

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION
REGULAR MEETING AGENDA**

Date: Thursday, October 12, 2023
Start Time: 9:00 A.M., MST

Physical Location: Joe R. Williams Building, East Conference Room
700 W. State Street, Boise, ID

Remote/Public Access via YouTube Livestream: <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Item)**
 - A. Agenda Review / Approval
 - B. Minutes Review / Approval
- II. STAFF UPDATES**
- III. CONSIDERATION OF AMENDMENT (Action Item)**
- IV. ANNUAL REPORT REVIEWS**
- V. PUBLIC COMMENT**
- VI. 10:15am - STRATEGIC PLANNING DISCUSSION (agenda attached)**

Commission Strategic Planning Discussion

- Our WHY and Vision for the Future
- Creating the Conditions for Excellence to Thrive
 - Streamline law, regulation and charter documents
 - Eliminate conflicting statutes and duplicative rules
- Celebrating and Leveraging Idaho's CSP Grant
- LEA status – Implications and Opportunities
- Streamline Review and Approval Processes for:
 - Conversions
 - New Schools
 - Replications and Expansions
- Risk Tolerance for New and Different Approaches
- The Purpose and Power of Performance Certificates
 - Reward performance with greater autonomy
 - Risk management and differentiated oversight
 - Annual performance reports versus state report cards
 - Renewals and length terms for charter certificates
 - Clarify authorizer fee

12:00 pm Lunch & Conversation

- Balancing Support and Regulation

1:00 pm Strengthening Accountability & Addressing Poor Performance

- Upholding and enforcing standards
- Distress indicators and red flags
- Issues of will versus capacity
- Communications and support systems

Building Organizational Capacity and Modeling Excellence

- Strengthening Schools-Board-Authorizer Relations
- Collaborating with Key Partners and Stakeholders

2:30 pm Summary, Action Items & Next Steps

3:00 pm Adjourn



I. COMMISSION WORK

A. AGENDA APPROVAL

The IPCSC must approve the agenda prior to beginning the meeting.

COMMISSION ACTION

A motion to approve the agenda as presented; or

A motion to amend the agenda [state amendment] based on the following good faith reason [state reason amendment is necessary].

B. MEETING MINUTES

The IPCSC will consider approval of meeting minutes for the previous meeting.

COMMISSION ACTION

A motion to approve the meeting minutes for August 17, 2023 as presented; or

A motion to approve the meeting minutes for August 17, 2023 with the following amendments: [state specific amendments].

**MEETING MINUTES
IDAHO PUBLIC CHARTER SCHOOL COMMISSION
REGULAR MEETING**

August 17, 2023
Joe R. Williams Building, 700 W. State St, West Conference Room
Boise, ID 83702

This meeting was called to order by Chairman Reed on August 17, 2023 at 9:00 a.m.

Alan Reed – Present
Sherrilynn Bair – Present via Zoom
Nils Peterson – Present via Zoom
Dean Fisher – Present via Zoom
Wanda Quinn – Present via Zoom
Pete Koehler – Present

I. COMMISSION WORK

A. Agenda Review/Approval

M/S (Quinn/Peterson) Motion to approve the agenda as presented. *The motion passed unanimously.*

B. Minutes Review/Approval

M/S (Fisher/Quinn) Motion to approve the minutes from the June 8, 2023 Regular meeting and August 10, 2023 Special meeting as presented. *The motion passed unanimously.*

II. STAFF UPDATES

Alex Adams, Administrator of the Division of Financial Management was introduced as the new IPCSC Interim Director and provided introductory remarks about his background and vision for his role as Interim Director.

No action.

III. PRE-OPENING UPDATE

IPCSC Program Manager Jared Dawson provided updates regarding the status of Kootenai Classical Academy, Pinecrest Academy of Lewiston, and Gem Prep Twin Falls. All schools have met their pre-opening conditions and are on track to open as anticipated.

No action.

IV. PRE-OPENING CONDITION REVIEW

IPCSC Program Manager Jared Dawson provided an update regarding Pinecrest Academy of Lewiston and Idaho Novus Classical Academy. Both schools had pre-opening conditions in need of review; all pre-opening conditions for both schools have been met.

Vincent Kane, principal of Idaho Novus Classical Academy provided brief remarks about the school's pre-opening condition.

No action.

V. FINANCIAL REVIEW

A. FY24 Working Budget

IPCSC Finance Manager Jacob Smith provided an update regarding the agency's re-calculated FY24 working budget.

M/S (Quinn/Fisher) Motion to approve the updated FY24 Working Budget as presented. *The motion passed unanimously.*

B. FY25 Budget Request

IPCSC Finance Manager Jacob Smith provided an update regarding the agency's FY25 budget request.

M/S (Quinn/Peterson) Motion to approve the updated FY25 budget request as presented. *The motion passed unanimously.*

VI. PUBLIC COMMENT

Blake Youde from Idaho Charter School Network provided remarks in support of Interim Director Adams and his vision for his role as Interim Director.

Tom LeClaire from the Coalition of Idaho Charter School Families provided remarks regarding various legislative initiatives, including Idaho House Bill 113, as well as the potential for looking at student growth as a performance factor.

The meeting was adjourned at 9:37 a.m.



II. STAFF UPDATES

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

This agenda item provides the opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

Interim Director Adams will provide an introduction and brief update.

SPEAKER

Alex Adams, IPCSC Interim Director

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

No comments or recommendations.

COMMISSION ACTION

No action.



III. CONSIDERATION OF AMENDMENT

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) – Performance Certificate Amendments
I.C. §33-5205B – Performance Certificates

BACKGROUND

A request to amend the current Performance Certificate of Gem Prep: Twin Falls.

SPEAKERS

Alex Adams, IPCSC Interim Director
Jason Bransford, Gem Innovations Chief Executive Officer

Jason Bransford
Chief Executive Officer
4145 Yellowstone Ave.
Chubbuck, ID 83202
jasonbransford@geminnovation.org
208-238-1388

I am requesting to be on the October 12th Commission Meeting Agenda to ask for a correction to our Performance Certificate for our Twin Falls campus. The remainder of this email is what I consider the key information supporting this request.

When we developed our Gem Prep:Twin Falls (GPTF) school we opted to start the school on a slower growth plan than our other schools. Our last several schools had all been on 5 year growth models, but in Twin Falls we wanted to try a slower growth model of 6 years as a proof point for other future Gem Prep schools in smaller communities. We learned valuable lessons from this experience. This decision was made because all data points indicated that hiring a large number of teachers would be one of the most challenging components of opening in the Twin Falls community. We tend to hire early, aggressively, and cast a wide net. Subsequently, we were able to hire a very strong group of teachers and this challenge proved to be surmountable with our hiring strategies.

Still, the slower growth and subsequently lower revenue associated with slower growth required we construct our Twin Falls campus in 2 phases. The second phase was slated to begin construction in year 3 of operation and open for use by students and staff in year 4.

Knowing that GPTF was initially slated for slower growth, we intentionally wrote our charter to allow the flexibility to begin with a slower growth plan, then make a pivot if circumstances permitted- both in the grade by grade capacity as well as the speed at which we grow toward our cap. In an earlier effort to do something similar in 2018, our team worked in coordination with Commission staff members to create language that created such flexibility. This language has been used in each of our Petitions since that time. As stated in the Charter Petition: *"This approach allows the Board to adjust grade-level student numbers, within the 676 student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs."*

As we began our first year of operation in Twin Falls, we began to see the need to speed up growth for at least 3 reasons:

Reason #1- Allow for gym a year earlier

Because of a slower growth plan for GPTF, the facility was constructed in phases. The first phase contained classrooms, a lunch room, and an office/receptionist area. If nothing is changed, in Phase II, our Twin Falls students will have a gym and additional classrooms at the opening of Fall of 2026 (Year 4 of operation). Speeding up our enrollment growth trajectory will allow the gym and remaining classrooms to be constructed a year earlier (Fall of 2025)- a move that better serves our students and staff.

Reason #2- Bring GPTF in align to other schools for growth

GPTF’s growth is currently slated to be a year slower than our other schools. While this was the original plan, it has created several difficulties we wish to remedy- from challenges with the staffing model, to facility restraints, and financial difficulties created by lower enrollment. This request brings our Twin Falls growth plan in alignment with the prior 2 Gem Prep schools that were opened before Twin Falls, as well as the campus in Ammon which will open after Twin Falls. In other words, this is not an "untested" path of growth for our schools. Further, the Commission has previously allowed a more rapid pace of growth for Meridian North, Meridian South, and now Ammon. We hope that we have demonstrated to the Commission board that we are capable of successfully managing the growth of our Twin Falls campus at an accelerated rate.

Reason #3- Allows GPTF to access RLF

Over the last few months we have been in discussions with our financial underwriters and it appears likely that the school could access the state's new revolving loan fund (RLF) for the second phase of facility construction. In order to take advantage of it for Phase II we would need to move the construction of Phase II to take place in year 2 of operations instead of the planned year 3 as the RLF requires schools to be in the first two years of operation.

The Problem

Somehow, the Performance Certificate for Gem Prep: Twin Falls had year by year capacities placed in the document for our first 3 years (see the image below from the Performance Certificate). This contradicts the language in the charter that allows our board to set our annual goals within the 676 enrollment.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 676. Enrollment during the school’s first years of operation shall be limited to the following:

2023-24	2024-25	2025-26	2026-27 and beyond
208	260	376	676

In the Performance Certificate for Gem Prep: Ammon, which was approved a year after our Twin Falls Performance Certificate, no such annual caps are included in the Performance Certificate. It is clear that one of these Performance Certificates has an error as they do not line up with one another. It would seem that the error is in the Twin Falls Performance Certificate as it causes a lack of alignment between the Charter Petition and the Performance Certificate.

The Solution

We request that the Commission board remove the following sentence from the Performance Certificate: “Enrollment during the school’s first years of operation shall be limited to the following”. We also request that the chart following this sentence be removed. This would fix the apparent error.

In short, it does not appear that [this](#) policy in section A.ii.b. is applicable to Gem Prep's unique situation. To be clear, we are not recommending any changes to our Charter Petition, only a correction to the adopted Performance Certificate. With that correction, we believe all the documents would align and the school would be in a position to take advantage of the revolving loan fund and better its financial stance, potentially saving taxpayer and school dollars.

Yet, if there is any concern that this correction does fall under the above stated policy, HB 174 (Idaho Code 67-5207A), states that "Agency policy statements and guidance documents, unlike administrative rules, shall not have the force and effect of law."

We sincerely appreciate your consideration of this request. If there is any additional information we can provide, we would be happy to do so.

With gratitude,

Jason Bransford



IV. ANNUAL REPORT REVIEW

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5209C – re. Enforcement
Idaho Code §33-5209A – re. Framework
Idaho Code §33-5209B(7) – re. Renewals

DISCUSSION

The IPCSC authorizes 63 schools, 8 of which offer both regular education and alternative education academic programs. To provide Commissioners the opportunity to review the data used to inform the IPCSC’s annual performance reports at an individual school level, IPCSC staff will review annual performance reports for schools with upcoming renewals.

Alturas International Academy
Blackfoot Charter
Gem Prep: Pocatello
Liberty Charter School
Victory Charter School
White Pine Charter School

SPEAKER

Jared Dawson, IPCSC Program Manager

IMPACT

Information Only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no recommendations or comments.

COMMISSION ACTION

No action



IPCSC Staff

October 12th, 2023

Please Note:

- Annual Reports are for the FY2021-2022 School Year
- ALL schools will transition to the Commissions revised framework(2020) by amendment or renewal of their performance certificate.
- Academic ratings were waived FY20 and FY21 due to pandemic.
 - Graduation rate data was not available in FY20, FY21 or FY22 at the time annual performance reports were evaluated.
 - Growth data was not available in FY20, FY21 or FY22 at the time annual performance reports were evaluated.
- Operational ratings were evaluated and rated throughout the pandemic.
- Financial ratings were waived in FY21.

IPCSC



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Portfolio Charter School: Annual Report Review

Alturas
International
Academy



- Comparison Group: Idaho Falls School District
- Location: Idaho Falls
- Approved for Grades K-8
- Model: International Baccalaureate



Alturas International Academy Performance FY 22 Annual Report Snapshot

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:		
Math Proficiency	>50%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	>62%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 63% Spring IRI: 76%	Meets Standard

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

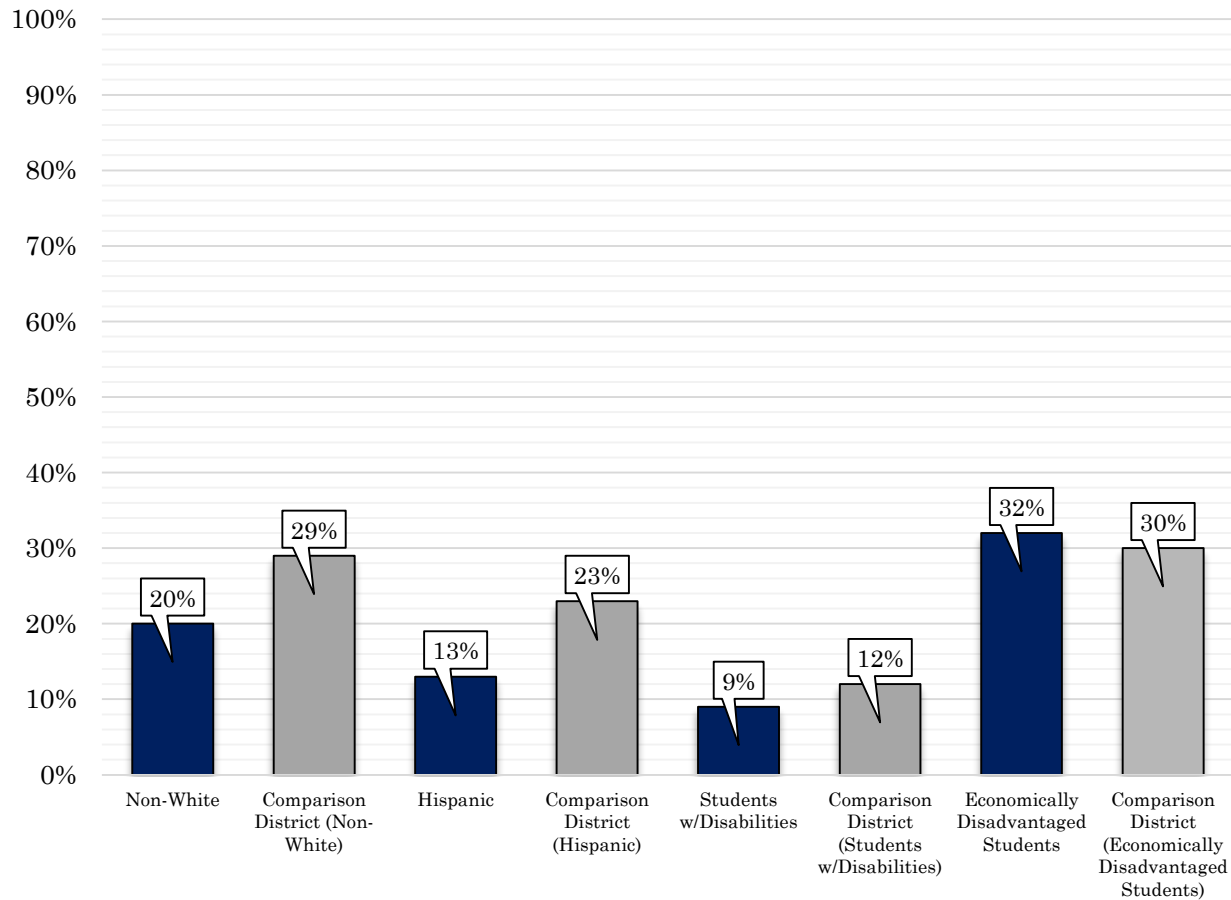
FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	4.16	Exceeds Standard
Unrestricted Days Cash	194	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	98.4%	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	-6.77%	Meets Standard
3 Yr. Agg. Margin	5.91%	Meets Standard
Cash Flow Multi-Year Cash Flow	\$756,627 \$1,173,141	Exceeds Standard
Debt Service Coverage Ratio	1.04	Exceeds Standard
Debt Asset Ratio	0.88	Exceeds Standard
Financial Compliance	No compliance issues.	Exceeds Standard

COMPARISON GROUP (CG):

- IDAHO FALLS SCHOOL DISTRICT

ALTURAS INTERNATIONAL ACADEMY

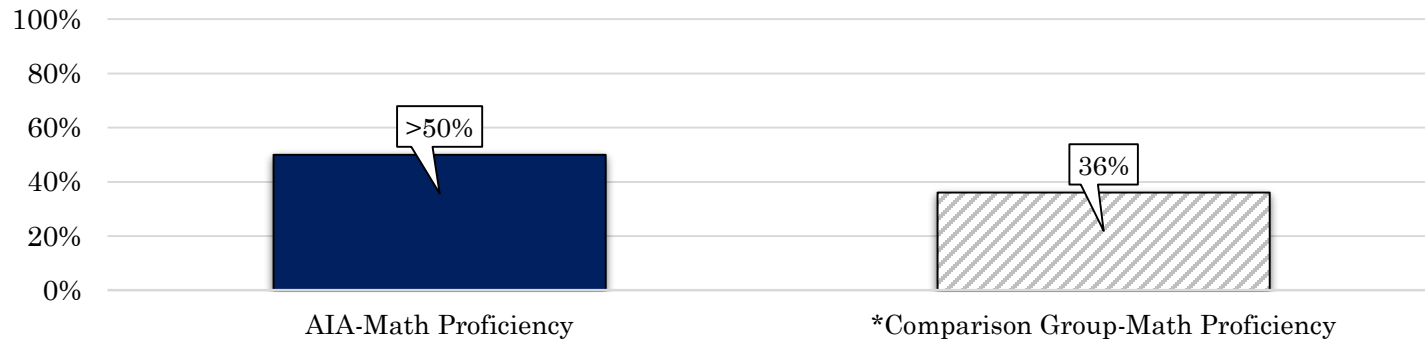


- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.
- **KEY:**
 - **AIA**
 - **Comparison Group**

COMPARISON GROUP (CG):

- IDAHO FALLS SCHOOL DISTRICT

Most Recent Year: 2021-2022 Math Proficiency



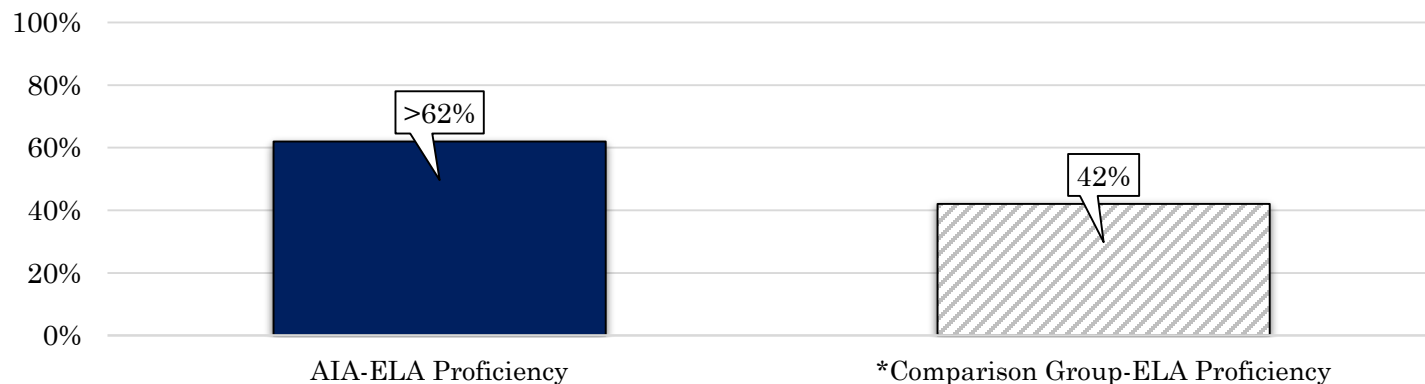
- Math & ELA Growth data not available for 2021-2022

KEY

AIA

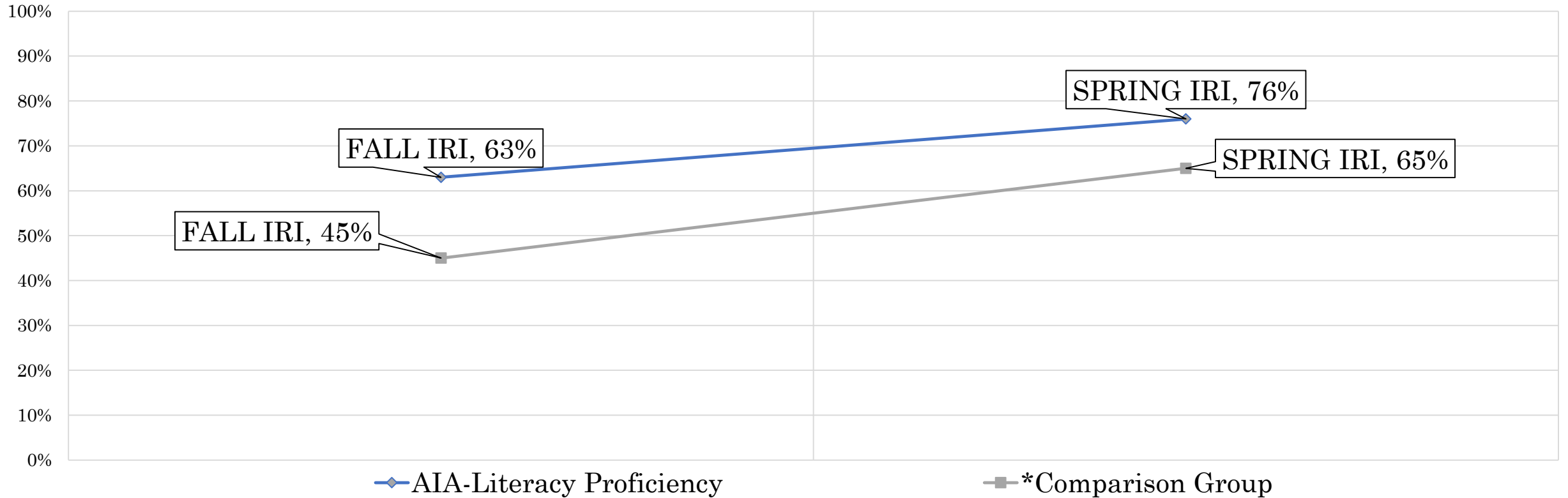
CG = Comparison Group

Most Recent Year: 2021-2022 ELA Proficiency



COMPARISON GROUP (CG):
• IDAHO FALLS SCHOOL DISTRICT

MOST RECENT YEAR: 2021-2022
LITERACY PROFICIENCY



Alturas International School

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	Literacy Proficiency
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	DATA NOT AVAILABLE	EXCEEDS STANDARD	DATA NOT AVAILABLE	Meets Standard

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

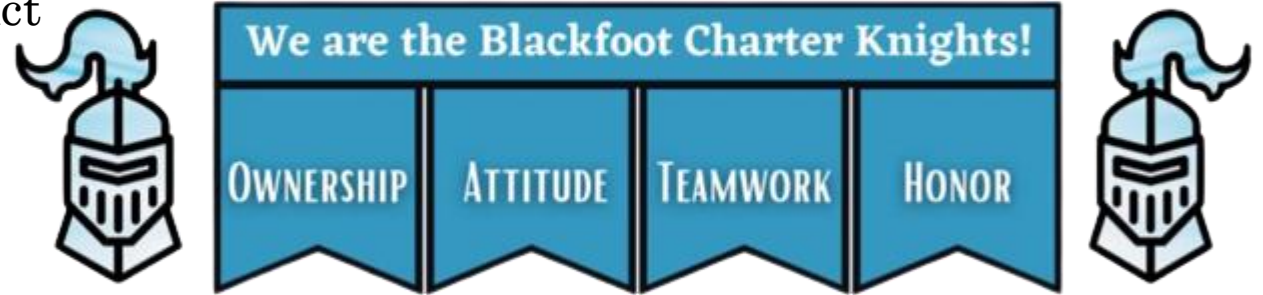
Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Blackfoot Charter



- Comparison Group: Blackfoot School District
- Location: Blackfoot
- Approved for Grades K-8
- Model: S.T.E.A.M



Blackfoot Charter Performance FY 22 Annual Report Snapshot

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:		
Math Proficiency	22%	Approaches Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	32%	Approaches Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 31% Spring IRI: 47%	Meets Standard

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

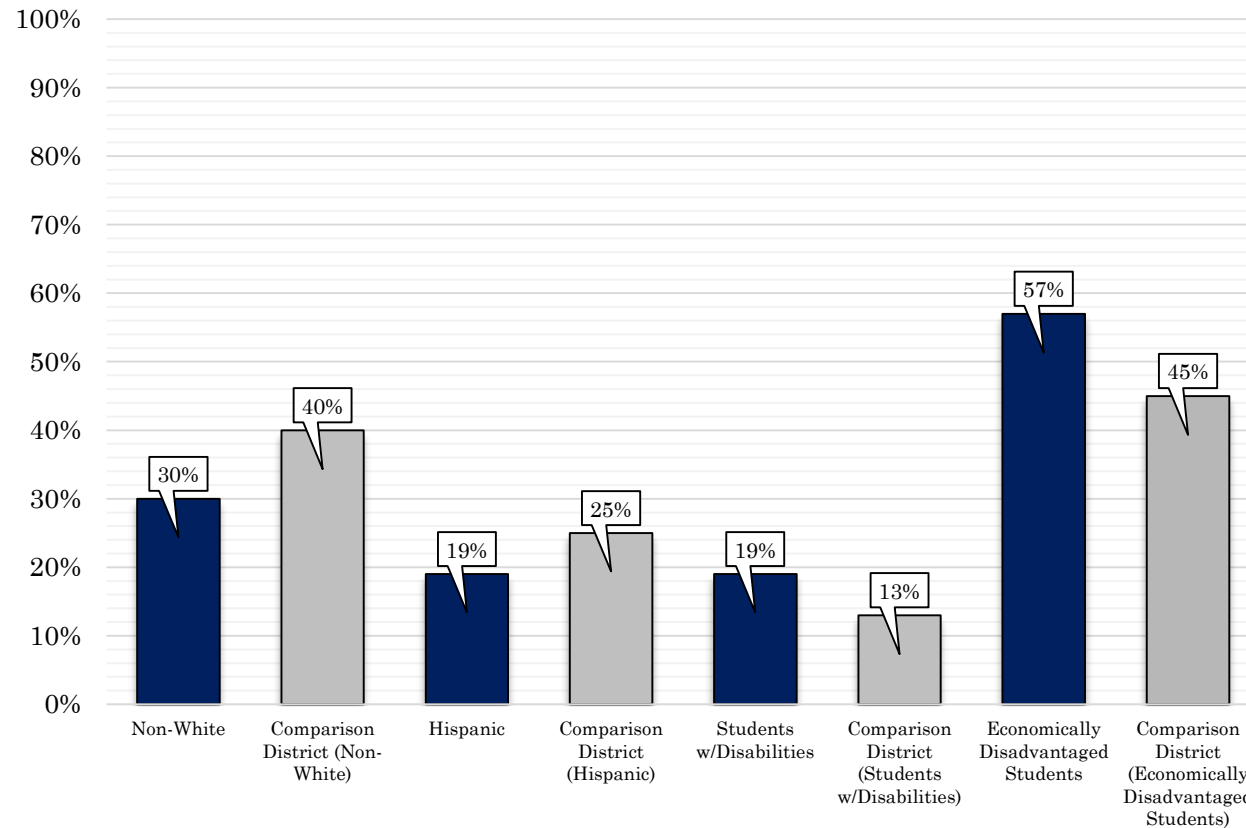
FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	8.58	Exceeds Standard
Unrestricted Days Cash	1,022	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	91.2%	Approaches Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	-9.79%	Approaches Standard
3 Yr. Agg. Margin	3.62%	Approaches Standard
Cash Flow Multi-Year Cash Flow	\$9,064,118 \$9,546,668	Meets Standard
Debt Service Coverage Ratio	.22	Approaches Standard
Debt Asset Ratio	.92	Approaches Standard
Financial Compliance	No compliance issues.	Exceeds Standard

COMPARISON GROUP (CG):

- BLACKFOOT SCHOOL DISTRICT

Blackfoot Charter School

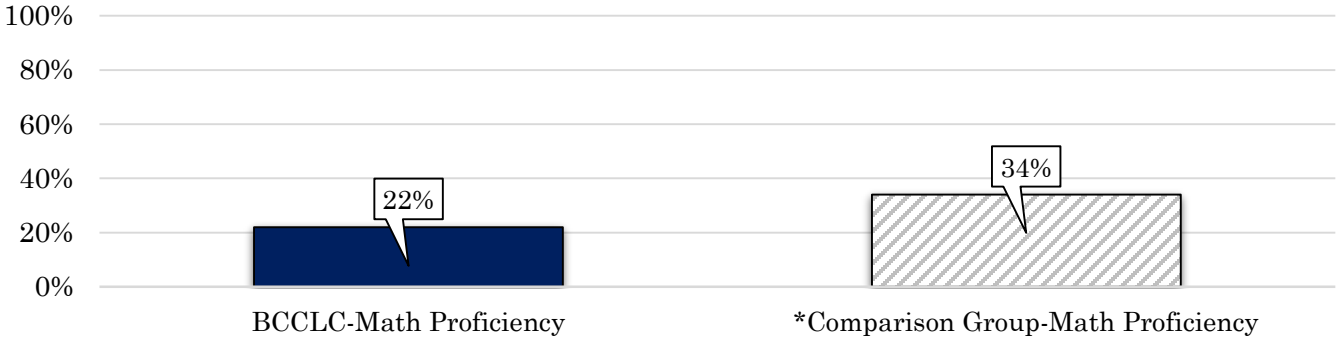


- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.
- **KEY:**
 - BCCLC
 - Comparison Group

COMPARISON GROUP (CG):

• BLACKFOOT SCHOOL DISTRICT

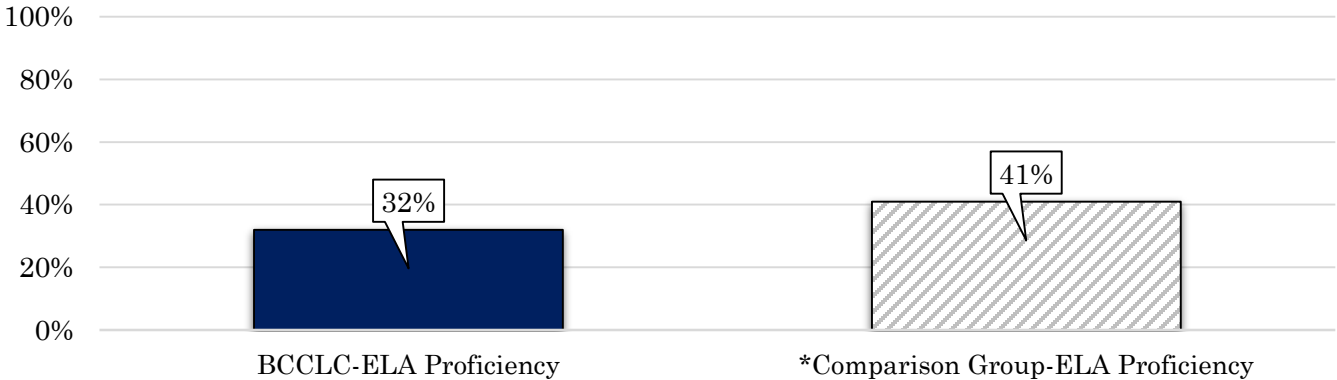
Most Recent Year: 2021-2022 Math Proficiency



- Math & ELA Growth data not available for 2021-2022

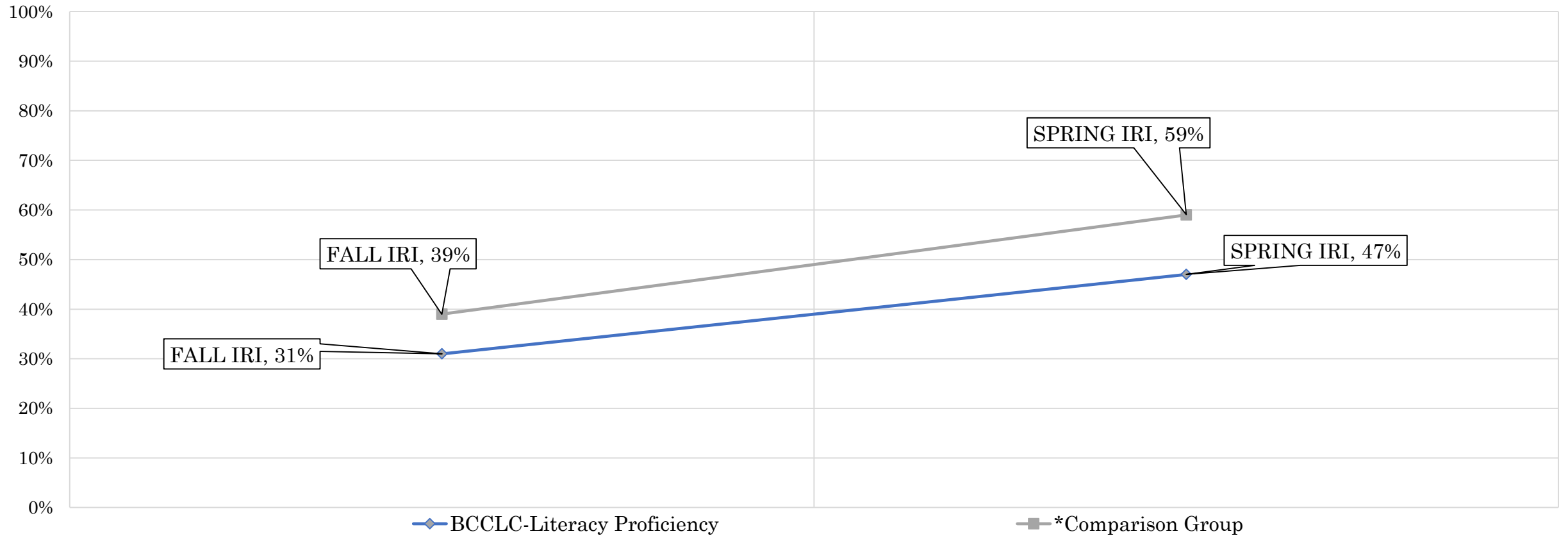
- **KEY**
BCCLC
CG = Comparison Group

Most Recent Year: 2021-2022 ELA Proficiency



COMPARISON GROUP (CG):
• BLACKFOOT SCHOOL DISTRICT

MOST RECENT YEAR: 2021-2022 LITERACY PROFICIENCY



Blackfoot Charter

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	Literacy Proficiency
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	APPROACHES STANDARD	DATA NOT AVAILABLE	APPROACHES STANDARD	DATA NOT AVAILABLE	Meets Standard

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	MEETS STANDARD
2020-2021	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	APPROACHES STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	APPROACHES STANDARD	EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	APPROACHES STANDARD	EXCEEDS STANDARD

GEM PREP POCATELLO



- Comparison Group:
 - Pocatello School District
- Location: Chubbuck
- Approved for Grades K-12
- Framework: Historical



GEM PREP
POCATELLO

Gem Prep Pocatello | Performance FY 22 Annual Report Snapshot

SCORECARD		GEM PREP: POCATELLO				ACADEMIC YEAR 2021-2022			
ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alt.	Alt.
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	26		
District Proficiency Comparison	2a	50	0	50	0	50	26	50	0
	2b	50	0	50	0	50	21	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0	0	100	0
Total Academic Points		400	0	525	0	200	103	300	0
% of Academic Points			0%		0%		52%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.									
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	25	Near-Term		1a	50	50	
	1b	25	25			1b	50	50	
	1c	25	25			1c	50	50	
	1d	25	25			1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50	
	2b	25	25			2b	50	50	
	2c	25	0			2c	50	50	
Governance & Reporting	3a	25	25			2d	50	50	
	3b	25	25	Total Financial Points			400	400	
	3c	25	25	% of Financial Points				100%	
	3d	25	25						
	3e	25	15						
	3f	25	25						
School Environment	4a	25	25						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		400	365						
% of Operational Points			91%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome			
Honor	75% - 100%		90% - 100%		85% - 100%				
Good Standing	55% - 74%	52%	80% - 89%	91%	65% - 84%	100%			
Remediation	31% - 54%		61% - 79%		46% - 64%				
Critical	0% - 30%		0% - 60%		0% - 45%				

- The school is currently on the historical framework.
- The school will transition to the revised framework (2020) if the school is renewed for a new performance certificate in 2024.
- **Reminder: ALL schools will transition to the IPCSC revised framework (2020) through amendment or renewal.*

Gem Prep Pocatello | Current Performance Certificate Term

Historical Performance

ACCOUNTABILITY DESIGNATION	2019-20	2020-21	2021-22
Academic	N/A	N/A	REMEDICATION
Operational	HONOR	HONOR	HONOR
Financial	HONOR	N/A	HONOR

Liberty Charter School, Inc.



- Comparison Group: Nampa School District
- Location: Nampa
- Approved for Grades K-12
- Model: Harbor Method



Liberty Charter School Performance FY 22 Annual Report Snapshot

ACADEMIC OUTCOMES:		
Math Proficiency	69%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	76%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 69% Spring IRI: 74%	Meets Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	10.27	Exceeds Standard
Unrestricted Days Cash	456	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	123%	Exceeds Standard

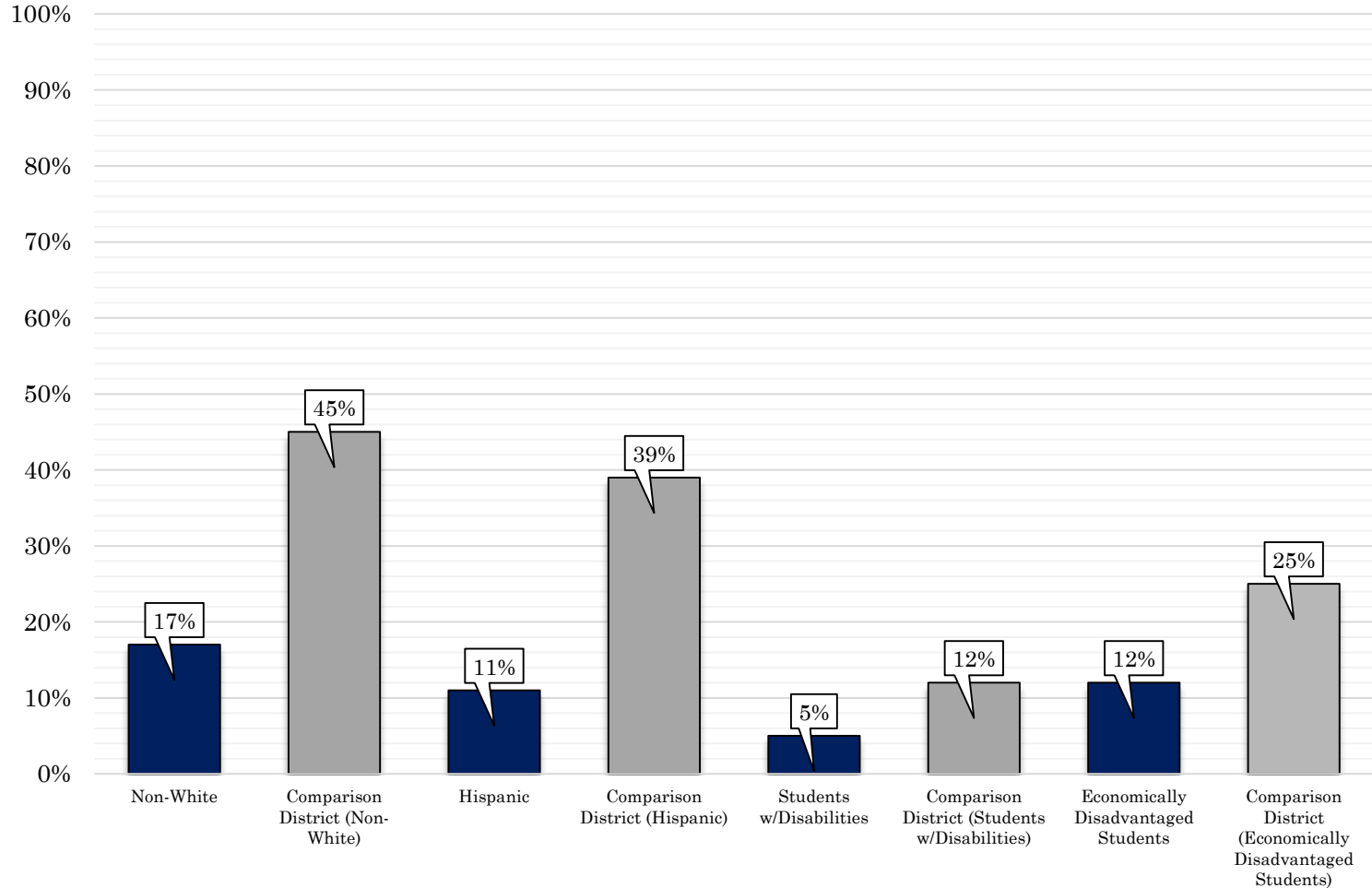
FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	11.28%	Exceeds Standard
3 Yr. Agg. Margin	16.64%	Standard
Cash Flow Multi-Year Cash Flow	\$50,264 \$1,246,889	Exceeds Standard
Debt Service Coverage Ratio	3.15	Exceeds Standard
Debt Asset Ratio	.34	Exceeds Standard
Financial Compliance	No instances of non-compliance	Exceeds Standard

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

Liberty Charter School



- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.

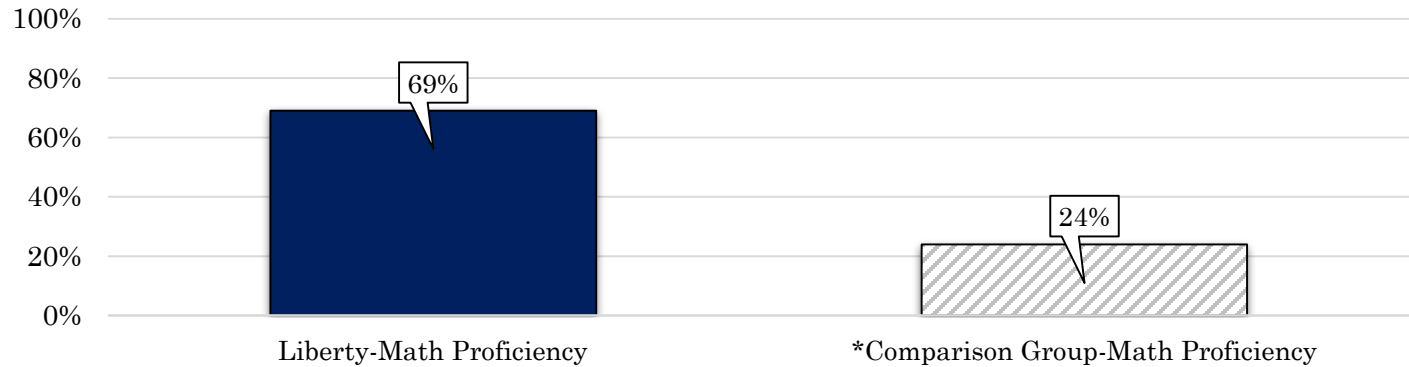
- **KEY:**

- Liberty
- Comparison Group

COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

Most Recent Year: 2021-2022 Math Proficiency



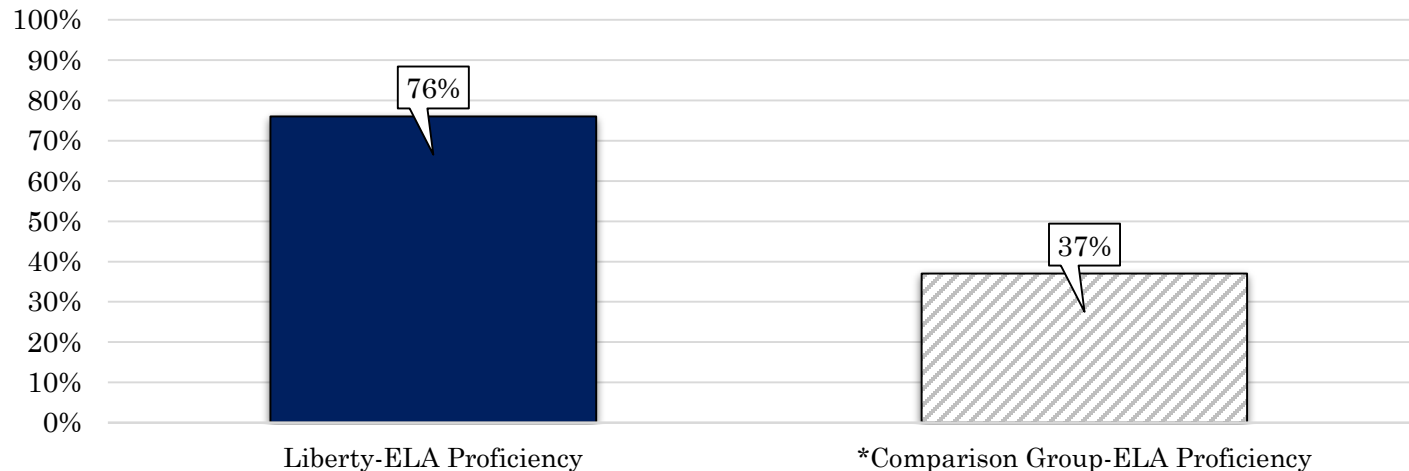
- Math & ELA Growth data not available for 2021-2022

KEY

Liberty

CG = Comparison Group

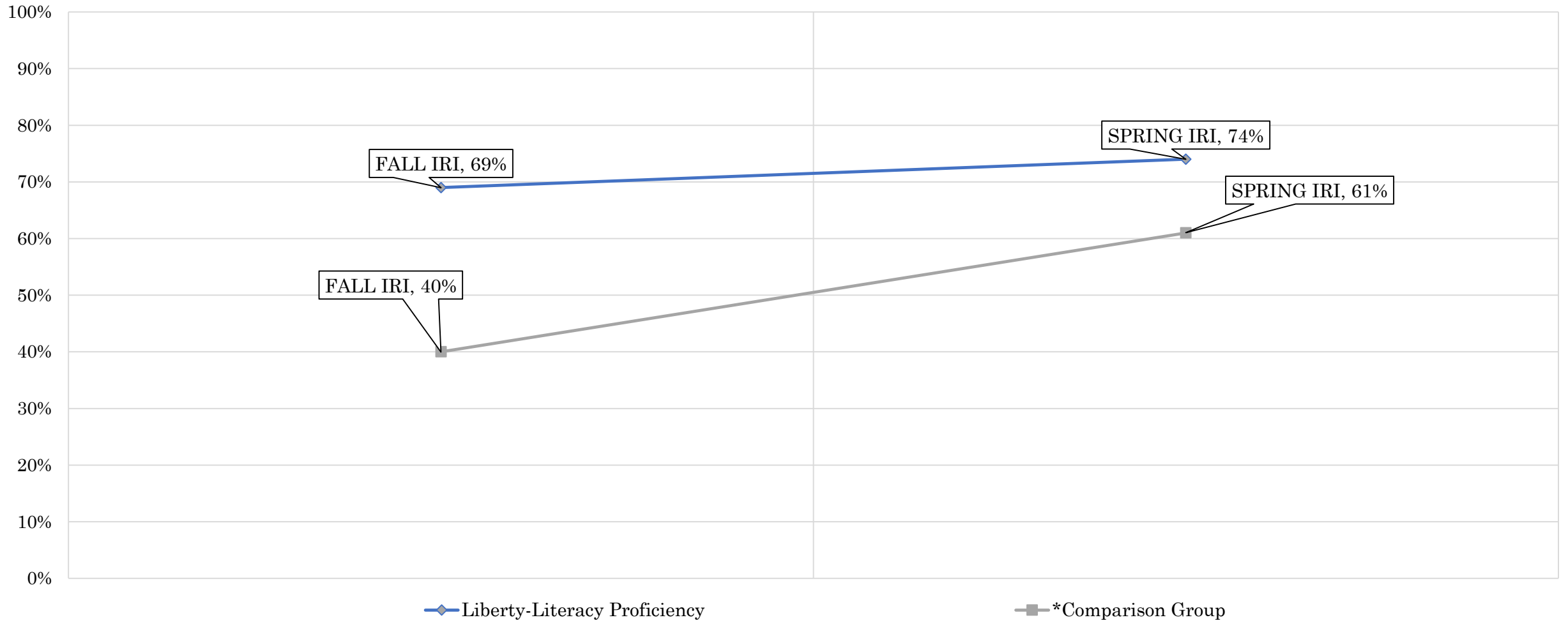
Most Recent Year: 2021-2022 ELA Proficiency



COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

MOST RECENT YEAR: 2021-2022 LITERACY PROFICIENCY



Liberty Charter School

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	Literacy Proficiency	College & Career Readiness
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	DATA NOT AVAILABLE	EXCEEDS STANDARD	DATA NOT AVAILABLE	MEETS STANDARD	DATA NOT AVAILABLE

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Victory Charter School



- Comparison Group: Nampa School District
- Location: Nampa
- Approved for Grades: K-12
- Framework: Harbor Method



Victory Charter School Performance FY 22 Annual Report Snapshot

ACADEMIC OUTCOMES:		
Math Proficiency	73%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	77%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: >73% Spring IRI: >77%	Exceeds Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	8.1	Exceeds Standard
Unrestricted Days Cash	450	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	128%	Meets Standard

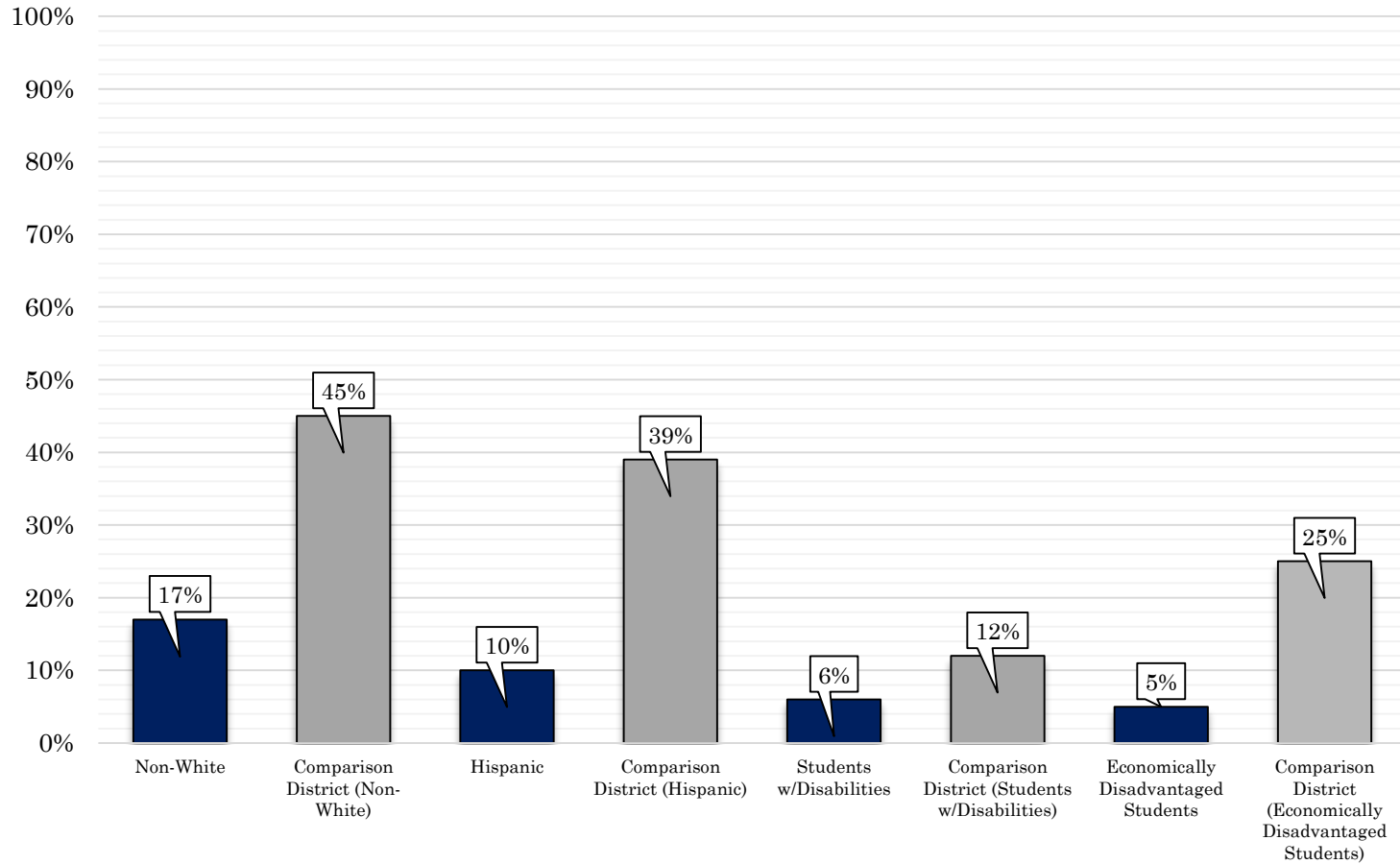
FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	23.91%	Exceeds Standard
3 Yr. Agg. Margin	21.72%	Exceeds Standard
Cash Flow Multi-Year Cash Flow	-\$633,154 \$ 50,007	Meets Standard
Debt Service Coverage Ratio	3.9	Exceeds Standard
Debt Asset Ratio	0.44	Exceeds Standard
Financial Compliance	No compliance issues	Exceeds Standard

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

Victory Charter School, Inc.



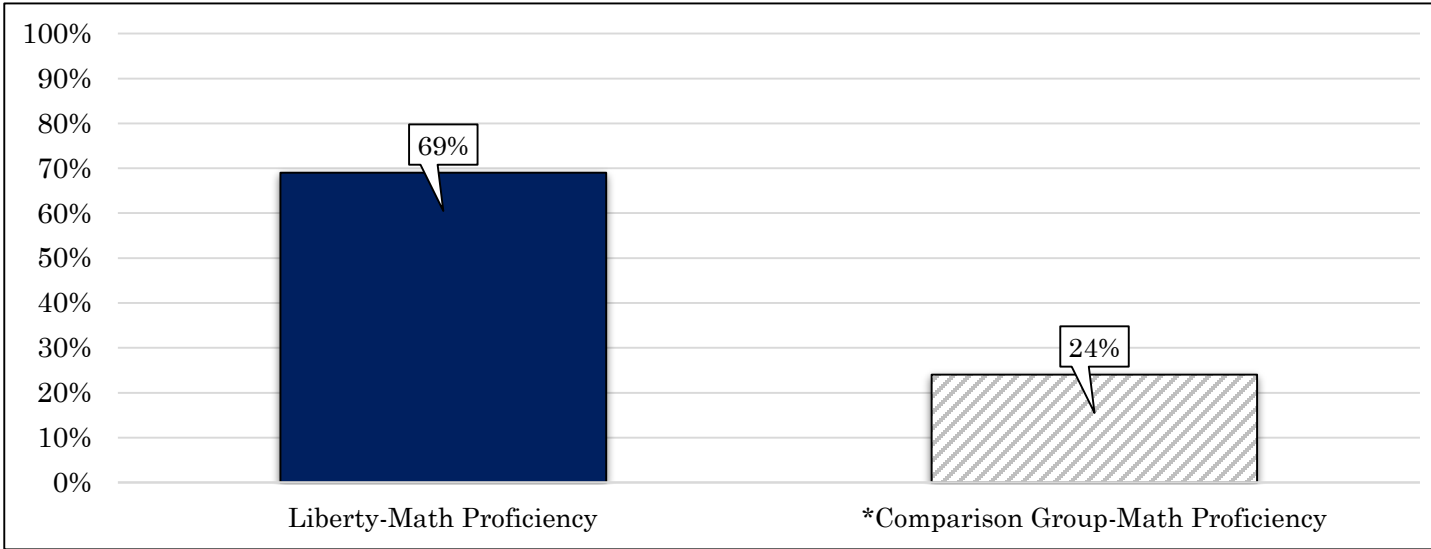
- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.

• **KEY:**

- Victory
- Comparison Group

COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

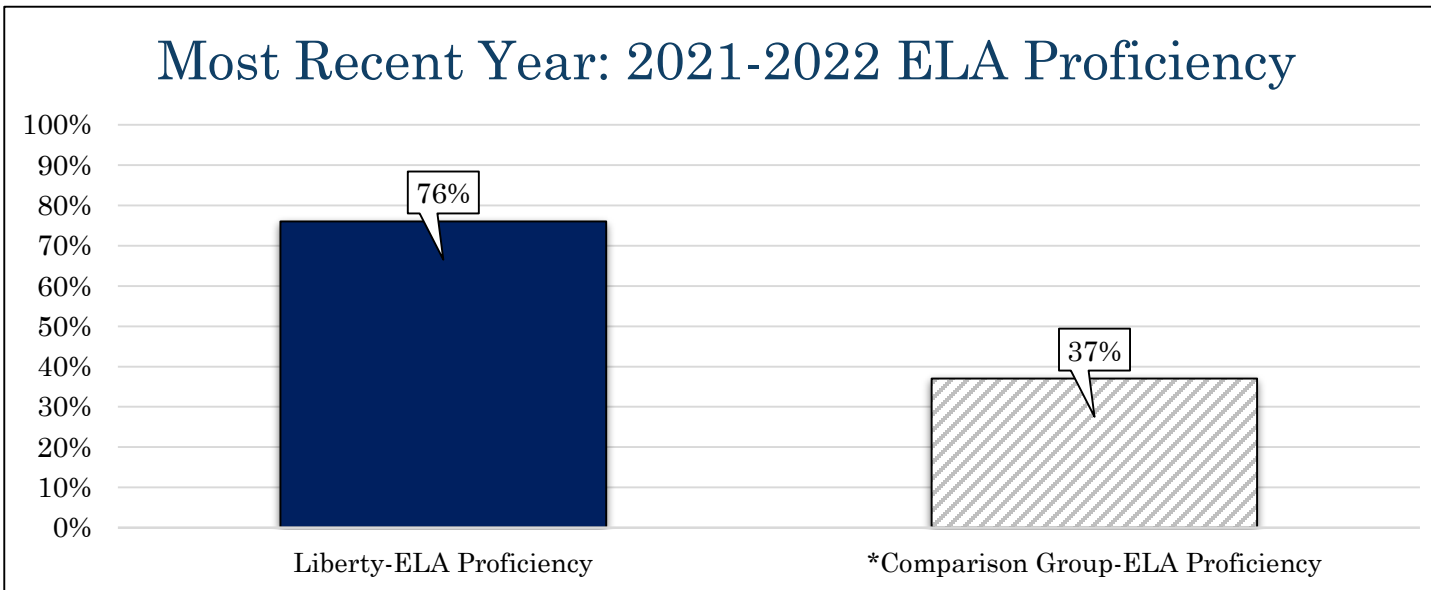


- Math & ELA Growth data not available for 2021-2022

- **KEY**

Victory

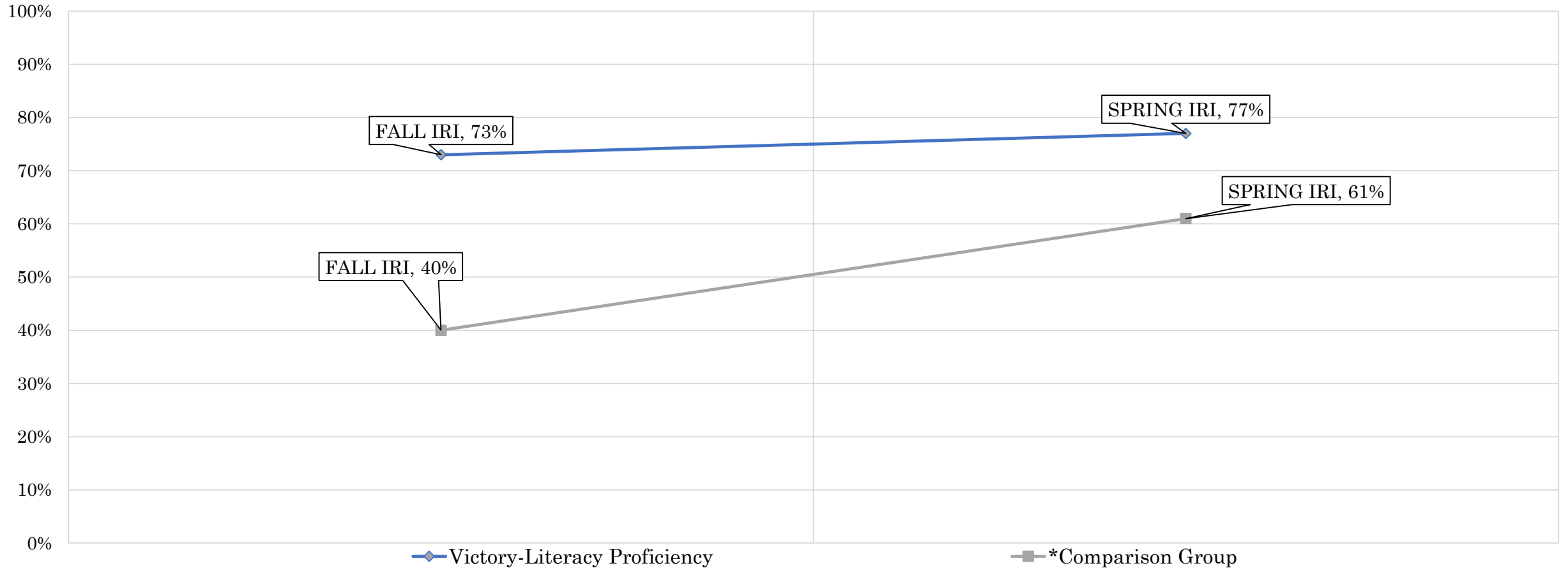
CG = Comparison Group



COMPARISON GROUP (CG):

- NAMPA SCHOOL DISTRICT

MOST RECENT YEAR: 2021-2022 LITERACY PROFICIENCY



Liberty Charter School

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	Literacy Proficiency	College & Career Readiness
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	DATA NOT AVAILABLE	EXCEEDS STANDARD	DATA NOT AVAILABLE	MEETS STANDARD	DATA NOT AVAILABLE

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

White Pine Charter School



- Comparison Group:
 - Bonneville Joint School District
 - Idaho Falls School District
- Location: Ammon
- Approved for Grades K-12
- Framework: Historical



White Pine Charter School | Performance FY 22 Annual Report Snapshot

SCORECARD

WHITE PINE CHARTER SCHOOL

ACADEMIC YEAR 2021-2022

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alt.	Alt.
State Proficiency Comparison	1a	50	0	50	0	50	39		
	1b	50	0	50	0	50	34		
District Proficiency Comparison	2a	50	0	50	0	50	41	50	0
	2b	50	0	50	0	50	37	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	151	300	0
% of Academic Points			0%		0%		76%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20. **FY22 graduation data will be added in when the data set is published.									
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	25	Near-Term		1a	50	50	
	1b	25	25			1b	50	50	
	1c	25	25			1c	50	50	
	1d	25	25			1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50	
	2b	25	25			2b	50	50	
	2c	25	0			2c	50	50	
Governance & Reporting	3a	25	25			2d	50	0	
	3b	25	25	Total Financial Points			400	350	
	3c	25	25	% of Financial Points				83%	
	3d	25	25						
	3e	25	25						
School Environment	3f	25	25						
	4a	25	25						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		400	375						
% of Operational Points			94%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome		Range	Operational Outcome	Range	Financial Outcome		
Honor	75% - 100%			90% - 100%		85% - 100%			
Good Standing	55% - 74%			80% - 89%		65% - 84%			
Remediation	31% - 54%	76%		61% - 79%	94%	46% - 64%		83%	
Critical	0% - 30%			0% - 60%		0% - 45%			

- The school is currently on the historical framework.
- The school will transition to the revised framework (2020) if the school is renewed for a new performance certificate in 2024.
- **Reminder: ALL schools will transition to the IPCSC revised framework (2020) through amendment or renewal.*

White Pine Charter School | Current Performance Certificate Term

Historical Performance

ACCOUNTABILITY DESIGNATION	2019-20	2020-21	2021-22
Academic	N/A	N/A	GOOD STANDING
Operational	HONOR	HONOR	HONOR
Financial	HONOR	N/A	GOOD STANDING



V. PUBLIC COMMENT

A. Live Comment

1. Members of the public may address the IPCSC during this meeting.
2. Members of the public are asked to indicate the topic they wish to address on the sign-in sheet prior to the start of the meeting.
3. Public comments shall be limited to three (3) minutes.

B. Written Comment

1. Written comment may be submitted to the IPCSC staff at any time.
2. Written comment must be identified as such and must include the name and contact information of the author.
3. Written comment submitted at least seven (7) days in advance of an IPCSC meeting will be included in the meeting materials.
4. Written comment submitted fewer than seven (7) days in advance of an IPCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
5. Written comment may be read aloud at the regularly scheduled IPCSC meeting following receipt.

Commission Strategic Planning Discussion

- Our WHY and Vision for the Future
- Creating the Conditions for Excellence to Thrive
 - Streamline law, regulation and charter documents
 - Eliminate conflicting statutes and duplicative rules
- Celebrating and Leveraging Idaho's CSP Grant
- LEA status – Implications and Opportunities
- Streamline Review and Approval Processes for:
 - Conversions
 - New Schools
 - Replications and Expansions
- Risk Tolerance for New and Different Approaches
- The Purpose and Power of Performance Certificates
 - Reward performance with greater autonomy
 - Risk management and differentiated oversight
 - Annual performance reports versus state report cards
 - Renewals and length terms for charter certificates
 - Clarify authorizer fee

12:00 pm Lunch & Conversation

- Balancing Support and Regulation

1:00 pm Strengthening Accountability & Addressing Poor Performance

- Upholding and enforcing standards
- Distress indicators and red flags
- Issues of will versus capacity
- Communications and support systems

Building Organizational Capacity and Modeling Excellence

- Strengthening Schools-Board-Authorizer Relations
- Collaborating with Key Partners and Stakeholders

2:30 pm Summary, Action Items & Next Steps

3:00 pm Adjourn

Holding kids back can't explain Mississippi's education 'miracle'

Washington Post

By the [Editorial Board](#)

September 11, 2023 at 5:18 p.m. EDT

The so-called Mississippi miracle in education really isn't one. The state's surge in student achievement results not from divine intervention but from careful policy applied by committed human beings. One of these policies has received extra attention: the decision to hold back third-graders who don't meet state reading standards. But by focusing too much on this rule alone, reformers risk missing what makes the broader program successful.

Local officials all over the country are attempting to unspool the story of Mississippi's journey from worst in the nation in test scores to the middle of the pack. Schools everywhere are struggling to catch up students after learning loss from the pandemic. Most states have been unable to match pre-2020 levels of achievement. Mississippi, however, set a personal record in reading this year, and its gains on the National Assessment of Educational Progress exceed every one of its peers'.

Much has been made of Mississippi's stringent rule preventing third-grade students from moving to fourth if they aren't reading proficiently. The state is far from alone in enforcing such a standard; more than a dozen others require retention, and more still allow for it at schools' and parents' discretion. But the policy is controversial. There is social and emotional impact when children's friends leave them behind. The science is clear that, for retention policies applied in later grades, those costs outweigh the benefits — prompting increased chronic absenteeism and dropout rates that negate gains from additional instructional time. Yet for younger students, the picture is blurrier.

Older studies, covering mostly the 1990s, caution against retaining students at any age. Yet recent analyses are more sanguine. Evidence suggests that students in middle or high school who are held back tend to be less engaged, but it also finds that retaining elementary school students can lead to more positive outcomes. A review this year, focused on early literacy policies during the 2010s, discovered that states whose strategies included retention boasted greater progress in test scores. And an analysis homing in on the inaugural group of Mississippians subject to the state's rule concluded that repeating third grade resulted in significantly higher reading scores in sixth grade — with Black and Hispanic students showing particular improvement.

All this news is encouraging — except for one big problem. It is impossible to disentangle retention itself from all that comes with it. There's lots else that held-back students get in states that have revamped their approach to literacy: after-class tutoring, for example, or specialized instruction during the school day, or other types of help that another year of school, a perfect mirror of the year before it, wouldn't provide on its own.

There's something more. Retention isn't popular with parents. It's expensive, too. As a result, schools generally don't *want* students to repeat a year. Sometimes, the response is to grant exemptions, some (whether a student speaks English as a second language, has a disability or is a second-time repeater) more thoughtful than others (whether a family makes a fuss). Better, though, is for schools to react by preventing students from missing cutoffs in the first place: committing to early detection of students' struggles as well as early attempts to address them. Mississippi, for instance, has brought roughly 75 percent of students to pass the initial administration of its assessment — and closer to 85 percent to pass the retest.

The upshot is that retention policies might raise districts' average scores because of gains by not only students who are retained but also students who aren't. Yet it's vital to recognize that none of this improvement, by retained students or students allowed to continue to the next grade, occurs thanks to retention alone.

In Mississippi, literacy coaches have been painstakingly selected, trained and monitored by the state and dispatched to perform one job: supporting teachers as they learn, and learn to teach, the science of reading. Teacher preparation programs have evolved to encompass these methods. The curricular materials recommended by the state match up, too. When kids fall behind, they're identified and they're given aid.

Retention done right might be part of the comprehensive strategy needed to catch up kids after school shutdowns from covid-19. More time will yield more answers, as students subject to this decade's policies move into high school and beyond. Yet retention done absent such a strategy is retention done wrong — and it might hurt more than it helps. That's why obsessing over retention as some sort of magic solution to learning loss is the wrong approach; silver bullets are no more possible than miracles. Treating retention like one could usher in its drawbacks without ensuring any of its advantages.