

RENEWAL RECOMMENDATION

It is recommended that the charter of American Heritage Charter School (AHCS) be renewed for a five (5) year term.

School Overview

SUMMARY

American Heritage Charter School (AHCS) is a brick-and-mortar public charter school serving grades K-12 in Idaho Falls. The charter states that the school will offer a controlled disciplinary environment and a rigorous academic program designed to prepare students for post-secondary education. AHCS should emphasize American patriotism, capitalism, civic-mindedness, and character development. In addition to its onsite program, the school offers a blended program through which high school students study online but also participate frequently in school culture and live events.

The charter includes the following commitments:

- 95% of students will develop and maintain a portfolio judged satisfactory using teacher-developed rubrics.
- 100% of students in grades 11 and 12 will participate in college placement testing.
- Students will continuously improve their personal scores on the ISAT by SBAC, IRI, and other relevant standardized tests.
- By 2017, students enrolled for at least two consecutive years will:
 - Score proficient or above on the IRI (grades K-3)
 - Score proficient or above in all subjects on the ISAT

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for AHCS was approved by the PCSC in August 2012. The school opened in fall 2013.

MISSION

At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”

LEADERSHIP

Name	Title	Term
Debra Infanger	Chairperson	09/15 - 09/17
Trent VanderSloot	Vice Chairman	09/15 - 09/17
Mike Infanger	Treasurer	09/14 - 09/16
Sara Schofield	Secretary	09/13 - 09/16
Tony Lima	Director	09/13 - 09/16
Tappia Infanger	Director	09/13 - 09/16
Kimberly Wynn	Parent Rep	06/16 - 06/17
Shawn Rose	Administrator	N/A
Tiffnee Hurst	Administrator	N/A
Gayle DeSmet	Administrator	N/A

Academic Performance Summary

AHCS has achieved strong academic outcomes during its initial years of operation. The school’s ISAT proficiency rates are well above the state average and among the highest in the surrounding districts.

In all demographic categories for which the SDE collects data (non-white, LEP, special needs, and FRL), AHCS’s student population is significantly less diverse than the surrounding districts and the state as a whole.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	N/A
2014-15**	Good Standing
2015-16**	Good Standing

The school’s annual performance reports, provided in Exhibits G1 and G2, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available. AHCS was not open in 2012-13

**2014-16 academic results reflect use of the ISAT by SBAC. The framework was designed based on the Star Rating System and former ISAT.

KEY DESIGN ELEMENTS

Element	Evident?
Focus on patriotic American values <ul style="list-style-type: none"> through daily teaching of the American Heritage Curriculum fostering a service centered and civic-minded culture emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. 	Yes
Build a culture of respect <ul style="list-style-type: none"> by providing a controlled disciplinary environment requiring students and staff to adhere to dress code exhibiting and expecting exemplary behavior from students and staff, and implementing the character education program in the American Heritage Curriculum. 	Yes
Provide a rigorous academic education <ul style="list-style-type: none"> by requiring the Core Knowledge Curriculum K-8, and requiring that graduation with honors from will require coursework in history, social studies and economics above and beyond the state’s graduation requirements. 	Yes
Support teacher growth and excellence	Yes

Operational Performance Summary

AHCS's operational status has remained strong throughout the life of the school, with the exception of high administrative turnover.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor

The school's annual performance reports, provided in Exhibits G1, G2 and G3, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2013-14)	244	188	224
2 (2014-15)	269	235	243
3 (2015-16)	316	242	260
4 (2016-17)			294

BOARD AND ADMINISTRATIVE TURNOVER

AHCS has experienced significant administrative turnover, hiring three administrators during its initial four years of operation. Board membership has remained stable.

Financial Performance Summary

AHCS's financial performance has remained strong throughout the life of the school.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor

The school's annual performance reports provided in Exhibits G1, G2, and G3 include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process Summary

AMERICAN HERITAGE CHARTER SCHOOL

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	10/10/13	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/4/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/4/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	9/22/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/2/16	The statutory deadline for renewal applications is December 15.

AMERICAN HERITAGE CHARTER SCHOOL

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ANNUAL PERFORMANCE REPORT

2015-2016

CONFIDENTIAL

Idaho Public Charter School Commission
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Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

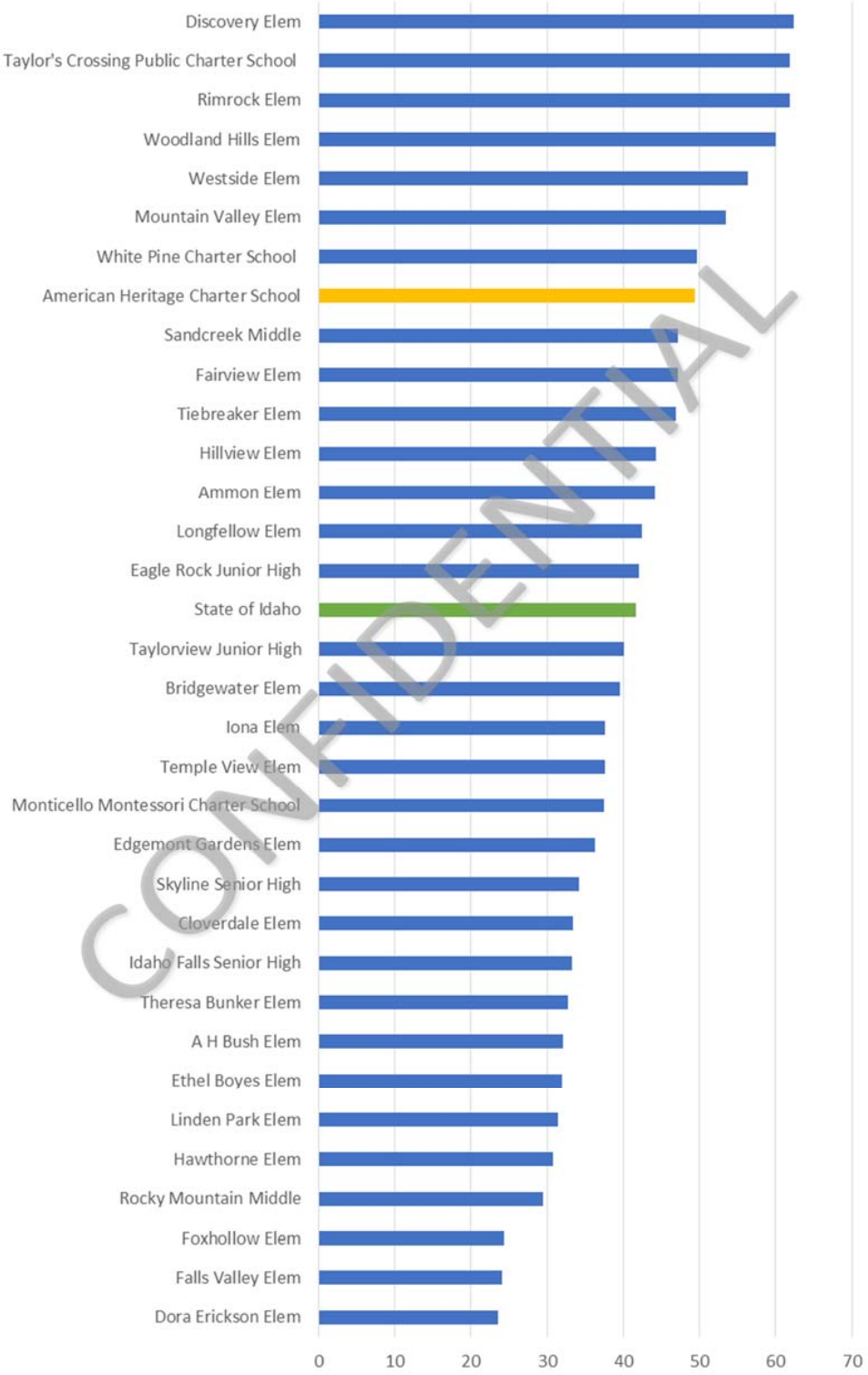
Mission Statement	<p>At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."</p>	
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> • Focus on patriotic American values <ul style="list-style-type: none"> ○ through daily teaching of the American Heritage Curriculum; ○ fostering a service centered and civic-minded culture; ○ emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and ○ helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. • Build a culture of respect <ul style="list-style-type: none"> ○ by providing a controlled disciplinary environment; ○ requiring students and staff to adhere to dress code; ○ exhibiting and expecting exemplary behavior from students and staff; and ○ implementing the character education program in the American Heritage Curriculum. • Provide a rigorous academic education <ul style="list-style-type: none"> ○ by requiring the Core Knowledge Curriculum K-8; and ○ requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state's graduation requirements. • Support teacher growth and excellence 	
School Contact Information	Address: 1736 S. 35 th W., Idaho Falls, ID 83402	Phone: 208-529-6570
Surrounding District	Idaho Falls School District 91	
Opening Year	2013	
Current Term	October 10, 2013 - June 30, 2017	
Grades Served	K-12	
Enrollment	Approved: 442	Actual: 260

School Leadership (2015-2016)	Role
Debra A. Infanger	Chairman
M. Trent VanderSloot	Vice Chair
Michael D. Infanger	Treasurer
Sara Schofield	Secretary
Tappia Infanger	Director
Tony Lima	Director
Vanessa Jansen	Parent Representative
Tiffnee Hurst	Administrator

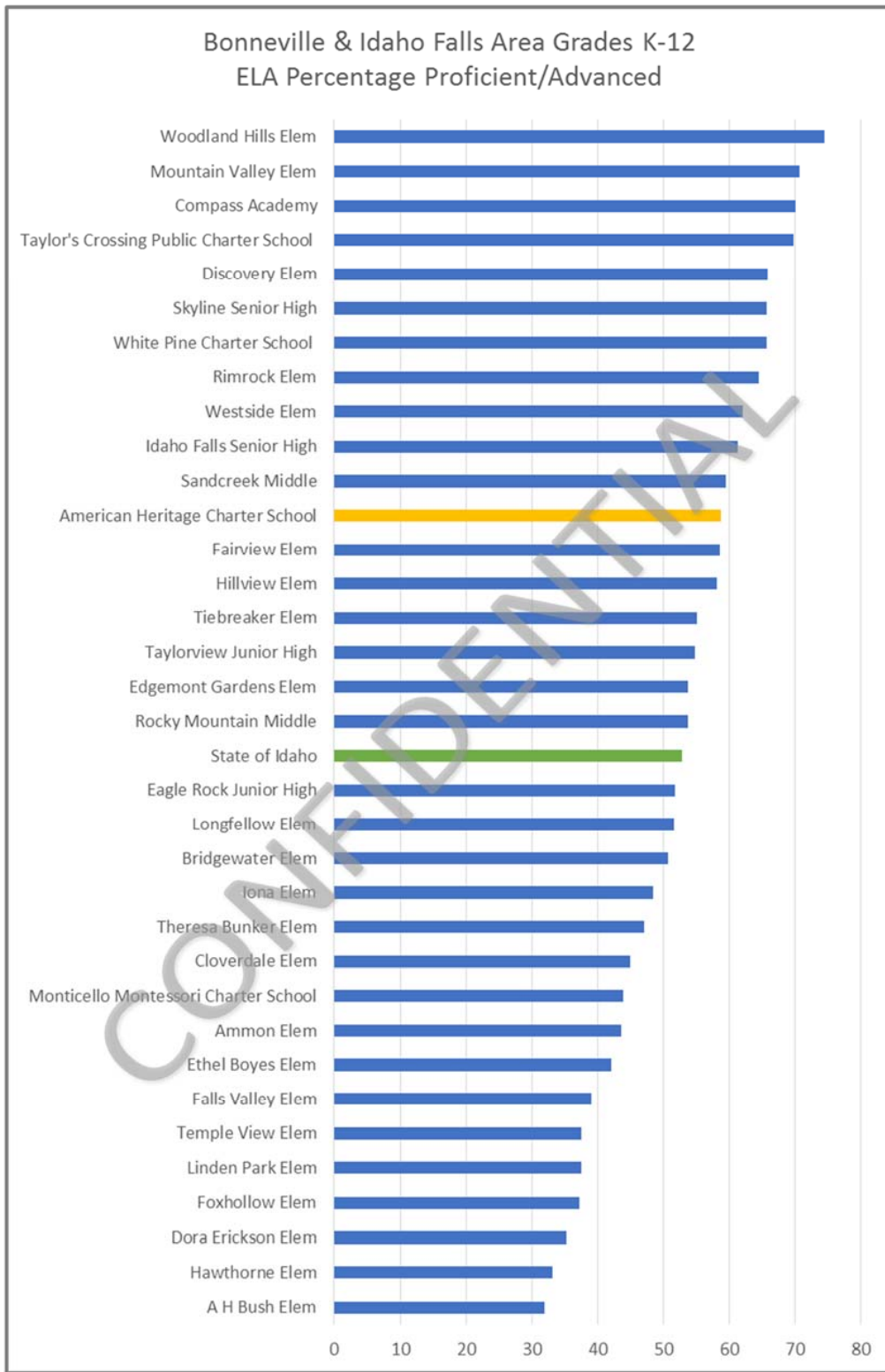
	School	Surrounding District	State
Non-White	4.62%	27.48%	23.84%
Limited English Proficiency	0.00%	10.06%	8.61%
Special Needs	4.23%	10.70%	9.76%
Free & Reduced Lunch	28.85%	50.10%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	49.40%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	58.70%
Percentage of Students Meeting or Exceeding Proficiency in Science	█%
Graduation Rate (4-year cohort data from 2015)	N/A

Bonneville & Idaho Falls Area Grades K-12 Math Percentage Proficient/Advanced



Bonneville & Idaho Falls Area Grades K-12 ELA Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: American Heritage Charter School Year Opened: 2013 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

AHCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	30%	26.05
	2c				75	30%	33.03
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					900		
Total Possible Academic Points for This School					150		
Total Academic Points Received							59.08
% of Possible Academic Points for This School							39.38%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				11	4%	10.00
Average Portfolio Score - 1st	2				11	4%	10.00
Average Portfolio Score - 2nd	3				11	4%	10.00
Average Portfolio Score - 3rd	4				11	4%	10.00
Average Portfolio Score - 4th	5				11	4%	10.00
Average Portfolio Score - 5th	6				11	4%	10.00
Average Portfolio Score - 6th	7				11	4%	10.00
Average Portfolio Score - 7th	8				11	4%	10.00
Average Portfolio Score - 8th	9				11	4%	10.00
Total Possible Mission-Specific Points					100	40%	
Total Mission-Specific Points Received							90.00
% of Possible Mission-Specific Points Received							89.97%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					250.03		
TOTAL POINTS RECEIVED							149.08
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							59.62%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	400.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

AHCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	59.62%	80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

AHCS --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible			Points Earned	
		5	25				
		4	20				
		3	15				
		2	0				
		1	0			<u>0</u>	
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible			Points Earned	
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
						<u>0</u>	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
						<u>0</u>	
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		49.40	20-37	18	41-64	24	26
			0-19	19	1-40	40	0
						<u>26</u>	
Notes							

AHCS --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	58.70	20-37	18	41-64	24	33
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							33
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0

AHCS --- ACADEMIC FRAMEWORK

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
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Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
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Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
<hr/>							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	This measure cannot be scored in 2016, as the school did not have 12th graders in the 2014-15 year for which data is available.						

AHCS --- MISSION-SPECIFIC FRAMEWORK

Measure 1	Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible
	Exceeds Standard: Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		64
	Meets Standard: Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.00	60
	Does Not Meet Standard: Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34
	Falls Far Below Standard: Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0
			60
Notes	Results will be reported by school to PCSC by June 15 of each year.		
Measure 2	Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible
	Exceeds Standard: Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67
	Meets Standard: Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.32	60
	Does Not Meet Standard: Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34
	Falls Far Below Standard: Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0
			60
Notes	Results will be reported by school to PCSC by June 15 of each year.		

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	16.58	60	60
	Does Not Meet Standard: Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 4	Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.11	60	60
	Does Not Meet Standard: Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 5	Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.79	60	60
	Does Not Meet Standard: Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 6	Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	19.07	60	60
	Does Not Meet Standard: Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 7	Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.07	60	60
	Does Not Meet Standard: Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 8	Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.90	60	60
	Does Not Meet Standard: Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

Measure 9	Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Meets Standard: Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Does Not Meet Standard: Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Falls Far Below Standard: Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p>		67	
		16.72	60	60
			34	
			0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>
			<p>0</p>
Notes			
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>
			<p>15</p>
Notes			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>
			<p>15</p>
Notes			

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	25	25.00	
<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15		
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0		
Notes	25.00			
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>	25			
<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>	See note	15	15.00	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	0			
Notes	<p>The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).</p>			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>	<p>No instances of non-compliance documented</p>	25	25.00	
<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0		
Notes	25.00			

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	
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Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	
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Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				
Measure 5c Information Handling	Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

AHCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?		25	
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code.			0.00

AHCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio		Current Ratio is:	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	5.08	50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
Notes			<u>50.00</u>
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted Days Cash		No. of days Cash	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	176	50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
Notes			<u>50.00</u>
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance		Variance is:	Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	105.14%	50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
Notes			<u>50.00</u>
Measure 1d	Default	Result	Points Possible
Default		No default or delinquency noted	Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		50
	Does Not Meet Standard: Not applicable		0
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
Notes			<u>50.00</u>

AHCS --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
Measure 2a	Total Margin: Net Position divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues				
Total Margin and Aggregated 3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	9.45%	50	50.00
				10	
				0	
					50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets				
Debt to Asset Ratio	<p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	0.23	50	50.00
				30	
				0	
					50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.				
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash				
Cash Flow	<p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	\$456,995	50	50.00
				30	
				0	
					50.00
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)				
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	Ratio is:	37.46	50	50.00
				0	
					50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				

AHCS--- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	25	N/A	15.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A	29.65	26.05		
	2c	75	N/A	39.05	33.03		
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
College & Career Readiness	4a	50	N/A	0.00	0.00		
	4b1 / 4b2	50	N/A	0.00	0.00		
	4c	50	N/A	0.00	0.00		
Total Possible Academic Points Received		1050	0.00	83.70	59.08	0.00	0.00
% of Possible Academic Points for This School			N/A	47.83%	39.38%	0.00%	0.00%


*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Average Portfolio Score - K	1		N/A	11.67	10		
Average Portfolio Score - 1st	2		N/A	11.67	10		
Average Portfolio Score - 2nd	3		N/A	11.67	10		
Average Portfolio Score - 3rd	4		N/A	11.67	10		
Average Portfolio Score - 4th	5		N/A	13.03	10		
Average Portfolio Score - 5th	6		N/A	11.67	10		
Average Portfolio Score - 6th	7		N/A	13.03	10		
Average Portfolio Score - 7th	8		N/A	11.67	10		
Average Portfolio Score - 8th	9		N/A	11.67	10		
Total Possible Mission-Specific Points Received		0	0.00	107.75	90.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	92.35%	90.00%	#DIV/0!	#DIV/0!

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	15	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	0	15		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	390.00	365.00	365.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	91.25%	91.25%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	10	50	50		
	2b	50	50	50	50		
	2c	50	50	50	50		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	360.00	400.00	400.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	100.00%	100.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
Academic & Mission-Specific	N/A	Good Standing	Good Standing		
Operational	Honor	Honor	Honor		
Financial	Honor	Honor	Honor		

A decorative graphic consisting of overlapping blue triangles and trapezoids, creating a layered, geometric effect. It is positioned on the left side of the page, partially overlapping the text.

“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



AMERICAN HERITAGE CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT

2014-2015

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

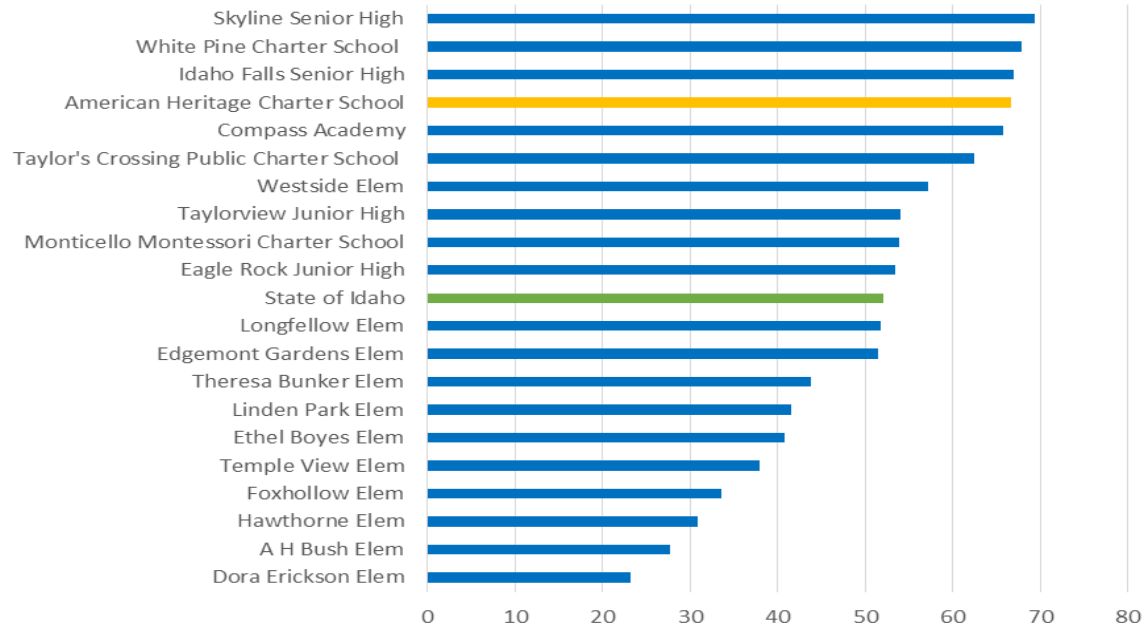
Mission Statement	At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."	
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> • Focus on patriotic American values <ul style="list-style-type: none"> ○ through daily teaching of the American Heritage Curriculum; ○ fostering a service centered and civic-minded culture; ○ emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and ○ helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. • Build a culture of respect <ul style="list-style-type: none"> ○ by providing a controlled disciplinary environment; ○ requiring students and staff to adhere to dress code; ○ exhibiting and expecting exemplary behavior from students and staff; and ○ implementing the character education program in the American Heritage Curriculum. • Provide a rigorous academic education <ul style="list-style-type: none"> ○ by requiring the Core Knowledge Curriculum K-8; and ○ requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state's graduation requirements. • Support teacher growth and excellence 	
School Contact Information	Address: 1736 S. 35 th W., Idaho Falls, ID 83402	Phone: 208-529-6570
Surrounding District	Idaho Falls School District 91	
Opening Year	2013	
Current Term	October 10, 2013 - June 30, 2017	
Grades Served	K-12	
Enrollment	Approved: 442	Actual: 244

School Leadership (2014-2015)	Role
Debra A. Infanger	Chairman
M. Trent VanderSloot	Vice Chair
Michael D. Infanger	Treasurer
Sara Schofield	Secretary
Dana Alboucq	Director
Tappia Infanger	Director
Tony Lima	Director
Gayle DeSmet	Administrator

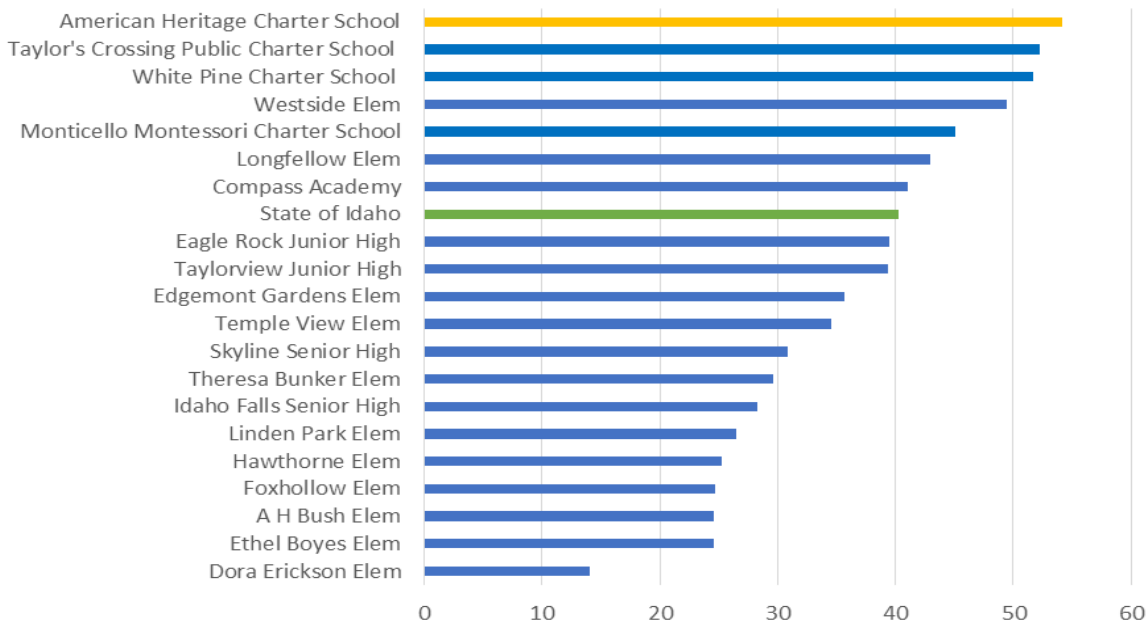
	School	Surrounding District	State
Non-White	4.94%	27.26%	23.59%
Limited English Proficiency	0.00%	9.34%	8.52%
Special Needs	3.70%	11.06%	10.43%
Free & Reduced Lunch	27.16%	50.29%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	54.20%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	66.70%
Graduation Rate (4-year cohort data from 2014)	N/A

Bonneville & Idaho Falls Area Grades K-12 ELA Percentage Proficient/Advanced



Bonneville & Idaho Falls Area Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: American Heritage Charter School Year Opened: 2013 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

AHCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	9%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	26%	29.65
	2c				75	26%	39.05
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					875		
Total Possible Academic Points for This School					175		
Total Academic Points Received							83.70
% of Possible Academic Points for This School							47.83%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				12.44	4%	11.67
Average Portfolio Score - 1st	2				13.03	4%	11.67
Average Portfolio Score - 2nd	3				13.03	4%	11.67
Average Portfolio Score - 3rd	4				13.03	4%	11.67
Average Portfolio Score - 4th	5				13.03	4%	13.03
Average Portfolio Score - 5th	6				13.03	4%	11.67
Average Portfolio Score - 6th	7				13.03	4%	13.03
Average Portfolio Score - 7th	8				13.03	4%	11.67
Average Portfolio Score - 8th	9				13.03	4%	11.67
Total Possible Mission-Specific Points					116.68	40%	
Total Mission-Specific Points Received							107.75
% of Possible Mission-Specific Points Received							92.35%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					291.68		
TOTAL POINTS RECEIVED							191.45
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							65.64%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	400.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

AHCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	100.00%
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	65.64%	80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

AHCS --- ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0	<u>0</u>			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
Notes				<u>15</u>			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						<u>0</u>	
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		54.20	20-37	18	41-64	24	30
			0-19	19	1-40	40	0
Notes						<u>30</u>	

AHCS --- ACADEMIC FRAMEWORK (2014-2015 data)

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		66.70	38-56	19	65-89	25	39
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							39
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
<hr/>							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
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Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
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Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	This measure cannot be scored in 2015, as the school did not have 12th graders in the 2013-14 year for which data is available.						

AHCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1 Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios? Exceeds Standard: Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet Meets Standard: Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet Does Not Meet Standard: Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet Falls Far Below Standard: Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet	Result	Points Possible	Points Earned
		64	
	16.88	60	60
		34	
		0	
			60
Notes	Results will be reported by school to PCSC by June 15 of each year.		
Measure 2 Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios? Exceeds Standard: Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet Meets Standard: Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet Does Not Meet Standard: Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet Falls Far Below Standard: Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet	Result	Points Possible	Points Earned
		67	
	19.26	60	60
		34	
		0	
			60
Notes	Results will be reported by school to PCSC by June 15 of each year.		

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.88	60	60
	Does Not Meet Standard: Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 4	Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.04	60	60
	Does Not Meet Standard: Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 5	Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet	21.64	67	67
	Meets Standard: Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				67
Notes	Results will be reported by school to PCSC by June 15 of each year.			
		Result	Points Possible	Points Earned
Measure 6	Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	19.32	60	60
	Does Not Meet Standard: Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 7	Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet	20.79	67	67
	Meets Standard: Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				67
Notes	Results will be reported by school to PCSC by June 15 of each year.			
		Result	Points Possible	Points Earned
Measure 8	Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?			
	Exceeds Standard: Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	17.85	60	60
	Does Not Meet Standard: Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

AHCS --- MISSION-SPECIFIC FRAMEWORK

Measure 9	Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Meets Standard: Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Does Not Meet Standard: Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p> <p>Falls Far Below Standard: Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet</p>		67	
		19.39	60	60
			34	
			0	
				60
Notes	Results will be reported by school to PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance documented	25
		0	25.00
Notes			25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	15
		0	15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.		15.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
		0	25.00
Notes			25.00

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00	
<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15		
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0		
Notes	25.00			
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>	See note	25	0.00	
<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15		
<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0		
Notes	The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter has not been remedied as of August 31, 2015.			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>	No instances of non-compliance documented	25	25.00	
<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0		
Notes	25.00			

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00

AHCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.			25.00

AHCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio		Current Ratio is:	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	2.50	50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
Notes			50.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted Days Cash		No. of days Cash	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	107	50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
Notes			50.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance		Variance is:	Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	96.79%	50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
Notes			50.00
Measure 1d	Default	Result	Points Possible
Default			Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50
	Does Not Meet Standard: Not applicable		0
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		
Notes			50.00

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a	Total Margin: Net Position divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues			
Total Margin and Aggregated 3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals: 0.054	50	50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		10 0	<u>50.00</u>
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets			
Debt to Asset Ratio	<p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is: 0.44	50	50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.		30 0	<u>50.00</u>
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash			
Cash Flow	<p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is: \$404,882	50	50.00
Notes			30 0	<u>50.00</u>
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	Ratio is: 6.71	50	50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		0	<u>50.00</u>

AHCS--- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00			
	1b	25	N/A	15.00			
Proficiency	2a	75	N/A	0.00			
	2b	75	N/A	29.65			
Growth	2c	75	N/A	39.05			
	3a	100	N/A	0.00			
Growth	3b	100	N/A	0.00			
	3c	100	N/A	0.00			
	3d	75	N/A	0.00			
	3e	75	N/A	0.00			
	3f	75	N/A	0.00			
	3g	100	N/A	0.00			
	College & Career Readiness	4a	50	N/A	0.00		
4b1 / 4b2		50	N/A	0.00			
4c		50	N/A	0.00			
Total Possible Academic Points Received		1050	0.00	83.70	0.00	0.00	0.00
% of Possible Academic Points for This School			N/A	47.83%	0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Average Portfolio Score - K	1		N/A	11.67			
Average Portfolio Score - 1st	2		N/A	11.67			
Average Portfolio Score - 2nd	3		N/A	11.67			
Average Portfolio Score - 3rd	4		N/A	11.67			
Average Portfolio Score - 4th	5		N/A	13.03			
Average Portfolio Score - 5th	6		N/A	11.67			
Average Portfolio Score - 6th	7		N/A	13.03			
Average Portfolio Score - 7th	8		N/A	11.67			
Average Portfolio Score - 8th	9		N/A	11.67			
Total Possible Mission-Specific Points Received		0	0.00	107.75	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	92.35%	#DIV/0!	#DIV/0!	#DIV/0!

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	15	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	0			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	390.00	365.00	0.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	91.25%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	10	50			
	2b	50	50	50			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	360.00	400.00	0.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	100.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	N/A	Good Standing			
Operational	Honor	Honor			
Financial	Honor	Honor			



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



AMERICAN HERITAGE CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”	
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> • Focus on patriotic American values <ul style="list-style-type: none"> ○ through daily teaching of the American Heritage Curriculum; ○ fostering a service centered and civic-minded culture; ○ emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and ○ helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. • Build a culture of respect <ul style="list-style-type: none"> ○ by providing a controlled disciplinary environment; ○ requiring students and staff to adhere to dress code; ○ exhibiting and expecting exemplary behavior from students and staff; and ○ implementing the character education program in the American Heritage Curriculum. • Provide a rigorous academic education <ul style="list-style-type: none"> ○ by requiring the Core Knowledge Curriculum K-8; and ○ requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements. • Support teacher growth and excellence 	
School Contact Information	Address: 1736 S. 35 th W., Idaho Falls, ID 83402	Phone: 208-529-6570
Surrounding District	Idaho Falls School District 91	
Opening Year	2013	
Current Term	October 10, 2013 - June 30, 2017	
Grades Served	K-12	
Enrollment	Approved: 442	Actual: 224

	School	Surrounding District	State
Non-White	NA	26.17%	22.56%
Limited English Proficiency	NA	6.33%	6.24%
Special Needs	NA	8.93%	9.46%
Free & Reduced Lunch	NA	4.01%	47.07%

School Leadership	Role
Debra A. Infanger	Chairman
M. Trent VanderSloot	Vice Chair
Michael D. Infanger	Treasurer
Sara Schofield	Secretary
Valerie Horlacher	Director
Tappia Infanger	Director
Tony Lima	Director
Chad SW Harris	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: American Heritage Charter School Year Opened: 2013 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

AMERICAN HERITAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	0	#DIV/0!	0.00	25	1%	0.00
	1b	0	#DIV/0!	0.00	25	1%	0.00
Proficiency	2a	0	#DIV/0!	0.00	75	4%	0.00
	2b	0	#DIV/0!	0.00	75	4%	0.00
	2c	0	#DIV/0!	0.00	75	4%	0.00
	2c	0	#DIV/0!	0.00	75	4%	0.00
Growth	3a	0	#DIV/0!	0.00	100	6%	0.00
	3b	0	#DIV/0!	0.00	100	6%	0.00
	3c	0	#DIV/0!	0.00	100	6%	0.00
	3d	0	#DIV/0!	0.00	75	4%	0.00
	3e	0	#DIV/0!	0.00	75	4%	0.00
	3f	0	#DIV/0!	0.00	75	4%	0.00
	3g	0	#DIV/0!	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points - Points from Non-Applicable		0			1050		
Total Possible Academic Points for This School		0			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				#DIV/0!			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1	0	#DIV/0!	0.00	Mission-specific data is not available for this reporting period.		
Average Portfolio Score - 1st	2	0	#DIV/0!	0.00			
Average Portfolio Score - 2nd	3	0	#DIV/0!	0.00			
Average Portfolio Score - 3rd	4	0	#DIV/0!	0.00			
Average Portfolio Score - 4th	5	0	#DIV/0!	0.00			
Average Portfolio Score - 5th	6	0	#DIV/0!	0.00			
Average Portfolio Score - 6th	7	0	#DIV/0!	0.00			
Average Portfolio Score - 7th	8	0	#DIV/0!	0.00			
Average Portfolio Score - 8th	9	0	#DIV/0!	0.00			
Total Possible Mission-Specific Points		0	#DIV/0!		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				#DIV/0!			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		0			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				#DIV/0!			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	15.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

AMERICAN HERITAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	<p>No designation due to absence of data.</p>	90% - 100% of points possible	97.50%	85% - 100% of points possible	90.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		Result (Stars)	Points Possible			Points Earned	
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to the existing state grading or rating systems?	5	25				
	Exceeds Standard: School received five stars on the Star Rating System.	4	20				
	Meets Standard: School received three or four stars on the Star Rating System.	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System.	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System.	1	0				
Notes						0	
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible			Points Earned	
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25				
	Meets Standard: School does not have a designation.	None	15				
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0				
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0				
Notes						0	
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0

Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0			0	
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

MISSION-SPECIFIC GOALS				
Measure 1	Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		64	
	Meets Standard: Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
Notes	Results will be reported by school to PCSC by June 15 of each year.			0
Measure 2	Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
Notes	Results will be reported by school to PCSC by June 15 of each year.			0
Measure 3	Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
Notes	Results will be reported by school to PCSC by June 15 of each year.			0

Measure 4	Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 5	Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 6	Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			

Measure 7	Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 8	Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 9	Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				<u>0</u>
Notes	Results will be reported by school to PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	Meets	25	25.00
			0	25.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No incidents of non-compliance documented	25	25.00
			15	0
Notes				25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
			15	15
Notes				15.00
In October 2013, the SDE notified AHCS of several special education issues in need of correction. The SDE confirmed by December 2013 that the school had returned to compliance.				
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	0
Notes				25.00

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00	
			15		
			0		
			25.00		
Notes					
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	25	25.00	
			0		
			25.00		
			Notes		
The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.					
Measure 3a Governance Requirements	Is the school complying with governance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00	
			15		
			0		
			25.00		
Notes					
Measure 3b Reporting Requirements	Is the school complying with reporting requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00	
			15		
			0		
			25.00		
Notes					


INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT			
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes		<hr/> 25.00	
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes		<hr/> 25.00	
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes		<hr/> 25.00	
ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes		<hr/> 25.00	

INDICATOR 1: NEAR-TERM MEASURES			25		
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible	Points Earned	
		Current ratio is 1.80	50	50.00	
			10		
Notes			0	<hr/> 50.00	
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result	Points Possible	Points Earned	
		62.33 days cash	50	50.00	
			10		
Notes			0	<hr/> 50.00	
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result	Points Possible	Points Earned	
		Variance is 96.19%	50	50.00	
			30		
Notes			0	<hr/> 50.00	
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result	Points Possible	Points Earned	
		No default or delinquency noted in audit	50	50.00	
			0		
Notes				<hr/> 50.00	

AMERICAN HERITAGE CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>Total margin is (4.65%)</td> <td>10</td> <td>10.00</td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>10.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		Total margin is (4.65%)	10	10.00		0	0.00			<u>10.00</u>			
Result	Points Possible	Points Earned																		
	50																			
Total margin is (4.65%)	10	10.00																		
	0	0.00																		
		<u>10.00</u>																		
Notes	<p>Although the total cumulative margin is negative, it is greater than -10%. For this reason, the school (which was in its first year of operation and therefore cannot offer an aggregate) has been placed in "does not meet standard" category. The total margin is affected by the timing of JKAF grant receipts and expenditures; that is, the revenue is shown in FY12 but the expenditures occurred in FY13.</p>																			
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is 0.54</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is 0.54	50	50.00		30			0	0.00			<u>50.00</u>			
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Ratio is 0.54	50	50.00																		
	30																			
	0	0.00																		
		<u>50.00</u>																		
Notes																				
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td>Single-year is \$219,004</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0		Single-year is \$219,004	50	50.00		30			0	0.00			<u>50.00</u>
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Single-year is \$219,004	50	50.00																		
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	0	0.00																		
		<u>50.00</u>																		
Notes																				
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>See note</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	See note	50	50.00		0	0.00			<u>50.00</u>						
Result	Points Possible	Points Earned																		
See note	50	50.00																		
	0	0.00																		
		<u>50.00</u>																		
Notes	<p>The school has only an operating lease for its facility.</p>																			

A decorative graphic consisting of a green triangle pointing to the right, with a gradient from a darker green on the left to a lighter green on the right.

“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

Academic proficiency comparisons may be found in Exhibit G1.

PRE-RENEWAL SITE VISIT

A pre-renewal site visit is an important part of the charter renewal process. The purpose of a pre-renewal site visit is to observe and discuss the charter school's programs, policies, practice, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems.

In fall 2016, pre-renewal site visits of eleven schools scheduled for renewal consideration 2017 were conducted with the primary objective of determining whether the schools were providing the appropriate conditions for sustained success. Each evaluation team was comprised of a member of the PCSC staff and an independent, external consultant. The external consultants were experts in areas such as curriculum and instruction, fiscal management, and/or fields particularly relevant to the subject schools.

The site visit process and associated evaluation rubric were developed based on best practices from authorizers across the country, including SUNY, Denver Public Schools, and Portland State University (PSU), whose evaluators perform all site visits for the State of Oregon.

A copy of the evaluation rubric was sent to each renewal school in advance of the visit. Due to time constraints and limited resources, schools were informed that it was highly unlikely all the measures would be evaluated. Prior to the visits, PCSC staff and external consultants determined the rubric measures of most value for each visit. The evaluation teams conducted interviews with diverse stakeholders including school leaders, board members, teachers, and parents. The final site visit reports were compiled from observations and comments at the agreement of both evaluation team members.

The PCSC staff contracted with four independent, external evaluators for the purpose of conducting pre-renewal site visits. One evaluator participated in each site visit. Each school's site visit report lists which members of the team participated in the visit. Brief evaluator biographies are provided below for reference:

Dr. Sherawn Reberry, Director of Education Programs Idaho Digital Learning

Dr. Reberry is a former educator and administrator for both K-12 and post-secondary programs. With over 20 years of experience, she has spent the past 14 years in online education. Dr. Reberry currently serves on the board for the Idaho Association for Supervision and Curriculum Development.

Randy Yadon, Principal of Meridian Technical Charter High School

Mr. Yadon has over 25 years of education experience as a classroom teacher and administrator. He currently serves as the Principal of Meridian Technical Charter School, a high-performing charter authorized by the West Ada School District.

Christine McMillen, Principal Atlas Alternative High School

Ms. McMillen has served as a classroom teacher and administrator for the past 15 years. She currently serves as the Principal for Atlas Alternative High School in the Middleton School District.

Nils Peterson, Education Consultant

Mr. Peterson is the retired Assistant Director for The Center for Teaching, Learning, and Technology at Washington State University. He has served as an education consultant for 20 years. Mr. Peterson is also a founder and former Board Chairman for Palouse Prairie Charter School.

American Heritage Charter School

Pre-Renewal Site Visit

Evaluation Report

Visit Date: September 22, 2016

Idaho Public Charter School Commission

Charter School

American Heritage Charter School
1736 S. 35th West
Idaho Falls, ID
(208) 529-6570
Gayle DeSmet Head Administrator
Tiffnee Hurst Elementary Administrator
Shawn Rose High School Administrator

Authorizer

Idaho Public Charter School Commission
(208) 332-1561
www.chartercommission.idaho.gov
Tamara Baysinger, Director
Alan Reed, Chairman

Evaluators

Nils Peterson Education Consultant
Jennifer Barbeau PCSC Accountability Program Manager

PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of duration. American Heritage Charter School will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of American Heritage Charter School was based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess American Heritage Charter School. Indicators were established to provide specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating is based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016.

INTRODUCTION

American Heritage Charter School (AHCS) is a brick-and-mortar public charter school serving grades K-12 in Idaho Falls. The charter states that the school will offer a controlled disciplinary environment and a rigorous academic program designed to prepare students for post-secondary education. AHCS should emphasize American patriotism, capitalism, civic-mindedness, and character development. In addition to its onsite program, the school offers a blended program through which high school students study online but also participate frequently in school culture and live events.

The charter includes the following commitments:

- 95% of students will develop and maintain a portfolio judged satisfactory using teacher-developed rubrics.
- 100% of students in grades 11 and 12 will participate in college placement testing.
- Students will continuously improve their personal scores on the ISAT by SBAC, IRI, and other relevant standardized tests.
- By 2017, students enrolled for at least two consecutive years will:
 - Score proficient or above on the IRI (grades K-3)
 - Score proficient or above in all subjects on the ISAT

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for AHCS was approved by the PCSC in August 2012. The school opened in fall 2013.

MISSION

At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating: Exceeds

Evidence: Interviews with Administration, Board, and Staff
Classroom Observations
Facility Tour

Detail: The staff and students have spent considerable time memorizing the school mission statement. There is evidence of the mission's focus on patriotism all around the school facility in artwork, bulletin boards, discipline focused on character and manners and in the choice of red, white and blue colors in the school dress code. Memorization seems to be a pedagogic strategy used in other parts of the academic program as well. A history component is added to each grade level and Core Knowledge curriculum is actively used throughout the school.

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Rating: Exceeds

Evidence: Interviews with Administration, Board, and Staff
Classroom Observations

Detail: AHCS applies two, distinctive instructional practices: (1) a focus on patriotism which is expressed in memorizing the mission, class creeds, and learning/signing historic patriotic songs. It is unclear if this is a rote practice or if older students engage in critical thinking around the question "what is patriotism/ who is a patriot?" All staff seem actively engaged in their roles of instilling a patriotic focus within the students. (2) The high school is in the process of implementing a mastery-learning curriculum that blends brief classroom instruction with personal time using online tools. The program receives funds through a SDE grant and is currently underway. The school seems adequately equipped to undertake this model; the proof will come in future implementation.

PROGRAM DELIVERY: CURRICULUM

Does the school's curriculum provide the opportunity for academic success for all students?

Rating: Meets

Evidence: Interviews with Administration
Classroom Observations

Detail: The school is using curricular materials purchased from several sources, with the heaviest emphasis on Core Knowledge. There was evidence of focus on articulating a scope and sequence of the main academic subjects. The administrators mentioned how AHCS is serving special needs students, but there did not appear to be much diversity in the student body. The special education strategies may need adjusting if the demographics of the school change. It was not clear how non-white students would feel included in a patriotism curriculum dominated by white male historical figures.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Rating: Exceeds

Evidence: Classroom Observations

Detail: The classroom observation showed a rich learning environment and evidence of teacher planning of lessons that spanned multi-day learning sequences. Appropriate support of learners was in evidence including some indications of pre-assessment and assessment for learning, especially in the upper level mastery-learning curriculum. There appeared to be appropriate supports (including digital supports) to ensure success for all students.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: Administrators referenced professional learning and planning time aimed at refining scope and sequence of the curriculum. Further discussion included their search for a suitable mastery-learning curriculum to adopt in the high school. Staff feels the planning time is sufficient. However, with only one class per grade level, collaboration on curriculum revisions can be limited.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Approaching**Evidence:** Interviews with Administration, Board
Staff Retention Form**Detail:** There was evidence of good retention of teachers in the elementary school, but turnover at the high school for last year was 50%. This may be due to the youth of the school. Additionally, leadership reports that some of the first round of hires did not understand or were not able to adjust to the nature of a startup charter. There was evidence of support of staff via professional development and a claim that the school meets/exceeds the pay scale of the local district. The Board seems to play a direct role interviewing and selecting teachers, rather than leaving this responsibility to the administration. Turnover for administrative staff is high, with three administrators serving during the first four years of operation.**Does the school have strong instructional leadership?****Rating:** Meets**Evidence:** Interviews with Administration, Board**Detail:** The school leadership demonstrated pride in the accomplishments of teachers and students in memorizing the school mission. It was clear this was a leadership goal. There were no contraindications regarding curriculum review, collection/ use of data, or school improvement. The elementary administrator, in conjunction with the board, is actively working on implementing the school's strategic plan.**Does the school have leadership sustainability?****Rating:** Approaches**Evidence:** Interviews with Administration, Board**Detail:** The school has seen a significant amount of administrator turnover. The Board indicated that finding the right individual to implement the school's vision is key. The Board appears to take an active role in the day-to-day management of the school, which can prove problematic for retaining an experienced administrator. In addition, the school does not have a succession plan for the head administrator, who hopes to retire in the near future.

Does the school offer professional development that supports the school's goals and the needs of individuals?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: The administration currently hosts 7-10 days of professional development per year. PD topics have included the strategic plan, school culture, Great Expectations trainings, and SDE trainings. Staff feel that they are well prepared for their roles. Currently, the school does not pay for credits for staff attending trainings. It could not be determined how the school evaluates the effectiveness of professional development beyond academic results of the students.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

Rating: Meets

Evidence: Classroom Observations
Student Retention and Attrition Form

Detail: The small student body has limited diversity, so there would be little opportunity to find evidence of neglect of a class of diverse learners. Special needs students currently make up only 5% of the student population. It appears that each learner is known individually and has opportunity to have learning needs addressed.

Does the school promote a culture of high expectations that is safe, respectful, and supportive?

Rating: Meets

Evidence: Interviews with Administration, Board, Staff, and Parents

Detail: All stakeholders in the school appear to share a common set of expectations for student behavior, focused on high academic expectations and a culture of respect for authority. This seems to carry through to student behavior at arrival and dismissal of school. Classroom routines appear to be established and implemented. A school uniform is required, eliminating dress code issues. The classroom environment appears conducive to learning with little disruption for disciplinary reasons.

ACCESS AND EQUITY**Does the school offer adequate support for special populations?****Rating:** Meets**Evidence:** Classroom Observations
Student Retention and Attrition Form**Detail:** The special populations comprise very low numbers in this small school, only 5%. The mastery program being developed in the high school has the potential to support the needs of special populations. Little evidence was provided relative to this dimension, but the school presented no material concerns in any of the indicators regarding support for special populations.**Does the school address and support the needs of English Language Learners (ELLs)?**

This indicator was not rated and does not represent an area of concern.

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?**Rating:** Approaches**Evidence:** Interviews with Administration, Board
Classroom Observations**Detail:** The school's attendance area is the same as that of the district in which it is located. The school's demographics are much less diverse than those of the district. Administrators indicated that the school is welcoming of diverse members of its student body. Transportation is available through an agreement with District 91, allowing access to the school for all district students. There is little evidence as to what other outreach is available for potential students or among the few diverse students enrolled. The demographics of the founding families may have some impact on this; there were sufficient applicants with sibling preferences in the 2015 lottery that the school opened a "bubble" kindergarten to accommodate them. This may indicate that it will be difficult for diverse populations to enroll in the school as it will be heavily populated by members of large families. Only limited information was presented to indicate that the school has a student recruitment and retention plan that includes specific strategies to ensure the provision of equity before, during, and after enrollment. This may be due to the youth of the school rather than a deliberate omission.

Does the school have a strong, steady retention rate for students?

This indicator was not rated and does not represent an area of concern.

ORGANIZATIONAL CAPACITY

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: The school has struggled with significant administrative turnover. This may have been remedied with the current hires. It may also have been a result of the stress of the first few years of start-up. The working climate seems to be sound. Two elements of the board-administrator relationship merit noting. It appeared that the board controlled the budget and the administrator needed to ask permission when circumstances warranted changes in spending (an example was purchase of window air conditioners). This could result in a situation where the authority of the administrator is diluted. It also appeared the board was directly involved in hiring of teachers, but perhaps not in their annual review. This could result in a situation where the administrator was unable to recruit and build the team desired. Each of these challenges might also contribute to administrative turnover. Outside of finances, the board has set clear expectations of the administrators and staff. Staff receives regular professional development and feels well supported by the administrators and board.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Interviews with Administration, Board, Staff, and Parents

Detail: The leadership appears to meet regularly with the board and the meeting minutes indicate well-managed and productive meetings. It appears that board members are frequently in the school (which is natural in the case of parent-members); it was unclear if all parties understood their relative roles and responsibilities; perhaps board members volunteering in staff-like roles leads to confusion of governance vs management responsibilities. This is a challenge that small (and especially young) charters face, and is more something that should be monitored than an immediate concern.

Staff feels the administration is supportive and approachable. Parents cited multiple forms of communication from the school including texting, weekly newsletters, and online student tracking. Overall, stakeholders felt that all parties were approachable and two-way communication is occurring.

Does the school have procedures in place to facilitate parental involvement?

This indicator was not rated and does not represent an area of concern.

Does the school facility support high quality teaching and learning?

This indicator was not rated and does not represent an area of concern.

Are health, safety, and accessibility standards being met and is documentation being kept current?

This indicator was not rated and does not represent an area of concern.

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Rating: Meets

Evidence: Meeting Minutes
School Website

Detail: Judging from the board minutes examined, board members appear to follow the requirements of Idaho's Open Meeting Law. The board keeps appropriate minutes of all meetings. The board met 12 times in calendar year 2015 on approximately monthly basis. Minutes are available to the public on the school's website.

Does the board have policies in place that establish standards for overall management of the school?

This indicator was not rated and does not represent an area of concern.

Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Rating: Meets

Evidence: Interview with Board

Detail: While no imminent concerns are apparent, it is unclear whether the board has defined its role as a governance body with practices and procedures that clarify the different responsibilities of governance and management. This was most evident in the areas of budget and teacher hiring. While not necessarily a concern, especially with a young board very busy with founding activities, it was unclear if the board regularly conducts self-evaluations and secures training for itself in any needed areas.

The board is self-appointing with the exception of one position, which is a one-year term seat held by the head of the parent association. It was not clear if the board has a stated policy and procedure for recruiting, selecting, and onboarding new board members. The board President is a charismatic figure who played a key role in the school's founding, but board planning for succession in this role was not evident.

Has the school's Board developed a strategic plan?**Rating:** Meets**Evidence:** Interviews with Administrators, Board
Strategic Plan**Detail:** The elementary administrator has assumed the task of creating a strategic plan with the guidance of the Board. An outside consultant has assisted in identifying the most pertinent issues. The strategic plan reflects a focus on academic achievement through improvement of ISAT math proficiency and implementation of the blended-learning curriculum through all grades. Potential issues to be anticipated in strategic planning in future years include: 1) Enrollment management or school growth, particularly if the secondary school is unable to grow on its own or attract a sufficiently large enrollment; and 2) Planning for and recruiting of a student body that reflects the demographic makeup of the enrollment area.**Does the school's board provide appropriate academic oversight?**

This indicator was not rated and does not represent an area of concern.

Does the school's board provide appropriate operational oversight?**Rating:** Meets**Evidence:** Interviews with Administration, Board
Meeting Minutes**Detail:** From the limited evidence examined, appears that the board provides appropriate oversight. However, the substantial administrative turnover may be an indication that the board oversteps its oversight role into a more active management one.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

This indicator was not rated and does not represent an area of concern.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Interview with Business Manager
Annual Financial Audits

Detail: The school has customized ISBA model policies to create an appropriate internal control policy and procedure manual. Dual controls are in place for all cash transactions. A multi-step process is in place to approve, process, and review payroll totals. The business manager is experienced and well versed in proper financial procedures. The Board is active in monitoring of all financial transactions related to the school. The external auditor has identified no corrective actions or compliance deficiencies.

Does the school maintain adequate financial resources to ensure stable operations?

This indicator was not rated and does not represent an area of concern.

Is the school demonstrating strong short and long-term fiscal viability?

This indicator was not rated and does not represent an area of concern.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

This indicator was not rated and does not represent an area of concern.

Idaho PCSC Site Visit Evaluation Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs.

<u>Mission and Key Design Elements</u>				
Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?				
Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
Notes:				
To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?				
Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
Notes:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Curriculum

Does the school's curriculum provide the opportunity for academic success for all students?

<p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding curriculum.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding curriculum.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.</p>
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Notes:

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

<p>Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Lesson plans and instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.</p>
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Notes:

PCSC Site Vist Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
Does the school effectively provide opportunities for student engagement?				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Instruction

Does the school recruit, support, and retain highly effective staff?

<p>Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>
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Notes:

Does the school have strong instructional leadership?

<p>Indicators: The school leader ensures a focus on student learning and achievement in alignment with the school's mission. The school leader ensures that curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader ensures that relevant qualitative and quantitative data is collected and analyzed. The school leader ensures that the school plan for improvement is implemented. The school leader ensures that teachers and staff are regularly and systematically evaluated.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
Does the school offer professional development that supports the schools goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

Program Delivery: Assessment and Evaluation

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

<p>Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding the academic program.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding the academic program.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.</p>
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Notes:

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

<p>Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.</p>
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Notes:

Does the school promote a culture of high expectations and is safe, respectful, and supportive?

<p>Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding school culture.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding school culture.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Access and Equity

Does the school offer adequate support for special populations?

<p>Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding support for special populations.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding support for special populations.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.</p>
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Notes:

Does the school address and support the needs of English Language Learners (ELLs)?

<p>Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.</p>
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Notes:

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

<p>Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding demographic representation.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding demographic representation.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

Organizational Capacity

Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?

<p>Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding organizational structure.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding organizational structure.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.</p>
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Notes:

Are there effective communication channels between stakeholders?

<p>Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding communication channels.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding communication channels.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.</p>
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Notes:

Does the school have procedures in place to facilitate parental involvement?

<p>Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding parental involvement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding parental involvement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school facility support high quality teaching and learning?				
Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school facility.	Approaches: The school presents a material concern in one of the indicators regarding school facility.	Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.
Notes:				
Are health, safety, and accessibility standards being met and is documentation being kept current?				
Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.	Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.	Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance

Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

<p>Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.</p>
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Notes:

Does the Board have policies in place that establish standards for overall management of the school?

<p>Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.</p>
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Notes:

Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

<p>Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Has the school's Board developed a strategic plan?				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
Does the school's Board provide appropriate academic oversight?				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
Does the school's Board provide appropriate operational oversight?				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.

Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.

Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

Does the school maintain appropriate internal controls and procedures?

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.

Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.

Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

Notes:

PCSC Site Visit Evaluation Rubric

Does the school maintain adequate financial resources to ensure stable operations?				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
Is the school demonstrating strong short and long-term fiscal viability?				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and American Heritage Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 7, 2012, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2013; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2013. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **October 10, 2013**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: **At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”**

- A. Grades Served.** The School may serve students in **kindergarten through grade 12, in accordance with the growth phases described in the approved charter.**
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Focus on patriotic American values**
 - **through daily teaching of the American Heritage Curriculum;**

- fostering a service centered and civic-minded culture;
 - emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
 - helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12.
- **Build a culture of respect**
 - by providing a controlled disciplinary environment;
 - requiring students and staff to adhere to dress code;
 - exhibiting and expecting exemplary behavior from students and staff; and
 - implementing the character education program in the American Heritage Curriculum.
 - **Provide a rigorous academic education**
 - by requiring the Core Knowledge Curriculum K-8; and
 - requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.
 - **Support teacher growth and excellence**
- C. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set

out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 364 face-to-face students and 78 blended program students, for a total of 442 students. See Tab 2, page 14 in the AHCS Charter for the Phase 4 enrollment charts that include a bubble class for the incoming Kindergarten class of 2016-17. The maximum number of students who may be enrolled per class/grade level shall be as follows:

PHASE 1 (Fall 2013)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	0	0	0	0	244
Blended	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	24	26	26	28	28	28	30	30	0	0	0	0	244

PHASE 2 (Fall 2014)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	24	26	26	28	28	28	30	30	30	30	30	30	364

PHASE 3 (Fall 2015)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	6	6	6	6	6	6	6	6	6	6	6	6	6	78
Totals	24	24	26	26	28	28	28	30	30	30	30	30	30	442

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter

school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1736 S 35th W, Idaho Falls, ID, 83402. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: **Idaho Falls School District 91**

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **October 10, 2013**.

Alan Reed

Chairman, Idaho Public Charter School Commission

Deby Infanger

Chairman, American Heritage Charter School Board

IN WITNESS WHEREOF, the Authorizer and American Heritage Charter School (AHCS) have executed this Amendment to their Performance Certificate to permit a bubble class. Beginning in the Fall of 2016, an additional Kindergarten class consisting of 24 students will continue as a bubble class through 12th grade. AHCS's overall enrollment caps remain the same and all other cohorts are unaffected by this amendment. The Amendment to AHCS's performance Certificate are effective as of May 10, 2016.



Alan Reed
Chairman, Idaho Public Charter School Commission



Deby Infanger
Chairman of the Board, American Heritage Charter School

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Charter**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Board Roster**
- Appendix F: School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment Policy**
- Appendix I: Public Charter School Closure Protocol**

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-opening year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

AHCS's auxiliary data submission included the following:

- Supplementary Data Form -- The school used the *IPCSC Supplementary Renewal Data Form* to provide an overview of their attached documentation.
- Fund Balance Historical -- The spreadsheet shows the school's fund balance from June 2013 to June 2016.
- Enrollment Numbers -- The document charts enrollment numbers from 2013/14 to the 2015/16 school year.
- Strategic Plan -- The document describes the school's strategic plan.

All auxiliary data is included in its entirety without any modifications by PCSC staff.

Idaho Public Charter School Commission Supplementary Renewal Data Form

As part of the renewal process, you are invited to submit auxiliary data supporting your school's case for renewal. Submission of such data is optional. This form is intended to assist you in organizing and explaining the purpose of any materials you choose to submit.

If you would like to provide information demonstrating your school's outcomes, please complete this form and return it to the PCSC office by July 15, 2016.

Guidance for Form Submission

- A. Each school may submit this form, with attached documentation, one time only. No revisions will be accepted, so please be sure your original submission is clear, complete, and accurate. PCSC staff will be reviewing your data for accuracy and double-checking your calculations.
- B. Please note that anecdotal information will not be considered. Focus instead on reliable, measurable, and objective evidence that is not already captured by your performance framework. You are welcome to contact PCSC staff in advance of the July 15 deadline with any questions about what constitutes useful data. Examples are provided below, as well as in the *PCSC Renewal Application and Guidance*.
- C. Consider submitting data that separates different groups, such as at-risk students, general education students, LEP students, students who have been continuously enrolled for a significant period, etc. so that the results of one group do not mask those of another. Additionally, inclusion of academic growth data is strongly encouraged.
- D. Be sure to complete all columns of the form for each issue that you wish to address. Insert additional rows as needed.
- E. All financial and academic supporting documentation files should be in MS Excel format. Be sure to include clear headers for your data, as well as any other explanatory notes, to ensure that we are able to understand your results. The following sample Excel chart is an example of the type of data fields / detail we would expect to see in your documentation.

Student ID #	Student Name	Grade	IRI Score	Scored 3	Notes
001	Paul Anderson	3	2	1	
002	Eliza Collister	3	3	1	
003	Billy Graham	3	2	0	
004	Robert Jones	3	1	0	
005	Jose Morales	3	3	1	
006	Susan Smith	3	2	0	
TOTALS	6			3	50%
	Students			Scored 3	Percent Scored 3/ proficient

F. Clearly label and attach all supporting documentation files.

G. Any supporting documentation files containing individually-identifiable student data must be submitted through the secure server. Secure submission guidance may be found in the *PCSC Renewal Application and Guidance*.

▶ Examples

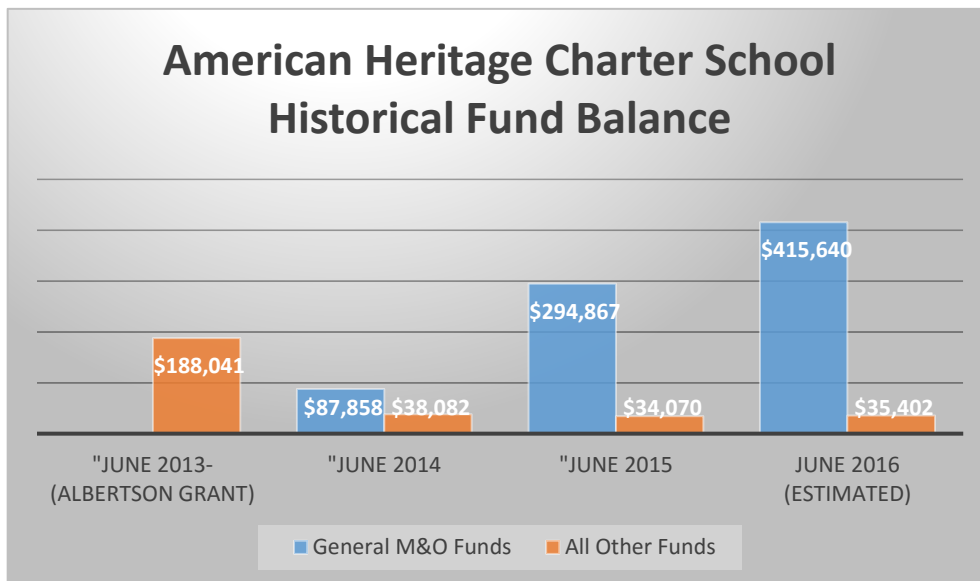
Subject Area	Issue	Attached Documentation
Academic/ K-3 Reading Success	Our K – 3rd grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet providing student level Fall and Spring IRI results for <i>all</i> students from the 2013-14, 2014-15, and 2015-16 school years. You may also separate the data by subgroup, such as ELA and SPED status.
Academic/ Growth for below grade-level students	Our high school has a sizable population of below grade level students who show significant growth after one year of attending the school.	Attachment B: Excel spreadsheet with <i>all</i> high school students' (those at grade level and for those below grade level) grade level assessment results at both the beginning of the school year and at the end of the school year.
Academic/ Math Success	Students who have been enrolled at our school for two years or more are much more likely to reach grade level benchmarks on the math MAP exam.	Attachment C: Excel spreadsheet of <i>all</i> students who took the MAP Math exam. Include students' scores as well as the number of years or parts of years that the student had been consecutively enrolled at your school.

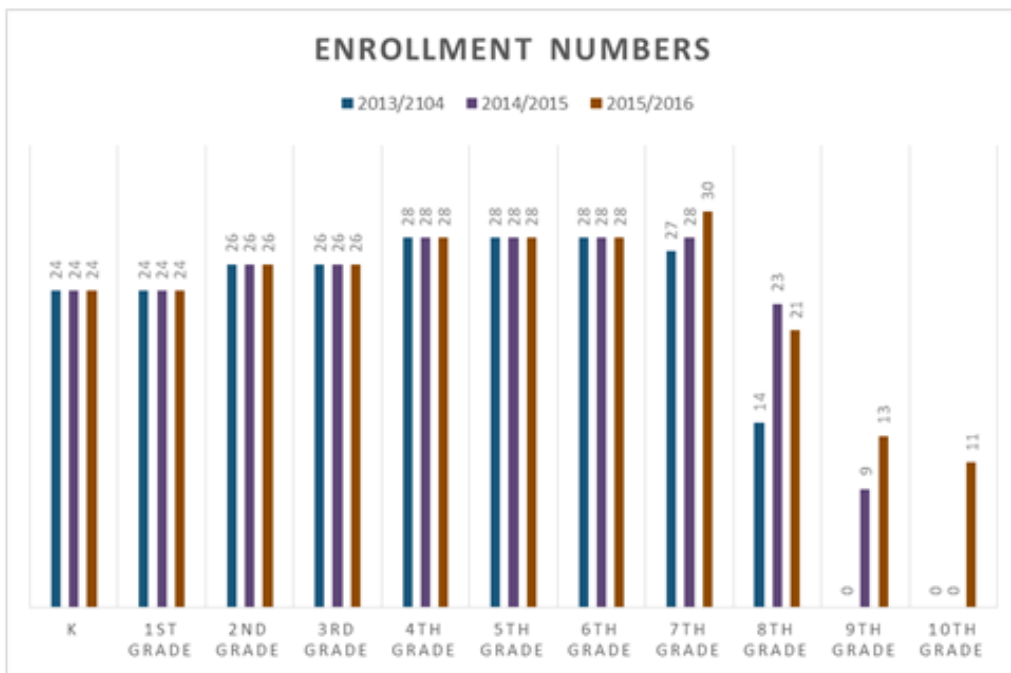
► Supplementary Data

Subject Area	Issue	Attached Documentation
Finance	The Fund Balance History Sheet shows that we are steadily growing our fund balance.	Attachment A: Excel spreadsheet with our fund balance growth since 2013.
Finance	The Enrollment Graph shows that we have full K-6 since we have opened and continued growth through 7-10 th grade.	Attachment B: Word Document with Enrollment Graph.
Education	We have worked hard this past year to develop a Strategic Plan that helps identify our strengths and areas of improvement.	Attachment C: Word Document for Strategic Plan

American Heritage Historical Fund Balance

	General M&O Funds	All Other Funds
"June 2013-(Albertson Grant)		\$ 188,041
"June 2014	\$ 87,858	\$ 38,082
"June 2015	\$ 294,867	\$ 34,070
June 2016 (Estimated)	\$ 415,640	\$ 35,402





Strategic Plan

American Heritage Charter School Mission: American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.

American Heritage Charter School Vision: American Heritage Charter School strives to create patriotic and educated leaders. We believe in James Madison’s statement: “The advancement and diffusion of knowledge is the only guardian of true liberty.”

Strategic Challenges and Root Cause	Strategic Priorities	Strategic Objectives	Measures/Target
<p>Challenges: Math scores are at 49% proficient.</p> <p>Root Cause: Lack of conceptual facts and operational skills</p>	<p>1.1 Mathematics</p>	<p>1.1.1 By the end of the 2016 school year, all students will meet 80% proficiency in identified grade level mathematical conceptual facts as measured by grade level assessments.</p> <p>Key Strategy: Fact practices, Reflex Pre and Post Tests</p>	<p>1.1.1.1 Reflex pretest and post test</p> <p>Target: All students will meet 90% proficiency in identified grade level mathematical conceptual facts.</p>
<p>Challenges: Growing and Developing our Mastery Based Blended Program</p> <p>Root Cause: Students need to learn what owning their education looks like including time management.</p>	<p>2.1 Blended Program</p>	<p>2.1.1 By 2017, 100% of students in the blended program will complete with a passing grade an introductory unit aimed at students learning nonacademic based competencies needed for success in a blended program which will result in a 50% increase in the percentage of students completing courses.</p> <p>Key Strategy: Nonacademic Competencies Unit and Student Self Reflection of Competencies</p>	<p>2.1.1.1 Data to show completion rate of introductory unit. Academic Counselor's credit sheet.</p> <p>Target: 100% students taking the introductory unit. 50% increase in the percentage of students completing the courses.</p>
<p>Challenges: Lack of knowledge of mission, vision, core values, requirements of the Performance Certificate and charter.</p> <p>Root Cause: Not enough focus on ensuring employees and new hires work to meet the mission, vision, core values, and charter.</p>	<p>3.1 Maintaining and building AHCS culture</p>	<p>3.1.1 By the end of September 2016, training on the charter will occur for all staff at NVA and their knowledge of this document will increase from their pre-test scores to their post test scores. Students will receive age appropriate training on the Performance Certificate only as part of September’s AH Curriculum each fall.</p> <p>Key Strategy: Learning Charter through PD and AH Curriculum. Key Strategy: Professional development</p> <p>3.1.2 By the end of 2017, hiring procedures will be revamped to include a perspective employee's alignment to the beliefs and guidelines set forth in</p>	<p>3.1.1.1 Pretest and Post indicators on AHCS's Charter.</p> <p>Target: 100% of the staff and students will receive training on the document with a passing score of at least 80%.</p> <p>3.1.1.2 An increase of retention rate for employees from a 68% retention rate to 80% retention rate. Target: 100% of the applicants will mark if they have read our charter.</p>

<p>Challenges: Procedures for the support staff to follow have not been developed for the playground and lunchroom.</p> <p>Root Cause: Only one person has been responsible for overseeing these areas.</p>	<p>4.1 Support Staff Improvement efforts</p>	<p>4.1.1 The incident referral from the lunchroom and playground will decrease by 20% by providing systematic procedures by the end of the 2016/2017 school year.</p> <p>Key Strategy: Development of Procedures/Professional Development</p>	<p>4.1.1.1 Incident Reports from the playground and lunchroom</p> <p>Target: 20% decrease in incident rates by the end of the 2016/2017 school year.</p>
<p>Challenges: There is limited use of data</p> <p>Root Cause: Teachers don't have the knowledge of the data to collect and articulate across grade levels.</p>	<p>5.1 Using Data for Improvement</p>	<p>5.1.1 By January 2017 each teacher will apply data analysis training to make decisions about students needing interventions in mathematics and have a data based student intervention plan for students not at 90% proficiency in identified mathematical concepts.</p> <p>Key Strategy: Professional Development/ PSDA</p>	<p>5.1.1.1 Proficient on data usage on AdvancEd Rubric; Classroom data notebook for Math</p> <p>Target: Meeting the Advanced Rubric for proficiency; 100% of teachers using data notebook in math</p>

Application for Charter Renewal
American Heritage Charter School 482
Tiffnee Hurst/James Dalton

Administrator/CEO

(208)529-6570

hurstt@ahcspatriots.us daltonjim@ahcspatriots.us

1736 S 35 W, Idaho Falls, ID 83402

Approved By School Board: December 1, 2016

Application Submission Date: December 2, 2016

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Executive Summary

Mission and Key Design Elements

American Heritage Charter School's mission statement is to create patriotic, educated leaders. We believe in James Madison's statement, "The advancement and diffusion of knowledge is the only guardian of true liberty." The mission of our school is achieved through our beliefs, key design elements, and curriculum.

One key design element of American Heritage Charter School is to provide a rigorous academic education. American Heritage Charter School is a Core Knowledge school in grades K-8 where the curricular emphasis is on a classic liberal arts education which fosters an appreciation for the great literature, music, art, and peoples of our world. Building on this foundation, all students participate in activities which increase their knowledge of and appreciation for American history and our heritage.

The students in high school continue to build upon their knowledge gained during their primary education and use the curriculum provided by IDLA and the Synapsis Learning Management System. The high school has implemented a mastery based education that will provide individual students a choice for their educational goals allowing them to earn their high school diploma, dual credits, an Associate's Degree, and be career and college ready when they graduate.

American Heritage Charter School believes all students should be held to high academic standards. Styles and rates of learning are taken into account, yet expectations for achievement are not compromised. Our school will provide the curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs. The school will provide a rigorous academic education by requiring the Core Knowledge Curriculum in K-8 and the IDLA and Synapsis Curriculum in 9-12; and requiring that graduation with honors from American Heritage Charter School will require coursework in history, social studies, and economics above and beyond the State's graduation requirements.

Another key design element of American Heritage Charter School is our emphasis on patriotic values. Our unique American Heritage Curriculum teaches students about the history of America through verse, words, songs, and heroes like our Founding Fathers/Mothers. This curriculum also emphasizes to our students the importance of fostering a service centered and civic-minded culture and American exceptionalism as founded upon our Constitution and Bill of Rights. Our unique curriculum also helps students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12.

American Heritage Charter School also has a key design element of building a culture of respect. American Heritage Charter School believes in teaching the basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work. The school teaches these values through their character development component, which is made possible through the use of "Great Expectations", Ron Clark's "Essential 55", "Cowboy Ethics", and other like programs.

Supporting our teachers' growth through professional development, weekly collaboration meetings, and leadership opportunities is another key design element of our school. American Heritage Charter School strives to provide teachers the opportunities to develop and maintain the skills necessary to be successful in the field of education.

Major Successes and Challenges

American Heritage Charter School's achievements started when the founders, Deby Infanger and Gayle DeSmet, presented their charter to the Public Charter School Commission for approval. The charter was approved in 2012, and American Heritage Charter School began operations in 2013. Since opening, American Heritage Charter School has maintained full elementary classrooms with long wait lists and added a second kindergarten class for the 2016-2017 school year. Our seventh and eighth grades have large class sizes and the school is working hard on building up the ninth, tenth, and eleventh grades, which has been a challenge.

American Heritage Charter School has done well with their Performance Certificates issued by the Charter Commission. In the 2013-2014 school year, our school's operational performance was given an honor's rank and our financial operation was given the rank of good standings. In the 2014-2015 school year, our school's Academic & Mission Specific score was in good standing, and our Operational and Financial Performance had Honor rankings. Our preliminary results for the 2015-2016 school year are good standing in the areas of Academic & Mission specific, and an Honor ranking in the area of financial and operational.

Another accomplishment for American Heritage Charter School is the success of our students on state testing. American Heritage Charter School in the 2014-2015 and 2015-2016 school years was able to produce scores above the state average on the ISAT II in both Reading and Math. On the Idaho Reading Indicator test our school went from 78% during the 2013-2014 school year to 88% proficient during the 2015-2016 school year. Our school would like to continue to improve in the areas of math and reading and not remain stagnant in our growth.

A notable achievement for American Heritage Charter School is being accepted into the Idaho Mastery Education Network. This opportunity will allow our school to help bring Mastery Education to our state, as well as provide a network of support while heading up this new frontier in education.

Summary of Four Central Questions

American Heritage Charter School has done well in the area of academics. Our school has shown scores above the state level in both reading and math on the ISAT II testing. Our K-3 students have also increased their reading proficiency as shown on the Idaho Reading Indicator Test.

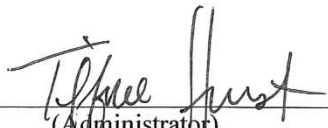
American Heritage Charter School is organizationally sound and compliant with applicable laws and regulations. American Heritage Charter School is working on making sure all items that need reporting to the public are posted on our school's website.

American Heritage Charter School is a fiscally sound, viable organization. Our school has a fund balance due to our conservative fiscal operations.

American Heritage Charter School's plan for the next performance certificate term will help our school continue to provide an excellent educational choice for the children in our community.



(Board Chairman)



(Administrator)

Application Narrative

Is the school an academic success?

American Heritage Charter School made a commitment that by 2017, students enrolled for at least two consecutive years will score proficient or above on the Idaho Reading Indicator Test (IRI) and the Idaho State Achievement Test (ISAT II). American Heritage Charter School has produced respectable academic outcomes on the IRI and ISAT II and is working hard to ensure every student will continue to show growth and become proficient on our state assessments.

Since our school opened in 2013, American Heritage Charter School has participated in Idaho Reading Indicator Test which measures the reading fluency of our students. Figure 1 displays the data on how American Heritage Charter School's students in the grades K-3rd have performed on this state assessment.

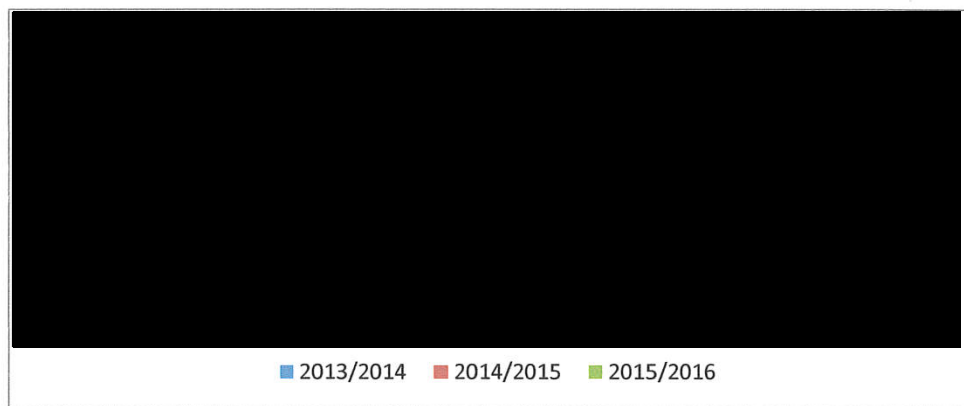


Figure 1: American Heritage Charter School's percent of students proficient on the Idaho Reading Indicator Test from the 2013 to the 2015 school year.

The overall percent of students who were proficient on the IRI during each school year was 78% in 2013, 89% in 2014, and 88% in 2015. The Idaho Reading Indicator Test data shows that American Heritage Charter School increased the percent of students proficient on the IRI from 2013 to 2014 and maintained this growth from 2014 to 2015.

This data also shows first grade as an area of focus for increasing our students' success on the IRI. American Heritage Charter School during the 2016 school year has implemented a Reading Initiative Plan that is focusing on students who have scored a 1 or a 2 on the IRI and providing them with small group instruction to help them become successful readers. American Heritage Charter School will continue to monitor and study their IRI data to drive continuous improvement in reading for their kindergarten through 3rd grade students.

Since the school began operations in 2013, American Heritage Charter School has also participated in the Idaho State Achievement Test II (ISAT II) in the academic area of English Language Arts. There is no data available for the 2013 school year since this was the year the state used the data from the new ISAT to benchmark for each grade level. Figure 2 displays American Heritage Charter School's percent of students in each grade level who were proficient compared to the statewide proficiency on the ISAT II in each grade level in the area of English Language Arts (ELA) for the 2014 and 2015 school years. Figure 3 displays the overall percentage of students proficient at American Heritage Charter School and the State in the academic area of English Language Arts.



Figure 2: American Heritage Charter Schools and the State’s percentage of students proficient in the academic area of English Language Arts.



Figure 3: American Heritage Charter School and the State’s Overall percentage of students proficient in the academic area of English Language Arts.

The data in Figure 2 shows that during the 2014 school year, American Heritage Charter School was above or at the state average in all seven grade levels tested. In the 2015 school year, American Heritage Charter School was at or above the state average in six out of the eight grade levels. The data in Figure 3 shows that during the 2014 school year, American Heritage Charter School had an overall average of 66% of their students who were proficient in the academic area of ELA which was 16% higher than the state’s average of 50% proficient. During the 2015 school year, American Heritage Charter School had an overall average of 58% of their students who were proficient in the academic area of ELA which was 5% higher than the state’s average of 53% proficient.

The percentage of students proficient or advanced on the ISAT II in ELA at American Heritage Charter School is comparative to the surrounding districts. Figure 4 shows that in 2014, American Heritage ranked 4th out of 20 schools on the amount of students proficient or advanced in the academic area of ELA on the ISAT II. Figure 5 shows that in 2015 American Heritage Charter School ranked 12th out of 35 schools in our surrounding area in the academic area of ELA on the ISAT II. These data points show we are doing well academically compared to other districts and the overall state average in the English Language Arts area, however, American Heritage Charter School has room to improve in the area of English Language Arts and is looking forward to showing improvements in this area.

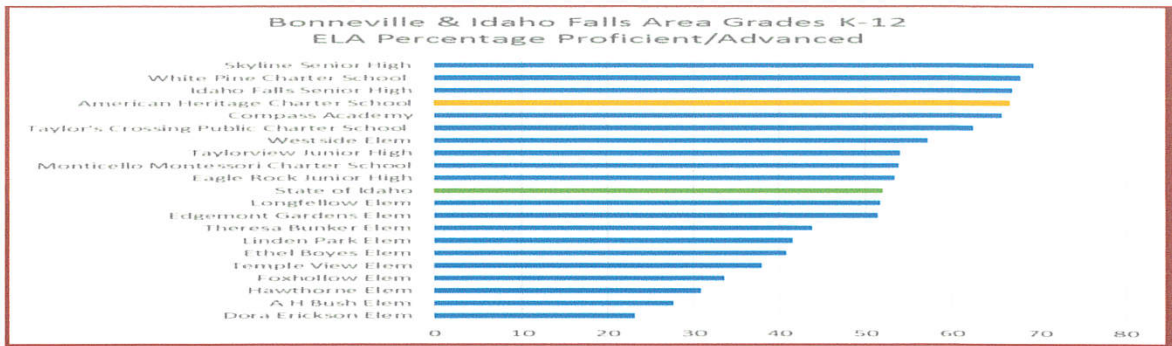


Figure 4: American Heritage Charter School’s 2014 ELA scores being compared to other schools in the surrounding area as well as the state.

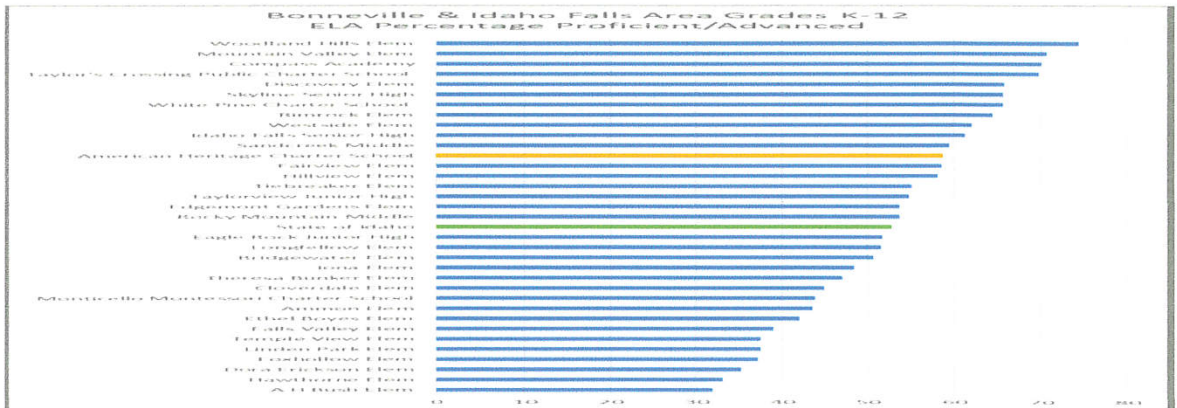


Figure 5: American Heritage Charter School’s 2015 ELA scores being compared to other schools in the surrounding area as well as the state.

American Heritage Charter School has also participated in the Idaho State Achievement Test II in the academic area of mathematics. Figure 6 displays American Heritage Charter School’s percent of students in each grade level who were proficient compared to the statewide proficiency on the ISAT II in each grade level in the area of math for the 2014 and 2015 school years. Figure 7 displays the overall percentage of students proficient at American Heritage Charter School and the State in the academic area of math.

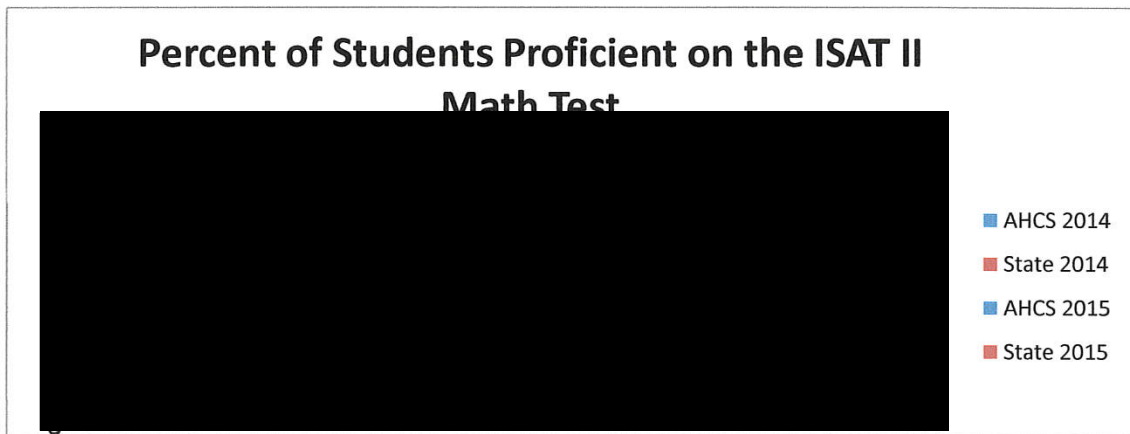


Figure 6: American Heritage Charter Schools and the State’s percentage of students proficient in the academic area of math.

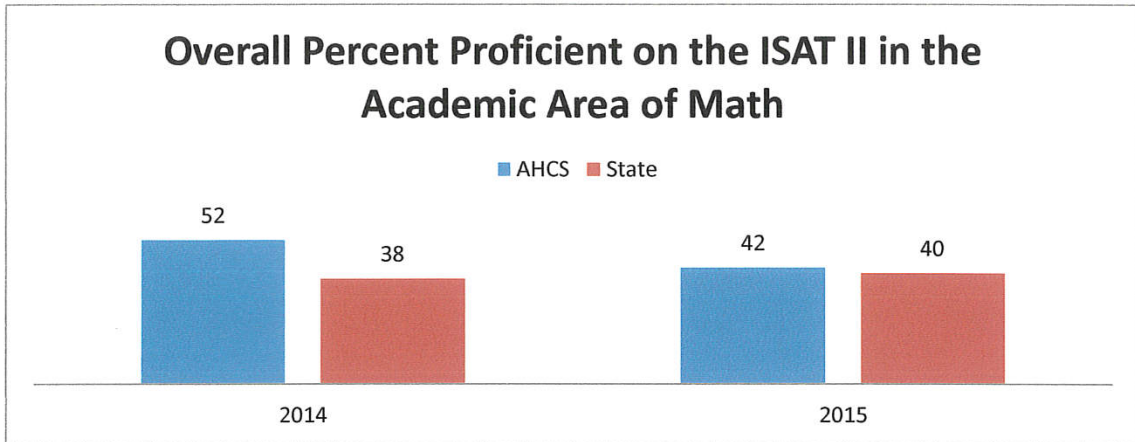


Figure 7: American Heritage Charter School and the State’s Overall percentage of students proficient in the academic area of math.

The data in Figure 6 shows that during the 2014 school year, American Heritage Charter School was above or at the state average in all seven grade levels tested. In the 2015 school year, American Heritage Charter School was at or above the state average in four out of the eight grade levels tested. The data in Figure 7 shows that during the 2014 school year, American Heritage Charter School had an overall average of 52% of their students who were proficient in the academic area of math which was 14% higher than the state’s average of 38% proficient. During the 2015 school year, American Heritage Charter School had an overall average of 42% of their students who were proficient in the academic area of math which was 2% higher than the state’s average of 40% proficient.

The percentage of students proficient or advanced on the ISAT II in math at American Heritage Charter School is comparative to the surrounding districts. Figure 8 shows that in 2014, American Heritage ranked 1st out of 20 schools on the number of students proficient or advanced in the academic area of math on the ISAT II. Figure 9 shows that in 2015 American Heritage Charter School ranked 8th out of 35 schools in our surrounding area in the academic area of math on the ISAT II. These data points show we are doing well academically compared to other districts and the overall state average in the academic area of math. American Heritage Charter School realizes it has room for growth in the area of math and has written a goal in their strategic plan to address their performance in the area of mathematics.

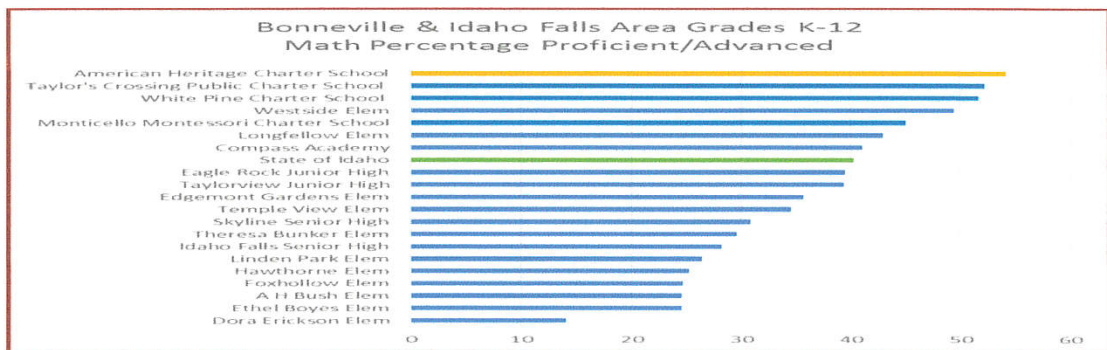


Figure 8: American Heritage Charter School’s 2014 math scores being compared to other schools in the surrounding area as well as the state.

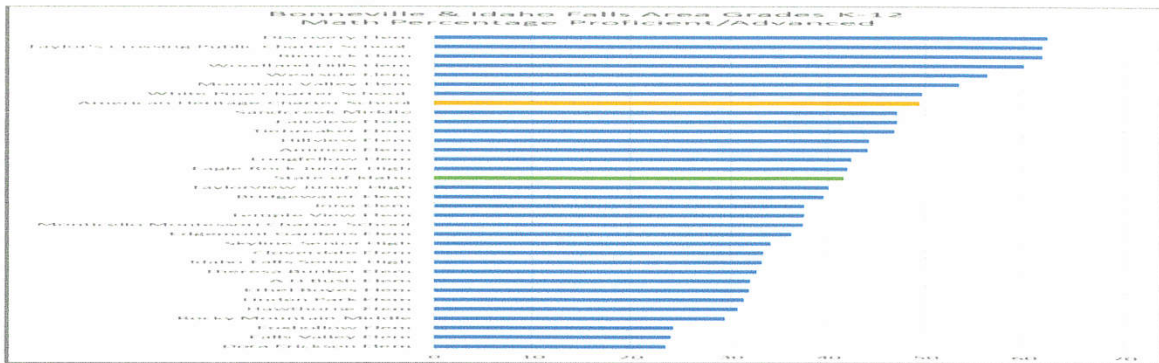


Figure 9: American Heritage Charter School’s 2014 math scores being compared to other schools in the surrounding area as well as the state.

American Heritage Charter School also made a commitment that 95% of their students would develop and maintain a portfolio judged satisfactory using a teacher-developed rubric. During the 2014 and 2015 school years, American Heritage Charter School maintained this goal by having all of their students develop a yearly portfolio where 99% of them were judged satisfactory using our rubric. Also, American Heritage Charter School in their 2014 and 2015 Performance Certificate ranked in good standing on their Mission Specific Goals by having earned 93% and 90% of their points for this area.

A key design element of American Heritage Charter School is our emphasis on patriotic values. Since we opened in 2013, American Heritage Charter School has introduced to their students many heroes of both genders who have helped shape our country into what it is today. The students are taught about these heroes’ lives and the attributes they possessed. Our students also learned and performed patriotic songs, and recited and memorized over thirty-six verses including Abraham Lincoln’s *Gettysburg Address* and Martin Luther King Jr’s, *I Have A Dream Speech*. Our upper level students perform these monthly verses which allow students to interpret each verse and discuss its importance. The implementation of our American Heritage Curriculum helped us achieve our goal of placing an emphasis on patriotic values.

American Heritage Charter School’s academic outcomes on the IRI, ISAT II, Mission Specific Goals, and teaching patriotic values have been respectable. American Heritage Charter School has increased their IRI scores and done well in math and language arts compared to the surrounding school districts and the state’s average in these areas. American Heritage Charter School plans to show academic improvement and has developed and rolled out a strategic plan to help increase their students’ academic achievement.

Is the school organizationally sound and complaint with applicable laws and regulations?

American Heritage Charter School’s operational performance has received the honor ranking on all performance certificates since our school began in 2013. American Heritage Charter School is complaint with applicable laws and regulations including all Federal Programs and Board Governance.

American Heritage Charter School’s pre-visit report discussed the school’s leadership turnover since the school began its operation in 2013. American Heritage Charter School’s administration level turnover has not been problematic for the school. The first principal did not have his contract renewed, but AHCS has had the same Head Administrator, Gayle DeSmet, since inception. Mrs. Hurst has been serving in an

administrative role since that time. AHCS added a 7-12 principal, Mr. Rose, last year and he is also still with us.

American Heritage Charter School is working on making sure all items that need reporting to the public are posted on our school's website. Our school has received point deductions the last few years on our performance certificate due to the annual performance reports and financial documents not being posted for the public to view. The school is correcting these issues by updating our posts on our website to include all performance certificates and financial documents and the school will keep them updated.

Is the school a fiscally sound, viable organization?

AHCS has been successful in practicing conservative budgeting which has grown our fund balance as quickly as possible. Since our opening in 2013, we have built our fund balance to 5.2 months of operating expenses which is shown on Figure 10. With the continuation of our conservative ways, at the end of this current school year, we anticipate a fund balance of 6.3 months operating expenses. AHCS's successful financial practices will continue into the upcoming years which should allow our fund balance to steadily increase giving us financial security.

American Heritage Charter School's finances will be positively impacted by our school doubling the kindergarten class to accommodate the high numbers of applicants this school year. This additional kindergarten class will increase our apportionment from the state next year.

As our surrounding community becomes aware of the opportunities available to high school students through our Mastery Education Program, we expect our numbers in our 9th through 12th grade programs to increase. An upturn in the number of high school students at American Heritage Charter School will aid in the continued increase in our state apportionment monies.

American Heritage Charter School's hiring practices are conservative. Also, we job share whenever possible which helps to assist in the success of keeping our expenses in this fiscal area as minimal as possible. Our conservative hiring practice allows us to offer a very competitive salary for our staff and contributes to increasing our fund balance.

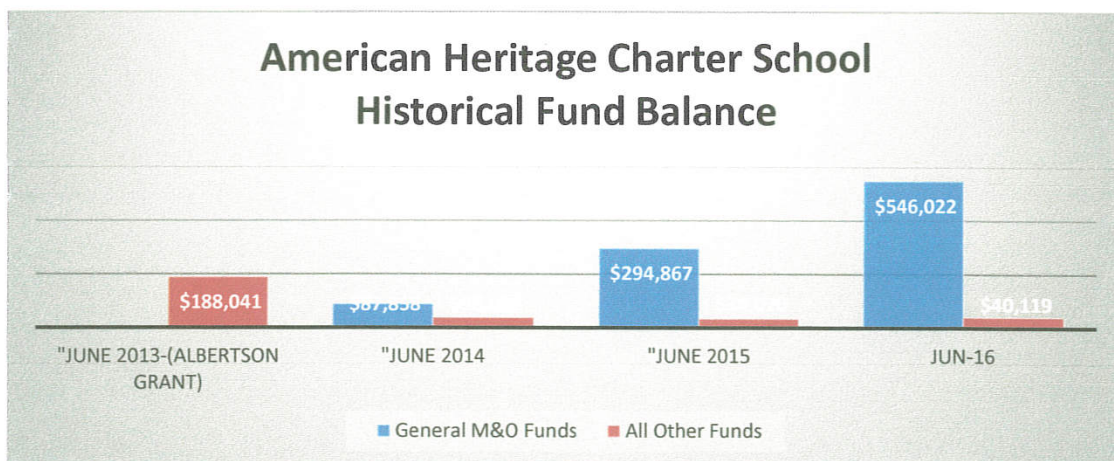


Figure 10: American Heritage Charter School's Historical Fund Balance

What is the school’s plan for its next performance certificate term?

Building on the success of the last three years, over the next five year term, American Heritage Charter School will continue to give parents an educational alternative for their children in the form of a free, rigorous, and patriotic public charter school. We will strive for educational innovation to challenge teachers and students to reach greater achievement and expand college and career opportunities for our students. Patriotism, character education, entrepreneurialism, and community service will continue to permeate every aspect of the American Heritage educational experience. Reasonable class size and a close-knit faculty will give parents assurance that their students will be known and not just numbered. American Heritage Charter School will continue to develop, refine, and implement blended learning and mastery-based education to increase the capacity of all students (and their parents) to be more involved in directing their own education, learn at their own pace, and accelerate their learning in ways that prepare them for their choice of a 4 year academic education, 2 year academic education, a professional technical education, or the world of work at entry level jobs.

1. Providing a Rigorous Education with Continued Emphasis on Student Achievement in Core Subjects. Student achievement in math, science, and English language arts are critical to the school’s mission to prepare its students for post-secondary education and future careers. The school will continue to use Core Knowledge Curriculum in grades K-8, with secondary offerings in history, social studies, and economics that exceed state graduation requirements. The Board will continue to emphasize and support curricular activities that will lead students to meet or exceed proficiency in mathematics, science, and English language arts, with the goal of exceeding statewide average for the percentage of students testing as proficient or advanced as measured by grade level assessments.

2. Growing and Refining Mastery-Based and Blended Programs. American Heritage Charter School is part of the statewide pilot for mastery education in Idaho. Implementation of the mastery program shows great promise for giving students the opportunity to direct some of their own learning in a more meaningful way, resulting in a deeper level of understanding. The Board will direct continued refinement of mastery programs, focusing on selection of high quality curriculum and better implementation of digital learning management systems. The Board will direct continued education and training of teachers, parents, and students on how to better access and utilize available digital curriculum in a blended learning environment. Within the next two years, the Board will work to ensure that 100% of students in the blended and mastery programs will have completed (with a passing grade) an introductory unit aimed at student success in a blended program. The objective is to see a 50% increase in the percentage of students completing courses through blended learning.

Equally important, the Board will continue to support faculty training on blended and digital learning, including mastery education, so that all teachers feel comfortable and competent in a blended, mastery learning environment. While teacher accountability is critical, accountability will be achieved by, among other means, working to increase teacher capacity through professional development. The Board will support training activities for faculty to emphasize gathering, analyzing, and reporting student data, in real time, to inform instructional decisions, to better inform parents of individual student needs, and to make timely student interventions in all subject areas, with a focus on mathematics, science, English language arts, and other subjects critical to college and career readiness.

3. Institutionalizing Day-to-Day Management; Succession Planning. American Heritage Charter School is fortunate to have a strong and active Board of Directors and committed group of Founders. The School has relied heavily on the Board, Founders, and volunteers through start-up and stabilization of

school enrollment and operations. The Founders, Founding Board, and specifically the Board Chairman, have dedicated countless hours of volunteer service to overcome hurdles inherent in start-up and have aptly managed many day-to-day activities of the school. For long-term health and sustainability of the School, and to address the void when the current founding Board Chairman and Head Administrator retire, the Board recognizes the need to institutionalize and localize day-to-day operational control and delegate management to an executive who is completely indoctrinated and committed to the School's founding vision and mission and fully accountable to the Board. This transition will allow the Board to focus more time on developing and adopting policies and budgets; overseeing facilities issues; addressing key strategic, financial, and personnel decisions; and providing general oversight and accountability.

To oversee and implement this transition, the Board created and hired an Executive Director, who will begin in January 2017. The Executive Director will be responsible for day-to-day management of all operations. He will develop, recommend, and implement policies and budgets adopted by the Board. He will lead the School's management team, consisting of the Executive Director, the Head Administrator, the Business Manager/Clerk, and the Elementary and Secondary Principals. As the CEO of the School's Idaho non-profit corporation, the Executive Director will work to ensure that the school operates within budget, and according to law and Board policy. The Executive Director will also serve as the primary liaison between the school and its constituencies, including the Board, parents, founders and donors, chartering authorities and government regulators, the surrounding community, and business partners. The Executive Director will oversee all business operations, but he will also work closely with the Board, the Head Administrator, and the Elementary and Secondary Principals to help coordinate and implement all curricular and teaching activities and ensure that educational standards and student achievement objectives are met. He will also be responsible to create conditions and a culture where principals, teachers, staff, and students can thrive and attain their professional and academic goals.

The Board posted for the position and James R. Dalton has been hired. Mr. Dalton is a co-founder of both American Heritage Charter School and North Valley Academy. He is a former Board member of both schools. He was directly involved in writing the Charter, helping the school through the initial Charter authorization, securing our building, and getting us through many initial legal and operational challenges. He has continued to volunteer and help when we needed him. He is completely invested in the vision and goals of the School and he understands the unique challenges and opportunities that come with a being a small, public charter. In addition to his involvement in and familiarity with charter schools, he is an attorney, with a terminal, juris doctorate degree, and he brings a decade of professional legal and business management experience, including experience with non-profit administration. Mr. Dalton is a very capable and accomplished professional who will bring many talents and abilities to the position. He has also agreed and is committed to immediately begin the process to become a certified teacher and administrator. Mr. Dalton embodies the vision of the Board and the Founders and he will have immediate impact on improving our overall management, organizational efficiency, and compliance efforts.

4. Recruiting and Retaining Staff. The Board recognizes the need to recruit, train, and retain quality personnel. A recent article about an east Idaho teacher shortage¹ underscores this need, particularly as the school seeks to grow its high school enrollment. Since opening its doors in 2013, American Heritage Charter School has benefitted from the consistent leadership of Gayle DeSmet as the Head Administrator. During the start-up and stabilization of the School, the school experienced some unanticipated flux after the initial onsite Principal's contract was not renewed after the first year. During the second year, as the School expanded to high school, the Board hired Mr. Shawn Rose, the mathematics teacher, to also

¹ "Teacher Shortage in East Idaho Called a 'Famine,'" *Idaho Education News*, June 10, 2016, <http://idahobusinessreview.com/2016/06/10/teacher-shortage-in-east-idaho-called-a-famine>.

assume the role as the secondary Principal. Mrs. Tiffnee Hurst took over as elementary Principal and Director of Programs. Other teachers assisted during a brief period of transition. While turnover is inevitable and sometimes beneficial, in a small school, routine employee turnover and attrition can have a disproportionate impact on school operations and morale. Turnover can cause a loss of institutional memory and efficiency, and it impairs transmission and perpetuation of Charter values and culture.

The Board anticipates that the Executive Director will provide stability in core staff, and ensure perpetuation of Charter values and culture. In coordination with the Head Administrator and onsite principals, the Executive Director will play a critical role in proactively recruiting key personnel when vacancies arise. The Executive Director will assist with training and retaining good employees, and working to create and maintain a positive culture of collegiality, professionalism, and shared vision. The Executive Director will work with new and existing staff to create a culture where the tradition, vision, and goals of the Board and Founders are respected and perpetuated.

When turnover occurs, the Executive Director will gather data on, assess and report to the Board on the causes, to distinguish between turnover types, e.g., mobility (voluntary departure to another school), teacher attrition (leaving the profession), involuntary separation (non-renewal/termination), etc. The Board aspires to ensure that turnover doesn't impact school operations, but that turnover rates are lower than, or at least not dissimilar to, what other Idaho public schools experience.

5. Recruiting and Retaining Students. In the fall of 2017, American Heritage Charter School will welcome its first high school graduating class. The gradual expansion of the high school has been measured and sustainable, but student attrition at such a small charter high school is inevitable. The long-term success of the high school, however, will hinge on having a critical mass of secondary students who are committed to student achievement, find social fulfillment in the school's non-traditional environment, and receive exceptional preparation for post-secondary education. To meet student achievement objectives, we need to hire, train, and retain secondary staff who can create an exceptional learning environment, where every secondary student feels empowered, sufficiently guided, and appropriately challenged. Secondary staffing needs can only be met, however, with sufficient financial resources, which are driven by student enrollment. This chicken and egg scenario requires a more proactive approach to student recruitment, retention, and enrollment growth at the secondary level. As a school of choice, American Heritage must compete for students.

The Executive Director will develop and oversee implementation of a cohesive strategy to grow the high school. He will work with the Principals, teachers, students, and parents to coordinate a greater range of extra-curricular activities and social and civic opportunities to give students a more compelling reason to come and stay at American Heritage Charter School. Further the Executive Director will develop and implement a more proactive marketing, advertising and public relations plan, to communicate the opportunities available to students at American Heritage and highlight student successes.

6. Increasing the School's Influence by Increasing Demographic Representation in the Student Body. The Board recognizes the need to reach more students and families, and to grow a student body that is reflective of the surrounding community. During start-up and stabilization of grades K-8, the student population drew from discreet pools of families—often large families with many siblings—who lived in and around the school's rural location in what is called New Sweden. Early recruitment efforts were driven by word of mouth: the Founders distributed flyers at grocery stores, 4th of July parades, door-to-door, and by social media. Restoration of the historic New Sweden School building also created new stories and interest in the immediate area. The school paid for newspaper and radio advertisements. Despite aggressive marketing efforts in that first year, initial enrollment was largely homogeneous, and

not entirely reflective of the demographics of surrounding School District 91.

Although the Board continued to market the annual lottery and encourage new applicants through radio, social media, and word-of-mouth, the long wait lists in grades K-8 in years 2 and 3 did not suggest a serious need to increase outreach activities. We note that the number of special education students has more than tripled since the school opened in 2013. Likewise, the number of minority students and those eligible for free and reduced lunch has also increased every year since 2013. The Board desires to continue to increase its reach and impact to better represent the surrounding demographics. In 2016, recognizing the need to increase the school's pipeline of potential students, the Board approved a "bubble" kindergarten class, to accommodate the growing need. This additional class opened up access to new families, which has begun to broaden the demographic composition of the school.

Additionally, with the addition of the Executive Director, the Board plans to oversee more proactive and targeted marketing, advertising and public relations activities, to communicate the opportunities available to families and students who may be underrepresented. The Board anticipates that Mr. Dalton will identify additional media, venues, and groups to whom the school's achievements and opportunities can be communicated. Additionally, because Mr. Dalton is bilingual, the Board hopes to capitalize on his ability to speak Spanish and conduct outreach to this important and growing demographic group.

7. Potential Additional Classes in K-8 to Organically Grow the High School. Over the next five years, the Board will need to assess whether recruitment of new high school students alone will sufficiently grow school enrollment to meet current objectives. Given the potential attrition in existing K-8 students before they reach high school, the Board is open to the possibility of permanently adding a second elementary class at each grade as its current "bubble" kindergarten class advances. Increasing the pipeline of K-8 students could solve two concerns: (1) increasing the potential pool of retained students to organically grow high school enrollment, and (2) open up additional opportunity to diversify the student body to better represent the demographic composition of the community. To do this, the Board will need to address facilities and space planning constraints. Reconfiguration or reallocation of existing space is possible to partially accommodate additional K-8 classes. Acquisition and location of additional trailer classrooms are another possibility. The Board will continue to assess high school recruitment and enrollment trajectories each year and weigh options for growing enrollment, including adding additional K-8 classes, while continuing to meet core, space allocation needs.

8. Grant Application & Administration, Fundraising, and Community Outreach. American Heritage Charter School has benefitted from private, state, and federal funds and grant programs. The Board continues to seek out and utilize available funds to help it achieve its mission objectives and help students and staff achieve their academic and professional goals. The Board will look for opportunities to leverage the bandwidth, talents, and energies of its existing staff and new Executive Director to apply for and more efficiently administer private, state, and federal grants, particularly on key strategic initiatives such as high school mastery and blended learning, as well as core objectives including science, music, physical education, entrepreneurialism, and career readiness.

Similarly, while American Heritage Charter School has been the beneficiary of significant time and financial resources donated by its Founders, the Board desires to expand its network of influence and support beyond its Founders, and to grow not only as a public charter school but also as a non-profit community organization. The Board anticipates investigating and potentially adopting and implementing a long-term charitable giving strategy and fundraising campaign. A deliberate fund raising campaign could result in greater donor funds for capital needs, experiential learning, technology, and innovations in the digital learning environment.

9. Disseminating Successes for the benefit of other schools, teachers, and students. As part of the school's more proactive approach to public relations, the Board, through both its Chairman and Executive Director, will look for opportunities to bring American Heritage Charter School to the table on state and community discussions involving education. Over the next five years, the school will seek to become more of a "system player" in local and state education networks, to leverage the collective knowledge and experience of area educators to improve on (and not reinvent) the wheels of educational performance. The Board will ask the Executive Director to be informed on and address potential legislative initiatives affecting education and to look for networking opportunities at community and professional gatherings. In addition, the Board hopes to memorialize the anecdotal evidence of student and teacher achievement and community impact. The School will strive to consistently compile and publish its portfolio of achievements, and those of its students and faculty. It will reach out in news releases, articles written by teachers and students, photographs and video, social media, and its own web site to communicate its successes. The Board will also continue to nurture and maintain relationships with North Valley Academy, District 91, and other charter schools, to share and build upon intellectual resources and collective experience.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Introduction

Idaho statute requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. New schools are initially approved for three year terms, and may be renewed for successive five year terms thereafter.

The Public Charter School Commission (PCSC) seeks to make the renewal process as meaningful, transparent, and collaborative as possible. We encourage schools to review this guide thoroughly, taking care to meet deadlines and complete the renewal application accurately. We also encourage schools to start the process early and maintain communication with PCSC staff throughout.

The renewal process offers an opportunity for you, as a school, to reflect on your outcomes during your current performance certificate term; make an evidence-based case that your school represents a prudent use of student time and taxpayer funds; and present a compelling plan for your school's future.

The PCSC will make renewal decisions in accordance with Idaho statute, ultimately basing its decision on each school's outcomes with regard to the requirements and standards established in the performance certificate and framework.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.

Overview

The renewal process outlined in Idaho statute includes several deadlines and requirements of both authorizers and schools. This guide is intended to assist you in understanding these requirements and fulfilling your school's responsibilities in a timely and effective fashion. It will also explain the PCSC's role in the process, including procedures and possible outcomes.

Your charter, performance certificate, and framework contain a description of the school you have committed to provide for your community. The framework details academic, mission-specific, operational, and financial standards against which your outcomes are evaluated on an annual basis. These outcomes are provided to you by the PCSC in annual performance reports and indicate whether your school has exceeded, met, failed to meet, or fallen far below the standard for each measure.

Throughout the majority of your performance certificate term, very few (if any) sanctions are imposed even if your school's outcomes are not ideal. Instead, annual performance reports serve as guideposts to help shape your strategic planning as you celebrate your strengths and seek to improve upon any shortcomings.

During the renewal process, the PCSC will carefully evaluate your school, including implementation of your stated mission and key design elements, as well as academic, mission-specific, operational, and financial outcomes relative to the standards established in the framework. We will examine the trajectory of your school throughout the performance certificate term, noting changes over time as well as the larger context in which they have occurred.

The renewal process includes opportunities for you to address the outcomes described in your annual reports, provide contextual detail and additional evidence, and describe improvements undertaken by your school. These opportunities include optional submission of auxiliary data, a site visit by a pre-renewal review team, completion of a renewal application, and a public hearing.

The renewal application included with this guidance document is intended to answer the following questions:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The process allows you to make your best case for renewal by providing additional information and offering explanations for any performance issues. Because the renewal timeline is tight, we encourage you to begin working to address any concerns identified in your annual reports as soon as possible.

Ultimately, there are several possible outcomes of the renewal process:

1. The PCSC may renew your charter for a new, 5-year term.
2. The PCSC may *conditionally* renew your charter for a new, 5-year term. If the specific, written conditions established by the PCSC are not met on the timeline specified, the PCSC may proceed with revocation of the charter prior to the end of the term.
3. The PCSC may non-renew your charter. Non-renewal obliges a school to permanently close at the end of the school year during which the non-renewal decision is made. In the event of a non-renewal decision, an appeal process is available.
4. Your school may voluntarily relinquish its charter. If this decision is made, the PCSC strongly encourages schools to close at the end of the school year, rather than mid-year, whenever possible.

Renewal Process

The PCSC endeavors to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions in accordance with Idaho statute and the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. This standard is embedded in the performance certificate and framework signed by each school. In accordance with statute, the performance certificate, PCSC policy, and best practices in authorizing, the PCSC will base its renewal decisions on each school's existing performance record.

Although the formal renewal process described in Idaho statute begins in fall of the renewal year, several stages lead up to the process:

Performance Certificate and Framework Adoption -- Your school's performance certificate and framework were adopted and signed by both your board chair and the PCSC's chair at the beginning of the certificate term. The adoption process included multiple conversations between PCSC staff and school leadership, during which the certificate and framework were reviewed and customized to your school. The certificate and framework specify the academic, mission-specific, operational, and financial performance expectations to which both parties have agreed.

Non-Renewal Years -- Throughout your performance certificate term, your school received annual performance reports advising you of your outcomes relative to the performance expectations described in the performance framework. Each year, you had an opportunity to review a draft and provide documented responses in advance of the final report's publication. School leadership was encouraged to work toward resolution of any shortcomings identified in the annual reports.

Pre-Renewal Year -- This stage comprises the school year prior to the one in which a renewal or non-renewal decision will be made. During this stage, PCSC staff meets with school leadership to discuss any concerns that may impact the upcoming renewal decision. As a school, you are invited (though not required) to submit auxiliary performance data to support your case for renewal.

Renewal Year -- This stage comprises the school year in which a renewal or non-renewal decision will be made. Early in the renewal year, an evaluation team will make a site visit to the school. Between November 15 and March 15 of the renewal year, the PCSC and school will exchange final performance documentation on a strict timeline. Your school's board is ultimately responsible for the school's participation in the renewal process, including timely submission of a thorough and accurate renewal application.

Renewal Timeline

Below is a timeline of the renewal process, including deadlines, beginning in the year preceding the renewal year and continuing through the PCSC's final decision. Deadlines for schools are shown in green.

Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team makes a site visit to the school. School board members, administration, and business management personnel should plan to participate.
November 15	PCSC issues performance reports to all renewal-year schools. PCSC issues renewal application and guidance to all renewal-year schools.
December 15	Renewal-year schools submit completed renewal applications to PCSC.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools.
Within 7 days of the February PCSC Regular Meeting	Schools may submit written closing arguments to PCSC office (optional).
By March 15	PCSC holds special meeting for the purpose of making final renewal or non-renewal determinations.

Several of the deadlines above are statutory, and all are critical to ensuring a smooth renewal process during which both parties have an opportunity to review and respond to all relevant documentation. For this reason, PCSC policy provides that "schools that fail to submit their completed renewal application by the statutory deadline may be recommended for non-renewal."

Schools are encouraged to review this timeline frequently and contact PCSC staff with any questions.

Auxiliary Performance Data Submission

The renewal process described above includes an optional opportunity for you to submit auxiliary performance data of which the PCSC may not otherwise be aware. We invite you to use this opportunity to make your case for renewal by providing academic, mission-specific, operational, or financial information that is not already captured by the performance framework.

The auxiliary performance data submission deadline is July 15, and auxiliary data must be submitted using the Auxiliary Performance Data Submission Form. Be sure to follow the instructions carefully in order to ensure that your data is presented in a meaningful and useable manner. Remember to focus on measurable, objective evidence rather than on anecdote.

We strongly encourage you to take advantage of this voluntary submission in order to support claims about your school's outcomes. For example, if you believe that your SAT results are reflective of a population that is highly mobile, you could consider submitting the following:

- SAT results for all your students who took the test;
- The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test; and
- Analysis of the above data differentiating results of students who have been enrolled for a significant period from those of students who enrolled more recently.

As another example, perhaps you believe your ISAT proficiency rates reflect a population of students who were already struggling academically when they enrolled at your school. You could consider submitting the following:

- Student-level growth data (using a standardized assessment) for all your students;
- The same data parsed by how close to grade level students were when they entered your school; and
- Analysis of the above data demonstrating the rate of growth for students who enrolled below, at, and above grade level.

As a third example, perhaps you believe your four-year cohort graduation rate is reflective of a population that includes many students who were already behind their cohorts when they enrolled at your school. You could consider submitting the following:

- 4 year, 5 year, and 6+ year cohort graduation rates;
- Student-level data demonstrating which of your students graduated with which cohorts (4 year, 5 year, 6+ year);
- Student-level data demonstrating whether/how far behind cohort those graduates were when they enrolled at your school; and
- Analysis of the above data demonstrating the rate at which students who enrolled with or behind their cohorts progressed through graduation from your school.

The Auxiliary Performance Data Submission Form will help you organize your supporting documentation and explain the purpose for which you are submitting it. We will provide a secure file transfer site to ensure that individually-identifiable student information is protected.

Renewal Application

Below is a checklist to guide you through the development of your renewal application. The checklist is followed by guidance to assist you with development of the application narrative and exhibits.

Title Page

Please provide a title page with the title "Application for Charter Renewal." Include the following information:

- School Name
- School Address
- Contact Information for Renewal Process Contact Person
 - Name
 - Title
 - Phone
 - E-mail
 - Mailing Address
- Date of Application Approval by School Board
- Application Submission Date

Table of Contents

Please provide a clear and comprehensive table of contents including, for all major sections and exhibits:

- Page Numbers
- Hyperlinks or Electronic Bookmarks

Executive Summary

Please provide an executive summary, limited to two (2) pages in length (no less than 11-point font, standard 1-inch margins), providing a concise and concrete overview of the renewal application, including:

- Summary of the school's mission and key design elements, or defining characteristics
- Summary of major successes and challenges during the current performance certificate term
- Summary of the school's responses to the four, central questions addressed in the application
- Signatures of your school's board chair and administrator

Application Narrative

Please provide an application narrative, limited to twenty-five (25) pages in length (no less than 11-point font, standard 1-inch margins) addressing the four, central questions below:

- Is the school an academic success?
- Is the school organizationally sound and compliant with applicable laws and regulations?
- Is the school a fiscally sound, viable organization?
- If renewed, what is the school's plan for its next performance certificate term?

Your responses to the first three questions should focus on credible evidence of the school's past performance outcomes and current status. Only the answer to question four should focus on plans for the future. Below you will find additional guidance to provide direction as you craft your response to each question.

Exhibits

Please attach any exhibits necessary to support your application narrative. All exhibits should:

- Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)
- Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.
- Be in Word or Excel format.
- Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.
- Be clearly labeled (both file name and within the document) with the school name and exhibit number.

Application Narrative Guidance

The guidance below is intended to assist you with development of your renewal application narrative. Please review it carefully to ensure that your narrative is complete. Remember to use your renewal performance report as a guide for your response.

1. Is the school an academic success?

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission-specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

2. Is the school organizationally sound and compliant with applicable laws and regulations?

This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.

Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity or lack thereof, on your academic outcomes.

It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.

3. Is the school a fiscally sound, viable organization?

This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings,

internal controls, and underenrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.

If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.

4. If renewed, what is the school's plan for its next performance certificate term?

This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.

If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.

Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.

Application Submission Instructions

Before submitting your application, please verify that it meets the following checklist:

- The application includes a complete title page, table of contents, executive summary and narrative.
- The executive summary does not exceed two (2) pages.
- The executive summary is signed by the school's board chair and administrator.
- The narrative does not exceed twenty-five (25) pages.
- The narrative thoroughly addresses the topics described in the guidance above.
- Any exhibits are clearly labeled and formatted according to the guidance above.

For data security purposes, the PCSC has established a secure File Transfer Protocol (FTP) site. **In order to protect confidential student data, you must submit your completed application and exhibits through the FTP site.** Do not submit or send your student level data through any other method (e-mail, file sharing website, etc.).

Please follow these steps to submit data through the secure server:

1. Go to <https://sldstransfer.boardofed.idaho.gov>. Any staff member who has submitted ISEE reports will already have an account in this system through the State Department of Education. If you already have an account, proceed to step two. If you do not have an account, select "Other," then select "Registration."
2. Once you have registered, email Andy Mehl (Andy.Mehl@osbe.idaho.gov), the Office of the State Board of Education's information technology manager, letting him know that you have registered. He will then approve your access to the "Transfer" option. Once he has approved your request, you will be able to send documents in a secured environment.

When your data is ready to submit, log back in to <https://sldstransfer.boardofed.idaho.gov> and click on the "Transfer Files" icon. There will be the option to select a file recipient. Scroll down to find Charter Schools Program Manager Kirsten Pochop's email address (Kirsten.Pochop@osbe.idaho.gov). Then you can upload the file and send it. Be aware that you can only send one file at a time. Kirsten will receive an email when the file is received.

The PCSC thanks the National Association of Charter School Authorizers, Core Charter School Renewal Application and Guidance, www.qualitycharters.org for assistance in development of this renewal application and guidance.