

RENEWAL RECOMMENDATION

It is recommended that the charter of Richard McKenna Charter School (RMCS) be renewed for a five (5) year term, provided that RMCS 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. By June 30, 2020, RMCS's 10th grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School for 10th grade. Proficiency rates will be based upon the appealed data set. 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.
2. RMCS's 2020 four (4) year cohort graduation rate for the on-site program will be at least fifty percent (50%). This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate term (2022).

Regardless of whether or not RMCS agrees to fulfill the specific conditions above, RMCS 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

Richard McKenna Charter School (RMCS) is a public charter school located in Mountain Home. The school serves high school students both in a brick-and-mortar general education program and in an online alternative program. RMCS recently began phasing in a K-8 Montessori program housed in a separate facility. RMCS does not contract with an educational service provider for the online program, but uses curriculum developed in-house. The charter states that the high school focuses on building character as well as academic skills through project-based learning that results in high-quality products or performances. Early elementary students should engage with manipulatives to make discoveries through guided, independent work.

The charter includes the following standards:

- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their reading skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their language skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their math skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of general education students and 75% of alternative students in the 12th grade will score at or above the 50th percentile on at least 7 out of 10 scales measures on the 12th grade LASSI-HS.

The standards above reflect amendments made in 2015. The original charter does not contain clear commitments representing the nature and anticipated effectiveness of the school promised by its founding group.

The petition for RMCS (then known as Idaho Virtual High School) was approved by the Mountain Home School District in 2001. The school opened in fall 2002. In 2004, the school transferred to authorization by the Public Charter School Commission.

MISSION

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

LEADERSHIP

Name	Title	Term
Meg Warren	Board Chair	06/15 to 06/17
Don Dow	Vice Chairman	06/15 to 06/17
Doug Mayne	Treasurer	06/16 to 06/18
Melody Landis	Secretary	06/15 to 06/17
Maralee Smith	Member	06/16 to 06/18
Page Borgholthaus	Member	06/16 to 06/18
Krista Cochran	Administrator	N/A

Academic Performance Summary

RMCS’s academic outcomes have historically trended lower than state averages. However, ISAT results in ELA are presently higher than both the state average and the local, traditional high school’s results. The school’s math results are lower than the local, traditional high school’s and substantially lower than the state’s. RMCS’s 4-year and 5-year cohort graduation rates are very low.

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

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	Remediation
2014-15**	Critical Gen Ed Onsite
2014-15**	Critical Alt Virtual
2015-16**	Critical Gen Ed Onsite
2015-16**	Critical Alt Virtual

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding proficiency rates, graduation rate (if applicable), and outcome comparisons with surrounding districts and the

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.

**2014-2016 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?
<p>Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:</p> <ul style="list-style-type: none"> • Critical and Analytical Thinking • Hard Work, Respect, and Service • Presentations and Projects • Reflecting and Recording 	Yes
<p>Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.</p>	Yes

Operational Performance Summary

RMCS’s operational performance has been strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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 (2002-03)			124
2 (2003-04)			183
3 (2004-05)			248
4 (2005-06)			293
5 (2006-07)			346
6 (2007-08)			403
7 (2008-09)			361
8 (2009-10)			330
9 (2010-11)			358
10 (2011-12)			303
11 (2012-13)			263
12 (2013-14)			222
13 (2014-15)	75 Onsite 9-12 Unlimited Virtual K-12		297
14 (2015-16)	75 Onsite 9-12 Unlimited Virtual K-12		337
15 (2016-17)	48 Onsite K-8 75 Onsite 9-12 Unlimited Virtual K-12		350

BOARD AND ADMINISTRATIVE TURNOVER

RMCS has had almost no administrative turnover during its fifteen years of operation. A new administrator joined the school during the 2015-16 school year. Board membership has remained unusually stable throughout the life of the school.

Financial Performance Summary

RMCS’s financial performance has remained strong throughout the performance certificate term. RMCS relies on revenue generated by the online program to subsidize the onsite high school and elementary programs.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

Renewal Process

RICHARD MCKENNA CHARTER SCHOOL

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	6/17/14	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Performance 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 Performance Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did not provide a response.
Renewal Process Orientation Meeting	3/7/16	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	3/8/16	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 not provide auxiliary performance data.
Pre-Renewal Site Visit	10/12/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Performance Report Issued to School	11/15/2016	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	By 12/15/16	The statutory deadline for renewal applications is December 15.



Richard McKenna Charter School

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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

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.	
Key Design Elements	<ul style="list-style-type: none"> • Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on: <ul style="list-style-type: none"> ○ Critical and Analytical Thinking ○ Hard Work, Respect, and Service ○ Presentations and Projects ○ Reflecting and Recording • Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth. • Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting. 	
School Contact Information	Address: 675 South Haskett Street Mountain Home, ID 83647	Phone: 208-580-2449
Surrounding District	Mountain Home School District	
Opening Year	2002	
Current Term	June 17, 2014 – June 30, 2017	
Grades Served	9 – 12	
Enrollment	Approved: 291 on site, unlimited online	Actual: 337

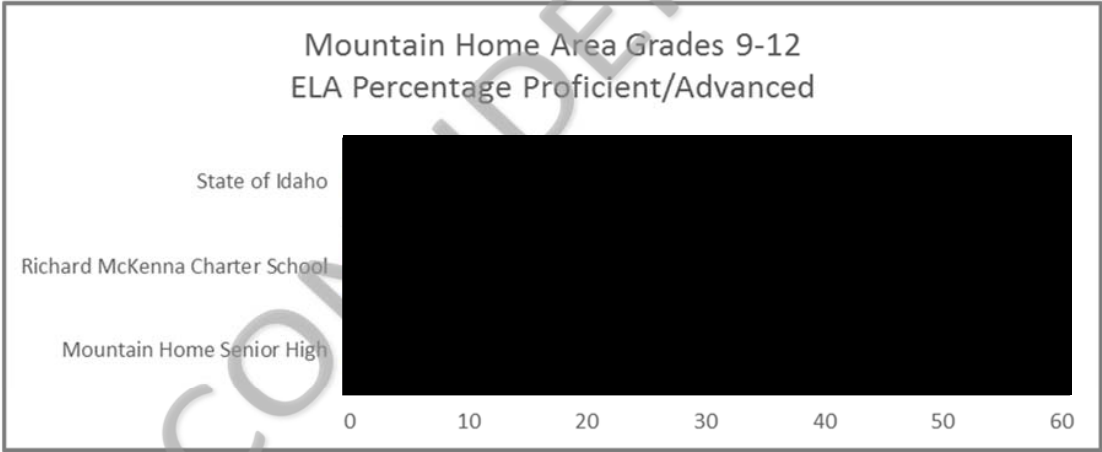
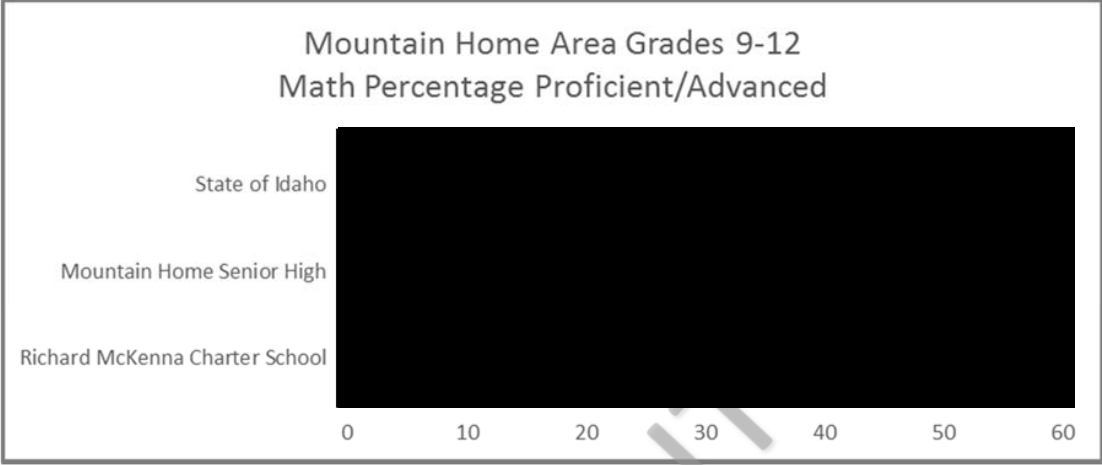
School Leadership (2015-2016)	Role
Meg Warren	Chair
Don Dow	Vice Chair
Doug Mayne	Treasurer
Marilee Smith	Director
Melodie Landis	Director
Page Borgholthaus	Director
Larry Slade	Administrator

	School	Surrounding District	State
Non-White	21.00%	33.11%	23.84%
Limited English Proficiency	0.00%	9.11%	8.61%
Special Needs	1.67%	10.92%	9.76%
Free & Reduced Lunch	30.33%	51.86%	47.27%

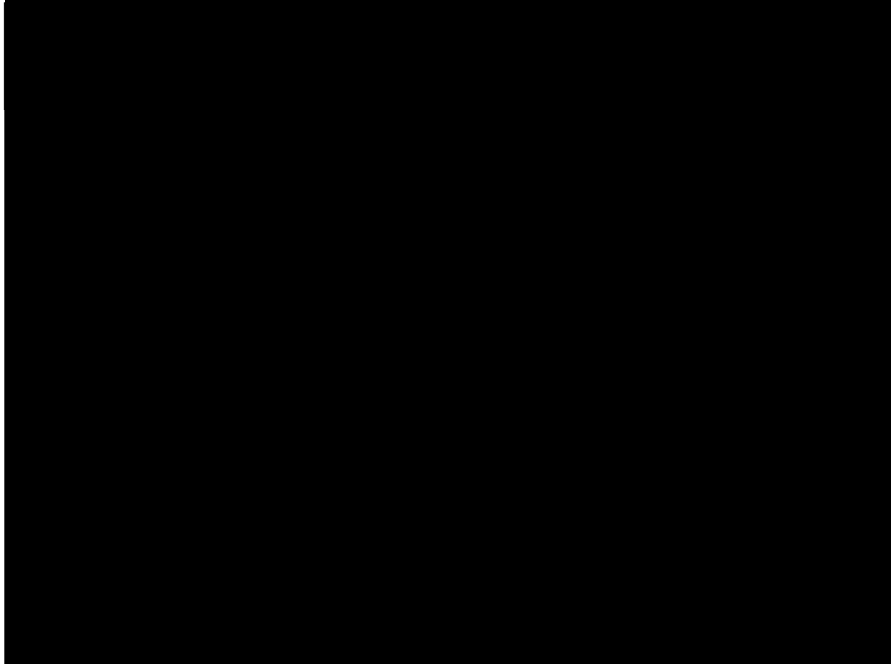
Academic Measure	GEN Result (on-site)	ALT Result (virtual)
Percentage of Students Meeting or Exceeding Proficiency in Math	█%	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█%	█%
Percentage of Students Meeting or Exceeding Proficiency in Science	█%	█%
Graduation Rate (4-year cohort data from 2015)	20.00%	13.00%*

*The alternative school's 5-year cohort graduation rate, based on 2014 data, is 16%.

RMCS's on-site, general education population is reflected in the Mountain Home Area comparison charts. RMCS's virtual, alternative population is reflected in the virtual school and alternative school comparison charts.

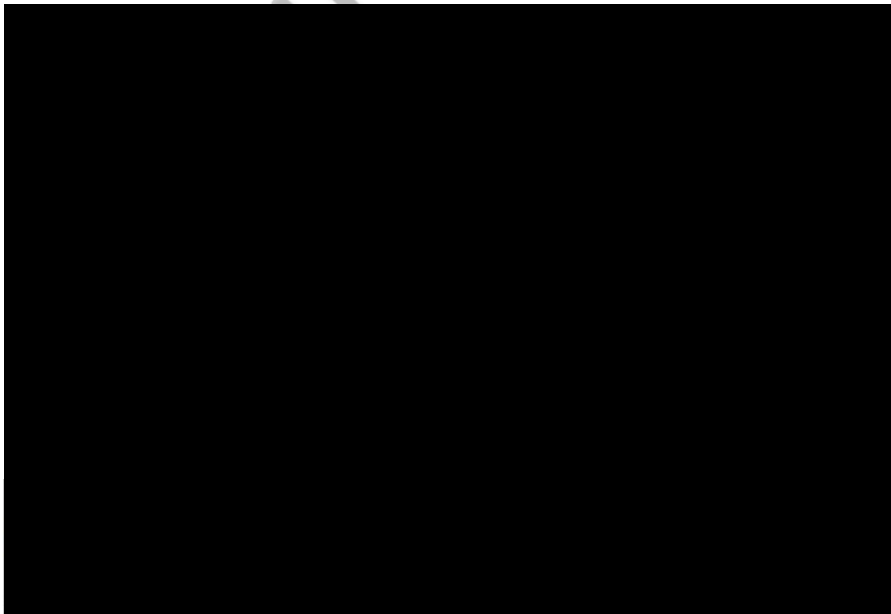


Virtual Schools Grades K-12
Math Percentage Proficient/Advanced



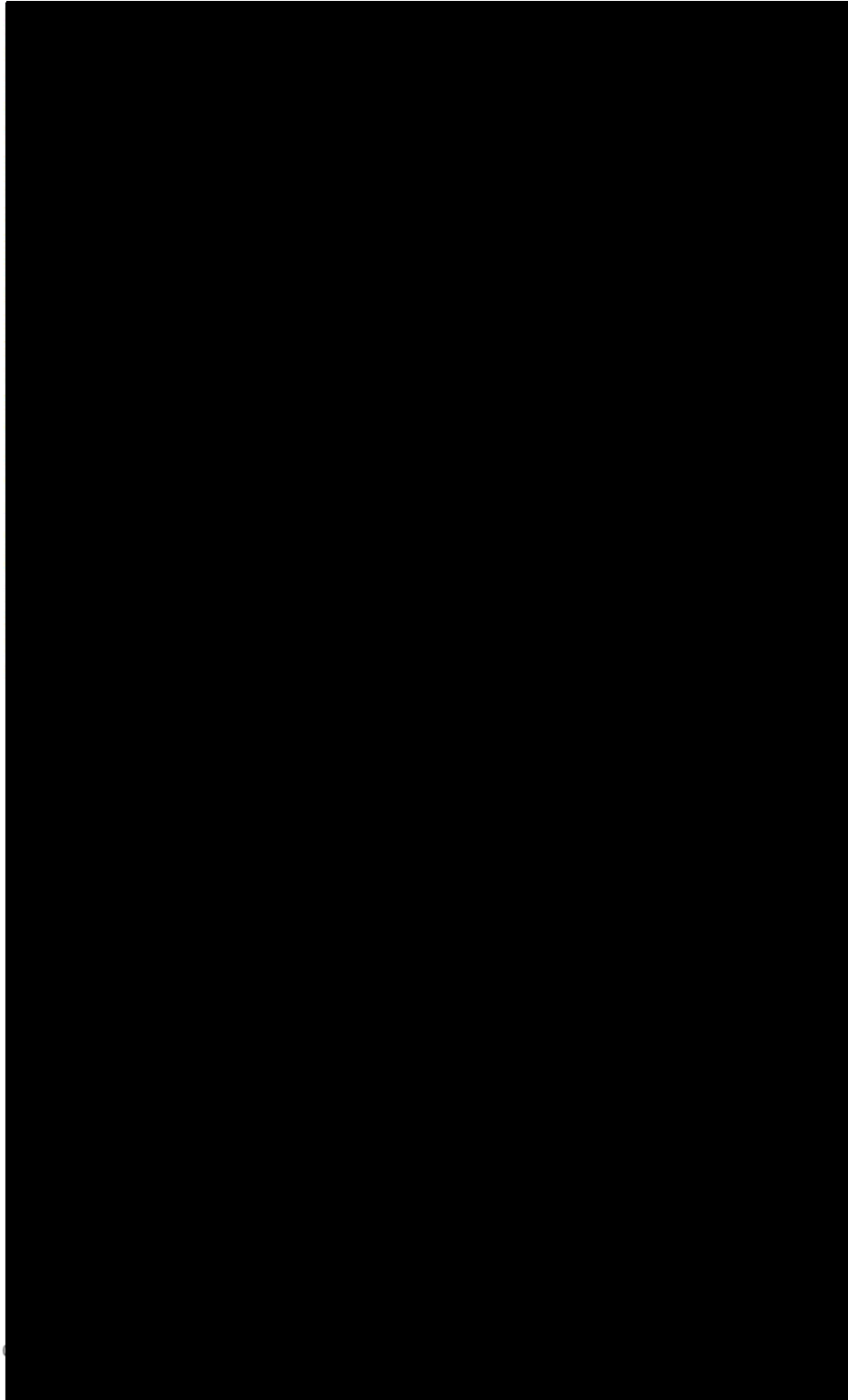
School names are masked to protect individually identifiable student information.

Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced



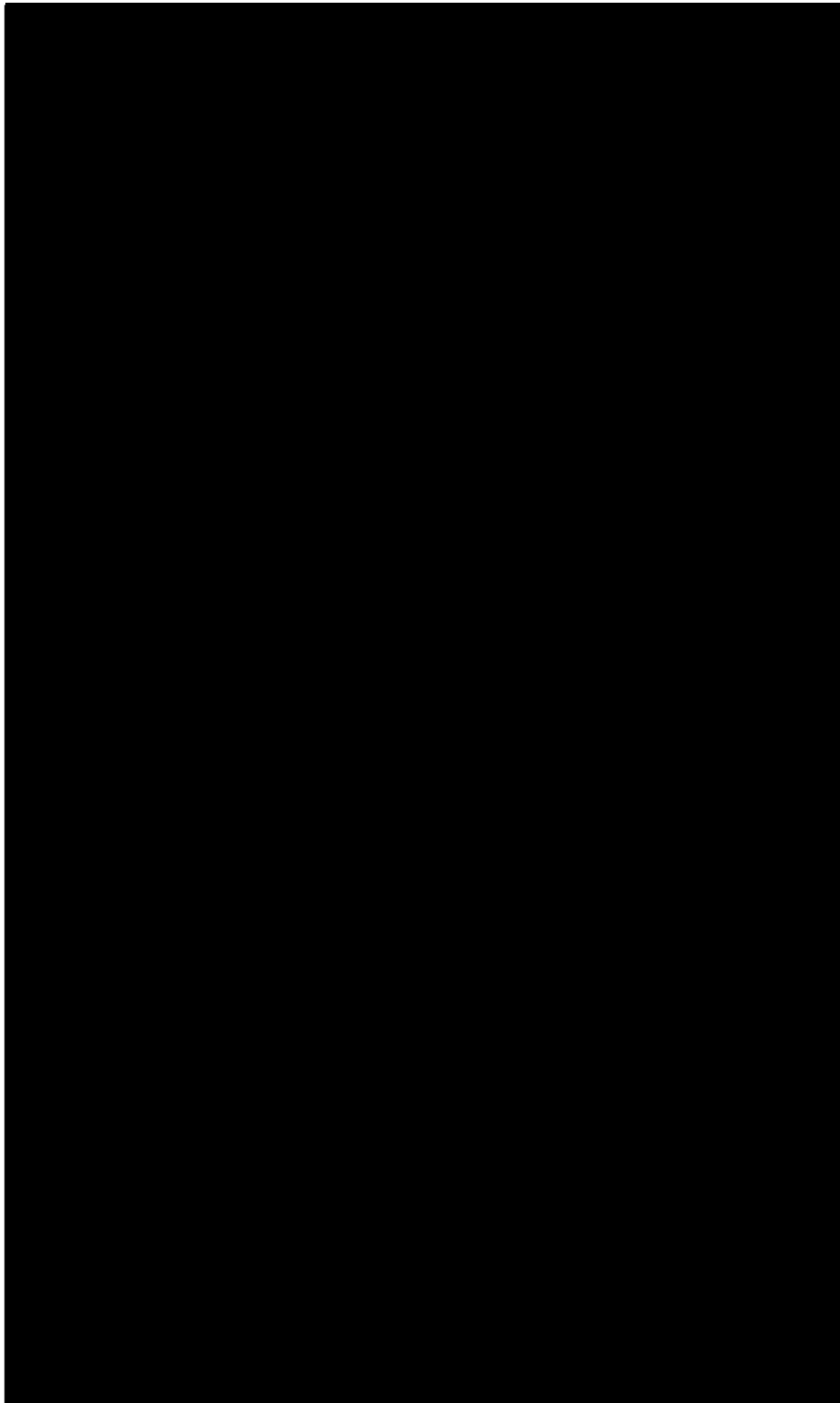
School names are masked to protect individually identifiable student information.

Statewide Alternative Schools
Math Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.
RMCS Alt is represented by the gold bar. The State of Idaho is represented by the green bar.

Statewide Alternative Schools
ELA Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.
RMCS Alt is represented by the gold bar. The State of Idaho is represented by the
green bar.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Richard McKenna Charter High School Year Opened: 2002 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

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.

RMCHS --- 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	23%	■
	2c				75	23%	■
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	15%	3.71
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							34.00
% of Possible Academic Points for This School							17.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				33.33	10%	0.00
English language skills improvement	2				33.33	10%	0.00
Math skills improvement	3				33.33	10%	0.00
Study skills acquisition	4				33.33	10%	0.00
Total Possible Mission-Specific Points					133.32	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					333.32		
TOTAL POINTS RECEIVED							34.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							10.20%

ALTERNATIVE PROGRAM 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				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	■
	2c				75	20%	■
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
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	20%	2.41
Total Possible Academic Points					1325	60%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							30.29
% of Possible Academic Points for This School							13.46%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				37	10%	0.00
English language skills improvement	2				37	10%	0.00
Math skills improvement	3				37	10%	0.00
Study skills acquisition	4				39	26%	0.00
Total Possible Mission-Specific Points					149	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					374		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED							0.13
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS							0.04%

RMCHS --- PERFORMANCE FRAMEWORK SCORING

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	355.00
% OF POSSIBLE OPERATIONAL POINTS				88.75%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	95.00%
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible	88.75%	65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	10.20%	0% - 30% of points possible	0.04%	0% - 60% of points possible		0% - 45% of points possible	

RMCHS --- ACADEMIC FRAMEWORK

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

RMCHS --- ACADEMIC FRAMEWORK

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

RMCHS --- ACADEMIC FRAMEWORK

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	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			
Measure 4b1 College Entrance Exam Results Notes	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			
Measure 4b2 College Entrance Exam Results Notes	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			
Measure 4c Graduation Rate Notes	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.		20.00	0-13	13	1-70	70
Notes Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.							4

MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students gain appropriate reading skills? Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			175	
			140	
			70	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.				
Measure 2 Is the school helping students gain appropriate English Language skills? Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education TABE. Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			175	
			140	
			70	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.				

RMCHS GEN --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE).</p>		175	
			140	
			70	
		0	0	0
				0.00
Notes	The TABE assessment was not administered, thus no data is available.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Meets Standard: 66%-85% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Does Not Meet Standard: 46%-65% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Falls Far Below Standard: Fewer than 46% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		175	
			140	
			70	
		0	0	0
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Description	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	<p>Exceeds Standard: School received five stars on the Star Rating System</p> <p>Meets Standard: School received three or four stars on the Star Rating System</p> <p>Does Not Meet Standard: School received two stars on the Star Rating System</p> <p>Falls Far Below Standard: School received one star on the Star Rating System</p>	5 4 3 2 1	25 20 15 0 0		0		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Description	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	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							
Measure 2b	Are students achieving math proficiency on state examinations?						
ISAT / SBA % Proficiency Math	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							
Measure 2c	Are students achieving language proficiency on state examinations?						
ISAT / SBA % Proficiency Language Arts	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.						
		57-75	19	66-99	34	0	
		38-56	19	43-65	23	0	
		20-37	18	30-42	13	0	
		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? Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.						
		57-75	19	66-99	34	0	
		38-56	19	43-65	23	0	
		20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	
Notes						0	

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers? Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		57-75	19	66-99	34	0
			38-56	19	43-65	23	0
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
	Notes						<u>0</u>
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time? Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
			51-75	25	45-69	25	0
			26-50	25	31-44	14	0
			0-25	25	1-30	30	0
	Notes						<u>0</u>
INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			12	90-100	11	0
				13	81-89	9	0
				13	71-80	10	0
				13	1-70	70	0
	Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			12	90-100	11	0
				13	81-89	9	0
				13	71-80	10	0
				13	1-70	70	0
	Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
	Notes	1	0				

RMCHS ---ALT ACADEMIC FRAMEWORK

Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned		
Exam Results	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 5b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned		
Exam Results	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 5c1 Graduation Rate 4-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0	
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0	
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0	
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		13.00	0-13	13	1-70	70	2
	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. RMCS's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 16%.						2	
Notes								
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard:		39-50	12	90-100	11	0	
	Meets Standard:		26-38	13	81-89	9	0	
	Does Not Meet Standard:		14-25	12	71-80	10	0	
	Falls Far Below Standard:		0-13	13	1-70	70	0	
Notes								

MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students gain appropriate reading skills? Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			215	
			172	
			86	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.				
Measure 2 Is the school helping students gain appropriate English Language skills? Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			215	
			172	
			86	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.				

		Result	Points Possible	Points Earned
Measure 3	Is the school helping students gain appropriate math skills?			
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.	0	0	0
			0.00	
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered, thus no data is available.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?			
	Exceeds Standard: 80%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		230	
	Meets Standard: 60%-79% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		184	
	Does Not Meet Standard: 40%-59% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		92	
	Falls Far Below Standard: Fewer than 40% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.	0	0	0
			0.00	
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The LASSI assessment was not administered, thus no data is available.			

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.	No instances of non-compliance documented	25	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	
Notes			25.00	
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	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	
Notes			25.00	
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	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	
Notes			25.00	

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

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?		25	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			15.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?		25	
	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		25.00
	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?		25	
	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		25.00
	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

RMCHS --- 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 with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
Notes	The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of July 1, 2016.			0.00

RMCHS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities		Current Ratio is:		
	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>		3.02	50	50.00
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.			10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.			0	
Notes					50.00
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)		No. of Days Cash:		
	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>		133	50	50.00
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.			10	
	Falls Far Below Standard: Fewer than 15 Days Cash.			0	
Notes					50.00
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget		Variance is:		
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		110.91%	50	50.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.			30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.			0	
Notes					50.00
Measure 1d Default	Default		No default or delinquency noted in audit		
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.			50	50.00
	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.			0	
Notes					50.00

RMCHS --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>25.67%</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:			25.67%	50	50.00		10			0				50.00
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Aggregated 3-Year Totals:																				
25.67%	50	50.00																		
	10																			
	0																			
		50.00																		
<p>Notes</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>																			
<p>Measure 2b</p> <p>Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.10</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:			0.10	50	50.00		30			0				50.00
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	0																			
		50.00																		
<p>Notes</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</p>																			
<p>Measure 2c</p> <p>Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$407,819</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:			\$407,819	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Multi-Year Cumulative is:																				
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	30																			
	0																			
		50.00																		
<p>Notes</p>																				
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>2.62</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:			2.62	50	50.00		0				50.00			
Result	Points Possible	Points Earned																		
Ratio is:																				
2.62	50	50.00																		
	0																			
		50.00																		
<p>Notes</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>																			

RMCHS --- LONGITUDINAL RESULTS

GENERAL PROGRAM ACADEMIC			2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points						
State/Federal Accountability	1a	25	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	54.02	0.00	0.00		
	2b	75	41.71				
	2c	75	44.98				
Growth	3a	100	0.00	0.00	0.00		
	3b	100	0.00	0.00	0.00		
	3c	100	0.00	0.00	0.00		
	3d	75	0.00	0.00	0.00		
	3e	75	0.00	0.00	0.00		
	3f	75	0.00	0.00	0.00		
	3g	100	0.00	0.00	0.00		
College & Career Readiness	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	0.00	0.00	0.00		
	4c	50	10.36	5.37	7.71		
Total Possible Academic Points Received		1050	181.08	64.99	34.00	0.00	0.00
% of Possible Academic Points for This School			48.29%	28.88%	17.00%	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.

GENERAL PROGRAM MISSION-SPECIFIC			2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points						
Reading skills improvement	1	175	N/A	0	0		
English language skills improvement	2	175	N/A	0	0		
Math skills improvement	3	175	N/A	0	0		
Study skills acquisition	4	175	N/A	0	0		
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	0.00%	0.00%	0.00%	0.00%

ALTERNATIVE PROGRAM ACADEMIC			2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points						
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	75	0.00	0.00	0.00		
Proficiency	2a	75	0.00	0.00	0.00		
	2b	75	0.00				
	2c	75	0.00				
Growth	3a	100	0.00	0.00	0.00		
	3b	100	0.00	0.00	0.00		
	3c	100	0.00	0.00	0.00		
	3d	75	0.00	0.00	0.00		
	3e	75	0.00	0.00	0.00		
	3f	75	0.00	0.00	0.00		
	3g	100	0.00	0.00	0.00		
Alternative School Student Engagement	4a	100	0.00	0.00	0.00		
	4b	100	0.00	0.00	0.00		
College & Career Readiness	5a	50	0.00	0.00	0.00		
	5b1 / 5b2	50	0.00	0.00	0.00		
	5c1 / 5c2	75	0.00	1.97	2.41		
Total Possible Academic Points Received (Alt)		1325	0.00	46.60	28.78	0.00	0.00
% of Possible Academic Points for This School			0.00%	20.71%	12.79%	#DIV/0!	#DIV/0!

*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.

ALTERNATIVE PROGRAM MISSION-SPECIFIC				2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points	Possible Points						
Reading skills improvement	1	215		N/A	0.00	0		
English language skills improvement	2	215		N/A	0.00	0		
Math skills improvement	3	215		N/A	0.00	0		
Study skills acquisition	4	230		N/A	N/A	0		
Total Possible Mission-Specific Points Received (Alt)		875		0.00	0%	0%	0%	0.00
% of Possible Mission-Specific Points Received				N/A	0.00%	#DIV/0!	#DIV/0!	#DIV/0!

RMCHS --- LONGITUDINAL RESULTS

OPERATIONAL			2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points						
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	0	15		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	15	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	15	15	15		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	370.00	355.00	355.00	0.00	0.00
% of Possible Operational Points for This School			92.50%	88.75%	88.75%	0.00%	0.00%
FINANCIAL			2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Measure	Possible Points						
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	50	50		
	2b	50	50	50	50		
	2c	50	0	50	30		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	300.00	400.00	380.00	0.00	0.00
% of Possible Financial Points for This School			75.00%	100.00%	95.00%	0.00%	0.00%
ACCOUNTABILITY DESIGNATION			2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
General Program Academic & Mission-Specific			Remediation	Critical	Critical		
Alternative Program Academic & Mission-Specific			Critical	Critical	Critical		
Operational			Honor	Good Standing	Good Standing		
Financial			Good Standing	Honor	Honor		



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

Alison Consoletti, The Center for Education Reform

Richard McKenna Charter School



ANNUAL PERFORMANCE REPORT

2014-2015

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

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	The mission of Richard McKenna Charter School is to prepare students for successful post-secondary education, training, and employment. We focus on developing strong reading, writing, math, and study skills in the context of a liberal arts education.	
Key Design Elements	<ul style="list-style-type: none"> • Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on: <ul style="list-style-type: none"> ○ Critical and Analytical Thinking ○ Hard Work, Respect, and Service ○ Presentations and Projects ○ Reflecting and Recording • Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth. • Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting. 	
School Contact Information	Address: 675 South Haskett Street, Mountain Home, ID 83647	Phone: 208-580-2449
Surrounding District	Mountain Home School District	
Opening Year	2002	
Current Term	June 17, 2014 – June 30, 2017	
Grades Served	9 - 12	
Enrollment	Approved: 75 on site, unlimited online	Actual: 232

School Leadership (2014-2015)	Role
Meg Warren	Chair
Don Dow	Vice Chair
Melody Landis	Director
Doug Mayne	Treasurer
Maralee Smith	Director
Larry Slade	Administrator

	School	Surrounding District	State
Non-White	23.95%	32.70%	23.59%
Limited English Proficiency	0 %	7.85%	8.52%
Special Needs	1.80%	11.70%	10.43%
Free & Reduced Lunch	39.52%	46.91%	49.62%

Academic Measure	GEN Result	ALT Result
State Accountability Designation (if applicable)	None	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)	28.9%	10.6%

Mountain Home Area Grades 9-12 ELA Percentage Proficient/Advanced



Mountain Home Area Grades 9-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Richard McKenna Charter High School Year Opened: 2002 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

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.

RMCHS --- 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	7%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	█
Growth	2c				75	20%	█
	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	13%	5.37
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							59.85
% of Possible Academic Points for This School							26.60%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				50	13%	0.00
English language skills improvement	2				50	13%	0.00
Math skills improvement	3				50	13%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points					150	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					375		
TOTAL POINTS RECEIVED							59.85
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							15.96%

ALTERNATIVE PROGRAM 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				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	█
Growth	2c				75	20%	█
	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
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	20%	1.97
Total Possible Academic Points					1325	60%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							46.59
% of Possible Academic Points for This School							20.71%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				50	13%	0.00
English language skills improvement	2				50	13%	0.00
Math skills improvement	3				50	13%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points					149	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					374		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED							0.21
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS							0.06%

RMCHS --- PERFORMANCE FRAMEWORK SCORING

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	355.00
% OF POSSIBLE OPERATIONAL POINTS				88.75%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	100.00%
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible	88.75%	65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	15.96%	0% - 30% of points possible	0.06%	0% - 60% of points possible		0% - 45% of points possible	

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

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

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

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

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

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	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	
Measure 4b1 College Entrance Exam Results Notes	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	
Measure 4b2 College Entrance Exam Results Notes	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	
Measure 4c Graduation Rate Notes	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.		28.90	0-13	13	1-70	70
Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.							5

MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students gain appropriate reading skills? Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			175	
			140	
			70	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered at RMCHS in 2014-15.				
Measure 2 Is the school helping students gain appropriate English Language skills? Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education TABE. Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			175	
			140	
			70	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered at RMCHS in 2014-15.				

Measure 3 Is the school helping students gain appropriate math skills?		Result	Points Possible	Points Earned
Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).			175	
Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.			140	
Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.			70	
Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE). The TABE assessment was not administered at RMCHS in 2014-15.		0	0	0
Notes		0.00		
Measure 4 Is the school helping students gain appropriate learning and studying strategies?		Result	Points Possible	Points Earned
Exceeds Standard: 86%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.			175	
Meets Standard: 66%-85% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.			140	
Does Not Meet Standard: 46%-65% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.			70	
Falls Far Below Standard: Fewer than 46% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.			0	
Notes		0.00		
The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.				

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Description	Result (Stars)	Points Possible	Points Earned			
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	5	25				
Overall Star Rating	Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	4	20				
		3	15				
		2	0				
		1	0	0			
Notes							
Measure	Description	Result	Points Possible	Points Earned			
Measure 1b	How is the school performing in comparison to other alternative schools in the state?						
Alternative School							
Performance Comparison	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75				
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.		50				
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.		15				
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Description	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. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure	Description	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	Are students achieving math proficiency on state examinations?						
ISAT / SBA % Proficiency Math	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure	Description	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. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						
		76-100	25	85-100	16	0	
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						0	
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.						
		57-75	19	66-99	34	0	
		38-56	19	43-65	23	0	
		20-37	18	30-42	13	0	
		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? Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.						
		57-75	19	66-99	34	0	
		38-56	19	43-65	23	0	
		20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	
Notes						0	

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.	57-75	19	66-99	34	0	
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.	38-56	19	43-65	23	0	
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.	20-37	18	30-42	13	0	
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.	0-19	19	1-29	29	0	0
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.	76-100	25	70-100	31	0	
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.	51-75	25	45-69	25	0	
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.	26-50	25	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: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance?						
	Exceeds Standard:		12	90-100	11	0	
	Meets Standard:		13	81-89	9	0	
	Does Not Meet Standard:		13	71-80	10	0	
	Falls Far Below Standard:		13	1-70	70	0	0
Notes		Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses?						
	Exceeds Standard:		12	90-100	11	0	
	Meets Standard:		13	81-89	9	0	
	Does Not Meet Standard:		13	71-80	10	0	
	Falls Far Below Standard:		13	1-70	70	0	0
Notes		Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 5a 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: Advanced Opportunity	1	0				0
Notes							

<p>Measure 5b1 College Entrance</p> <p>Exam Results</p> <p>Notes</p>	<p>Does students' performance on college entrance exams reflect college readiness?</p> <p>Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.</p> <p>Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)</p> <p>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.)</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>50</td> <td></td> </tr> <tr> <td>3-4</td> <td>30</td> <td></td> </tr> <tr> <td>2</td> <td>10</td> <td></td> </tr> <tr> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	5	50		3-4	30		2	10		1	0				0																		
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3-4	30																																					
2	10																																					
1	0																																					
		0																																				
<p>Measure 5c1 Graduation Rate 4-year Cohort</p> <p>Notes</p>	<p>Are students graduating from high school?</p> <p>Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.</p> <p>Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.</p> <p>Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.</p> <p>Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.</p> <p><i>Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.</i></p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Possible Overall</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>12</td> <td>90-100</td> <td>11</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>13</td> <td>81-89</td> <td>9</td> <td>0</td> </tr> <tr> <td></td> <td>14-25</td> <td>12</td> <td>71-80</td> <td>10</td> <td>0</td> </tr> <tr style="background-color: #ffcccc;"> <td>10.60</td> <td>0-13</td> <td>13</td> <td>1-70</td> <td>70</td> <td style="border-top: 1px solid black;">2</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">2</td> </tr> </tbody> </table>	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		39-50	12	90-100	11	0		26-38	13	81-89	9	0		14-25	12	71-80	10	0	10.60	0-13	13	1-70	70	2						2
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<p>Measure 5c2 Graduation Rate 6-year Cohort</p> <p>Notes</p>	<p>Are students graduating from high school?</p> <p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p> <p>Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2. Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Possible Overall</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>12</td> <td>90-100</td> <td>11</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>13</td> <td>81-89</td> <td>9</td> <td>0</td> </tr> <tr> <td></td> <td>14-25</td> <td>12</td> <td>71-80</td> <td>10</td> <td>0</td> </tr> <tr> <td></td> <td>0-13</td> <td>13</td> <td>1-70</td> <td>70</td> <td style="border-top: 1px solid black;">0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		39-50	12	90-100	11	0		26-38	13	81-89	9	0		14-25	12	71-80	10	0		0-13	13	1-70	70	0						0
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MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students gain appropriate reading skills? Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			215	
			172	
			86	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered at RMCHS in 2014-15.				
Measure 2 Is the school helping students gain appropriate English Language skills? Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE). Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE. Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.	Result	Points Possible	Points Earned	
			215	
			172	
			86	
		0	0	0
			0.00	
Notes The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered at RMCHS in 2014-15.				

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p>		215	
			172	
			86	
		0	0	0
				0.00
Notes	<p>The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. The TABE assessment was not administered at RMCHS in 2014-15.</p>			

Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Meets Standard: 60%-79% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Does Not Meet Standard: 40%-59% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Falls Far Below Standard: Fewer than 40% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		230	
			184	
			92	
			0	
				0.00
Notes	<p>The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.</p>			

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.	No instances of non-compliance documented	25	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				
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.		25	
	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.	See note	15	15.00
	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/> 15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			
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	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?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>		25	
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
Notes				0.00
<p>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.</p>				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?		25	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			15.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?		25	
	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		25.00
	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?		25	
	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		25.00
	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

RMCHS --- 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 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	
				25.00
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.			

RMCHS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p>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></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	18.58	50	50.00
				10	
				0	50.00
Notes					
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)				
Unrestricted Days Cash	<p>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></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash:	387	50	50.00
				10	
				0	50.00
Notes					
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget				
Enrollment Variance	<p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	110.65%	50	50.00
				30	
				0	50.00
Notes					
Measure 1d	Default				
Default	<p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit		50	50.00
				0	
					50.00
Notes					

RMCHS --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:		
		11.70%	50	50.00
			10	
			0	
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is:		
		0.02	50	50.00
			30	
			0	
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	0	
		\$694,829	50	50.00
			30	
			0	
				50.00
Notes				
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	Ratio is:		
		See Note	50	50.00
			0	
				50.00
Notes	There was no reportable debt for FY15.			

RMCHS --- LONGITUDINAL RESULTS

GENERAL PROGRAM 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	15.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	54.02	0.00			
	2b	75	41.71				
	2c	75	44.98				
Growth	3a	100	0.00	0.00			
	3b	100	0.00	0.00			
	3c	100	0.00	0.00			
	3d	75	0.00	0.00			
	3e	75	0.00	0.00			
	3f	75	0.00	0.00			
	3g	100	0.00	0.00			
College & Career Readiness	4a	50	0.00	0.00			
	4b1 / 4b2	50	0.00	0.00			
	4c	50	10.36	5.37			
Total Possible Academic Points Received		1050	181.08	64.99	0.00	0.00	0.00
% of Possible Academic Points for This School			48.29%	28.88%	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.

GENERAL PROGRAM 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
Reading skills improvement	1	175	N/A	0			
English language skills improvement	2	175	N/A	0			
Math skills improvement	3	175	N/A	0			
Study skills acquisition	4	175	N/A	0			
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	0.00%	0.00%	0.00%	0.00%

ALTERNATIVE PROGRAM 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	0.00	0.00			
	1b	75	0.00	0.00			
Proficiency	2a	75	0.00	0.00			
	2b	75	0.00				
	2c	75	0.00				
Growth	3a	100	0.00	0.00			
	3b	100	0.00	0.00			
	3c	100	0.00	0.00			
	3d	75	0.00	0.00			
	3e	75	0.00	0.00			
	3f	75	0.00	0.00			
	3g	100	0.00	0.00			
Alternative School Student Engagement	4a	100	0.00	0.00			
	4b	100	0.00	0.00			
College & Career Readiness	5a	50	0.00	0.00			
	5b1 / 5b2	50	0.00	0.00			
	5c1 / 5c2	75	0.00	1.97			
Total Possible Academic Points Received (Alt)		1325	0.00	46.60	0.00	0.00	0.00
% of Possible Academic Points for This School			0.00%	20.71%	#DIV/0!	#DIV/0!	#DIV/0!

*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.

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
				EARNED	EARNED	EARNED	EARNED	EARNED
Reading skills improvement	1	215		N/A	0.00			
English language skills improvement	2	215		N/A	0.00			
Math skills improvement	3	215		N/A	0.00			
Study skills acquisition	4	230		N/A	N/A			
Total Possible Mission-Specific Points Received (Alt)		875		0.00	0%	0	0%	0.00
% of Possible Mission-Specific Points Received				N/A	0.00%	#DIV/0!	#DIV/0!	#DIV/0!

RMCHS --- LONGITUDINAL RESULTS

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	0			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	15	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	15	15			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	370.00	355.00	0.00	0.00	0.00
% of Possible Operational Points for This School			92.50%	88.75%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	50			
	2b	50	50	50			
	2c	50	0	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	300.00	400.00	0.00	0.00	0.00
% of Possible Financial Points for This School			75.00%	100.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
General Program Academic & Mission-Specific	Remediation	Critical			
Alternative Program Academic & Mission-Specific	Critical	Critical			
Operational	Honor	Good Standing			
Financial	Good Standing	Honor			



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

Alison Consoletti, The Center for Education Reform



Richard McKenna Charter High School



ANNUAL PERFORMANCE REPORT

2013-2014

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

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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	The mission of Richard McKenna Charter High School is to prepare students for successful post-secondary education, training, and employment. We focus on developing strong reading, writing, math, and study skills in the context of a liberal arts education.	
Key Design Elements	<ul style="list-style-type: none"> • Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on: <ul style="list-style-type: none"> ○ Critical and Analytical Thinking ○ Hard Work, Respect, and Service ○ Presentations and Projects ○ Reflecting and Recording • Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth. • Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting. 	
School Contact Information	Address: 675 South Haskett Street, Mountain Home, ID 83647	Phone: 208-580-2449
Surrounding District	Mountain Home School District	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9 - 12	
Enrollment	Approved: 75 on-sight, unlimited online	Actual: 222

	School	Surrounding District	State
Non-White	18.54%	30.98%	22.56%
Limited English Proficiency	.56%	6.43%	6.24%
Special Needs	3.93%	12.66%	9.46%
Free & Reduced Lunch	36.24%	45.76%	47.07%

School Leadership	Role
Meg Warren	Chair
Don Dow	Vice Chair
Melody Landis	Director
Doug Mayne	Treasurer
Maralee Smith	Director
Larry Slade	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Richard McKenna Charter High School- General Year Opened: 2002 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

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. The Alternative framework was adopted by the PCSC on May 1, 2014.

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.

RICHARD MCKENNA CHARTER HIGH SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

GENERAL PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	15.00	25	7%	15.00
	1b	25	2%	15.00	25	7%	15.00
Proficiency	2a	75	5%	54.02	75	20%	54.02
	2b	75	5%	41.71	75	20%	41.71
	2c	75	5%	44.98	75	20%	44.98
Growth	3a	100	7%	0.00	0	0%	0.00
	3b	100	7%	0.00	0	0%	0.00
	3c	100	7%	0.00	0	0%	0.00
	3d	75	5%	0.00	0	0%	0.00
	3e	75	5%	0.00	0	0%	0.00
	3f	75	5%	0.00	0	0%	0.00
	3g	100	7%	0.00	0	0%	0.00
College & Career Readiness	4a				50	13%	0.00
	4b1 / 4b2				0	0%	0.00
	4c				50	13%	10.36
Total Possible Academic Points		900			375		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			375		
Total Academic Points Received				170.72			181.08
% of Possible Academic Points for This School				18.97%			48.29%

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				0	0%	0.00
English language skills improvement	2	Mission-specific data is not available for this reporting period.			0	0%	0.00
Math skills improvement	3				0	0%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				375		
TOTAL GENERAL PROGRAM POINTS RECEIVED				170.72			181.08
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS				11.38%			48.29%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%	0.00	25	17%	0.00
	1b	75	4%	0.00	75	50%	0.00
Proficiency	2a	75	4%	0.00	0	0%	0.00
	2b	75	4%	0.00	0	0%	0.00
	2c	75	4%	0.00	0	0%	0.00
Growth	3a	100	5%	0.00	0	0%	0.00
	3b	100	5%	0.00	0	0%	0.00
	3c	100	5%	0.00	0	0%	0.00
	3d	75	4%	0.00	0	0%	0.00
	3e	75	4%	0.00	0	0%	0.00
	3f	75	4%	0.00	0	0%	0.00
	3g	100	5%	0.00	0	0%	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	0%	0.00
	4b	100	5%	0.00	0	0%	0.00
College & Career Readiness	5a				50	33%	0.00
	5b1 / 5b2				0	0%	0.00
	5c1 / 5c2				0	0%	0.00
Total Possible Academic Points		1150	60%		150	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			150		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				0	0%	0.00
English language skills improvement	2				0	0%	0.00
Math skills improvement	3				0	0%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points		775	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1925				150		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

RICHARD MCKENNA CHARTER HIGH SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	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%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	370.00
% OF POSSIBLE OPERATIONAL POINTS				92.50%

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%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	300.00
% OF POSSIBLE FINANCIAL POINTS				75.00%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	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		75% - 100% of points possible		90% - 100% of points possible	92.50%	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		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	75.00%
<p>Remediation (General) 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	48.29%	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical (Alternative) 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% - 30% of points possible	0.00%	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? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible			Points Earned	
		5	25				
		4	20				
		3	15			15	
		2	0				
		1	0			15	
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible			Points Earned	
		Reward	25				
		None	15			15	
		Focus	0				
		Priority	0				
						15	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		86.40	38-56	19	65-89	25	54
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							54
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		70.20	38-56	19	65-89	25	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							42
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		74.50	38-56	19	65-89	25	45
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							45
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	No result due to insufficient sample size.						
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	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	No result due to insufficient sample size.						
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	No result due to insufficient sample size.						
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 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
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 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?							
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 nd percentile.		20-37	18	30-42	13	0	
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0	
Notes	No result due to insufficient sample size.							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?							
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0	
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0	
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	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	
Notes	No result due to insufficient sample size.							
INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?							
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	Does students' performance on college entrance exams reflect college readiness?							
Exam Results	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	No result due to insufficient sample size.							
Measure 4b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?							
Exam Results	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?							
	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.		55.80	0-13	13	1-70	70	10
Notes								

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE).</p>		175	
			140	
			70	
			0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Meets Standard: 66%-85% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Does Not Meet Standard: 46%-65% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Falls Far Below Standard: Fewer than 46% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		175	
			140	
			70	
			0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Description	Result (Stars)	Points Possible	Points Earned			
		Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5 4 3 2 1	25 20 15 0 0		
Notes							
Measure	Description	Result	Points Possible	Points Earned			
		Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		75 50 15 0		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Description	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40
Notes							
No result due to insufficient sample size.							
Measure	Description	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40
Notes							
No result due to insufficient sample size.							
Measure	Description	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40
Notes							
No result due to insufficient sample size.							

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	No result due to insufficient sample size.						
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	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	No result due to insufficient sample size.						
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	No result due to insufficient sample size.						
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 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
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 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

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 nd percentile.		20-37	18	30-42	13	0	
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0	
Notes	No result due to insufficient sample size.							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0	
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0	
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	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	
Notes	No result due to insufficient sample size.							
INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT								
Measure 4a Attendance	Are students demonstrating engagement through regular attendance?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard:			12	90-100	11	0	
	Meets Standard:			13	81-89	9	0	
	Does Not Meet Standard:			13	71-80	10	0	
	Falls Far Below Standard:			13	1-70	70	0	
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.							0
Notes								
Measure 4b	Are students demonstrating engagement by successfully completing their courses?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
Course / Credit Completion	Exceeds Standard:			12	90-100	11	0	
	Meets Standard:			13	81-89	9	0	
	Does Not Meet Standard:			13	71-80	10	0	
	Falls Far Below Standard:			13	1-70	70	0	
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.							0
Notes								
INDICATOR 5: COLLEGE AND CAREER READINESS								
Measure 5a 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: Advanced Opportunity	1	0					0
	Notes							
Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible					Points Earned
Exam Results	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							

RICHARD MCKENNA CHARTER HIGH SCHOOL--- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

Measure 5b2 College Entrance						
Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results						
	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 5c1 Graduation Rate						
Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
4-year Cohort						
	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.	39-50	12	90-100	11	0
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.	26-38	13	81-89	9	0
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.	14-25	12	71-80	10	0
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.	0-13	13	1-70	70	0
Notes						0
No result due to insufficient sample size.						
Measure 5c2 Graduation Rate						
Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
6-year Cohort						
	Exceeds Standard:	39-50	12	90-100	11	0
	Meets Standard:	26-38	13	81-89	9	0
	Does Not Meet Standard:	14-25	12	71-80	10	0
	Falls Far Below Standard:	0-13	13	1-70	70	0
Notes						0
Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2. Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has						

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p>		215	
			172	
			86	
			0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Meets Standard: 60%-79% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Does Not Meet Standard: 40%-59% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Falls Far Below Standard: Fewer than 40% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		230	
			184	
			92	
			0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? 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
		Meets	25	25.00
		0		
			25.00	
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
		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	25.00
		15		
		0		
			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?			
	<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?			
	<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 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.</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	
		See note	15	15.00
			0	
				15.00
Notes				
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/19/13.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<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>	See note	25	25.00
			0	
				25.00
Notes				
FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected.				

RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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.	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	Meeting materials for August 2013 annual update were submitted late.			15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?		25	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			15.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?		25	
	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		25.00
	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?		25	
	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		25.00
	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


RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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 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>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
Notes			0	<hr/> 25.00

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 equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible	Points Earned	
		Ratio is 101.27	50	50.00	
			10		
		0		50.00	
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 Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result	Points Possible	Points Earned	
		195 days cash	50	50.00	
			10		
		0		50.00	
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.	Result	Points Possible	Points Earned	
		Variance is 125%	50	50.00	
			30		
		0		50.00	
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.	Result	Points Possible	Points Earned	
		No default or delinquency noted in audit	50	50.00	
			0		
				50.00	
Notes					

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
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.				
			50		
			10		
		Agg = (2.9%) Total = (19%)	0	0.00	
Notes					0.00
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				
			Ratio is .019	50	50.00
				30	
				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		0		
				50	
				30	
		0	0	0.00	
Notes					0.00
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				
			School has no debt	50	50.00
				0	
					50.00
Notes					

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

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

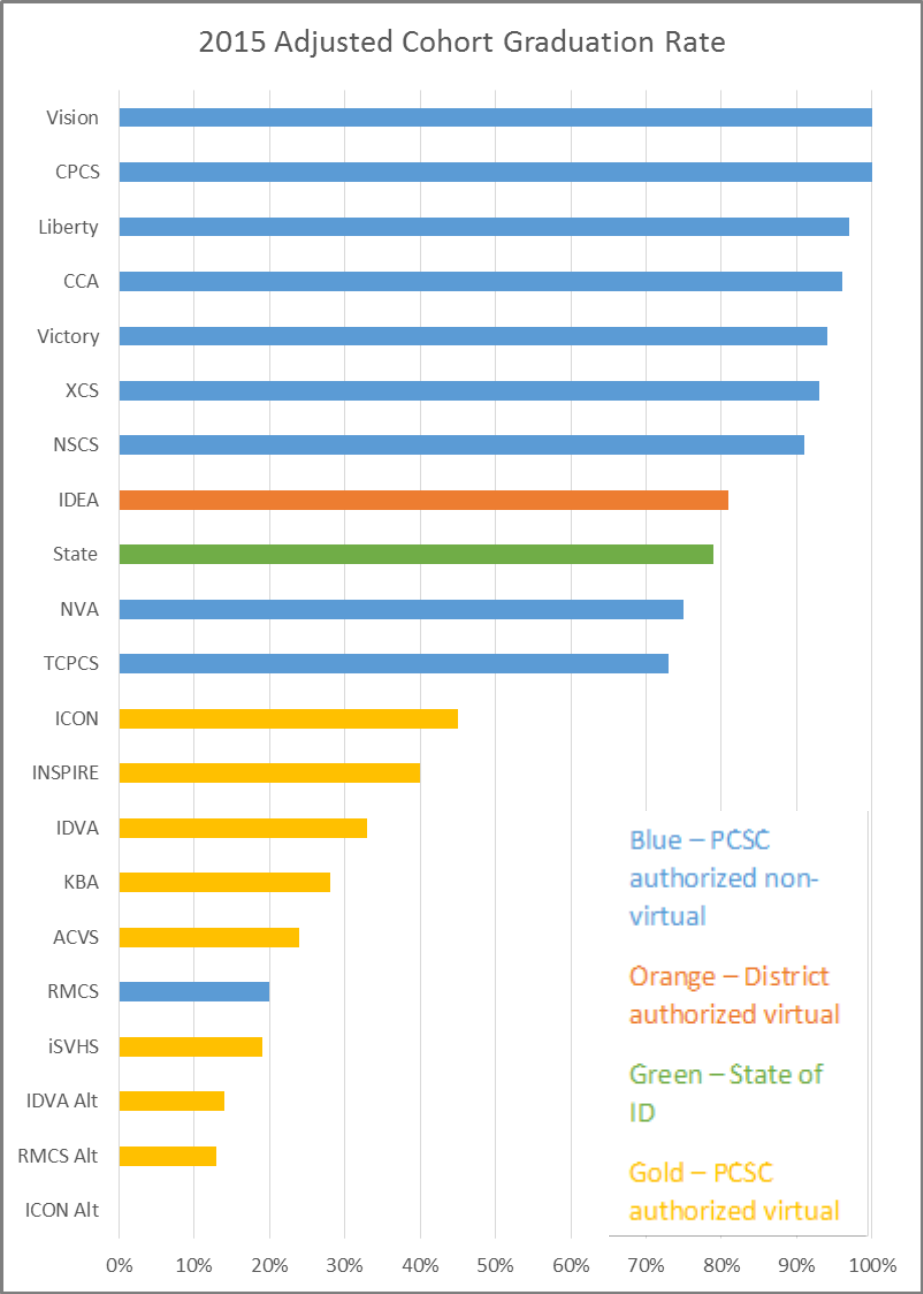
Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

The chart below compares RMCS’s outcomes to those of a relevant comparison group.

GRADUATION RATE

RMCS’s graduation rate for the on-site, general education program is significantly lower than the state’s, and is the lowest among PCSC-authorized brick-and-mortar charter schools. RMCS’s graduation rate for the virtual, alternative program is significantly lower than the state’s, and is the second lowest among all PCSC-authorized schools, including alternatives and virtuals.



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.

Richard McKenna

Charter School

Pre-Renewal Site Visit

Evaluation Report

Visit Date: October 12, 2016

Idaho Public Charter School Commission

Charter School

Richard McKenna Charter School

Elementary:
1305 E. 8th St. North
Mountain Home, ID 83647

High School/Virtual School:
675 S. Haskett
Mountain Home, ID 83647

(208) 580-2449

Kris Cochran Administrator

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 High School
Jennifer Barbeau PCSC Accountability Program Manager

PURPOSE OF EVALUATION

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

Evaluation of Richard McKenna Charter School is 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 Richard McKenna Charter School. 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 factual inaccuracies by December 15, 2016.

INTRODUCTION

Richard McKenna Charter School (RMCS) is a public charter school located in Mountain Home. The school serves high school students both in a brick-and-mortar, general education program and in a separate, online alternative program. RMCS recently began phasing in a K-8 Montessori program housed in a separate facility. RMCS does not contract with an educational service provider for the online program, but uses curriculum developed in-house. The charter states that the high school focuses on building character, as well as academic skills, through project-based learning that results in high-quality products or performances. Early elementary students engage with manipulatives to make discoveries through guided, independent work.

The charter includes the following standards:

- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their reading skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their language skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of all general education students and 75% of all alternative students with a 90% or better attendance rate will increase their math skills by at least one grade-level equivalent as measured by the General Assessment of Instructional Needs (GAIN).
- 85% of general education students and 75% of alternative students in the 12th grade will score at or above the 50th percentile on at least 7 out of 10 scales measures on the 12th grade LASSI-HS.

The standards above reflect amendments made in 2015. The original charter does not contain clear commitments representing the nature and anticipated effectiveness of the school promised by its founding group.

The petition for RMCS (then known as Idaho Virtual High School) was approved by the Mountain Home School District in 2001. The school opened in fall 2002. In late 2004, the school transferred to authorization by the Public Charter School Commission.

MISSION

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

MISSION AND KEY DESIGN ELEMENTS

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

Rating: Meets

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

Detail: There was a clear understanding by all stakeholders regarding the mission of the school. Personal responsibility and a safe, supportive learning environment are the main areas of focus. Project-based learning is actively pursued in both the online and onsite high school programs. The block schedule format is also used in both high school programs. While those key elements differ from the original charter, they demonstrate an intentional evolution of purpose.

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

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff
Amended Charter

Detail: RMCS has begun implementing a K-6 Montessori program as outlined in a recent charter Amendment. Project-based learning is in place at the onsite and online high school programs. In addition, the online school has begun offering self-pacing block courses. RMCS allows online students to start courses on any Monday throughout the school year.

PROGRAM DELIVERY: CURRICULUM**Does the school's curriculum provide the opportunity for academic success for all students?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff
Curriculum Demonstration

Detail: The demonstration of the online curriculum showed lessons that were project-based, aligning with the mission of the school. For both the onsite and virtual high school programs, there is not a set curriculum provided to teachers. Staff are expected to design, align, and implement curriculum that will meet the needs of the students and provide adequate preparation for standardized testing. The new administrator has not had time to review the content of the courses to ensure their alignment with state standards. Although the administrator stated there is little difference between the virtual and onsite programs, there are no horizontally and vertically aligned scope and sequence documents outlining grade level and subject learning objectives. The lack of curriculum alignment may be contributing to lower than expected ISAT scores.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?**Rating:** Meets**Evidence:** Interview with Staff
Curriculum Demonstration
Curriculum Sample

Detail: The project-based learning is evident throughout the different classrooms and course materials. Directions, requirements, and grading were clearly outlined. The content of the lessons appeared to be appropriate; however, alignment to state standards could not be confirmed. Students are provided with a clear understanding of what is expected from them. It was explained that while online teachers had 72 hours to grade assignments, it more often occurred within 24 hours to provide timely feedback to students.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?**Rating:** Does Not Meet**Evidence:** Interviews with Administration, Staff
Curriculum Demonstration

Detail: There does not appear to be a benchmarking system in place for staff to adjust curriculum as needed. The teachers do appear to be attentive to their students' performance levels and put forth effort in creating the curriculum. However, because there is no standardization of the schools' curriculum and teachers seem to work independently of each other and the administrator, there do not appear to be any kind of effective feedback loop. There was no evidence that the school uses multiple, grade-level appropriate assessments to better understand their student population.

RMCS's elementary program is in the early stages of implementing a national Montessori curriculum. Given the youth and small size of the new program, an evaluation rating could not be determined.

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:** Approaches**Evidence:** Interviews with Administration, Board, and Staff
Staff Roster**Detail:** The staff appear to support and be engaged in the school's project-based learning style. The online high school program maintains teaching staff with low turnover, less than 15%. Many of the staff have a significant number of years teaching. However, RMCS struggles with retention of their onsite teaching staff. The new hire rate for onsite staff this year was 50%. The compensation package for onsite staff does not meet the local districts compensation, which can prove to be an issue in retaining and recruiting quality applicants. Onsite staff also expressed a concern regarding lack of formal prep time due to the class-time structure.**Does the school have strong instructional leadership?****Rating:** Approaches**Evidence:** Interviews with Administration, Board
School Goals**Detail:** The current administrator is new to her role. It is clear that she understands the mission of the school and has full support of the board. She seems to have a strong skill set and vision of what the schools can be. Currently, however, the focus appears to be more on marketing with little emphasis on academics. The administrator's three-year goals for the school include increasing enrollment, developing the elementary Montessori program, and adding 7th and 8th grades to the onsite program. No educational outcome goals are listed. There has yet to be the development of a process for qualitative and quantitative data to be collected and analyzed by the administrator.**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: Approaches

Evidence: Interview with Administration
Professional Development Plan

Detail: The school does have a professional development plan in place for the 2016-17 academic year. The inclusion of CPR training and Suicide Prevention training, while valuable, are not academically focused professional development opportunities. Professional development goals were not provided. The majority of the professional development appears to be online training, and it is not indicated how these opportunities are differentiated based on teacher experience, need, and content area. It is also difficult to determine whether the professional development plan is primarily for the high school staff, or is inclusive of the Montessori teachers as well.

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
Curriculum Demonstration

Detail: Both the onsite and online programs have steps in place to assist with students who are struggling academically. Teachers are able to provide extensions to students to allow them to catch up on coursework when they have fallen behind. The online dashboard provides a platform for staff to track the interactions and allowances provided to students. Onsite students are given the opportunity to retake tests and assignments to improve grades. New procedures are in place to reach out to online students weekly to encourage participation. At this time, it is unclear as to how effective these intervention programs are at improving a student's academic outcome. No evidence of progress monitoring or improved success was provided.

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

Rating: Does Not Meet

Evidence: Interview with Administration, Board
Annual Reports

Detail: Regarding the online and onsite high school programs, there are not multiple, grade-level appropriate assessments given to the students in order for teachers to evaluate the needs and effectiveness of the curriculum for their students. A GAIN test is administered to students in the fall, however the follow-up spring GAIN exam is only useful for those students who have completed a full year with RMCS. The administrator described no interim assessment option for those students ineligible for the GAIN test. The annual report shows a historical lack of participation in assessments through failure to execute their mission specific goals. The prior administrator presented ISAT results to the board. However, when interviewed, the board seemed unaware of the schools' test results and their performance compared to similar schools in the state.

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
Student Retention & Attrition Form

Detail: The school has three different types of education models. The Montessori elementary school is too new to determine a retention rate. There does seem to be a demand for the program and the two grades currently offered are at capacity. More time is needed to effectively evaluate this program.

The onsite high school has a steady, but small, population. This program has a lower rate of turnover than the online program. Enrollment is well below the intended target. Emphasis on marketing and the addition of 7th and 8th grades are underway to assist with bolstering enrollment numbers.

The onsite program has a significant amount of turnover. Unique to RMCS is that students can start a new class every Monday, without having to wait for a new quarter or semester. The program is set up to be appealing to students seeking credit recovery. This feature, and the nature of the students it attracts, attributes to the lack of student retention in the online program.

ORGANIZATIONAL CAPACITY

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

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

Are there effective communication channels between stakeholders?

Rating: Meets

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

Detail: The board and administrator appear to have open communication with each other. Parents report that contact is received from teachers and administrative staff in the form of emails and phone calls. The Montessori teachers send daily updates to parents. The staff feels able to approach the administrator and board. There are various communication tools in place.

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: Interview with Board
Meeting Minutes

Detail: According to the meeting minutes, the school's board appears to comply with all requirements of Idaho's Open Meeting Law. The board appears to understand how to effectively run board meetings. Agenda items are appropriate and related to proper governance. Historically, the board only met quarterly, but with the change in administrators, the board is now meeting monthly.

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

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

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

Rating: Meets

Evidence: Interview with Board
Meeting Minutes

Detail: The board demonstrated an understanding of their role in the governance of the school, rather than in the management of daily responsibilities. Board members were consistent in their vision for the school, emphasizing a safe environment and project-based learning. There was strong agreement regarding the importance of a presence in the local community and what role the schools play. It was less clear what policies or procedures the board has regarding recruiting, selecting, and onboarding new members, as the board has had minimal turnover over the years.

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:** Does Not Meet**Evidence:** Interview with Board
Annual Reports

Detail: The Board currently has two members with educational experience, one specific to the Montessori program. Through the interview with the Board, it was evident that academic performance has not been a priority for the school. It seems that the members equated a focus on student enrollment with a focus on academics. The Board was unaware of how its students performed in relation to state averages or comparable schools. One member expressed that “as long as students are graduating we are doing okay.” This concern does not appear to be a lack of desire for students to succeed or perform to the best of their ability, but a lack of understanding about what constitutes academic success. Student metrics are not currently monitored by the board, nor have they set student achievement goals.

Does the school's board provide appropriate operational oversight?**Rating:** Meets**Evidence:** Interviews with Administration, Board

Detail: The board provides a diverse membership with operational oversight experience. Members regularly monitor and address the school’s growth and facility needs. The school facilities are well taken care of, spacious, and welcoming to students and stakeholders. The board is fiscally prudent but addresses all organizational, leadership, management, and facility needs. Teachers indicate that additional prep time would be helpful. The board appears to be fully supportive of their new leadership, with no resistance or concern between the two parties.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

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

Does the school maintain appropriate internal controls and procedures?

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

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

Rating: Meets

Evidence: Interview with Board
Annual Financial Audits

Detail: The school has been financially conservative since its inception. However, the onsite and Montessori programs at their current enrollment levels would not be viable without the funds generated by the online program. While expansion to sixth grade will allow the Montessori program to become self-sustaining over the next couple of years, the viability of the onsite school remains in question. The board and administrator fully acknowledge this reality. RMCS's online enrollment is critical to the financial stability of the elementary and onsite high school programs.

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

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

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

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

Idaho PCSC Site Visit Evaluation Rubric

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

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

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 17th day of June 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual High School, Inc., doing business as Richard McKenna Charter School (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 _____, 2014, the Authorizer approved a charter petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; 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 2002. 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 **June 17, 2014**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: **Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.**

- A. Grades Served.** The School may serve students in **grades K through 12.**
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Active Learning.** We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:
 - **Critical and Analytical Thinking.**
 - **Hard Work, Respect, and Service.**

- Presentations and Projects.
 - Reflecting and Recording.
 - Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.
 - Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting.
- C. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s

performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The number of students who may be enrolled in the school's online program shall be unlimited; however, the enrollment cutoff date for any given school year shall be six weeks before the end of the school year. The school's on-site program enrollment cap shall be 291 students.
- 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.** 675 South Haskett Street, Mountain Home, ID 83647 and 1305 E. 8th North Street, Mountain Home, ID 83647. 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 for the online program is as follows: State of Idaho. The School's primary attendance area for the on-site program is: Mountain Home School District #193 boundaries.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

- 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 F1: General School Performance Framework**
- Appendix F2: Alternative School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment Policy**
- Appendix I: Public Charter School Closure Protocol**

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective June 17, 2014.

Alan Reed

Chairman, Idaho Public Charter School Commission

Joseph Sh...

Chairman, Idaho Virtual High School, Inc. Board

IN WITNESS WHEREOF, the Authorizer and Richard McKenna Charter High School (RMCHS) have executed this Amendment to their Performance Certificate to include a brick-and-mortar, K-8 Montessori program, commencing the 2015-16 school year and expanding one grade per year for approximately 8 years, increasing the overall enrollment cap for the on-site program from 75 to 291 students. Concurrently the school name will change to Richard McKenna Charter School. This Amendment to RMCHS' Performance Certificate is effective as of February 12, 2015.



Alan Reed
Chairman, Idaho Public Charter School Commission



Meg Warren
Chairman of the Board, Richard McKenna Charter High School

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.

RMCS did not submit auxiliary performance data.

Application for Charter Renewal
McKenna Charter School
675 S. Haskett St./1305 E. 8th North
Mountain Home, ID 83647
Kris Cochran
Director
208-580-2449/208-580-2347
kcochran@rmckenna.org

Date of Application Approval by McKenna Board of Directors
12-14-2016
Submission Date: 12-15-2016

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Executive Summary

Mission

Our mission is to provide a non-traditional educational environment for our students by emphasizing: 1) project based learning, 2) personal responsibility, and 3) outstanding citizenship.

Key Design Elements

McKenna Montessori: Montessori trained teachers, full day kindergarten, class size limited to twenty-four, fulltime teacher's aid in each classroom.

McKenna High School: Project based learning model, class size limited to twenty-four, community service program, job shadowing, offers all required courses to graduate.

McKenna Online: Project based learning model, completely online, enrollment every Monday, serves students throughout the state of Idaho, offers all required courses to graduate.

*Note: Online and onsite high school programs complement and support student success. If a student is having difficulty following our behavioral or academic standards; they may be asked to take a session of courses online to demonstrate their desire to be in the onsite program. Usually, students are required to pass two courses before they can return to the onsite program. Most crave the social aspect of attending high school, and are anxious to return to our onsite program. Upon their return, the majority of students have a new sense of appreciation for being there.

In addition, students, who don't live close enough to Mountain Home geographically to attend the onsite program, have the opportunity to take advantage of our rigorous, project based, Idaho core content aligned courses.

Defining Characteristics

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- . We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- . We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which

include literacy, numeracy, and the arts (performing, visual, media, and practical.)

- . Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- . Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

Successes

Our first lottery that was held for phase 1 of McKenna Montessori, filled both classrooms to capacity with students on waiting lists. No students have dis-enrolled for any reason other than a family move; in fact, all have been due to Air Force enlistees being relocated.

Enrollment for McKenna Online continues to increase steadily. Enrollment numbers are as follows: 2013-14 = 457, 2014-15 = 488, and 2015-16 = 529. (See Attachment F.)

Beginning with the class of 2003, McKenna High School and McKenna Online together have provided an opportunity for 258 “Super Seniors” to graduate with a high school diploma. Specifically, this group consists of students in cohort years 5, 6, and 7. Where would those students be without us? While we don’t actually get “credit” for these students as a positive reflection in our graduation rate, we know that helping them graduate is important and purposeful work. (See Attachment G.)

Challenges

The enrollment at McKenna High School continues to be lower than we would prefer, so we will be offering 48 seats for grades seven and eight within our 2017-18 lottery.

English, and Language Arts Skills

McKenna High School’s ELA ISAT results for SY 2014-15 were █% for our onsite population and █% for our online students. Both percentages are higher than the Idaho state average and Mountain Home School 193. Results for SY 2015-16 are similar with █% for our onsite program and █% for the online program. (See Attachments B. & H.)

Math Skills

Upon review of McKenna High School’s math ISAT data for SY 2014-15 █% of our onsite students scored proficient or advanced, and during that same year █% of our online

students were proficient or advanced. Math ISAT proficiency results for SY 2015-16 are █% for onsite and █% or █% for online (reliable sources have a discrepancy). We realize that our math program needs to change. Next steps regarding McKenna's math program are within the "Plans" section of this application. (See Attachments A. & I.)

Student Outcomes

McKenna High School Graduates:

- I. Know how to study.
 - A. concentrate and memorize
 - B. take notes and listen
 - C. think critically
 - D. problem solve
 - E. manage time
 - F. prepare and organize for exams
- II. Work well independently and as a productive member of a team.
 - A. prepare
 - B. participate
 - C. collaborate
- III. Are trustworthy and reliable.
 - A. show up for work (class)
 - B. show up early
 - C. work hard
 - D. behave respectfully
- IV. Read, listen, and view critically.
 - A. evaluate
 - B. comprehend
 - C. question
- V. Write and speak clearly and concisely.
 - A. summarize information effectively in both oral and written communication
 - B. develop an opinion supported by evidence or arguments
 - C. consider a point of view or argument without necessarily having to agree
 - D. collect information from various sources to form a more complete understanding
 - E. write an essay that is clearly organized, includes an introduction, topic and transition sentences, a logical conclusion, correct spelling, punctuation, and grammar
 - F. create an deliver a presentation that effectively conveys information to others
- VI. Reason well mathematically about numerical data and claims.
 - A. analyze, interpret, understand, and apply graphs and numerical data
 - B. understand the value of money, interest, and how their money can work for them
 - C. apply math effectively in everyday situations
- VII. Serve others willingly
 - A. community service

Application Narrative

Academic Success

We take pride in the knowledge that we provide the methods, resources and support for high school students who are desperately in search of a solution. They come to us upon recommendation of a guidance counselor after they have not been successful in a traditional setting and/or a different less supportive online school. Both online and onsite programs have supportive and attentive instructors and registrars. Acquire, our LMS, has multiple systems in place to support student success. For example, teachers response time reporting and the “to do” list for online registrars. The teacher page within Acquire has course progress updates and will signal any students who have not logged in. The student homepage indicates the level of course completion and whether or not the student is behind or ahead in the course. Parents have a separate login to view their student’s progress at anytime, and they also receive weekly emailed updates. (See Attachment J.)

Organizational Soundness and Compliance

To insure organizational soundness and compliance; our director attends the annual Idaho SDE Superintendent’s meeting where compliance documents are distributed and explained.

Fiscal Soundness and Viability

Below is our statement of net position as of June 30, 2016. Our high school building located at 675 S. Haskett is paid for, as is the 5.5 acres at 1305 E. 8th North, which is the location of McKenna Montessori. The infrastructure for phase 2 at McKenna Montessori is in place and we only have approximately \$300,000 left to pay on that \$1.4 million project.

Idaho Virtual High School District No. 453
dba Richard McKenna Charter High School
Statement of Net Position
June 30, 2016

	Governmental Activities
Assets	
Cash and Cash Equivalents	\$ 1,160,571
Restricted Cash	146,761
Receivables, Net:	
Intergovernmental	177,727
Interest	468
Other	186
Prepaid Items	3,969

Capital Assets:	
Land	258,199
Building and Improvements, Net	3,153,490
Equipment, Net	9,116
Total Capital Assets	<u>3,420,805</u>
Total Assets	<u>4,910,487</u>
Deferred Outflows	
Pension Related Items	240,372
Total Deferred Outflows	<u>240,372</u>
Liabilities	
Accounts Payable	158,866
Salaries and Benefits Payable	23,683
Material Deposits Payable	9,350
Interest Payable	133
Long-Term Liabilities:	
Due Within One Year:	
Loan Payable	301,344
Due in More Than One Year:	
Net Pension Liability	350,457
Total Liabilities	<u>843,833</u>
Deferred Inflows	
Pension Related Items	226,049
Total Deferred Inflows	<u>226,049</u>
Net Position	
Invested in Capital Assets, Net of Related Debt	3,119,461
Unrestricted	<u>961,516</u>
Total Net Position	\$ 4,080,97

Plans

Training and Developing

As McKenna Charter School transforms itself to eventually offer grades K-12 onsite and 7-12 online, stakeholder input and support will be gathered to insure a cohesive end result. McKenna Board Members and administration have already begun a discussion with an Idaho School Boards Association (ISBA) trainer. Our trainer, Susan Scherz, will conduct two SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses in January, 2017. The first SWOT will be for teachers and support staff. The second SWOT will be for parents. Board members are invited to attend either SWOT opportunity.

Facilities

McKenna High School at 675 S. Haskett will become McKenna Jr./Sr. High during the summer of 2017 since we will be welcoming seventh and eighth grade students that fall. Current online instructors are building course offerings for grades 7-8. Originally, the 1305 E. 8th North location was intended to house grades K-8. An amended charter was submitted to reflect the necessary change of grades within each McKenna building. McKenna Jr./Sr. High will include grades 7-12 beginning SY 2017-18, and McKenna Montessori will eventually offer grades K-6. The reason for the change was the ability to secure “teacher friendly” Montessori training. North American Montessori Center is our Montessori training provider, and it only offers coursework through grade 6. It is completely online and is therefore more obtainable. We found that no teacher candidates could go to Westminster University, in Salt Lake City, for eight weeks during the summer. In addition, it was logical to move grades 7-8 to the high school since their program will be project-based learning and there were two available classrooms. This will help utilize our Haskett location more efficiently. We are finalizing our plans for phase 2 of McKenna Montessori and will break ground on that construction project the summer of 2017. The completion date is tentatively the summer of 2018. In the meantime, the 4 classrooms within phase 1 will accommodate our elementary growth.

Academics

Math proficiency levels indicate a need for supplemental resources, or possibly a change in curriculum. This is one of our “opportunity” areas that will be discussed with our trainer and the SWOT groups. Early informal data collection indicates that a removal or partial removal of Khan Academy within online and hybrid math courses may be warranted. Possible supplemental math programs like Study Island and/or IXL may become a requirement for struggling math students. These supplemental “game like” formats could provide some much needed practice on fundamental math skills, and the supplemental math course could be used as an elective. Early detection of students who will need additional math support could be determined with an assessment that could be sent out to new enrollees via a link. Assessment security and fidelity is of concern, but since we serve students online throughout the state, physically testing each of our new students before course placement isn’t realistic. We are already offering online math tutoring, but offering it onsite should be a consideration. Math support and curricular professional development opportunities will be offered and encouraged for 7-12 teachers both onsite and online.

Curriculum Alignment and State Standards

Onsite and online high school instructors used the state standards to guide course content. Acquire, our LMS, has the standards listed, but they are not attached to specific learning outcomes. This will be an area of focus for online and onsite teachers. After individual courses are aligned with state standards instructors will work in content groups to insure that all standards are covered as appropriate. Any missing standards will be incorporated into existing courses.

Montessori Compass, is a third party platform that specifically supports Montessori learning and progress monitoring. The Core Content Standards are already aligned to the lessons within the platform. Additional instructional support is provided through our North American Montessori Center curriculum, which is also aligned with the standards.

Interim Assessments and Blueprints

Beginning SY 2017-18 McKenna Jr./Sr. High and McKenna Online will utilize the Smarter Balanced Interim Assessments and Blueprints to guide and individualize instruction. Online supplemental platforms will be provided for students to use at school and at home to bolster basic skills.

For more information go to the following link:

https://www.smarterbalanced.org/wp-content/uploads/2015/09/Math_Interim_Assessment_Blocks_Blueprint.pdf

Note: McKenna Online will be able to use this resource if SBIA's can be sent as a link and taken online remotely.

Exhibits

A. ISAT Math 2015-2016

B. ISAT ELA 2015-2016

C., D., & E. Data Compilation Results, 2015-2016 Graduation Rate with additional cohorts

C. 2015-2016 ISEE Graduation Appeal Status Report (onsite) *one clean copy and one working copy

D. 2015-2016 ISEE Graduation Appeal Status Report (online) * one clean copy and one working copy

E. Acquire – Graduates By Year 2015-2016

- F. Acquire – Student Enrollment Report (Online Only) 2015-2016
 - Acquire – Student Enrollment Report (Online Only) 2014-2015
 - Acquire – Student Enrollment Report (Online Only) 2013-2014
- G. McKenna High School, Cohort years 5, 6, and 7, SY 2003-current (12/12/16)
- H. ISAT ELA 2014-2015
- I. ISAT Math 2014-2015
- J. –screen shots of Acquire pages-
- K. ISAT Science 2015-2016 (supplemental)
 - ISAT Science 2014-2015 (supplemental)
- L. Acquire – Graduates By Year 2013-current (12/14/16) (supplemental)

McKenna Charter School
Charter Renewal
12/15/16

Douglas B. Mayne Douglas B Mayne 14 Dec 2016
Board Treasurer Date

Kris Cochran Kris Cochran 12-14-16
Administrator Date

Idaho Public Charter School Commission Annual Report Response Form

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by December 15, 2016.

Instructions

- A. Please respond to specific measures by completing the following form. Examples are provided below.
- B. Be sure to complete all columns for each measure you wish to address. Insert additional rows as needed.
- C. Label and attach supporting documentation.

▶ Examples

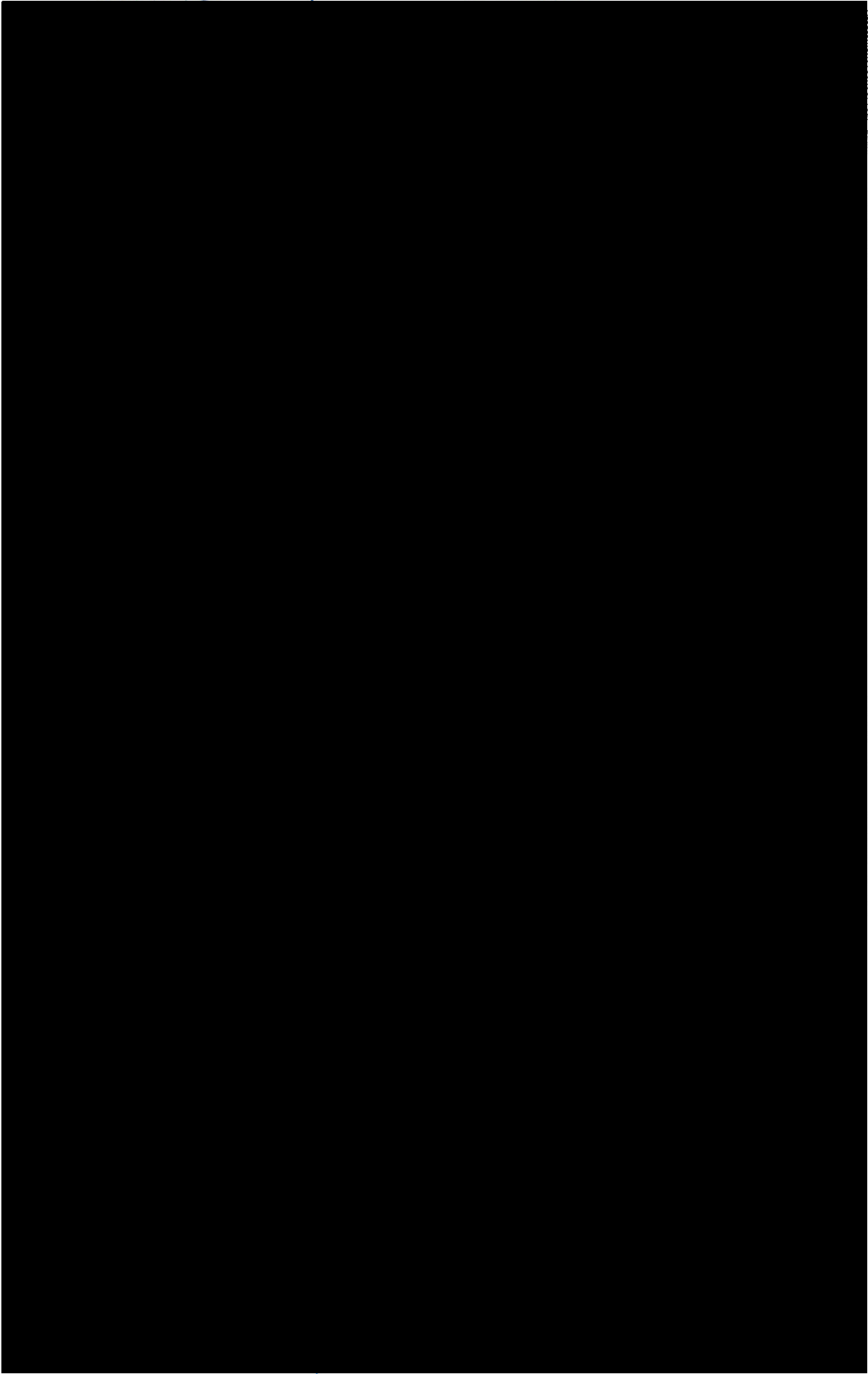
Measure	Response	Attached Documentation
Academic 2b	Our percentage proficient appears to be transposed. It says "67" but should actually be "76."	Attachment A: Copy of our report card from the SDE website.
Operational 1c	The report states that we have an open special education complaint. However, the complaint was formally closed by the SDE.	Attachment B: Copy of SDE letter stating that the complaint is formally closed.
Financial 2c	The report correctly shows that a negative multi-year cash flow. This is due to a large, one-time expenditure; that is, the down payment on our new facility.	Attachment C: Copy of monthly bank statement showing the down payment.

▶ Responses

Measure	Response	Attached Documentation
Academic 2b	Our percentage proficient is 13%	Attachment A: Copy of our ISAT report from the SDE website.
Academic 2c	Our percentage proficient is 54%	Attachment B: Copy of our ISAT report from the SDE website.
Academic 4c	Due to timing a data availability 2014-15 data was used. School Year 2015-16 data is provided.	Attachments C, D, E: C & D ISEE reports, E Acquire graduation report

Online

Onsite

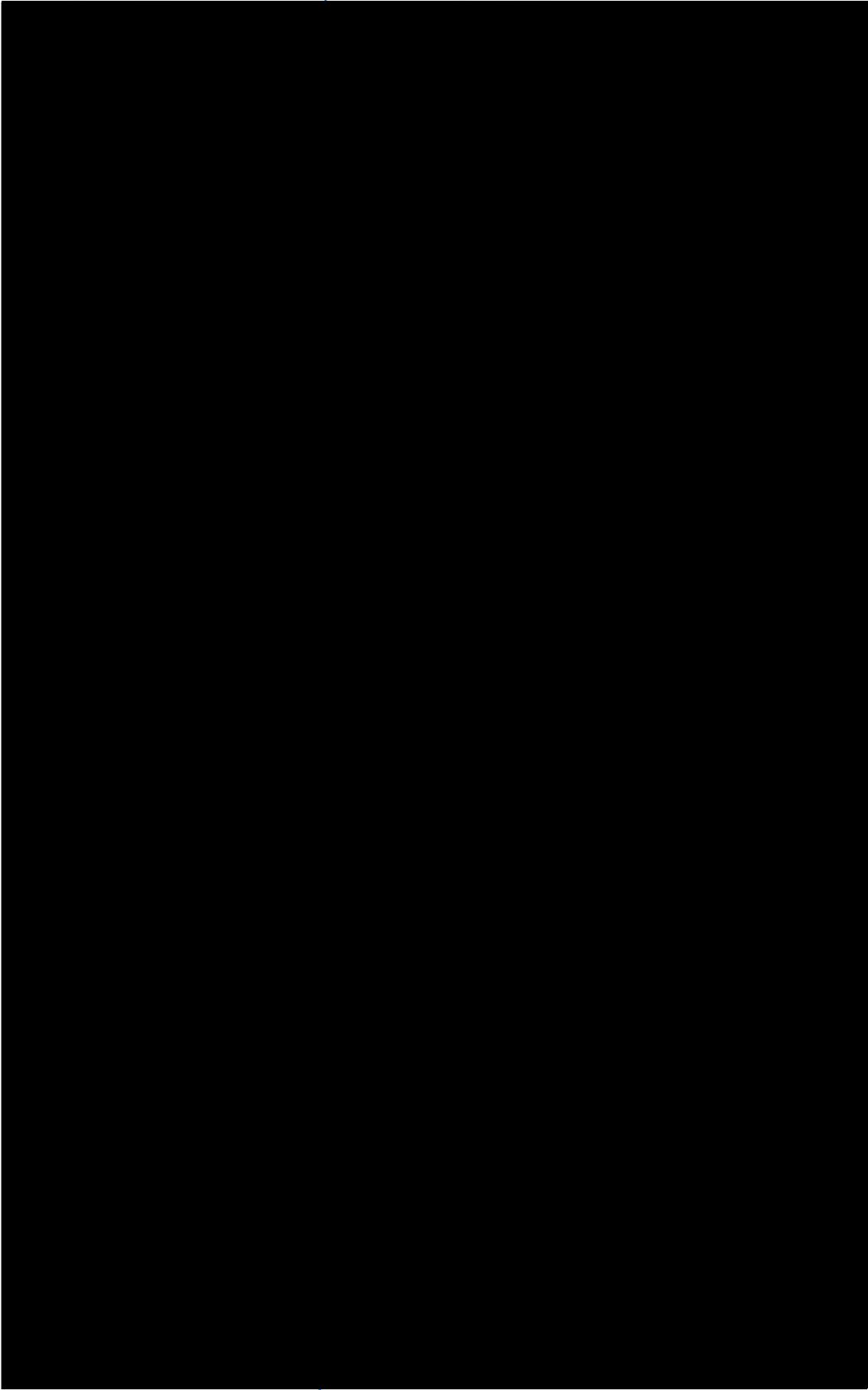


Assessment | School Year | Eduid | Grade Level | Assessment | District | Test School | Test # | SS | PL | Concepts and Concepts and Problem Solv | Problem Solv | Communicat | Communicating Reasoning

A.

Online

Onsite



Assessment | School Year | Eduid | Grade Level | Assessment | District | Test | School | Test | SS | PL | Reading SS | Reading PL | Writing SS | Writing PL | Listening SS | Listening PL | Research/Inq | Research/Inq | PL

B.

C, D, E

McKenna Charter School

Graduation Rate

SY 2015-16

Note: Data for this information was gathered from the Idaho Graduation Appeal Status upload and Acquire Graduates By Year report

1. School staff members contacted or attempted contact with students listed as "Non Graduate."
2. Acquire "Graduates By Year" report was reviewed and data was gathered according to cohort years 4, 5, 6 and 7.
3. Number of potential graduates was ascertained from the Idaho Appeal Status upload since graduates and non-graduates are listed therein.
4. Verified transfers were not counted in the expected 4 year cohort total.

Data Compilation Results

Onsite

Dropouts = 25
Potential graduates = 36

Cohort Years

Yr. 4 = 11 Students graduated
Yr. 5 = 2 Students graduated
Yr. 6 = 0 Students graduated
Yr. 7 = 0 Students graduated

Graduation Rate for SY 2015-16

$11/36 = 31\%$

(*If we could include all graduates regardless of expected cohort $13/36 = 36\%$)

Online

Dropouts = 64
Potential graduates = 85

Cohort Years

Yr. 4 = 21 Students graduated
Yr. 5 = 12 Students graduated
Yr. 6 = 2 Students graduated
Yr. 7 = 1 Student graduated

Graduation Rate for SY 2015-16

$21/85 = 25\%$

(*If we could include all graduates regardless of expected cohort $36/85 = 42\%$)

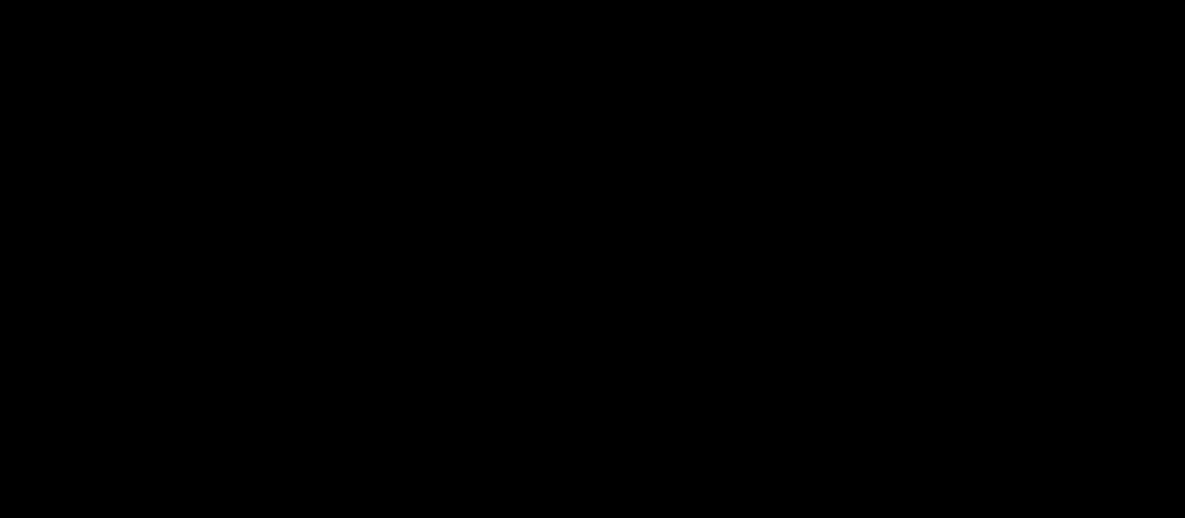
on-site

C.

Eduld	GivenNames	FamilyNames	EnrollDate	ExitDate	ExitReason	GradStatus	AppealStatus
			10/31/2016			Non Graduate	
			9/5/2016	10/28/2016		Non Graduate	
			8/29/2016	10/7/2016		Non Graduate	
			8/22/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/1/2016			Non Graduate	
			8/1/2016			Non Graduate	
			8/1/2016			Non Graduate	
			2/29/2016		4/22/2016 3E - Unknown	Non Graduate	
			2/22/2016		5/20/2016 4A - Regular Graduate	Graduate	
			2/8/2016		4/15/2016 2C - Transfer Out of State t	Non Graduate	
			2/1/2016		4/29/2016 3E - Unknown	Non Graduate	
			1/18/2016			Non Graduate	
			1/18/2016			Non Graduate	
			1/18/2016		5/20/2016 4A - Regular Graduate	Graduate	
			1/11/2016		5/20/2016 4A - Regular Graduate	Graduate	
			12/14/2015		5/6/2016 3E - Unknown	Non Graduate	
			12/7/2015		2/12/2016 3A - Dropped Out	Non Graduate	
			11/9/2015		1/29/2016 5B - Medical Leave	Non Graduate	
			10/19/2015		5/13/2016 1A - Same School	Non Graduate	
			10/12/2015		12/4/2015 4E - GED or Other Equivale	Non Graduate	
			10/5/2015			Non Graduate	
			9/29/2015		3/4/2016 5A - Temporarily Unenroll	Non Graduate	
			9/28/2015		1/22/2016 4E - GED or Other Equivale	Non Graduate	
			9/21/2015			Non Graduate	
			9/7/2015		10/30/2015 2C - Transfer Out of State t	Non Graduate	
			9/7/2015		1/29/2016 4E - GED or Other Equivale	Non Graduate	
			8/31/2015		5/20/2016 2A - Transfer Within State	Non Graduate	
			8/31/2015		5/20/2016 4A - Regular Graduate	Graduate	
			8/31/2015		5/20/2016 4A - Regular Graduate	Graduate	

8/24/2015	5/20/2016	3E - Unknown	Non Graduate
8/24/2015	1/22/2016	2A - Transfer Within State	Non Graduate
8/24/2015	5/20/2016	4A - Regular Graduate	Graduate
8/17/2015			Non Graduate
8/17/2015			Non Graduate
8/17/2015	5/20/2016	4A - Regular Graduate	Graduate
8/17/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	1A - Same School	Non Graduate
8/3/2015			Non Graduate
8/3/2015	12/18/2015	4E - GED or Other Equivale	Non Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate
8/3/2015	5/20/2016	4A - Regular Graduate	Graduate

#####



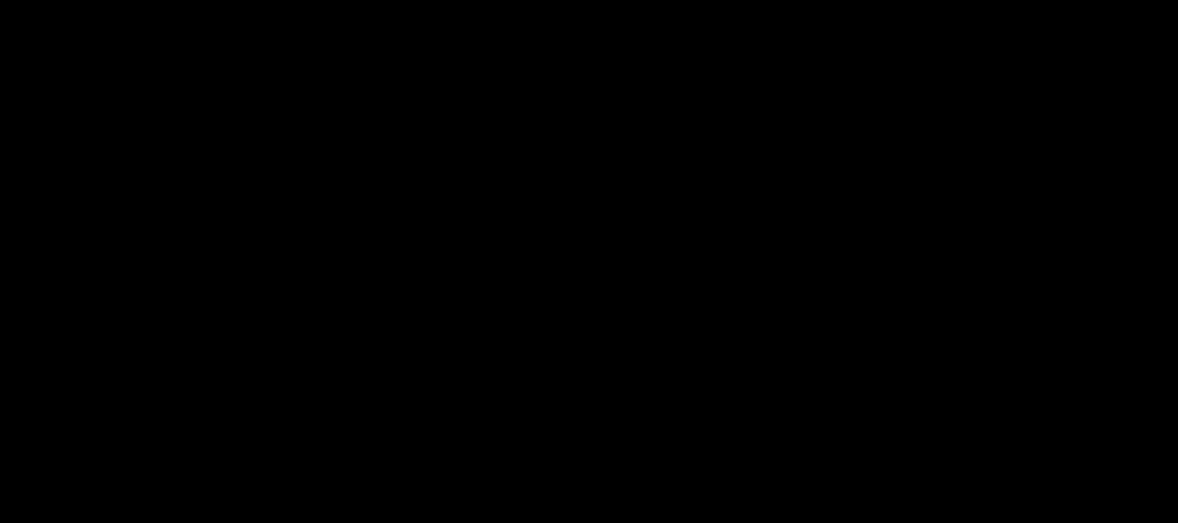
9/8/14	Non Graduate	Exit			
10/6/14	2/27/15 3E - Unknou Non Graduate				
10/13/14	10/14/14 2C - Transfr Non Graduate				
10/27/14	1/30/15 5E - Tempo Non Graduate				
1/12/15	5/22/15 3E - Unknou Non Graduate DO			15-16	Gusite
3/2/15	4/24/15 1A - Same \$ Non Graduate DO				SY
4/13/15	GED Non Graduate \$				
8/3/15	12/18/15 4E - GED or (Non-Graduate) DO				
8/3/15	5/20/16 1A - Same \$ Non Graduate DO				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/3/15	5/20/16 4A - Regula Graduate				
8/17/15	5/20/16 4A - Regula Graduate				

Err. Date
Exit
C.

Drop-outs
25

Gusite
SY
15-16

#####



8/17/15 5/20/16 4A - Regula Graduate
8/17/15 Non Graduate PD
8/17/15 Non Graduate PD
8/24/15 1/22/16 2A - Transfr ~~Non Graduate~~
8/24/15 5/20/16 3E - Unkno Non Graduate PD
8/24/15 5/20/16 4A - Regula Graduate
8/31/15 5/20/16 2A - Transfr ~~Non Graduate~~
8/31/15 5/20/16 4A - Regula Graduate
8/31/15 5/20/16 4A - Regula Graduate
9/7/15 10/30/15 2C - Transfr ~~Non Graduate~~
9/7/15 1/29/16 4E - GED or (Non Graduate)
9/21/15 Non Graduate PD
9/28/15 1/22/16 4E - GED or Non Graduate PD
9/29/15 3/4/16 5A - Tempo Non Graduate Graduate
10/5/15 Non Graduate PD
10/12/15 12/4/15 4E - GED or Non Graduate PD
10/19/15 5/13/16 1A - Same's Non Graduate PD
11/9/15 1/29/16 5B - Medice Non Graduate PD
12/7/15 2/12/16 3A - Droppr Non Graduate PD
5/6/16 3E - Unkno Non Graduate PD
5/20/16 4A - Regula Graduate
5/20/16 4A - Regula Graduate
Non Graduate PD
Non Graduate PD
2/1/16 4/29/16 3E - Unkno Non Graduate PD
2/8/16 4/15/16 2C - Transfr ~~Non Graduate~~
2/22/16 5/20/16 4A - Regula Graduate

#####

2/29/16	4/22/16	3E - <i>Transfer</i>	Non-Graduate
8/1/16			Non-Graduate <i>Current, will grad. 17</i>
8/1/16			Non-Graduate <i>Current, will grad. 17</i>
8/1/16			Non-Graduate <i>Current, " " "</i>
8/15/16			Non-Graduate <i>Current, " " "</i>
8/15/16			Non-Graduate <i>Current / Sub of cohort</i>
8/15/16			Non-Graduate <i>Current " " "</i>
8/22/16			Non-Graduate
8/29/16	10/7/16	<i>Transfer</i>	Non Graduate Current
9/5/16	10/28/16		Non Graduate <i>Graduate (sub of coh.</i>
10/31/16		<i>Transfer</i>	Non-Graduate

A/H. (on-line)

D.

Eduld	GivenNames	FamilyNames	EnrollDate	ExitDate	ExitReason	GradStatus	AppealStatus
			10/31/2016			Non Graduate	
			10/31/2016			Non Graduate	
			10/3/2016			Non Graduate	
			10/3/2016			Non Graduate	
			9/26/2016			Non Graduate	
			9/12/2016			Non Graduate	
			9/12/2016			Non Graduate	
			9/7/2016			Non Graduate	
			9/5/2016	11/4/2016		Non Graduate	
			8/29/2016	10/7/2016		Non Graduate	
			8/29/2016			Non Graduate	
			8/29/2016			Non Graduate	
			8/22/2016	9/30/2016		Non Graduate	
			8/22/2016			Non Graduate	
			8/18/2016	9/9/2016		Non Graduate	
			8/18/2016	8/31/2016		Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016	8/30/2016		Non Graduate	
			8/15/2016	9/23/2016		Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016	9/8/2016		Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016			Non Graduate	
			8/15/2016	8/15/2016		Non Graduate	
			8/15/2016	9/23/2016		Non Graduate	
			8/15/2016	9/30/2016		Non Graduate	
			8/15/2016	10/14/2016		Non Graduate	
			8/15/2016	9/23/2016		Non Graduate	
			8/15/2016	9/23/2016		Non Graduate	

8/15/2016		Non Graduate
6/6/2016	8/5/2016 4A - Regular Grad Graduate	
6/6/2016	8/5/2016 4A - Regular Grad Graduate	
6/6/2016	8/5/2016 4A - Regular Grad Graduate	
6/6/2016	8/5/2016 4A - Regular Grad Graduate	
3/21/2016	5/20/2016 4A - Regular Grad Graduate	
3/16/2016	3/31/2016 2A - Transfer Wit Non Graduate	
3/14/2016	4/8/2016 3E - Unknown Non Graduate	
3/7/2016	4/29/2016 3A - Dropped Ou Non Graduate	
3/7/2016		Non Graduate
2/22/2016	4/22/2016 3E - Unknown Non Graduate	
2/1/2016	5/13/2016 1A - Same School Non Graduate	
1/29/2016	1/29/2016 1B - Within Distri Non Graduate	
1/25/2016	3/18/2016 3A - Dropped Ou Non Graduate	
1/25/2016	4/8/2016 3E - Unknown Non Graduate	
1/25/2016	3/25/2016 2A - Transfer Wit Non Graduate	
1/25/2016	5/20/2016 4A - Regular Grad Graduate	
1/11/2016	5/20/2016 4A - Regular Grad Graduate	
1/4/2016	5/6/2016 1A - Same School Non Graduate	
12/14/2015	1/15/2016 3A - Dropped Ou Non Graduate	
11/30/2015	4/8/2016 1A - Same School Non Graduate	
11/9/2015	12/4/2015 2A - Transfer Wit Non Graduate	
11/9/2015		Non Graduate
11/9/2015		Non Graduate
10/19/2015	4/8/2016 3A - Dropped Ou Non Graduate	
10/19/2015	1/29/2016 2C - Transfer Out Non Graduate	
9/28/2015	4/22/2016 1A - Same School Non Graduate	
9/28/2015	3/4/2016 3A - Dropped Ou Non Graduate	
9/7/2015	4/15/2016 3E - Unknown Non Graduate	
9/7/2015	10/23/2015 3A - Dropped Ou Non Graduate	
9/7/2015	5/6/2016 1A - Same School Non Graduate	
9/7/2015	11/13/2015 2C - Transfer Out Non Graduate	
9/7/2015	3/4/2016 3A - Dropped Ou Non Graduate	



9/7/2015	1/22/2016	4E - GED or Other	Non Graduate
8/31/2015	5/20/2016	2A - Transfer Wit	Non Graduate
8/31/2015	1/8/2016	2A - Transfer Wit	Non Graduate
8/24/2015	10/30/2015	3E - Unknown	Non Graduate
8/10/2015	11/20/2015	3E - Unknown	Non Graduate
8/10/2015	5/6/2016	1A - Same School	Non Graduate
8/10/2015	1/15/2016	4E - GED or Other	Non Graduate
8/10/2015	5/20/2016	4A - Regular	Graduate
8/10/2015	5/20/2016	4A - Regular	Graduate
8/10/2015	5/20/2016	4A - Regular	Graduate
8/3/2015	10/27/2015	4E - GED or Other	Non Graduate
8/3/2015	11/20/2015	3A - Dropped Ou	Non Graduate
8/3/2015	3/11/2016	3A - Dropped Ou	Non Graduate
8/3/2015	5/6/2016	1A - Same School	Non Graduate
8/3/2015	12/11/2015	4E - GED or Other	Non Graduate
8/3/2015	1/22/2016	5A - Temporarily	Non Graduate
8/3/2015	10/30/2015	3A - Dropped Ou	Non Graduate
8/3/2015	2/26/2016	3A - Dropped Ou	Non Graduate
8/3/2015	10/30/2015	4A - Regular	Graduate
8/3/2015	5/20/2016	4A - Regular	Graduate
8/3/2015	5/20/2016	4A - Regular	Graduate

D.

#####	9/22/14	3/13/15	3E - Unknown	Non Graduate	DD	
#####	9/22/14	4/17/15	3E - Unknown	Non Graduate	DD	
#####	9/29/14			Non Graduate	DD	
#####	9/29/14	4/17/15	1A - Same School	Non Graduate	DD	
#####	10/6/14	12/12/14	3D - Enrolled in Adult Ed	Non Graduate	DD	
#####	11/3/14	3/13/15	2C - Transfer Out of State	Non Graduate	DD	
#####	11/17/14			Non Graduate	DD	
#####	12/8/14	1/5/15	4E - GED or Other Equivale	Non Graduate	DD	
#####	1/12/15	5/8/15	3E - Unknown	Non Graduate	DD	Online
#####	2/2/15	4/10/15	1A - Same School	Non Graduate	DD	SY
#####	2/9/15	4/17/15	3E - Unknown	Non Graduate	DD	15-16
#####	2/23/15			Non Graduate	DD	
#####	3/17/15	4/13/15		Non-Graduate	DD	64
#####	8/3/15	10/27/15	4E - GED or Other Equivale	Non Graduate	DD	
#####	8/3/15	11/20/15	3A - Dropped Out	Non Graduate	DD	Drop
#####	8/3/15	3/11/16	3A - Dropped Out	Non Graduate	DD	outs
#####	8/3/15	5/6/16	1A - Same School	Non Graduate	DD	
#####	8/3/15	12/11/15	4E - GED or Other Equivale	Non Graduate	DD	
#####	8/3/15	1/22/16	5A - Temporarily Unenroll	Non Graduate	DD	
#####	8/3/15	10/30/15	3A - Dropped Out	Non Graduate	DD	
#####	8/3/15	2/26/16	3A - Dropped Out	Non Graduate	DD	
#####	8/3/15	10/30/15	4A - Regular Graduate	Graduate	DD	
#####	8/3/15	5/20/16	4A - Regular Graduate	Graduate	DD	
#####	8/3/15	5/20/16	4A - Regular Graduate	Graduate	DD	
#####	8/10/15	11/20/15	3E - Unknown	Non Graduate	DD	
#####	8/10/15	5/6/16	1A - Same School	Non-Graduate	DD	Coverage out of school
#####	8/10/15	1/15/16	4E - GED or Other Equivale	Non Graduate	DD	

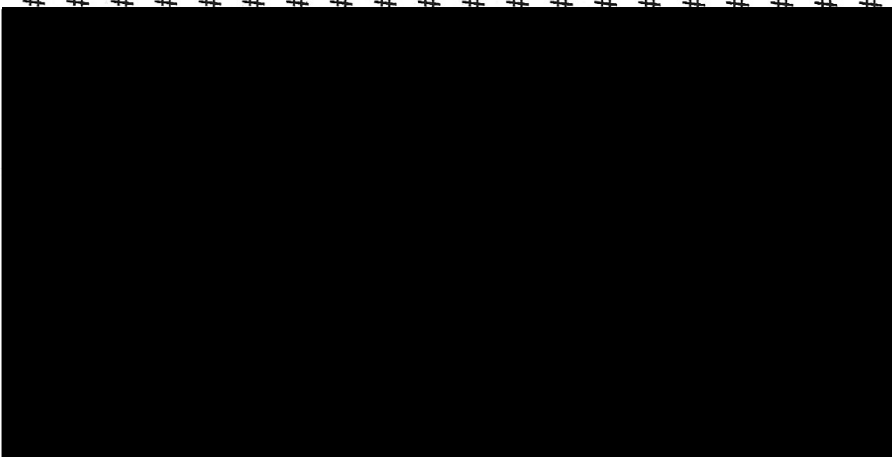
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8/10/15	5/20/16 4A - Regular Graduate	Graduate	
8/10/15	5/20/16 4A - Regular Graduate	Graduate	
8/10/15	5/20/16 4A - Regular Graduate	Graduate	
8/24/15	10/30/15 3E - Unknown	Non Graduate	DD
8/31/15	5/20/16 2A - Transfer Within State	Non Graduate	DD
8/31/15	1/8/16 2A - Transfer Within State	Non Graduate	DD
9/7/15	4/15/16 3E - Unknown	Non Graduate	
9/7/15	10/23/15 3A - Dropped Out	Non Graduate	DD
9/7/15	5/6/16 1A - Same School	Non Graduate	DD
9/7/15	11/13/15 2C - Transfer Out of State	Non Graduate	
9/7/15	3/4/16 3A - Dropped Out	Non Graduate	DD
9/7/15	1/22/16 4E - GED or Other Equivalent	Non Graduate	DD
9/28/15	4/22/16 1A - Same School	Non Graduate	
9/28/15	3/4/16 3A - Dropped Out	Non Graduate	DD
10/19/15	4/8/16 3A - Dropped Out	Non Graduate	DD
10/19/15	1/29/16 2C - Transfer Out of State	Non Graduate	DD
11/9/15	12/4/15 2A - Transfer Within State	Non Graduate	
11/9/15		Non Graduate	DD
11/9/15		Non Graduate	DD
11/30/15	4/8/16 1A - Same School	Non Graduate	DD
12/14/15	1/15/16 3A - Dropped Out	Non Graduate	DD
1/4/16	5/6/16 1A - Same School	Non Graduate	DD
1/11/16	5/20/16 4A - Regular Graduate	Graduate	
1/25/16	3/18/16 3A - Dropped Out	Non Graduate	DD
1/25/16	4/8/16 3E - Unknown	Non Graduate	DD
1/25/16	3/25/16 2A - Transfer Within State	Non Graduate	DD
1/25/16	5/20/16 4A - Regular Graduate	Graduate	

GR Non-Graduate Graduate

#####



8/15/16 9/23/16
8/15/16 9/23/16
8/15/16
8/18/16 9/9/16
8/18/16 8/31/16
8/22/16 9/30/16
8/22/16
8/22/16
8/29/16 10/7/16
8/29/16
8/29/16
8/29/16
9/5/16 11/4/16
9/7/16
9/12/16
9/12/16
9/26/16
10/3/16
10/3/16
10/31/16
10/31/16
10/31/16

Non-Graduate *Graduate*
part of cohort
Non-Graduate *Graduate*
part of cohort
Non-Graduate *Current*
part of cohort
Non-Graduate *Transfer*
Non-Graduate *DD*
Non-Graduate *Transfer*
Non-Graduate *DD*
Non-Graduate *Current*
part of cohort
Non-Graduate *Current*
part of cohort
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*
Non-Graduate *part of cohort*

E.

This report shows all students with a graduation date between 8/1/2015 and 8/1/2016
Test students are not shown

2016 Graduates - Male

Low Income: [REDACTED]
 LEP: [REDACTED]
Stats Onsite Semi [REDACTED]
 Online Fall/W [REDACTED]
 White [REDACTED]
TOTAL [REDACTED]

2016 Graduates - Female

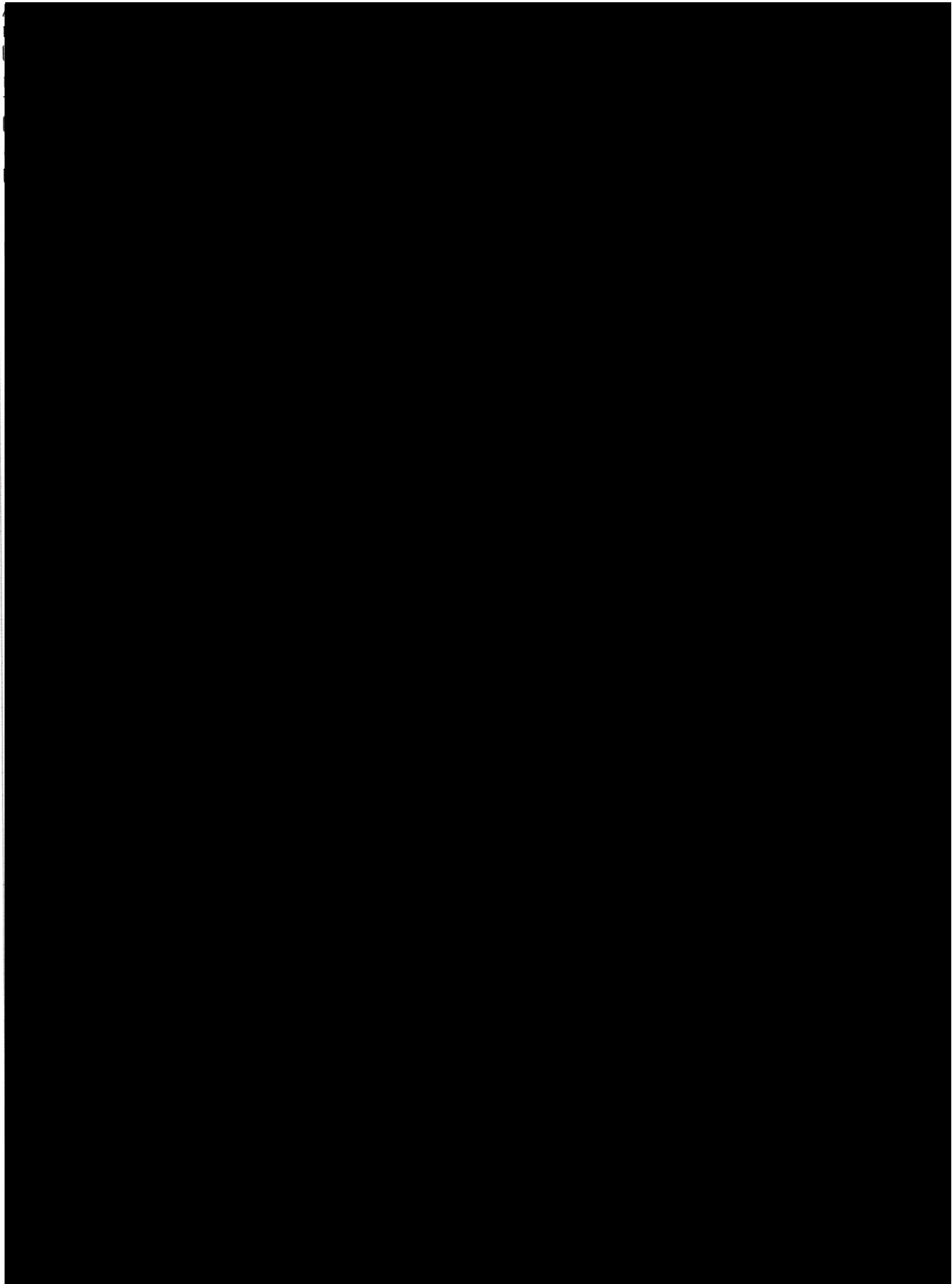
Low Income [REDACTED]
 LEP: [REDACTED]
Stats Onsite Semi [REDACTED]
 Online Sum [REDACTED]
 Online Fall/W [REDACTED]
 White [REDACTED]
 Hispanic, White [REDACTED]
 Two races [REDACTED]
 Black or African American [REDACTED]
 Hispanic, Black or African American [REDACTED]
 Hispanic, Two races [REDACTED]
TOTAL 37

All Students

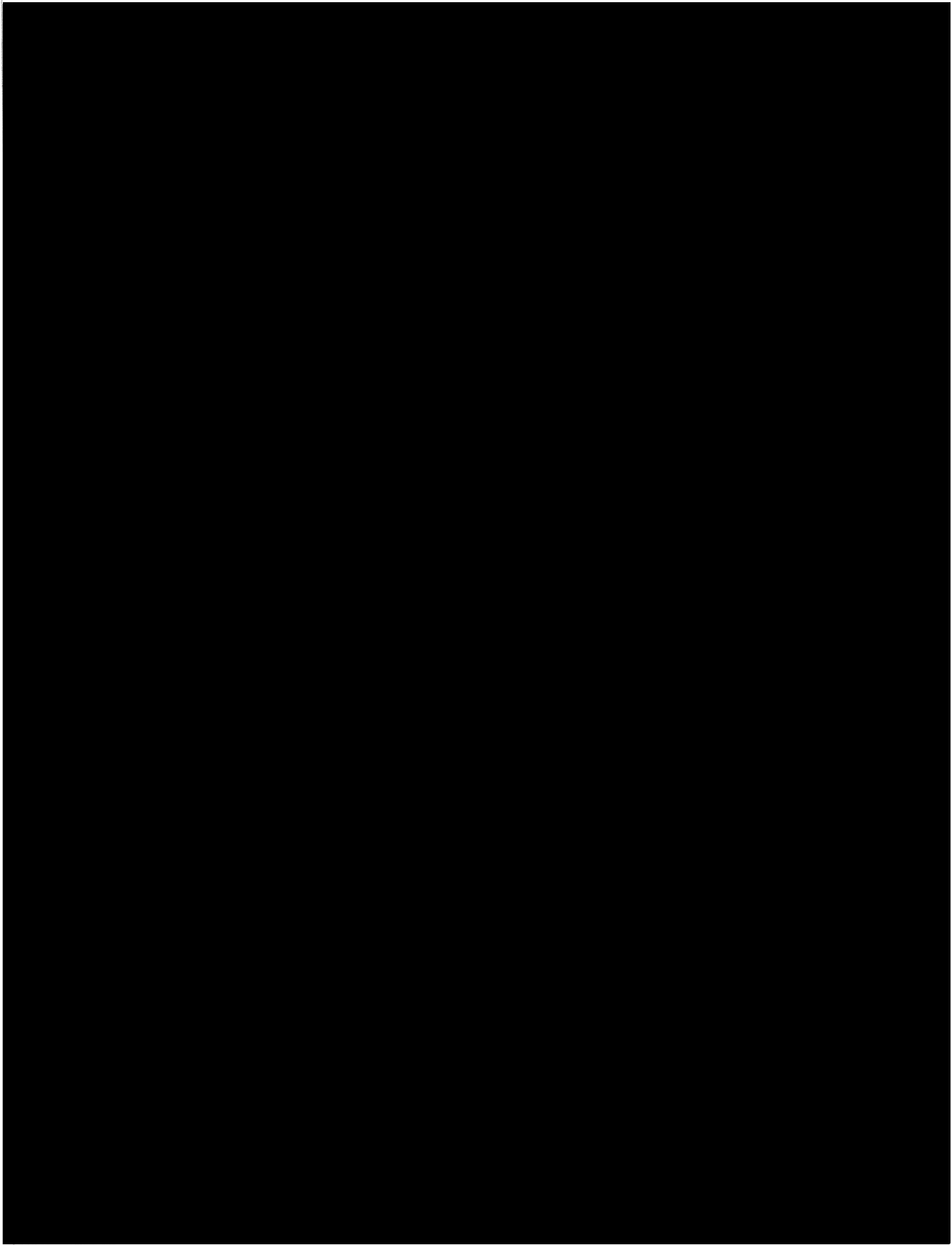
Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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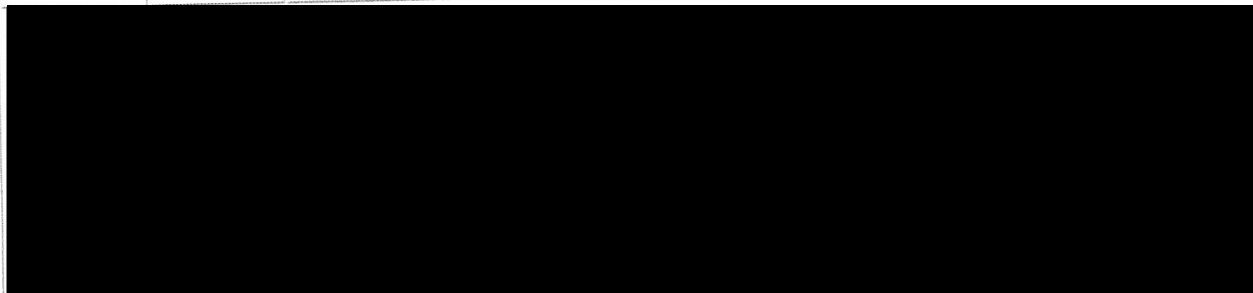
[REDACTED]								
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Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
---------	---------	-----------	--------	-----------	-----------------	------------	-----	----------



Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
								



F.

Students Enrolled between 8/3/2015 and 5/20/2016

TOTAL: 529
At Risk: 345
Low Income form on file: 166
English as a second language: 18
IEP / Special Education: 21
504 Plan: 63

American Indian or Alaska Native, non-Hispanic: 1
Asian, non-Hispanic: 6
Black, non-Hispanic: 8
Hispanic: 78
Native Hawaiian or Other Pacific Islander, non-Hispanic: 3
Two or More Races, non-Hispanic: 31
White, non-Hispanic: 402

Male: 225 (148 at risk)
 Female: 304 (197 at risk)

Freshman: 90 (66 at risk)
 Sophomore: 114 (78 at risk)
 Juniors: 135 (81 at risk)
 Seniors: 190 (120 at risk)

RMCHS DIPLOMA STUDENTS: 410
At Risk: 266
Low Income Form on File: 139
English as a second language: 14
IEP/Special Education: 16
504 Plan: 50

American Indian or Alaska Native, non-Hispanic: 1
Asian, non-Hispanic: 5
Black, non-Hispanic: 8
Hispanic: 60
Native Hawaiian or Other Pacific Islander, non-Hispanic: 3
Two or More Races, non-Hispanic: 24
White, non-Hispanic: 309

Male: 176 (113 at risk)
 Female: 234 (153 at risk)

Freshman: 66 (49 at risk)
 Sophomore: 85 (58 at risk)
 Juniors: 106 (63 at risk)

Student's Courses between 8/3/2015 and 5/20/2016

TOTAL: 2872
AVE DAILY ATTENDANCE: 242
 Formula: $\frac{261856.00}{\text{hrs} / 180 \text{ days} / 6}$

RMCHS DIPLOMA STUDENTS: 2872
 Freshman: 414
 Sophomore: 614
 Juniors: 687
 Seniors: 1157

Course Enrollment

64 Algebra 1 A
 47 Algebra 1 B
 28 Algebra 2 A
 22 Algebra 2 B
 48 Art History
 73 Biology A
 58 Biology B
 37 Chemistry A
 37 Chemistry B
 74 Earth Science A
 50 Earth Science B
 74 Economics
 6 Elements of English I
 5 Elements of English II
 59 English 09 A
 61 English 09 B
 89 English 10 A
 82 English 10 B
 97 English 11 A
 98 English 11 B
 92 English 12 A
 63 English 12 B
 90 Geometry A
 77 Geometry B
 83 Health
 1 History of Sports
 2 Math Review A
 37 Music Appreciation
 93 Personal Finance A
 56 Personal Finance B
 47 Personal Fitness
 3 Photography
 24 Photoshop Essentials
 36 Physical Science A
 30 Physical Science B
 68 Senior Project
 35 Spanish I A
 10 Spanish I B
 54 Speech
 375 Student Orientation

12/14/2016

Student Enrollment Report (Online only) - Richard McKenna OnLine

Seniors: 153 (96 at risk)

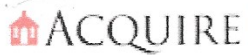
- 34 U.S. Geography
- 81 U.S. Government A
- 68 U.S. Government B
- 79 US History 10 A
- 59 US History 10 B
- 39 US History 11 A
- 30 US History 11 B
- 61 World History A
- 36 World History B

Report between: and:

Re-Run Report

Online only ▼

The 2015-2016 for the Online Fall/Winter program starts on 8/3/2015 and ends on 5/20/2016



Students Enrolled between 8/4/2014 and 5/22/2015

TOTAL: 488
At Risk: 346
Low Income form on file: 164
English as a second language: 24
IEP / Special Education: 26
504 Plan: 52

American Indian or Alaska Native, non-Hispanic: 0
Asian, non-Hispanic: 3
Black, non-Hispanic: 3
Hispanic: 75
Native Hawaiian or Other Pacific Islander, non-Hispanic: 5
Two or More Races, non-Hispanic: 33
White, non-Hispanic: 369

Male: 214 (140 at risk)
 Female: 274 (206 at risk)

Freshman: 93 (63 at risk)
 Sophomore: 104 (77 at risk)
 Juniors: 112 (79 at risk)
 Seniors: 179 (127 at risk)

RMCHS DIPLOMA STUDENTS: 372
At Risk: 261
Low Income Form on File: 146
English as a second language: 18
IEP/Special Education: 23
504 Plan: 44

American Indian or Alaska Native, non-Hispanic: 0
Asian, non-Hispanic: 3
Black, non-Hispanic: 3
Hispanic: 57
Native Hawaiian or Other Pacific Islander, non-Hispanic: 4
Two or More Races, non-Hispanic: 22
White, non-Hispanic: 283

Male: 161 (104 at risk)
 Female: 211 (157 at risk)

Freshman: 76 (54 at risk)
 Sophomore: 71 (51 at risk)
 Juniors: 80 (54 at risk)

Student's Courses between 8/4/2014 and 5/22/2015

TOTAL: 2542

AVE DAILY ATTENDANCE: 210
 Formula: $\frac{225046.00}{\text{hrs} / 179 \text{ days} / 6}$

RMCHS DIPLOMA STUDENTS: 2542
 Freshman: 364
 Sophomore: 501
 Juniors: 559
 Seniors: 1118

Course Enrollment

1 Academic Support (Credit)
 51 Algebra 1 A
 52 Algebra 1 B
 25 Algebra 2 A
 28 Algebra 2 B
 14 Art History
 59 Biology A
 40 Biology B
 38 Chemistry A
 26 Chemistry B
 17 Dreamweaver Essential Training
 55 Earth Science A
 46 Earth Science B
 56 Economics
 7 Elements of English I
 1 Elements of English II
 73 English 09 A
 81 English 09 B
 71 English 10 A
 47 English 10 B
 71 English 11 A
 84 English 11 B
 80 English 12 A
 73 English 12 B
 72 Geometry A
 67 Geometry B
 59 Health
 15 Illustrator Essential Training
 2 Math Review A
 21 Music Appreciation
 108 Personal Finance A
 51 Personal Finance B
 32 Personal Fitness
 41 Photoshop Essential Training
 41 Physical Science A
 28 Physical Science B
 53 Senior Project
 3 Social Development
 19 Spanish I A
 11 Spanish I B

Seniors: 145 (102 at risk)

- 49 Speech
- 374 Student Orientation
- 21 U.S. Geography
- 63 U.S. Government A
- 64 U.S. Government B
- 54 US History 10 A
- 54 US History 10 B
- 31 US History 11 A
- 25 US History 11 B
- 59 World History A
- 29 World History B

Report between: and:

Re-Run Report

Online only ▼

The 2014-2015 for the Online Fall/Winter program starts on 8/4/2014 and ends on 5/22/2015



Students Enrolled between 8/5/2013 and 5/23/2014

TOTAL: 457
At Risk: 333
Low Income form on file: 171
English as a second language: 20
IEP / Special Education: 17
504 Plan: 43

American Indian or Alaska Native, non-Hispanic: 2
Asian, non-Hispanic: 3
Black, non-Hispanic: 1
Hispanic: 62
Native Hawaiian or Other Pacific Islander, non-Hispanic: 3
Two or More Races, non-Hispanic: 31
White, non-Hispanic: 355

Male: 194 (145 at risk)
 Female: 263 (188 at risk)

Freshman: 98 (70 at risk)
 Sophomore: 96 (74 at risk)
 Juniors: 110 (77 at risk)
 Seniors: 153 (112 at risk)

RMCHS DIPLOMA STUDENTS: 338
At Risk: 236
Low Income Form on File: 131
English as a second language: 17
IEP/Special Education: 16
504 Plan: 34

American Indian or Alaska Native, non-Hispanic: 0
Asian, non-Hispanic: 3
Black, non-Hispanic: 1
Hispanic: 52
Native Hawaiian or Other Pacific Islander, non-Hispanic: 1
Two or More Races, non-Hispanic: 26
White, non-Hispanic: 255

Male: 143 (104 at risk)
 Female: 195 (132 at risk)

Freshman: 67 (47 at risk)
 Sophomore: 67 (48 at risk)
 Juniors: 84 (57 at risk)

Student's Courses between 8/5/2013 and 5/23/2014

TOTAL: 2280

AVE DAILY ATTENDANCE: 192
 Formula: $\frac{206894.00}{\text{hrs} / 180 \text{ days} / 6}$

RMCHS DIPLOMA STUDENTS: 2280
 Freshman: 374
 Sophomore: 423
 Juniors: 488
 Seniors: 995

Course Enrollment

6 Academic Support (Credit)
 50 Algebra 1 A
 36 Algebra 1 B
 9 Algebra 2 A
 1 Algebra 2 B
 21 Art History
 44 Biology A
 32 Biology B
 36 Chemistry A
 19 Chemistry B
 58 Earth Science A
 35 Earth Science B
 66 Economics
 18 Elements of English I
 10 Elements of English II
 55 English 09 A
 48 English 09 B
 72 English 10 A
 51 English 10 B
 74 English 11 A
 69 English 11 B
 89 English 12 A
 66 English 12 B
 53 Geometry A
 42 Geometry B
 31 Health
 7 Illustrator Essential Training
 5 Math Review A
 5 Math Review B
 32 Music Appreciation
 1 Native American History A
 91 Personal Finance A
 48 Personal Finance B
 39 Personal Fitness
 13 Photoshop Essential Training
 24 Physical Science A
 14 Physical Science B
 2 Pre-Algebra A
 3 Pre-Algebra B
 60 Senior Project

12/14/2016

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Seniors: 120 (84 at risk)

- 1** Social Development
- 27** Spanish I A
- 9** Spanish I B
- 55** Speech
- 441** Student Orientation
- 19** U.S. Geography
- 57** U.S. Government A
- 56** U.S. Government B
- 47** US History 10 A
- 38** US History 10 B
- 25** US History 11 A
- 16** US History 11 B
- 41** World History A
- 13** World History B

Report between: and:

Re-Run Report

Online only ▼

The 2013-2014 for the Online Fall/Winter program starts on 8/5/2013 and ends on 5/23/2014

Cohort years 5, 6, and 7

McKenna High School

SY 2003-current as of 12/12/16

5.

Graduation Date	Class Of	Cohort	First Name	Last Name	Last registration	Birthdate	First Enrolled
1/24/05	2003	6			7/14/04		11/1/04
4/27/05	2003	6			10/7/04		11/8/04
5/28/05	2004	5			2/2/04		2/6/04
5/5/05	2004	5			2/8/04		12/13/04
10/29/04	2004	5			7/13/04		1/1/02
10/8/04	2004	5			8/3/04		1/30/02
5/11/05	2004	5			11/24/04		12/6/04
2/28/05	2004	5			1/10/05		1/17/05
11/3/05	2004	6			9/9/05		10/4/04
10/11/05	2005	5			10/3/05		2/7/05
8/11/05	2005	5			8/1/05		2/14/05
1/19/07	2005	6			8/11/06		8/22/05
3/16/07	2005	6			12/4/06		1/1/07
1/19/07	2006	5			9/25/06		1/17/04
1/29/07	2006	5			8/1/06		3/14/05
5/15/07	2006	5			8/2/05		2/19/07
12/15/06	2006	5			8/25/06		9/26/05
8/21/07	2006	6			8/17/06		1/15/04
12/12/08	2006	7			8/4/08		4/19/04
2/27/09	2006	7			8/29/08		1/30/06
1/25/08	2006	7			8/8/07		6/12/06
10/6/08	2006	7			8/2/07		9/25/06
12/8/08	2006	7			9/11/08		9/28/08
4/25/08	2007	5			10/8/07		8/14/03
8/17/07	2007	5			8/2/06		8/23/04
5/24/08	2007	5			8/11/05		9/24/07
12/28/07	2007	5			8/2/06		3/20/06
5/24/08	2007	5			4/20/07		12/10/04

Cohort years 5, 6, and 7

Mckenna High School

SY 2003-current as of 12/12/16

11/30/07	2007	5		5/2/07		9/25/06
10/26/07	2007	5		8/5/07		1/29/07
2/1/08	2007	5		8/10/07		1/15/07
10/17/07	2007	5		8/1/07		3/19/07
2/22/08	2007	5		9/1/07		9/17/07
5/23/09	2007	6		10/2/06		12/5/03
5/22/09	2007	6		8/11/08		1/31/05
5/23/09	2007	6		3/10/06		1/5/09
4/24/09	2007	6		12/18/08		6/12/06
5/23/09	2007	6		8/1/06		6/12/06
1/16/09	2007	6		5/27/08		11/12/07
4/9/09	2007	6		2/25/09		6/9/08
5/23/09	2007	6		8/5/08		6/9/08
4/27/09	2007	6		9/4/08		9/15/08
2/20/09	2007	6		9/13/08		9/29/08
5/19/09	2007	6		10/15/08		11/3/08
2/1/10	2007	7		8/10/09		8/22/05
7/30/10	2007	7		8/11/09		6/8/09
8/12/09	2007	7		5/8/10		8/18/08
5/22/10	2007	7		4/15/09		6/8/09
5/21/10	2007	7		11/5/09		11/29/09
10/28/08	2008	5		3/10/10		3/15/10
8/3/09	2008	5		8/1/08		8/23/04
5/23/09	2008	5		8/18/08		1/31/05
5/23/09	2008	5		4/29/08		8/22/05
5/23/09	2008	5		5/30/07		9/19/05
1/9/09	2008	5		5/21/08		6/9/08
5/23/09	2008	5		8/1/07		8/21/06
5/23/09	2008	5		5/1/08		6/9/08

Cohort years 5, 6, and 7

McKenna High School

SY 2003-current as of 12/12/16

10/24/08	2008	2008	5		8/9/08		6/11/07
4/3/09	2008	2008	5		8/4/08		10/1/07
5/23/09	2008	2008	5		5/5/08		8/22/05
8/7/09	2008	2008	5		5/24/09		12/3/07
8/7/09	2008	2008	5		5/11/09		3/2/09
3/13/09	2008	2008	5		8/11/08		12/3/07
8/7/09	2008	2008	5		5/27/09		12/10/07
5/23/09	2008	2008	5		11/5/08		2/25/08
5/22/09	2008	2008	5		5/16/08		2/25/08
8/7/09	2008	2008	5		4/23/09		2/11/08
5/18/09	2008	2008	5		8/1/08		2/18/08
2/27/09	2008	2008	5		8/13/08		6/9/08
10/18/08	2008	2008	5		4/17/08		6/9/08
10/24/08	2008	2008	5		8/12/08		6/9/08
8/7/09	2008	2008	5		5/21/09		9/8/08
5/15/09	2008	2008	5		11/17/08		11/17/08
5/21/09	2008	2008	5		3/11/09		3/16/09
2/8/10	2008	2008	6		8/4/09		1/16/06
11/12/09	2008	2008	6		8/3/09		3/13/06
3/2/10	2008	2008	6		8/4/09		6/12/06
12/10/10	2008	2008	6		6/2/10		9/4/06
2/8/10	2008	2008	6		8/4/09		1/8/07
5/29/10	2008	2008	6		8/4/09		1/15/07
11/6/09	2008	2008	6		8/13/09		9/17/07
3/12/10	2008	2008	6		8/10/09		10/29/07
3/4/10	2008	2008	6		2/3/16		12/17/07
3/8/10	2008	2008	6		9/10/09		9/21/09
3/25/10	2008	2008	6		11/30/09		12/7/09
3/12/10	2008	2008	6		1/7/10		1/1/10

Cohort years 5, 6, and 7

Mckenna High School

SY 2003-current as of 12/12/16

8/5/11	2008	7		5/22/11		6/12/06
8/5/11	2008	7		5/31/11		6/11/07
3/17/11	2008	7		8/31/10		1/21/08
5/21/10	2009	5		8/3/09		8/22/05
8/3/10	2009	5		4/16/10		6/12/06
3/16/10	2009	5		4/29/09		8/28/06
5/21/10	2009	5		8/12/09		8/28/06
1/18/10	2009	5		8/12/09		12/4/06
10/23/09	2009	5		8/14/09		1/21/08
8/6/10	2009	5		5/17/10		2/18/08
4/28/10	2009	5		8/6/09		6/8/09
5/21/10	2009	5		8/12/09		9/22/08
12/1/09	2009	5		9/12/08		9/22/08
4/27/10	2009	5		11/25/09		10/13/08
2/1/10	2009	5		8/11/09		11/10/08
3/25/10	2009	5		12/19/09		12/15/08
10/16/09	2009	5		8/10/09		1/12/09
5/21/10	2009	5		8/6/09		1/26/09
12/1/09	2009	5		8/3/09		1/26/09
5/3/10	2009	5		9/2/09		3/9/09
5/14/10	2009	5		8/6/09		8/24/09
5/21/10	2009	5		8/19/09		8/24/09
5/22/10	2009	5		8/26/09		9/11/09
5/14/10	2009	5		9/10/09		10/5/09
5/21/10	2009	5		9/29/09		10/19/09
2/19/10	2009	5		1/5/10		12/7/09
8/5/10	2009	5		5/25/10		3/1/10
5/20/11	2009	6		2/22/11		2/9/07
1/13/11	2009	6		8/3/10		2/18/08

Cohort years 5, 6, and 7

Mckenna High School

SY 2003-current as of 12/12/16

4/8/11	2009	6		1/10/11		6/8/09
5/18/12	2009	7		1/26/12		1/7/08
5/10/12	2009	7		5/26/11		9/8/08
4/8/10	2009	5		8/4/09		8/17/09
11/30/10	2010	5		8/10/09		10/30/06
3/11/11	2010	5		8/10/10		10/16/06
3/11/11	2010	5		8/6/10		10/22/07
6/15/11	2010	5		8/4/10		12/10/07
9/10/10	2010	5		4/14/08		8/22/08
10/29/10	2010	5		8/24/09		8/22/08
11/19/10	2010	5		8/19/08		8/31/08
3/9/11	2010	5		8/10/10		10/27/08
5/20/11	2010	5		8/18/10		10/27/08
11/1/10	2010	5		8/27/10		11/17/08
10/4/10	2010	5		8/8/10		1/19/09
5/20/11	2010	5		8/11/10		6/8/09
12/9/10	2010	5		8/3/09		6/8/09
9/30/10	2010	5		1/12/10		6/8/09
3/9/11	2010	5		8/11/10		8/17/09
8/5/11	2010	5		5/26/11		12/7/09
1/14/11	2010	5		5/4/10		8/28/10
5/20/11	2010	5		9/25/10		3/8/10
5/2/11	2010	5		8/10/10		8/16/10
5/18/11	2010	5		5/12/10		6/7/10
3/24/11	2010	5		8/6/10		6/7/10
12/1/10	2010	5		8/16/10		6/7/10
5/20/11	2010	5		9/9/10		9/20/10
5/20/11	2010	5		1/5/11		1/10/11
3/25/11	2010	5		2/10/11		2/14/11

Cohort years 5, 6, and 7

McKenna High School

SY 2003-current as of 12/12/16

8/3/12	2010	6		4/30/12	2/25/08
3/9/12	2010	6		5/23/11	8/24/09
3/16/12	2010	6		9/6/11	6/8/09
5/18/12	2010	6		9/8/11	11/9/09
5/18/12	2010	6		10/3/11	12/7/09
1/30/12	2010	6		8/15/11	3/1/10
4/26/13	2010	7		8/28/12	8/24/09
5/24/13	2010	7		4/15/13	10/19/09
4/12/13	2010	7		8/28/12	2/22/10
5/18/12	2011	5		8/1/11	6/9/08
8/3/12	2011	5		5/29/12	6/9/08
8/3/12	2011	5		5/22/12	8/18/08
9/6/11	2011	5		10/5/09	6/8/09
5/18/12	2011	5		5/2/11	6/7/10
5/4/12	2011	5		8/29/11	12/4/09
5/19/12	2011	5		5/4/11	10/11/10
10/20/11	2011	5		4/30/10	6/7/10
5/18/12	2011	5		8/1/11	6/7/10
3/16/12	2011	5		9/30/11	10/25/10
11/18/11	2011	5		8/2/11	11/8/10
4/30/12	2011	5		5/21/11	3/14/11
8/3/12	2011	5		5/23/12	2/7/11
12/2/11	2011	5		8/5/11	2/14/11
5/30/12	2011	5		9/2/11	1/31/11
8/3/12	2011	5		5/19/12	6/6/11
5/18/12	2011	5		9/10/11	9/19/11
10/14/11	2011	5		8/31/11	8/1/11
3/9/12	2011	5		8/19/11	8/22/11
5/18/12	2011	5		8/31/11	8/29/11

Cohort years 5, 6, and 7

McKenna High School

SY 2003-current as of 12/12/16

8/2/13	2011	6		5/23/13	1/14/08
3/15/13	2011	6		12/24/12	2/11/08
5/24/13	2011	6		1/15/14	1/12/09
12/7/12	2011	6		9/10/12	11/15/10
12/7/12	2011	6		5/10/12	1/10/11
12/7/12	2012	5		8/17/12	10/13/08
8/13/13	2012	5		5/8/12	1/6/09
5/24/13	2012	5		8/14/12	1/4/10
1/11/13	2012	5		1/4/13	2/1/10
5/25/13	2012	5		9/24/12	10/11/10
10/15/12	2012	5		9/7/12	8/16/10
2/22/13	2012	5		8/2/12	1/10/11
1/18/13	2012	5		9/3/12	8/15/11
2/1/13	2012	5		11/1/12	8/15/11
2/22/13	2012	5		2/8/13	9/26/11
10/19/12	2012	5		8/4/12	1/9/12
5/24/13	2012	5		8/6/12	8/20/12
11/30/12	2012	5		10/27/12	6/4/12
3/15/13	2012	5		8/6/12	6/4/12
5/7/13	2012	5		2/4/13	9/10/12
5/9/14	2012	5		1/22/14	1/27/14
2/14/14	2012	6		9/4/12	8/23/10
12/20/13	2012	6		9/16/13	2/16/09
2/14/14	2012	6		8/5/13	3/9/09
8/30/13	2012	6		8/26/12	2/15/10
5/23/14	2012	6		9/3/13	8/30/10
12/20/13	2012	6		10/6/13	2/13/12
11/1/13	2012	6		5/19/12	3/5/12
2/14/14	2013	5		9/24/12	6/7/10

Cohort years 5, 6, and 7

McKenna High School

SY 2003-current as of 12/12/16

11/1/13	2013	5		10/19/12		11/15/10
11/1/13	2013	5		7/29/13		8/1/11
5/24/14	2013	5		8/5/13		8/22/11
8/19/13	2013	5		7/29/13		6/4/12
3/10/14	2013	5		8/24/13		1/14/13
3/13/15	2013	6		3/17/15		6/7/10
10/17/14	2013	6		8/4/14		11/14/11
4/17/15	2013	6		8/27/14		2/6/12
7/31/15	2013	6		5/17/15		2/4/13
5/22/15	2013	6		10/5/14		3/17/14
7/31/15	2013	6		5/18/15		3/3/14
5/20/15	2013	6		3/17/15		8/25/14
6/20/16	2013	7		5/9/16		8/31/15
5/23/15	2014	5		9/24/12		1/3/11
10/31/14	2014	5		9/24/12		8/22/11
5/23/15	2014	5		7/24/14		8/22/11
1/23/15	2014	5		7/21/14		2/4/13
5/22/15	2014	5		5/21/15		8/20/12
5/22/15	2014	5		5/23/15		1/14/13
12/19/14	2014	5		3/13/15		8/12/13
8/27/14	2014	5		8/4/14		11/4/13
5/22/15	2014	5		3/21/15		1/20/14
7/31/15	2014	5		5/15/15		1/27/14
4/10/15	2014	5		7/21/14		3/3/14
5/22/15	2014	5		4/13/15		6/2/14
11/20/15	2014	6		8/14/15		2/25/13
10/30/15	2014	6		5/8/15		2/4/13
10/23/15	2014	6		8/11/15		1/6/14
8/5/16	2014	6		8/11/16		2/10/14

Cohort years 5, 6, and 7

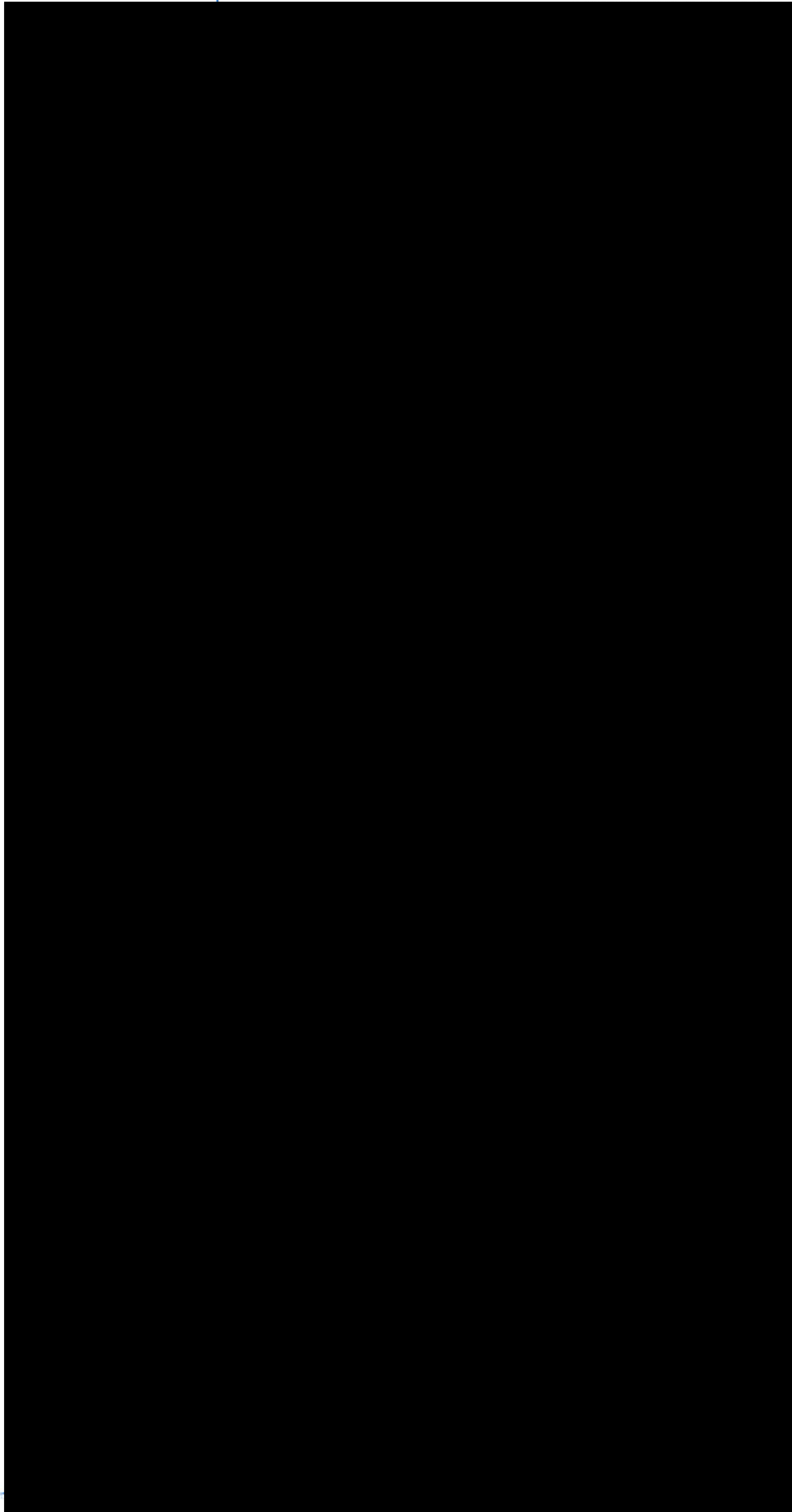
Mckenna High School

SY 2003-current as of 12/12/16

1/8/16	2015			7/30/15		8/1/11
10/30/15	2015			11/3/14		8/22/11
5/20/16	2015			8/3/15		6/4/12
11/13/15	2015			11/15/15		10/1/12
5/20/16	2015			6/10/16		2/3/14
2/12/16	2015			3/1/16		2/10/14
10/30/15	2015			7/22/15		3/2/15
5/20/16	2015			5/5/16		10/6/14
9/11/15	2015			9/22/15		9/22/14
9/25/15	2015			9/30/15		1/26/15
8/5/16	2015			5/17/16		1/26/15
8/5/16	2015			5/23/16		2/9/15
9/11/15	2015			9/15/15		3/2/15
9/11/15	2015			8/1/15		3/9/15
5/20/16	2015			7/29/15		3/16/15
8/5/16	2015			5/16/16		9/7/15
10/7/16	2015			8/1/16		2/25/13
10/14/16	2015			8/15/16		9/22/14
8/18/16	2015			8/19/16		12/8/14
9/23/16	2015			8/13/16		12/15/14
9/23/16	2016			9/27/16		11/18/13
9/16/16	2016			8/5/16		9/22/14
9/30/16	2016			8/4/16		12/1/14
12/2/16	2016			8/16/16		6/1/15
10/28/16	2016			8/24/16		8/24/15
9/23/16	2016			8/4/16		11/30/15
8/30/16	2016			8/1/16		2/1/16

Online

Onsite



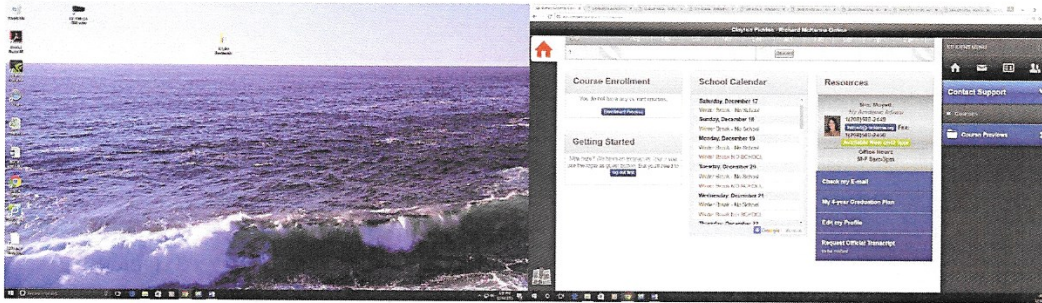
Assessment | School Year | Ethical | Grade Level | Assessment | District Tests | School Tests | SS | PL | Reading SS | Reading PL | Writing SS | Writing PL | Listening SS | Listening PL | Research/Inc Research/Inquiry PL

#

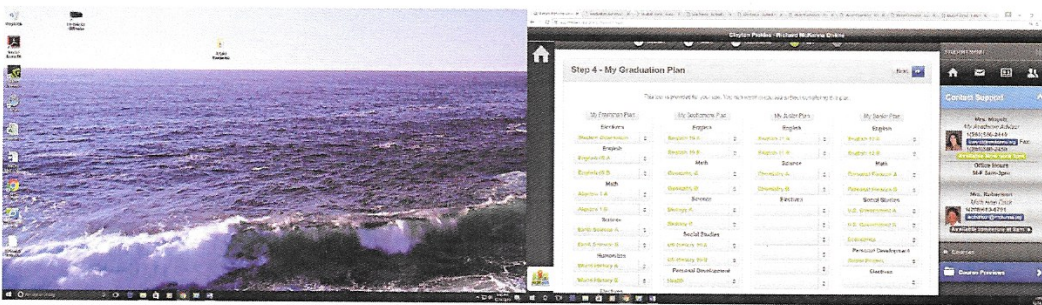
School Year: Eduld
Grade Level: Assessment I District Teste School Teste SS
Pl
Concepts and Concepts and Problem Solv Problem Solv Communicat Communicating Reasoning

H.

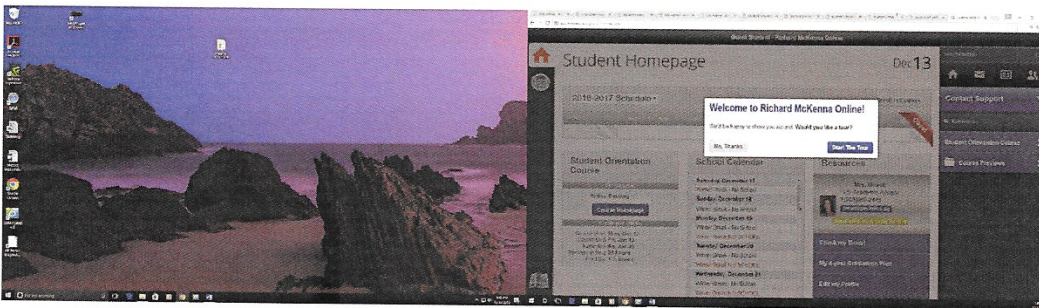
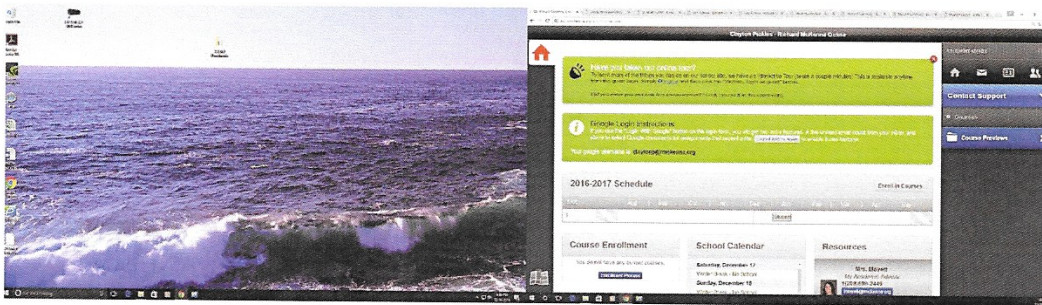
J.



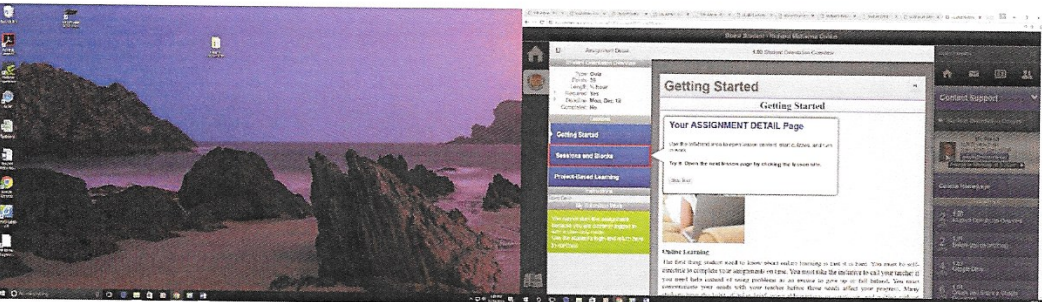
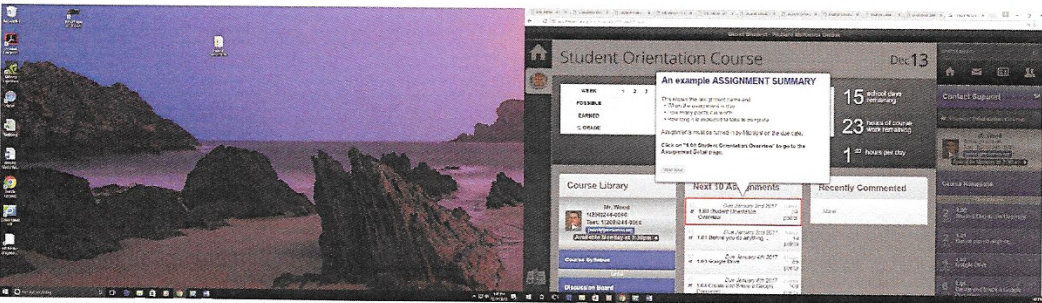
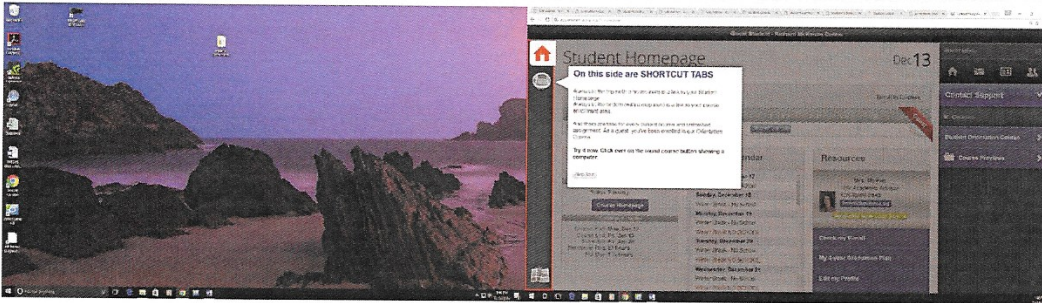
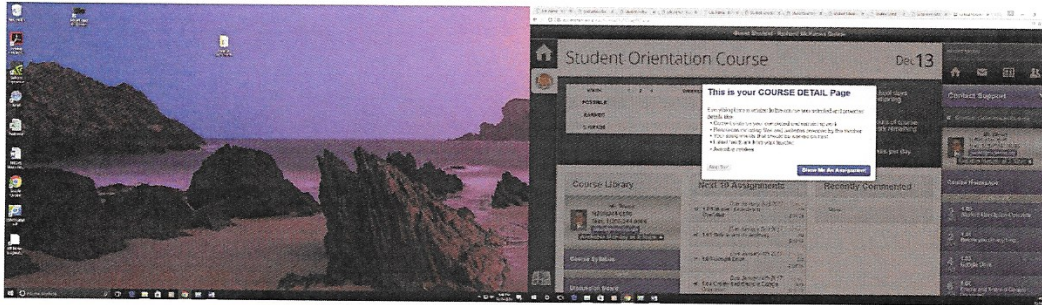
Resource Tab with Staff Office Hours and access to email

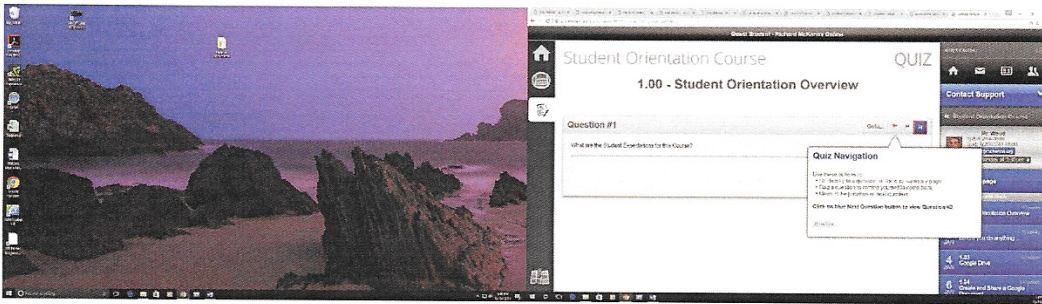
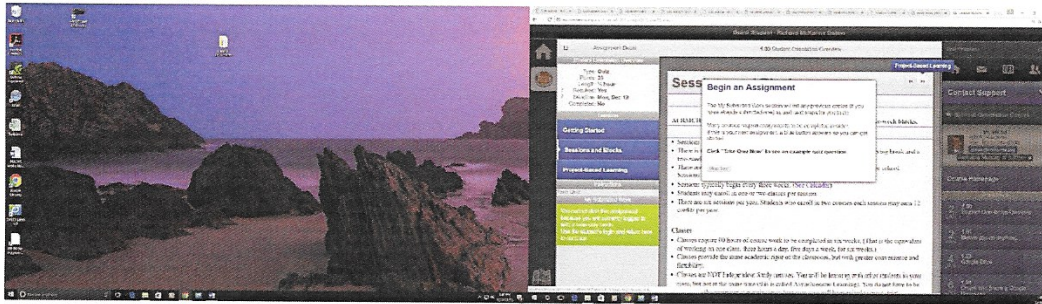


4 Year Grad Plan, Contact Support for Math Help Desk and Course Previews.

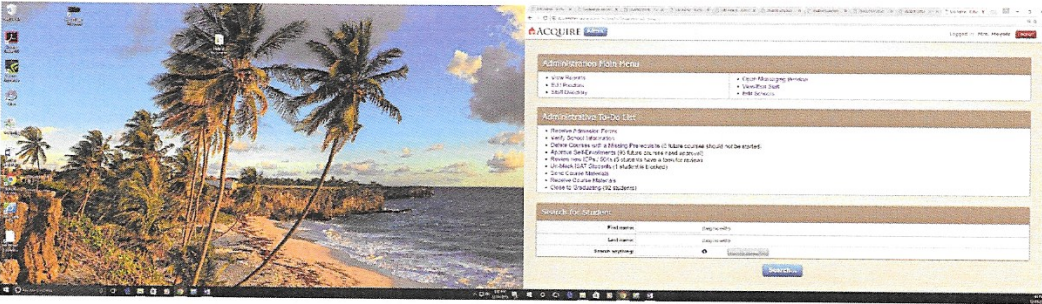


Online Tour





Staff Admin To Do List and Main Menu



Teacher Report List

Instructor response time for grading

Enrollment Detail by time period and course

Course Completion Report by time period and course


End-of-Course Surveys by time period

Student Enrollment Report by date


Instructor Hours Report by date range and program


Course Hours Report by date range and program


Teacher's Wall


 **Journal entry for** Hi.....,I can't stop the computer from placing a late penalty on an assignment, but I can remove the late penalty after you turn it ... at 11:35am December 14


**was dropped from English 11 A** Too many classes at 12:00am December 14


 **Journal entry for**....., I have offered you some retakes on several of your assignments so that you can improve your grade. Let me know if you have any que... at 5:26pm December 13


 **Journal entry for** You're still doing well. Keep up the good work. at 5:03pm December 13


 **Journal entry for**, You have been doing fine on your weekly assignments but you need to work on improving your Weekly Projects. Let me know if you hav... at 5:00pm December 13


 **Journal entry for**.....,I just wanted to touch base on your progress in music appreciation. You are just starting the second week and you are already ... at 2:57pm December 13

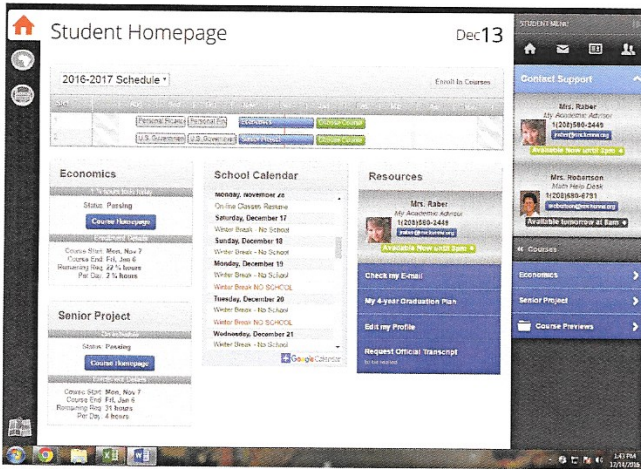
 **Journal entry for**.....,Unfortunately, I am only able to offer an extension if you are passing the class. If you are not passing by Friday, your cou... at 7:20am December 13

 **Journal entry for**You are doing a good job in Health. Please let me know if you need any assistance and keep up the good work!-- Mrs. Campbell208-539-5530 ... at 5:23pm December 12

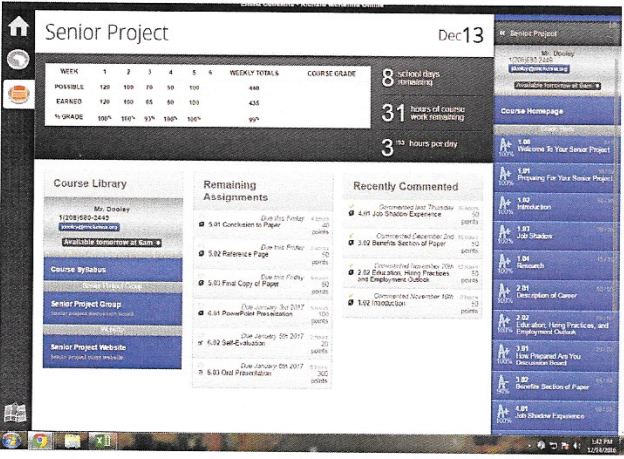
has not logged in for 6 days at 11:10am December 12

has not turned in work for 3 days at 8:35pm December 11

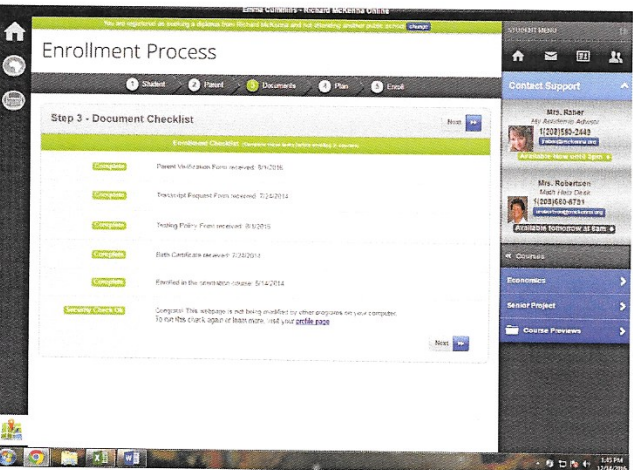
has not turned in work for 3 days at 6:34pm December 10



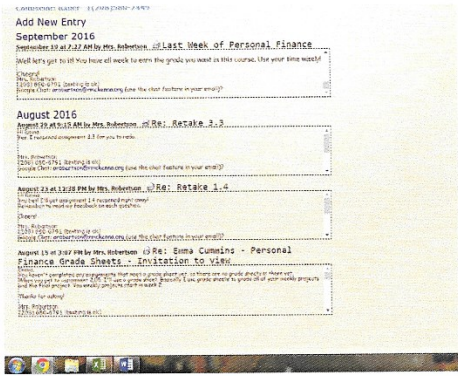
Student Home Page



Class Home page



Enrollment Checklist



Journal

K.

Online Onsite

Assessment School Year	Eduld	Grade Level	Assessment District	Teste School	Teste SS	PL	EOC Biology : EOC Biology Strand 2 RS
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/7/16	453	870	[REDACTED]	6
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/6/16	453	870	[REDACTED]	9
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/6/16	453	870	[REDACTED]	18
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	870	[REDACTED]	5
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/13/16	453	870	[REDACTED]	16
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	870	[REDACTED]	14
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	870	[REDACTED]	13
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/10/16	453	870	[REDACTED]	14
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	870	[REDACTED]	12
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/7/16	453	870	[REDACTED]	13
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/12/16	453	870	[REDACTED]	6
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	870	[REDACTED]	13
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/6/16	453	870	[REDACTED]	17
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/11/16	453	870	[REDACTED]	17
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/7/16	453	871	[REDACTED]	7
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/4/16	453	871	[REDACTED]	13
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/7/16	453	871	[REDACTED]	10
EOC Assessm 2015-2016	[REDACTED]	[REDACTED]	4/12/16	453	871	[REDACTED]	10

Online Onsite

Assessment School Year	Eduld	Grade Level	Assessment District	Teste	School	Teste	SS	PL	EOC Chemist	EOC Chemistry Strand 2 R5
EOC Assessm 2015-2016			4/14/16	453		870			9	2
EOC Assessm 2015-2016			4/7/16	453		870			10	10
EOC Assessm 2015-2016			4/7/16	453		871			9	9

Assessment School Year	EduId	Grade Level	Assessment District	Teste	School	Teste	SS	PL	EOC Biology : EOC Biology Strand 2	RS
EOC Assessment 2014-2015			4/7/15	453	870	870	7		9	
EOC Assessment 2014-2015			4/9/15	453	870	870	15		25	
EOC Assessment 2014-2015			4/7/15	453	870	870	8		13	
EOC Assessment 2014-2015			5/12/15	453	870	870	15		33	
EOC Assessment 2014-2015			4/8/15	453	870	870	3		17	
EOC Assessment 2014-2015			4/9/15	453	870	870	6		9	
EOC Assessment 2014-2015			4/9/15	453	870	870	5		14	
EOC Assessment 2014-2015			4/7/15	453	871	871	12		22	
EOC Assessment 2014-2015			4/21/15	453	871	871	14		28	
EOC Assessment 2014-2015			4/7/15	453	871	871	17		37	
EOC Assessment 2014-2015			4/28/15	453	871	871	15		31	
EOC Assessment 2014-2015			4/7/15	453	871	871	10		23	
EOC Assessment 2014-2015			4/28/15	453	871	871	16		32	

Onsite

Online

Online Onsite

Assessment School Year	Eduld	Grade Level	Assessment District	Teste	School	Teste	SS	PL	EOC Chemist	EOC Chemistry	Strand 2 R5
EOC Assessm 2014-2015			4/8/15	453		870			20	21	
EOC Assessm 2014-2015			4/7/15	453		870			21	22	
EOC Assessm 2014-2015			4/8/15	453		871			26	25	

L.

This report shows all students with a graduation date between 8/1/2013 and 8/1/2014
Test students are not shown

2014 Graduates - Male

Low Income	
LEP:	
Stats Onsite Semi	
Online Summ	
Online Fall/W	
White	
Two races	
Hispanic, Native Hawaiian or Other Pacific Islander	
Hispanic, White	
TOTAL	19

2014 Graduates - Female

Low Income:	
LEP:	
Stats Onsite Semin	
Online Summ	
Online Fall/W	
White	
Hispanic, Two races	
Asian	
Hispanic, American Indian or Alaska Native	
Hispanic, Black or African American	
Hispanic, White	
TOTAL	29

All Students

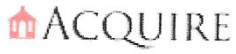
Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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[Redacted Student Data]								
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Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of

Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
[REDACTED]								

Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
[Redacted Content]								



This report shows all students with a graduation date between 8/1/2014 and 8/1/2015
Test students are not shown

2015 Graduates - Male

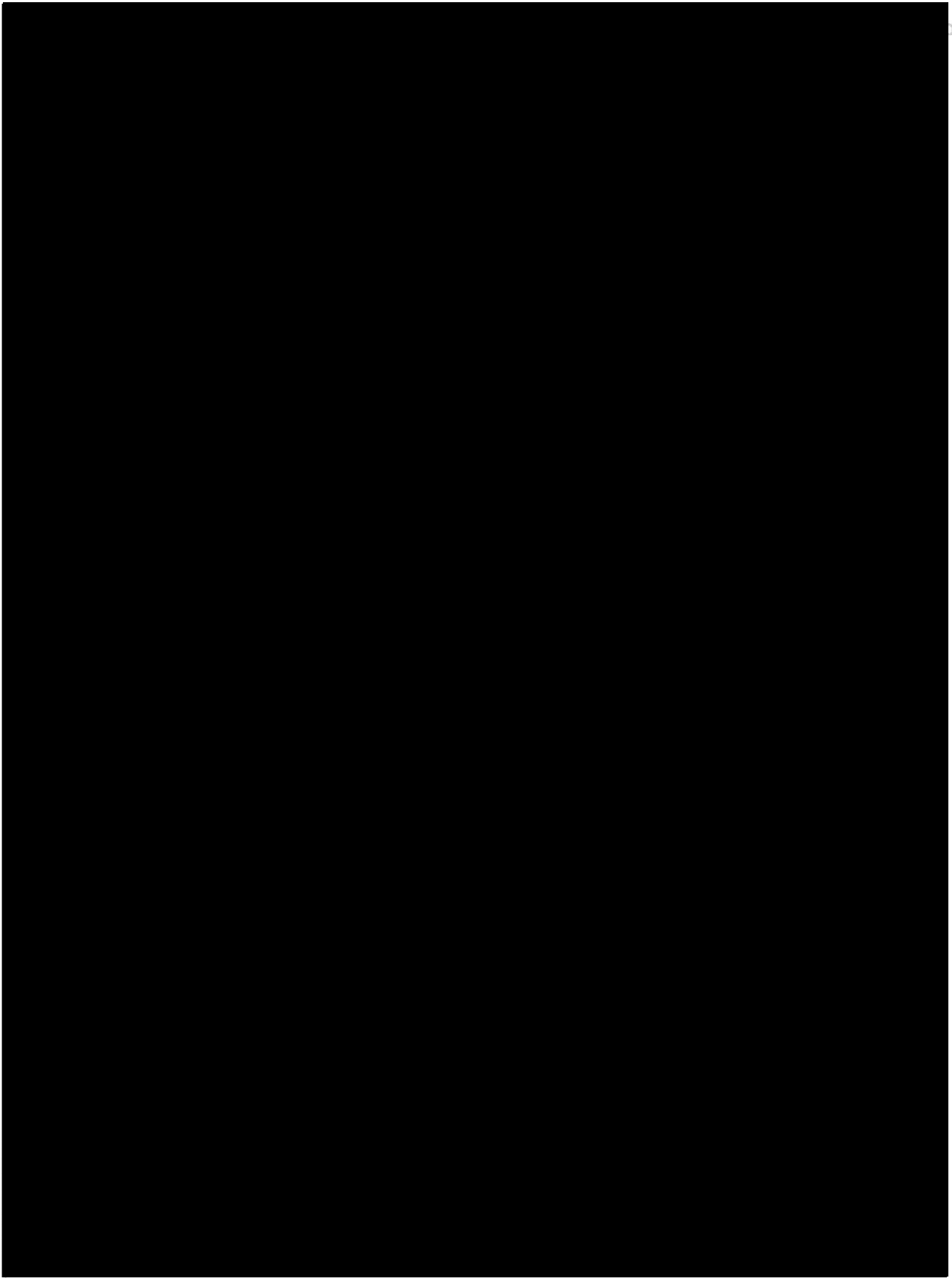
Low Income: [REDACTED]
 LEP: [REDACTED]
Stats Onsite Semir [REDACTED]
 Online Summ [REDACTED]
 Online Fall/W [REDACTED]
White [REDACTED]
Hispanic, White [REDACTED]
Hispanic, American Indian or Alaska Native [REDACTED]
TOTAL 26

2015 Graduates - Female

Low Income: [REDACTED]
 LEP: 1 [REDACTED]
Stats Onsite Semir [REDACTED]
 Online Summ [REDACTED]
 Online Fall/W [REDACTED]
White [REDACTED]
Hispanic, White [REDACTED]
TOTAL 30

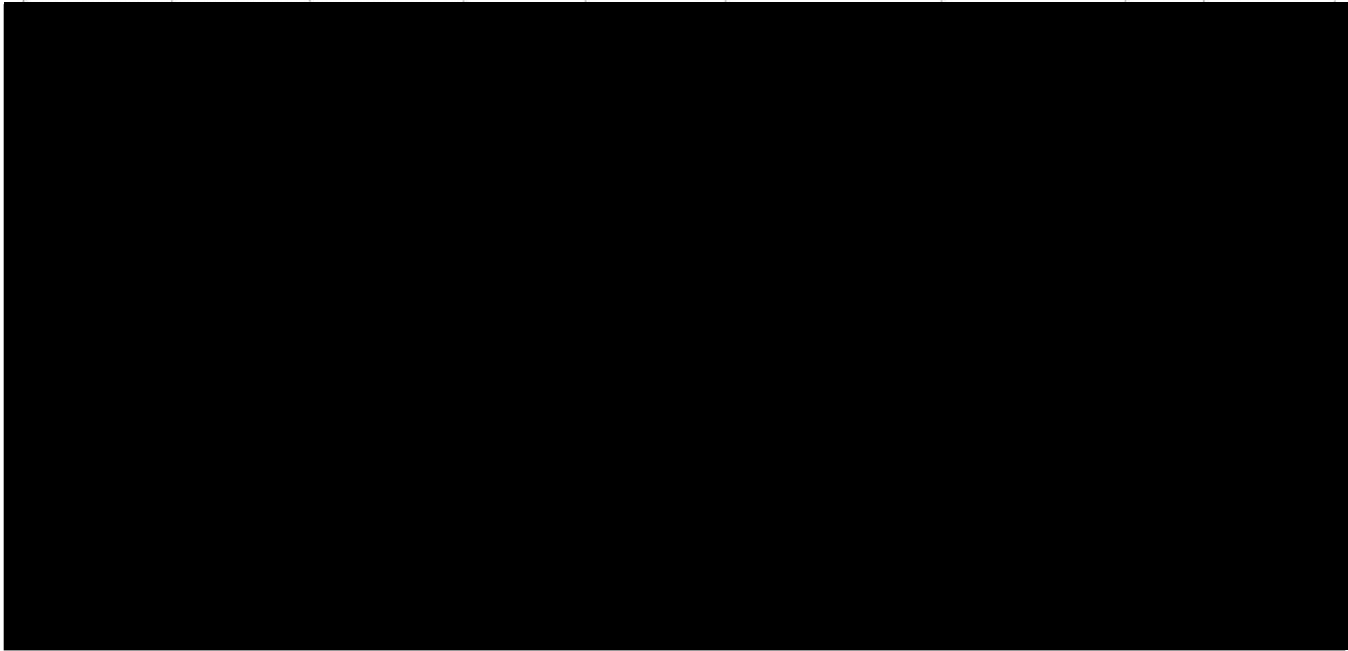
All Students

Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
[REDACTED]								



Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of

Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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This report shows all students with a graduation date between 8/1/2016 and 8/1/2017
Test students are not shown

2017 Graduates - Male

Low Income: [REDACTED]
 LEP: [REDACTED]
Stats Online Summ [REDACTED]
 Online Fall/W [REDACTED]
 White [REDACTED]
TOTAL [REDACTED]

2017 Graduates - Female

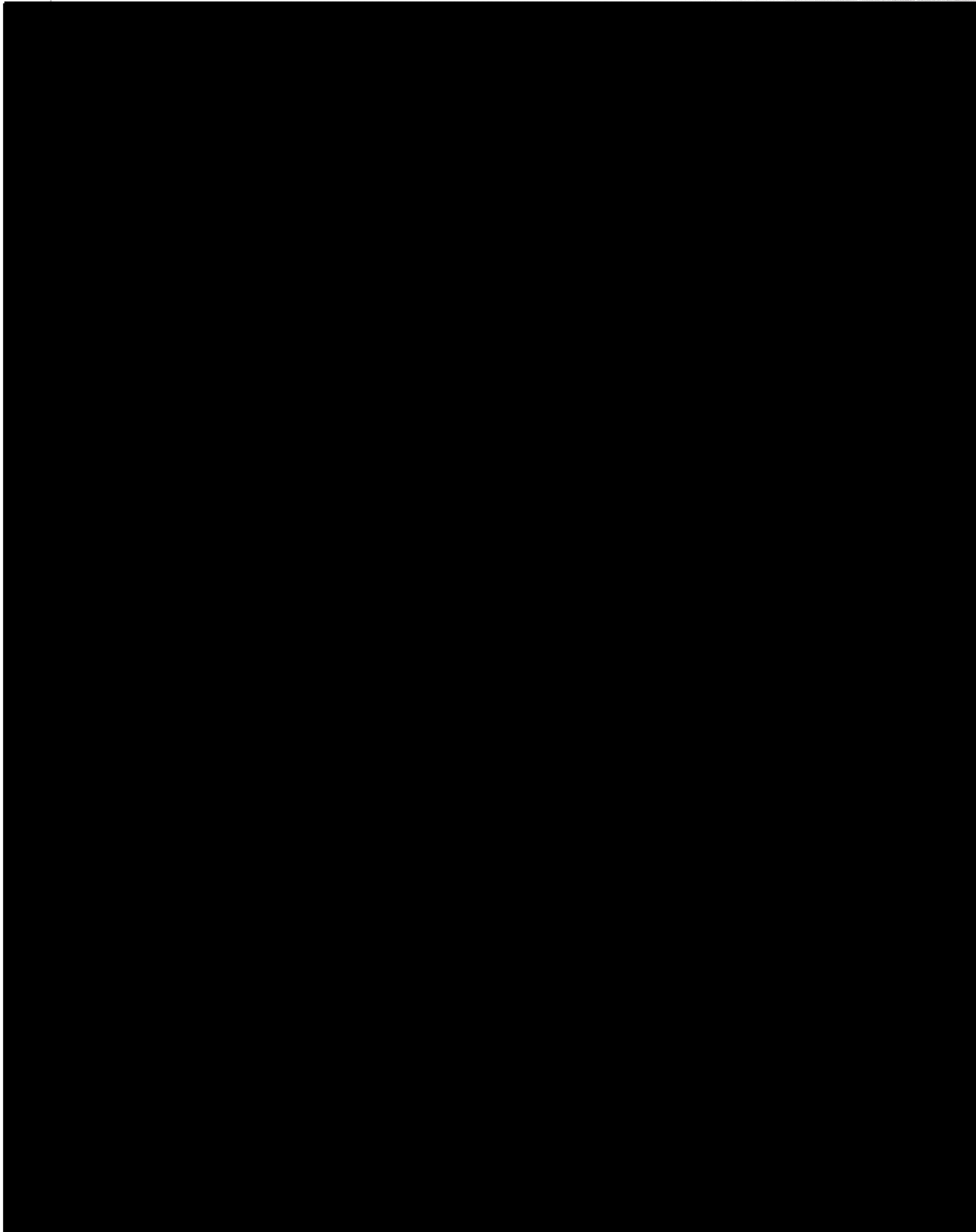
Low Income: [REDACTED]
 LEP: [REDACTED]
Stats Onsite Semi [REDACTED]
 Online Summ [REDACTED]
 Online Fall/W [REDACTED]
 White [REDACTED]
 Hispanic, White [REDACTED]
 Two races [REDACTED]
TOTAL 17

All Students

Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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[REDACTED]								
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Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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Student	Program	Grad Date	Gender	Ethnicity	Limited English	Low Income	IEP	Class Of
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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.