

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

GUIDANCE: ACADEMIC RATING CALCULATIONS



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A Guide to the Calculation of Academic Ratings within the Performance Framework

In May 2017, following a collaborative development process with stakeholders, the Public Charter School Commission (PCSC) adopted a new performance framework. Pursuant to Section 33-5209A, Idaho Code, the framework includes indicators, measures, and metrics for student academic proficiency, student academic growth, college and career readiness, and board performance and stewardship. The PCSC will use these indicators, measures, and metrics to guide its evaluations of each public charter school.

The performance framework is divided into three sections: Academic, Operational, and Financial. Schools may choose to include a fourth, Mission-Specific section if they wish. Each section includes multiple measures on which the school receives an annual rating based on data-driven outcomes reflecting the most recent school year.

Schools accrue points based on the ratings they earn on individual measures. These points are totaled to establish an overall accountability designation for each section. The point structure is designed such that if a school earns a Meets Standard rating on each measure, the resulting accountability designation will be Good Standing or higher.

This guide is designed to assist school leaders and other interested parties in understanding how individual schools' results in the Academic section are calculated. Additional detail may be requested by contacting the PCSC office.

MEASURE	METHOD OF CALCULATING RESULTS
<p>Measures 1a & 1b</p> <p>Math & ELA Proficiency Comparison to State</p>	<p>Points are awarded based on the proximity of the public charter school's proficiency rate to the state average proficiency rate.</p> <p>Thirty points are awarded if the school's proficiency rate matches that of the state. A point is added for every percentage point the school's rate is above the state's rate, or subtracted for every percentage point the school's rate is below the state's rate.</p> <p>For example, if the state's proficiency rate is 50% and the school's proficiency rate is 55% (a difference of +5), the school would be awarded 35 points (one point above 30 for each percentage point above the state's rate).</p> <p>The measure provides for both a "ceiling" and a "floor." That is, if the school's proficiency rate is 16 or more percentage points higher than the state's, the school is awarded the maximum of 50 points for the measure. If the school's proficiency rate is 30 or more percentage points lower than the state's, the school is awarded the minimum of 0 points for the measure.</p> <p>The state average is determined using the same grade set as is served by the public charter school. Any ISAT-Alt scores are excluded from the calculation.</p>
<p>Measures 2a & 2b</p> <p>Math & ELA Proficiency Comparison to District</p>	<p>Points are awarded based on the proximity of the public charter school's proficiency rate to that of the local school district or other comparison group.</p> <p>Thirty points are awarded if the school's proficiency rate matches that of the district. A point is added for every percentage point the school's rate is above the district's rate, or subtracted for every percentage point the school's rate is below the district's rate.</p> <p>The measure provides for both a "ceiling" and a "floor." That is, if the school's proficiency rate is 16 or more percentage points higher than the district's, the school is awarded the maximum of 50 point for the measure. If the school's proficiency rate is 30 or more percentage points lower than the district's, the school is awarded the minimum of 0 points for the measure.</p> <p>The district average is determined using the same grade set as is served by the public charter school. Any ISAT-Alt scores are excluded from the calculation.</p>

	<p>In most cases, the comparison group is the local school district in which the public charter school is physically located. However, because some schools have primary attendance areas crossing district boundaries, some schools have agreed with the PCSC upon a different comparison group that better represents the majority of their enrollment.</p>
<p>Measures 3a & 3b Criterion-Referenced Growth in Math & ELA Grades K-8</p>	<p>Points are awarded based on the percentage of the public charter school’s students whose rate of academic growth indicates that they will achieve proficiency within 3 years or by 10th grade, whichever comes first.</p> <p>Individual students’ rates of growth are determined using ISAT data from the two, most recent school years. The rate of growth is considered adequate if, should the student continue to grow at the same rate, s/he would reach proficiency within 3 years or by 10th grade. Students scoring proficient in the most recent school year are counted as having shown adequate growth.</p> <p>Because students in grade 3 did not take the ISAT in their previous year, results reflect only students in grades 4-8, as applicable to the individual school. Results reflect students tested at the public charter school in the most recent school year, even if they were enrolled at a different Idaho public school during the previous school year. Any ISAT-Alt scores are excluded from the calculation.</p> <p>The number of points awarded scales within each rating category to provide a nuanced recognition of achievement; the higher a school’s outcome falls within the rating category, the more points it receives on the measure.</p>
<p>Measures 4a & 4b Norm-Referenced Growth in Math & ELA Grades 9-12</p>	<p>Points are awarded based on the public charter school’s median student growth percentile (SGP) from grade 8 to grade 10, adjusted to compare individual students to their academic peers.</p> <p>Individual students’ rates of growth are calculated using the change in their ISAT scores from 8th to 10th grade. Student-level SGPs are calculated by comparing individual students’ rates of growth to those of other Idaho students who scored in the same category (below basic, basic, proficient, or advanced) in the 8th grade. Individual student growth percentiles are then compiled to determine the school’s median SGP.</p> <p>Results reflect students who tested at the public charter school in grade 10, even if they were enrolled at a different Idaho public school during grade 8. Any ISAT-Alt scores are excluded from the calculation.</p>

	<p>Points scale within each rating category to provide a nuanced recognition of achievement; the higher a school's outcome falls within the rating category, the more points it receives on the measure.</p>
<p>Measure 5a Four-Year Adjusted Cohort Graduation Rate</p>	<p>Points are awarded based on the public charter school's four-year adjusted cohort graduation rate (ACGR) and/or whether or not the school met its progress goal.</p> <p>Schools' progress goals are established by the state accountability system, if applicable.</p> <p>If progress goals are not established by the state accountability system in any given year, the school's progress goal is determined as follows: The progress goal represents the school's most recently reported 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 recently reported ACGR cohort year as the baseline year. If the school does not have baseline data, its progress goal is based on the surrounding district average ACGR (or statewide average, for virtual schools whose attendance area encompasses multiple districts).</p> <p>Four-year ACGR is calculated using a four-year-plus-summer cohort; for this reason, data availability runs one year behind. That is, annual reports contain graduation rate data from the cohort preceding the most recent school year. For example, 2017 annual reports reflect ACGR data for the 2015-16 cohort.</p>
<p>Alternative Measures 2a & 2b Math & ELA Proficiency Comparison to Alternative Schools Statewide</p>	<p>Points are awarded based on how the alternative public charter school's proficiency rate compares to the state average for alternative schools.</p> <p>The state average for alternative schools is calculated as the mean of the proficiency rates of all Idaho alternative schools, both district and charter.</p>
<p>Alternative Measures 4a & 4b Norm-Referenced Growth in Math &</p>	<p>Points are awarded based on how the alternative public charter school's median student growth percentile (SGP) compares to that of other alternative schools statewide, both district and charter.</p>

<p>ELA for Alternative Schools</p>	<p>Individual students' rates of growth are calculated using the change in their ISAT scores from grade 6 to 7, 7 to 8, or 8 to 10. Student-level SGPs are calculated by comparing individual students' rates of growth to those of other Idaho alternative school students in the same grades. Individual SGPs are then compiled to determine each school's median SGP.</p> <p>The alternative public charter school's median SGP is compared to the median SGP of other Idaho alternative schools in order to determine the appropriate rating.</p> <p>Results reflect students who tested at the alternative public charter school in the most recent school year, regardless of where they were enrolled in the prior school year. Any ISAT-Alt scores are excluded from the calculation.</p>
<p>Alternative Measure 5a</p> <p>Five-Year Cohort Graduation Rate</p>	<p>Points are awarded based on the alternative public charter school's five-year adjusted cohort graduation rate (ACGR) and/or whether or not the school met its progress goal.</p> <p>Schools' progress goals are established as follows: The progress goal represents the school's most recently reported five-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 recently reported five-year ACGR cohort year as the baseline year. If the school does not have baseline data, its progress goal will be based on the average five-year ACGR for alternative schools statewide.</p> <p>Five-year ACGR is calculated using a five-year-plus-summer cohort. The five-year ACGR is calculated by adding to the four-year ACGR any students from the four-year cohort who graduated by the end of summer of the following year. For this reason, data availability runs two years behind. That is, annual reports contain graduation rate data from the cohort preceding the most recent school year by two years. For example, 2017 annual reports reflect ACGR data for the 2014-15 cohort.</p>