

Performance Framework Flexibilities Exploration Project

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

Assumptions

The PCSSC must evaluate schools using a performance framework that complies with the requirements of the 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. Defining the problem (Nov-Dec 2019)
 - Appendix A - Survey of Schools - 41 responses, representing 62% of PCSC schools
 - Appendix B - Summary of committee listening session (12/11/19)
2. Identifying proposed solutions and understanding feasibility (1/7/20)
 - Appendix C - PCSC Academic Framework (existing document)
 - Appendix D - Idaho Accountability Framework Summary
 - Appendix E - PCSC Staff Proposal
 - Committee listening sessions focused on hearing proposed solutions
 - January 22, Coeur d'Alene
 - February 10, Pocatello
 - February 11, Twin Falls
 - February 12, Boise
3. Evaluate proposed solutions in light of stakeholder requirements (Feb-Mar 2020)
 - Staff research possible solutions and present findings to committee
4. Committee form recommendations for presentation to PCSC at the April regular meeting
 - Pursuant to PCSC direction, a follow-up project may be necessary to implement the recommendations.

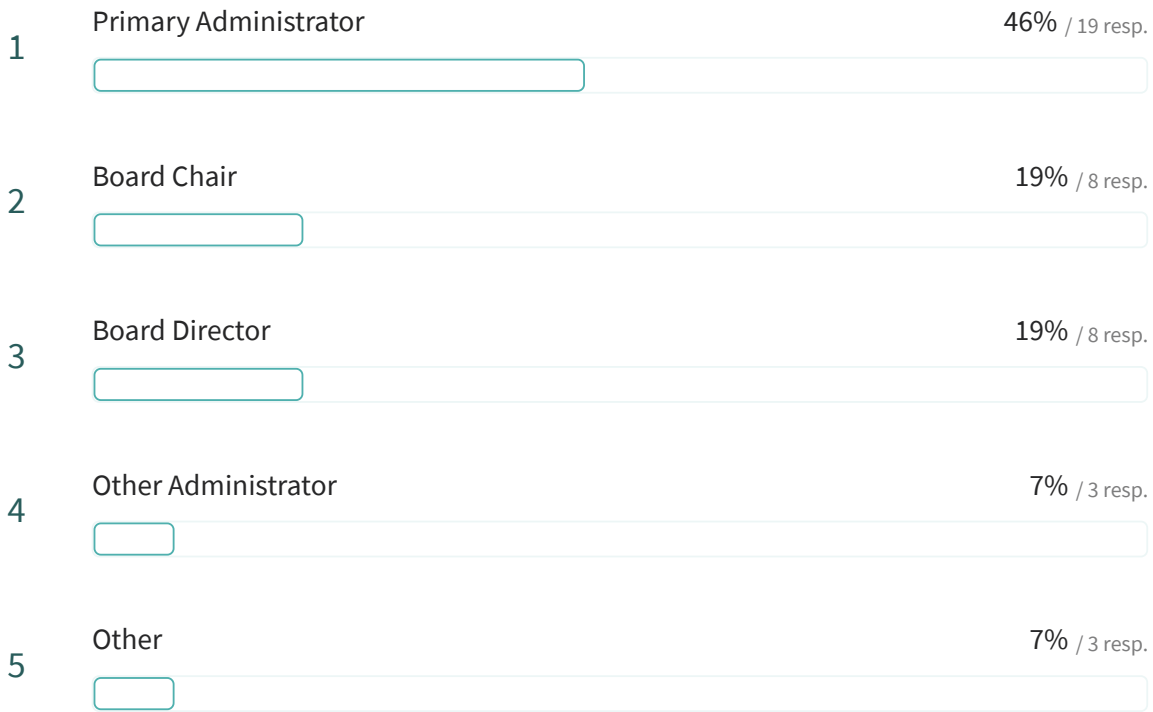
Appendix A - Survey of Schools

PCSC Academic Framework Feedback

41 responses

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

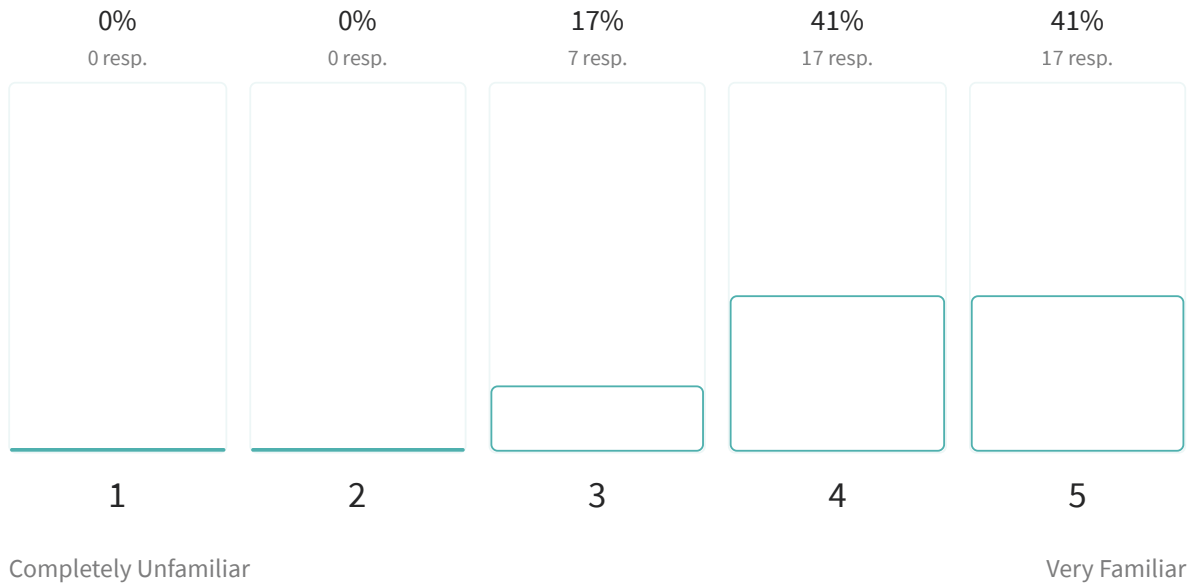
41 out of 41 answered



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

41 out of 41 answered

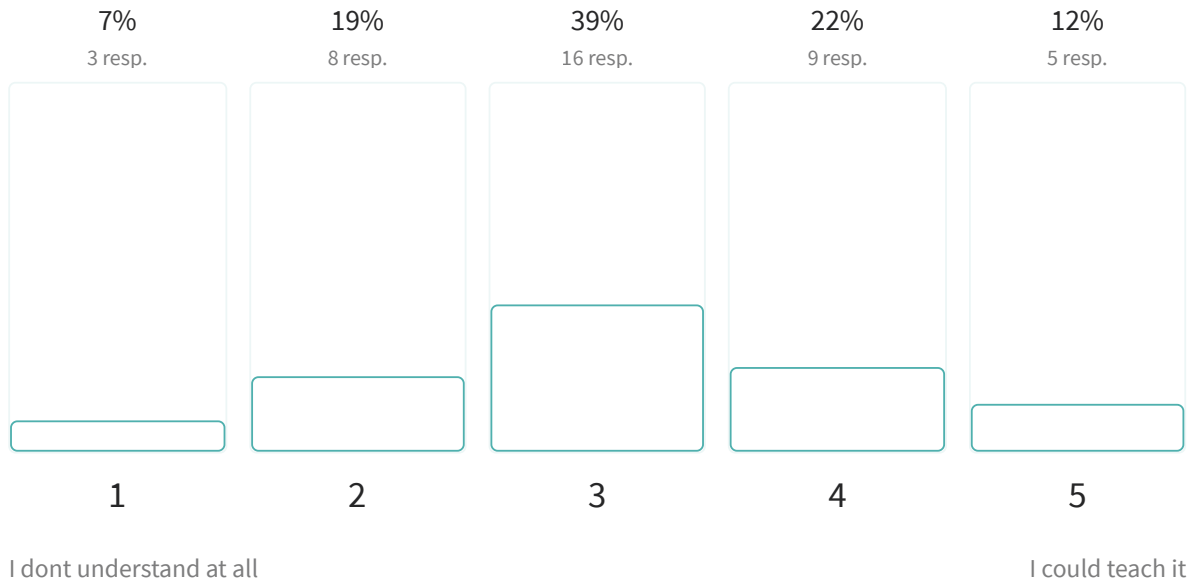
4.2 Average rating



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

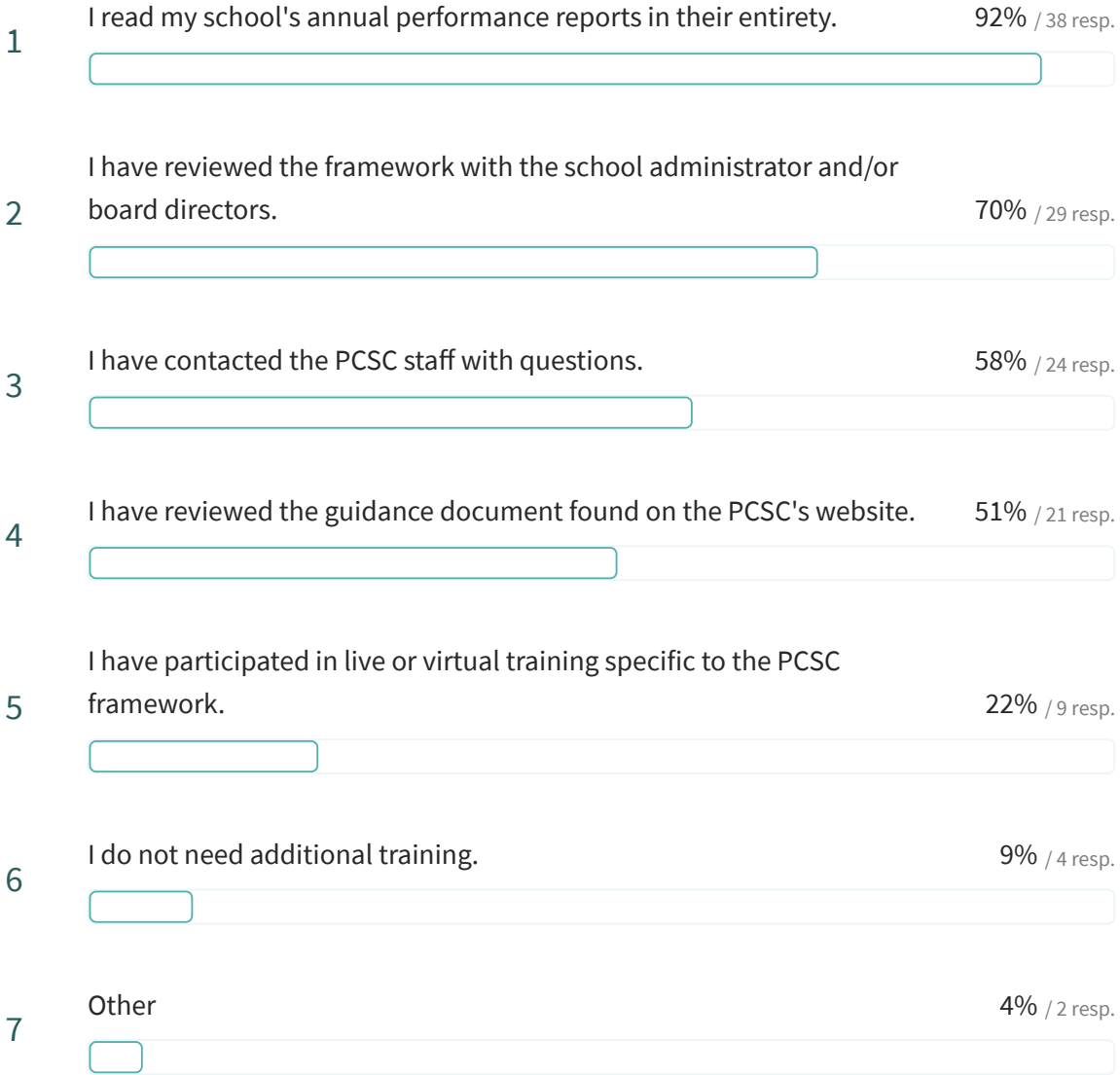
41 out of 41 answered

3.1 Average rating



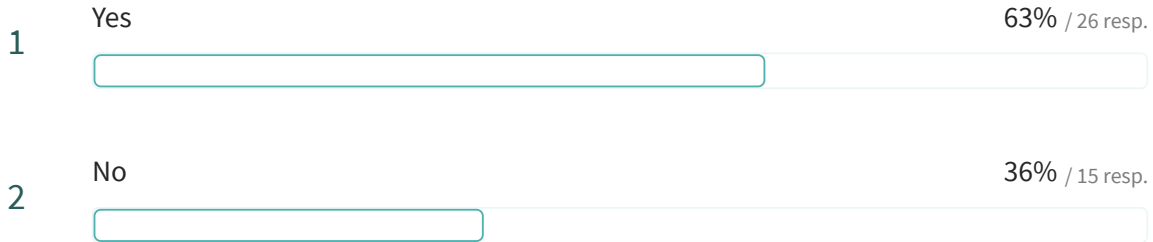
Which tools have you utilized to gain a better understanding of the academic section of the performance framework? Select all that apply.

41 out of 41 answered



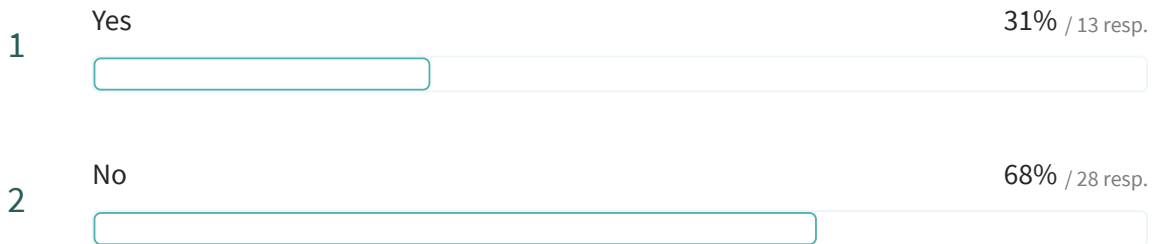
If the PCSC staff were able to attend (in-person or virtually) a board meeting to review your annual report with you, would you find that valuable?

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



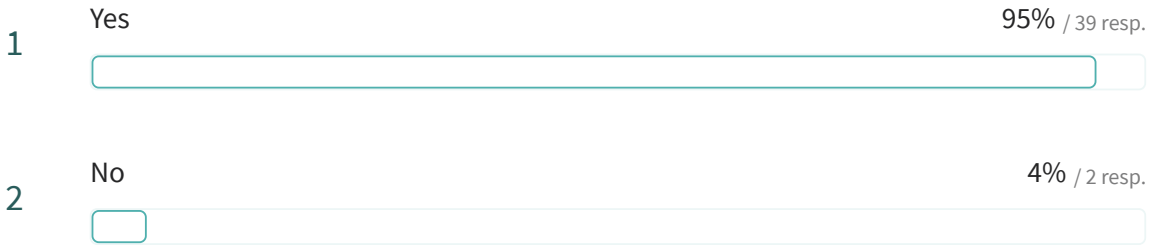
If your school has chosen not to include mission-specific measures in your performance framework, please help us understand why. Select all that apply.

33 out of 41 answered

- | | | |
|---|---|----------------|
| 1 | Collecting additional data would be a burden for my school. | 36% / 12 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 2 | The standard measures work for my school. There is no need to include more information. | 24% / 8 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 3 | My school had mission-specific measures previously, but I was dissatisfied with the experience. | 21% / 7 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 4 | I didn't know that adding measures specific measures to our framework was an option. | 9% / 3 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 5 | I need additional training to develop useful mission-specific measures that make sense for my school. | 6% / 2 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 6 | Other | 27% / 9 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |

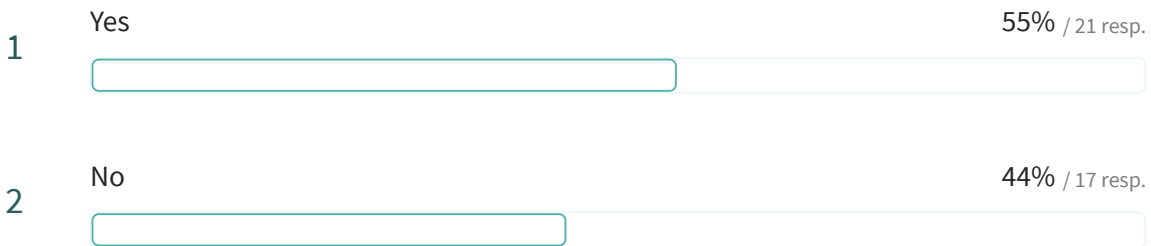
Does your school collect and review academic performance data other than ISAT scores and graduation rates?

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. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 2 | I believe charter schools should only be evaluated using accountability structures that apply equally to all public schools. | 40% / 16 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 3 | Some or all of the measures aren't a good fit for my school's educational model. | 40% / 16 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 4 | I don't have full access to the source data used to determine my school's scores. | 37% / 15 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 5 | Some or all of the standards are unrealistic for my school's student demographic. | 37% / 15 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 6 | I don't find anything problematic or confusing. | 25% / 10 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 7 | The measures are complicated and hard to follow. | 22% / 9 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |
| 8 | Other | 15% / 6 resp. |
| | <input style="width: 100%; height: 20px;" type="text"/> | |

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.	

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.
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.	The academic proficiency measures are straight forward.
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.	
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.	
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.	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.
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.	The mission-specific goals are great. The rest of the academic measures do us little good. The data needs to dig deeper.
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.	I am sure if adding these measures would make any difference as far as the Commission's evaluation of our school.

<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.	

<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>I would like to see the performance framework replaced with the SDE report card data</p>	<p>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.</p>
<p>That ALL of our students achieve better results than the surrounding districts with FEWER tax dollars.</p>	<p>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.</p>
<p>Pertaining to the last question, breaking down detail to groups would be great.</p>	
	<p>No thank you.</p>
<p>We are good with the sections.</p>	
<p>Student growth. NWEA Map</p>	<p>I think Proficiency is important, however, SES and Proficiency are highly correlated. Growth should be an accountability measure as well.</p>
<p>I wish I could easily see how the data has trended over time</p>	<p>No</p>
<p>I am not an educator, I don't have the knowlege to answer this question.</p>	<p>no</p>
<p>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.</p>	<p>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>

<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>	

Appendix B - Summary of Committee Listening Session (12/11/19)

Summary of Committee Listening Session (12/11/19)

On December 11, 2019, the PCSC Renewal Committee met for the purpose of hearing feedback and concerns from stakeholders regarding the current structure of the academic section of the PCSC's Performance Framework.

Present at the meeting were all members of the committee, Wanda Quinn, Nils Peterson, and Kitty Kunz as well as Tamara Baysinger, PCSC Director, Jenn Thomson, PCSC Program Manager, and Rachel Newton, Legal Counsel for the PCSC. Additionally, 2 guests joined the discussion in person, and 7 joined via Zoom.

Based on the discussion of the survey results and stakeholder feedback, the following issues were identified:

- 1) Alignment: The PCSC Framework and the Idaho Accountability Framework are not aligned in terms of how similar measures are calculated. This is partly because the two documents have different purposes and partly because the PCSC Framework was developed prior to the Idaho Accountability Framework.
- 2) Growth: The existing growth calculations in the PCSC framework are difficult to understand and include additional weighting for proficiency. This has resulted in a growth measure that reflects more than growth data and an overall framework that weights proficiency more heavily than growth.
- 3) Source Data: While the PCSC Framework generally explains how results are calculated, the data plugged into that calculations has not been provided to schools in the past, nor is that data entirely accessible for schools to source on their own.
- 4) Mission-Specific Goals: While many schools review academic data beyond that which is included in the PCSC Framework, most schools choose not to utilize the option for mission-specific-goals because it represents an additional reporting burden.

INDICATOR 1: STATE PROFICIENCY COMPARISON

Measure 1a
Math Proficiency Rate
Comparison to State

Do math proficiency rates meet or exceed the state average?

Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.

Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.

Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.

Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.

Notes

The state average will be determined using the same grade set as is served by the public charter school.

Measure 1b
ELA Proficiency Rate
Comparison to State

Do English Language Arts proficiency rates meet or exceed the state average?

Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.

Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.

Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.

Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.

Notes

The state average will be determined using the same grade set as is served by the public charter school.

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON

Measure 2a

Math Proficiency Rate

Comparison to District

Do math proficiency rates meet or exceed the district average?

Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.

Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.

Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.

Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.

The district average will be determined using the same grade set as is served by the public charter school.

Notes

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 schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.

Measure 2b

ELA Proficiency Rate

Comparison to District

Do ELA proficiency rates meet or exceed the district average?

Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.

Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.

Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.

Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.

The district average will be determined using the same grade set as is served by the public charter school.

Notes

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 schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

Measure 3a

Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?

Criterion-Referenced Growth Math

Exceeds Standard: At least 85% of students are making adequate academic growth in math.

Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.

Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.

Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.

Notes

Measure 3b

Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?

Criterion-Referenced Growth ELA

Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.

Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.

Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.

Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.

Notes

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

Measure 4a

Are students making expected academic growth in math compared to their academic peers?

Norm-Referenced Growth Math

Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.

Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.

Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.

Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.

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.

Measure 4b

Are students making expected academic growth in English Language Arts compared to their academic peers?

Norm-Referenced Growth

ELA

Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.

Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.

Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.

Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.

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)

Measure 5a

Four-Year Adjusted Cohort

Graduation Rate

Are students graduating from high school on time?

Exceeds Standard: The school's four-year ACGR was at least 90%.

Meets Standard: 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.

Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.

Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

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.

Notes

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.

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.

School Accountability

What is school accountability?

Idaho's accountability system was shaped by stakeholders whose vision was to provide a complete picture of how well schools are serving students.

The system was designed to serve three purposes:

- to publically report to Idahoans information on multiple key performance indicators;
- to identify underperforming schools for additional state or district support; and
- to identify schools for recognition.

Public reporting

Idaho's School Report Card (idahoschools.org) is a user-friendly, interactive tool where stakeholders can explore various components of school performance. The Report Card includes data on student enrollment and characteristics, academic achievement, growth, graduation rates, and a variety of other measures that will continue to expand over time.

Identifying underperforming schools for support

The system uses key performance indicators to identify underperforming schools to receive extra assistance from the state or school district to support improved student learning. Schools may be identified for Comprehensive Support and Improvement Underperforming (CSI Up), Comprehensive Support and Improvement Graduation (CSI Grad), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

The CSI Up identification process starts by sorting schools into one of three categories: kindergarten through grade eight (K-8), high schools, and alternative high schools. Then school performance is evaluated using four academic indicators and a school quality or student success indicator. Table 1 outlines the academic indicators and Table 2 details the school quality and success indicators. Indicators with an * will be used in the identification of underperforming schools when this process next occurs in 2021.

Table 1: Academic Indicators

Schools serving K-8	High schools	Alternative schools
ISAT proficiency*	ISAT proficiency*	ISAT proficiency*
ISAT growth*		
ISAT proficiency gap closure	ISAT proficiency gap closure	
Growth toward English Language proficiency*	Growth toward English Language proficiency*	Growth toward English Language proficiency*
English learner proficiency	English learner proficiency	English learner proficiency
Statewide Reading Assessment (K-3) proficiency		
	Graduation rate (4-year cohort)	Graduation rate (4-year cohort)
	Graduation rate (5-year cohort)*	Graduation rate (5-year cohort)*

Table 2: School Quality/Student Success Indicators

Schools serving K-8	High schools	Alternative schools
Student survey*	Student survey	Student survey
Teacher survey	Teacher survey	Teacher survey
Parent survey	Parent survey	Parent survey
Communication with parents on student achievement	Communication with parents on student achievement	Communication with parents on student achievement
Students in grade 8 enrolled in pre-Algebra or higher	Students in grade 9 enrolled in Algebra I or higher	Credit Recovery and Accumulation
	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program.*	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program.*

Schools in each of the three categories will be sorted by their performance on each indicator shown in the tables over the most recent three year period. A school's percentile rank from its indicators are combined to create a composite value. In the composite value, academic indicators are given greater weight – 90 percent – and the school quality and student success indicator is weighted at 10 percent.

CSI Up schools are identified when the composite value is among the lowest 5 percent of schools in each school category.

CSI Grad schools are identified based on a three-year graduation rate (4-year cohort) below 67 percent.

TSI schools are identified when achievement gaps between student groups such as students with disabilities, economically disadvantaged, English learners and students in minority race/ethnicity, and their non-group peers is greater than 35 percentage points for three consecutive years. This gap identification will be calculated for every indicator used in CSI Up.

ATSI schools are identified using the same indicators in CSI Up, but applied to the performance of economically disadvantaged students, English learners, minority students, and students with disabilities in the school that would on their own identify a school for comprehensive support and improvement.

Identifying schools for recognition

The state will identify schools for recognition in two categories: top performers and goal makers.

Top Performers are schools that rank in the 90th percentile or above on any CSI Up indicator.

Goal Makers are schools whose overall performance meets or exceeds the interim measures of progress toward the state's long-term goals for English language arts/literacy, math, growth toward English language proficiency and graduation rate.

Appendix E - PCSC Staff Recommendations

Academic Framework Flexibilities

RECOMMENDATION 1: Alignment

The PCSC Academic Framework should reflect the greatest possible alignment to other agency requirements for the sake of efficiency in school reporting and data analysis while still meeting the PCSC's statutory requirements.

RECOMMENDATION 2: Growth

Growth outcomes for schools that serve K-8 and Mission Specific Outcomes for schools that serve 9-12 should be weighted more heavily than proficiency.

RECOMMENDATION 3: Proficiency Calculations - Source Data

Proficiency comparisons should be made between a school and a group of schools with like attributes.

RECOMMENDATION 4: Growth Calculations - Source Data

Growth measures should only measure growth and only in grades K-8.

RECOMMENDATION 5: ACGR Goals - Growth Data

ACGR Goals should be calculated more simply.

RECOMMENDATION 6: Mission Specific Outcomes

Mission Specific Outcomes should be required for schools that do not serve grades K-8, and should rely on existing data whenever possible, ensuring there is no unnecessary reporting burden on schools.

RECOMMENDATION 1: Alignment

The PCSC Academic Framework should reflect the greatest possible alignment to other agency requirements for the sake of efficiency in school reporting and data analysis while still meeting the PCSC's statutory requirements.

CURRENT		
Proficiency	Measure 1a	Math ISAT (state comparison)
	Measure 1b	ELA ISAT (state comparison)
	Measure 2a	Math ISAT (district comparison)
	Measure 2b	ELA ISAT (district comparison)
Growth	Measure 3a	Math ISAT (adequate growth)
	Measure 3b	ELA ISAT (adequate growth)
	Measure 4a	Math ISAT (peer comparison)
	Measure 4b	ELA ISAT (peer comparison)
College and Career Readiness	Measure 5a	Graduation Rate

PROPOSED		
Proficiency	Measure 1a	Math ISAT (custom comparison group)
	Measure 1b	ELA ISAT (custom comparison group)
	Measure 1c	IRI (custom comparison group)
Growth	Measure 2a	Math ISAT (adequate growth)
	Measure 2b	ELA ISAT (adequate growth)
	Measure 2c	IRI (fall to spring)
College and Career Readiness	Measure 3a	Graduation Rate

RECOMMENDATION 2: Growth

Proficiency should account for 25% of a school’s overall academic accountability designation. A combination of growth, graduation rate, and mission-specific outcomes (based on grades served) should account for the other 75%.

Current Accountability Designation Weighting					
Category	Measure	K-8	K-12	9-12	Alt
Proficiency	Math ISAT (state comparison)	50%	38%	38%	--
	ELA ISAT (state comparison)				--
	Math ISAT (district comparison)				38%
	ELA ISAT (district comparison)				
Growth	Math ISAT (adequate growth)	50%	38%	--	--
	ELA ISAT (adequate growth)			--	--
	Math ISAT (peer comparison)	--		38%	33%
	ELA ISAT (peer comparison)	--			
College & Career Readiness	Graduation Rate	--	24%	24%	33%

Proposed Accountability Designation Weighting						
Category		Measure	K-8	K-12	9-12	Alt
25% for all schools	Proficiency	Math ISAT (custom comparison group)	25%	25%	25%	25%
		ELA ISAT (custom comparison group)			--	--
		IRI (custom comparison group)				
75% for all schools	Growth	Math ISAT (adequate growth)	75%	50%	--	--
		ELA ISAT (adequate growth)			--	--
		IRI (fall to spring)			--	--
	College & Career Readiness	Graduation Rate			--	25%
	Mission Specific Outcomes*	See Assumption #6	--	--	50%	50%

RECOMMENDATION 3: Source Data - Proficiency

Proficiency comparisons should be made between a school and a group of schools with like attributes.

Current:

1. Literacy is not considered in the PCSC framework.
2. Each school's average proficiency (continuously enrolled students, excluding alt exams) are compared to the average proficiency of the same grades served by the "comparison district" (continuously enrolled, excluding alt exams)

Proposed Changes:

1. New Measure: For all schools who serve grades K-3, IRI proficiency rate for continuously enrolled students as compared to the identified comparison group.
2. For Math/ELA ISAT Proficiency Comparison schools could work with PCSC Staff to identify 3-5 schools that are similar to the charter school based on at least 3 attributes (size, grades served, and demographics). Once identified, the comparison group would be static for the full certificate term and the scoring would remain the same (see below)

Scoring (no change, applied to Math ISAT, ELA ISAT, and IRI)

- If: school's proficiency rate exceeds comparison group average by 16 points or more = Exceeds
- If: school's proficiency rate exceeds comparison group average by 0-15 points = Meets
- If: school's proficiency rate is 1-15 points below comparison group average = Does Not Meet
- If: school's proficiency rate is 16 or more points below comparison group average = Falls Far Below

RECOMMENDATION 4: Source Data - Growth

Growth measures should only measure growth and only in grades K-8.

Proposed Changes:

3. Growth would only be calculated for schools who serve K-8 students. This means dropping measure 4 entirely. This is recommended by OSBE's data team and is aligned to the SDE's current practice.
4. The current measure 3a and 3b (criterion referenced growth) would be adjusted to reflect only growth of continuously enrolled students. This change would remove the current inclusion of proficiency in the growth measure. This would align the measure to the SDE's current practice. The scoring of the measure would need to be readjusted.

Example:

Current Growth K-8 Calculation:

Rate of Growth: difference between last year's exam and this year's exam - continuously enrolled students

Adequate Growth: If a child's rate of growth continues at the same speed as last year for the next 3 years (or until 10th grade) will that child reach proficiency? If yes = adequate growth.

Example: (% proficient) + (% of non-proficient who made adequate growth) = adequate growth %

76% + 4% = 80%

Proposed Growth K-8 Calculation:

Rate of Growth: no change.

Adequate Growth: no change.

Example: % of non-proficient who made adequate growth = adequate growth %

4% = 4%

Change: the scoring of the measure would need to be adjusted.

RECOMMENDATION 5: Source Data - ACGR Goals

ACGR Goals should be calculated more simply.

Current Scoring - No change:

If: the school's 4-year ACGR is 90% or higher = Exceeds Standard

If: 4-year ACGR is 80-89% OR 66% or higher and progress goal met= Meets Standard

If: Met progress goal, but 4-year ACGR is 65% or below = Does Not Meet Standard

If: did not meet progress goal and 4-year ACGR is 65% or below.

Current Progress Goal Calculation:

Previous year % 4-yr ACGR + (((previous year % of non-grads)*50%)/6)= Progress Goal

$$\begin{array}{ccccccc} & \uparrow & & \uparrow & & \uparrow & \uparrow & \uparrow \\ & 60\% & & + & & (40\% & & *50\%)/6 = 63 \\ & & & & & & & \end{array}$$

Proposed Progress Goal Calculation:

Previous year % 4-yr ACGR + ((Previous year % non-grads)*8.3%) = Progress Goal

$$\begin{array}{ccccccc} & \uparrow & & \uparrow & & \uparrow & \uparrow \\ & 60\% & & + & & (40\% & & *8.3\%) = 63 \\ & & & & & & & \end{array}$$

RECOMMENDATION 6: Mission Specific Outcomes

Mission Specific Goals should be required for all schools that do not serve grades K-8, and incorporated into the traditional academic accountability designation.

Schools who serve K-8 may choose to include mission specific outcomes. Mission-specific outcomes for K-8 schools should be reported as a 4th accountability designation (as currently exists).

1) Options that require no additional data collection or reporting by the school:

- SAT Scores
- Science ISAT
- College Credit Earned
- % of 9th grade students who completed Algebra 1

2) Options that require minimal reporting, but no additional data collection by the school:

- AP test scores
- NOCTI exams (CTE specific)
- Completion of industry recognized certifications
- Completion of a recognized apprenticeship program

3) Customized mission-specific outcomes can be crafted; however, "rigorous, valid and reliable" apply and data collection and reporting would be the school's responsibility.

Appendix F: Iteration 2

RECOMMENDATION 1 - Alignment

The PCSC Academic Framework should reflect the greatest possible Alignment to other agency requirements for the sake of efficiency in school reporting and data analysis while still meeting the PCSC's statutory requirements and providing commissioner's with a thorough understanding of the school's context.

CURRENT		
Proficiency	1a	Math ISAT (state comparison)
	1b	ELA ISAT (state comparison)
	2a	Math ISAT (district comparison)
	2b	ELA ISAT (district comparison)
Growth	3a	Math ISAT (adequate growth)
	3b	ELA ISAT (adequate growth)
	4a	Math ISAT (peer comparison)
	4b	ELA ISAT (peer comparison)
College and Career Readiness	5a	Graduation Rate

Proposed		
Proficiency	1a	Math ISAT (custom comparison group)
	1b	ELA ISAT (custom comparison group)
	1c	Literacy (custom comparison group)
Growth	2a	Math ISAT (year over year adequate growth)
	2b	ELA ISAT (year over year adequate growth)
	2c	Literacy (fall to spring adequate growth)
College and Career Readiness	3a	Graduation Rate
Mission Specific	4a-4c Optional	A school may choose up to 3 additional outcomes to report to the commission.

AND

Additional Documentation	Appendices as Applicable	<ul style="list-style-type: none"> Appendix A - Continuous Improvement Plan Appendix B - Fiscal Audit Appendix C - Performance Certificate Renewal Conditions Appendix D - Accreditation Report Appendix E - Federal Programs Monitoring Reports Appendix F - Corrective Action Plans Appendix G - PCSC Courtesy Letters/ Progress Monitoring Updates Appendix H - Other
--------------------------	--------------------------	--

*Appendices help to ensure that the PCSC is utilizing existing reports and developing a thorough understanding of the school before making a renewal decision.

RECOMMENDATION 2 - Scoring

~~1st Iteration: Proficiency should account for 25% of a school's overall academic accountability designation. A combination of growth, graduation rate, and mission-specific outcomes (based on grades served) should account for the other 75%.~~

2nd Iteration: Aggregate scoring of measures should be simplified.

Current Practice:

- A score of 0-125 points is possible on each measure.
- Points earned correlate to a rating of: Exceeds, Meets, Does Not Meet, or Falls Far Below standard.
- Ratings (exceeds, meets, etc.) are determined based on the details in the rubric for each measure.
- The correlation of points to rating is not consistent across measures.
- All points earned are averaged together.
- The average is then correlated to a final accountability designation (Honor, Good Standing, Remediation, or Critical) in the academic section of the framework based on the average points earned in the section compared to a range of percentages assigned to each designation.

Proposed Practice:

- A score of 1-4 points is possible on each measure.
- 1-4 correlates to Falls Far Below, Does Not Meet, Meets, and Exceeds standard as is determined based on the details in the rubric for each measure.
- Accountability designations are assigned by category based on the percentage of points earned in each category (proficiency, growth, college and career readiness, and mission specific): 0-25% - Critical; 26-50% - Remediation; 51-75% - Good Standing; 76-100% Honorable.

Similar to the New Petition Evaluation Report, the proposed academic framework would provide categorical ratings intended to inform the commission's decision rather than numerical evaluations that add up to a score requiring any certain decision.

Sample Annual Report (Recommendations 1 and 2)

Mission Statement

Key Design Elements

Grades Served

Total Approved Enrollment

Full-Term ADA

School Report Card ([link to SDE report card](#))

Additional Information:

Appendix A	Continuous Improvement Plan
Appendix B	Fiscal Audit
Appendix C	Accreditation Report (if applicable)
Appendix D	Performance Certificate Renewal Conditions (if applicable)
Appendix E	Federal Programs Monitoring Reports (if applicable)
Appendix F	Corrective Action Plans (if applicable)
Appendix G	PCSC Courtesy Letters/ Progress Monitoring (if applicable)
Appendix H	Other

Proficiency - 75%			Growth - 100%		
1a	Math Comparison	Meets Standard	2a	Math Growth	Exceeds Standard
1b	ELA Comparison	Exceeds Standard	2b	ELA Growth	Exceeds Standard
1c	Literacy Comparison	Meets Standard	2c	Literacy Growth	Exceeds Standard
C&C Readiness - 50%			Mission Specific - 75%		
3a	Graduation Rate	Remediation	4a	Optional	Meets Standard
			4b		
			4c		
Operational - 40%			Financial - 75%		
1	Educational Program	Does Not Meet	1	Near Term	Meets Standard
2	Financial Oversight	Does Not Meet	2	Sustainability	Meets Standard
3	Governance & Mgmt.	Falls Far Below			
4	Transportation & Facility	Does Not Meet			
5	Additional Obligations	Falls Far Below			

RECOMMENDATION 3 - Source Data - Proficiency

PCSC Standard: PCSC schools who serve students in grades 1-10 are expected to achieve average proficiency levels equal to or better than an identified comparison group on each of the following exams: the statewide ELA assessment, the statewide Mathematics assessment, and the statewide literacy assessment

Step 1: Each school's board chooses comparison group:

A - The school's average proficiency on the statewide Math and ELA exams in grades 3-10 (whichever grades are served by the school) will be compared to:

- The average proficiency of all students enrolled in the traditional district in which the school is located
- This calculation will include only continuously enrolled students (SDE definition) and exclude any alternative exams
- This calculation will utilize a subset of the SDE reported average proficiency for all students at the comparison district as it will exclude any students in grades not served by the charter school

B - The school's average proficiency on the statewide Math and ELA exams in grades 3-10 (whichever grades are served by the school) will be compared to:

- The average proficiency of all students enrolled in a minimum of 3 (maximum of 5) individual schools with similar demographic attributes as the charter school.
- This calculation will include only continuously enrolled students (SDE definition) and exclude any alternative exams.
- This exam will utilize the school-wide SDE reported average proficiency for all students

***Note** - once identified in the performance certificate, this comparison group must remain the same for the full term of the certificate.

Proficiency Example:

Comparison School 1 = 75% ELA proficient
 Comparison School 2 = 62% ELA proficient
 Comparison School 3 = 41% ELA proficient

} Comparison Group Average = 59%

PCSC Charter School Average = 62%

The charter school scored 3% higher than the comparison group = Meets Standard

SCORING		Points
Exceeds Standard	The school's proficiency average exceeds the identified comparison group by 16+ points, or the school's proficiency average is in the top 10% of all state schools.	4
Meets Standard	The school's proficiency average is either equal to or exceeds the identified comparison group by 1-15 points.	3
Does Not Meet Standard	The school's proficiency rate is 1-15 points below the comparison group.	2
Falls Far Below Standard	The school's proficiency rate is more than 16 points below the comparison group.	1

RECOMMENDATION 4 - Source Data - Growth

PCSC Standard: At least 70% of students attending PCSC schools who are enrolled in **grades 1-8** and who did not achieve proficiency on the applicable, current year ELA, Math, or literacy statewide assessment are expected to have made adequate growth toward proficiency on those exams.

Note - In this proposal, growth is not measured beyond 8th grade.

Step 1: Define Rate of Growth:

- For Math and ELA - An individual student's rate of growth is the difference between his/her previous year ELA or Math proficiency and the current year's proficiency.
- **For literacy - An individual student's rate of growth is the difference between his/her proficiency scores on the fall and spring administrations of the statewide literacy exam.**

Step 2: Define Adequate Rate of Growth:

- For Math and ELA - A student is considered to be growing at an adequate rate if the student would achieve proficiency if his/her rate of growth remains constant for the next three years (or by 10th grade).
- **For literacy - A student is considered to be growing at an adequate rate if the student would achieve proficiency by the end of 3rd grade if his/her rate of growth remains constant.**

Step 3: Growth Calculation:

- Includes students who were continuously enrolled (SDE definition) in the charter school during the current year.
- **Exclude students who are already proficient.**
- Excludes alternative exams and **any student who did not attend an Idaho public school in the previous school year.**

SCORING		Points
Exceeds Standard	More than 25% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.	4
Meets Standard	20%-25% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.	3
Does Not Meet Standard	15% -19% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.	2
Falls Far Below Standard	Less than 15% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.	1

Example:

- 100 students were continuously enrolled and took the non-alt math assessment.
- 20 of those students did not achieve proficiency.
- 5 students who did not achieve proficiency made adequate growth (25% of non-proficient students made adequate growth).
- 15 students who did not achieve proficiency also did not achieve growth (15% of the total population).
- School receives a score of "Meets Standard".

RECOMMENDATION 5 - Source Data - Graduation Rate

PCSC Standard: PCSC schools who serve students in grades 9-12 are expected to achieve a 4-Year Adjusted Cohort Graduation Rate (ACGR) of at least 80%, a 4-Year ACGR of at least 66% **if that reflects at least a 5% increase over the previous year, or graduate 75% of the students eligible to graduate at the time of enrollment in an alternative school.**

Step 1: Identify which goal applies -

- **If the school is NOT alternative, the goal shall be:**
 - to achieve either a 4-Year ACGR of 80%, OR
 - **to increase the previous year's 4-Year ACGR by 5%** and achieve a 4-Year ACGR of 66% or higher.

- **If the school is identified as an alternative school, the goal shall be:**
 - **to graduate 75% of all students who are defined as "eligible" to graduate in any given year.**
 - **"Eligible" shall be defined as a student who could earn the requisite number of credits needed to graduate during the current school year if the student were to successfully complete no more than a full-load of courses between the student's date of enrollment and the deadline for graduation.**

SCORING	Non-Alternative Schools	Points
Exceeds Standard	The school's 4-Year ACGR is 90% or higher.	4
Meets Standard	The school either: a) had a 4-Year ACGR of 80%-89% or b) had a 4-Year ACGR of at least 66% and increased its graduation rate by at least 5% over last year.	3
Does Not Meet Standard	The school increased its graduation rate by at least 5% over last year, but the overall 4-Year ACGR is below 66%.	2
Falls Far Below Standard	The school's overall 4-Year ACGR is below 66% and the school did not increase its graduation rate by at least 5% over last year.	1

SCORING	Alternative Schools	Points
Exceeds Standard	The school graduated 85% or more its eligible students.	4
Meets Standard	The school graduated between 75%-84% of its eligible students.	3
Does Not Meet Standard	The school graduated between 65-74% of its eligible students.	2
Falls Far Below Standard	The school graduated 65% or fewer of its eligible students.	1

RECOMMENDATION 6 - Mission Specific Outcomes

~~1st Iteration: Mission-specific goals should be required for all schools that do not serve grades K-8, and incorporated into the traditional academic accountability designation.~~

2nd Iteration:

PCSC Standard: Mission-Specific Outcomes are encouraged, but optional for all schools. These are included for a full performance certificate term when the standard measures do not reflect the unique academic story of the school.

Option 1: No additional data collection or reporting by the school

(not intended to be a complete list)

SAT Scores

Science ISAT

College Credits Earned

% of 9th Grade Students who Completed Algebra 1

Option 2: Minimal reporting, but no additional data collection by the school

(not intended to be a complete list)

AP Test Scores

NOCTI Exams (CTE specific)

Completion of Industry Recognized Certifications

Completion of a Recognized Apprenticeship Program

MAP Assessment Results

STAR Assessment Results

Option 3: Customized mission-specific outcomes can be crafted; however, "rigorous, valid, and reliable" applies and data collection and reporting would be the school's responsibility.