

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	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
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\*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

~~1<sup>st</sup> 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%.~~

2<sup>nd</sup> 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 <b>the school's proficiency average is in the top 10% of all state schools.</b>	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 8<sup>th</sup> 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 10<sup>th</sup> grade).
- **For literacy - A student is considered to be growing at an adequate rate if the student would achieve proficiency by the end of 3<sup>rd</sup> 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	<b>More than 25% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.</b>	4
Meets Standard	<b>20%-25% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.</b>	3
Does Not Meet Standard	<b>15% -19% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.</b>	2
Falls Far Below Standard	<b>Less than 15% of the students who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency.</b>	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% <b>and increased its graduation rate by at least 5% over last year.</b>	3
Does Not Meet Standard	The school <b>increased its graduation rate by at least 5% over last year,</b> 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 <b>increase its graduation rate by at least 5% over last year.</b>	1

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

## RECOMMENDATION 6 - Mission Specific Outcomes

~~1<sup>st</sup> 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.~~

2<sup>nd</sup> 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 9<sup>th</sup> 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.