

AGENDA

Public Charter School Commission Renewal Committee

**December 11, 2019, 1:30 p.m. Mountain Time
650 W. State Street, Boise – 3rd Floor, Clearwaters Room**

Remote Access via Zoom*:

<https://zoom.us/j/246392256?pwd=SHdMdmQ0SGJGM3Z2N2hBYWpYM1R0dz09>

Use computer audio or dial 1-669-900-6833

Meeting ID: 246 392 256

Participant ID: 893903

- 1. Introduction to Performance Framework Flexibilities Exploration Project**
- 2. Summary of Stakeholder Survey Responses**
- 3. Public Input / Discussion Focused on Defining the Problem**

Stakeholders are invited to share their thoughts regarding the PCSC's current academic performance framework. The goal of this opportunity is to ensure the committee members have a clear understanding of what schools need from an accountability framework in order to make it fair and meaningful for their schools.

This discussion will be focused on defining the problem. Please note that the committee will offer subsequent opportunities in early 2020 for stakeholders to contribute to a series of discussions regarding possible solutions.

- 4. Committee Discussion: Next Steps of Performance Framework Flexibilities Exploration Project**

*Regarding Zoom access, please note that we cannot ensure availability of a toll-free telephone audio option for individuals choosing not to use computer audio.

Performance Framework Flexibilities Exploration Project Plan

Confirmed by Renewal Committee 11/4/2019

Background

During its October 10, 2019, regular meeting, the PCSC moved unanimously to task the Renewal Committee with the exploration of opportunities for increasing performance framework flexibility and request that the committee present recommendations to the PCSC at or before the PCSC's April 2020 regular meeting.

Goal

Form recommendation(s) to PCSC regarding a model for ensuring that all schools have the opportunity to be evaluated using fair and meaningful academic performance framework standards.

Assumptions

The PCSC must evaluate schools using a performance framework that complies with the requirements of Idaho statute.

The PCSC wishes to ensure that its performance accountability standards are fair and meaningful for all schools.

The existing performance framework complies with the requirements of Idaho statute, but contains academic performance standards that cannot realistically be met by some schools in the PCSC's portfolio. Few schools have elected to exercise the option of including mission-specific measures.

Scope

The project scope is limited to consideration of how the PCSC's academic performance framework could be modified or better utilized to support accurate evaluation of school quality for the purpose of high-stakes accountability.

Plan

1. Define the problem (Nov – Dec 2019)

- Staff survey of schools
- Committee listening session focused on understanding what schools need from an accountability framework

2. Identify proposed solutions (Jan – Feb 2020)

- Committee listening sessions around state focused on possible solutions

3. Evaluate proposed solutions in light of stakeholder requirements (Feb – Mar 2020)

- Staff research possible solutions and present findings to committee
- Committee identify best solutions and/or direct further research

4. Form recommendations(s) to PCSC (Mar – Apr 2020)

- Committee form recommendations for presentation to PCSC at April regular meeting

5. Pursuant to PCSC direction, a follow-up project may implement the recommendation(s).

Known Stakeholder Requirements

Performance data gathered using the framework must be adequate to support informed, appropriate authorizing decisions, including renewal decisions, by the PCSC.

The framework must comply with statutory requirements.

Data validation and reporting must be feasible for PCSC staff.

Data gathering and submission must be feasible for schools.

Each school's performance framework must include (or offer the option of including) academic performance measures that reflect appropriate expectations for the school's model, demographics, and other relevant contextual factors.

Examples of Possible Solutions

- Include in the performance framework only the same data that is used for the state's ESSA plan "report card."
- Give schools additional points within the academic framework based on their student demographics.
- Retain existing, standard academic framework measures while encouraging increased utilization of the mission-specific option.
- Allow schools to replace standard academic framework measures with unique measures, as long as the requirements of statute remain met.

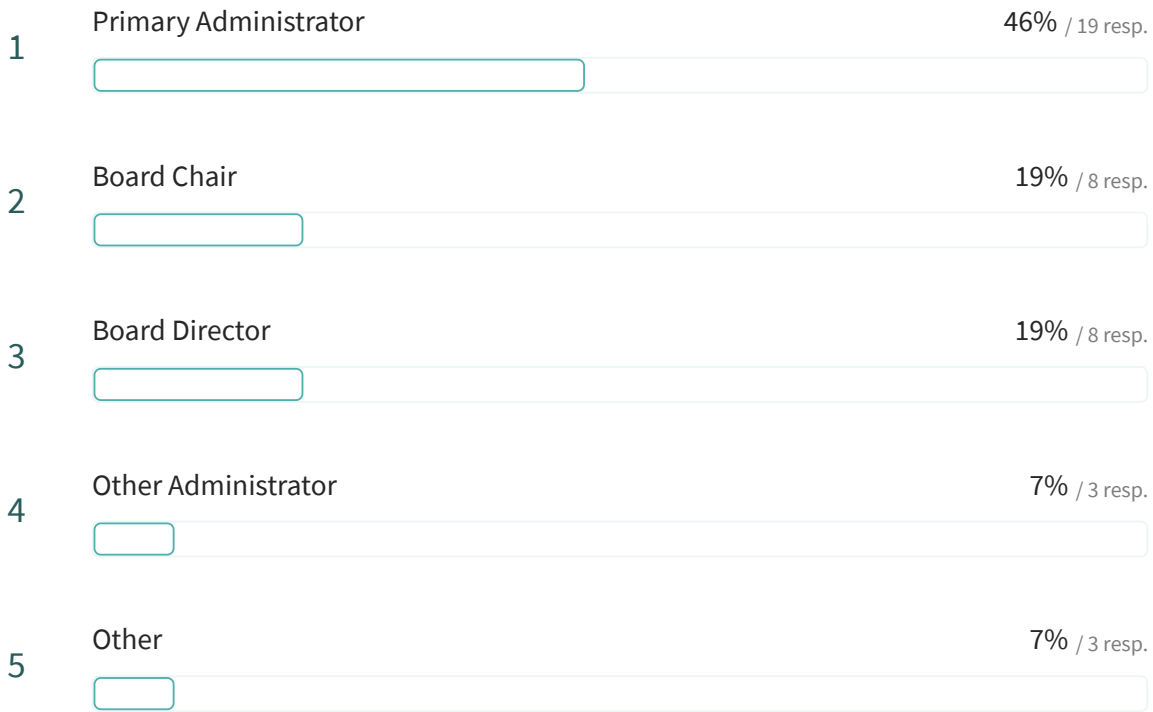
Benefits and challenges of these and other possible solutions will be discussed as part of the project.

PCSC Academic Framework Feedback

41 responses

Please choose the title that best represents your role at the school you serve.

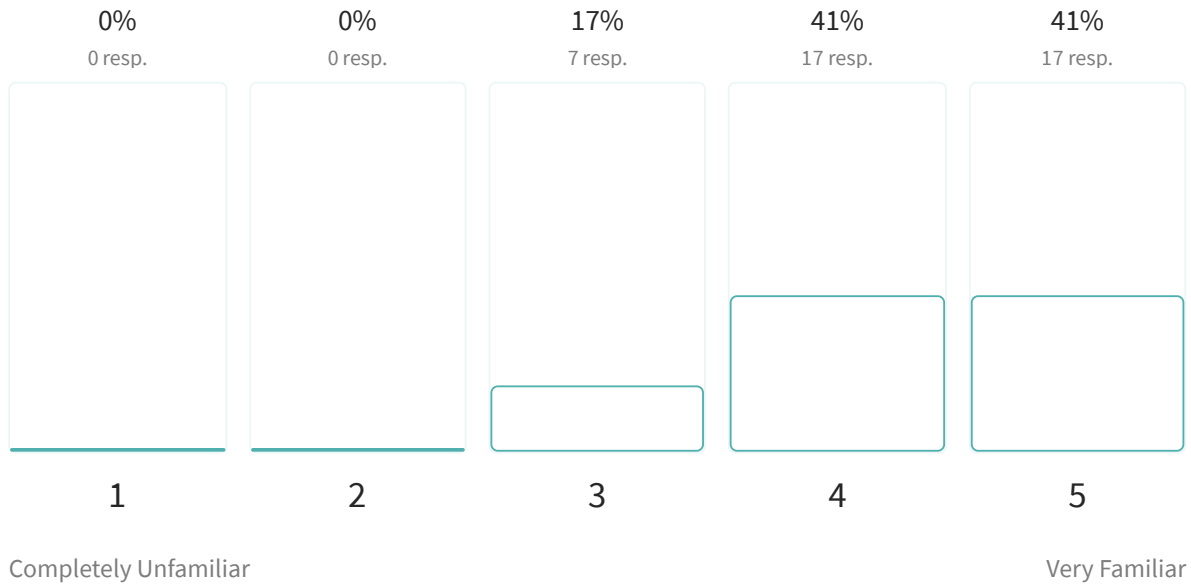
41 out of 41 answered



How would you rate your familiarity with the academic section of your school's performance framework?

41 out of 41 answered

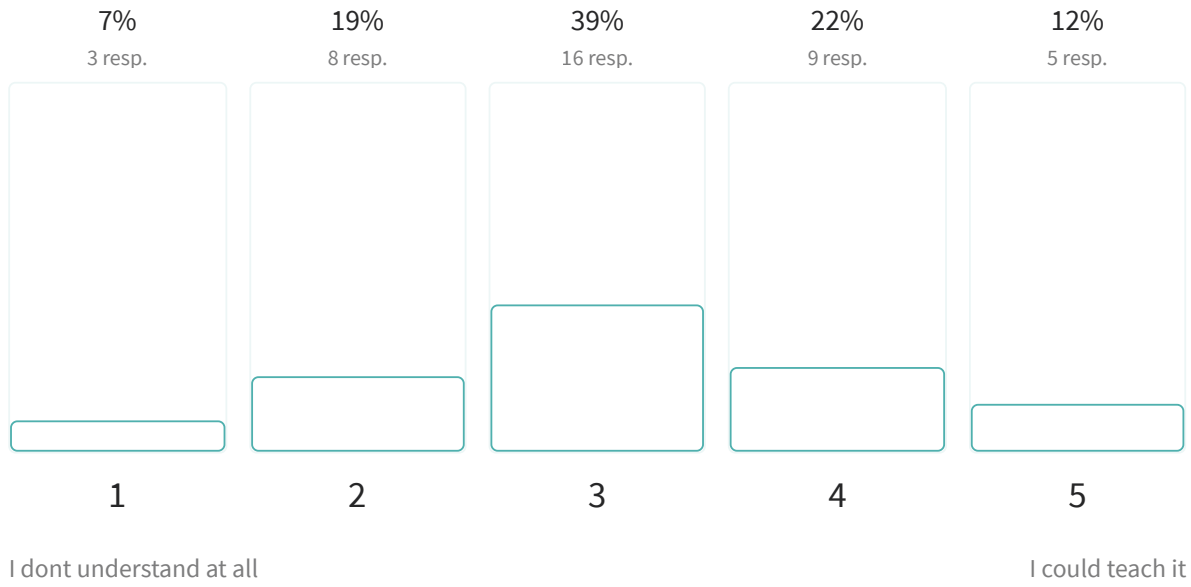
4.2 Average rating



Please rate your understanding of how scores on the academic section of the PCSC's performance framework are calculated?

41 out of 41 answered


3.1 Average rating





Which tools have you utilized to gain a better understanding of the academic section of the performance framework? Select all that apply.


41 out of 41 answered


- 1 I read my school's annual performance reports in their entirety. 92% / 38 resp.



- 2 I have reviewed the framework with the school administrator and/or board directors. 70% / 29 resp.



- 3 I have contacted the PCSC staff with questions. 58% / 24 resp.


- 4 I have reviewed the guidance document found on the PCSC's website. 51% / 21 resp.


- 5 I have participated in live or virtual training specific to the PCSC framework. 22% / 9 resp.

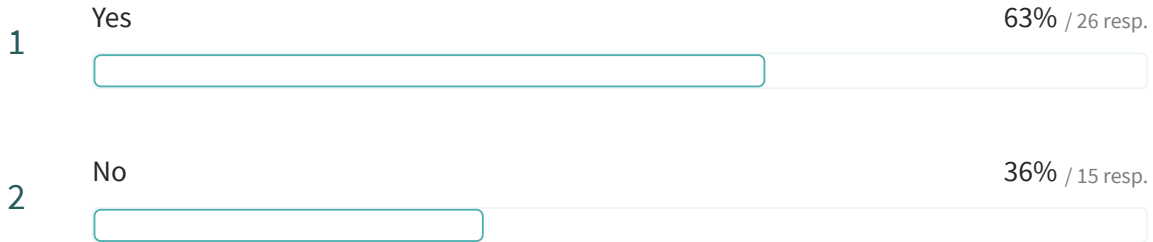

- 6 I do not need additional training. 9% / 4 resp.


- 7 Other 4% / 2 resp.



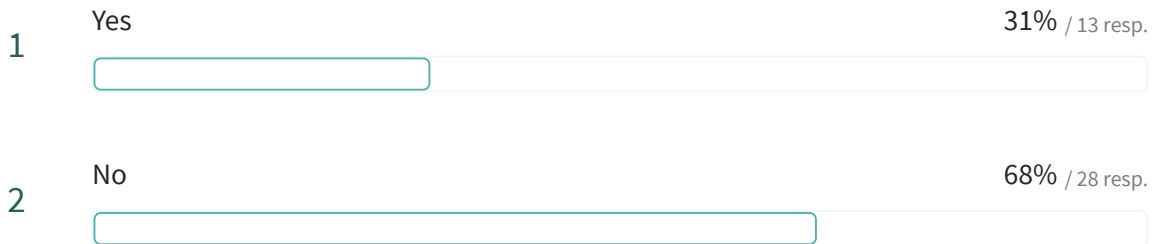
If the PCSC staff were able to attend (in-person or virtually) a board meeting to review your annual report with you, would you find that valuable?

41 out of 41 answered



Statute allows each school to include mission-specific measures in its performance framework. This tool is intended to help schools communicate data relevant to an individual school to the PCSC. Does your school have mission-specific measures?

41 out of 41 answered



If your school has chosen not to include mission-specific measures in your performance framework, please help us understand why. Select all that apply.

33 out of 41 answered

1 Collecting additional data would be a burden for my school. 36% / 12 resp.

2 The standard measures work for my school. There is no need to include more information. 24% / 8 resp.

3 My school had mission-specific measures previously, but I was dissatisfied with the experience. 21% / 7 resp.

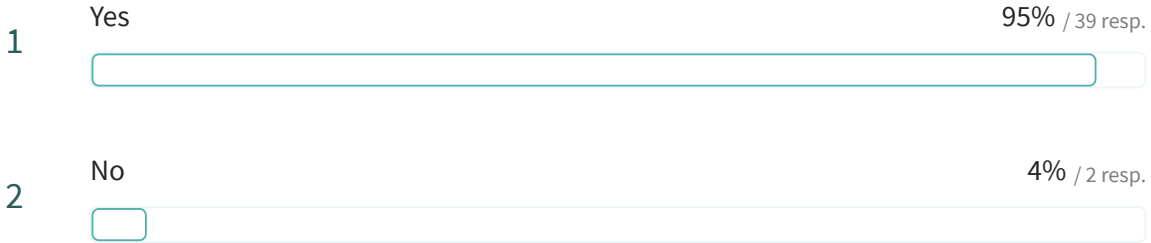
4 I didn't know that adding measures specific measures to our framework was an option. 9% / 3 resp.

5 I need additional training to develop useful mission-specific measures that make sense for my school. 6% / 2 resp.

6 Other 27% / 9 resp.

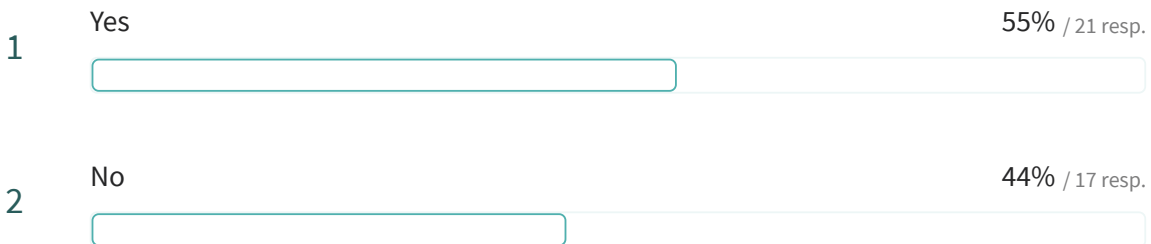
Does your school collect and review academic performance data other than ISAT scores and graduation rates?

41 out of 41 answered



If the PCSC staff were able to provide greater support with developing measures and/or working with your administration to collect the data, would you consider adding mission-specific measures to your performance framework?

38 out of 41 answered



What do you appreciate about the current academic section of the academic section of the performance framework? Select all that apply.

39 out of 41 answered

1 The measures are clear, and I know what my school is held accountable to. 30% / 12 resp.

2 My school is held accountable to the same standards as other charter schools. 25% / 10 resp.

3 Other 25% / 10 resp.

4 Proficiency is valued by comparison to my school's "comparison district" and the state, not just by my school's percentage of students who are proficient. 17% / 7 resp.

What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.

40 out of 41 answered

- 1 The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together. 47% / 19 resp.
- 2 I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools. 40% / 16 resp.
- 3 Some or all of the measures aren't a good fit for my school's educational model. 40% / 16 resp.
- 4 I don't have full access to the source data used to determine my school's scores. 37% / 15 resp.
- 5 Some or all of the standards are unrealistic for my school's student demographic. 37% / 15 resp.
- 6 I don't find anything problematic or confusing. 25% / 10 resp.
- 7 The measures are complicated and hard to follow. 22% / 9 resp.
- 8 Other 15% / 6 resp.

What do you wish was better represented in the academic section of the performance framework? Select all that apply.

35 out of 41 answered

1 Other 40% / 14 resp.

2 The academic achievement of my school's at-risk students, even if my school is not identified as an alternative school. 40% / 14 resp.

3 The academic achievement of my school's special education students. 11% / 4 resp.

4 The academic achievement of my school's low income students. 5% / 2 resp.

5 The academic achievement of my school's ethnic minorities. 2% / 1 resp.

Please share any additional comments regarding your understanding of the academic section of the performance framework.	Please share anything else you appreciate about the academic section of the performance framework.
help!	kk
The "Growth" portion of the academic section is difficult to understand and predict our performance. Most problematically, growth seems to count proficiency again, providing a scoring advantage to schools that serve students who already possess high levels of proficiency. While our students show very strong growth, it does not manifest itself against other schools whose proficient students drive up that score.	I appreciate both items B & C from the last question (I was not able to mark both).
It seems to be a very complex formula for which scores are given. It's not something that any school can look at their data and even guess what score the PCSC is going to give them. I've had many discussions about it, but when it really comes down to it, it's too complex. Also, more things need to be taken into consideration to get the whole picture.	I wanted to select B and C on the previous answer but couldn't.
I believe I understand it pretty well.	It keeps us focused.
The percentage of being above the state average might need to be adjusted as the state average increases. It is climbing slowly, but what if that gap of 16 percentage points narrows?	I know that the academic pieces are to be goal oriented, communicated, reviewed, given input and supported by all stakeholders.
	I appreciate that the Commission is recognizing the differences in performance for our school which focuses on providing students who have "dropped out" or failed in a standard high school environment with an alternative route to receiving a high school diploma. It would be fantastic if our students who graduate after aging out and our Special Needs students could be recognized in our graduation rate, or recognized in some alternative manner.
It's good to have checks and balances	N/A
	All prior statements in the last question
okay	

Please share any additional comments regarding your understanding of the academic section of the performance framework.	Please share anything else you appreciate about the academic section of the performance framework.
It places a huge additional reporting burden on the schools and staff, which is unnecessary when we all fall under the state's accountability framework and are also required to go through an extremely thorough and time-consuming accreditation process.	There is absolutely nothing valuable or anything we appreciate about the performance framework required by the PCSC.
	It does feel like busy work to some extent, as we are meeting requirements that all public school have to meet and then additional requirements. But we have less money and less support.
The issue with the performance framework is not a lack of understanding or a need for a PCSC staff member to explain the framework to us. The issue is that the framework is flawed and rewards schools for serving students who are already performing at or above grade level when they enroll in a charter school. Due to flaws in the understanding of growth measures and appropriate use of data, the scores on the academic section do not reflect a school's success or failure. The scores are merely a reflection of school demographic characteristics.	There is nothing we appreciate about it. It does nothing to evaluate our school and the comparison with local districts is ridiculous because most Idaho charter schools have demographics that are completely different than the surrounding districts. (Either significantly more challenging or significantly less challenging)
I think it is fairly self-explanatory.	I like all the items on #12. However, it won't let me select them all.
Thank you for your efforts.	
	I like the color coding so it is easy to see at a glance any areas of concern or excellence.
None	None
No additional comments	No other comments
	We use some of the Montessori tools.
The original framework had additional data that supported our vision and mission. I felt like this data supportive of charter school movement's mission to be innovative. Not including mission specific data seems to be contradictory to the purpose of charter schools.	I appreciate that there are multiple measures and that it helps us to better understand where we need to improve.
I do not have any issues with the framework.	Nothing in particular, I guess, except that it's reasonable and, if a school is doing a decent job, then the goals are attainable.

Please share any additional comments regarding your understanding of the academic section of the performance framework.	Please share anything else you appreciate about the academic section of the performance framework.
It seems to change from the first draft to the final without us making any changes.	None
<p>I think the data really does need to be very clear. I also wonder why we need two sets of data - I get data from the state with school improvement efforts, and data from the commission. I try to keep the goals together as much as possible, but I would love to have one set of data and one set of goals to work towards.</p>	<p>This is difficult for me. We really don't have a great comparison. We are very unique and I know the role we fill is very important for students and families alike. We are seeing growth and I can demonstrate that for many of our students. However, it is when our focus is pushed towards such aggressive academic growth that puts the students that come to us in more peril. I literally work with families all the time that are just trying to keep their kids from killing themselves with their stress. I am not being over-dramatic. A lot of our kids are brilliant, but they are dealing with amazing issues that puts survival at the top of the list, not proficiency on the ISATs . I have another huge number of students that are working as hard as they can but growth is what we are going to see. I want those students. Our school specializes and loves those students. Other schools send their students like that to us and we do a great job maximizing their potential. I feel like that is needed. It is vital. I have students and families that know we are their last chance. We work like crazy to get those kids to graduate and they don't do it in four years, but many times we do get them to graduate. You are right, some we lose, some don't graduate. However, we have a ton that do and that role is important. Sorry - this really is so important and multifaceted it doesn't fit in concise words.</p>
None at this time.	The previous question I thought said check all that apply but when I checked one the survey took me to this question. I could have checked all of the items in the previous question.
We have been with the Commission long enough now that the Framework is understandable. Back in our first year or two, we would have benefited from additional training. Thanks for taking the time to ask.	

<p>Please share any additional comments regarding your understanding of the academic section of the performance framework.</p>	<p>Please share anything else you appreciate about the academic section of the performance framework.</p>
<p>More clear guidance on how growth is calculated would be helpful. Currently, there is no way for us to determine whether or not we are on track for growth.</p>	<p>The academic proficiency measures are straight forward.</p>
<p>I understand much of the academic framework. However, the growth measures are where I am not getting good information. I have asked PCSC staff about these measures and have not received satisfactory information. When asking for the raw data this fall, PCSC staff requested it through the SBOE. The file I received included only generic information with no student IDs, so there is no way I can recreate the calculations.</p>	
<p>The challenge, in particular, is the growth calculations and the 5 year graduation rate as part of our conditions. For example, the first year the PCSC staff provided a 5 year graduation rate, our school did not have seniors. The staff cannot tell us how these calculations were conducted.</p>	
<p>My school understands the framework. But the school can't replicate what the commission staff produces. Since the staff / commission doesn't clearly understand their own numbers, it seems unlikely a staff presentation would provide additional transparency or understanding.</p>	<p>Nothing as it currently stands. Schools favored by the staff get favorable treatment. Schools not favored by the staff, especially schools without high - achieving students, do not receive professional treatment by the staff. If PCSC staff were as qualified as school administrators, perhaps they could fairly evaluate a school's performance measures, but as it exists today, staff is not qualified to do so.</p>
<p>I understand it. It is not very formative or informative on the progress our school is making. It doesn't compare like demographics and, therefore, the usefulness of the results becomes buried in the data.</p>	<p>The mission-specific goals are great. The rest of the academic measures do us little good. The data needs to dig deeper.</p>
<p>One concern regarding the performance framework I have is related to one of the schools I serve as a board member for. That school received a draft performance framework from the commission. After the comment period closed the commission downgraded that school's performance rating with providing the school an opportunity to respond after the comment period had closed.</p>	<p>I am sure if adding these measures would make any difference as far as the Commission's evaluation of our school.</p>

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>Other, I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model.</p>	<p>dd</p>
<p>The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together.</p>	<p>I find the counting of proficiency both in the proficiency and in the growth section problematic. If my understanding is accurate, proficiency is counted twice, giving advantage to schools that serve students from higher-performing districts. I also find it difficult/impossible to calculate our projected scores. I also think the metrics used on the performance certificate should use the same measures as the state report cards to streamline accountability measures.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>The formula to determine the results. It's so complicated that it feels like anyone can paint an inaccurate picture to portray what they want the commissioners to see. When people can't follow it, it's hard to trust it.</p>
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>I don't find it problematic I just disagree with charter schools having to adhere to any standards or certificate not required of all other public schools.</p>
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together.</p>	

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together.</p>	<p>Charter Schools are to not only to be held accountable for the Performance Framework, but also the Continuous Improvement Plan, College and Career Plan, and the Literacy Plan. I would like to see these to be the same for Charter Schools. It is an extra burden to do both, yet they both hold accountability pieces that are similar. Let's cut down on the additional plans and make one plan that is recognized with all the components.</p>
<p>I don't find anything problematic or confusing.</p>	
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., Some or all of the measures aren't a good fit for my school's educational model.</p>	
<p>I don't find anything problematic or confusing.</p>	
<p>I don't find anything problematic or confusing.</p>	<p>N/A</p>
<p>I don't find anything problematic or confusing.</p>	
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., I don't have full access to the source data used to determine my school's scores.</p>	
<p>Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>We never know or understand where the data is pulled. It never matches with what we have or SDE. In addition, when we try to ask for clarity, it hasn't been provided or acknowledged.</p>

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>Again feels more like extra work without compensation.</p>
<p>The measures are complicated and hard to follow., Other, I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together.</p>	<p>The framework is not a valid measure of school academic success. It does not measure the success of a school; it measures the success of the students enrolled. PCSC staff members and school administrators of schools with high-achieving students like to think that the framework shows the success of those schools. In reality, students could be stagnant or lose ground and a school could get high scores because its students are already significantly above grade level. A school with students significantly below grade level could help students grow and that growth would not be captured by the framework because the students still are not proficient (it may take a few years for them to catch up).</p>
<p>I don't find anything problematic or confusing.</p>	
<p>I don't find anything problematic or confusing.</p>	
<p>Other, I don't have full access to the source data used to determine my school's scores., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic.</p>	
<p>Other</p>	<p>It is completely unfair on the rule of continues enrollment. It rewards us to shut down enrollment until after the snapshot is taken. This has got to change.</p>

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>Other</p>	<p>While it's been explained that adequate academic growth measures are compared to schools with like outcomes, it is still a concern that high-performing schools could near a topping-out point where little growth is shown, although the school is high-achieving and is a result of a strong majority of students excelling at high rates.</p>
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>None</p>
<p>Some or all of the standards are unrealistic for my school's student demographic., Some or all of the measures aren't a good fit for my school's educational model.</p>	
<p>I don't find anything problematic or confusing.</p>	<p>No other comment</p>
<p>Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together.</p>	<p>WE are a. Certified Montessori School.</p>
<p>I don't have full access to the source data used to determine my school's scores., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic.</p>	<p>We have tried calculating our own score, and it does not seem to match the charter commission's score. It's hard to understand what data is being used or omitted and why.</p>
<p>I don't find anything problematic or confusing.</p>	<p>Nothing about the commission's framework specifically. The state's focus on graduation rate is harmful to academic standards, though. Seems pretty obvious that there is a problem if graduation rate increases as test scores decrease.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic.</p>	<p>There does not seem to be a clear rubric for determining the academic scores.</p>

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores.</p>	<p>I spend a huge amount of time working to get my commission goals and my school improvement goals / data, and our school goals in sync, your numbers, my numbers, and the state's numbers don't always match. We don't always figure it out the same way. However, we really all want the same thing, our kids to be proficient and ultimately healthy members of society. I think if we could work in unison, with clear formulas that all of us can discern and figure it would be amazing and very productive. However, I do have to say putting a time limit of three years and only looking at proficiency as a single measure of perceived success is literally like a hatchet hanging over our heads and puts unbearable stress on teachers, administrators, and students alike. I would love to be able to have all of us the commission, the state, and our school all be in unison on what we feel should be our realistic and obtainable in the way of goals, and to clearly define the mathematical formulas we will use to demonstrate that data to ultimately measure our success.</p>
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	<p>Nothing at this time.</p>
<p>I don't find anything problematic or confusing.</p>	
<p>The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores., Some or all of the measures aren't a good fit for my school's educational model.</p>	
<p>I don't find anything problematic or confusing.</p>	
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools.</p>	

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Other, I don't have full access to the source data used to determine my school's scores.</p>	<p>It would be ideal if the SDE could provide us with the ability to download three years' worth of growth scores from the ADEA app in ISEE and provide a spreadsheet to compute the growth scores. This would be helpful for all public schools, not just charters.</p>
<p>I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., The measures are complicated and hard to follow.</p>	<p>As noted above, raw student data cannot be provided by PCSC staff or the SBOE. I question whether PCSC staff truly understands all of the data used in the framework. Additionally, student population/ demographics are not taken into account.</p>
<p>The measures are complicated and hard to follow., I don't have full access to the source data used to determine my school's scores., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic.</p>	<p>As stated above, PCSC staff is not capable of understanding the data and refer the schools to the Idaho State Board for help.</p>
<p>Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic., The measures are complicated and hard to follow., I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., I don't have full access to the source data used to determine my school's scores.</p>	<p>See previous answers. This is not about the schools being "confused." This is about a flawed system.</p>

<p>What do you find confusing or problematic about the academic section of the performance framework? Select all that apply. You'll have the opportunity to explain your selection in the next question.</p>	<p>If inclined, please help us understand more specifically what you find problematic or confusing about the academic section of the performance framework.</p>
<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the measures aren't a good fit for my school's educational model., The PCSC's performance framework and the SDE's school report card (based on the ESSA Consolidated Plan) don't seem to work together., Some or all of the standards are unrealistic for my school's student demographic.</p>	<p>Proficiency rates need to be compared to like-schools.</p>
	<p>I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools., Some or all of the standards are unrealistic for my school's student demographic., Some or all of the measures aren't a good fit for my school's educational model.</p>
<p>The performance framework does not factor in well socio-economic conditions of the communities they serve.</p>	<p>I don't have full access to the source data used to determine my school's scores., Some or all of the standards are unrealistic for my school's student demographic., Some or all of the measures aren't a good fit for my school's educational model.</p>

Please share anything else you wish was better represented in the academic section of the performance framework. That is, what measures would you like to see?	Is there anything else you'd like to share?
jj	y
I wish the performance certificate shows the better of 2 measures- proficiency or growth.	Staff has been very helpful in helping us understand the performance certificate and navigate its use.
I wanted to select all the answers on the previous question. I would like to see how students are improving overall. Not just the at risk, monitory, low income, special Ed, etc groups. Show the whole picture. Every student needs focused on.	Thank you for taking the time to look into this.
Engagement data that is collected should be a part of telling our schools success story.	No
N/A	no
all of the above	It seem the commission staff seems to make everything confusing and take all criticisms personal...
TRANSPARENCY! Question #16 did not allow me to select everything that applies. It only allows for one choice when I need to select A - D.	Please stop pitting schools against each other and creating a divide. What needs to occur is for all our schools to ensure every student in Idaho has a safe learning environment. It starts with the staff not feeling as they are being attacked at every turn and living in fear of being shut down when we are serving a population that has been marginalized and felt as if they weren't wanted in other schools.
More about growth and students who have been with the system more than one year.	

Please share anything else you wish was better represented in the academic section of the performance framework. That is, what measures would you like to see?	Is there anything else you'd like to share?
I would like to see the performance framework replaced with the SDE report card data	I have very little hope that this survey will do anything but serve as a way to collect support for PCSC staff from the "top performing" schools. We have submitted these comments regularly and they are ignored.
That ALL of our students achieve better results than the surrounding districts with FEWER tax dollars.	You folks are doing great. Don't let the low expectations crowd beat you down. The Charter Commission is only relevant as an authorizer if being authorized actually takes some effort and means something. Schools should be uncomfortable if they don't perform. These are taxpayer dollars for education not daycare.
Pertaining to the last question, breaking down detail to groups would be great.	
	No thank you.
We are good with the sections.	
Student growth. NWEA Map	I think Proficiency is important, however, SES and Proficiency are highly correlated. Growth should be an accountability measure as well.
I wish I could easily see how the data has trended over time	No
I am not an educator, I don't have the knowlege to answer this question.	no
The length of time student's have attended the school. It would be helpful to track trends for students who have been at the school at least 2-3 years, or even a full year rather than students who transfer in mid year.	I think the commission staff has made efforts in being more helpful to schools as a resource. It seems like the report would be more supportive of innovation if there were ways to measure or report on charter alignment, or other non-academic measures.

<p>Please share anything else you wish was better represented in the academic section of the performance framework. That is, what measures would you like to see?</p>	<p>Is there anything else you'd like to share?</p>
<p>No issues.</p>	<p>I'd like to offer a word of support for maintaining standards. The Commission MUST continue to hold underperforming schools' feet to the fire if it is to serve any purpose at all. At the end of the day, the Commission must be viewed as the upholder of standards and the supporter of QUALITY charter schools that can demonstrate a clear value-added to the education landscape in Idaho. The only people who don't want this are connected to poorly-performing schools. Those are good enemies to have.</p>
<p>Individual student progress, comparing their own growth, not just comparing them to the State average.</p>	<p>No</p>
<p>Growth. I have students, a huge number of students that start our school with test results that are amazingly low, even students that come to us NOT on an IEP test in their math, language, and reading several years below age appropriate levels. I fully understand why they were not successful in other schools. I would like to demonstrate our growth each year academically. I would love to demonstrate our growth emotionally as well, but that I can't do at this time.</p>	<p>Thank you for letting me pour out my heart on this. Thank you for giving me this opportunity.</p>

<p>Please share anything else you wish was better represented in the academic section of the performance framework. That is, what measures would you like to see?</p>	<p>Is there anything else you'd like to share?</p>
<p>Comparisons are important. The current comparisons between the target school's performance and other educational entities are pretty simple (e.g., state averages, district averages, etc.). It would be helpful to have more fine-grained comparisons so that our schools' performance can be clearly seen when compared to relevant sister institutions. I know this would be a lot of work to program, but if we could know, for example, how our low SES population's performance compares to low SES performance in other schools quite like ours, it would be quite powerful.</p>	<p>None at this time.</p>
<p>Growth over proficiency</p>	
<p>A separate section for Special Education students.</p>	
<p>PCSC charter schools should be held to the same academic accountability as all other Idaho public schools. No additional measures are required under Idaho code.</p>	<p>Parental choice should be considered. Parents choose their child's school based on many factors other than what NACSA says is important.</p>
<p>All charter schools should be held to the same accountability as other Idaho public schools, as Idaho Code allows.</p>	<p>The PCSC staff has made the academic framework overly onerous. When we ask the PCSC staff to explain the calculations so that we know how to improve our scores, they cannot explain.</p>

<p>Please share anything else you wish was better represented in the academic section of the performance framework. That is, what measures would you like to see?</p>	<p>Is there anything else you'd like to share?</p>
<p>question 16 says "check all that apply" and they do. But the question doesn't allow that response. Exhibiting once again that the system and this survey is fundamentally flawed and biased to lead others to believe that it is the schools who are "confused" rather than a flawed system with unqualified staff, and commissioners who, despite their best intentions, are lead by staff and rubberstamp their recommendations.</p>	<p>The commission staff and the commission have adopted a NACSA model without question, and without an understanding of the schools they authorize. All public schools should be held to the same standards- charter, districts, magnate schools -- all public schools, without regard to the model they use to educate students. These standards are clearly laid out in state and federal law. The charter commission should not apply additional burdens and pile on additional academic measures. Unequal treatment is unequal treatment on it's face, and should be eliminated.</p>
<p>Income, SPED, rates of improvement from BB to Basic.</p>	<p>Don't forget the natural evaluation process of using one's feet to walk out. Let the natural markets drive the process.</p>
<p>The academic achievement of my school's at-risk students, even if my school is not identified as an alternative school.</p>	

From: [Christine Ivie](#)
To: [Alan Reed](#); [Tamara Baysinger](#); [Jenn Thompson](#); [Matt Freeman](#)
Subject: Feedback Regarding the Renewal Committee and PCSC Performance Framework
Date: Monday, December 2, 2019 2:32:34 PM

Dear Chairman Reed, Mr. Freeman, Ms. Baysinger and Ms. Thompson,

I want to express our school's ongoing concerns regarding the following:

- Current PCSC Performance Framework and continued requests for feedback (requiring significant school resources) only to have feedback ignored;
- PCSC lack of understanding of complex academic growth data;
- Lack of diversity within PCSC-authorized charter schools
- Suggestions by PCSC representatives that our school amend our charter to create two separate schools - one for the students with challenges (in our school, that would be students with disabilities, English Learners, students from poverty and students with significant trauma, medical issues or mental health issues) and one for the other students;
- Renewal committee membership, timeline and resources that will be used to make decisions about the renewal process
- Labelling of schools as "low performing" because they serve students who have struggled at other schools and need more time and resources to become proficient

Our school recently contacted the Region IV Western Equity Assistance Center regarding our school's ongoing challenges with the Commission and the performance framework.

Many Idaho schools received an email from Dr. Wambalaba, Equity Specialist Coordinator at the WEEAC. I have copied and pasted it below. Their services are funded through the USDOE under the 1964 Civil Rights Act. They have a wealth of information and assistance available to all of our schools.

They also provide assistance to state agencies. I know the Dec 11th Renewal Committee Meeting is coming up next week. I think many stakeholders share the concern that this is another meeting that Commission staff will use to show that the Commission is gathering feedback . . . but our feedback and identification of the problem continues to be disregarded. In fact, many school leaders were hesitant to provide feedback through the survey sent because the response from PCSC staff has typically been to target our schools.

Our school and others have serious concerns about the makeup of the renewal committee and its timeline for meeting and making decisions. It is very concerning to know that the renewal committee includes two Commissioners that have made comments that demonstrate a lack of understanding of the role of public education, diverse demographic characteristics, Civil Rights issues, ESSA, IDEA and effective methods to measure student growth.

I think it would be wise for the Commission and Commission staff members to consider reaching out and requesting technical assistance from an organization staffed by experienced professionals like those at WEEAC in addition to having meetings and asking for feedback from schools (that have already provided feedback over the past 4 years). Continuing to follow NACSA recommendations, without considering better methods of assessing school success, will produce the same discriminatory results.

Sincerely,

Dr. Christine Ivie

From WEEAC:

Dear Principal, Director, Administrator, or Head of School,

I'm writing you this email to introduce myself and the organization I work for, the Western Educational Equity Assistance Center (WEEAC). The WEEAC, also known as Region IV Equity Assistance Center, is one of four regional Equity Assistance Centers funded by the United States Department of Education under the 1964 Civil Rights Act Titles IV & VI and Title IX of the 1972 Education Amendments. The WEEAC services are provided **either without charge or at very low cost** to requesting education agencies within Region IV.

The WEEAC is based at Metropolitan State University of Denver and serves the states of: Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, and Wyoming. We provide technical assistance and training at the request of educational entities on issues of equity related to race, sex, national origin, and religion. The WEEAC assists state departments of education, school districts, local public schools (**including Charter and Magnet schools**), Tribal Schools and educational entities as they plan, implement policies, procedures, and practices to promote equity and high-quality education for all students. This can also include support to implement the new Every Student Succeeds Act (ESSA) and your state equity plans. This technical assistance may include and is not limited to:

- Assisting school districts (Charter schools) to develop and implement strategies designed to address student isolation based on race, national origin, sex, or religion.
-

- Assisting school districts (**Charter Schools**) to develop and implement policies and practices that are nondiscriminatory and designed to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion.
- Working with State and local decision makers to refine their own systems for school improvement, including providing targeted support to ensure equitable access to educational opportunities for all students without regard to race, national origin, sex, or religion.
- Working with school administrators and teachers to create safe and non-hostile schools and establishing supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
- Working with parents, families, and other community members to improve their ability to provide customized supports to ensure that students are brought together through eliminating segregation in schools based on race, national origin, sex and religion.

I invite you to visit our Website: www.musudenver.edu/weeac for a full menu of the services we provide. I've also attached the WEEAC brochure that summarizes our services. Additionally, I've attached the Equity Compass Review which we conduct on site to find out the strengths and challenges the school may be experiencing. If you are interested in any of the WEEAC services, please complete and submit an Online Request for Services form and someone will get back to you immediately to discuss your request. You may also email or call me to answer any questions you may have and assist you to complete a service request.

Thank you.

Moses Wambalaba, Ed.D.

Equity Specialist Coordinator,

Region IV Western Educational Equity Assistance Center

Metropolitan State University of Denver

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*"The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office."
Dwight D. Eisenhower*