

RENEWAL RECOMMENDATION

It is recommended that the charter of Chief Tahgee Elementary Academy (CTEA) be renewed for a five (5) year term, provided that CTEA agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the Commission.

Recommended conditions:

1. For its upcoming performance certificate term, CTEA will maintain mission-specific standards focused on exceeding the ISAT outcomes at Fort Hall Elementary. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not CTEA agrees to fulfill the specific condition above, CTEA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

School Overview

SUMMARY

Chief Tahgee Elementary Academy (CTEA) is a brick and mortar public charter school located on the Fort Hall Indian Reservation. The school was created to address community concerns about exceptionally low academic achievement, high dropout rates, and loss of native language and culture. The charter states that CTEA will provide a Shoshoni language immersion and cultural enrichment program for elementary students, particularly members of the Shoshone-Bannock tribe. CTEA anticipated that its initial student body would include a high percentage of students who were academically deficient, but stated the expectation that CTEA students would outperform their peers who are enrolled in non-immersion programs.

The charter includes the following commitments:

- Students will achieve high academic attainment, meeting the national, tribal, and state standards in all academic subjects.
- Students will become highly proficient in two languages; this will occur through full Shoshoni immersion in Kindergarten in Year One, followed by gradually decreasing immersion (to 50%) as students move up through grade 6.
- Students will become grounded in the Shoshone-Bannock culture and develop sensitivities to other cultures.

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 CTEA was approved by the PCSC in October 2012. The school opened in fall 2013.

MISSION

To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.

LEADERSHIP

Name	Title	Term
Velda Racehorse	Chairman	07/15 - 06/19
Nancy Eschief Murillo	Secretary	07/15 - 06/19
Maxine Edmo	Member	07/16 - 06/20
Belma Colter	Member	07/14 - 06/17
Merceline Boyer	Member	07/16 - 06/20
Leslie St. Clair	Member	07/14 - 06/17
Joel Weaver	Administrator	N/A

Academic Performance Summary

Throughout the life of the school, CTEA’s academic outcomes have been very low by comparison to the state and most surrounding schools, though recent data indicates improvement. School leadership evidences a clear commitment to eliminating barriers to students’ success.

CTEA serves a population of students with historically poor academic outcomes and low socioeconomic status; this is consistent with the founders’ expectations. CTEA’s demographic is 100% non-white and has about three times as many special needs students as the surrounding districts and state. Because CTEA qualifies for the USDA’s Community Eligibility Provision, the school is not required to collect FRL data; however, the proxy percentage (gathered using SNAP data) is 64%.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	
2014-15**	Critical
2015-16**	Critical

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, 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. CTEA 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?
Provision of Shoshoni language immersion program	Partial
Provision of instruction in Shoshone-Bannock culture	Yes
Emphasis on a thematic approach to instruction	Yes

The school has not fully implemented the educational program described in the charter. Shoshoni language and culture are taught, and progress in the development of Shoshoni curriculum is evident, but language immersion is not possible due to unavailability of Shoshoni-speaking, certified teachers. CTEA has recently been awarded a 5-year federal grant to support further implementation of the Shoshoni language immersion program.

Operational Performance Summary

CTEA’s operational performance has been moderate throughout the life of the school, with weaknesses primarily in the areas of timely report submission and fiscal audit findings.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Good Standing
2014-15	Good Standing
2015-16	Remediation

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)	114	100	88
2 (2014-15)	146	131	100
3 (2015-16)	178	160	96
4 (2016-17)			96

BOARD AND ADMINISTRATIVE TURNOVER

CTEA’s administration and board membership have remained stable throughout the life of the school.

Financial Performance Summary

CTEA’s financial status was tenuous during the initial year of the school, with shortages resulting from chronic under enrollment. Since FY15, CTEA has received an annual Impact Aid grant awarded by the Federal government. The grant award is ongoing, pending submission of the required documentation by CTEA. The grant allows CTEA to maintain financial viability.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Remediation
2014-15	Good Standing
2015-16	Good Standing

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

CHIEF TAHGEE ELEMENTARY ACADEMY

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	12/12/13	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 not 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	3/11/16	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	3/15/16	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	9/29/16	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	12/15/16	The statutory deadline for renewal applications is December 15.

CHIEF TAHGEE ELEMENTARY ACADEMY

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ANNUAL PERFORMANCE REPORT

2015-2016

CONFIDENTIAL

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

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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

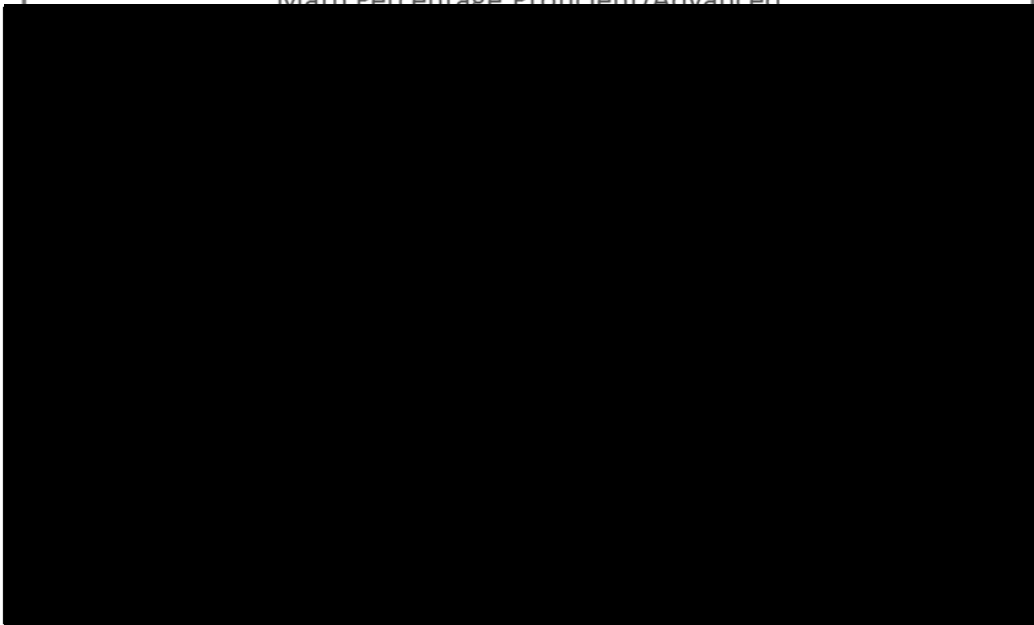
Mission Statement	To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.	
Key Design Elements	<ul style="list-style-type: none"> • Provision of Shoshoni language immersion program • Provision of instruction in Shoshone-Bannock culture • Emphasis on a thematic approach to instruction 	
School Contact Information	Address: P.O. Box 217 38 S. Hiline Rd. Fort Hall, Idaho 83203	Phone: 208-237-2710
Surrounding District	Pocatello School District	
Neighboring District	Blackfoot School District	
Opening Year	2013	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	K-6	
Enrollment	Approved: 210	Actual: 96

School Leadership (2015-2016)	Role
Velda Racehorse	Chair
Alana Baldwin	Vice Chair
Alexandria Alvarez	Treasurer
Nancy Eschief Murillo	Secretary
Maxine Edmo	Member
Belma Colter	Member
Merceline Boyer	Member
Joel Weaver	Administrator
Dr. Cyd Crue	Administrator

	School	Surrounding District (Pocatello)	Neighboring District (Blackfoot)	State
Non-White	100.00%	20.22%	40.35%	23.84%
Limited English Proficiency	0.00%	1.13%	18.41%	8.61%
Special Needs	30.21%	9.96%	11.61%	9.76%
Free & Reduced Lunch	100.00%	50.09%	52.42%	47.27%

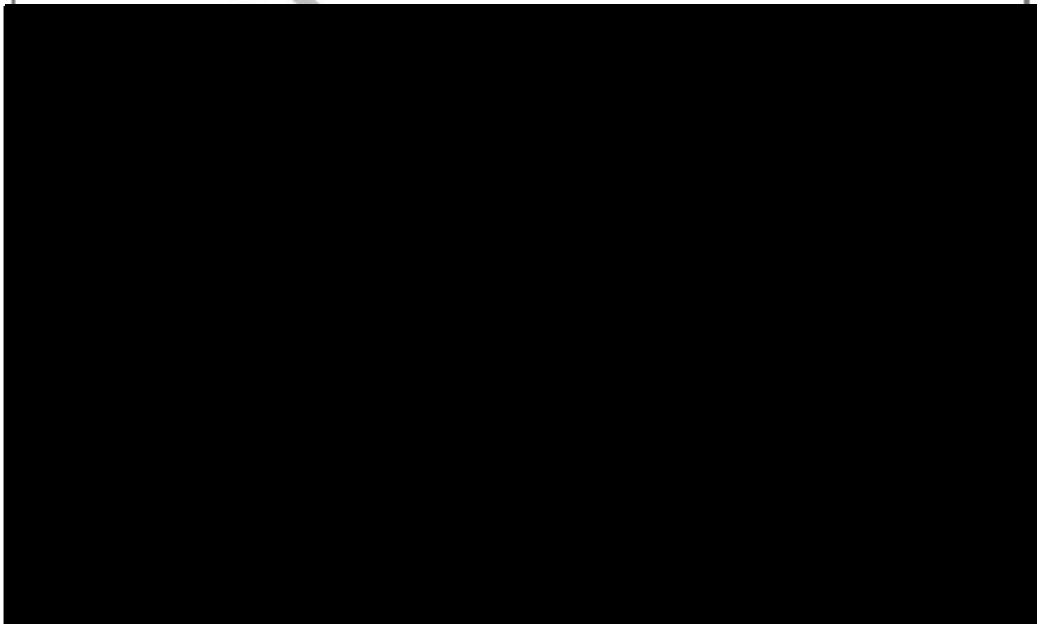
Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█%
Percentage of Students Meeting or Exceeding Proficiency in Science	█%
Graduation Rate (4-year cohort data from 2015)	N/A

Blackfoot Area Grades K-6
Math Percentage Proficient/Advanced



Fort Hall Elementary and Donald D. Stalker Elementary are excluded per state law or statistical irrelevance.

Blackfoot Area Grades K-6
ELA Percentage Proficient/Advanced



Fort Hall Elementary is excluded per state law or statistical irrelevance.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Chief Tahgee Elementary Academy Year Opened: 2013 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

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.

CTEA --- 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%	22.50			
	2c	75	30%	22.50			
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					
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				6.08			
% of Possible Academic Points for This School				4.05%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Shoshoni language proficiency	1	40	16%	32.00			
American Indian science SBA proficiency	2	20	8%	20.00			
American Indian reading SBA proficiency	3	0	0%	0.00			
American Indian math SBA proficiency	4	20	8%	16.00			
American Indian language arts SBA prof.	5	20	8%	0.00			
Total Possible Mission-Specific Points		100	40%				
Total Mission-Specific Points Received				68.00			
% of Possible Mission-Specific Points Received				68.00%			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		250					
TOTAL POINTS RECEIVED				74.08			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				29.63%			

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%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
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%	15.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	290.00
% OF POSSIBLE OPERATIONAL POINTS				72.50%

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%	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.

CTEA --- 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		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		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	72.50%	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	29.63%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result (Stars)	Points Possible	Points Earned
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?			
Overall Star Rating		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

Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
State Designations				
	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

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	Are students achieving reading proficiency on state examinations?						
ISAT / SBA % Proficiency							
Reading	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	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Math	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

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	Are students achieving language proficiency on state examinations?						
ISAT / SBA % Proficiency							
Language Arts	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							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a	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
Criterion-Referenced							
Growth in Reading	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	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
Criterion-Referenced							
Growth in Math	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	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
Criterion-Referenced							
Growth in Language	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 3d		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
Measure 3e		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
Measure 3f		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
Measure 3g		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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							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			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							

CTEA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students become competent Shoshoni language speakers? Exceeds Standard: 80% or more of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA). Meets Standard: 60% to 79% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment . Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment . Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment .	Result	Points Possible	Points Earned	
			200	
		77.00%	160	160
			80	
			0	
			160.00	
Notes Each year, CTEA will add an additional language immersion grade / classroom. The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level.				
Measure 2 Is the school improving the science proficiency of American Indian students? Exceeds Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary. Meets Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary. Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary. Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.	Result	Points Possible	Points Earned	
			100	
		50.00	100	100
			80	
			40	
		0		
			100.00	
Notes Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The number listed are the percentage points greater than Fort Hall's score.				

CTEA --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school improving the reading proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			

Measure 4	Is the school improving the math proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.	8.50	80	80
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.		0	
				80.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The number listed are the percentage points greater than Fort Hall's score.			

CTEA --- MISSION-SPECIFIC FRAMEWORK

Measure 5	Is the school improving the English language arts proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.	0	0	0
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The number listed are the percentage points greater than Fort Hall's score.			

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? 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.	Result	Points Possible
			Points Earned
		See note	25
		0	0.00
			25.00
Notes	The school's commitment to fulfillment of the mission is clear. However, implementation of the language immersion program is incomplete due to unavailability of certified teachers fluent in Shoshoni.		
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.	Result	Points Possible
			Points Earned
		No instances of non-compliance documented	25
		15	
		0	
			25.00
Notes			
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.	Result	Points Possible
			Points Earned
		No instances of non-compliance documented	25
		15	
		0	
			25.00
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>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> <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>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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> <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> <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>		25	
			15	
		See note	0	0.00
				0.00
Notes	The school's FY15 independent fiscal audit, due October 15, 2015, was received December 21, 2015. The school's September fiscal update, due September 1, 2015, was received September 4, 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> <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>		25	
		0	0	0.00
				0.00
Notes	The audit noted findings regarded to the late submission of the fiscal audit to the SDE and PCSC, as well as concerns regarding internal control procedures, late payment of PERSI contributions, and late payment of federal payroll taxes.			

CTEA --- OPERATIONAL FRAMEWORK

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.		25	
	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.	See note	0	0.00
Notes	The school's mission-specific standard results, due October 1, 2015, were received November 9, 2015. The school's iFARMS report, due to the SDE on October 31, 2015, had not been received as of November 9, 2015.			0.00
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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	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	25.00		
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	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	25.00		
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	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	25.00		

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>		25	
		See note	15	15.00
			0	
Notes	In November 2015, the school submitted mission-specific results via email rather than via the secure server as instructed to protect confidential student data.			15.00

CTEA --- 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 has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016.			0.00

CTEA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																					
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 equals 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Current Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>26.77</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>0</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	Current Ratio is:			26.77	50	50.00		10		0	0	0.00			<u>50.00</u>	
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26.77	50	50.00																			
	10																				
0	0	0.00																			
		<u>50.00</u>																			
Notes																					
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 Not 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No. of Days Cash:</td> <td></td> <td></td> </tr> <tr> <td>171</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>0</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	No. of Days Cash:			171	50	50.00		10		0	0	0.00			<u>50.00</u>	
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171	50	50.00																			
	10																				
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		<u>50.00</u>																			
Notes																					
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Variance is:</td> <td></td> <td></td> </tr> <tr> <td>97.08%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>0</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	Variance is:			97.08%	50	50.00		30		0	0	0.00			<u>50.00</u>	
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97.08%	50	50.00																			
	30																				
0	0	0.00																			
		<u>50.00</u>																			
Notes																					
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td>0</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	No default or delinquency noted in audit	50	50.00	0	0	0.00			<u>50.00</u>							
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0	0	0.00																			
		<u>50.00</u>																			
Notes																					

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a	<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>23.45%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>0</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	Aggregated 3-Year Totals:			23.45%	50	50.00		10		0	0	0.00			<u>50.00</u>
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	10																			
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		<u>50.00</u>																		
	<p>Total Margin and Aggregated 3-Year Total Margin</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> <p>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.</p>																			
Notes																				
Measure 2b	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.04</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>0</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:			0.04	50	50.00		30		0	0	0.00			<u>50.00</u>
Result	Points Possible	Points Earned																		
Ratio is:																				
0.04	50	50.00																		
	30																			
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		<u>50.00</u>																		
	<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> <p>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.</p>																			
Notes																				
Measure 2c	<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$ 631,124</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>0</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	Multi-Year Cumulative is:			\$ 631,124	50	50.00		30		0	0	0.00			<u>50.00</u>
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	<p>Cash Flow</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>																			
Notes																				
Measure 2d	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>100.76</td> <td>50</td> <td>50.00</td> </tr> <tr> <td>0</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:			100.76	50	50.00	0	0	0.00			<u>50.00</u>			
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Ratio is:																				
100.76	50	50.00																		
0	0	0.00																		
		<u>50.00</u>																		
	<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> <p>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.</p>																			
Notes																				

CTEA --- 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				
Growth	2c	75	N/A				
	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		
College & Career Readiness	3g	100	N/A	0.00	0.00		
	4a	50					
	4b1 / 4b2	50					
4c	50						
Total Possible Academic Points Received		1050	0.00	17.79	6.08	0.00	0.00
% of Possible Academic Points for This School			N/A	10.17%	4.05%	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
Shoshoni language proficiency	3	200	N/A	46.67	32.00		
American Indian science SBA proficiency	4	100	N/A	0	20.00		
American Indian reading SBA proficiency	5	100	N/A	0	0.00		
American Indian math SBA proficiency	6	100	N/A	9.33	16.00		
American Indian language arts SBA proficiency	7	100	N/A	0	0.00		
Total Possible Mission-Specific Points Received		600	0.00	56.00	68.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	48.00%	68.00%	0.00%	0.00%

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	25	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	0	0	0		
	2b	25	0	0	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	0	15	0		
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	15			
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	325.00	340.00	290.00	0.00	0.00
% of Possible Operational Points for This School			81.25%	85.00%	72.50%	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	0	10	50		
	1b	50	0	0	50		
	1c	50	0	30	50		
	1d	50	0	50	50		
Sustainability Measures	2a	50	50	50	50		
	2b	50	50	50	50		
	2c	50	50	50	50		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	200.00	290.00	400.00	0.00	0.00
% of Possible Financial Points for This School			50.00%	72.50%	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	Critical	Critical		
Operational	Good Standing	Good Standing	Remediation		
Financial	Remediation	Good Standing	Good Standing		

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

CHIEF TAHGEE ELEMENTARY ACADEMY



ANNUAL PERFORMANCE REPORT

2014-2015

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 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

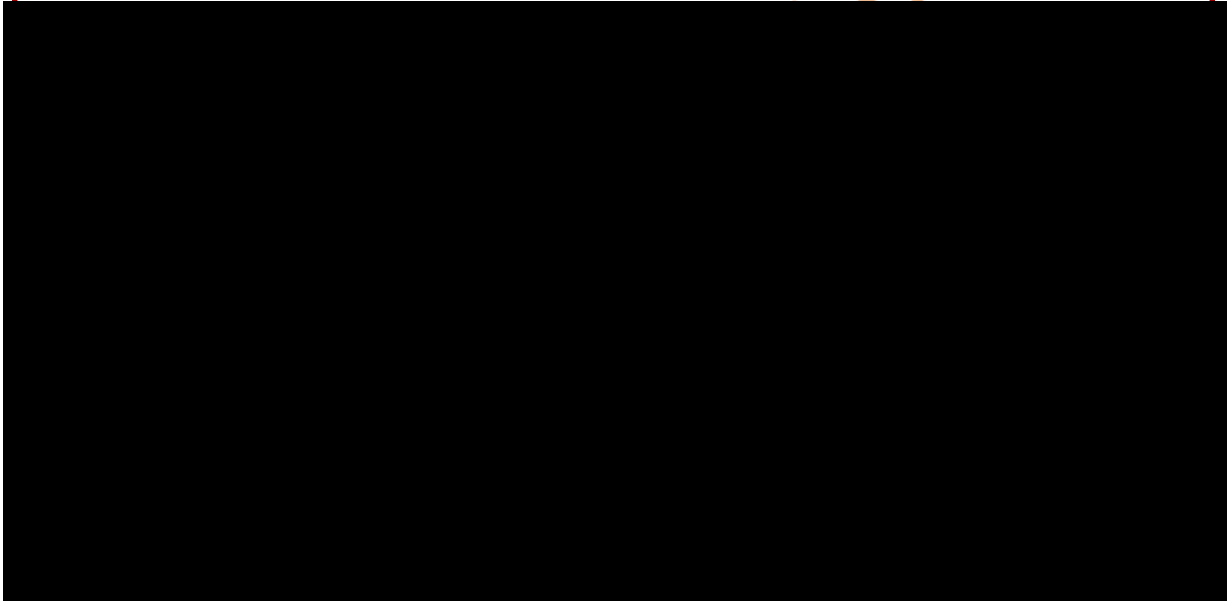
Mission Statement	To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.	
Key Design Elements	<ul style="list-style-type: none"> • Provision of Shoshoni language immersion program • Provision of instruction in Shoshone-Bannock culture • Emphasis on a thematic approach to instruction 	
School Contact Information	Address: P.O. Box 217 38 S. Hiline Rd. Fort Hall, Idaho 83203	Phone: 208-237-2710
Surrounding District	Pocatello School District	
Neighboring District	Blackfoot School District	
Opening Year	2013	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	K-6	
Enrollment	Approved: 210	Actual: 99

School Leadership (2014-2015)	Role
Velda Racehorse	Chair
Alexandria Alvarez	Treasurer
Alana Baldwin	Vice Chair
Nancy Eschief Murillo	Secretary
Maxine Edmo	Member
Belma Colter	Member
Merceline Boyer	Member
Joel Weaver	Administrator
Dr. Cyd Crue	Administrator

	School	Surrounding District (Pocatello)	Neighboring District (Blackfoot)	State
Non-White	99%	19.66%	39.36%	23.59%
Limited English Proficiency	0.00%	1.09%	18.20%	8.52%
Special Needs	23%	10.84%	10.84%	10.43%
Free & Reduced Lunch	100%	50.61%	56.08%	49.62%

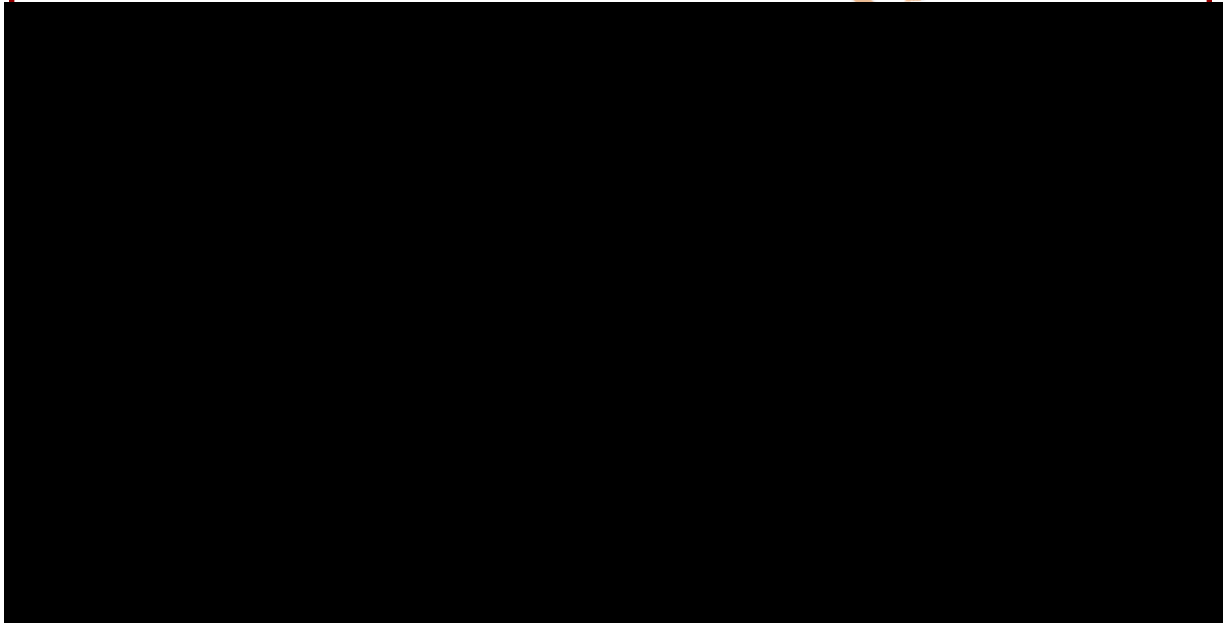
Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█%
Graduation Rate (4-year cohort data from 2014)	N/A

Blackfoot Area Grades K-8
ELA Percentage Proficient/Advanced



0 10 20 30 40 50 60 70

Blackfoot Area Grades K-8
Math Percentage Proficient/Advanced



0 10 20 30 40 50 60

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Chief Tahgee Elementary Academy Year Opened: 2013 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

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.

CTEA --- 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%	■			
	2c	75	26%	■			
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						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
Total Academic Points Received				17.79			
% of Possible Academic Points for This School				10.17%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Shoshoni language proficiency	1	46.67	16%	46.67			
American Indian science SBA proficiency	2	23.33	8%	0.00			
American Indian reading SBA proficiency	3	0	0%	0.00			
American Indian math SBA proficiency	4	23.33	8%	9.33			
American Indian language arts SBA prof.	5	23.33	8%	0.00			
Total Possible Mission-Specific Points		116.66	40%				
Total Mission-Specific Points Received				56.00			
% of Possible Mission-Specific Points Received				48.00%			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		291.66					
TOTAL POINTS RECEIVED				73.79			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				25.30%			

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%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
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%	340.00
% OF POSSIBLE OPERATIONAL POINTS				85.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	10.00
	1b	50	13%	0.00
	1c	50	13%	30.00
	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%	290.00
% OF POSSIBLE FINANCIAL POINTS				72.50%

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.

CTEA --- 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		85% - 100% of points possible	
<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	85.00%	65% - 84% of points possible	72.50%
<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	25.30%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result (Stars)	Points Possible	Points Earned
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?			
Overall Star Rating		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

Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
State Designations		Reward	25	
	Exceeds Standard: School was identified as a "Reward" school.	None	15	15
	Meets Standard: School does not have a designation.	Focus	0	
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0	
	Falls Far Below Standard: School was identified as a "Priority" school.			15
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	Are students achieving reading proficiency on state examinations?						
ISAT / SBA % Proficiency							
Reading	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	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Math	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

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	Are students achieving language proficiency on state examinations?						
ISAT / SBA % Proficiency							
Language Arts	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							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a	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
Criterion-Referenced							
Growth in Reading	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	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
Criterion-Referenced							
Growth in Math	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	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
Criterion-Referenced							
Growth in Language	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 3d		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
							0
Notes							
Measure 3e		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
							0
Notes							
Measure 3f		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
							0
Notes							
Measure 3g		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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
							0
Notes							

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						0	

MISSION-SPECIFIC GOALS			
Measure 1 Is the school helping students become competent Shoshoni language speakers? Exceeds Standard: 80% or more of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA). Meets Standard: 60% to 79% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment . Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment . Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment . Notes Each year, CTEA will add an additional language immersion grade / classroom. The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level.	Result	Points Possible	Points Earned
	86.11	200	200
		160	
		80	
		0	<u>200.00</u>
Measure 2 Is the school improving the science proficiency of American Indian students? Exceeds Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary. Meets Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary. Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary. Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary. Notes Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.	Result	Points Possible	Points Earned
		100	
		80	
		40	
	0	0	<u>0.00</u>

CTEA --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school improving the reading proficiency of American Indian students?	Result	Points Possible	Points Earned
<p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.</p>			100	
<p>Meets Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.</p>			80	
<p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.</p>			40	
<p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.</p>			0	
<p>Notes Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.</p>				0.00
Measure 4	Is the school improving the math proficiency of American Indian students?	Result	Points Possible	Points Earned
<p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.</p>			100	
<p>Meets Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.</p>			80	
<p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.</p>		3.33	40	40
<p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.</p>			0	
<p>Notes Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.</p>				40.00

CTEA --- MISSION-SPECIFIC FRAMEWORK

Measure 5	Is the school improving the English language arts proficiency of American Indian students?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.</p>		100	
	<p>Meets Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.</p>		80	
	<p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.</p>		40	
	<p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.</p>	3.33	0	0
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			

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>	See note	25
	<p>Notes</p>	Implementation is incomplete due to limited resources and years of operation, but remains a focus of school leadership.	0
		<hr/> 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>	No instances of non-compliance documented	25
	<p>Notes</p>		15
		<hr/> 25.00	
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
	<p>Notes</p>		15
		<hr/> 25.00	

		Result	Points Possible	Points Earned
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				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
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 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. 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.		25	
			15	
		See note	0	0.00
Notes		The school submitted its FY14 fiscal audit, due 10/15/14, was submitted 1/6/15. FY16 budget projections, due 2/15/15, were submitted 5/14/15. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.		
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.		25	
		See note	0	0.00
Notes		CTEA's audit identified nine material deficiencies, including but not limited to: late payroll reporting, late payroll tax payments, late PERSI payments, lack of segregation of duties, delinquent bank reconciliation, inaccurate recording of cash transactions, and noncompliance with grant reporting. CTEA indicated they are working to correct these deficiencies moving forward.		

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.		25	
	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.	See note	15	15.00
	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	The school's second fall enrollment update, due 9/30/14, was submitted 10/9/14.			15.00
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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	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	25.00		
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	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	25.00		
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	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	25.00		

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.	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 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				25.00
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.	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 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				25.00
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.	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 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				25.00

CTEA --- 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

CTEA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																		
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 equals 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Current Ratio is:</td> <td>50</td> <td></td> </tr> <tr> <td>1.04</td> <td>10</td> <td>10.00</td> </tr> <tr> <td></td> <td>0</td> <td><u>10.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:	50		1.04	10	10.00		0	<u>10.00</u>				
Result	Points Possible	Points Earned																
Current Ratio is:	50																	
1.04	10	10.00																
	0	<u>10.00</u>																
Notes																		
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 Not 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No. of Days Cash:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>10</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:	50			10		10	0	0.00			<u>0.00</u>	
Result	Points Possible	Points Earned																
No. of Days Cash:	50																	
	10																	
10	0	0.00																
		<u>0.00</u>																
Notes																		
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Variance is:</td> <td>50</td> <td></td> </tr> <tr> <td>93%</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td><u>30.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:	50		93%	30	30.00		0	<u>30.00</u>				
Result	Points Possible	Points Earned																
Variance is:	50																	
93%	30	30.00																
	0	<u>30.00</u>																
Notes																		
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td><u>50.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default or delinquency noted in audit	50	50.00		0	<u>50.00</u>							
Result	Points Possible	Points Earned																
No default or delinquency noted in audit	50	50.00																
	0	<u>50.00</u>																
Notes																		

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues 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> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" 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. 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>11.6%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			11.6%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
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11.6%	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0 Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.27</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></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.27	50	50.00		30			0				50.00
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Ratio is:																				
0.27	50	50.00																		
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	0																			
		50.00																		
Notes																				
Measure 2c Cash Flow	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 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> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$ 33,344</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></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$ 33,344	50	50.00		30			0				50.00
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Multi-Year Cumulative is:																				
\$ 33,344	50	50.00																		
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	0																			
		50.00																		
Notes																				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>1.91</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			1.91	50	50.00		0				50.00			
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		50.00																		
Notes																				

CTEA --- 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				
	2c	75	N/A				
	2c	75	N/A				
Growth	3a	100	N/A	0.00			
	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					
	4b1 / 4b2	50					
	4c	50					
Total Possible Academic Points Received		1050	0.00	17.79	0.00	0.00	0.00
% of Possible Academic Points for This School			N/A	10.17%	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
Shoshoni language proficiency	3	200	N/A	46.67			
American Indian science SBA proficiency	4	100	N/A	0			
American Indian reading SBA proficiency	5	100	N/A	0			
American Indian math SBA proficiency	6	100	N/A	9.33			
American Indian language arts SBA proficiency	7	100	N/A	0			
Total Possible Mission-Specific Points Received		600	0.00	56.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	48.00%	0.00%	0.00%	0.00%

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	25			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	0	0			
	2b	25	0	0			
Governance & Reporting	3a	25	25	25			
	3b	25	0	15			
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	325.00	340.00	0.00	0.00	0.00
% of Possible Operational Points for This School			81.25%	85.00%	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	0	10			
	1b	50	0	0			
	1c	50	0	30			
	1d	50	0	50			
Sustainability Measures	2a	50	50	50			
	2b	50	50	50			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	200.00	290.00	0.00	0.00	0.00
% of Possible Financial Points for This School			50.00%	72.50%	0.00%	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	Critical			
Operational	Good Standing	Good Standing			
Financial	Remediation	Good Standing			



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

Alison Consoletti, The Center for Education Reform



CHIEF TAHGEE ELEMENTARY ACADEMY



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	To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.	
Key Design Elements	<ul style="list-style-type: none"> • Provision of Shoshoni language immersion program • Provision of instruction in Shoshone-Bannock culture • Emphasis on a thematic approach to instruction 	
School Contact Information	Address: P.O. Box 217 38 S. Hiline Rd. Fort Hall, Idaho 83203	Phone: 208-237-2710
Surrounding District	Pocatello School District	
Opening Year	2013	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	K-6	
Enrollment	Approved: 210	Actual: 88

	School	Surrounding District	State
Non-White	NA	19.01%	22.56%
Limited English Proficiency	NA	.87%	6.24%
Special Needs	NA	10.50%	9.46%
Free & Reduced Lunch	NA	51.79%	47.07%

School Leadership	Role
Velda Racehorse	Chair
Alexandria Alvarez	Elected Seat
Merceline Boyer	Elected Seat
Nancy Eschief Murillo	Appointed Seat
Maxine Edmo	Appointed Seat
Joel F. Weaver	Director of School Program

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: Chief Tahgee Elementary Academy Year Opened: 2013 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

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.

CTEA --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	0	0%	0.00	25	1%	0.00
	1b	0	0%	0.00	25	1%	0.00
Proficiency	2a	0	0%	0.00	75	4%	0.00
	2b	0	0%	0.00	75	4%	0.00
	2c	0	0%	0.00	75	4%	0.00
Growth	3a	0	0%	0.00	100	6%	0.00
	3b	0	0%	0.00	100	6%	0.00
	3c	0	0%	0.00	100	6%	0.00
	3d	0	0%	0.00	75	4%	0.00
	3e	0	0%	0.00	75	4%	0.00
	3f	0	0%	0.00	75	4%	0.00
	3g	0	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		0	0%		1050	60%	
- Points from Non-Applicable							
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
Shoshoni language proficiency	1	0	0%	0.00	Mission-specific data is not available for this reporting period.		
American Indian science SBA proficiency	2	0	0%	0.00			
American Indian reading SBA proficiency	3	0	0%	0.00			
American Indian math SBA proficiency	4	0	0%	0.00			
American Indian language arts SBA proficiency	5	0	0%	0.00			
Total Possible Mission-Specific Points		600	100%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	600				1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			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%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
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%	325.00
% OF POSSIBLE OPERATIONAL POINTS				81.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
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%	200.00
% OF POSSIBLE FINANCIAL POINTS				50.00%

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.

CTEA --- PERFORMANCE FRAMEWORK SCORECARD

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		85% - 100% of points possible	
<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	No designation due to absence of data.	80% - 89% of points possible	81.25%	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	50.00%
<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							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible			Points Earned	
	Exceeds Standard: School received five stars on the Star Rating System.	5	25				
	Meets Standard: School received three or four stars on the Star Rating System.	4	20				
	Does Not Meet Standard: School received two 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				
						0	
Notes							
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				
						0	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
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
							0
Notes							
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
							0
Notes							
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
							0
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?	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
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	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
							0
Notes							
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 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							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.		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.)		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.)		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.		0				
							0
Notes							

CTEA --- ACADEMIC FRAMEWORK (N/A. Initial data set available summer 2015.)

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							0

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students become competent Shoshoni language speakers?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% or more of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		200	
	Meets Standard: 60% to 79% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment .		160	
	Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment .		80	
	Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment .		0	
				0.00
Notes	Each year, CTEA will add an additional language immersion grade / classroom. The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level.			
Measure 2	Is the school improving the science proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary's.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			
Measure 3	Is the school improving the reading proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary's.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			

Measure 4	Is the school improving the math proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary's.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			
Measure 5	Is the school improving the English language arts proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary's.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			

CTEA --- OPERATIONAL FRAMEWORK

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	
	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.	Meets	25	Points Earned 25.00
	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.		0	<hr/> 25.00
Notes	Implementation is incomplete due to limited resources and years of operation, but remains a focus of school leadership.			
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	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.	No instances of non-compliance documented	25	Points Earned 25.00
	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.		15	
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.		0	<hr/> 25.00	
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	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.	No instances of non-compliance documented	25	Points Earned 25.00
	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.		15	
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.		0	<hr/> 25.00	
Notes				

		Result	Points Possible	Points Earned
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.	No instances of non-compliance documented	25	25.00
	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.		15	
	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.		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?			
	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.		25	
	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.		15	
	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.	See note	0	0.00
Notes	February financial update materials submitted late. FY14 fiscal audit (due Oct 15, 2014) submitted as of 1/5/15. FY14 budget submitted late to SDE.			0.00
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.		25	
	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	0	0.00
	Notes	The FY14 audit includes nine findings; five of these are described as material, four as significant, and one related to grant non-compliance. The findings include: Inaccurate reporting of cash balances on the general ledger; inaccurate reporting due to funds being out of balance; failure to perform monthly bank reconciliations; failure to pay payroll taxes in a timely manner; lack of separation of duties; lack of expertise on staff to prepare financial statements; late submission of fiscal audit to SDE; failure to use unique check numbers; and failure to maintain time sheets for grant reporting purposes.		

CTEA --- OPERATIONAL FRAMEWORK

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:		25	
	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		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.	See note	0	0.00
Notes	Multiple ISEE reports submitted to SDE very late. PCSC meeting materials for annual update (Nov 2013) and fiscal update (Feb 2013) submitted late.			0.00
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			25.00	
<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			25.00	
<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			25.00	


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.	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 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				25.00
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.	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 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				25.00
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.	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 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				25.00

CTEA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <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>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with 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>		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES			
			25
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio			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>		50
	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.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Ratio is .65	0
			0.00
Notes			0.00
<hr/>			
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted 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>		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.	2 days cash	0
			0.00
Notes			0.00
<hr/>			
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance			Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		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.	Variance is 75.44%	0
			0.00
Notes			0.00
<hr/>			
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.		50
	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.	See note	0
			0.00
Notes	Audit notes that school was penalized for late payroll tax remittances to the IRS; penalties and interest amounted to \$20,623. (FY14 audit, page 17)		0.00

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	
	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>	Total margin is 18.86%	50	50.00
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	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.		0	<hr/> 50.00
Notes	School was in its initial year of operation, so trend data is unavailable.			
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .41	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	<hr/> 50.00
Notes				
Measure 2c Cash Flow	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	Result	Points Possible	
	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>	Cash flow is \$5,716	50	50.00
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	<hr/> 50.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			<hr/> 50.00
Notes	The school has only an operating lease for its facility.			



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

Alison Consoletti, The Center for Education Reform

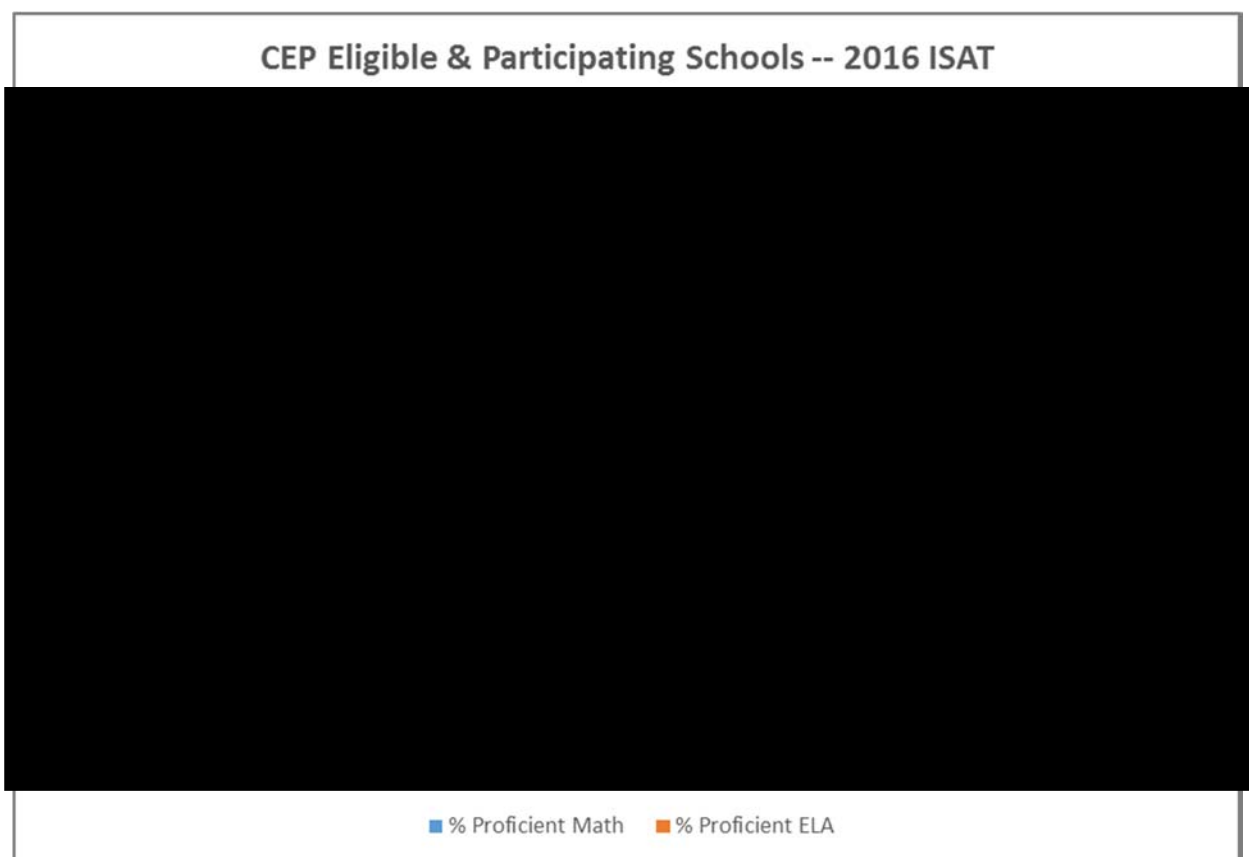
Supplementary Academic Performance Data

The chart below compares CTEA's outcomes to those of a relevant comparison group.

CEP PARTICIPATING/QUALIFYING SCHOOLS

This chart compares CTEA's outcomes to those of other Community Eligibility Provision (CEP) participating or eligible elementary schools with fewer than 350 students, located in small, rural Idaho districts. CEP schools have at least 40% low-income students and may provide free breakfast and lunch to all students without collecting household Free and Reduced Lunch applications. Proxy percentages (students directly certified as through SNAP) replace the school names, which are withheld to protect student information.

CTEA's ISAT math and ELA proficiency rates are lower than those of most other Community Eligibility Provision participating and eligible schools that are similar in size and located in rural areas. CTEA's proxy percentage is at the high end of the range.



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.

Chief Tahgee Elementary Academy

Pre-Renewal Site Visit

Evaluation Report

Visit Date: September 29, 2016

Idaho Public Charter School Commission

Charter School

Chief Tahgee Elementary Academy
34 S. Hilina Road
Fort Hall, ID 83203
208.237.2710
Joel Weaver Director

Authorizer

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

Evaluators

Randy Yadon Principal, Meridian Technical Charter School
Kirsten Pochop, PhD, MPA PCSC Charter Schools 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 operation. Chief Tahgee Elementary Academy will be considered for renewal during the spring of 2017. The purpose of the site visit is to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Chief Tahgee Elementary Academy 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 Chief Tahgee Elementary Academy. Indicators were established to provide more 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 was 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

Chief Tahgee Elementary Academy (CTEA) is a brick and mortar public charter school located on the Fort Hall Indian Reservation. The school was created to address community concerns about exceptionally low academic achievement, high dropout rates, and loss of native language and culture. The charter states that CTEA will provide a Shoshoni language immersion and cultural enrichment program for elementary students, particularly members of the Shoshone-Bannock tribe. CTEA anticipated that its initial student body would include a high percentage of students who were academically deficient, but stated the expectation that CTEA students would outperform their peers who are enrolled in non-immersion programs.

The charter includes the following commitments:

- Students will achieve high academic attainment, meeting the national, tribal, and state standards in all academic subjects.
- Students will become highly proficient in two languages; this will occur through full Shoshoni immersion in Kindergarten in Year One, followed by gradually decreasing immersion (to 50%) as students move up through grade 6.
- Students will become grounded in the Shoshone-Bannock culture and develop sensitivities to other cultures.

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 CTEA was approved by the PCSC in October 2012. The school opened in fall 2013.

MISSION

To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.

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, Staff, and Parents
Classroom Observations

Detail: All stakeholders display a shared vision of the school, which demonstrates a deep commitment to the mission and a clear direction and substantial effort from the Board and the Administration. Full language immersion is not possible due to unavailability of teachers who are fluent in Shoshoni. However, students study the Shoshoni language and culture, as demonstrated by classroom visits and cultural activities such as the morning song and Indian Day Celebration music and art. Furthermore, school leaders exceed expectations in this area by the extent to which they pursue outside grant funding in order to develop a Shoshoni curriculum that will, when completed, serve to preserve the language for generations to come and act as an important teaching and learning tool for students and staff.

While the school's program and outcomes as described in the charter are not yet fully implemented, all school stakeholders share a common and consistent understanding of the school's mission and key design elements. The school needs more time to show longitudinal impact of the language instruction.

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

Rating: Meets

Evidence: Interviews with Administration, Staff
Classroom Observations

Detail: The K-3 program demonstrates a wholesale commitment to a distinct learning environment for every student. While the school leadership and board are highly committed to the Shoshoni immersion program, the teachers vary in their ability to successfully implement the model. This is particularly evident in the upper grades, where minimal Shoshoni is spoken in the classrooms.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Interview with Administration
Classroom Observations
Annual Reports

Detail: Per the 2015-16 state reported scores, the school continues to reflect lower than expected IRI and ISAT scores. Administration recognizes this and has made personnel, curricular, and programmatic changes to address reading and math. For example, administration has been working to fine-tune the usage of the blended learning curriculum. They have found that blended learning is not as effective for struggling students who need more engagement with teachers in order to improve outcomes. Administrators are working to train teachers on the curriculum and to measure effective instruction.

The school has recently won a \$1.2 million Native American/Alaska Native Children in School Program grant from the U.S. Department of Education for the “development, design, and implementation of Shoshoni language acquisition digital software.” This will be significant in helping them to develop and codify the written language. It will be a key tool for teachers and students as they work to gain fluency.

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

Rating: Does not meet

Evidence: Interview with Administration
Classroom Observations

Detail: In the core subjects of math and reading, lessons were not consistently well implemented to ensure the academic success of all students. During classroom observation, learning objectives were not verbally articulated or published on the board. Although the cultural storytelling method of instruction was used in some areas, the academic core subjects appear to be taught using a much more standard educational approach. Even in the most effective classrooms, there was a lack of alignment with the common core, particularly in math instruction.

Student engagement in the classroom varied. In most classrooms, a majority of students participated in the lesson. However, in most of the classrooms there was a minority of students who were not engaged in the learning activity. The teachers did appear to make efforts to include those disengaged students in the activity. Again, this was primarily a concern in the core subject areas, not the electives.

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

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The leadership have made changes each year in the curriculum and staff to address academic concerns. The administration uses I-Station to measure academic progress and assess students monthly. The Curriculum Director is working to ensure alignment between I-Station assessments and ISAT. Last year, she found that many of the students' ISAT results did not align with the I-Station testing scores. The Curriculum Director is working to address these gaps in I-Station. Administrators are emerging in their efforts to compare student learning against curriculum, standards, and performance goals.

Does the school effectively provide opportunities for student engagement?

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

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Does not meet**Evidence:** Interview with Administration
Classroom Observations**Detail:** While teacher turnover has been relatively low, the school has struggled to recruit and hire highly effective staff. The administration has attempted to hire new staff by offering significant pay incentives to highly effective candidates, but as of yet has not been successful in these efforts. The lack of effectiveness is evident both in delivery of core subject areas and in student engagement. Some of the teachers struggled to keep all of their students engaged throughout the lessons and do not appear to have the skills to successfully reengage when necessary.**Does the school have strong instructional leadership?****Rating:** Meets**Evidence:** Interviews with Administration, Staff
Classroom Observations**Detail:** The administrative team is focused on what they want the school to become and committed to the betterment of their community. The skills of the two leaders complement each other. They continue to pursue opportunities for students and staff. The school leaders ensure that the plan for improvement is implemented and that teachers and staff are regularly and systematically evaluated. However, there is concern about the effectiveness of the teacher evaluations. One of the administrators noted that he struggles to motivate teachers to change their instructional practices; some teachers are not receptive to constructive feedback. However, both staff and administration noted that teachers were receptive to teaching advice from outside experts.**Does the school have leadership sustainability?**

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

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

Rating: Exceeds

Evidence: Interviews with Administration, Staff

Detail: There are extensive PD options and opportunities for all staff. Some staff went to Hawaii to observe a language immersion school. They have also brought instructional specialists to the school to work on teaching techniques, and the school has also partnered with ISU and the University of Utah for assistance with the implementation of the Shoshoni Language program. Since teachers are receptive to feedback from outside experts, this is crucial the development of all staff.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Approaches

Evidence: Interviews with Administration, Staff
Annual Reports

Detail: The school does a commendable job of both monitoring their students' progress and developing a full picture of students' unique needs. Because of the blended learning program, teachers have time for more one-on-one interactions with students to address specific academic needs. They also have a Title I teacher who offers additional support to students. However, despite all these interventions, students continue to struggle academically. While gains have been made in math and science, reading results continue to lag behind the other local public school that has a similar demographic.

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

Rating: Approaches

Evidence: Interview with Administration

Detail: The Curriculum Director monitors student progress in I-Station and carefully tracks their performance over time. It is commendable how well the administrators know each student's academic strengths and weaknesses, as well as their family backgrounds. All students are evaluated monthly, and some on a more frequent basis. The assessment results are carefully monitored by the administration. It is less clear how these test results are communicated to the teachers and what strategies are employed to address specific areas of student weakness. Communication channels between the staff and administration regarding this data may need to be strengthened to fully maximize on the extensive data that is available.

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

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

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

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

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)?

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

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

Rating: Approaches

Evidence: Interview with Administration

Detail: While the school works diligently to maintain a consistent student population, they face an uphill battle because of the highly transient nature of a portion of the community. In an attempt to maintain enrollment and encourage community engagement, teachers and administrators regularly participate in broader community and cultural activities. The school has also struggled with low enrollment. The administrator cited the school's improving test scores, particularly in science as math, as a possible tool to improve recruitment and retention.

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: There were clear roles and responsibility in leadership and among staff. The mission and articulation of goals by all demonstrates effective leadership. The school environment is highly collegial between all stakeholders, from the physical education staff to the parents to the Board. All who enter the school site are greeted warmly and the environment is welcoming.

Are there effective communication channels between stakeholders?

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

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: Interviews with Administration, Board

Detail: The Board meets monthly and at times even more frequently. Board meeting minutes are publicly available. Parents felt that they were welcome to attend all meetings. Meeting materials are adequately prepared and presented.

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?

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

Has the school's board developed a strategic plan?

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

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Interview with Board

Detail: While student achievement data is of concern, the board was aware of the data and acknowledged that there were steps to be taken to address those concerns. The Board was supportive of PD efforts and clearly focused on improving student outcomes.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Interviews with Administration, Board

Detail: The Board regularly evaluates the lead administrator. The Board assists staff whenever needed in school operations, such as in long-range planning for the construction of a permanent facility.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Interview with Board

Detail: The board demonstrates a clear understanding of the school's financial status and their own fiduciary responsibility.

Does the school maintain appropriate internal controls and procedures?

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

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 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?

Rating: Exceeds

Evidence: Interviews with Administration, Board

Detail: The administration and board are aware of financial opportunities and responsibilities, and are committed to a balanced budget. Budgets are monitored through regular meetings, and staff pursues additional funding. The school was recently awarded a \$1.2 million grant from the U.S. government for language development.

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:				

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?

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.

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 support for special populations.

Approaches: The school presents a material concern in one of the indicators regarding support for special populations.

Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.

Notes:

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

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.

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 English Language Learners.

Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.

Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.

Notes:

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

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.

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 demographic representation.

Approaches: The school presents a material concern in one of the indicators regarding demographic representation.

Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.

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 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Chief Tahgee Elementary Academy, 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 October 19, 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 **December 12, 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

- A. **School Mission.** The mission of the School is as follows: **To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.**
- B. **Grades Served.** The School may serve students in **kindergarten through sixth grade.**
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Provision of Shoshoni language immersion program**
 - **Provision of instruction in Shoshone-Bannock culture**

- Emphasis on a thematic approach to instruction

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. 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 aligned to the School’s growth plan and may not exceed 210 students. The School may establish multi-age or multi-grade classrooms as deemed appropriate by the Board of Directors.

Annually, no less than two (2) months prior to Chief Tahgee Elementary Academy’s lottery application deadline, the Board of Directors shall establish, by motion and vote, grade-based caps, and if deemed necessary, an overall enrollment cap which is lower than the cap established in the school’s growth plan. The school will: (1) post the Annual Enrollment Capacity information, including the overall enrollment cap and grade-based caps on the CTEA website within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the established limits.

Growth Plan

Operational Year	School Year	Overall Enrollment Cap
1	2013-2014	114
2	2014-2015	146
3	2015-2016	178
4	2016-2017	210

- 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.** 38 South Hilene Road, Fort Hall, Idaho. (Mailing address: P.O. Box 217, Fort Hall, ID 83203). 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: Pocatello School District, Blackfoot School District, and the entirety of the Fort Hall Indian Reservation.
- 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.

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 **December 12, 2013**.

Alan Reed

Chairman, Idaho Public Charter School Commission

Telda R. H.
RACEHORSE

Chairperson, Chief Tahgee Elementary Academy Board

- 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-renewal 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.

CTEA's auxiliary data submission included the following:

- CTEA Supplementary Data Form -- The school used the *IPCSC Supplementary Renewal Data Form* to provide an overview of their attached documentation.
- IRI Data for Kindergarten through Grade 3 -- Four spreadsheets document IRI scores from the 2014-15 SY to the 2015-16 SY.

In 2015-16, over 50% of students in grades K and 1 showed at least 9 months of improvement over the course of the school year in the Letter Sound Fluency assessment component of the IRI. This level of improvement was not seen in the 2014-15 school year. Gains were more modest for 2nd and 3rd grade. (The calculations provided were not computed correctly in the attached documentation. PCSC staff re-ran the analysis to provide this summary.)

- ELA Data for Grades 3 through 6 – Five spreadsheets document ELA ISAT scores from the 2014-16

Of the 20 students for whom the school provided two years of ELA data, 50% of the students demonstrated 12 months of growth. Most of the students who showed growth scored below basic or basic.

- Math Data for Grades 3 through 6 – Five spreadsheets document Math ISAT scores from 2014 – 2016.

Of the 20 students for whom the school provided two years of Math data, 65% of the students demonstrated 12 months of growth. Most of the students who showed growth scored below basic or basic.

- Science Data for Grade 5 – A spreadsheet documents Science ISAT scores from 2014-2016.

In 2015, [REDACTED] of CTEA's [REDACTED] 5th graders were proficient in science. In 2016, [REDACTED] % ([REDACTED] students) were proficient. The two years' outcomes are represented by different groups of students.

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



Idaho Public Charter School Commission Supplementary Renewal Data Form Chief Tahgee Elementary Academy

► Renewal Supplementary Data

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 - CTEA Achievement Data – 16.7.15 See Tabs 1-4: IRI – K IRI – 1 IRI – 2 IRI – 3
Academic/3 rd – 6 th Grade Reading Success	Our 3 rd – 6 th Grade students are showing significant gains in ELA/Literacy as demonstrated by their SBAC scores.	Attachment A - CTEA Achievement Data – 16.7.15 See Tabs 5-9: ELA ELA – 3 ELA – 4 ELA – 5 ELA – 6
Academic/3 rd – 6 th Grade Math Success	Our 3 rd – 6 th Grade students are showing significant gains in ELA/Literacy as demonstrated by their SBAC scores.	Attachment A - CTEA Achievement Data – 16.7.15 See Tabs 10-14: Math Math – 3 Math – 4 Math – 5 Math – 6
Academic/5 th Grade Science Success	Our 5 th grade students made outstanding gains in Science as demonstrated by their ISAT Science scores.	Attachment A - CTEA Achievement Data – 16.7.15 See Tab 15: SCI - 5



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During the last school year, CTEA made tremendous strides as a team in addressing the needs of our students. We feel that the implementation of our blended learning model along with “settling in” has shown results. Obviously, we are not yet close to our ultimate goals, but it is now evident that we *will* get there.

This year we used two curriculum based assessment tools to track all students, at least quarterly with AIMSweb and monthly for all students with Istation. Students who needed more intervention would have been tracked more frequently in both assessments. Our intent on running these two assessments side by side was to see if their ability to predict levels of proficiency on the ISAT were similar. Indeed, we found that these two were within an acceptable range of similarity, however; the ISIP feature in Istation provided a more streamlined, detailed, time saving, efficient and comprehensive look at the student ability and skill level. The Istation April assessment scores have been included in Attachment A to allow for a comparison between Istation and our actual ISAT and IRI scores.

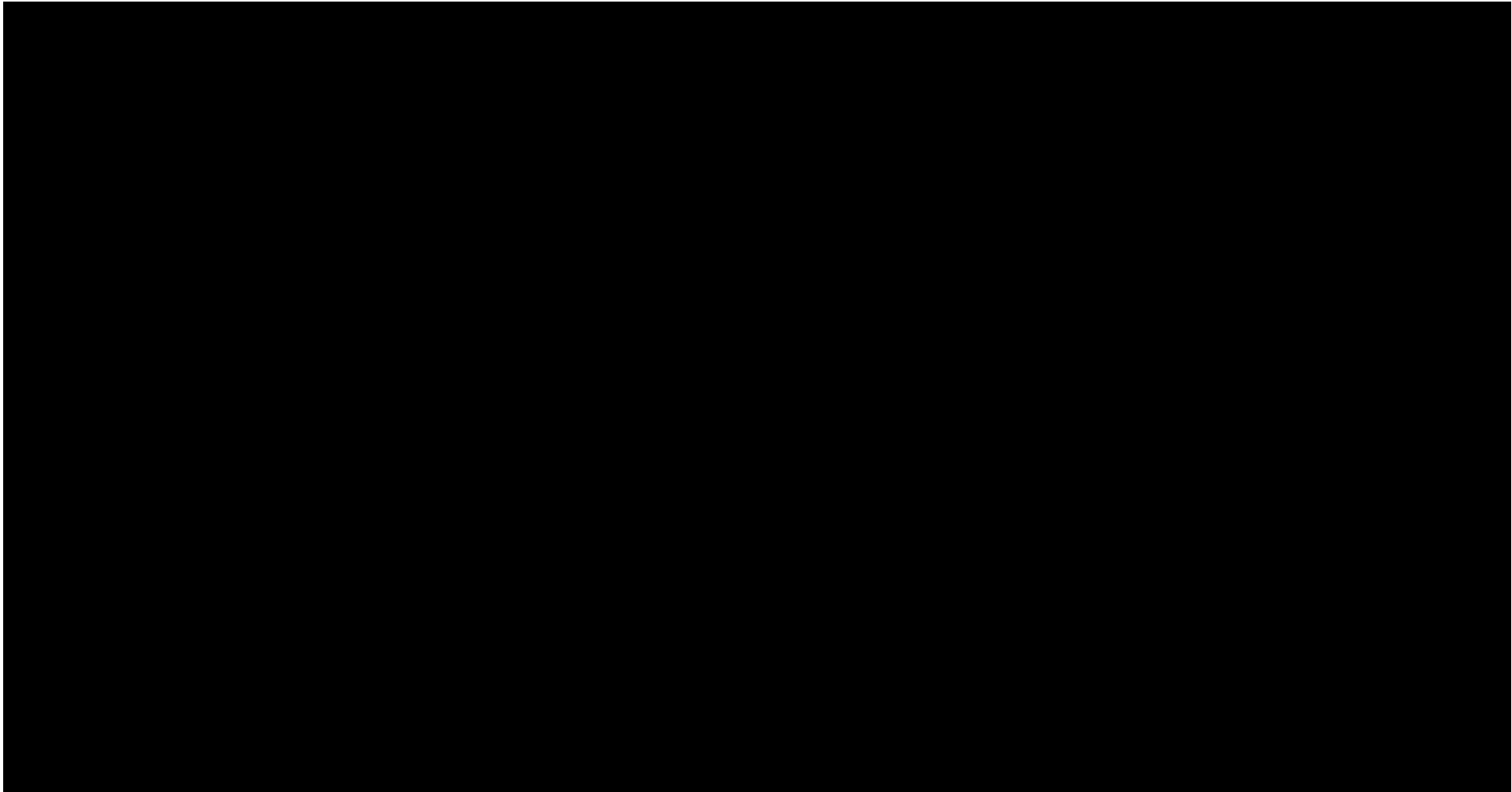
Attachment A: CTEA Achievement Data contains the April Istation, IRI, SBAC, and ISAT assessment scores for the 2015 and 2016 school-years. Two strong positives emerge from the data along with other rays of success. First, our 5th grade ISAT Science scores took a huge jump from █% proficient to █% proficient. WOW! We had implemented some changes to enhance our science curriculum and instruction, but that kind of jump was unexpected. The other positive current is our students’ rates of growth, especially with those students who have been with us over a few years, especially in Math with 65% of these students showing at least a year and three months growth per year. Longitudinal data for students enrolled for the past two years has been provided under the ELA and Math Tabs.

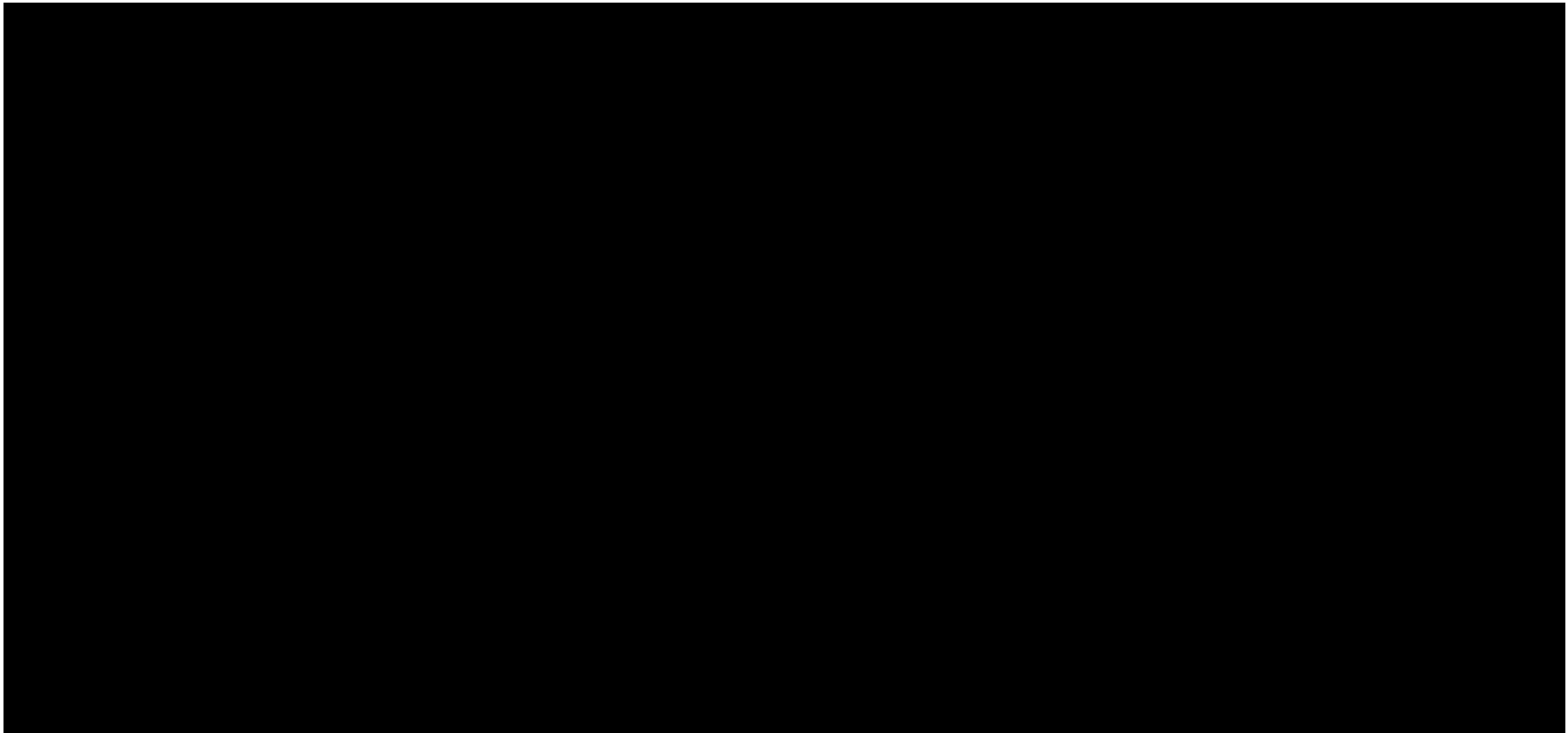
Through our needs assessment, our team agreed to focus heavily on a few objectives next year which we feel will take us to the next level. First, our writing program needs to be beefed up with a strong professional development team backing us. Spend more individualized teacher/student time in developing reading skills. Increase rates of attendance; I am very proud of our strategy for attacking this serious issue next year. Increased attendance alone would be the basis for a significant jump in our scores. Although technology was our focus last year, we will continue to improve our use thereof. With all the testing between our software programs and AIMSweb, our students did not take the two practice SBAC assessments available during the year. These have been scheduled for the fall and winter, from which we should see some good growth on the SBAC Summative just for practicing the actual game. Finally, we want to implement a more hands on approach along with our current science curriculum to continue that rapid upward momentum. There are many different science related jobs within our community



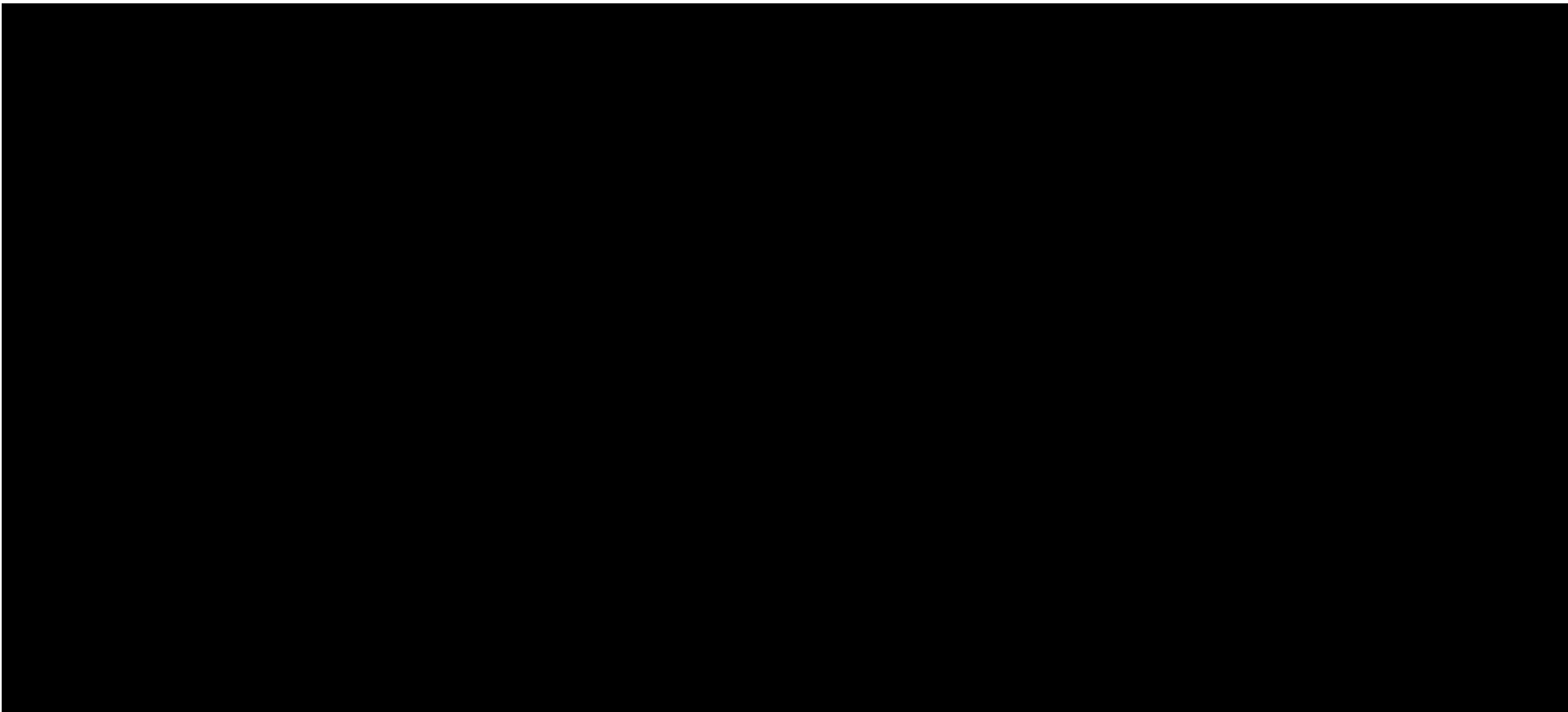
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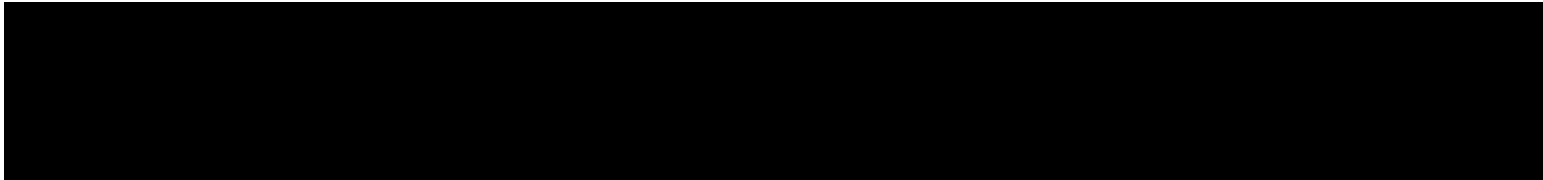
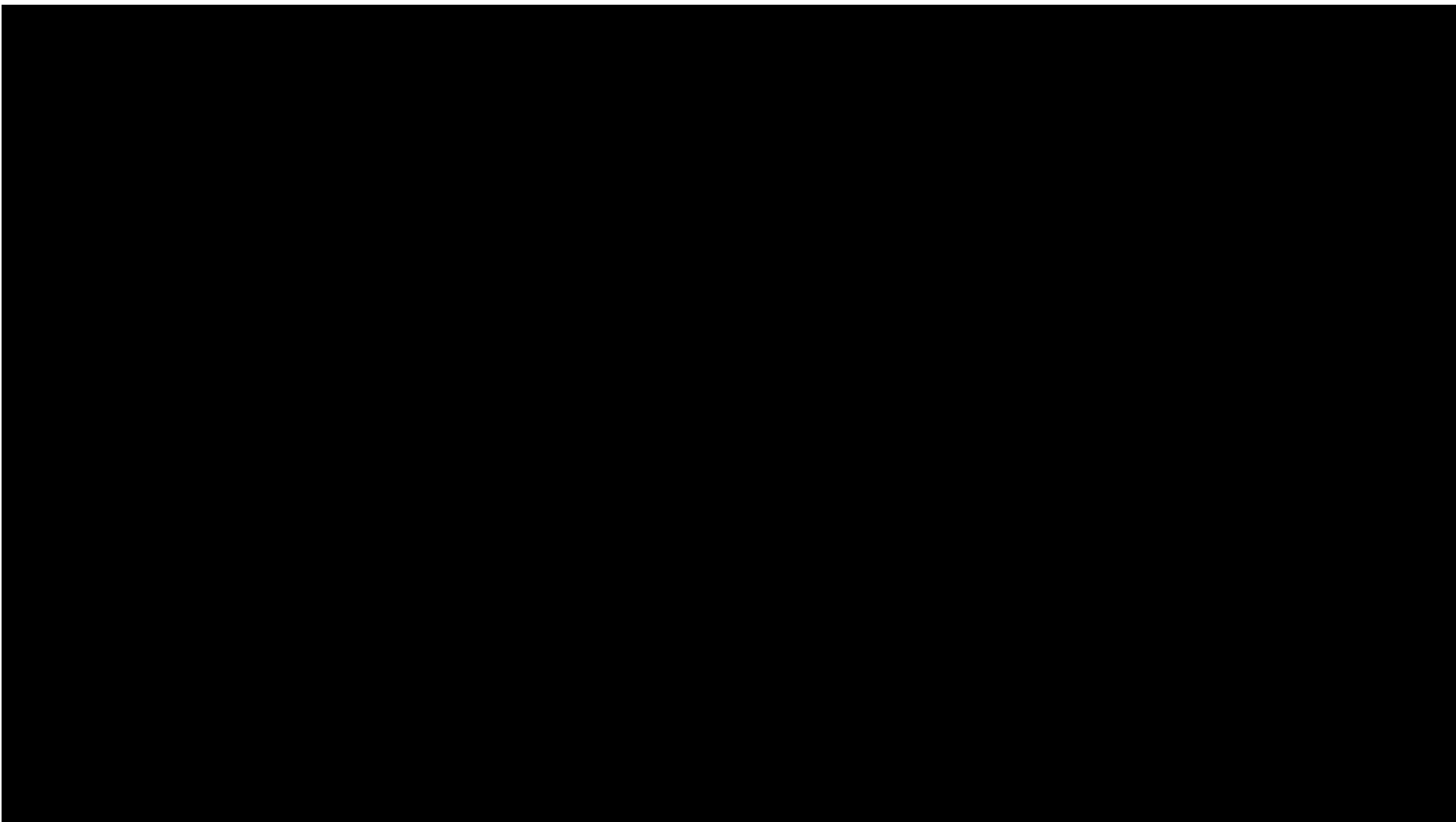


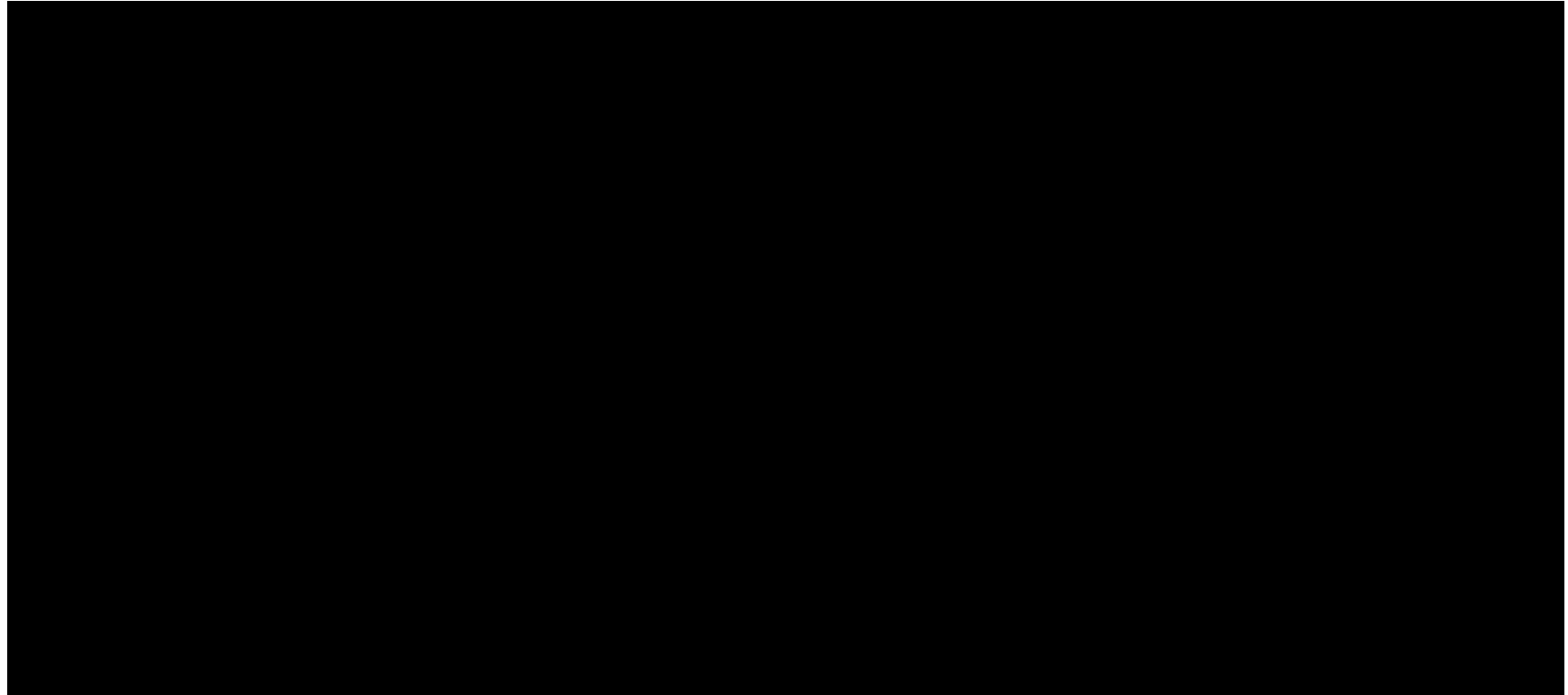


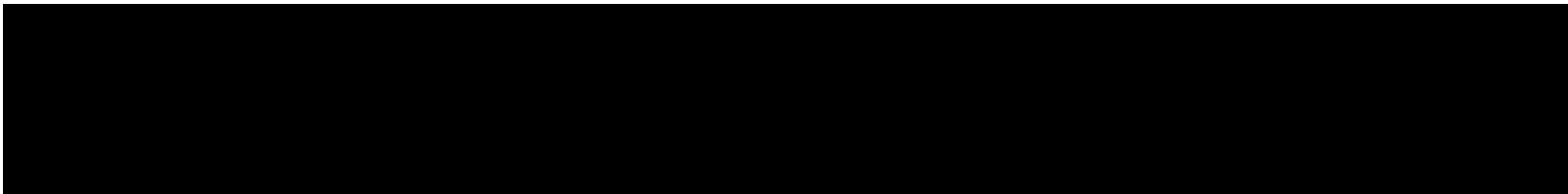
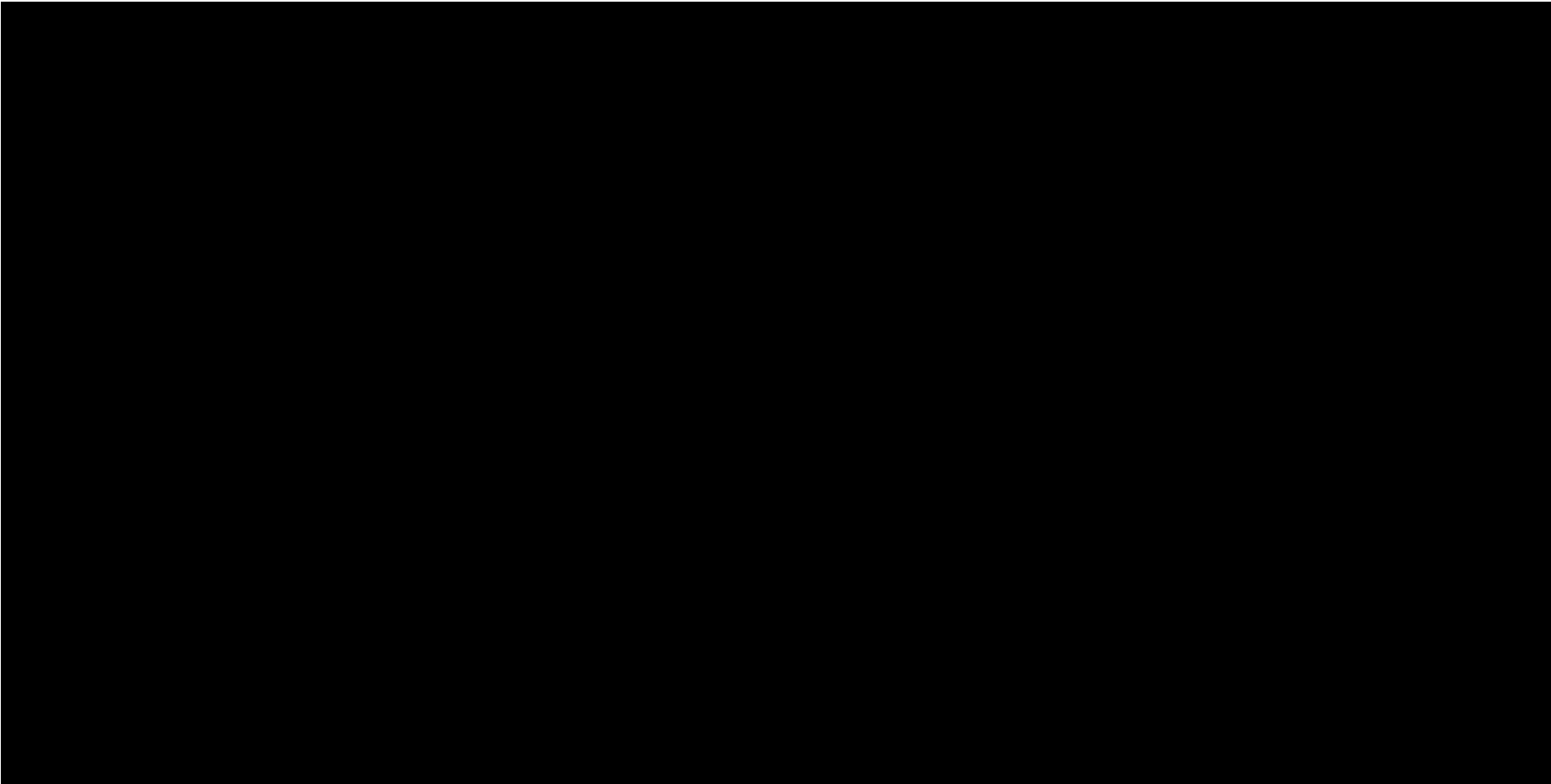
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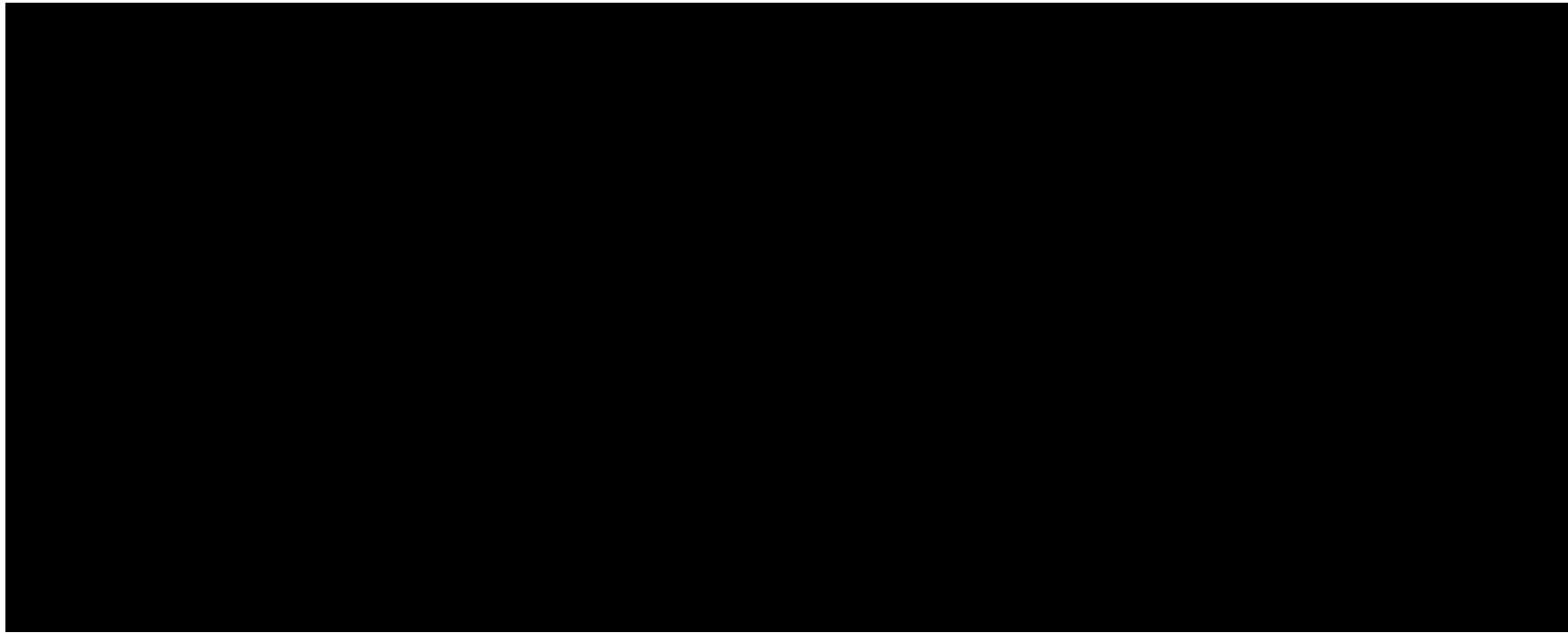




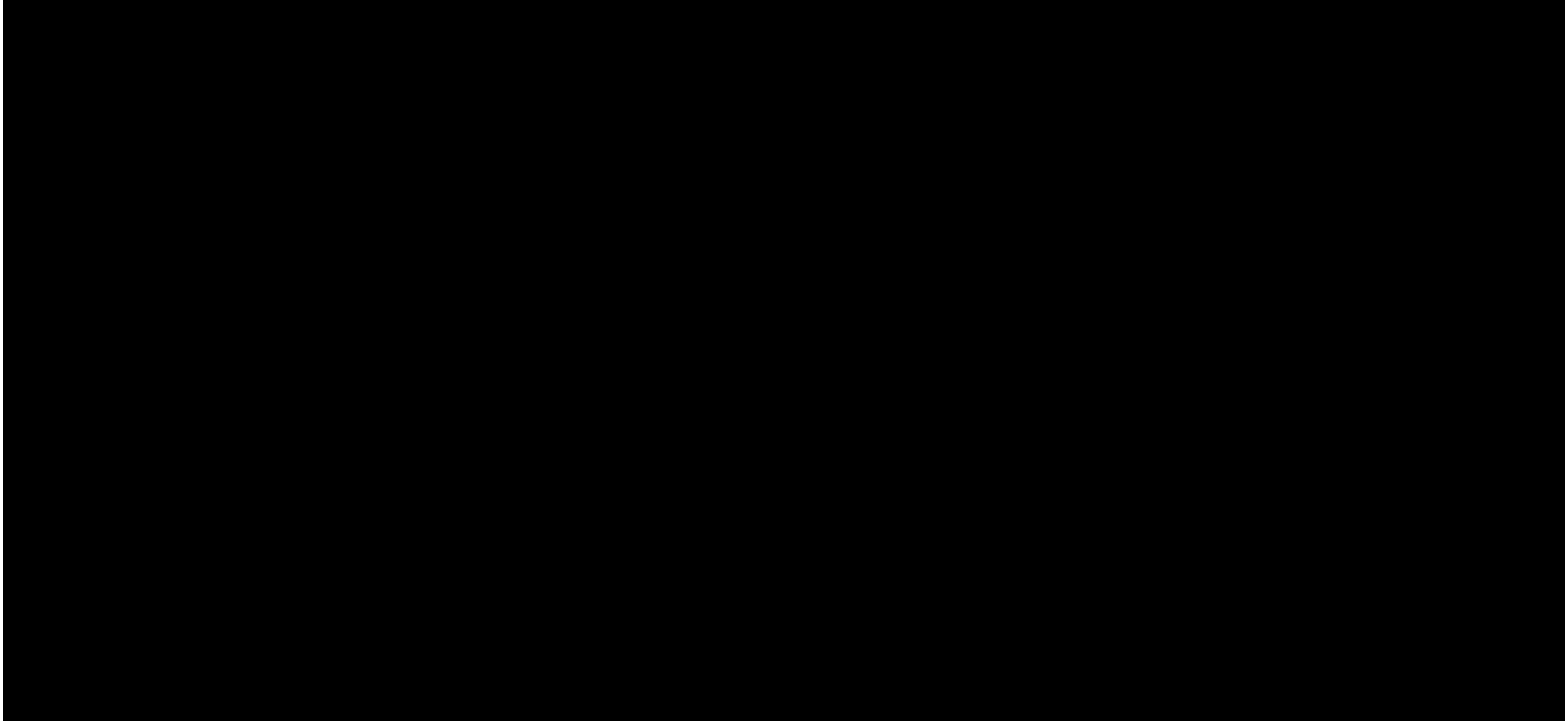






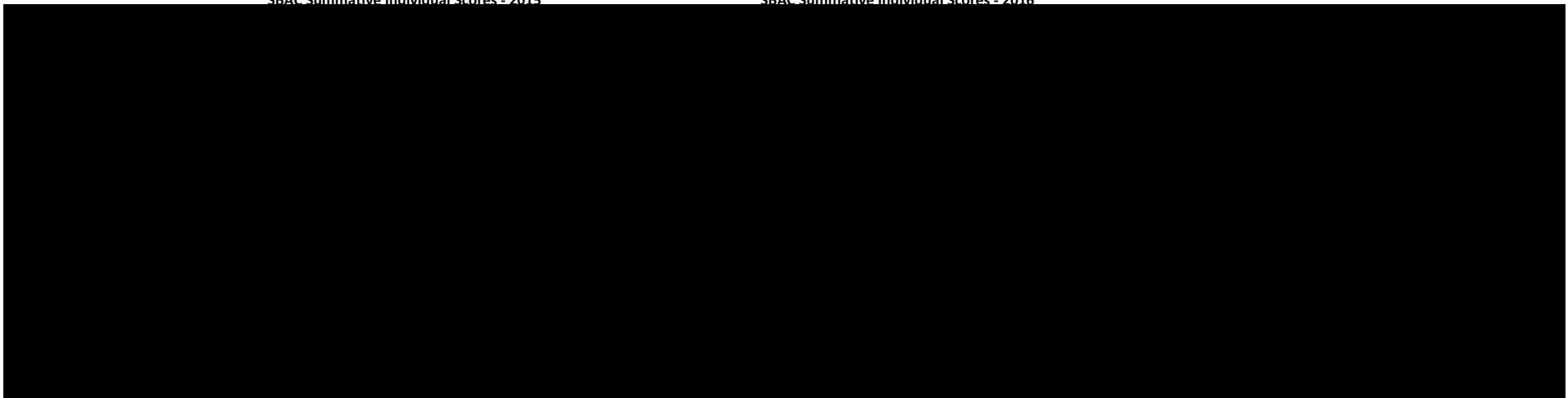


SBAC Summative Individual Scores - Longitudinal Comparison
ELA/Literacy



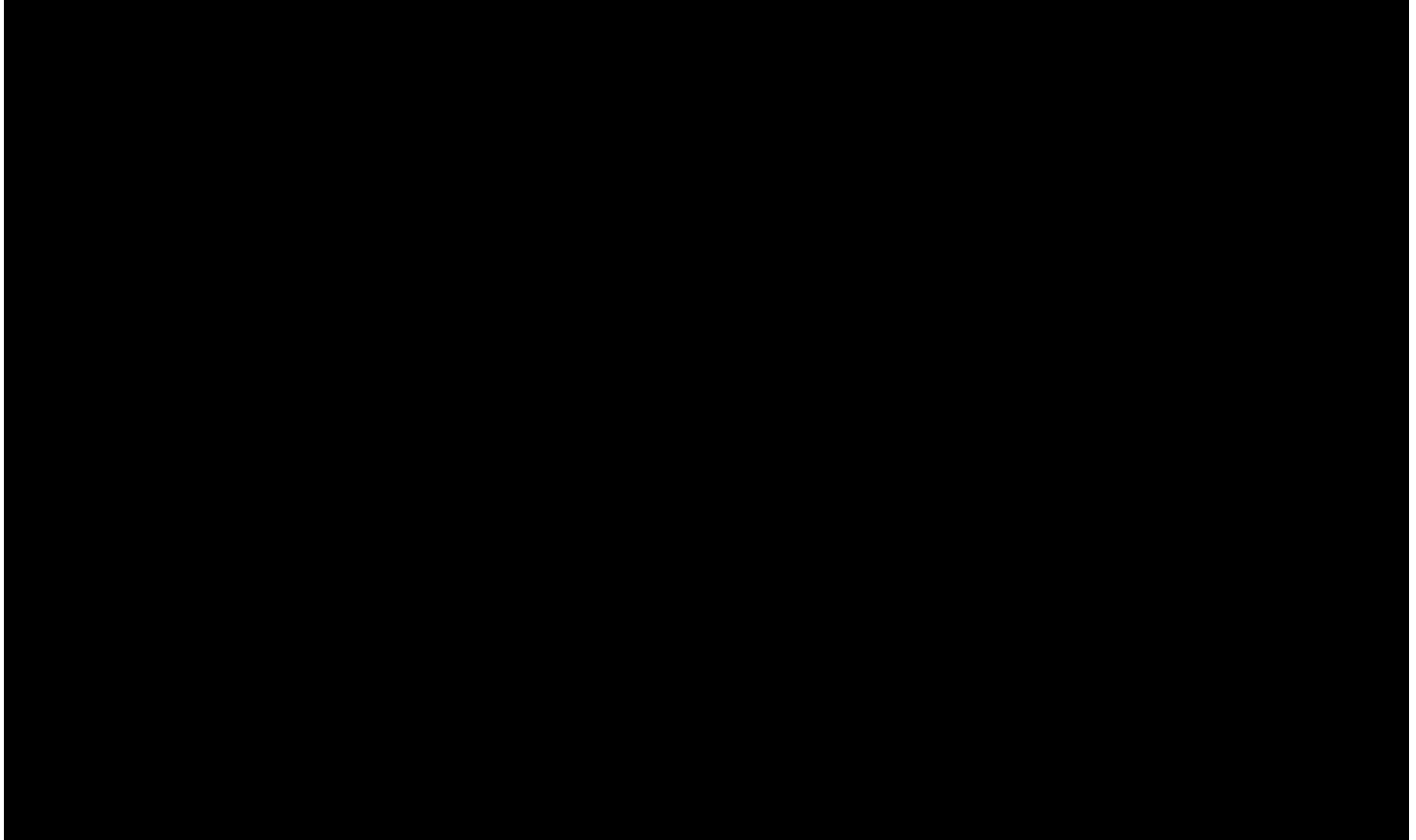
SBAC Summative Individual Scores - 2015

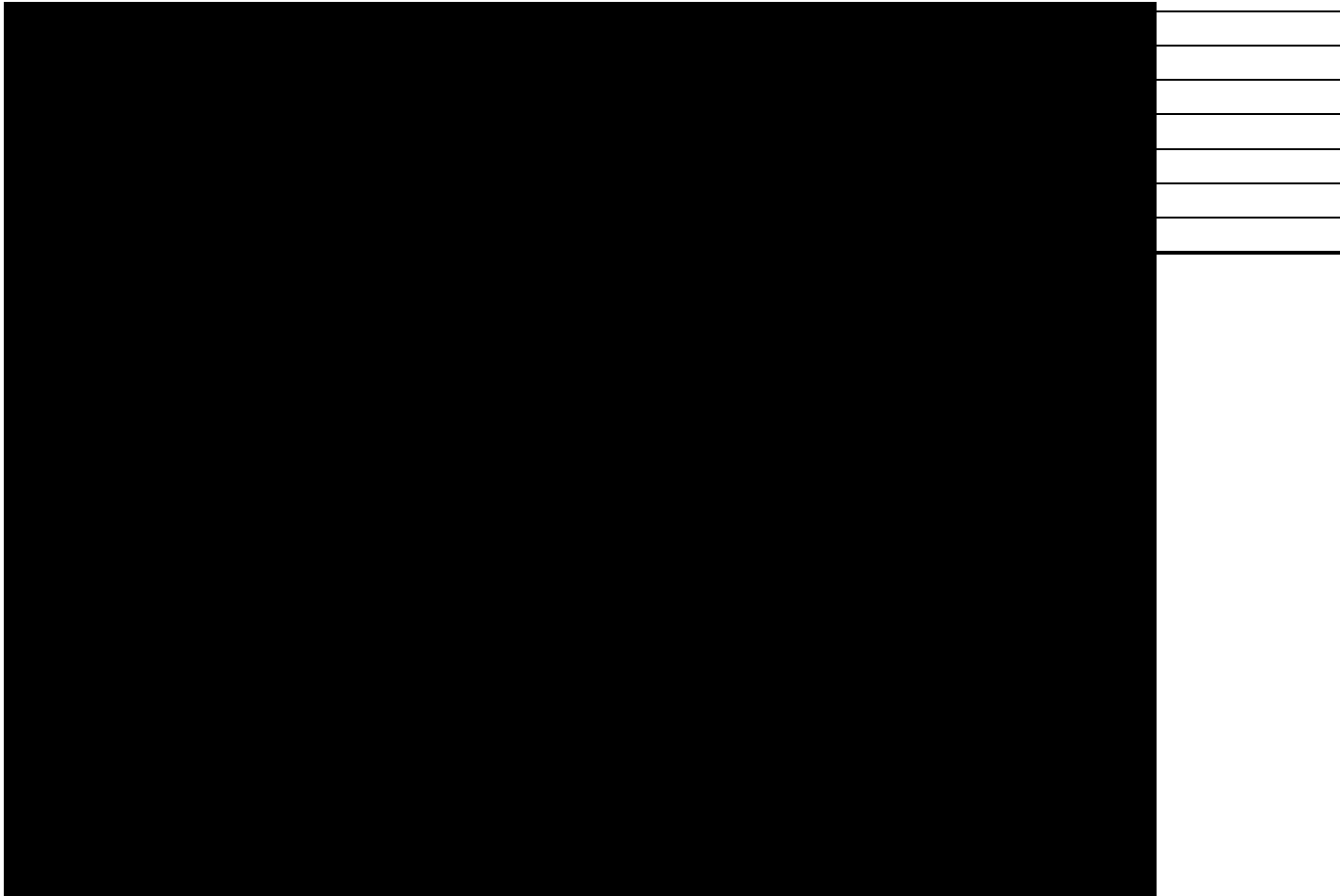
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CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

ELA - 3rd Grade

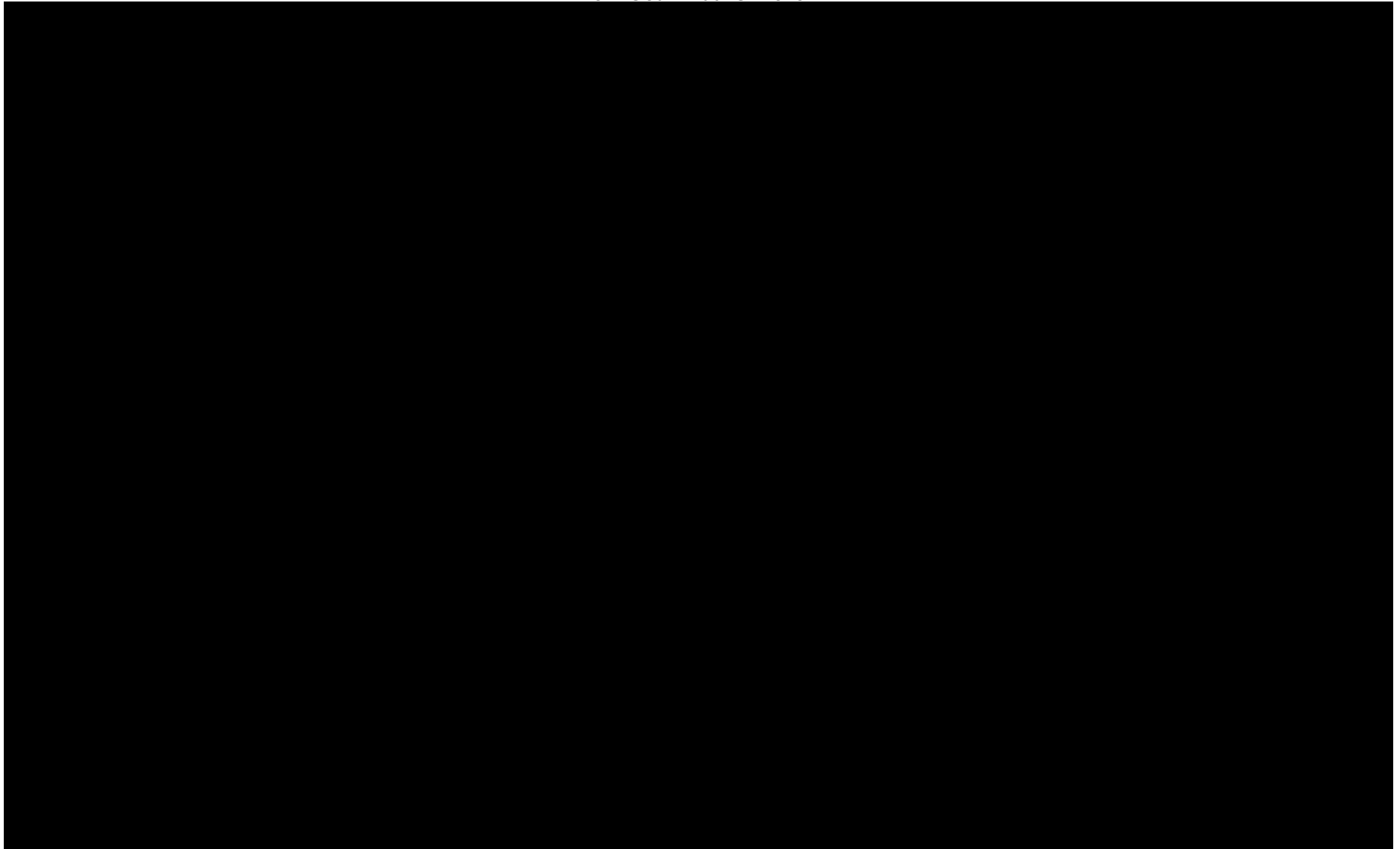


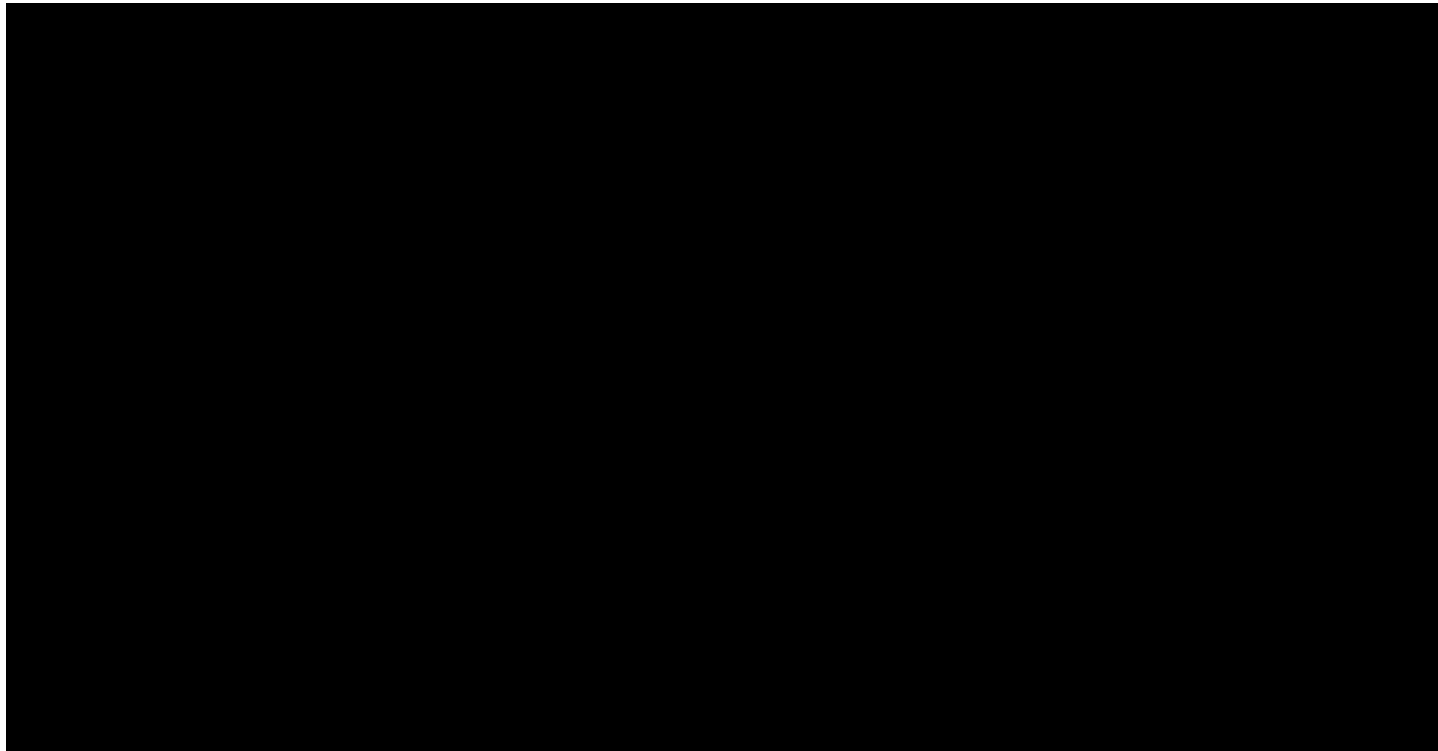


CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

ELA - 4th Grade

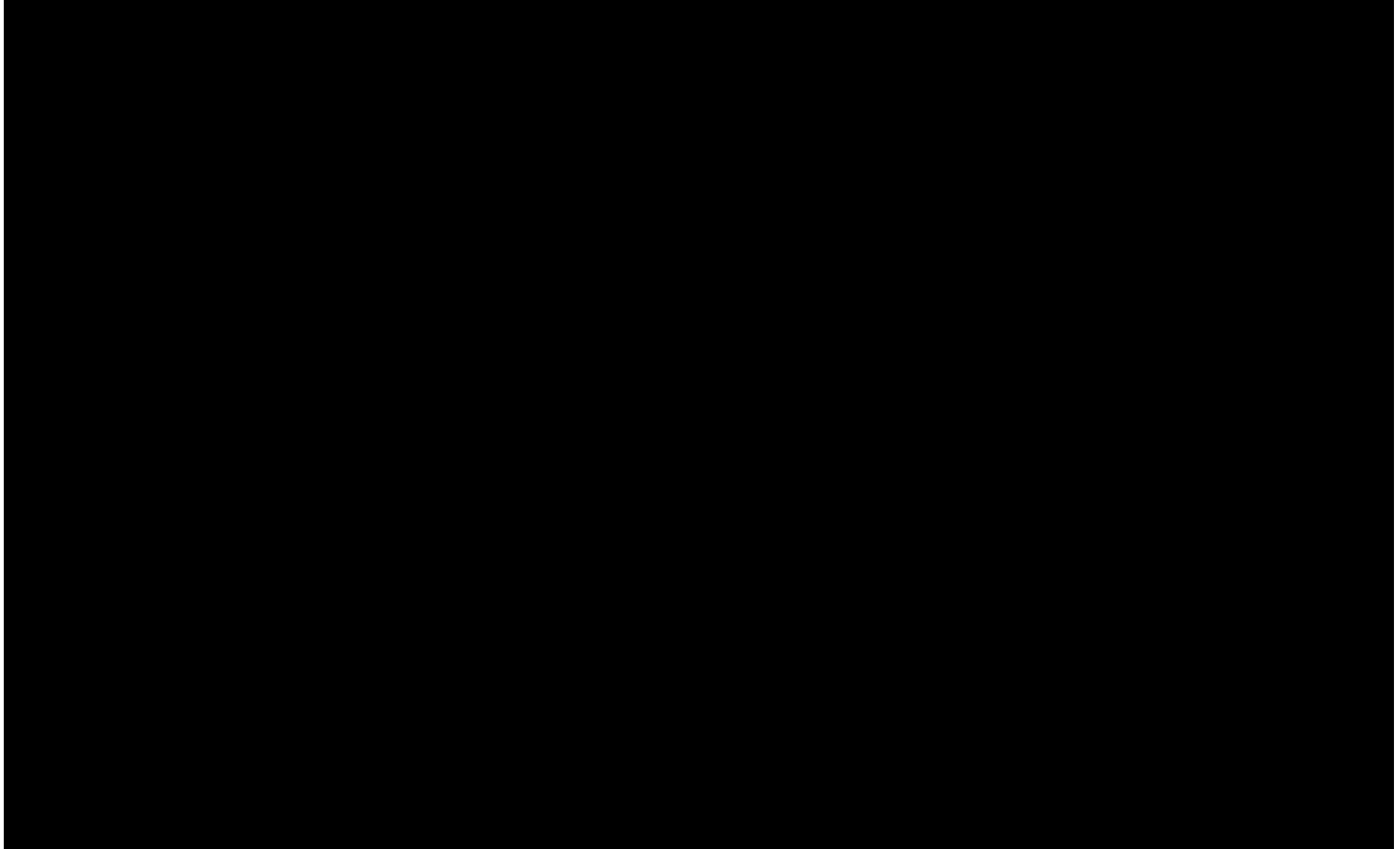
SBAC Summative - 2016





CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

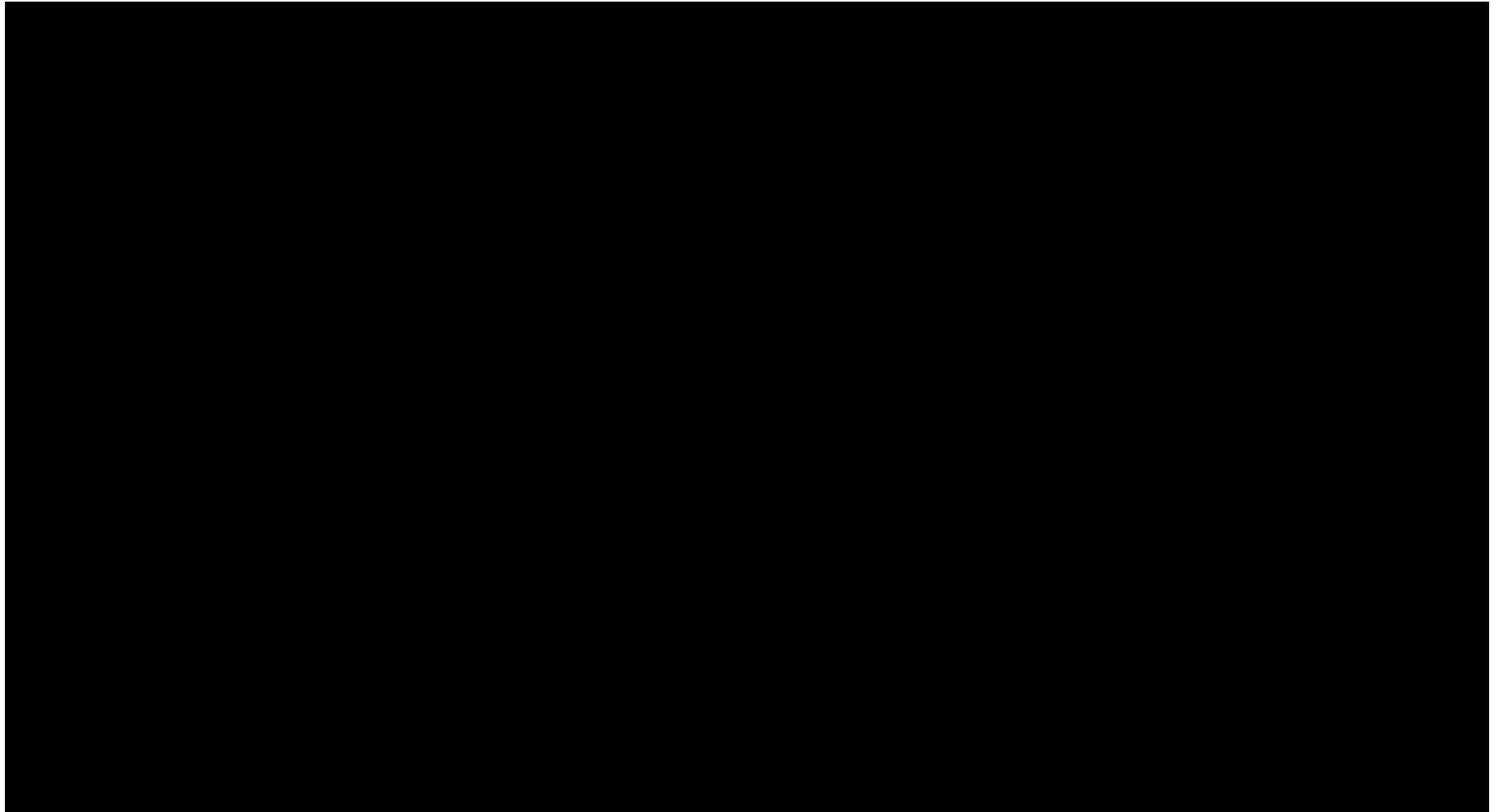
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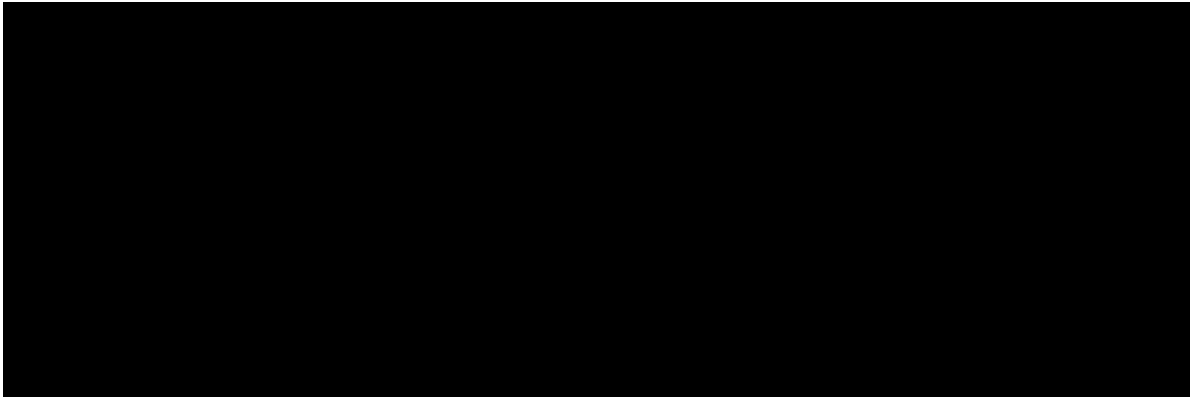




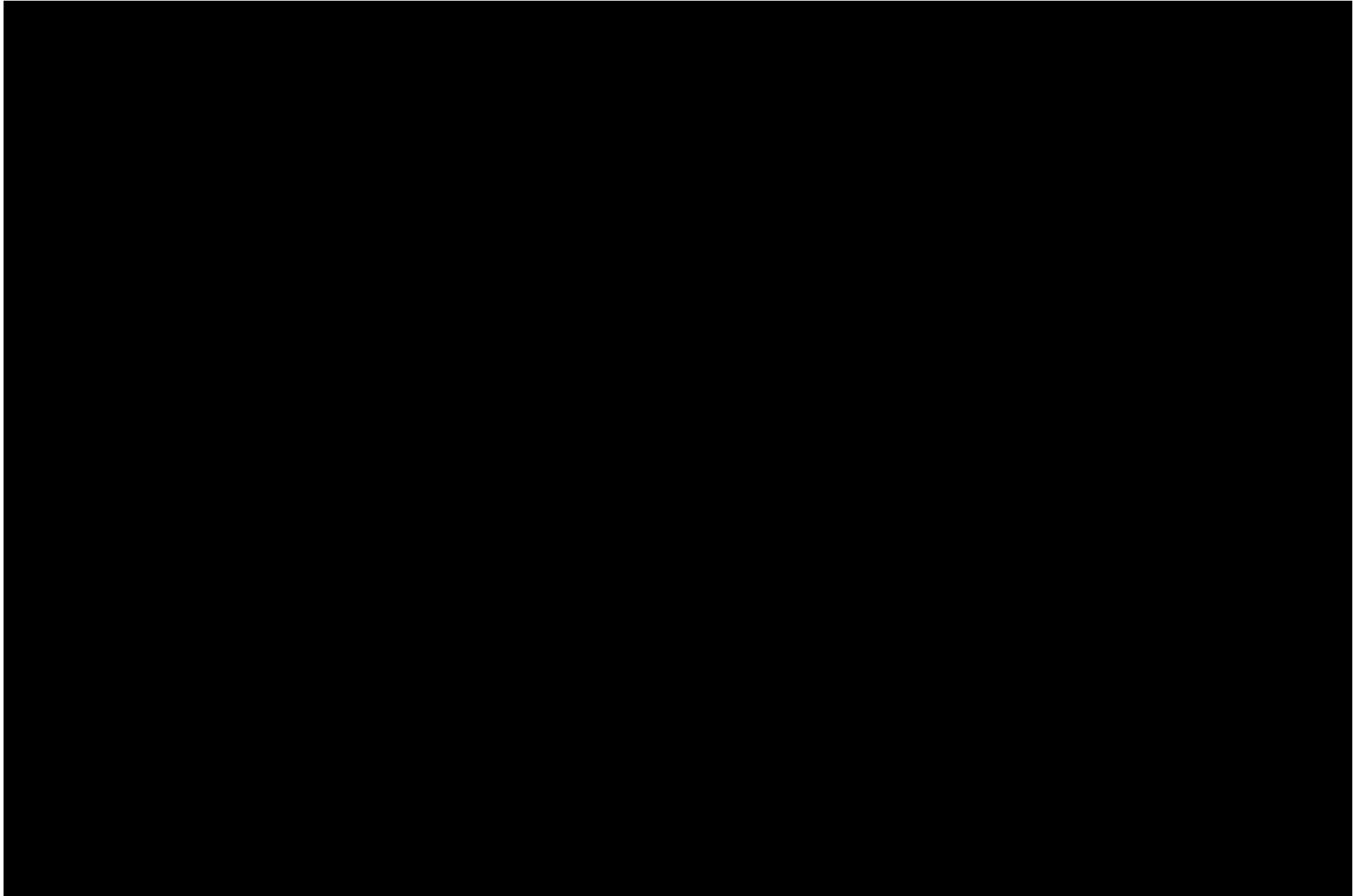
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ELA - 6th Grade





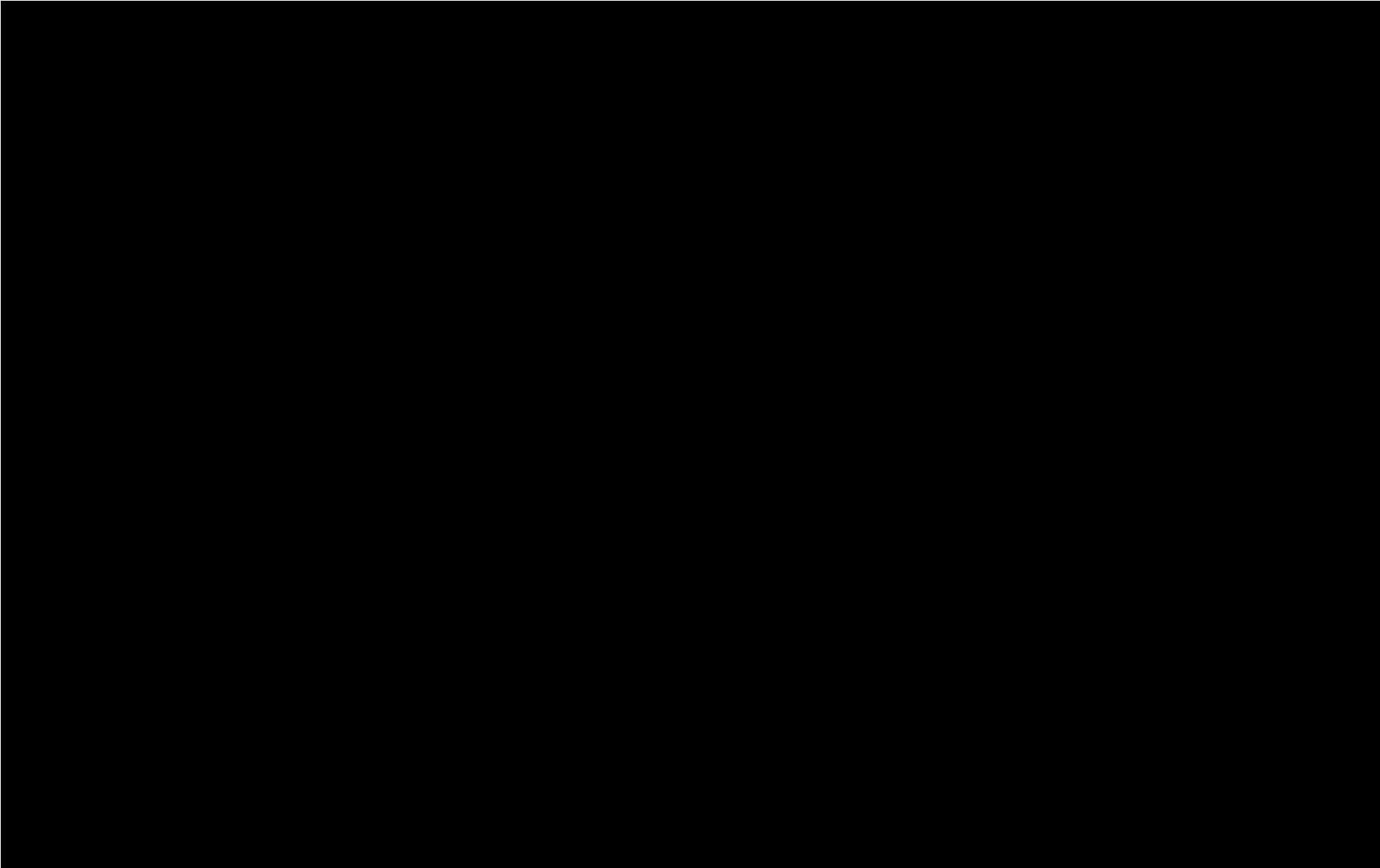
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Mathematics

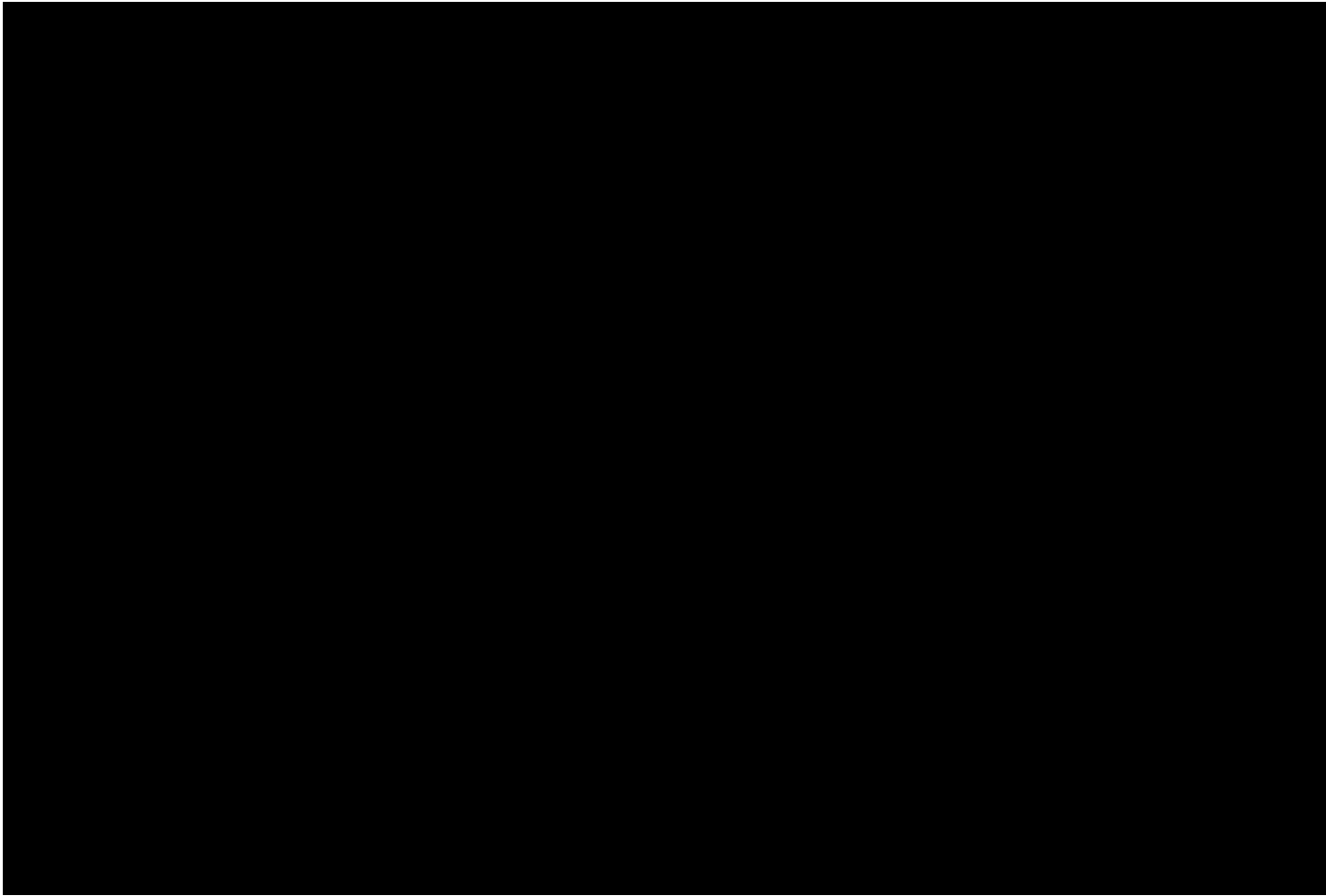




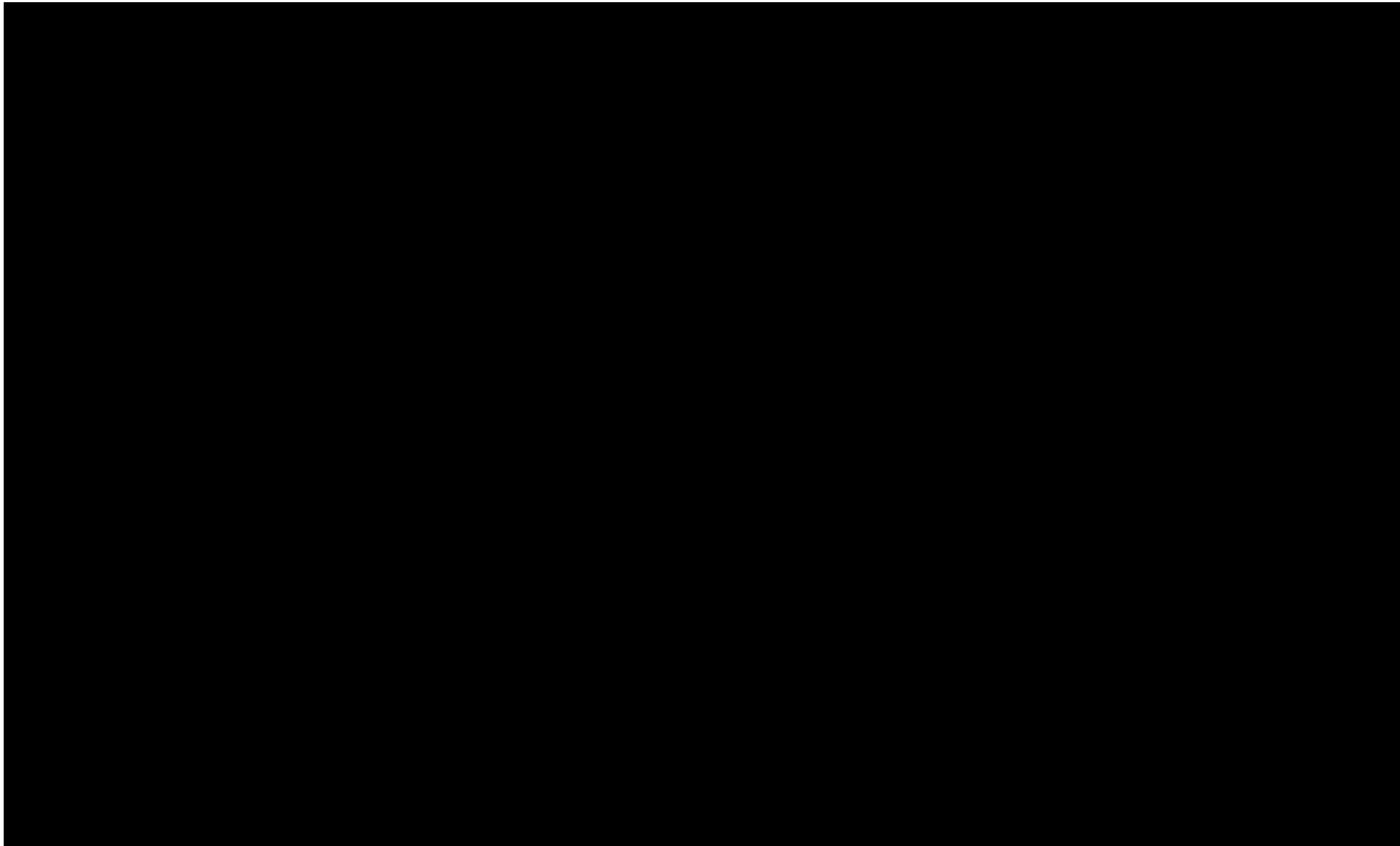
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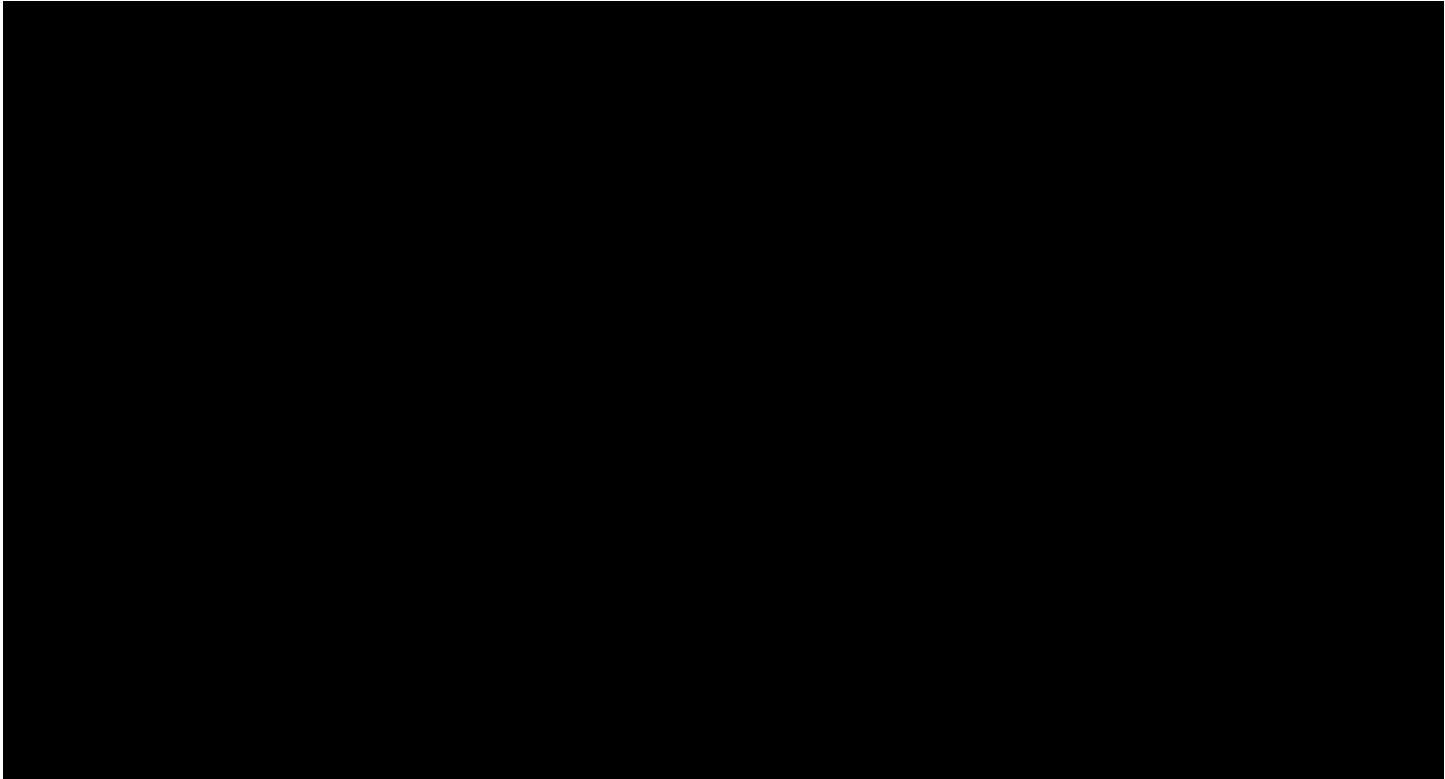
Mathematics - 3rd Grade





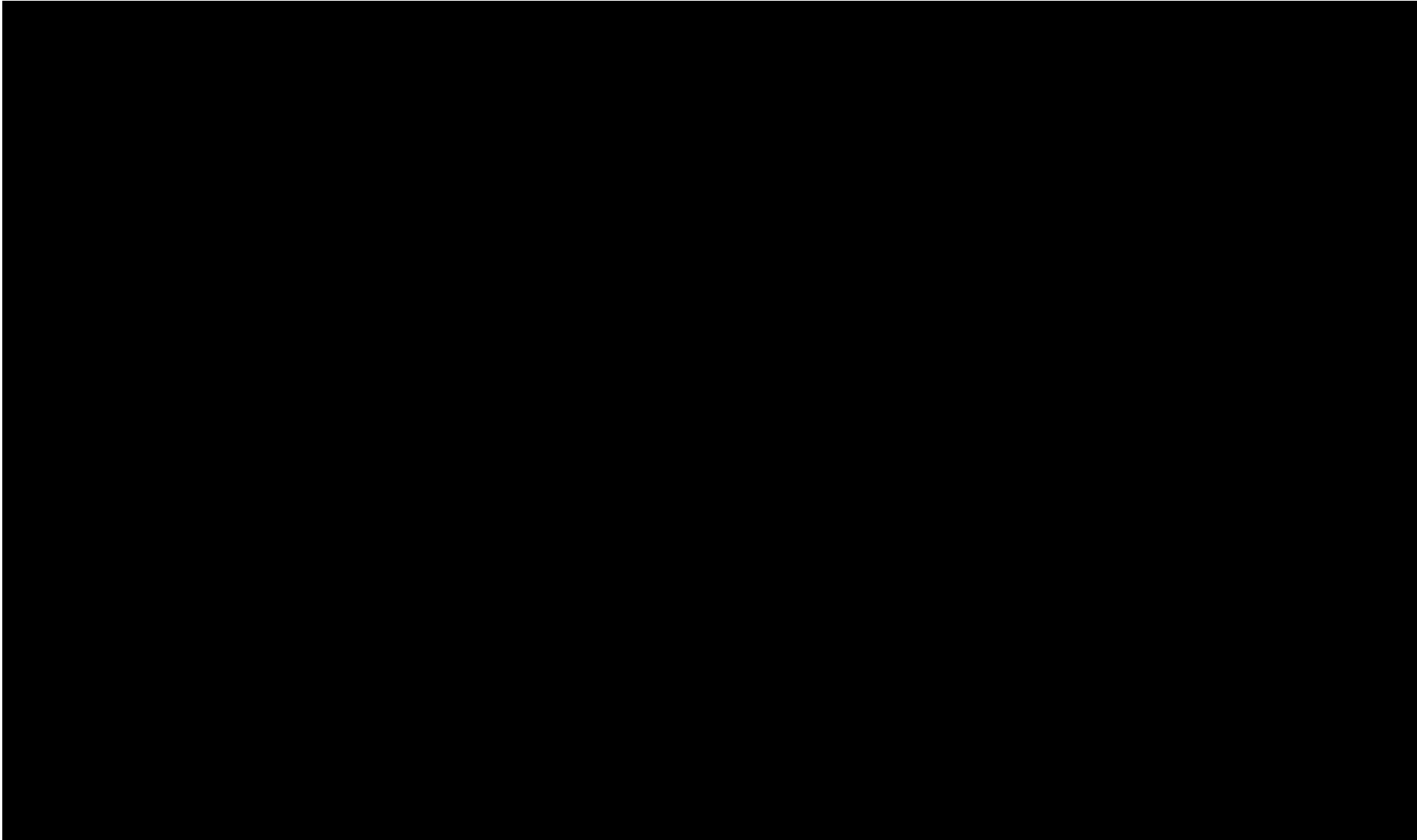
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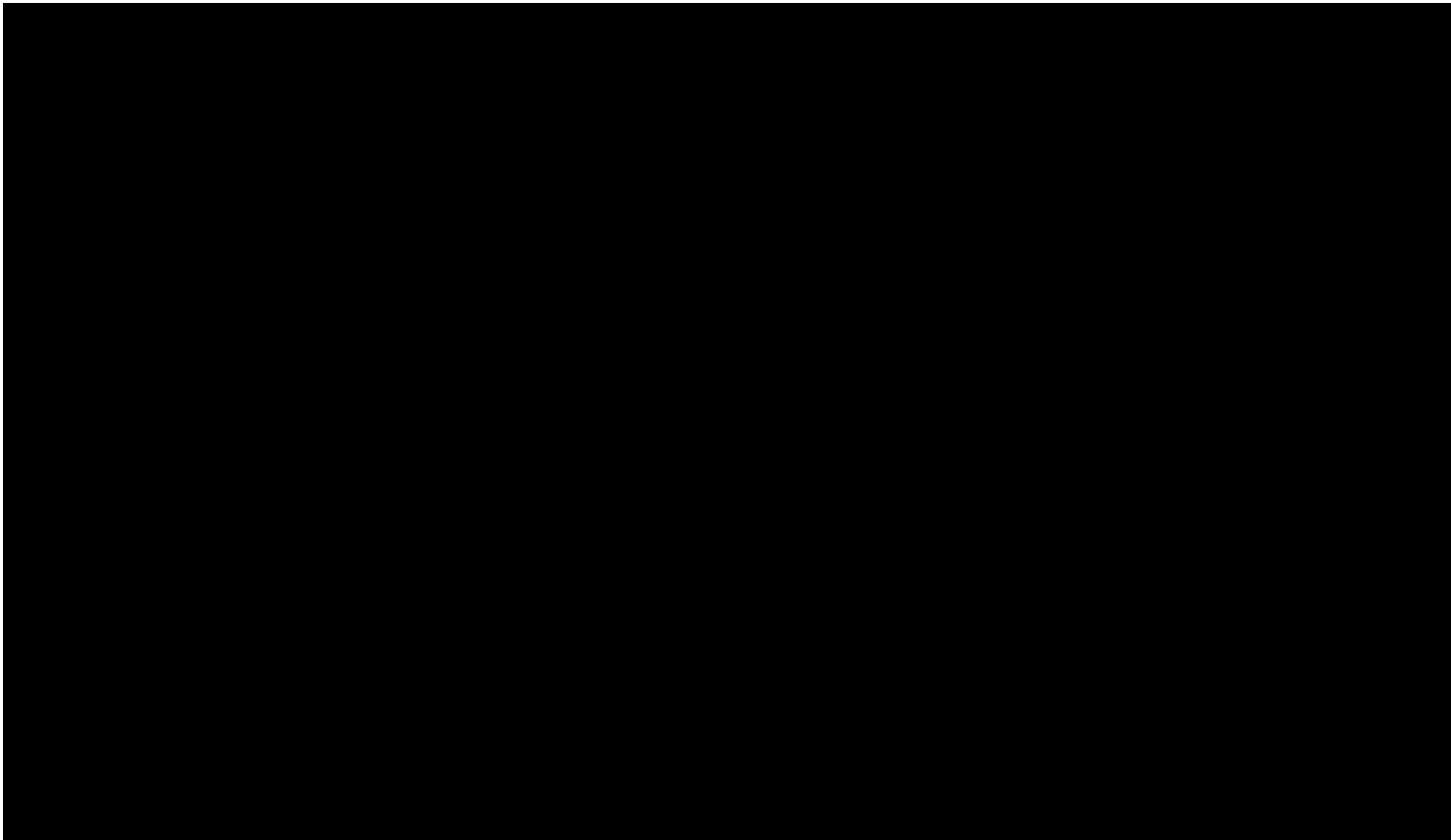




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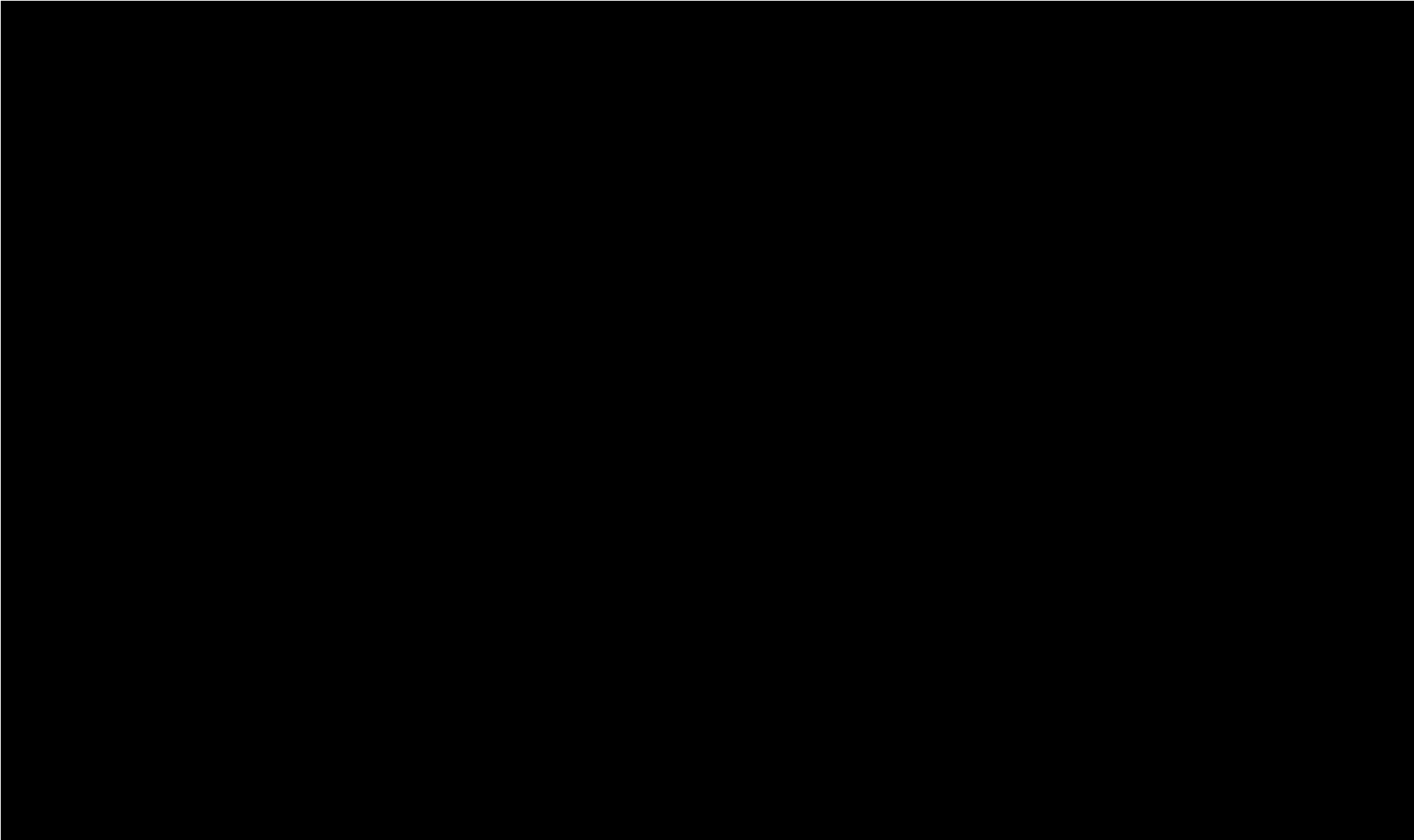
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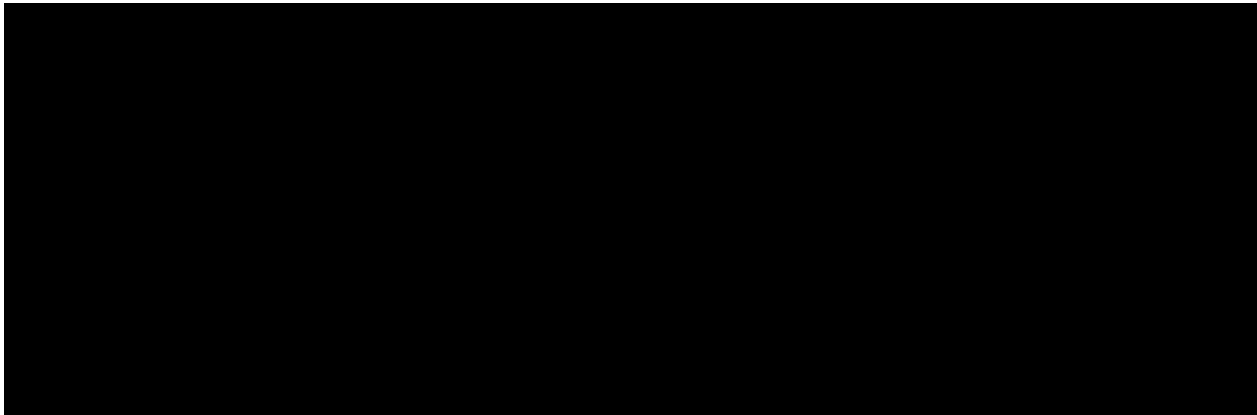




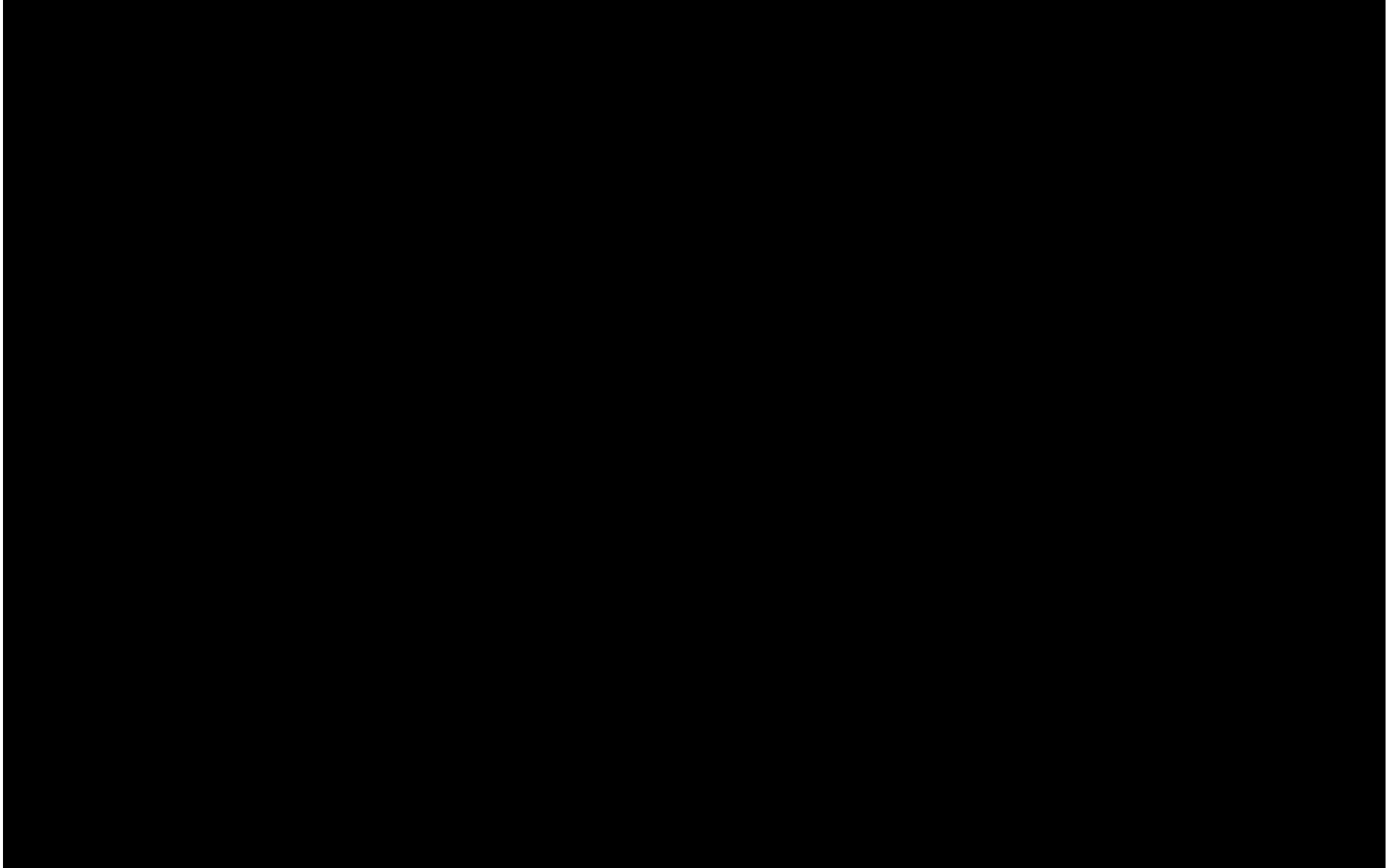
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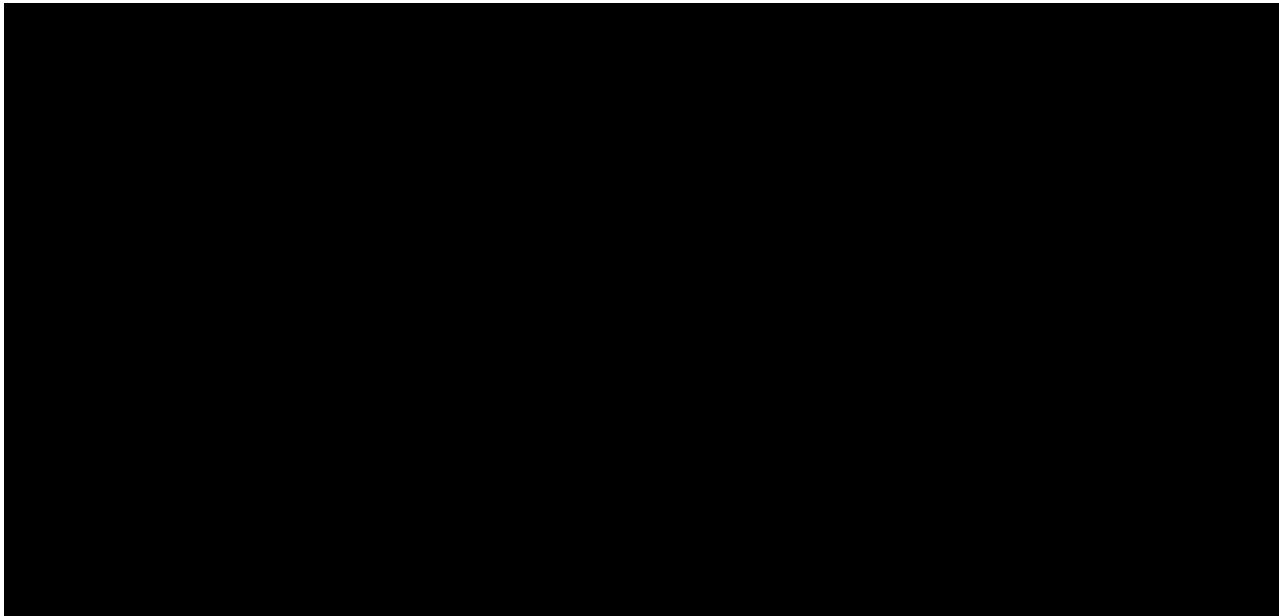
Mathematics - 6th Grade





CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)
ISAT Science - 5th Grade





Chief Tahgee Elementary Academy Application for Charter Renewal

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Approved: December 13, 2016
Submitted: December 15, 2016

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Executive Summary

Chief Tahgee Elementary Academy (CTEA) is a brick and mortar public charter school located on the Fort Hall Indian Reservation. The school was created to address community concerns about exceptionally low academic achievement, high dropout rates, and loss of native language and culture. The charter states that CTEA will provide a Shoshoni language immersion and cultural enrichment program for elementary students, particularly members of the Shoshone-Bannock tribe. CTEA anticipated that its initial student body would include a high percentage of students who were academically deficient, but stated the expectation that CTEA students would outperform their peers who are enrolled in non-immersion programs.

The charter includes the following commitments: students will achieve high academic attainment, meeting the national, tribal, and state standards in all academic subjects; students will become highly proficient in two languages; this will occur through full Shoshoni immersion in Kindergarten in Year One, followed by gradually decreasing immersion (to 50%) as students move up through grade 6. students will become grounded in the Shoshone-Bannock culture and develop sensitivities to other cultures.

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 CTEA was approved by the PCSC in October 2012. The school opened in fall 2013.

Mission

To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.

Major Successes & Challenges

Chief Tahgee Elementary Academy had many successes and challenges over the past year, many of which are presented in more detail in the Application Narrative.

Major successes have been:

- Upgrades to the CTEA facilities.
- The initial year completed of the school's blended-learning program and the lessons learned
- Starting the planning stages of acquiring a permanent facility.
- Growth rates in math and science.
- Implementation of a National School Lunch Program and School Breakfast Program.
- Federal Award from the U.S. Department of Education for the development of an online Shoshoni curriculum and initial design thereof.

Major Challenges have been:

- Proficiency scores in English and math remain unacceptably low.

- Quality of instruction in the classrooms.
- Recruitment of high quality teachers remains difficult.
- Lack of alignment of the classroom curriculum with the online curriculum.
- Enrollment numbers are lower than expected.
- Training someone to become competent in IFARMS and 2M Software

Summary of Central Questions

Is the school an academic success?

During the last school year, CTEA made tremendous strides as a team in addressing the needs of our students. We feel that the implementation of our blended learning model along with “settling in” has shown results. The CTEA Board and Administration feels confident in the degree to which the school has fulfilled the promises made in the charter thus far.

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

If the definition of organizationally sound is the ability to create change that leads to continuous growth, then CTEA is certainly organizationally sound. Within a few months in this school-year, the school was able to implement two new complex programs, nutrition and curriculum development. Obviously, the school still has some organizational gaps to fill, and the Administration has maintained ongoing open and honest communication with the PSCS staff regarding the weaknesses and strategies to overcome them. As the organization has reached some form of stride, now the Administration can refocus on fixing weaknesses and enhancing strengths.

Is the school a fiscally sound, viable organization?

Yes. CTEA ended the FY16 fiscal year with \$725,000 in the bank, with a \$900,000 projected surplus for FY17. CTEA enrollment number did not increase significantly this year. Although this is extremely disconcerting to the Board and Administration, at current enrollment numbers and facility size, the school can operate within its budget and run an annual \$150,000 surplus.

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

The number one priority/goal of the CTEA Board and Administration is increased rates of academic. The CTEA Board and Administration understand that the only means by which this will be accomplished is through finding and developing quality teachers. Alignment of classroom curriculum with the online curriculum is also a critical component. CTEA received a 1.2 million dollar 5-year grant to complete a K-6 an interactive online Shoshoni language curriculum. The product of the project will allow the school to take a huge jump toward proficiency rates. CTEA will implement a 3-Year strategic plan to include comprehensive nutrition program. Finally it is the intent of the CTEA Board and Administration to build a facility that will be ready for occupancy in the next two (2) years.

Signatures


Chair RACEHORSE

12/15/16
Date


Director

12/15/16
Date

Application Narrative

Is the school an academic success?

During the last school year, CTEA made tremendous strides as a team in addressing the needs of our students. We feel that the implementation of our blended learning model along with “settling in” has shown results. Obviously, we are not yet close to our ultimate goals, but it is now evident that we will get there.

This year we used two curriculum based assessment tools to track all students, at least quarterly with AIMSweb and monthly for all students with Istation. Students who needed more intervention would have been tracked more frequently in both assessments. Our intent on running these two assessments side by side was to see if their ability to predict levels of proficiency on the ISAT were similar. Indeed, we found that these two were within an acceptable range of similarity, however; the ISIP feature in Istation provided a more streamlined, detailed, time saving, efficient and comprehensive look at the student ability and skill level. The Istation April assessment scores have been included in Exhibit 1 - CTEA Achievement Data (pp. 9-29) to allow for a comparison between Istation and our actual ISAT and IRI scores.

CTEA Achievement Data (See Exhibit 1 - CTEA Achievement Data, pp. 9-29) contains the April Istation, IRI, SBAC, and ISAT assessment scores for the 2015 and 2016 school-years. The majority of CTEA’s Mission Specific Goals (See Exhibit 2 – Mission Specific Goals, pp. 30-32) can be validated with this data. Measure 1 – Shoshoni Language Proficiency is measured by the Shoshoni Language Oral Proficiency Exam. This year CTEA immersion students fell slightly to Good Standing. Indeed, there needs to be more curriculum developed and more effective instruction. However on a positive note, CTEA students met the standard this year in Measure 4 – American Indian Math SBA Proficiency. The Administration is feeling confident in the direction of the school in math; we still have a ways to go, but definitely pointed the right way.

Two other strong positives emerge from the data along with other rays of success. First, our 5th grade ISAT Science scores took a huge jump from ■■■ proficient to ■■■% proficient; this was a jump from Critical to Honors on Measure 2 – American Indian Science Proficiency. WOW! We had implemented some changes to enhance our science curriculum and instruction, but that kind of jump was unexpected. The other positive current is our students’ rates of growth, especially with those students who have been with us over a few years, in math 65% of these students showing at least a year and three months growth per year. Longitudinal data for students enrolled for the past two years has been provided on pages 17-20 in Exhibit 1 – CTEA Achievement Data.

A tool which has become invaluable for us is the Istation assessment ISIP; these scores have been included in the CTEA Achievement Data (See Exhibit 1 - CTEA Achievement Data, pp. 9-29). All students are tracked at least monthly and a probe can be assigned at any time; it also gives a baseline and post year assessment. These assessments are aligned to the Idaho Common Core and are relatively accurate at predicting ISAT scores; ISAT proficiency in math and English seemed to be predictable when a student achieve at the 60th percentile or higher. The data from the ISIP is used to pinpoint specific skills that each individual students need to practice. Ideally but not always practically, the data can then be translated into focused instruction and practice. Istation also has its own curriculum that aligns to ISIP. Istation is both an adaptable and assignable

instructional software program and provides a multitude of online and downloadable lessons, assignments, and books. Consequently, aligning the classroom curriculum with Istation is a critical goal for the school.

The CTEA Board and Administration feels confident in the degree to which the school has fulfilled the promises made in the charter thus far. Clearly, all the programs and outcomes as described in the charter are not yet fully implemented, however, the entire organization shares a common and consistent understanding of the school's mission and key design elements that will guide us to success. Regarding CTEA's Mission and Design Elements, the Pre-Renewal Site Visit Report states (Exhibit 3 - Pre-Renewal Site Visit Report, pg.33), "All stakeholders display a shared vision of the school, which demonstrates a deep commitment to the mission and a clear direction and substantial effort from the Board and the Administration. Full language immersion is not possible due to unavailability of teachers who are fluent in Shoshoni. However, students study the Shoshoni language and culture, as demonstrated by classroom visits and cultural activities such as the morning song and Indian Day Celebration music and art. Furthermore, school leaders exceed expectations in this area by the extent to which they pursue outside grant funding in order to develop a Shoshoni curriculum that will, when completed, serve to preserve the language for generations to come and act as an important teaching and learning tool for students and staff. . . The school needs more time to show longitudinal impact of the language instruction."

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

If the definition of organizationally sound is the ability to create change that leads to continuous growth, then CTEA is certainly organizationally sound. In the last three years, the organization has over doubled in size and gone from \$60,000 in the red to \$725,000 in the black financially (See Exhibit 4 – FY16 Annual Financial Statement, pg. 37). Within a few months in this school-year, the school was able to implement two new complex programs, nutrition and curriculum development. CTEA was commended by the SDE Child Nutrition Program staff on its ability to implement lunch, breakfast, and Fresh Fruits & Vegetable programs so quickly and efficiently. The ability to strategically plan, develop, organize, and implement these types of programs requires a team that is in stride – from the Board to the custodian.

In the Pre-Renewal Site Visit Report (PRSVR), the evaluators found that, "There were clear roles and responsibility in leadership and among staff. The mission and articulation of goals by all demonstrates effective leadership. The school environment is highly collegial between all stakeholders, from the physical education staff to the parents to the Board. All who enter the school site are greeted warmly and the environment is welcoming" (See Exhibit 3 – Pre-Renewal Site Visit Report, pg. 33).

Obviously, the school still has some organizational gaps to fill, and the Administration has maintained ongoing open and honest communication with the PSCS staff regarding the weaknesses and strategies to overcome them. The CTEA staff makes all attempts to remain compliant with applicable laws and regulations, while maintaining a keen focus on improvement.

As the organization has reached some form of stride, now the Administration can refocus on fixing weaknesses and enhancing strengths. Specifically, the PRSVR (See Exhibit 3 - Pre-Renewal Site Visit Report, pp. 34-35) clearly identified weaknesses in the classrooms with curriculum alignment and instruction, and the Annual Report identifies timeliness in reporting.

A top priority this school year has been the recruitment of talented people to fill the gaps, which includes office staff, teachers, paraprofessionals, and Shoshoni speakers. New staff this year includes a public relations liaison, another administrative assistant specifically for district office work, and another paraprofessional.

By design, CTEA prioritized and implemented a strong professional development program from the start of school. It has allowed for the necessary time and opportunity to see if people are capable, willing, and talented enough to work in CTEA's unique school environment. Along with ongoing observations, our extensive professional development interactions have allowed the Administration to become well aware of staff abilities, activities, and levels of motivation and competency. Moreover, the Administration regularly discusses staff performance with the Board, which is committed to ongoing strategic improvement and the success of the school. Clear Exhibit of this is that two teacher reassignments occurred in November.

The CTEA Administration has already taken steps to improve on the timeliness, accuracy, and compliance. Marc Carignan from the Idaho Charter School Network has agreed to oversee the finances and a district administrative assistant has been hired.

Is the school a fiscally sound, viable organization?

Yes. CTEA ended the FY16 fiscal year with \$725,000 in the bank (See Exhibit 4 – FY16 Annual Financial Statement, pg. 37), with a \$900,000 projected surplus for FY17. We have struggled in finding and training a business manager that can handle IFARMS and 2M. In November, Marc Carignan met with the CTEA Business Manager and Director to outline his participation in our financial processes. It is our intent to use Mr. Carignan's expertise and skills to improve our effectiveness and ability to get the financial audit in on time. CTEA has also hired an administrative assistant to streamline the process. Along with CTEA's theme of growth, however, the FY16 Financial Audit was submitted to the PSCS and SDE on November 10, 2016, about a month and a half faster than last year and prior to the SDE deadline. Moreover, the FY16 Financial Audit indicates that all but two of the previous findings in CTEA financial audits have been resolved, one being the October 15th PSCS submission date (See Exhibit 4 – FY16 Annual Financial Statement, pp. 38-39).

As noted in the Pre-Renewal Site Visit Report (PRSVR), CTEA enrollment number did not increase significantly this year. Although this is extremely disconcerting to the Board and Administration, at current enrollment numbers and facility size, the school can operate within its budget and run an annual \$150,000 surplus. However, it is one of CTEA's strategic goals to increase enrollment consistently over the next five years. Two elements CTEA has focused on this year are the dissemination of its increased growth and proficiency rates and decreasing number of discipline issues. Moreover, CTEA hired a public relations liaison and music/production specialist. The school has gained much notoriety and enrolled many students through performances. Increased levels of proficiency and continued school-wide academic growth will be a critical factor in increasing enrollment beyond the cap.

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

Through our needs assessment, our school improvement team agreed to focus heavily on a few short term objectives next year which we feel will take us to the next level. First, our writing program needs to be beefed up with a strong professional development team backing us. Spend more individualized teacher/student time in developing reading skills. Increase rates of attendance; I am very proud of our strategy for attacking this serious issue next year. Increased attendance alone would be the basis for a significant jump in our scores. Although technology was our focus last year, we will continue to improve our use thereof. With all the testing between our software programs and AIMSweb, our students did not take the two practice SBAC assessments available during the year. These have been scheduled for the fall and winter, from which we should see some good growth on the SBAC Summative just for practicing the actual game.

The number one priority/goal of the CTEA Board and Administration, however, is increased rates of proficiency in English/Reading, math, science, and Shoshoni, with specific emphasis on English/Reading. The CTEA 5-Year Strategic Plan outlines percentage goals and benchmarks that will lead student academic success at CTEA past local and state averages. ISAT scores from the 2015-2016 already show strong progress; CTEA surpassed one local school in math, meeting Mission Specific Goal Four (4), and surpassed the entire Blackfoot School District average on Fifth (5th) grade Science ISAT, Mission Specific Goal Two (2) (See Exhibit 1 – CTEA Achievement Data, pg. 21). Please see the Academic Success portion of this application for a more in depth view of growth rates and Exhibit of increasing levels of academic achievement.

The CTEA Board and Administration understands that the only means by which this will be accomplished is through finding and developing quality teachers who are capable of teaching in a blended-learning environment. Finding and retaining qualified teachers has been a difficult process for CTEA. Consequently, the CTEA 5-Year Strategic Plan includes a goal to increase the effectiveness of the recruiting process and increase the pool of qualified applicants. It is becoming evident that it may be more effective to hire a quality teacher that is not fluent and team them with a native speaker until they themselves gain fluency.

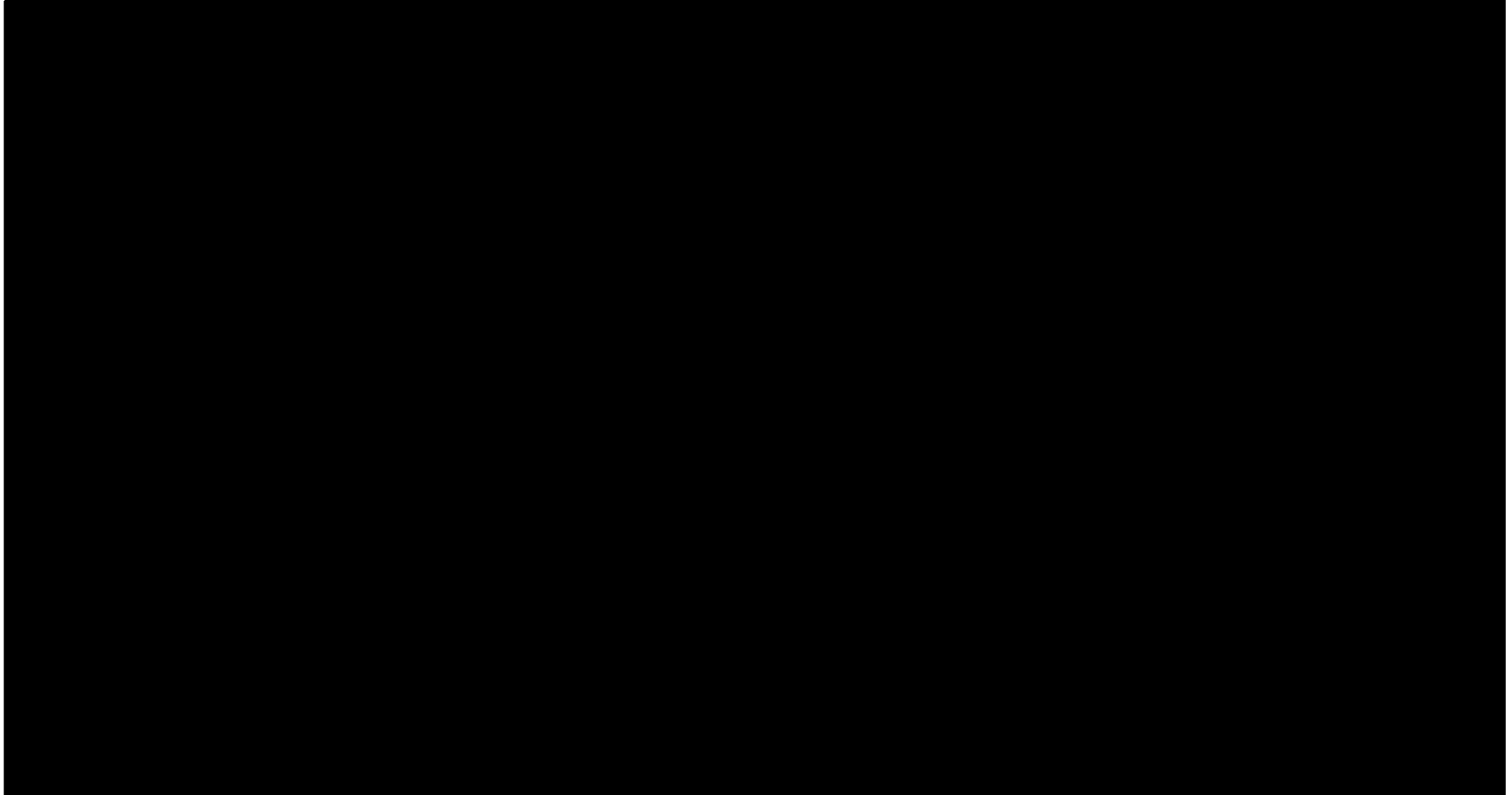
Another critical goal that will directly affect achievement is the alignment of classroom curriculum with the online curriculum, both of which are aligned to the Common Core and should produce success on the ISAT. This need was noted in the Pre-Renewal Site Visit Report (See Exhibit 3 - Pre-Renewal Site Visit Report, pp. 33-34). Early evidence suggests that when CTEA's classroom curriculum and Istation aligned and presented simultaneously, real results are being produced. CTEA has also included steps to continue improving upon science and Shoshoni language achievement. A new science curriculum has been implemented, which includes a science lab and blended-learning component. The Shoshoni language will continually be improved by employing more Shoshoni speakers and working toward a comprehensive curriculum that includes a blended-learning component.

CTEA received a 1.2 million dollar 5-year grant through the U.S. Department of Education Office of English Language Acquisition to complete a K-6 an interactive online Shoshoni language curriculum. The product of the project will be a critical component to our program and allow the school to take a huge jump toward proficiency rates, not only at our school but throughout the community. CTEA has a few of the key players in the project already on staff and has already produced much of the scope and sequence design. CTEA has been fortunate to team with Dr. Cory Schou, and Dr. Dotty Sammons from ISU, and Dan Kuenster from Istation and his team.

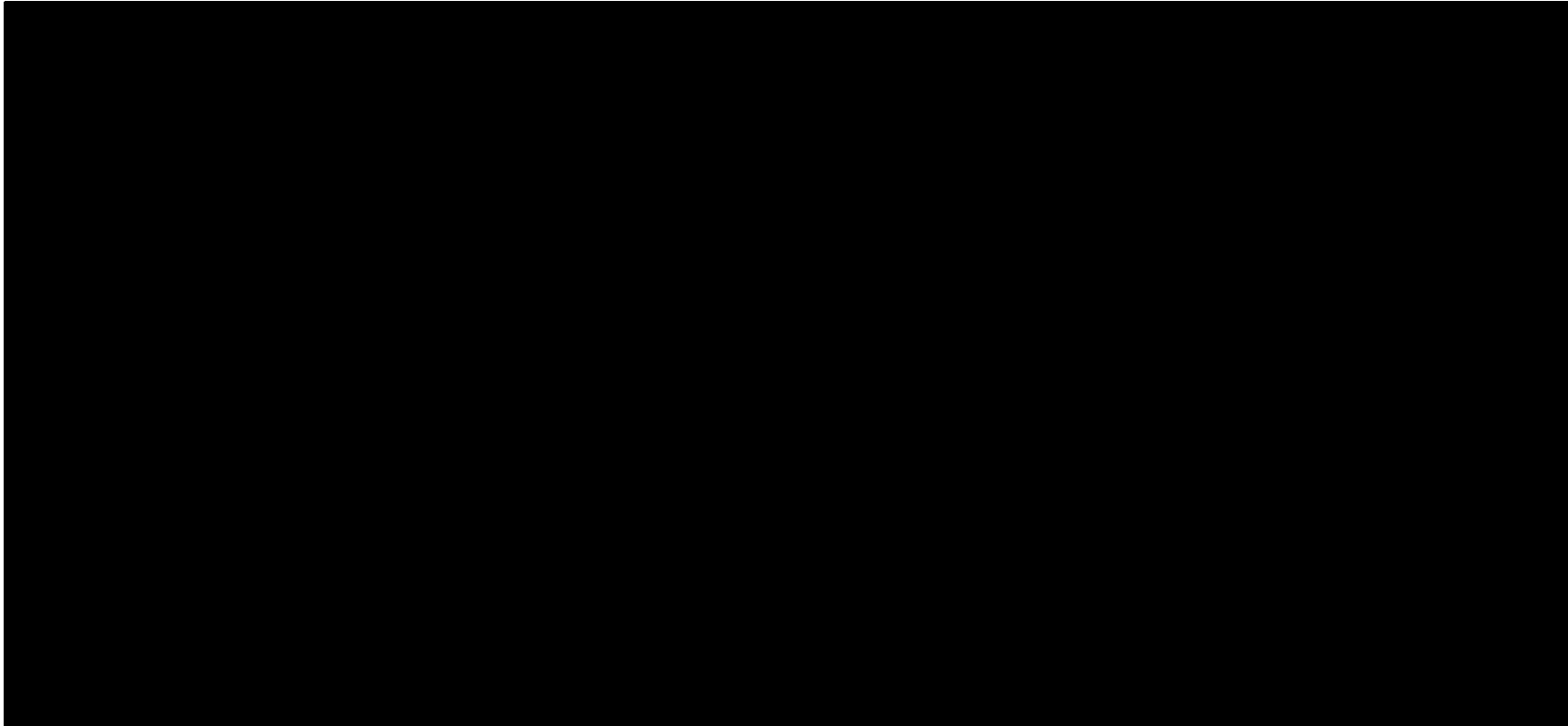
Another goal is to complete the implementation of a 3-Year strategic plan to include comprehensive National School Lunch, School Breakfast, Fresh Fruits & Vegetables, Summer Nutrition, and, ultimately, the Child and Adult Food programs within the school and community. The Fort Hall Recreation Program has already requested that CTEA take over its summer program from the Blackfoot School District. There still remains a greater need than that for some of our students and parents; consequently, it is the intent of the Board and Administration to run a Child and Adult Food Program as well.

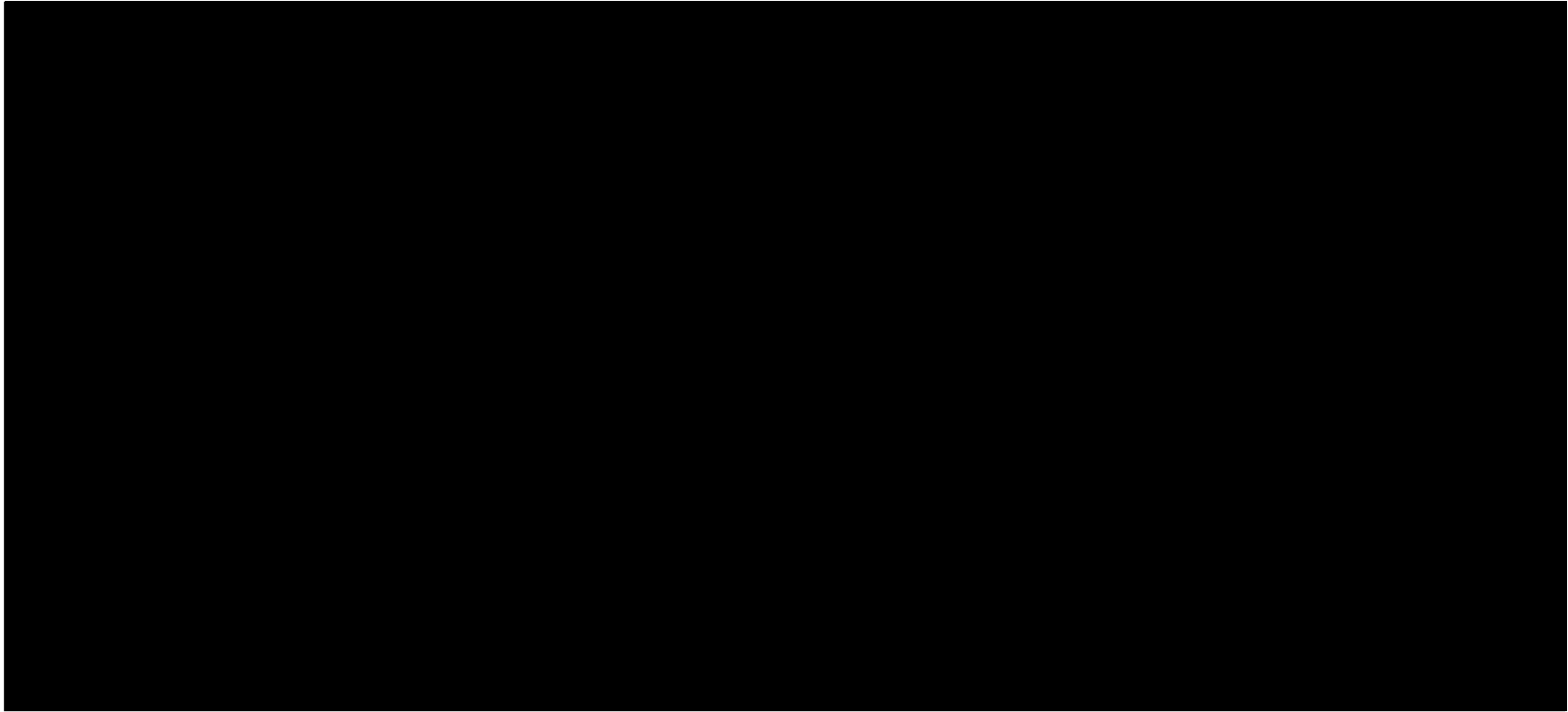
It is the goal of the CTEA Board and Administration to build a facility that will be ready for occupancy in the next two (2) years. The Board Chair and CTEA Administration have met with BLUUM, the Idaho Charter Network, Building Hope, and Pro Construction to initiate the process. We currently have draft architectural drawings and all options for financing are being explored. The Board and administration will meet again with Building Hope in January. At this point, CTEA has the financial wherewithal to purchase a facility if financing is approved. Enrollment numbers are the greatest concern at this time. Other objectives in this facilities goal is to acquire a storage space and build a bus area for the current facility

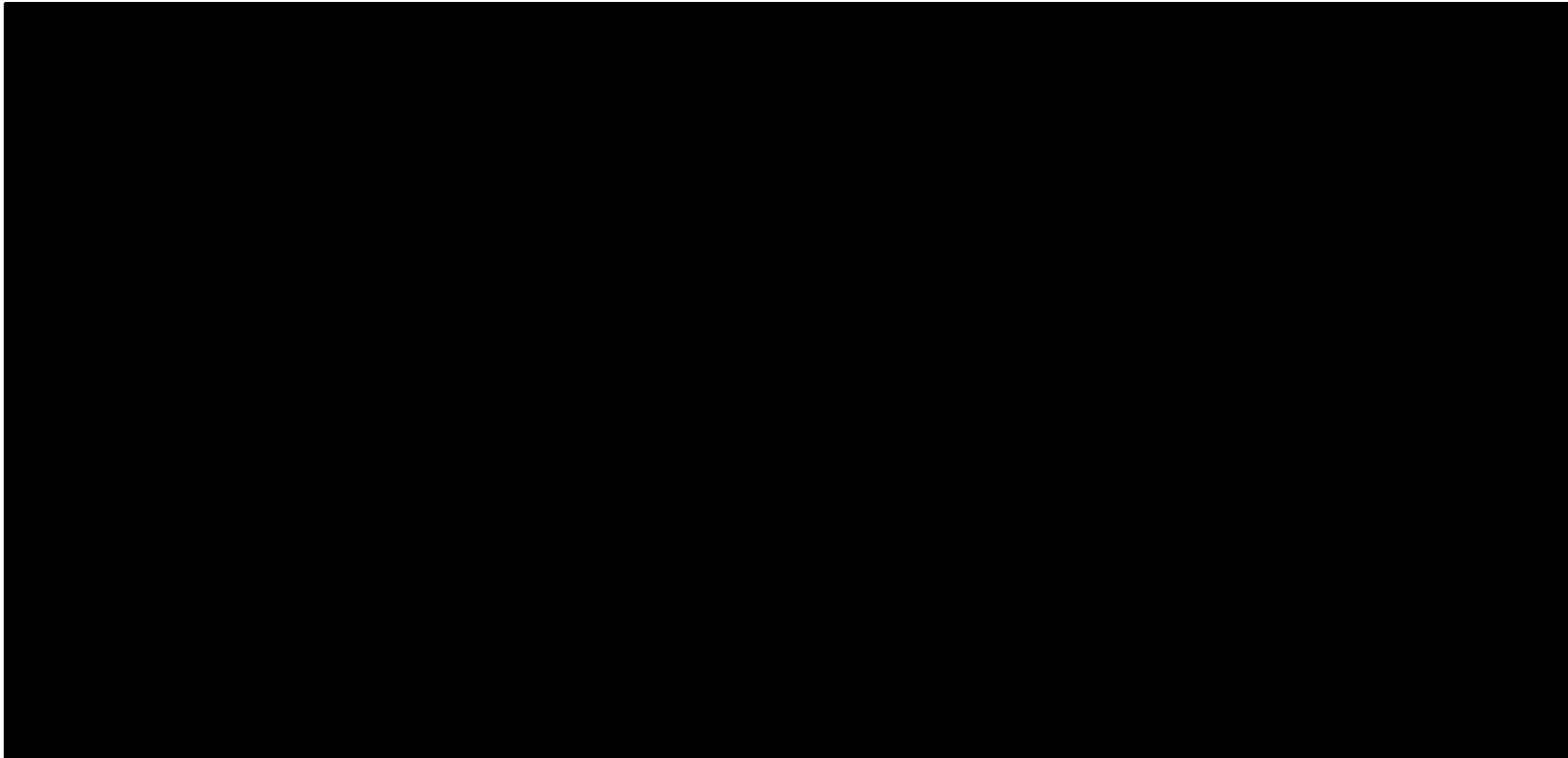
Exhibit 1 - CTEA Achievement Data

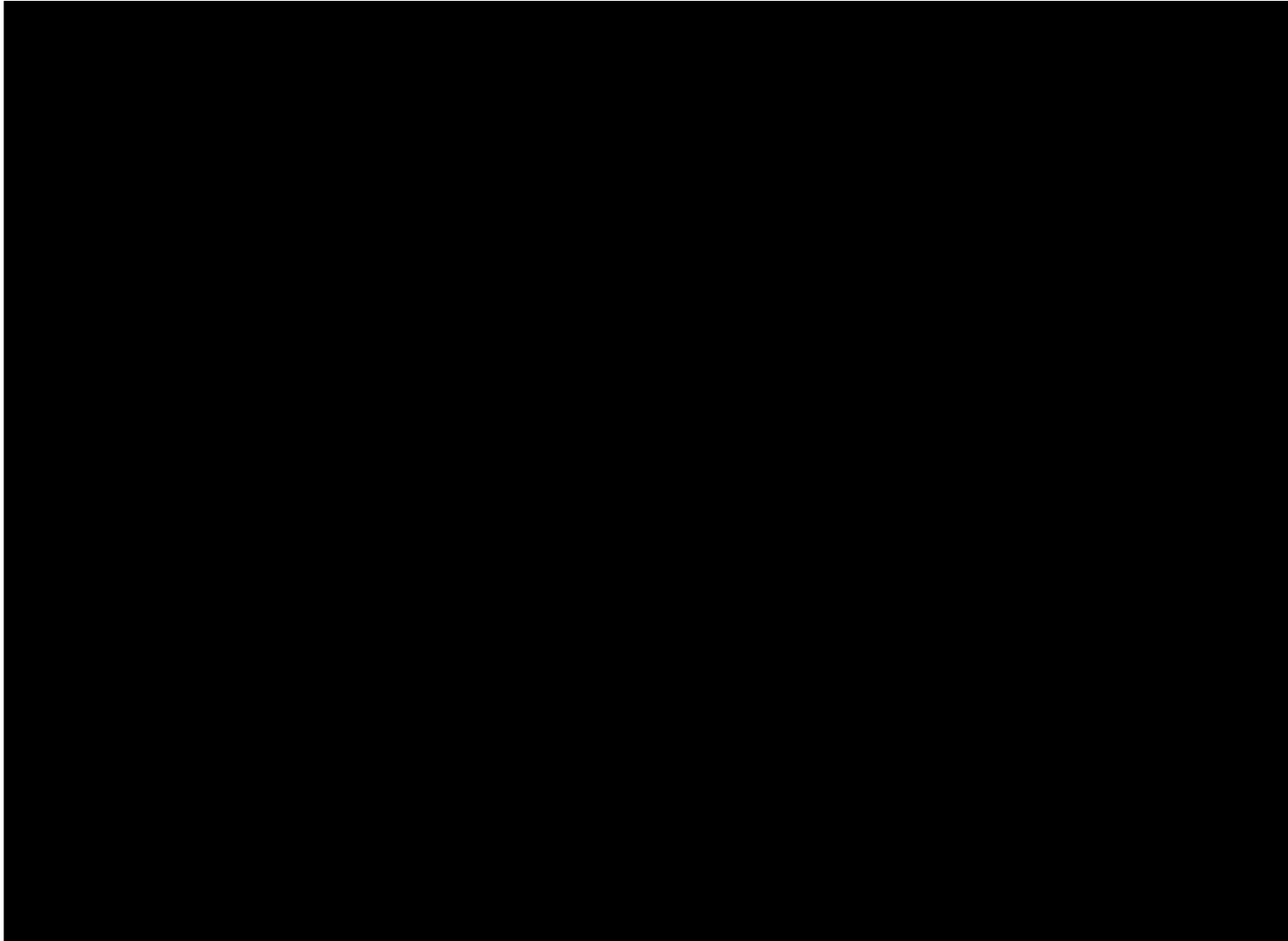


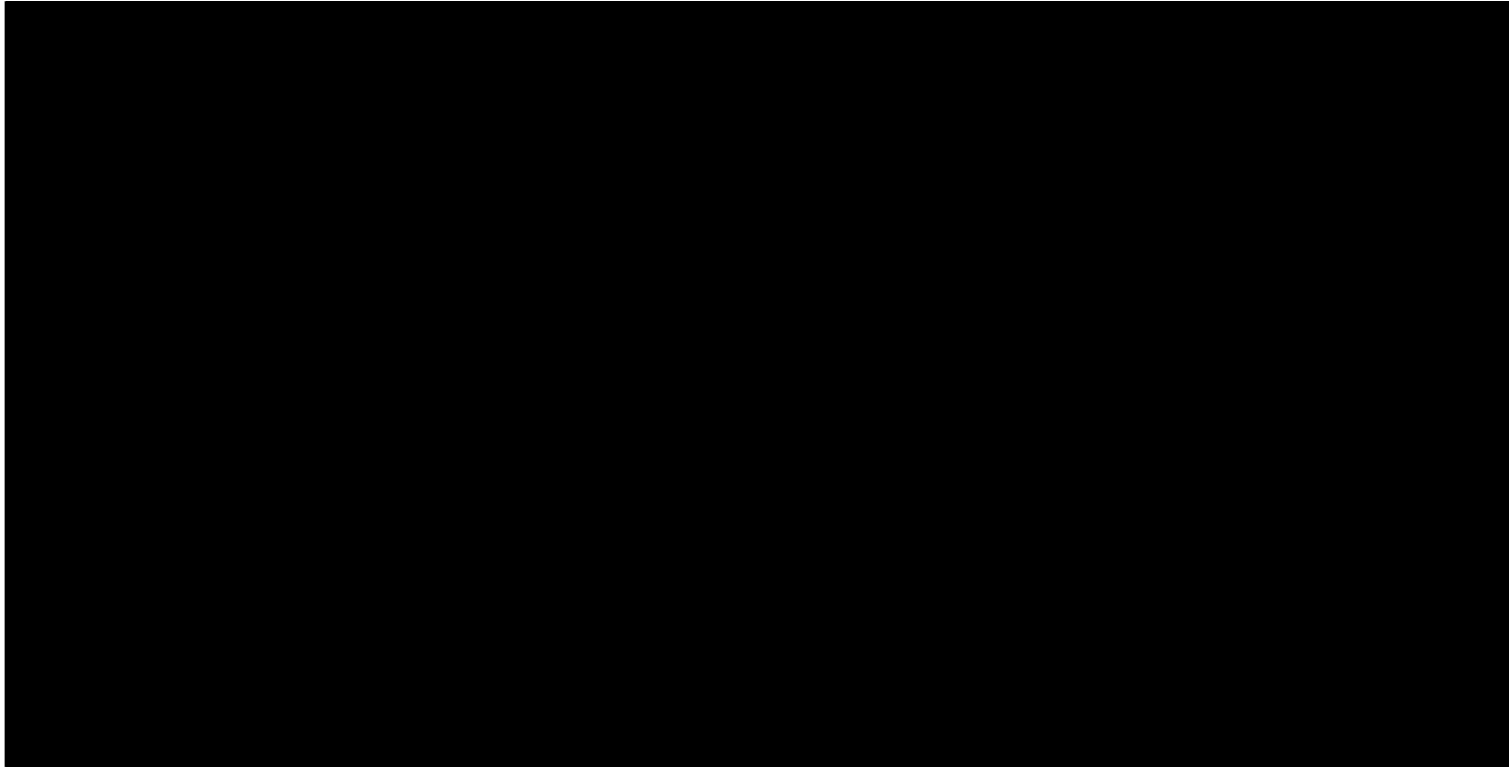
Students with a Minimum of A Year and Three Month's Growth

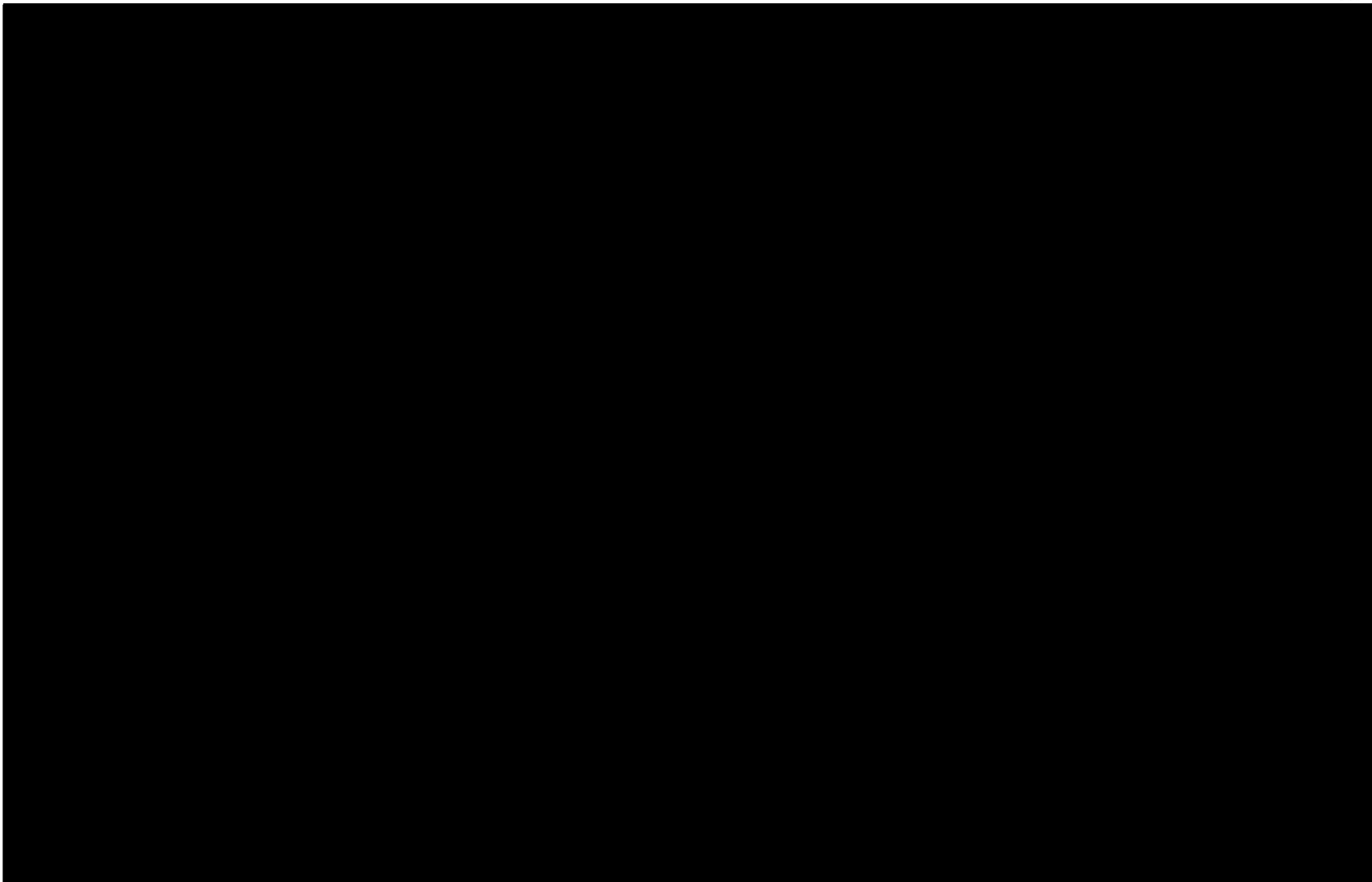


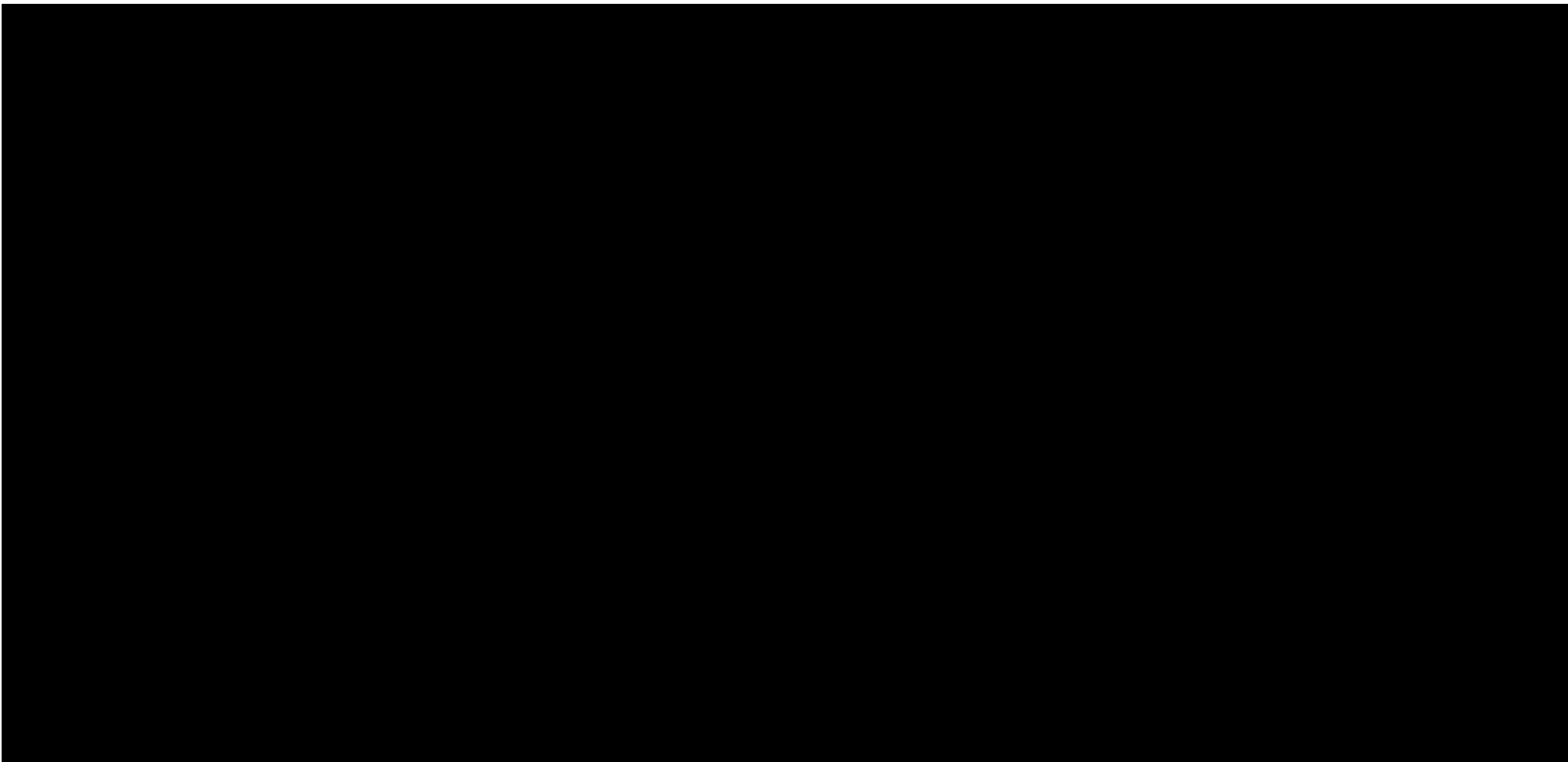










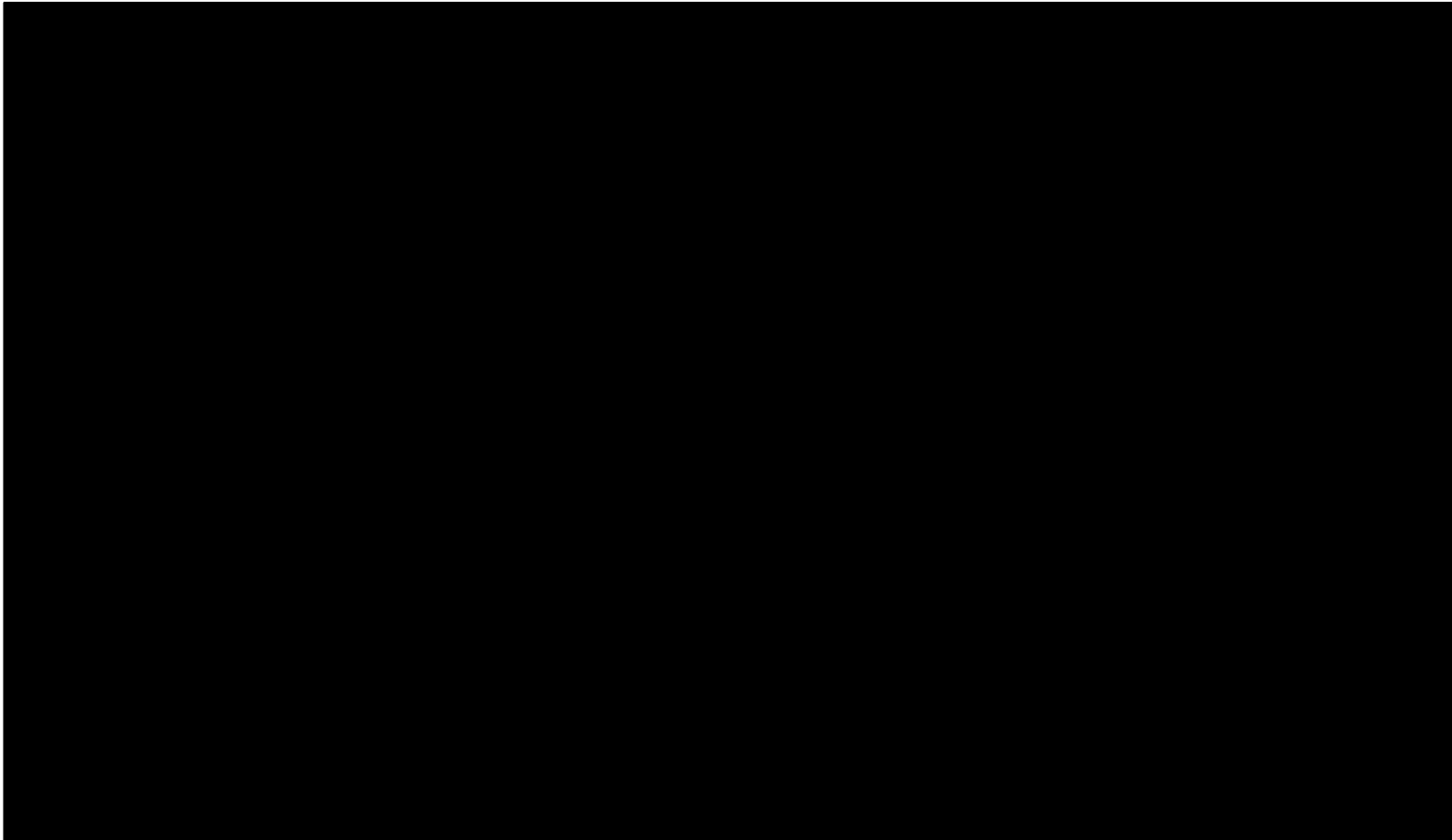


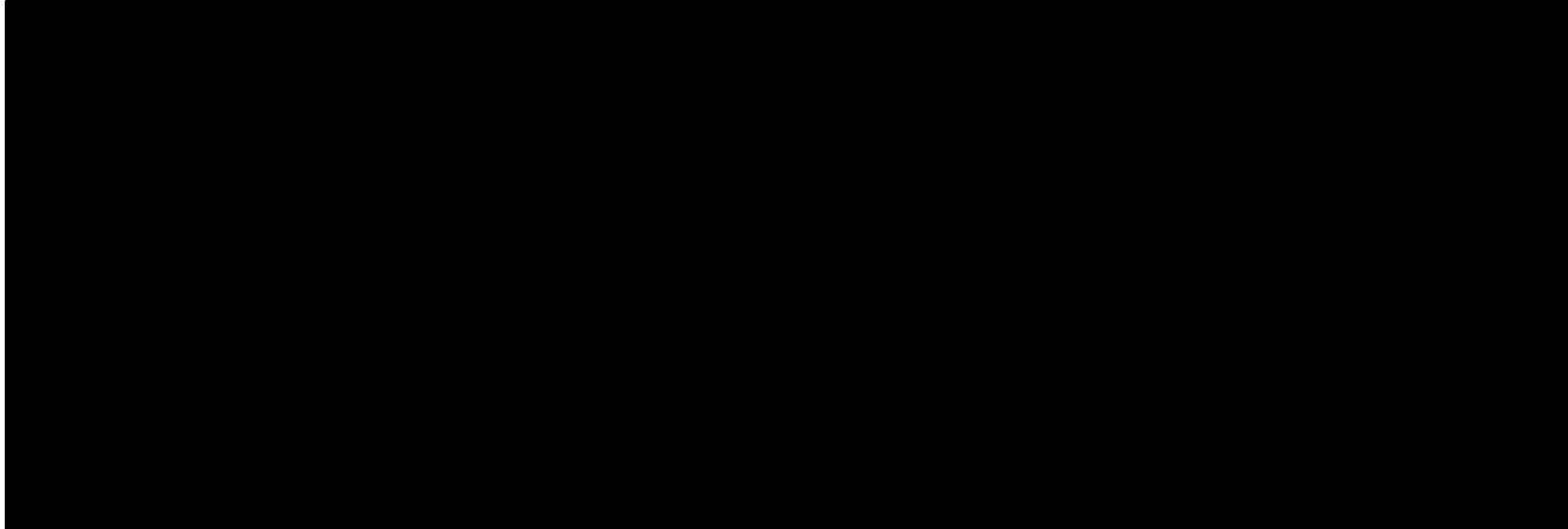
SBAC Summative Individual Scores - Longitudinal Comparison
ELA/Literacy



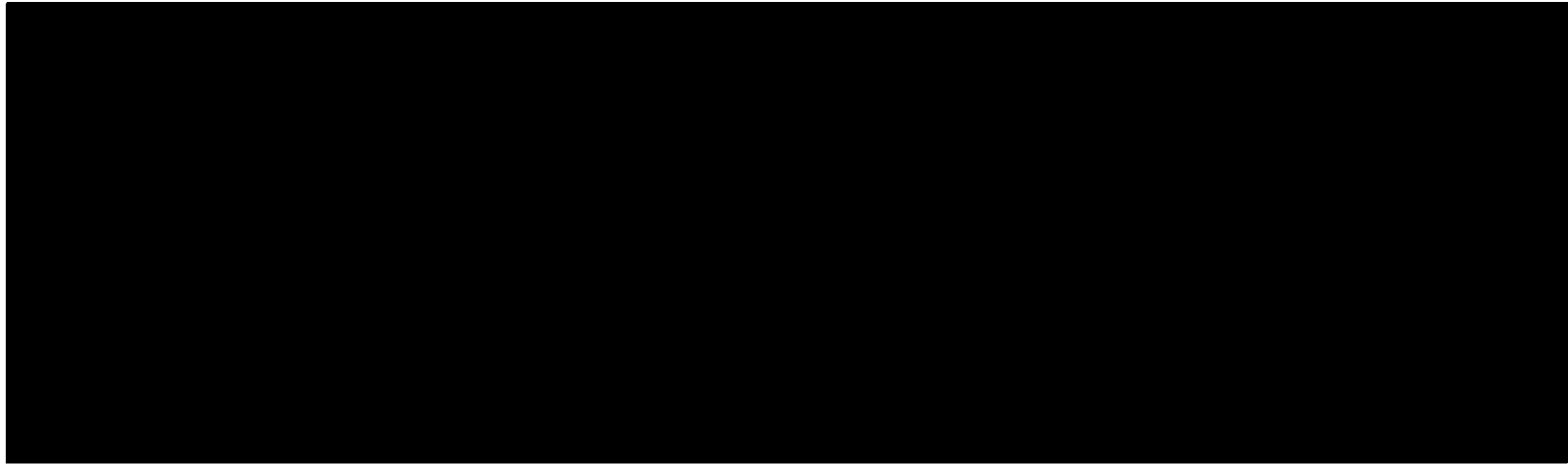


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Mathematics

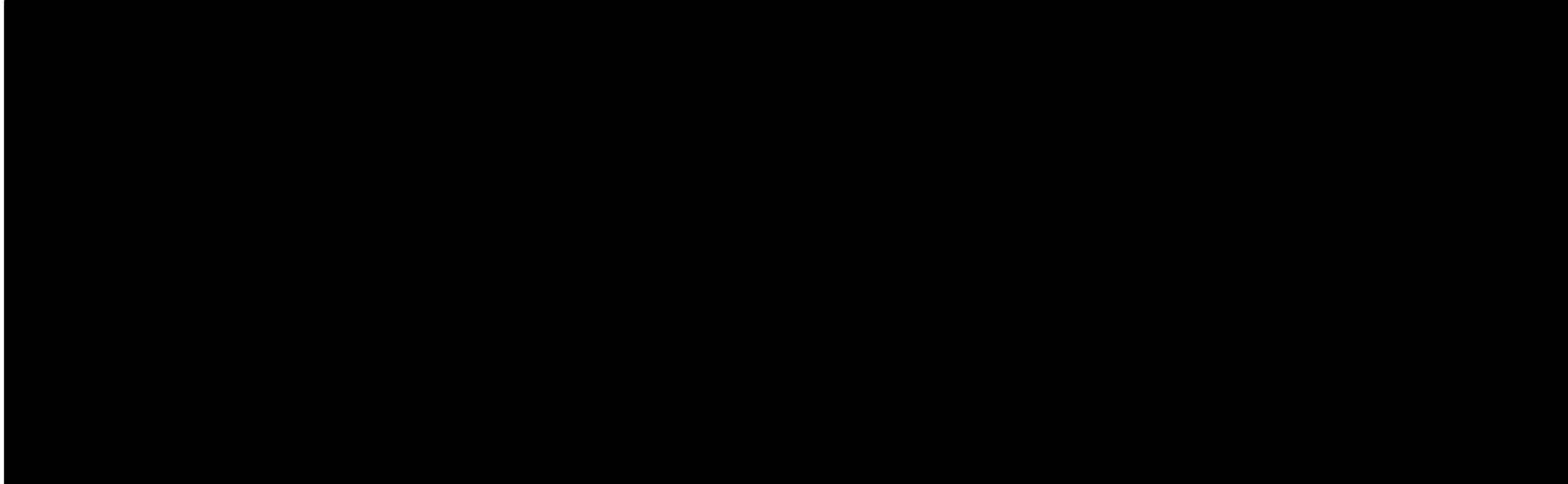




CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)
ELA - 3rd Grade

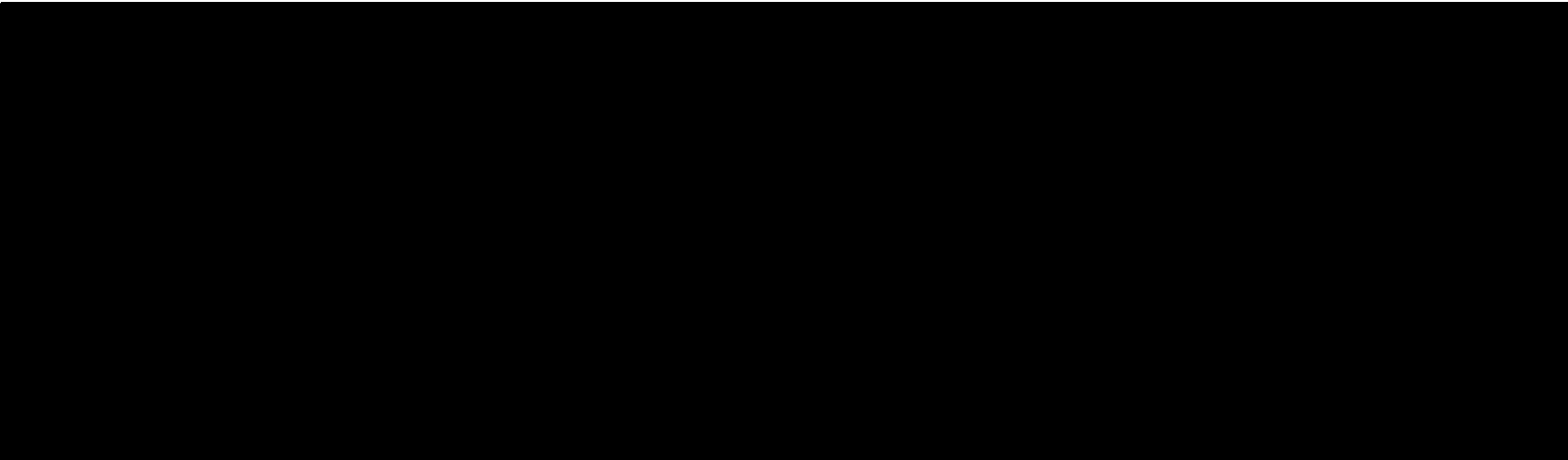


CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)
Mathematics - 3rd Grade



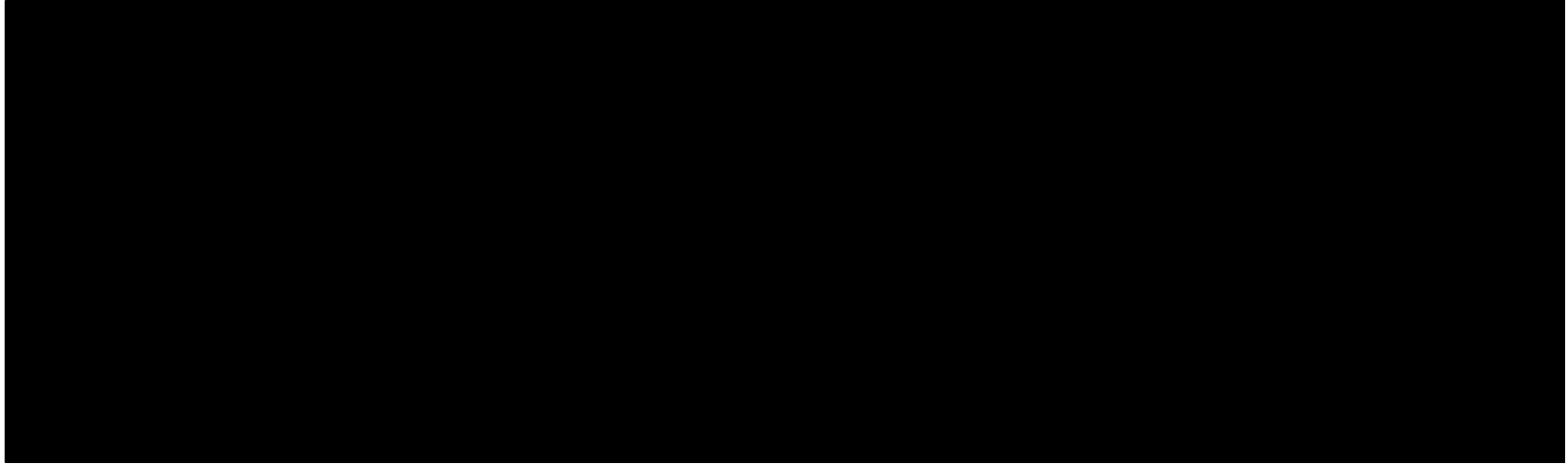
CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

ELA - 4th Grade



CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

ELA - 4th Grade



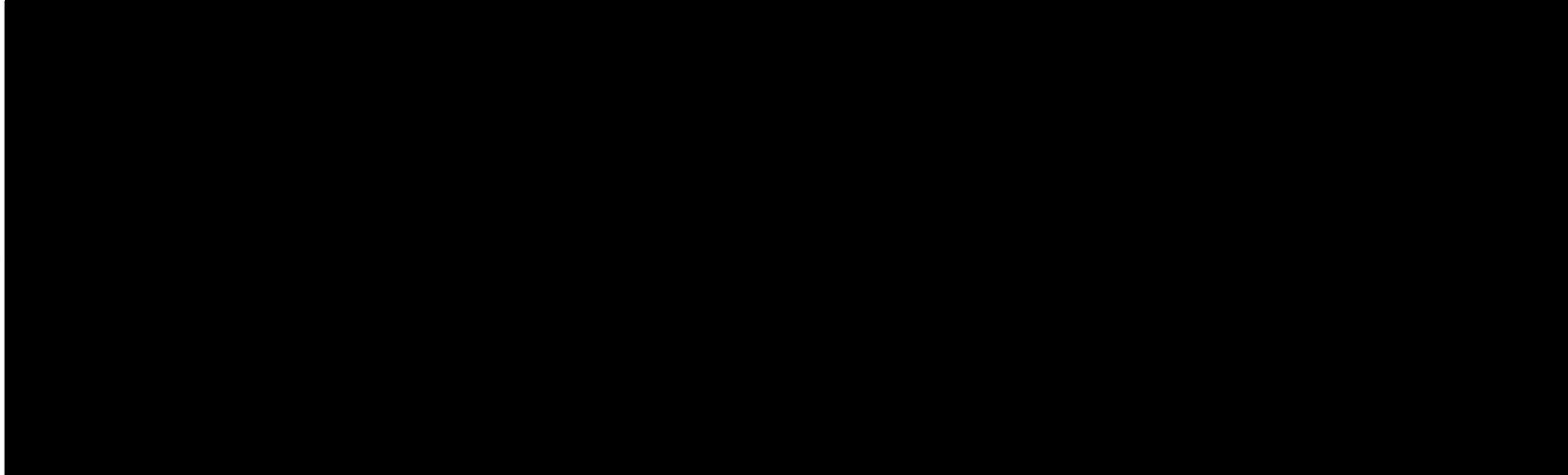
CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

ELA - 5th Grade

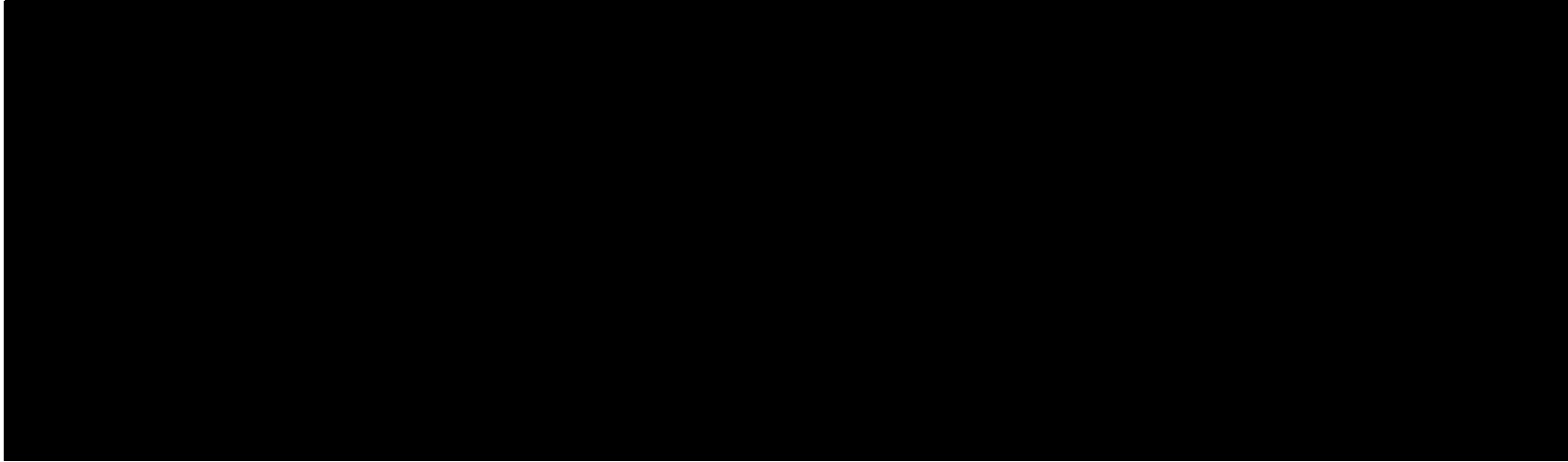


CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)

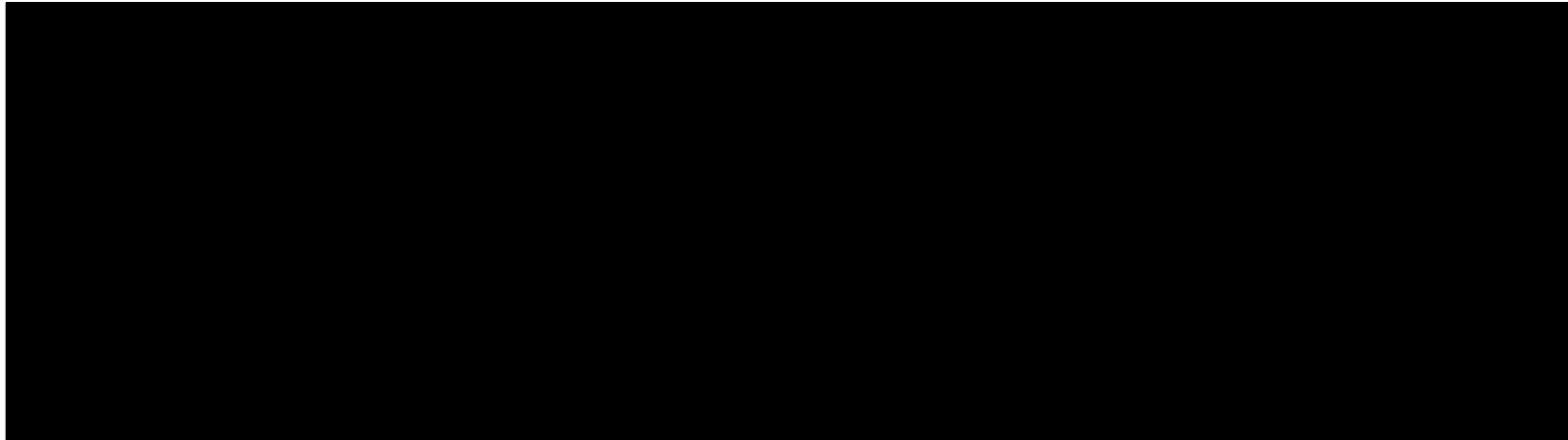
ELA - 5th Grade



CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)
ELA - 6th Grade



CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)



CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)
ISAT Science - 5th Grade

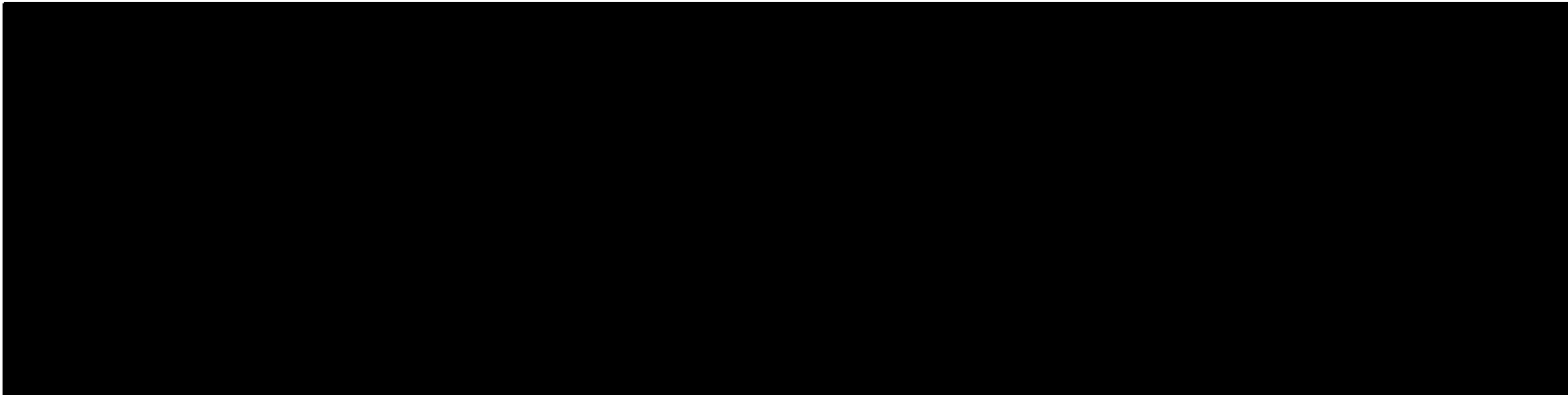


Exhibit 2 – Mission Specific Goals

MISSION-SPECIFIC GOALS			
CHIEF TAHGEE ELEMENTARY ACADEMY DISTRICT (483)			
Measure	Description	Result	Points Possible / Points Earned
Measure 1	<p>Is the school helping students become competent Shoshoni language speakers?</p> <p>Exceeds Standard: 80% or more of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).</p> <p>Meets Standard: 60% to 79% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment.</p> <p>Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment.</p> <p>Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment.</p>	<p>200</p> <p>160</p> <p>80</p> <p>0</p>	<p>Points Earned</p> <p>160</p> <p>160.00</p>
Notes	<p>Each year, CTEA will add an additional language immersion grade / classroom. The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per gradelevel.</p>		
Measure 2	<p>Is the school improving the science proficiency of American Indian students?</p> <p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.</p> <p>Meets Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.</p> <p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.</p> <p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.</p>	<p>100</p> <p>80</p> <p>40</p> <p>0</p>	<p>Points Earned</p> <p>100</p> <p>100.00</p>
Notes	<p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The percentage listed is the percentage greater than Fort Hall's score.</p>		

CTEA --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school improving the reading proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			

Measure 4	Is the school improving the math proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.	██████	80	30
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.		0	
				80.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The percentage listed is the percentage greater than Fort Hall's score.			

Measure 5	Is the school improving the English language arts proficiency of American Indian students?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary.</p>		100	
	<p>Meets Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 4 to 8 percentage points higher than Ft. Hall Elementary.</p>		80	
	<p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 0.5 to 3 percentage points higher than Ft. Hall Elementary.</p>		40	
	<p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was equal to or lower than Ft. Hall Elementary.</p>	■	0	0
				0.00
Notes	<p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. The percentage listed is the percentage greater than Fort Hall's score.</p>			

CONFIDENTIAL

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, Staff, and Parents
Classroom Observations

Detail: All stakeholders display a shared vision of the school, which demonstrates a deep commitment to the mission and a clear direction and substantial effort from the Board and the Administration. Full language immersion is not possible due to unavailability of teachers who are fluent in Shoshoni. However, students study the Shoshoni language and culture, as demonstrated by classroom visits and cultural activities such as the morning song and Indian Day Celebration music and art. Furthermore, school leaders exceed expectations in this area by the extent to which they pursue outside grant funding in order to develop a Shoshoni curriculum that will, when completed, serve to preserve the language for generations to come and act as an important teaching and learning tool for students and staff.

While the school's program and outcomes as described in the charter are not yet fully implemented, all school stakeholders share a common and consistent understanding of the school's mission and key design elements. The school needs more time to show longitudinal impact of the language instruction.

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

Rating: Meets

Evidence: Interviews with Administration, Staff
Classroom Observations

Detail: The K-3 program demonstrates a wholesale commitment to a distinct learning environment for every student. While the school leadership and board are highly committed to the Shoshoni immersion program, the teachers vary in their ability to successfully implement the model. This is particularly evident in the upper grades, where minimal Shoshoni is spoken in the classrooms.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Interview with Administration
Classroom Observations
Annual Reports

Detail: Per the 2015-16 state reported scores, the school continues to reflect lower than expected IRI and ISAT scores. Administration recognizes this and has made personnel, curricular, and programmatic changes to address reading and math. For example, administration has been working to fine-tune the usage of the blended learning curriculum. They have found that blended learning is not as effective for struggling students who need more engagement with teachers in order to improve outcomes. Administrators are working to train teachers on the curriculum and to measure effective instruction.

The school has recently won a \$1.2 million Native American/Alaska Native Children in School Program grant from the U.S. Department of Education for the “development, design, and implementation of Shoshoni language acquisition digital software.” This will be significant in helping them to develop and codify the written language. It will be a key tool for teachers and students as they work to gain fluency.

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

Rating: Does not meet

Evidence: Interview with Administration
Classroom Observations

Detail: In the core subjects of math and reading, lessons were not consistently well implemented to ensure the academic success of all students. During classroom observation, learning objectives were not verbally articulated or published on the board. Although the cultural storytelling method of instruction was used in some areas, the academic core subjects appear to be taught using a much more standard educational approach. Even in the most effective classrooms, there was a lack of alignment with the common core, particularly in math instruction.

Student engagement in the classroom varied. In most classrooms, a majority of students participated in the lesson. However, in most of the classrooms there was a minority of students who were not engaged in the learning activity. The teachers did appear to make efforts to include those disengaged students in the activity. Again, this was primarily a concern in the core subject areas, not the electives.

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

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The leadership have made changes each year in the curriculum and staff to address academic concerns. The administration uses I-Station to measure academic progress and assess students monthly. The Curriculum Director is working to ensure alignment between I-Station assessments and ISAT. Last year, she found that many of the students' ISAT results did not align with the I-Station testing scores. The Curriculum Director is working to address these gaps in I-Station. Administrators are emerging in their efforts to compare student learning against curriculum, standards, and performance goals.

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: There were clear roles and responsibility in leadership and among staff. The mission and articulation of goals by all demonstrates effective leadership. The school environment is highly collegial between all stakeholders, from the physical education staff to the parents to the Board. All who enter the school site are greeted warmly and the environment is welcoming.

CHIEF TAHGEE ELEMENTARY ACADEMY INC
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2016
WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2015

	General Fund	Shoban Tribes	Charter School Program	ANA Grant	Non-Major Governmental Funds	Total Governmental Funds	
						2016	2015
REVENUES							
State	\$ 673,716	\$ -	\$ -	\$ -	\$ -	\$ 673,716	636,864
Interest	334	-	-	-	-	334	62
Medicaid funds	45,368	-	-	-	-	45,368	61,869
Impact aid	792,355	-	-	-	-	792,355	-
Grants and contributions	16,246	150,000	179,510	142,227	99,460	587,443	567,523
Total revenues	<u>1,528,019</u>	<u>150,000</u>	<u>179,510</u>	<u>142,227</u>	<u>99,460</u>	<u>2,099,216</u>	<u>1,266,318</u>
EXPENDITURES							
Current							
Instruction							
Elementary school program	277,390	150,066	86,056	87,582	51,007	652,101	586,059
Special education	103,838	-	-	-	21,014	124,852	129,105
Support services	2,350	-	-	-	14,173	16,523	14,621
Instructional improvement program	-	-	-	-	4,624	4,624	4,930
Educational media program	4,797	-	-	-	3,142	4,797	-
Board of education	69,900	-	63,567	54,745	191,354	191,354	197,828
District administration services	19,465	40	-	-	5,500	19,505	11,978
Business operations program	-	-	-	-	-	5,500	6,525
Administrative technology services	26,391	-	-	-	-	26,391	18,026
Building care program custodial	68,502	-	-	-	-	68,502	60,816
Maintenance student occupied	2,259	-	-	-	2,259	2,259	3,623
Maintenance - grounds	505	-	-	-	-	505	577
Security program	125,323	-	-	-	-	125,323	123,720
Pupil to school transportation program	-	-	-	-	-	-	-
Non-instructional services							
Food services	14,891	-	-	-	-	14,891	16,692
Capital outlay	91,122	-	29,987	-	-	121,109	26,190
Debt Service	-	-	-	-	-	-	-
Principal payments	24,671	-	-	-	-	24,671	10,329
Interest charges	1,329	-	-	-	-	1,329	1,877
Total expenditures	<u>832,733</u>	<u>150,106</u>	<u>179,610</u>	<u>142,327</u>	<u>99,460</u>	<u>1,404,236</u>	<u>1,212,906</u>
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	<u>695,286</u>	<u>(106)</u>	<u>(100)</u>	<u>(100)</u>	<u>-</u>	<u>694,980</u>	<u>53,412</u>
OTHER FINANCING SOURCES (USES)							
Proceeds from line of credit	-	-	-	-	-	-	15,000
Transfers in	-	-	-	-	-	-	868
Transfers out	-	-	-	-	-	-	(868)
Total other financing sources	-	-	-	-	-	-	15,000
NET CHANGE IN FUND BALANCE	<u>695,286</u>	<u>(106)</u>	<u>(100)</u>	<u>(100)</u>	<u>-</u>	<u>694,980</u>	<u>68,412</u>
BEGINNING FUND BALANCE	<u>29,401</u>	<u>106</u>	<u>100</u>	<u>100</u>	<u>-</u>	<u>29,707</u>	<u>(38,705)</u>
ENDING FUND BALANCE	<u>\$ 724,687</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 724,687</u>	<u>\$ 29,707</u>

The notes to the financial statement are an integral part of this statement.

**CHIEF TAHGEE ELEMENTARY ACADEMY, INC.
SCHEDULE OF FINDINGS AND RESPONSES
FOR THE YEAR ENDED JUNE 30, 2016**

Findings of Significant Deficiencies And Responses

2016-001 *Criteria* : Government auditing standards require the organization to draft its financial statements and related note disclosures. If the organization does not have such a person then the organization must designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services provided by the auditor; evaluate the adequacy and results of those services, and accept responsibility for them.

Condition : The Academy's internal control system does not currently require the entity to employ a person with the qualifications and training necessary to prepare the Academy's financial statements, notes, and required supplementary information in accordance with generally accepted accounting principles. The auditors were requested to draft the financial statements, notes, and required supplementary information to the financial statements.

Cause: The auditors were requested to draft the financial statements, notes, and required supplementary information to the financial statements.

Effect: This circumstance is not unusual in an organization of this size. It is the responsibility of management and those charged with governance to make the decision whether to accept the degree of risk associated with this condition because of cost or other considerations.

Repeat Finding

Recommendations: We recommend management and those charged with governance to evaluate whether to accept the degree of risk associated with this condition.

Management Response

The management and Board of Directors will make a decision whether to accept the degree of risk associated with this condition because of cost or other considerations. It is our understanding that many school districts do not employ someone who can draft its financial statements and related note disclosures. The Board may continue to designate an individual to oversee any nonaudit services provided by the auditor, evaluate the adequacy of those services, and accept responsibility for them.

Findings of Noncompliance with Grants

2016-002 *Criteria* : The Idaho Public Charter School Commission requires an audit to be submitted by October 15th and Department of Education requires a submitted audit by November 10th.

Condition : Requested items for the June 30, 2016, fiscal year audit were still being provided subsequent to October 15th, 2016.

Cause: The financial statement audit was not completed in a timely manner.

Effect : The Academy may not receive necessary funds to operate and puts an undue burden on the Organization.

CHIEF TAHGEE ELEMENTARY ACADEMY, INC.
SCHEDULE OF FINDINGS AND RESPONSES
FOR THE YEAR ENDED JUNE 30, 2016

2016-002 Continued

Repeat Finding

Recommendations: We recommend the Academy to be prepared for the audit in a more timely manner.

Management Response

CTEA is working to meet this deadline.

**CHIEF TAHGEE ELEMENTARY ACADEMY, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016**

Findings of Material Deficiencies And Responses

2015-001 *Criteria:* The Internal Revenue Service requires timely remittance of payroll taxes.

Condition : During the audit, it came to our attention that the Academy had not been timely in remitting payroll taxes as well as filing payroll reports. This has led to assessment of penalties and interest.

Recommendations: We recommend the Academy review required payroll remittance schedules and remit payroll taxes in a timely manner as well as file payroll reports in a timely manner.

Current status: *The finding has been resolved.*

2015-002 *Criteria:* The Public Employee Retirement System of Idaho requires timely remittance of employer and employee contributions.

Condition : During the audit, it came to our attention that the Academy had not been timely in remitting PERSI contributions. This has led to assessment of penalties and interest.

Recommendations: We recommend the Academy to pay PERSI contributions in a timely manner.

Current status: *The finding has been resolved.*

2015-003 *Criteria:* The Committee of Sponsoring Organizations of the Treadway Commission (COSO) established a common internal control model against which companies and organizations may assess their control systems. The COSO internal control framework consists of five components that provide an effective framework for describing and analyzing the internal control system implemented in an organization. Control activities outline segregation of duties as key policies and procedures to safeguard an organization's assets and to ensure management directives are carried out.

Condition : During the audit it came to our attention that the Director maintained custody of assets, recorded accounting transactions for the organization, and authorized transactions. The COSO model states these duties should be segregated amongst different individuals.

Current status: The finding has been resolved.



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.