-compliance”?
  - Who determines what constitutes non-compliance?
- Measure 3b: Is the board fulfilling its oversight obligation?
  - Who will determine the difference between “effective oversight” and “underdeveloped, inconsistent, incomplete, or need for additional training”?
  - Who determines what constitutes effective oversight?
    - If a school is under the guidance of the Board’s attorney, and the attorney states that the school is meeting these requirements, but the PCSC reviewer disagrees, how can that be disputed with the Commission?
- Measure 3c: Is the school complying with reporting requirements?
  - Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
  - Who determines what constitutes non-compliance?
- Measure 3d: Is the school complying with public transparency requirements?
  - Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
  - Who determines what constitutes non-compliance?
- Measure 3e: Is the school meeting employee credentialing and background requirements?
  - Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
  - Who determines what constitutes non-compliance?
- Measure 3f: Is the school handling information appropriately?
  - Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
  - Who determines what constitutes non-compliance?

#### Indicator 4: School Environment

- Measure 4a-4b:
  - Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
  - Who determines what constitutes non-compliance?

#### Indicator 5: Additional Obligations

- Is the school complying with all other obligations?

- Who will determine the difference between “materially complies” and “exhibits frequent and significant failure”?
- Who determines what constitutes non-compliance?

#### Financial Framework

*Schools with Deficit Protection clauses have been exempt from Measures 1a, 1b, 1c, 2a, 2b, 2c, and 2d (every financial measure except the Default measure) in the current Financial Framework. These schools should continue to be exempt from all financial measures except the Default measure in the updated Financial Framework.*