

DRAFT EQUITY FRAMEWORK FOR HIGH SCHOOL

PURPOSE

PUC's Office of Public Charter Schools (PUC-OPCS) is a charter school authorizer in Minneapolis. Traditional education systems have not worked for students of color in Minnesota, who have long suffered from institutional racism. At PUC-OPCS, our team set out in 2021 to redesign our performance framework for the high schools in our portfolio to align with PUC's values as an organization and the assets in our schools. Our goal has been to develop an equity-focused framework that celebrates schools' innovative, anti-racist, student-centered, and community-responsive practices, while also calling all of us to be better and do better.

Traditionally, charter school authorizers use performance frameworks as tools for accountability. Our hope is that the new Equity Framework can do more than that, and also be a tool for:

- 1) Understanding where our schools are strong and where they need support,
- 2) Supporting schools' internal continuous improvement efforts, and
- 3) Providing PUC-OPCS and individual schools with data and stories that help us communicate a meaningful and positive narrative about our students, communities, and schools.

PROCESS

Between June and September 2021, PUC-OPCS convened 113 diverse stakeholders for 26 focus groups. The focus groups used an appreciative inquiry design to focus on assets (not deficits) in our students, schools, families, and communities. Among focus group participants, 77% also completed a survey.

The table below organizes performance measures into categories that showed up frequently in focus group discussions and survey responses. For each category, we drafted performance measures that answer three questions posed by an approach called Results-Based Accountability™:

How much did we do? | How well did we do it? | Is anyone better off?¹

Most school accountability systems have focused on a narrow definition of the third question (i.e. student outcomes as measured by test scores and graduation rates), and have all but ignored the first two questions which call on us to be thoughtful about the opportunities and conditions a school provides to support student outcomes. The draft of the Equity Framework that follows provides a more complete picture of a school's efforts and impacts.

The draft that follows may change as PUC refines and ensures alignment with other authorizing processes. Details on data sources, submission, and definitions of terms will come later.

¹ <https://clearimpact.com/results-based-accountability/>

EQUITY FRAMEWORK OVERVIEW

CATEGORY	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
ENROLLED STUDENTS	1A. Total enrollment 1B. Percentage of enrolled students by characteristics: <ul style="list-style-type: none"> • <i>Race/ethnicity, gender, age, economic disadvantage, disability, EL, homeless</i> • <i>Zip code, 504 plan, credits at time of enrollment, home language, pregnant/parenting, number of schools attended, over-age and under-credited</i> • <i>Foster-system involved, financially support themselves or their family, caregiving responsibilities²</i> • <i>Other categories provided by the school</i> 	N/A	N/A
BASIC NEEDS SUPPORT	2A. Description of basic needs support provided to: <ul style="list-style-type: none"> • <i>Students</i> • <i>Family members</i> • <i>Community members</i> 	2B. Feedback on the basic needs support provided	2C. At least three stories collected from students (written, audio, or video) that show: <ul style="list-style-type: none"> • <i>positive impact of basic needs support</i> • <i>areas where students are still in need of basic needs support</i>
SOCIAL, EMOTIONAL, AND MENTAL HEALTH SUPPORT	3A. Number of students who receive support of different types: <ul style="list-style-type: none"> • <i>Individual meetings with licensed mental health professionals</i> • <i>Peer support groups</i> • <i>Warm handoffs to community resources</i> • <i>Other social, emotional, and mental health services provided by the school</i> 	3B. Ratio of students to licensed mental health professionals 3C. Student feedback on the quality and impact of support provided	See 5F-5G

² Because this information is sensitive and personal in nature, schools are encouraged to collect the data as students disclose rather than asking these questions of every student. The goal is not primarily to collect data for data's sake but to know and understand students' circumstances and needs.

CATEGORY	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
FLEXIBLE, PERSONALIZED, AND INNOVATIVE INSTRUCTION	4A. Description of what the school is doing to support flexible, personalized and innovative instruction	4B. Student and staff perceptions of flexibility, personalized, and innovative instruction	See 5D-5G
CULTURALLY AND REAL-LIFE RELEVANT CURRICULUM	<p>5A. Description of a course or project that has students learning about the experiences of people of color in the local context, including an accurate history of Minnesota's indigenous people</p> <p>5B. Description of courses or projects that meet criteria from the list below (at least three):</p> <ul style="list-style-type: none"> • Integrates core academics with social-emotional learning • <i>Has students apply their learning to a real-world challenge</i> • <i>Provides students with experiential learning</i> • <i>Has students reading literature by writers of color</i> • <i>Has students learn about current events</i> • <i>Has students learning the history of their own cultural groups</i> • <i>Involves at least one community partner</i> • <i>Teaches students to think critically about systems of oppression</i> • <i>Has students using computers</i> • <i>Teaches financial literacy</i> • <i>Teaches other life skills</i> 	<p>5C. For the courses or projects described, % of student body who participated in a given year</p> <p>5D. Student and parent/guardian perceptions of opportunities provided through the curriculum</p>	<p>5E. Credits earned versus attempted</p> <p>5F. Graduation rate (alternative calculations accepted)</p> <p>5G. At least three stories collected from students (written, audio, or video) that demonstrate their growth in the knowledge, skills, and attributes in the school's Graduate Profile</p> <p>5H. <i>(Future measure)</i> Aggregate results that show the % of students who demonstrate growth in Graduate Profile KSAs (performance and portfolio assessments preferred)</p>
STUDENT IDENTITY DEVELOPMENT	6A. Description of how the school gives students the opportunity to identify their internal and external assets, including cultural identity	6B. Number and percentage of student body reached with the described opportunities	6C. Student descriptions of what they have learned about their internal and external assets, including cultural identity.

CATEGORY	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
STUDENT CAREER EXPLORATION AND PREPARATION	7A. Number and percentage of students participating in different types of career exposure experiences	7B. Percentage of students who were satisfied with their career exposure experiences	<p>7C. Percentage of students who report having:</p> <ul style="list-style-type: none"> • <i>People in and out of school who will help them make decisions and pursue a career</i> • <i>An awareness of career options</i> • <i>Clarity about next steps (seniors only)</i> <p>7D. Number of students who received an industry recognized certification</p> <p>7E. At least three stories collected from alumni that demonstrate impact on their postsecondary education and career choices, well-being, and/or civic engagement</p>
EXTRA-CURRICULAR ACTIVITIES	8A. List of extracurricular, experiential, and out-of-school learning activities offered, and frequency for each	<p>8B. Percentage of students participating in at least one</p> <p>8C. Student satisfaction with what is offered</p>	8D. Students' sense of belonging at school
SCHOOL CULTURE	<p>9A. Number of restorative-justice interventions</p> <p>9B. Number of referrals, suspensions, expulsions</p>	9C. Percentage of students who re-enroll the following year (or graduate)	<p>9D. Percentage of students reporting positive relationships and feeling welcome</p> <p>9E. At least three stories (written, audio, or video) from students and/or staff about restorative justice experiences and impact</p>

CATEGORY	PERFORMANCE MEASURES		
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FAMILY ENGAGEMENT	10A. Types of family engagement practices (selected from a checklist)	10B. Parent/guardian satisfaction with engagement practices	10C. Percentage of parents/guardians who report feeling empowered to support student learning 10D. Percentage of teachers and parents/guardians who report positive relationships with one another 10E. Percentage of students who report teachers and school staff understand and respond to family situations
COMMUNITY ENGAGEMENT	11A. Types of community engagement practices (selected from a checklist)	11B. Percentage of students receiving credit for projects or internships with community partner or employer 11C. Community partner satisfaction with school engagement	11C. Percentage of students who feel prepared for post-secondary option of their choosing; percentage who understand how to positively engage with their community 11D. Community partner perceptions of the school's contribution to the community

CATEGORY	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
TEACHERS AND STAFF	<p>12A. Average weekly time provided for collaboration</p> <p>12B. Description of training provided to staff about anti-racism, anti-bias, or equity (number of trainings, length, format, content, and % teachers attending)</p>	<p>12C. Percentage of teachers that return overall and for teachers of color</p> <p>12D. Percentage of staff whose PD plans include anti-racism, anti-bias, or equity</p> <p>12E. Percentage of staff whose performance evaluations include an assessment of anti-racist practice</p>	<p>12F. Percentage of staff (overall and staff of color) who feel comfortable in the school, trust their colleagues, feel supported, feel valued, and find PD is consistently valuable and aligned with student and staff needs</p> <p>12G. Descriptions of improvement in staff practice</p> <p>12H. Description of how the school is providing support staff opportunities for advancement toward teacher licensure</p>