RENEWAL RECOMMENDATION

It is recommended that the charter of Syringa Mountain School (SMS) be renewed for a five (5) year term, provided that SMS 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 spring 2020, SMS will achieve ISAT math and ELA proficiency rates that meet or exceed the state average math and ELA proficiency rates. Proficiency rates will be based on 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.

Regardless of whether or not SMS agrees to fulfill the specific condition above, SMS 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

Syringa Mountain School (SMS) is a Waldorf-inspired, brick-and-mortar public charter school located in Hailey, Idaho and serving grades K-8. The charter states that SMS's educational program will focus on the whole child, nurturing students' imaginations and social skills, as well as their intellects. Second-language, music, storytelling, handwork, farming, and nature take precedence over technology, particularly in the early years. Teacher looping, which keeps students and teacher groups together for multiple years, is a key component of the program.

The charter includes the following goals:

- Achieve a three star or higher accountability rating.
- Enable students to compete academically with their traditionally schooled peers. (The petition noted that the Waldorf method often results in slower reading acquisition in the early elementary years, but students at Waldorf schools typically match or exceed their traditional peers' reading skills by 8th grade.)
- Ensure student mastery of the Common Core and Idaho State Standards as demonstrated by whole child rubrics, annual narrative reports, and individual student portfolios.
- Institute a thriving and complete Waldorf-inspired program, including Waldorf training for all teachers.
- Model financial stability by maintaining properly funded programs, affordably financed facilities, and fairly compensated staff.
- Offer a beautiful, eco-friendly campus and biodynamic farm and wilderness education program.
- Foster communication and volunteerism, both within the school and extending to the larger community.

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

The petition for SMS was approved by the PCSC in August 2013, contingent upon additional, minor revisions to bring the document up to the established standard. Petition approval became final in October 2013, at which time all revisions were considered completed satisfactorily. In December 2013, the PCSC approved an amendment permitting a larger initial enrollment cap and faster growth rate. SMS opened in Fall 2014.

MISSION

Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

LEADERSHIP

Name	Title	Term
Gregory Bloomfield	Board Chair	01/13 -01/17
Randy Flood	Vice Chair	03/16 - 03/19
Stefanie O'Neil	Secretary	09/15 - 09/18
Bobbi Filbert	At Large	06/16 - 06/19
Amy Jonas Benson	At Large	03/16 - 03/19
Jessica Teitje	At Large	03/16 - 03/19
Phoebe Pilaro	At Large	06/16 - 06/17
Christine Fonner	Administrator	N/A

Academic Performance Summary

SMS has consistently achieved ISAT proficiency rates that are significantly lower than the state average and the lowest in the surrounding district by a large margin.

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

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

*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?
Use of a Waldorf-inspired program including:	
• Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher	Yes
• Application of curriculum designed to be developmentally appropriate and therapeutic for students	Yes
• Implementation of a schedule organized to include Main Lesson, Practice periods, and Specialty Subjects	Yes
• Balance of academic studies with artistic and social activities	Yes
• Alignment with the Idaho Common Core State Standards and Idaho State Standards	Partial
• Fostering of strong parent involvement in the school, including provision of parent educational opportunities	Yes
• Creation of a safe learning environment through a positive but firm disciplinary approach	Yes

Operational Performance Summary

SMS's operational performance has been moderate throughout the life of the school, with high administrative turnover and persistent underenrollment.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2014-15	Good Standing
2015-16	Good Standing

The school's annual performance reports, provided in Exhibits G1 and G2, 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 (2014-15)	250	120	131
2 (2015-16)	310	140	131
3 (2016-17)	370	160	136

BOARD AND ADMINISTRATIVE TURNOVER

SMS has experienced significant administrative turnover, hiring three administrators/administrative teams during its initial three years of operation. Board membership has remained reasonably stable; four new members (two replacements and two additional) were added in 2015-16.

Financial Performance Summary

SMS has struggled financially throughout the life of the school, due in large part to chronic under-enrollment and over-hiring. Extensive fundraising has kept the school viable for its initial two years of operation, but this is likely unsustainable over the long term.

In June 2016, the PCSC issued a Letter of Fiscal Concern regarding SMS, indicating that the PCSC had reason to believe that the school may not remain fiscally sound for the remainder of the performance certificate term. That letter remains in effect. The current year's budget continues to rely upon extensive fundraising success (in excess of $460,000).

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2014-15	Critical
2015-16	Good Standing

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

Renewal Process

SYRINGA MOUNTAIN SCHOOL

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

Syringa Mountain School

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ANNUAL PERFORMANCE REPORT

2015-2016

CONFIDENTIAL

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.
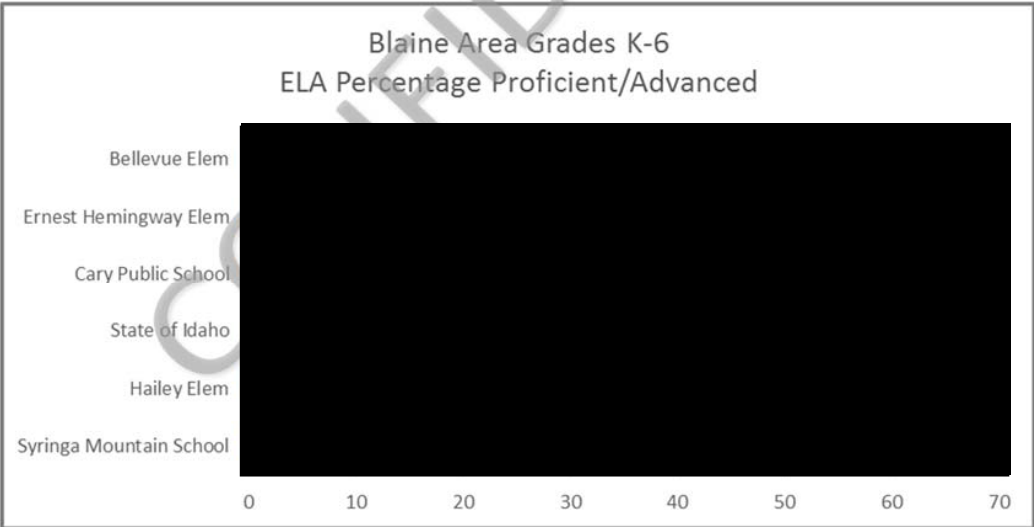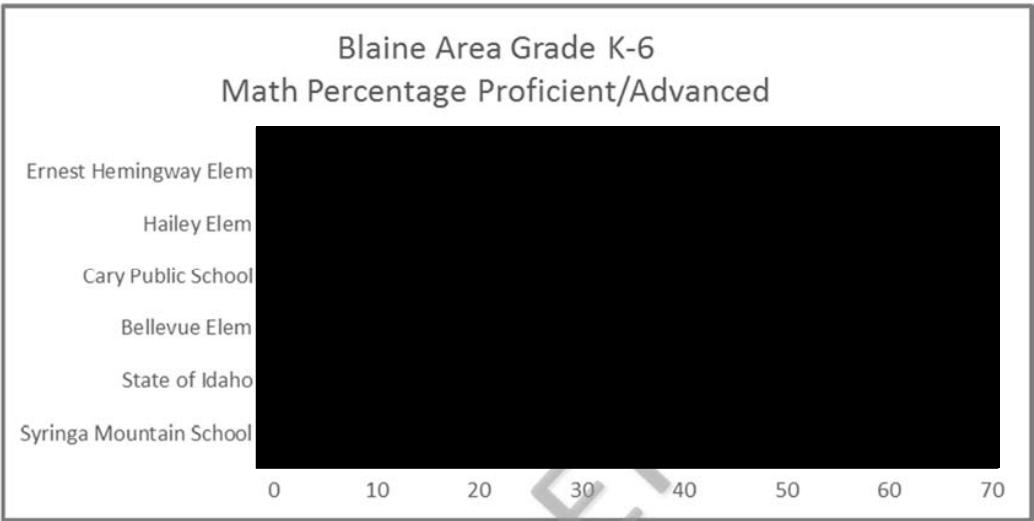
School Overview

Mission Statement	Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.
Key Design Elements	Use of a Waldorf-inspired program including: Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher; Application of curriculum designed to be developmentally appropriate and therapeutic for students; Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects; Balance of academic studies with artistic and social activities; Alignment with the Idaho Common Core State Standards and Idaho State Standards; Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and Creation of a safe learning environment through a positive but firm disciplinary approach.
School Contact Information	Address: 4021 Glenbrook Drive Hailey, ID 83333 — Phone: (208) 806-2880
Surrounding District	Blaine County
Opening Year	2014
Current Term	October 10, 2013 – June 30, 2017
Grades Served	K-8
Enrollment	Approved: 520 — Actual: 131

School Leadership (2015-2016)	Role
Greg Bloomfield	Chair
Phoebe Pilaro	Vice Chair
Ben Rogers	Treasurer
Paul Bates	Member
Bobbi Filbert	Member
Mende Coblentz	Education Director
Svea Grover	Operations Director
Kristin Funk	Administrator

	School	Surrounding District	State
Non-White	10.53%	43.33%	23.84%
Limited English Proficiency	3.01%	33.12%	8.61%
Special Needs	5.26%	10.43%	9.76%
Free & Reduced Lunch	33.83%	41.37%	47.27%

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

Blaine Area Grade K-6
Math Percentage Proficient/Advanced

Ernest Hemingway Elem
Hailey Elem
Cary Public School
Bellevue Elem
State of Idaho
Syringa Mountain School

0   10   20   30   40   50   60   70

Blaine Area Grades K-6
ELA Percentage Proficient/Advanced

Bellevue Elem
Ernest Hemingway Elem
Cary Public School
State of Idaho
Hailey Elem
Syringa Mountain School

0   10   20   30   40   50   60   70

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Syringa Mountain School, Inc.   Year Opened: 2013   Operating Term: 10/10/2013-6/30/17   Date Executed: 10/10/2013

Introduction

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

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

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

Performance Framework Structure

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

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

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

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

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much 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.

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	30%	■■■■			
	2c	75	30%	■■■■			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				**23.85**			
% of Possible Academic Points for This School				**15.90%**			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Teacher Effectiveness	1	25	10%	0.00			
Upper Elementary Student Engagement	2	25	10%	0.00			
Early Elementary Student Happiness	3	25	10%	0.00			
Learning Environment Supportiveness	4	25	10%	0.00			
Total Possible Mission-Specific Points		100	40%				
Total Mission-Specific Points Received				**0.00**			
% of Possible Mission-Specific Points Received				**0.00%**			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**250**		
TOTAL POINTS RECEIVED				**23.85**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**9.54%**

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%	15.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		**400**	**100%**	**345.00**
% OF POSSIBLE OPERATIONAL POINTS				**86.25%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		**400**	**100%**	**290.00**
% OF POSSIBLE FINANCIAL POINTS				**72.50%**

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

SMS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
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		80% - 89% of points possible	86.25%	65% - 84% of points possible	72.50%
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	9.54%	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		
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		
			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
					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	

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	■	0-19	19	1-40	40	■
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
							0
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

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
							0
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					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 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					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 66th and 99th percentile.

Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.

Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					0

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.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0
	51-75	25	45-69	25	0
	26-50	25	30-44	15	0
	0-25	25	1-29	29	0
					0

INDICATOR 4: COLLEGE AND CAREER READINESS		

Measure 4a
Advanced Opportunity

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Coursework			
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes			**0**

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0**

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0**

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes						**0**

MISSION-SPECIFIC GOALS

Measure 1	Are the school's teachers effective?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% to 100% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		150	
	Meets Standard: 55% to 79% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		125	
	Does Not Meet Standard: 40% to 54% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		65	
	Falls Far Below Standard: Less than 40% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.	0	0	0
				0.00

Notes   The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009 Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure. "Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.

Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. Due to budget concerns, the MET was not administered. Thus no scores are available.

Measure 2	Is the school engaging its upper elementary students in learning?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% to 100% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		150	
	Meets Standard: 55% to 79% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		125	
	Does Not Meet Standard: 40% to 54% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		65	
	Falls Far Below Standard: Less than 40% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.	0	0	0
				0.00

Notes   Results will be reported by the school to the PCSC by October 1 of each year. Due to budget concerns, the MET was not administered. Thus no scores are available.

	Result	Points Possible	Points Earned
Measure 3 Is the school helping early elementary students to feel happy about their school experience?			
Exceeds Standard: 80% to 100% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		150	
Meets Standard: 55% to 79% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		125	
Does Not Meet Standard: 40% to 54% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		65	
Falls Far Below Standard: Less than 40% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.	0	0	0
			0.00

Notes   Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. Due to budget concerns, the MET was not administered. Thus no scores are available.

	Result	Points Possible	Points Earned
Measure 4 Does the school climate reflect a positive and supportive learning environment?			
Exceeds Standard: 80% to 100% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		150	
Meets Standard: 55% to 79% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		125	
Does Not Meet Standard: 40% to 54% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		60	
Falls Far Below Standard: Less than 40% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.	0	0	0
			0.00

Notes   Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. Due to budget concerns, the MET was not administered. Thus no scores are available.

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a **Implementation of** **Educational Program**	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	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	
				25.00
Notes				

		Result	Points Possible	Points Earned
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.		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	
				15.00
Notes	As noted in an April 2015 Due Diligence Report conducted by Blaine County School District staff, and the school's response to this report, the school is still working toward full alignment of its curriculum with current Idaho State and Common Core Standards.			

		Result	Points Possible	Points Earned
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.	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	
				25.00
Notes				

SMS CHARTER RENEWAL

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	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.		25	
	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.	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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	As noted in an April 2015 Due Diligence Report conducted by Blaine County School District staff, evidence of support provided to the school's few ELL students is not available, though identification activity is documented.			

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	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.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	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.		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)?	Result	Points Possible	Points Earned
	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.	No instances of non-compliance documented	25	25.00
	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.		0	
				25.00
Notes				

GOVERNANCE AND REPORTING

Measure 3a
Governance Requirements

Is the school complying with governance requirements?

	Result	Points Possible	Points Earned
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	
			25.00

Notes

Measure 3b
Reporting Requirements

Is the school complying with reporting requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to 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	
			25.00

Notes

INDICATOR 4: STUDENTS AND EMPLOYEES

Measure 4a
Student Rights

Is the school protecting the rights of all students?

	Result	Points Possible	Points Earned
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	
			25.00

Notes

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

INDICATOR 5: SCHOOL ENVIRONMENT				

Measure 5a
Facilities and Transportation

Is the school complying with facilities and transportation requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to 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.	See note	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes   While SMS does not provide transportation on school buses, they do provide all students with bus passes. Students are not required to pay for the passes, though most students who are financially able choose to pay for the service.

Measure 5b
Health and Safety

Is the school complying with health and safety requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

Measure 5c
Information Handling

Is the school handling information appropriately?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	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.		25	
	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.	See note	0	0.00
				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. The school has not posted an updated (since 2014) Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016.			

INDICATOR 1: NEAR-TERM MEASURES

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
	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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*

Result	Points Possible	Points Earned
1.15	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	0.00
		50.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
	No. of Days Cash:		

Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*

Result	Points Possible	Points Earned
39	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	0.00
		50.00

Notes Unrestricted days cash improved from 1 day in FY15 to 39 days in FY16.

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
	Variance is:		

Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.

		50	

Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.

Result	Points Possible	Points Earned
93.46%	30	30.00

Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.

	0	
		30.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned

Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

Result	Points Possible	Points Earned
No default or delinquency noted in audit	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	
		50.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a

Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*

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.

	Result	Points Possible	Points Earned
Aggregated 3-Year Totals:			
		50	
	0	10	10.00
		0	
			10.00

Notes

Previous year total margin was negative, therefore the standard is not met. 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

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

	Result	Points Possible	Points Earned
Ratio is:			
	0.16	50	50.00
		30	
		0	
			50.00

Notes

Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.

Measure 2c

Cash Flow

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. *Note: Schools in their first or second year of operation must have positive cash flow.*

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

	Result	Points Possible	Points Earned
Multi-Year Cumulative is:			
	$118,786	50	50.00
		30	
		0	
			50.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1
Falls Far Below Standard: Not Applicable

	Result	Points Possible	Points Earned
Ratio is:			
		50	
	0.56	0	0.00
			0.00

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.

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	25	N/A	15.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A	12.54	■■		
	2c	75	N/A	14.35	■■		
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	0.00	41.89	23.85	0.00	0.00
% of Possible Academic Points for This School			N/A	23.93%	15.90%	0.00%	0.00%

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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Teacher Effectiveness	1	150	N/A	N/A	0		
Upper Elementary Student Engagement	2	150	N/A	N/A	0		
Early Elementary Student Happiness	3	150	N/A	N/A	0		
Learning Environment Supportiveness	4	150	N/A	N/A	0		
Total Possible Mission-Specific Points Received		600	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%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	N/A	25	25		
	1b	25	N/A	15	15		
	1c	25	N/A	25	25		
	1d	25	N/A	25	15		
Financial Management & Oversight	2a	25	N/A	0	15		
	2b	25	N/A	25	25		
Governance & Reporting	3a	25	N/A	25	25		
	3b	25	N/A	15	25		
Students & Employees	4a	25	N/A	25	25		
	4b	25	N/A	25	25		
	4c	25	N/A	25	25		
	4d	25	N/A	25	25		
School Environment	5a	25	N/A	25	25		
	5b	25	N/A	25	25		
	5c	25	N/A	25	25		
Additional Obligations	6a	25	N/A	25	0		
Total Possible Operational Points Received		400	0.00	355.00	345.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	88.75%	86.25%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	N/A	0	50		
	1b	50	N/A	0	50		
	1c	50	N/A	30	30		
	1d	50	N/A	50	50		
Sustainability Measures	2a	50	N/A	0	10		
	2b	50	N/A	50	50		
	2c	50	N/A	50	50		
	2d	50	N/A	0	0		
Total Possible Financial Points Received		400	0.00	180.00	290.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	45.00%	72.50%	0.00%	0.00%

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

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

Syringa Mountain School

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ANNUAL PERFORMANCE REPORT

2014-2015

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).

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	Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.
Key Design Elements	Use of a Waldorf-inspired program including: Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher; Application of curriculum designed to be developmentally appropriate and therapeutic for students; Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects; Balance of academic studies with artistic and social activities; Alignment with the Idaho Common Core State Standards and Idaho State Standards; Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and Creation of a safe learning environment through a positive but firm disciplinary approach.
School Contact Information	**Address:** 4021 Glenbrook Drive Hailey, ID 83333 **Phone:** (208) 806-2880
Surrounding District	Blaine County
Opening Year	2014
Current Term	October 10, 2013 – June 30, 2017
Grades Served	K-8
Enrollment	**Approved:** 520 **Actual:** 135

School Leadership (2014-2015)	Role
Greg Bloomfield	Chair
Phoebe Pilaro	Vice Chair
Ben Rogers	Treasurer
Paul Bates	Member
Bobbi Filbert	Member
Dr. Mary Gervase	Administrator
Mende Coblentz	Education Director

	School	Surrounding District	State
Non-White	12.12%	42.88%	23.59%
Limited English Proficiency	0.00%	31.13%	8.52%
Special Needs	4.55%	10.32%	10.43%
Free & Reduced Lunch	27.27%	41.54%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	26.4%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	30.2%
Graduation Rate (4-year cohort data from 2014)	N/A

**Blaine Area Grades K-6
ELA Percentage Proficient/Advanced**
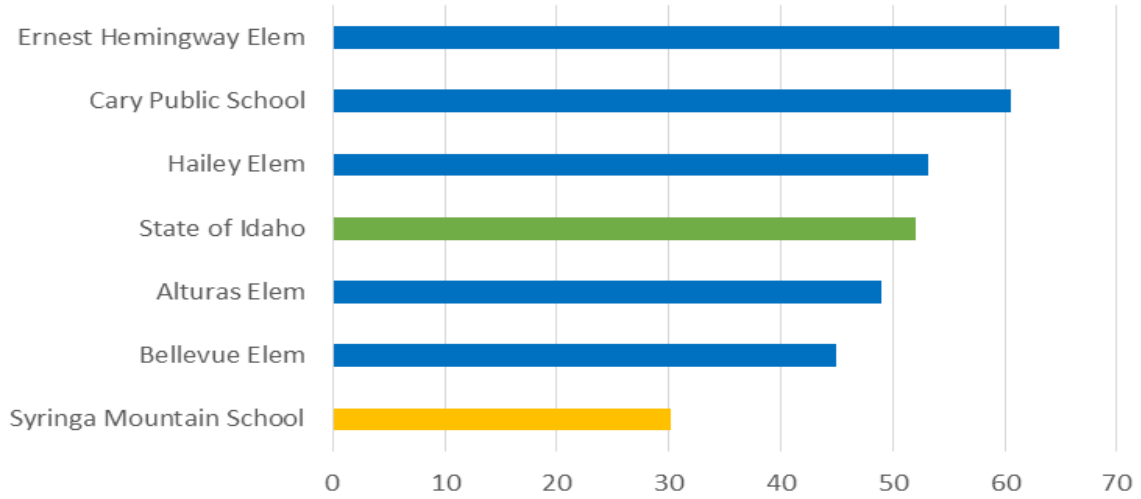
**Blaine Area Grade K-6
Math Percentage Proficient/Advanced**

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Syringa Mountain School, Inc.   Year Opened: 2013   Operating Term: 10/10/2013-6/30/17   Date Executed: 10/10/2013

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

SMS CHARTER 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 much 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.

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	14%	15.00				
Proficiency	2a	75	0%	0.00				
	2b	75	43%	12.54				
	2c	75	43%	14.35				
Growth	3a	100	0%	0.00				
	3b	100	0%	0.00				
	3c	100	0%	0.00				
	3d	75	0%	0.00				
	3e	75	0%	0.00				
	3f	75	0%	0.00				
	3g	100	0%	0.00				
College & Career Readiness	4a							
	4b1 / 4b2							
	4c							
Total Possible Academic Points		900	100%					
- Points from Non-Applicable		725						
Total Possible Academic Points for This School		175						
Total Academic Points Received				**41.89**				
% of Possible Academic Points for This School				**23.93%**				

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED		Possible Points	% of Total Points	POINTS EARNED
Teacher Effectiveness	1	0		0.00				
Upper Elementary Student Engagement	2	0		0.00				
Early Elementary Student Happiness	3	0		0.00				
Learning Environment Supportiveness	4	0		0.00				
Total Possible Mission-Specific Points		0	0%					
Total Mission-Specific Points Received				**0.00**				
% of Possible Mission-Specific Points Received				**0.00%**				

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**175**			
TOTAL POINTS RECEIVED				**41.89**	
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**23.93%**	

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%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		**400**	**100%**	**355.00**
% OF POSSIBLE OPERATIONAL POINTS				**88.75%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned	
Near-Term Measures	1a	50	13%	0.00	
	1b	50	13%	0.00	
	1c	50	13%	30.00	The financial measures included here are based on industry standards. They
	1d	50	13%	50.00	are not intended to reflect the nuances of a school's financial status. A low
Sustainability Measures	2a	50	13%	0.00	score on any single measure indicates only the *possibility* of a problem. In
	2b	50	13%	50.00	many cases, contextual information that alleviates concern is provided in the
	2c	50	13%	50.00	notes that accompany individual measures. Please see the financial section of
	2d	50	13%	0.00	this framework for additional detail.
TOTAL FINANCIAL POINTS		**400**	**100%**	**180.00**	
% OF POSSIBLE FINANCIAL POINTS				**45.00%**	

SMS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
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		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		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	23.93%	0% - 60% of points possible		0% - 45% of points possible	45.00%

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible			Points Earned
Measure 1a **Overall Star Rating**	**Is the school meeting acceptable standards according to existing state grading or rating systems?**	5	25			
	Exceeds Standard: School received five stars on the Star Rating System	4	20			
	Meets Standard: School received three or four stars on the Star Rating System	3	15			
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0			
	Falls Far Below Standard: School received one star on the Star Rating System	1	0			
						0
Notes						

		Result	Points Possible			Points Earned
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.	Reward	25			
	Meets Standard: School does not have a designation.	None	15			15
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0			
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0			
						15
Notes						

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		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.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		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.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	26.40	0-19	19	1-40	40	13
							13
Notes							

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	30.20	0-19	19	1-40	40	14
							14
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
							0
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

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
							0
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					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 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					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 66th and 99th percentile.

Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.

Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
					0

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.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0
	51-75	25	45-69	25	0
	26-50	25	30-44	15	0
	0-25	25	1-29	29	0
					0

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned
Coursework	**Exceeds Standard:** School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50		
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30		
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10		
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0		
Notes					0

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50		
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30		
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10		
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0		
Notes					0

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50		
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30		
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10		
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0		
Notes					0

Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

MISSION-SPECIFIC GOALS

Measure 1 **Are the school's teachers effective?**

	Result	Points Possible	Points Earned

Exceeds Standard: 80% to 100% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.

150

Meets Standard: 55% to 79% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.

125

Does Not Meet Standard: 40% to 54% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.

65

Falls Far Below Standard: Less than 40% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.

0

0.00

Notes The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009 Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure. "Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.

Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. SMS will administer the assessment during the 2015-16 school year and the results will be available for the 2015-16 Annual Report.

Measure 2 **Is the school engaging its upper elementary students in learning?**

	Result	Points Possible	Points Earned

Exceeds Standard: 80% to 100% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

150

Meets Standard: 55% to 79% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

125

Does Not Meet Standard: 40% to 54% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

65

Falls Far Below Standard: Less than 40% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

0

0.00

Notes Results will be reported by the school to the PCSC by October 1 of each year. SMS will administer the assessment during the 2015-16 school year and the results will be available for the 2015-16 Annual Report.

		Result	Points Possible	Points Earned
Measure 3	**Is the school helping early elementary students to feel happy about their school experience?**			
	Exceeds Standard: 80% to 100% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		150	
	Meets Standard: 55% to 79% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		125	
	Does Not Meet Standard: 40% to 54% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		65	
	Falls Far Below Standard: Less than 40% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		0	
				0.00
Notes	Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. SMS will administer the assessment during the 2015-16 school year and the results will be available for the 2015-16 Annual Report.			

		Result	Points Possible	Points Earned
Measure 4	**Does the school climate reflect a positive and supportive learning environment?**			
	Exceeds Standard: 80% to 100% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		150	
	Meets Standard: 55% to 79% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		125	
	Does Not Meet Standard: 40% to 54% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		60	
	Falls Far Below Standard: Less than 40% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		0	
				0.00
Notes	Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year. SMS will administer the assessment during the 2015-16 school year and the results will be available for the 2015-16 Annual Report.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a **Implementation of** **Educational Program**	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	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	
				25.00
Notes				

		Result	Points Possible	Points Earned
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.		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	
				15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			

		Result	Points Possible	Points Earned
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.	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	
				25.00
Notes				

		Result	Points Possible	Points Earned

Measure 1d
English Language Learners

Is the school protecting the rights of English Language Learner (ELL) students?

Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.

No instances of non-compliance documented — 25 — 25.00

Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.

15

Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.

0

25.00

Notes

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

		Result	Points Possible	Points Earned

Measure 2a
Financial Reporting
and Compliance

Is the school meeting financial reporting and compliance requirements?

Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with 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.

25

Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.

15

Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.

See note — 0 — 0.00

0.00

Notes 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.

		Result	Points Possible	Points Earned

Measure 2b
GAAP

Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.

No instances of non-compliance documented — 25 — 25.00

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.

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	
				25.00
Notes				

		Result	Points Possible	Points Earned
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	
				15.00
Notes	The school's annual dashboard report, due November 28, 2014, was submitted 12/31/14.			

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	
				25.00
Notes				

		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	
				25.00
Notes				

		Result	Points Possible	Points Earned
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	
				25.00
Notes				

		Result	Points Possible	Points Earned
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	
				25.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

Measure 5a
Facilities and Transportation

Is the school complying with facilities and transportation requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to 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.	25	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes While SMS does not provide transportation on school buses, they do provide all students with bus passes. Students are not required to pay for the passes, though most students who are financially able choose to pay for the service.

Measure 5b
Health and Safety

Is the school complying with health and safety requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

Measure 5c
Information Handling

Is the school handling information appropriately?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	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.	See note	25	25.00
	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.		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.			

INDICATOR 1: NEAR-TERM MEASURES

Measure 1a

Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*

		50	

Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.

		10	

Falls Far Below Standard: Current ratio is less than or equal to 0.9.

	Result	Points Possible	Points Earned
	0.49	0	0.00
			0.00

Notes

Measure 1b

Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
No. of Days Cash:			

Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*

		50	

Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.

		10	

Falls Far Below Standard: Fewer than 15 Days Cash.

	Result	Points Possible	Points Earned
	1	0	0.00
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Variance is:			

Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.

		50	

Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.

	91.20%	30	30.00

Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.

		0	
			30.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned

Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

	No default or delinquency noted in audit	50	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	
			50.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a

Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
	Aggregated 3-Year Totals:		

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. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*

		50	

Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"

		10	

Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

	Result	Points Possible	Points Earned
	-1.71%	0	0.00
			0.00

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 a material effect on the standard outcome, lowering the result from "meets standard" (4.29) to "falls far below standard".

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
	Ratio is:		

Meets Standard: Debt to Asset Ratio is less than 0.9

	Result	Points Possible	Points Earned
	0.09	50	50.00

Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0

		30	

Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0

		0	
			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

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	0	Points Earned
	Multi-Year Cumulative is:		

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. *Note: Schools in their first or second year of operation must have positive cash flow.*

	Result		Points Earned
	$2,193	50	50.00

Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"

		30	

Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative

		0	
			50.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
	Ratio is:		

Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1

		50	

Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1

	Result	Points Possible	Points Earned
	1.03	0	0.00

Falls Far Below Standard: Not Applicable

			0.00

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.

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	N/A	0.00			
	1b	25	N/A	15.00			
Proficiency	2a	75	N/A	0.00			
	2b	75	N/A	12.54			
	2c	75	N/A	14.35			
Growth	3a	100	N/A	0.00			
	3b	100	N/A	0.00			
	3c	100	N/A	0.00			
	3d	75	N/A	0.00			
	3e	75	N/A	0.00			
	3f	75	N/A	0.00			
	3g	100	N/A	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	0.00	41.89	0.00	0.00	0.00
% of Possible Academic Points for This School			N/A	23.93%	0.00%	0.00%	0.00%

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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Teacher Effectiveness	1	150	N/A	N/A			
Upper Elementary Student Engagement	2	150	N/A	N/A			
Early Elementary Student Happiness	3	150	N/A	N/A			
Learning Environment Supportiveness	4	150	N/A	N/A			
Total Possible Mission-Specific Points Received		600	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%

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

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	N/A	0			
	1b	50	N/A	0			
	1c	50	N/A	30			
	1d	50	N/A	50			
Sustainability Measures	2a	50	N/A	0			
	2b	50	N/A	50			
	2c	50	N/A	50			
	2d	50	N/A	0			
Total Possible Financial Points Received		400	0.00	180.00	0.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	45.00%	0.00%	0.00%	0.00%

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

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

Academic proficiency comparisons may be found in Exhibit G1.

PRE-RENEWAL SITE VISIT

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

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

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

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

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

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

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

Christine McMillen, Principal Atlas Alternative High School

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

Nils Peterson, Education Consultant

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

Syringa Mountain School

Renewal Site Visit Evaluation Report

October 5, 2016

Idaho Public Charter School Commission

Charter School

Syringa Mountain School
4021 Glenbrook Drive
Hailey, ID 83333
(208) 806 - 2880
Christine Fonner   Administrator

Authorizer

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

Evaluators

Nils Peterson   Education Consultant
Kirsten Pochop, PhD, MPA   PCSC Charter Schools Program Manager

PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial 3 year term, a charter may be renewed for successive five year terms of duration. Syringa Mountain School is will be considered for renewal during the spring of 2017. The purpose of the site visit is to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Syringa Mountain 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 Syringa Mountain School in the following areas:

- Mission and key design elements
- Program delivery: curriculum, instruction, assessment & evaluation, access & equity
- Organizational capacity
- Governance
- Financial

Within each of these areas, indicators have been 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 is based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric (Appendix B) was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016. Such responses should be included with the school's renewal application.

INTRODUCTION

Syringa Mountain School (SMS) is a Waldorf-inspired, brick-and-mortar public charter school located in Hailey, Idaho and serving grades K-6. The charter states that SMS's educational program will focus on the whole child, nurturing students' imaginations and social skills, as well as their intellects. Second-language, music, storytelling, handwork, farming, and nature take precedence over technology, particularly in the early years. Teacher looping, which keeps students and teacher groups together for multiple years, is a key component of the program.

The charter includes the following goals:

- Achieve a three star or higher accountability rating.
- Enable students to compete academically with their traditionally schooled peers. (The petition noted that the Waldorf method often results in slower reading acquisition in the early elementary years, but students at Waldorf schools typically match or exceed their traditional peers' reading skills by 8th grade.)
- Ensure student mastery of the Common Core and Idaho State Standards as demonstrated by whole child rubrics, annual narrative reports, and individual student portfolios.
- Institute a thriving and complete Waldorf-inspired program, including Waldorf training for all teachers.
- Model financial stability by maintaining properly funded programs, affordably financed facilities, and fairly compensated staff.
- Offer a beautiful, eco-friendly campus and biodynamic farm and wilderness education program.
- Foster communication and volunteerism, both within the school and extending to the larger community.

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

The petition for SMS was approved by the PCSC in August 2013, contingent upon additional, minor revisions to bring the document up to the established standard. Petition approval became final in October 2013, at which time all revisions were considered completed satisfactorily. In December 2013, the PCSC approved an amendment permitting a larger initial enrollment cap and faster growth rate. SMS opened in Fall 2014.

MISSION

Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

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, Staff, and Parents
             Classroom Observations

Detail: The stakeholders interviewed shared a common and consistent understanding of the school's mission and key design elements. Some informants did not name the Waldorf model, instead focusing on school features such as integrated arts curriculum. The school is working to implement its mission and to resolve curricular scope and sequence conflicts that appear to exist between the Waldorf method and Idaho's learning targets.

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

Rating: Meets

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

Detail: The school implements the Waldorf-model instructional practices that are described in its charter. Teachers demonstrate varying levels of understanding and skill in the model, but all are engaged in professional development on- and off-site to enhance their practice. There is evidence teachers are collaborating in a broad effort to implement the Waldorf methods and culture across the school. The school is in the initial stages of defining its student learning outcomes and ways to measure them within the school curriculum. It was not clear in the interviews if the school has a plan for how the data will be used for improvement.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Interviews with Administration, Staff
            Annual Reports

Detail: The school is working to harmonize the scope and sequence of the Waldorf model with the scope and sequence implicit in the IRI. The administration and teachers appear to understand the concerns regarding low state test scores, particularly regarding reading in the lower grades. The school's success with this curricular and outcomes challenge requires further monitoring. Interviews indicated the school leader understood this was a priority.

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

Rating: Meets

Evidence: Classroom Observations

Detail: Teachers appear to deliver purposeful lessons with objectives aligned to the school's curriculum. It was unclear from the site visit how clearly and consistently lesson objectives are communicated to students.

Lesson plans promote higher order thinking through an integration of art and handwork combined with the academic activity. The Waldorf model claims this integration provides problem-solving skills and supports all students.

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

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The culture of assessment for learning does not appear to have been well developed in the first two years of the school's operation. The current administrator appears to grasp the importance of establishing this culture among the staff. She is currently leading a willing staff toward an implementation of multiple, grade level appropriate, assessments chosen based on research and the needs of the student population. The school appears to be developing a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals.

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Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Classroom Observations

Detail: The teachers appear to consistently promote the equitable involvement of all students. The modes of involvement are less of a lecture/question/answer model and more related to individual project work.

Teachers were observed frequently checking for understanding during classwork. The balance of teacher to student engagement is aligned with the chosen teaching methodology and gives all students the opportunity to be engaged with the materials.

PROGRAM DELIVERY: INSTRUCTION

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

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: While for the first two years, the school struggled to recruit, hire, and retain highly effective personnel, the new administration is working diligently to address this concern. The teaching staff, who have remained with the school since its inception, are an effective core group. The staff seems committed to the mission and collaborates to maintain consistency in implementation of Waldorf methods.

The teachers report attending off-site professional development in the Waldorf model, which appears to engage them in the scholarship of teaching and learning. The current leader supports the continuation of this effort.

Does the school have strong instructional leadership?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: The school leader is new this year. She seems focused on student learning and working to align Waldorf ideas about achievement with Idaho standards. Teachers seem to be supportive of this effort. It was unclear if the Board is attending to the nuance of the Waldorf-Idaho assessment/alignment issues.

The school leader is ensuring that the curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader has initiated new practices aimed at ensuring that relevant qualitative and quantitative data are collected and analyzed. The school leader is aware of the need for improvement; a plan may not be fully articulated or implemented, but work was clearly underway.

Does the school have leadership sustainability?

Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: This is the third leadership team in the school's three years of operation. The current administrator appears to be a strong choice, but it is unclear if the Board has an underlying strategy/criteria that would lead to finding an equally strong successor. Job descriptions and qualifications were not examined. One of the challenges for a rural school with a distinctive model, like Waldorf, is how to find leaders to ensure consistency in implementing the mission and vision of the school.

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

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: The school is providing differentiated professional development on and off-site based on teacher experience, need, and content area. The school has prioritized PD aligned with the Waldorf model in its budgets. Teachers report PD activities specific for their grade levels. Only anecdotal evidence was provided regarding the effectiveness of the PD.

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PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

This indicator was not rated.

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

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: The school is developing procedures to regularly administer valid and reliable assessments that align to the Waldorf model. The goal appears to be improvement of student learning outcomes. However, the process is in its early stages. It is unclear if the Board fully subscribes to this effort; there seems to be an anti-testing sentiment among parts of the school community and this may extend to assessment for learning as well. The school's assessment system appears to include measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. The process has the potential to produce data that could be used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers and school leaders; it is unclear how the Board is engaged with assessment and outcomes.

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

Rating: Meets

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

Detail: Interviews of all stakeholders indicated a shared set of expectations for student behavior. Classroom routines are established and implemented. The observed classroom environments were managed in ways conducive to learning within the chosen model.

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.

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

Rating: Does not meet

Evidence: Interviews with Administration, Board
    Annual Report
    Student Retention Form

Detail: The student body does not reflect the demographics of the surrounding district. Both parents and staff recognize this, and say they value increased diversity and are discussing ways recruit minority (Hispanic) students. The school's website does not show special attention to eliminating 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.

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

Rating: Does not meet

Evidence: Interview with Administration, Board
    Student Retention Form
    Meeting Minutes

Detail: The school lost almost 10% of its student body between the second and third year of operations. Board minutes in the 2015-16 SY discussed the possibility of dropping sixth grade because of low interest. However, the administration indicated that they have made efforts to monitor and minimize attrition to ensure stable and equitable enrollment. To help maintain its enrollment, the school is discussing methods to address attrition from the lottery to first day of school; school leaders believe that some students have SMS as a second choice when entering the lottery. The school recognizes the budgetary implications of under-enrollment and is

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discussing strategies to increase family and student interest in the school; however, low enrollment appears to be a more significant concern for administration than the Board.

ORGANIZATIONAL CAPACITY

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

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: The school has a new administrator who understands the importance of this concept and is working to ensure clearly defined and delineated roles for staff, administration, and board members. Interviews with teachers indicate that they understand the communication channels and how to navigate the complexity of Board members who are also parents. There is a clear and well-understood system for decision-making and communication among all members of the school community. The Board is about to undergo some transition, as terms for some founding members expire. A challenge for the leadership will be to provide professional learning for incoming Board members so that the existing roles and relationships are maintained and strengthened.

Are there effective communication channels between stakeholders?

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

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

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

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Facility Tour
            Classroom Observations

Detail: The classrooms and facility are appropriately equipped to support the learning needs of all students in the Waldorf model. The classrooms had plentiful arts and crafts supplies and the kindergarten classroom was well equipped with toys and manipulatives. The academic program can be supported in the current facility.

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

Rating: Does not meet

Evidence: Classroom Observations
Facility Tour

Detail: Presently the 6th grade class is taught in an upstairs room. The Department of Building Safety indicated on October 21, 2016 that the upstairs had not yet been cleared for student occupancy. The school reported being in the process of constructing an elevator for ADA access to the second floor.

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

Detail: Board posts agenda and minutes of all meetings on the website, and minutes are available to the public. The minutes examined give the impression the Board has systems and structures in place to ensure meetings are effectively run and focus on governance level decision making. Interview with the Board indicated an understanding of a policy governance model.

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: Based on examination of minutes and interview with members, Board appears to maintain a governance role. Evidence in the minutes indicates that the Board is engaged in professional learning. The Board is engaged in recruiting, selecting, and onboarding new members. It is unclear how well this process is governed by policy or procedure.

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: Interviews with Administration, Board

Detail: It was not clear that board members attended to student achievement data, as opposed to putting faith in the Waldorf model. It appeared that a significant amount of the concern with meeting Idaho's Student achievement metrics was borne by the new school leader. The school is underperforming in several key indicators, but the interview with the Board did not elicit clear evidence that it was taking policy and budgetary action to address the issue. However, the Board has hired a new school leader who appears to attend to student outcomes. It is early in the year to know how the new leader will help the Board regularly monitor this data. The Board does not appear to have set student achievement goals aligned with authorizer expectations and the performance certificate; rather the Board is focused on implementation of the Waldorf model, trusting it to ensure achievement of the goals by the end of the program. Staff has been hired to provide support to disadvantaged learners as well as enrichment, but it was not clear that decision-making is driven by student performance data.

Does the school's board provide appropriate operational oversight?

Rating: Does not meet

Evidence: Interview with Board

Detail: The Board appears to monitor facility needs and has undertaken some remodeling of the second floor to address capacity. The Board has not attended to, or at least not been successful at, attending to the low enrollment. This could make an important contribution to the school's financial picture. No evidence was presented regarding how the Board evaluates the school leader. The Board has taken action to hire new leadership but does not seem to have addressed fiscal deficiencies.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Approaches

Evidence: Interview with Board

Detail: The Board appears to monitor progress around key financial metrics that are both short and long-term, including budget vs. actuals. The Board has members with finance expertise, and all board members appear able to understand budgets, audits, and development. However, most of the members of the Board do not appear to understand that the current fiscal state of the school, which relies heavily on fundraising, could be unsustainable in the long-term. This reliance upon fundraising does not provide an adequate contingency plan to ensure the financial health of the school. The school leader recognizes the fiscally precarious state of the school and has trimmed the current budget for FY17. In addition, the administrator is attempting to maintain a balanced budget that relies only upon fall fundraising efforts to meet school operational needs.

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: Does not meet

Evidence: Interviews with Administration, Board
        Annual Audit
        Financial Reports

Detail: Financial needs of the school are highly dependent upon variable income (grants, donations, and fundraising). The school's cash flow projections show that the school may not have sufficient cash on hand to pay current bills and those that are due shortly. The school lacks liquid reserves to fund expenses in the event of income loss. Consequently, the Board spends considerable time monitoring financial operations. The roles of the Board and the previous school leader in the budget creation process were unclear, but the budget makes large assumptions about successful fundraising.

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

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Business Manager

Detail: The school has not met enrollment projections; enrollment is at or near the worst-case levels anticipated in the petition. The school talks about recruiting new students, but progress is not evident. Historically, the school has met their aggressive fundraising targets, but revenue and funding projections are uncertain because of reliance upon future fundraising. Margins and cash flow are uncertain. It is unclear if the board appreciates this precarious situation and/or if the situation has informed budget setting and priorities. The new school leader expressed the intentions of reducing staffing to cut costs and re-organizing fundraising to help with cash flow. The Board's role in these efforts was unclear.

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.

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.

Mission and Key Design Elements				
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?

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

Notes:

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

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.	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 delivery of curriculum content.	Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.	Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.

Notes:

SMS CHARTER RENEWAL

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:

SMS CHARTER RENEWAL

EXHIBIT J

J.3

Program Delivery: Instruction

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

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.	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 highly effective staff.	Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.	Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.

Notes:

Does the school have strong instructional leadership?

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.	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 strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.

Notes:

SMS CHARTER RENEWAL

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?

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.	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 the academic program.	Approaches: The school presents a material concern in one of the indicators regarding the academic program.	Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.

Notes:

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

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.	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 adequate assessment systems.	Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.	Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.

Notes:

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

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

Notes:

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:				

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:				

SMS CHARTER RENEWAL

Organizational Capacity

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

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.	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 organizational structure.	Approaches: The school presents a material concern in one of the indicators regarding organizational structure.	Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.

Notes:

Are there effective communication channels between stakeholders?

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.	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 communication channels.	Approaches: The school presents a material concern in one of the indicators regarding communication channels.	Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.

Notes:

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

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.	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 parental involvement.	Approaches: The school presents a material concern in one of the indicators regarding parental involvement.	Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.

Notes:

SMS CHARTER RENEWAL

EXHIBIT J
J.9

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:

SMS CHARTER RENEWAL

EXHIBIT J
J.10

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?

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).	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 appropriate governance.	Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.	Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.

Notes:

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

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.	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 systems and structures.	Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.	Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.

Notes:

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

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.	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 mission and vision.	Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.	Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.

Notes:

SMS CHARTER RENEWAL

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:

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:

SMS CHARTER RENEWAL

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:				

SMS CHARTER RENEWAL

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Wood River Waldorf Methods School, a Public Charter School, Inc. DBA Syringa Mountain 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, 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; and

WHEREAS, on August 15, 2013, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix A;

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 2014. 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 <mark>October 10, 2013</mark>, and shall continue through <mark>June 30, 2017</mark>, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: <mark>Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.</mark>

B. **Grades Served.** The School may serve students in <mark>grade kindergarten through grade eight, per the approved growth table included as Appendix J.</mark>

C. **Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

Use of a Waldorf-inspired program including:

- Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher;
- Application of curriculum designed to be developmentally appropriate and therapeutic for students;
- Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects;
- Balance of academic studies with artistic and social activities;
- Alignment with the Idaho Common Core State Standards and Idaho State Standards;
- Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and
- Creation of a safe learning environment through a positive but firm disciplinary approach.

D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report

on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

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

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. **Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

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

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 520 students, with annual per-class and overall enrollment caps to be followed as outlined in the approved growth table attached as Appendix J.

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. The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Blaine County School District. An attendance area map is attached as Appendix K.

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

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

SECTION 6: SCHOOL FINANCE

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

B. Financial Controls. At all times, the Charter School shall maintain appropriate

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

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

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board,

or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

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

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

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

Alan W Reed
_____

Chairman, Idaho Public Charter School Commission

Mary Siron
_____
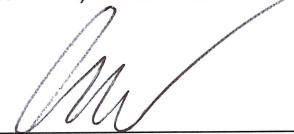
Chairman, Syringa Mountain School Board

IN WITNESS WHEREOF, the Authorizer and Syringa Mountain School (Syringa) have executed this Amendment to their Performance Certificate to increase its enrollment cap by 60 students for the first four years of operation and by 30 students for the fifth year of operation, with the option of offering two classes per grade for kindergarten through second grade in Year One, and to expand by one additional class per grade level each year thereafter. This Amendment to Syringa's Performance Certificate is effective as of December 12, 2013.

Alan Reed
Chairman, Idaho Public Charter School Commission

Greg Bloomfield
Chairman of the Board, Syringa Mountain 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.

SMS's auxiliary data submission included the following:

- Supplementary Data Form -- The school used the *IPCSC Supplementary Renewal Data Form* to provide an overview of their attached documentation.

- 2015-16 Score Data from all Students in the following Assessments: S-DMS, WIDA, Intervention, S-DMS, and ISAT, "Student Assessment Master List"

- 2014-15 IRI Data for K-3 students for September and April assessments.

- 2014-15 & 2015-16 IRI year-over-year comparison data for K-3, "Student Assessment Master List (IRI Comparison)"

- 2014-15 & 2015-16 Teacher Rosters

- 2016-17 Student Enrollment Numbers

- 2016-17 Three Year Solvency Plan

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

► Supplementary Data

Subject Area	Issue	Attached Documentation
Academic / Student Growth Data K-3 Reading	Our K – 3rd grade students score below average in comparison to our district on IRI. This is expected and explained within our philosophy and approach in our charter. By 3rd grade, the majority of our students are mastering or meeting expectations.	Student Assessment Master List -names removed .xlsx (15-16 Whole School)
Academic / Growth for intervention level students Reading	Our school has a sizeable population of below grade level students in IRI. These students show significant growth from 14-15 to 15-16.	Student Assessment Master List -names removed .xlsx (IRI Comparison)
Academic / Growth for mid-year transfer students Reading	Significant increase in number of students at or almost at proficiency by 3rd grade. This is in alignment with our expectations for the Waldorf method of learning.	Student Assessment Master List -names removed .xlsx (IRI Comparison)
Academic / Student Growth Data K-6 Math	Students showed significant gains in math within one year as demonstrated by their SMDS scores.	Student Assessment Master List -names removed .xlsx (15-16 Whole School)
Academic / Student at Grade Level 5 & 6 Math and Reading	As our charter states, we expect different growth increases in lower grades but by 5th grade, majority of students will be at grade level. This is shown in our test scores for 5th and 6th grades.	Student Assessment Master List -names removed .xlsx (15-16 Whole School)
Academic / Overall Growth Reading K-3	Overall, a significant number of students improved on scores schoolwide from 14-15 to 15-16 on IRI.	Student Assessment Master List -names removed .xlsx (IRI Comparison)
Operations / Staff Retention & Attrition	There has been a higher level of turnover in staffing in the first two years of operation than expected. Heading into year 3, we have retained all teaching staff and majority of support/specials staff.	15-16 & 16-17 Teacher Roster.xlsx
Operations / Student Enrollment	There has been lower than desired enrollment in the first two years of operation. Our school has increased enrollment for the 16-17 school year successfully with many grade levels currently holding a wait list.	16-17 Enrollment Numbers.xlsx

Operations / Long-Term Financial Solvency	A large portion of our operations depend on fundraising which could be potentially unsustainable. We have hired a full time development director, created an aggressive long-term solvency plan which includes increasing enrollment numbers at a higher rate annually, adding full-time staff to secure long-term and multi-year funding, and looking for capital investors/grants for expansion and growth.	16-17 3-Year Solvency Plan.doc

EXHIBIT L
L.9
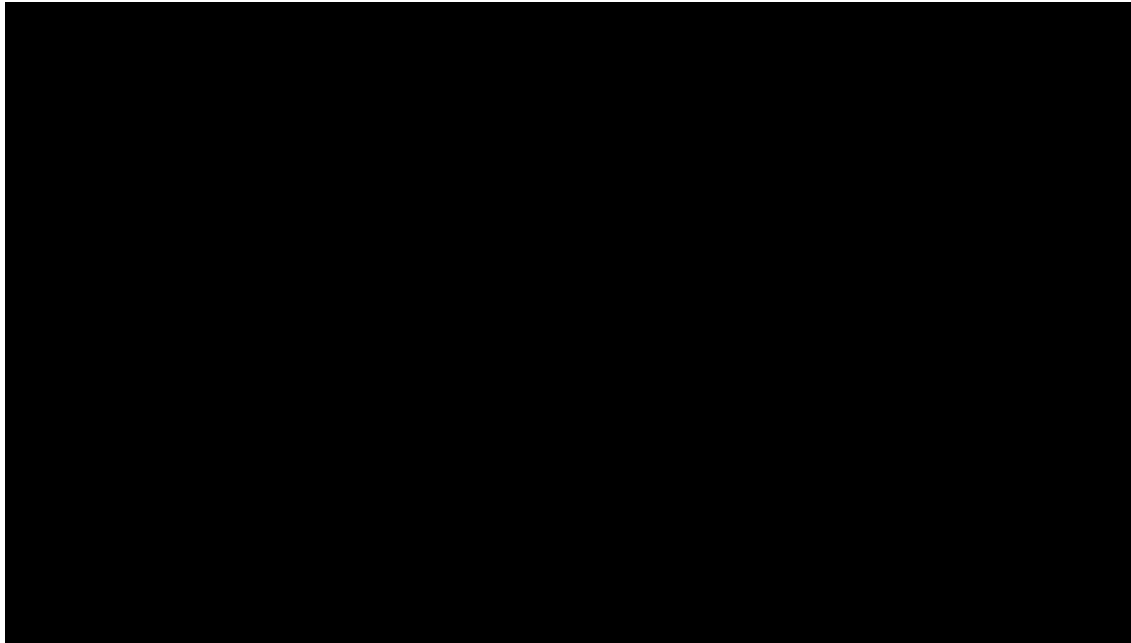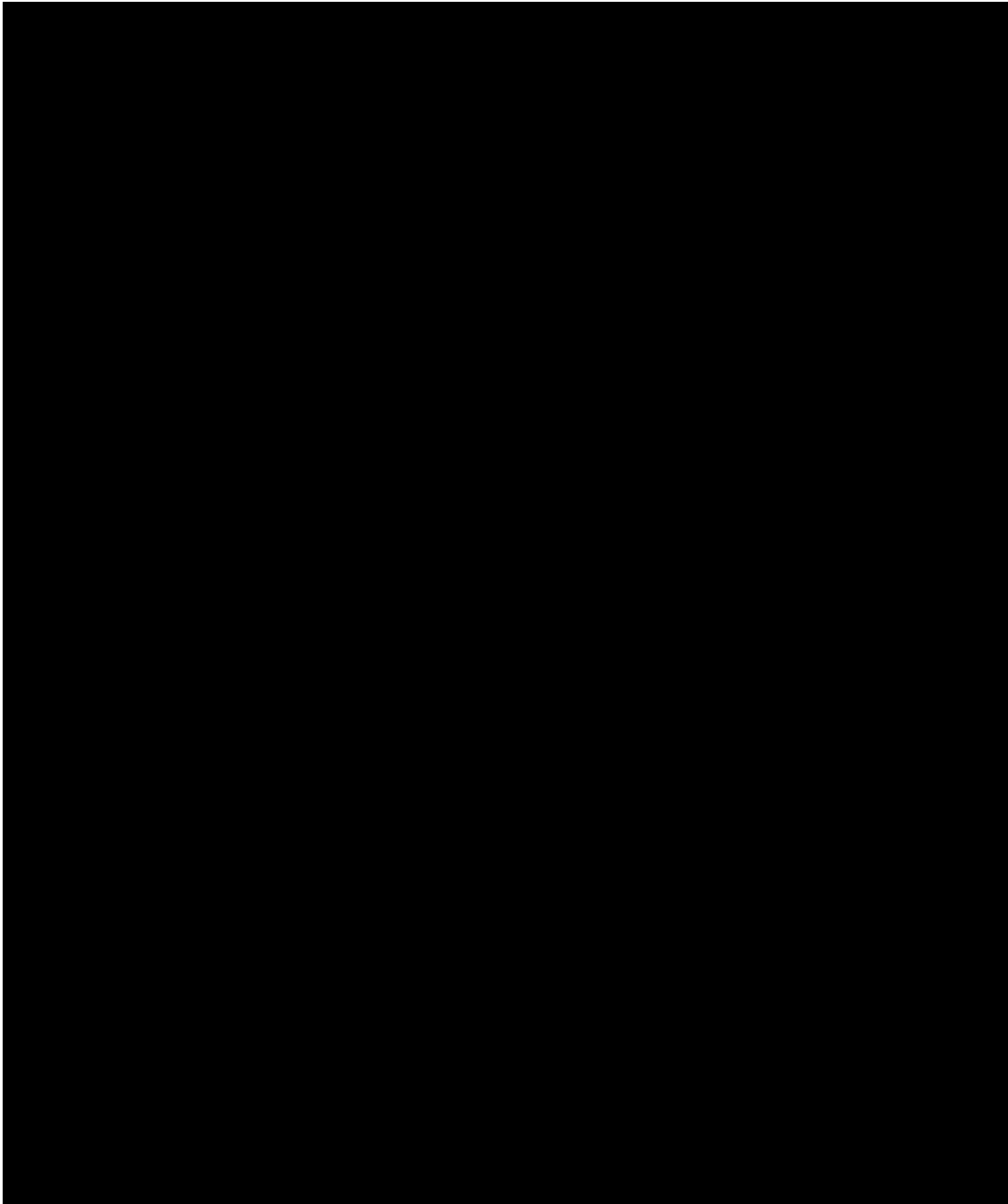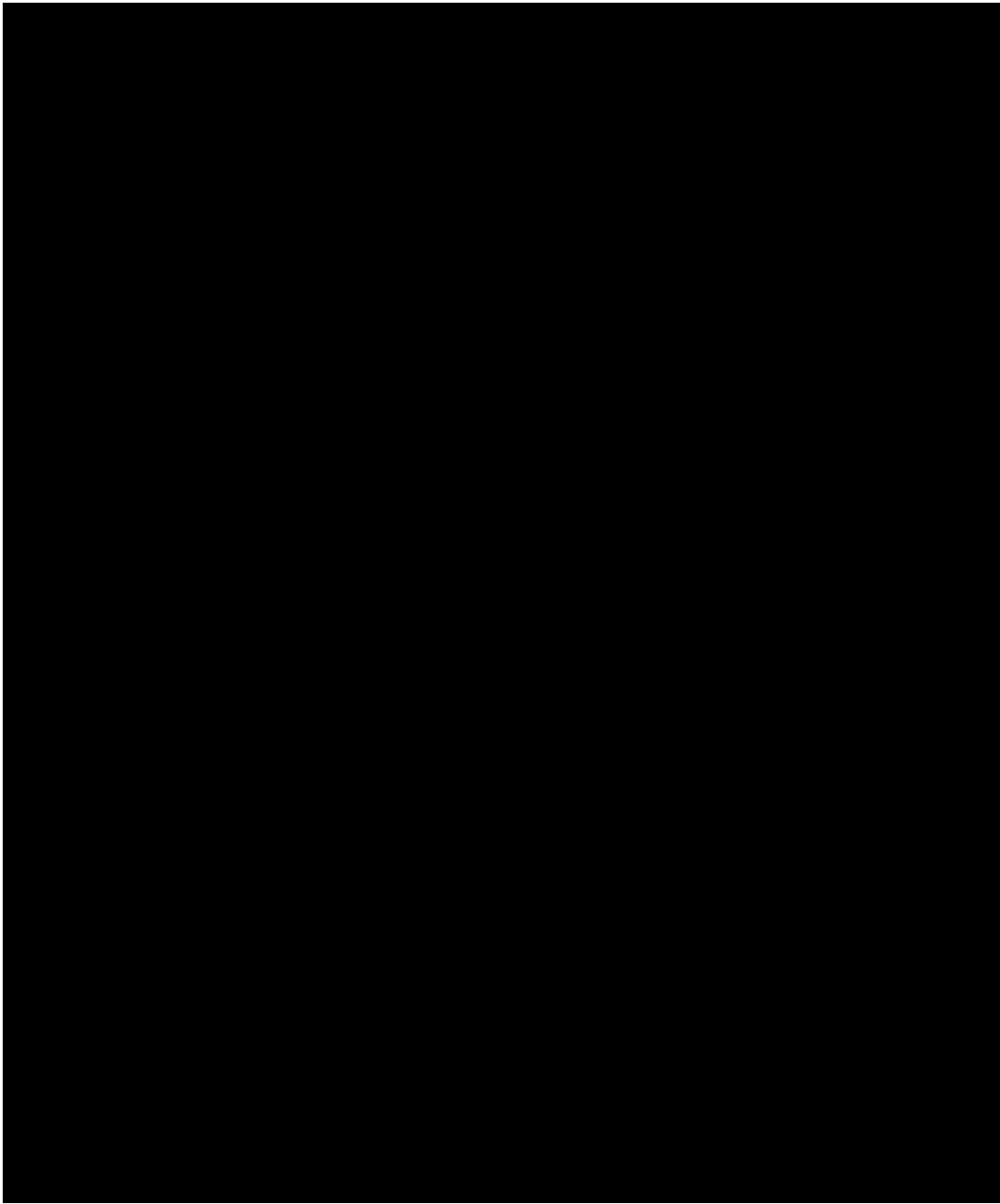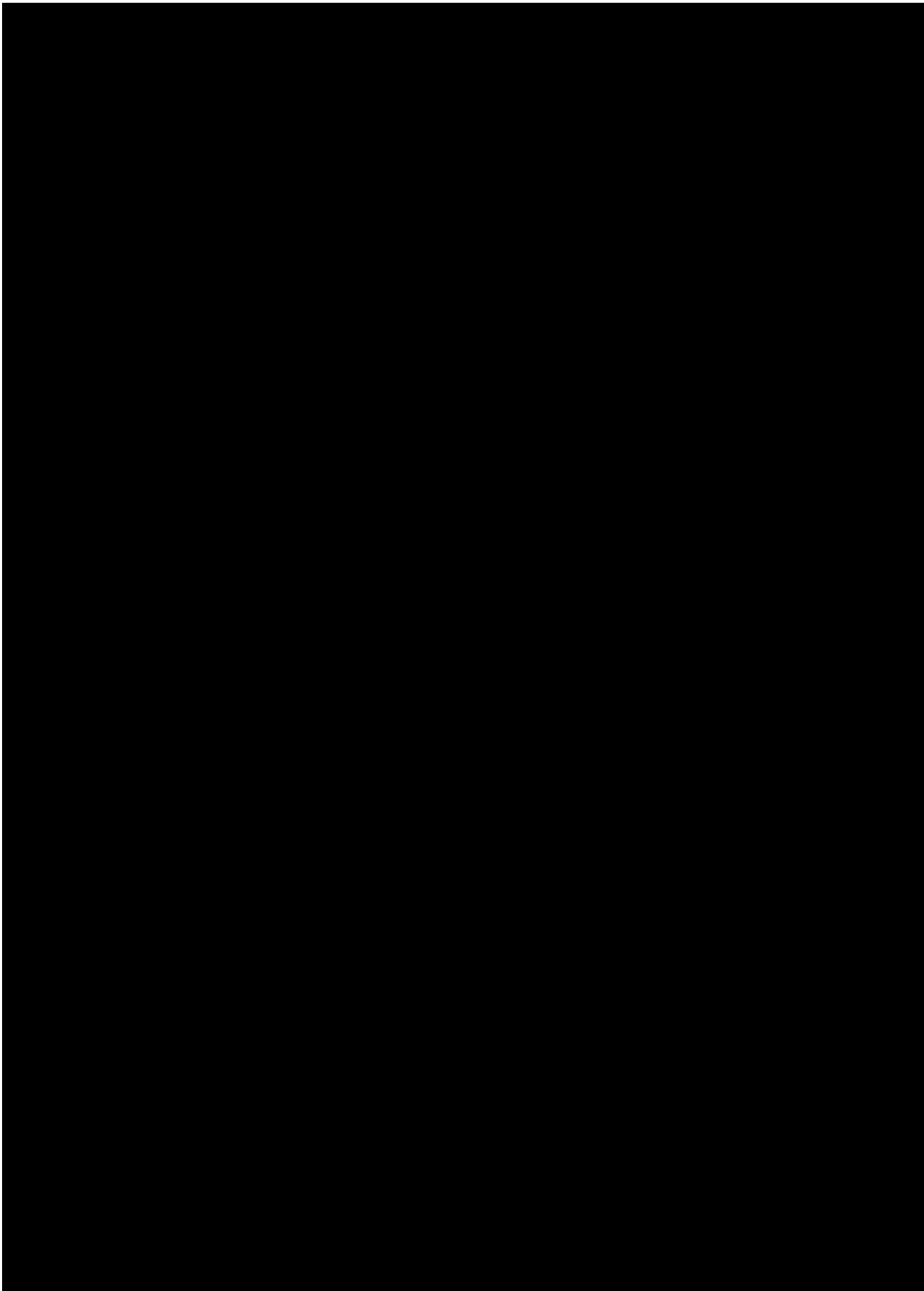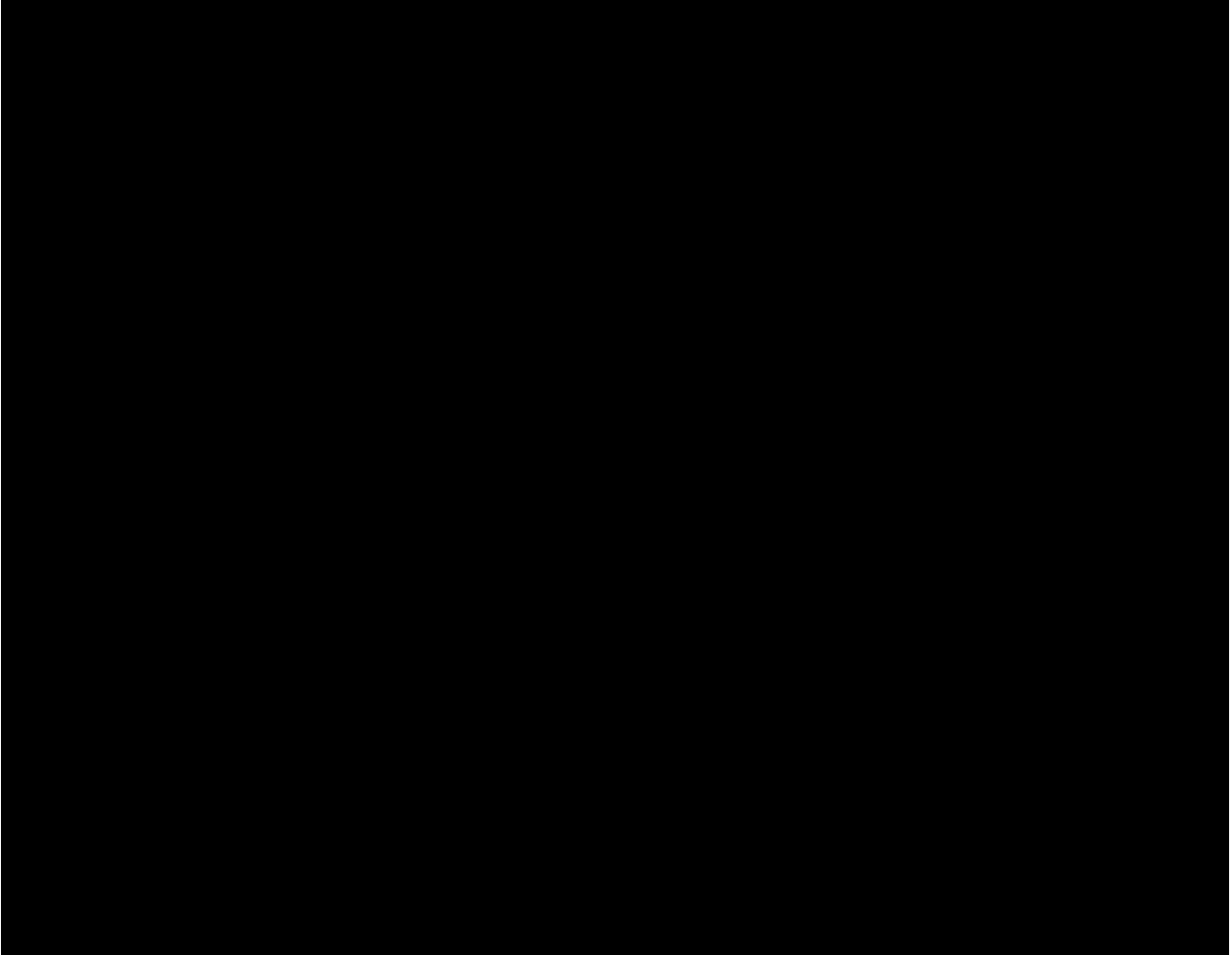
SCORING RUBRIC

FALL
Kindergarten:
Letter Naming Fluency (LNF) 0-2=intensive 3-10=strategic 11-above=benchmark
Letter Sound Fluency (LSF) 0-0=intensive 1-1=strategic 2-above=benchmark
1st Grade:
Letter Sound Fluency (LSF) 0-19=intensive 20-30=strategic 31-above=benchmark
Fall Reading Curriculum Based Measure (RCBM) 0-0=intensive 1-1 Strategic 2-above=benchmark
2nd Grade:
Fall Reading Curriculum based Measure (RCBM) 0-26=Intensive 27-53= strategic 54-above=benchmark
3rd Grade:
Fall Reading Curriculum Based Measure (RCBM) 0-48= intensive 49-76= Strategic 77=above benchmark

SPRING
Kindergarten:
Letter Naming Fluency (LNF) 0-17=intensive 18-29=strategic 30-above=benchmark
Letter Sound Fluency (LSF) 0-30=intensive 31-42=strategic 43-above=benchmark
1st Grade:
Letter Sound Fluency (LSF) 0-51=intensive 52-71=strategic 72-above=benchmark
Spring Reading Curriculum Based Measure (RCBM) 0-27=intensive 28-52 Strategic 53-above=benchmark
2nd Grade:
Spring Reading Curriculum based Measure (RCBM) 0-67=Intensive 68-91= strategic 92-above=benchmark
3rd Grade:
Spring Reading Curriculum Based Measure (RCBM) 0-81= intensive 82-109= Strategic 110=above benchmark

KEY= Blue = above benchmark, Red = Intensive **Black**= Strategic
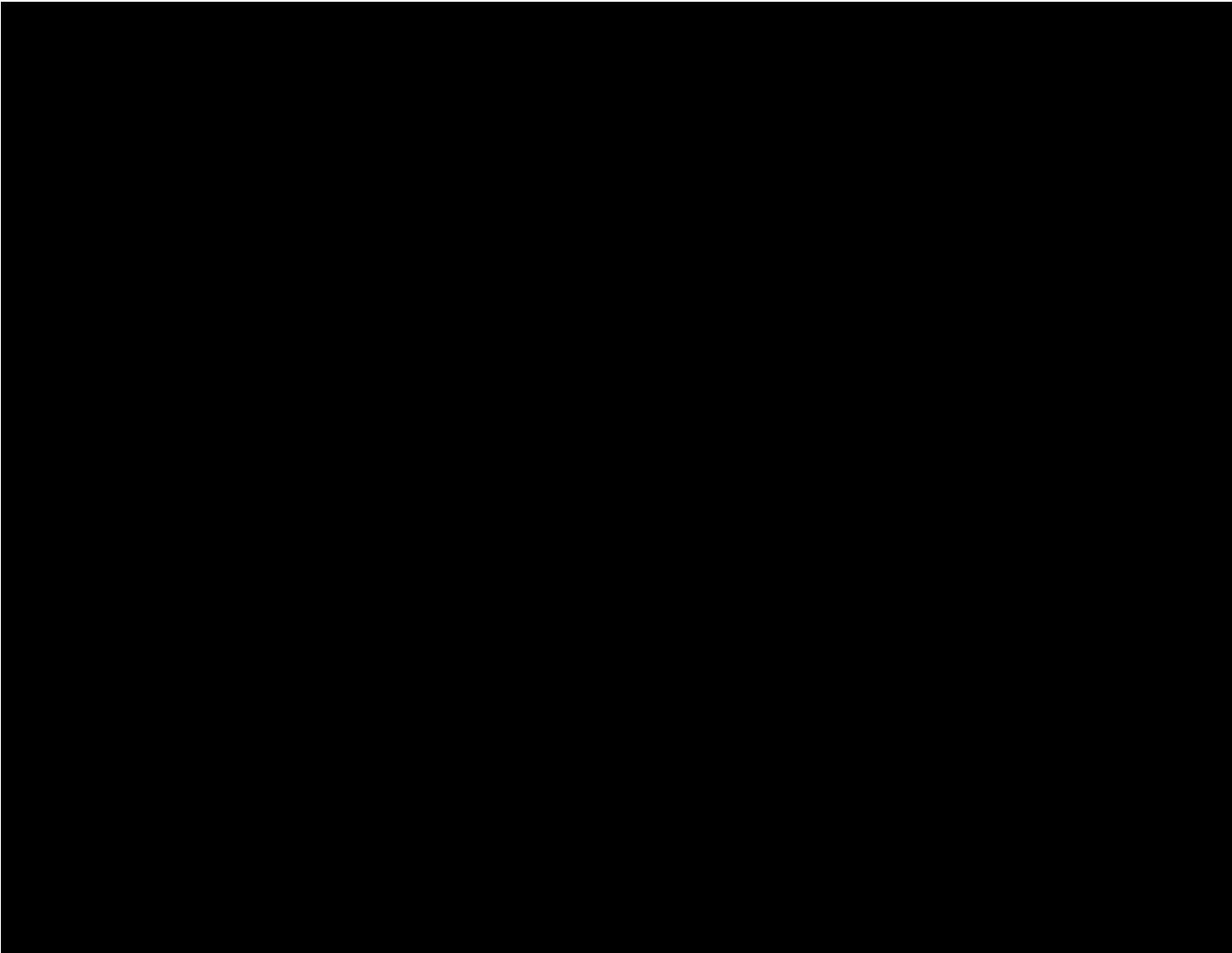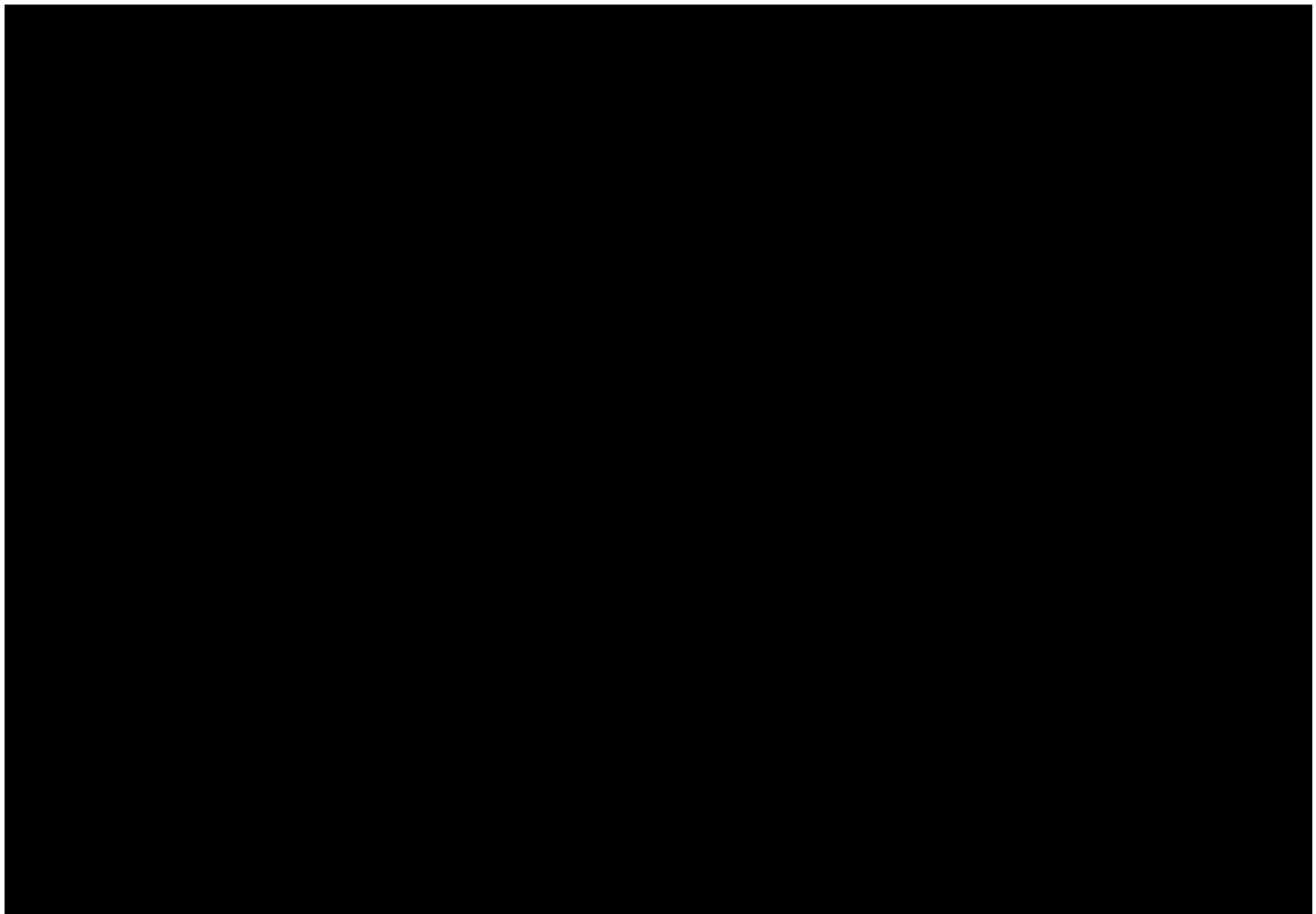
SIGNIFICANT INCREASE IN NUMBER OF STUDENTS AT OR ALMOST AT PROFICIENCY BY 3RD GRADE
SIGNIFICANT DECREASE IN NUMBER OF STUDENTS AT LEVEL 1 BETWEEN K and 3 and BETWEEN 14-15 and 1

Staff Directory 2015-16			Staff Directory 2016-17		
First Name	Last Name	Position	First Name	Last Name	Position
Mandy	Palan	K	Mandy	Palan	K
Kristin	Funk	1	Shannon	Connauton	1
Keith	Davis	2	Kristin	Funk	2
Amy	Schlatter	3	Keith	Davis	3
Shannon	Connauton	4	Amy	Schlatter	4
Angie	Grant	5	Kirsten	Kolkmann	5
Tanya	Zaccardi	6	Angie	Grant	6
Crystal	England	Garden	Tanya	Zaccardi	6
Autumn	Lear	Handwork	Crystal	England	Garden/Science
Kelly	Siemon	Kinder Assistant	Autumn	Lear	Handwork
Erin	Mungall	Music	Kelly	Siemon	Kinder Assistant
Julia	Wilson	Spanish	Erin	Mungall	Music
Serena	Chin	Mandarin	Julia	Wilson	Spanish
Cliff	Frates	Spec. Ed Para	Cliff	Frates	Spec. Ed Para
Mariska	Mann	Spec. Ed Para	Mariska	Mann	Spec. Ed Para

Syringa Mountain School
2016-2017 Enrollment (On-Going - As of July 12, 2016)

	# of Students	Waitlist
Grade 1	17	No
Grade 2	24	No
Grade 3	21	No
Grade 4	25	2
Grade 5	25	0
Grade 5/6	25	No
Grade K	21	3
	158	5

Syringa Mountain School

16-17 3-Year Solvency Plan

Year 1: 2016-2017

- Hire Development Director Full-Time
- Two Operation Fundraising Campaigns per year @ $150,000 each (Harvest Gala & Hoe Down)
- Two small fundraising campaigns per year for specific needs identified by staff
- Increase grant writing for programmatic expansion and support
- Provide support for teacher writing grants
- Increase grant writing for long-term, multi-year curriculum and program support
- Apply for capital project and expansion grants (upstairs renovations)
- Increase enrollment to 190

Year 2: 2016-2017

- Two Operation Fundraising Campaigns per year @ $200,000 each (Harvest Gala & Hoe Down)
- Two small fundraising campaigns per year for specific needs identified by staff
- Endowment search
- Grant writing to expand into full middle school or split grade classes in elementary
- Increase grant writing for long-term, multi-year curriculum and program support
- Apply for capital project and expansion grants (elevator for building)
- Increase enrollment to 210

Year 3: 2017-2018

- Two Operation Fundraising Campaigns per year @ $250,000 each (Harvest Gala & Hoe Down)
- Two small fundraising campaigns per year for specific needs identified by staff
- Endowment search
- Grant writing to expand into new building for elementary, expand middle school
- Continue grant writing for long-term, multi-year curriculum and program support
- Increase enrollment to 250

Application for Charter Renewal

SYRINGA MOUNTAIN SCHOOL

**4021 Glenbrook Drive
Hailey ID 83333**

**Christine Fonner
Director of School**

**208-806-2880
cfonner@syringamountainschool.org
4021 Glenbrook Drive, Hailey ID 83333**

Date of Application Approval by School Board: December 7, 2016

Application Submission Date: December 15, 2016

Table of Contents

Executive Summary

Our Mission

Syringa Mountain School provides a rigorous, arts-integrated educational experience as a public school guided by the Core Principles of Waldorf Education and aims to develop students who are compassionate, eco-literate, critical thinkers prepared to meet the demands of their world.

Key Design Elements

As a result of attending Syringa Mountain School, students will demonstrate:

- Reverence and stewardship for self, others, and the earth
- Creative and imaginative thinking
- Critical thinking and good judgment
- Literacy proficiency
- Responsibility and self-reliance
- Passion for lifelong learning

The Waldorf method of education offers an academically rigorous curriculum in an arts-integrated context. We integrate music, painting, language, and garden into traditional school subjects. Our students learn through developmentally appropriate skill-based and project based approaches.

Summary of Major Success and Challenges

Now in our third year of operation, we have seen a number of significant successes and we are actively working to improve areas identified as in need of growth.

Successes

Staff: We have a strong core teaching team that has been with us since inception. These teachers have created a rich and rigorous curriculum for our students and have maintained the efficacy of our programming specific to our mission and charter. These staff members have been a significant strength in delivering on the vision for the school.

Strategic Planning: Our new leadership has retained outside counsel to assist in creating an effective strategic plan for the school. In addition, the director of school has been working with the board of directors to begin the process of systematic school improvement.

Curriculum and Instruction Improvements: We are implementing and adopting curriculum and assessment frameworks to meet student needs. We have hired two personnel to meet intervention needs. We are meeting regularly to continually discuss instructional practices and data-driven approaches to improving student proficiency.

Current Improvement Focus

All small start-ups face challenges; Syringa has not been immune to these challenges but has faced these challenges head on.

1. **Academic Proficiency:** When we opened, 71% of incoming students were below grade level ISAT ELA in 2014 and 74% were below grade level ISAT MATH in 2014 (*Exhibit C).* Public Waldorf education typically requires five years to show growth and

improvement. With ¾ of our students coming in below grade level, we are working to meet our five-year mark.

2. **Financial Viability:** There is a significant gap in our funding compared to our neighboring school district. Receiving absolutely no local funds, we work hard to fundraise the deficit. In our two years, we raised $403,000. We are responding to the long-term need for sustainability with a focused campaign to increase enrollment.

3. **Enrollment and Growth:** We have hired a confident, motivated and experienced leader to develop and implement a framework for effective operations and practices. We have also built a solid 5-year plan for growth, stability, and viability. We are focusing on creating financial stability, increasing diversity, and becoming a long-term school choice to more families in the Wood River Valley

4. **Board Governance:** We are transitioning from a "founding" board to a "working" board. The board still consists primarily of parents without previous board experience, even though there have been ongoing board recruitment efforts. The Board is actively seeking mentorship and is working with the school leader to better define roles, responsibilities and expectations.

Summary of Responses to the Four Central Questions

Is the school an academic success?
The school is on a pathway towards success. We are showing student improvement in proficiency and have implemented frameworks to meet student needs. Staff members are receiving professional development support and training.

Is the school organizationally sound and compliant with applicable laws and regulations?
The school is in compliance with all laws and regulations. We have published all required documentation. We have aligned our curriculum and instruction to the Idaho Common Core State Standards and are completing a curriculum map. We are working to increase diversity to better reflect the population of the Wood River Valley.

Is the school a fiscally sound and viable organization?
The Board understands the critical need to develop a fiscally sound and viable long-term financial plan. Focus is being directed towards increasing enrollment, increasing efficiency in program cost, and understanding the complexities of the state funding formula pertaining to operational costs. The Board is reviewing the current budget to better meet our short-term financial needs while also completing steps to purchase our building.

If renewed, what is the school's plan for its next performance certificate term?
We plan to complete our systematic school improvement plan and continue the work our new school director has instigated this year. We will increase enrollment, diversity, and our financial stability. We will complete a strategic plan to increase student achievement. Over the five-year term, we will fulfill our charter key design elements and will meet expectations outlined in the Idaho Public Charter School Commission Performance Framework.

Signatures

_____   _____
Randy Flood   Christine Fonner
Chairman, Board of Directors   Director of School

4

Application Narrative

Is the School an Academic Success?

We are growing towards academic success. Our ███████Grade class tested Advanced on ISAT Science in May 2016 and Proficient in ISAT Math. We are showing that 90% of our students improved their scores in both literacy and math on the ISAT from our first year in operation to our second (*Exhibit F*). Our teachers are reporting that in our first quarter of our third year, we are already showing significant student progress. ██% of our students in fourth grade progressed from below grade level to exceeding benchmark in the AIMS Web Math assessment (*Exhibit I*). The school needs more time to show student progress. With 71% of our student body entering Syringa Mountain School below proficiency levels in literacy and 74% in math, it will take multiple years beyond our initial opening years to gain in proficiency percentage (*Exhibit C*).

Our school leader is implementing clear procedures, curriculum frameworks, and instructional practices. **Our biggest key to success will be a combination of rigorous curriculum, strong research-based instruction, and aligning our public school accountability requirements to our Waldorf foundation and curriculum.** We have put strong framework, training, and interventions in place to grow towards proficiency at a rapid pace. Our goal is to move 20% of our students into proficiency from below standard this year.

Parents and community members have looked toward and will continue to seek an alternative educational experience for their children. We believe that parents that desire an alternative choice or feel that their children are not receiving the care, attention, and academic support they need are going to continue to enroll in our school. It is imperative that we continue to develop and establish a strong instructional framework to support students as they enter our school below grade level. We are continuing work on our strategic plan to meet the needs of our students and fulfill the mission of our school. Public Waldorf Education has proven to be highly effective over a five-year data cycle. To show the effects of Waldorf methodology when implemented with fidelity in a public charter school setting, we will continue to assess our students utilizing state and adopted assessment tools.

Key Areas of Proficiency

True to our Waldorf educational approach, our students are showing strong academic proficiency scores in Science and Math.

- 2015-2016 ISAT Science: 5th Grade achieved score of ███████████
- 2015-2016 ISAT Math: 5th Grade achieved score of ███████████
     ███% of students meeting or exceeding the Science Proficiency Standard

Academic Growth

In our two years of operation, 82 students have taken the ISAT ELA both years in grades 3-6. 72 (89%) students showed an improved score over the two-year testing period. The average increase in score was 23.24%

In our two years of operation, 84 students have taken the ISAT Math both years in grades 3-6. 76 (90%) of our students showed an improved score over the two-year testing period. The average increase in score was 17.5%.

We have shown that majority of students have improved their proficiency scores in ELA and Math in the following sub-populations (*Exhibits G&H*):

- Special Education
- At Risk
- Free/Reduced Lunch
- Ethnicity – Non White

Major Challenges: Annual Performance Report Response – Academic Framework
The 2015-2016 Annual Performance Report listed several areas in need of improvement. Syringa Mountain School has worked diligently to address these concerns and have improved upon and/or corrected areas that were identified within the report.

Academic Framework: We received scores of ▌ on Measure 1a-3g
Upon inception in 2014-2015, 71% of students enrolled in Syringa Mountain school entered below proficiency standards in ELA and 74% below proficiency in math.

With ¾ of students *already below grade level* in ELA and Math, the key to improving scores and building students towards proficiency is time and strong educational framework for intervention and growth. We have full confidence that we will be able to help the majority of these students achieve proficiency standards by the end of their educational career at Syringa Mountain School. The Public Waldorf Education model projects student achievement will meet or exceed their peers in public education within five (5) years of a public Waldorf education experience. As we are entering our third year, we are still collecting data on student achievement along this timeline trajectory and are on track to meet and exceed these expectations in a five-year period.

Academic Intervention Plan: We have implemented an active Response To Intervention (RTI) Program for both literacy and math. We have hired two paraprofessionals for literacy and math intervention that are in classrooms daily for small group and 1:1 work with students. We allocated 70 hours of paraprofessional support to intervention – with 1-2 hours daily allocated to our lowest performing grades: 3rd and 5th.

Implementing Consistent Assessment Tools/Data Analysis Methods: The school adopted and implemented consistent formal and informal assessment tools. As ISAT and IRI are standardized for Idaho State, we began with this data and learned to analyze data to better understand performance proficiencies in our student body. We implemented additional methods for assessing students two times per year: AIMS Web for Math, SLOSSEN for Math and Reading, and DRA2 for Literacy. With this baseline data, we are able to better meet student needs and measure growth periodically throughout the year.

Adoption of Literacy and Math Curriculum Frameworks: As an academic team, we are piloting frameworks for literacy development:

-   The Daily 5 (Grades 1-3): Framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently.
-    Strategies That Work (Grades 3-5): Resource for explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers.

We will work to formally adopt these frameworks at the end of the year across grade levels. Teachers have begun to review math curriculum and frameworks. We have purchased manipulatives and math tools for student-driven, small group and independent games/activities that are individually chosen to meet specific student needs during math workshop periods. Teachers are explicitly teaching skills from the Common Core State Standards and then guiding and supporting students in their skill based practice.

Results of Efforts

In analyzing student data from each academic year and across grade level, we knew we needed to collect baseline data in the fall to accurately measure student growth in 2016-2017 to better understand individual student needs. We also wanted to closely monitor student growth. Teachers completed IRI, DRA2, AIMS Web, Slossen and Dibels assessments and successfully identified specific skill-development needs for each student. Teachers now track individual student growth in Assessment Binders and regularly adjust groupings and 1:1 support based on student proficiency gains and needs.

As a school team, we set a goal to improve proficiency scores for Level 1 and Level 2 students using the data from 2015-2016 ISAT and 2016-2017 IRI:
-   20% move from Level 1/Level 2 to Level 3 (Proficiency) in ISAT Math and ELA.
-   20% move from Level 1/Level 2 to Level 3 (Proficiency) in IRI.
-   All students at Level 1/Level 2 show growth in 2016-2017 school year.

We are already showing student proficiency growth in reading, writing, and math in the first 90 days of school (*Exhibit I*).

Annual Performance Report Response – Mission-Specific Framework

We received a 0 score on Measure 1-3 for not having administered the MET. As a newer school working to gain financial footing, the $10,000 price tag for the MET was out of our range. In response, we found a population survey that was less cost-inhibitive and was approved by the commission for us to administer – the Panorama Education Survey system. We administered this survey in May, 2016. We are preparing to administer again in January, 2017. We understand that upon our charter renewal, we will be administering the MET in September 2017 to be reported to the commission no later than October 1.

Results of Panorama Survey:

23% of families surveyed responded.

Measure 1: Are school teachers effective?

Are you satisfied with your child's teacher?	
67%	Very Satisfied
33%	Somewhat Satisfied
0%	Not Satisfied

Measure 2: Is school engaging upper elementary students in learning?

Curriculum is Engaging	
67%	Very Satisfied
33%	Somewhat Satisfied
0%	Not Satisfied

Measure 3: Is school helping early elementary students feel happy about experience?

Happy about experience	
78%	Very Satisfied
22%	Somewhat Satisfied
0%	Not Satisfied

Measure 4: Does school climate reflect positive and supportive learning environment?
This question was not asked in this capacity. The survey requested feedback on Safety and also on School communication. We will be sure to incorporate this question on our January 2017 survey.

Parent involvement: We have strong parent involvement at our school. Families are encouraged to volunteer forty hours per year. When we were preparing to open, parents contributed hundreds of hours to painting and preparing our school to be a warm and welcoming environment for our children. To this day, our warm and inviting décor is the first characteristic of our school that visitors comment upon.

One of the unique features of our school is a very active Parent Council that helps fundraise for the school annually. The Parent Council meets monthly with an average attendance of 15 parents. The Parent Council hosts 4-5 events annually that has raised over $150,000 for our school. In addition, each class has a Class Leader, a parent, that sends out weekly updates to the parent community for each grade. This year, the Parent Council developed a Welcoming Committee that welcomes and embraces new families that enter Syringa Mountain School to help them learn about opportunities to be involved, help them feel welcomed into our community, and provide any support or services that they may need as being new to the valley or to our specific community.

Key Design Elements Listed in Performance Certificate
Teacher Looping: Teachers have followed the looping model for two years and we are seeing phenomenal results with regards to rapport with peers and with teacher. 4 of our 6 grades teachers have stayed with their students for two years (now in our third). After having finished fall evaluations with teachers, our Head of School reported observing and being impressed upon with the rapport observed between peers and peer-teacher relationships. Teachers are reporting the ease of jumping into curriculum and learning that immediately occurs because classroom expectations are already established.

Developmentally Appropriate Curriculum: Our public Waldorf curriculum follows a paralleled yet alternate trajectory for our children compared to a traditional public school. In the lower grades (K-2), our students focus primarily on oral language development, interpreting

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knowledge in natural elements, and establishing community and intelligence with inter-personal relationships. As children enter the upper grades (3-6), the focus shifts towards written language, rigorous academic development, and leadership skills. Our charter states that we anticipate lower proficiency levels on state standardized tests in K-3, with our children meeting or exceeding expectations by 5th and 6th grades. Our data supports the model. Those students that have been in our school for the full two years and are now in the Fourth Grade are showing proficiency scores in multiple subjects and we anticipate to have solid data on their growth by end of 2016-2017.

Scheduling Balance in Waldorf Methodology and Core Subjects: The complexity of balancing our public education accountability with our Waldorf foundation is an active conversation at Syringa. Teachers feel a strong sense of responsibility to both aspects of our curriculum. We meet regularly to discuss how to integrate CCSS into our Waldorf Main Lessons and arts-integrated Waldorf foundation. We have adjusted our scheduling to build core subject proficiency and mastery into our daily schedule while maintaining the efficacy of our Waldorf methodologies through subject-integration. Our teachers have begun the process of curriculum mapping and creating pacing calendars. Daily lesson plans include common core aligned mini-lessons with student-driven practice towards mastery.

Balancing Academic Studies with Artistic and Social Activities:
Along with aligning our curriculum to common core and adopting academic frameworks to support effective teaching methodologies, we expanded our music and garden (science) programs this year. Teachers are developing a complete curriculum map with common core and Waldorf benchmark alignments in each subject. The beginning of this year, teachers are required to review lesson plans and incorporate common core into core subject area teaching.

We are implementing a five phase project to fully develop our curriculum:
1) Professional Development Week scheduled for this summer to align the Waldorf Curriculum Blocks to the Common Core State Standards
2) Create a Pacing Calendar and review the full alignment of all CCSS to curriculum
3) Adopt and/or create CCSS-Waldorf aligned rubrics for core subjects
4) On-going training for teachers to develop effective lesson plans and teaching practices
5) Regular review of data to adjust and align our curriculum and methodologies to student needs

Our artistic programming is thriving. Our music program now includes a 42-student orchestra, an eight student choir, and music lessons multiple times per week for 1st through 6th grades. We increased hours for Spanish and Handwork in order for teachers to be in the classroom more regularly and have more planning time to ensure academic rigor. These two programs have also moved to Project Based Learning with 2-3 projects required for each grade level per year. An exciting improvement to our programming in 2016-2017 has been expanding our farm and garden program to be year round, full time. Students are now able to move through the entire food cycle with their certified environmental sciences teacher. In the fall, students practice harvesting in our garden and prepare food for preservation during the colder months. Students enjoy a full cooking block in the winter that incorporates math and science components. In the spring, students are able to learn sustainability, composting, planting, and growing. We are excited to share this program in our community this year.

Our upper grades teachers developed a "Student Leadership Program" that is being rolled out in January for the beginning of second semester. Twelve students will enter the program in January with another twelve entering each semester. The program is designed for 5th and 6th grade students and will expand school-wide over a two-year period.

Alignment with Idaho Common Core State Standards: An area in need of improvement, our teachers have focused heavily on developing their own unique alignment this year. Teachers are required to develop lesson plans weekly that are aligned to CCSS and to collect, analyze, and report data on student growth in proficiency. We are scheduled to fully dive in over the summer with a week-long work session and will implement a fully aligned curriculum framework in 2017-2018.

Strong Parent Involvement: The Charter Commission noted feedback on parent and student satisfaction as an area of concern as we did not administer the MET survey. As stated above, we have strong parent involvement. Our Waldorf approach to community building and education puts emphasis on parent involvement. The Waldorf philosophy on community building and student achievement encourages teachers to have intimate relationships with parents and children and encourages teachers to involve families regularly in school activities. Our teachers regularly communicate with parents and have effectively requested parent involvement with strong support and response. This year, we are utilizing Track It Forward to create an interactive and easy way for families to sign up for volunteering at our school. It has helped teachers and staff identify volunteer needs and post them and allows parents better opportunity to volunteer for what they are capable. With a very active Parent Council, many fundraising events and volunteer opportunities are coordinated regularly.

Safe Learning Environment: Syringa Mountain School was missing a framework for developing and fostering school community. We have implemented a school culture building initiative this 2016-2017 school year. We are developing common language and using consistent communication with students and families. There is a clear communication protocol and a tier system to help students work through behavior change and understanding consequences. In addition, the leadership team has created an employee manual outlining systems, protocols, and procedures for maintaining safety at Syringa. With these improvements, we have had less student altercations, less reports of student incidents, and less suspensions already this year. In 2015-2016, we had three suspensions in January 2016. In 2016-2017, we have had one. We have also improved our reporting process to more accurately track and report student discipline and safety issues at our school.

Educational Program Elements in Our Charter
Equal Emphasis on Academics, Arts, Social Development: Syringa Mountain School educators have truly developed curriculum that balances a rigorous arts-integrated approach to core subject teaching while maintaining the creative, hands-on, and social aspects of our foundation in Waldorf education.

The Use of Movement & Arts in Curriculum: Waldorf methods inspire student volition, inquisition and creativity because classroom activities involve three key areas—the head (thinking), the heart (feeling) and the hands (willing). Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade,

with flutes and recorders that are stored in cases the students knit themselves; as early as third grade students learn an orchestral instrument, usually the violin.

Oral to Written Literacy and Language Development: Waldorf education focuses on developing oral language first and moves into written language differently than traditional public education. As with all good teaching, we build from the known to the unknown. Students become increasingly capable of writing and reading as the first grade year progresses. Our first grade teacher has implemented a strong reading program utilizing the Daily 5 and our second and third grade teachers use the framework as well. Whole language work is done during Main Lesson and phonics/decoding practice occurs during literacy blocks in small group, independent, and partner activities.

The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Our 3rd grade cohort has been well below grade level for two years and are struggling to reach proficiency level this year. Currently, ██% of students in third grade are at Intervention Level 1 based on results of the Fall 2016 IRI. We have implemented several intervention supports in the class and are beginning to see student improvement.

Our 6th grade students are out-performing peers in science and math and are approaching majority at grade level for reading and writing. Our 6th grade cohort entered Syringa two years ago well below grade level in literacy development and have made significant gains in literacy over that time. We will have data to support teacher observations in January.

Nature and Environmental Stewardship: Students participate in multiple field trips per year to learn about nature, the environment and sustainable practices. We partner with several organizations including the Sun Valley Center for the Arts, Hunger Coalition, The Wood River Land Trust, and The Nature Conservancy. Our students grow and build in our on-site garden and learn the importance of micro-farming in connection to healthy living practices.

Responsibility for Community: Our children have responsibility to our school community through daily chores, clean up and relationship building and also learn responsibility to the greater community around us. Through our student leadership program, students participate in community service projects. We have several collaborations with other organizations in the valley to meet the needs of our community members and to give back with our resources and skills. We will be building a garden for a locally owned coffee shop in the spring and have promised 10% of our harvest to The Hunger Coalition to redistribute to families in need.

Balancing Modern Preparedness with De-emphasizing Technology: We understand the delicate balance of introducing students to technology in age appropriate stages while also emphasizing the need to connect to each other and the world around us without technology. In 2016-2017, we created a technology framework for introducing and supporting technology needs alongside our mission of providing an arts-integrated curriculum:
- Kinder – no technology, natural play and nature-based learning is encouraged
- 1st Grade – teacher driven listening of recorded story-telling, songs, and music
- 2nd Grade – student-driven listening center is introduced for literacy
- 3rd Grade – calculators and Chromebooks are introduced for students to practice basic calculations and keyboarding

- 4th Grade – Chromebooks are used for transcribing student writing into electronic format
- 5th Grade – Chromebooks are used for research, the writing process, and to support learning in the classroom. In 2017-2018, classroom will have a Smart Board.
- 6th Grade – Chromebooks are used regularly. Classroom Smart Board is used by teacher and students. Emphasis is on college-readiness and technological responsibility and mastery.

Spanish Language Program: Spanish is taught twice weekly to all students in grades 1st – 6th grades. The program has been transitioned to project-based learning. Students build their language foundation over time and are able to articulate their understanding in cumulative project presentations three times per year.

Festivals and Seasonal Studies: We have expanded our Waldorf curriculum to include a multitude of multi-cultural studies that reflect our local community and the world around us. Teachers have developed lesson blocks that emphasize and express the culture of civilizations throughout history and across the globe. Our curriculum spirals through the ages and across the world.

Approach to Mathematics: In Public Waldorf education, instruction flows from the whole to parts. Our curriculum teaches math within context of thematic instructional blocks. In this way, mathematics is made meaningful and comes *alive*. Our teachers are engaging in curriculum alignment to the Common Core State Standards. Teachers have also implemented strong and consistent assessment strategies to better identify and approach individual student needs.

Approach to Science: Our curriculum is rich in science. Science is integrated within our Waldorf curriculum and is also taught twice per week in our garden program. In addition, 5th and 6th grades have science instruction and lab one additional time per week, offering a science and math rich curriculum. This emphasis on science is proving to show high proficiency scores for our students. Our current 6th graders scored an average of Proficiency on the May 2016 ISAT *(Exhibit D)*.

Physical Education and Games: Students at Syringa Mountain School receive physical education through a variety of approaches within our curriculum. Explicit fundamental movement skills are an integral part of the Waldorf curriculum in the early grades. Balance, cross-body movement, and locomotor skill development are taught by Waldorf-trained classroom teachers. Students in grades 1-6 also participate in a physical education games class twice per week. Teachers follow state guidelines and Waldorf benchmarks for assessing and reviewing student growth and progress.

Farm & Garden Support: We have raised approximately $15,000 to support our Farm & Garden program as we continue to lease our acre of land from the City of Hailey for $1 per year. We received permission from the city to house chickens and now have fresh eggs daily along with a wonderful expansion to our farm education program. In the spring, we will be adding a beehive on campus thanks to a generous grant received.

School Lunch: We have successfully collaborated with the Wood River Sustainability Center to provide a Farm to School lunch program to more than 75 students daily. We also established a

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free/reduced lunch option for families in need and are working with a consultant and Idaho State to be approved into the National Lunch Program. Our lunch program represents a successful school/community collaboration while providing a sustainable, locally grown, organic lunch program that is a model for our state.

Music Program: Our music program is a unique signature of the school. We have successfully grown an orchestra program from 10 students to 42 in just two years. All of our students begin an instrument starting in the first grade and are introduced to string instruments in third. This has been a fantastic benefit to our community and one that parents cite as a reason for joining our community.

Is the School Organizationally Sound and Compliant with Applicable Laws & Regulations?

Yes, the school is organizationally sound and compliant with applicable laws and regulations. We have diligently addressed concerns by the Charter Commission and have established processes, systems, and protocols to ensure long-term compliance.

Annual Performance Report Response – Operational Framework
Measure 1b: Is the school complying with applicable education requirements:
Our classroom teachers have implemented CCSS in our classrooms and assessment process. Teachers are required to incorporate CCSS into their daily literacy, math and science activities and several professional development sessions have been spent on reviewing the Common Core State Standards and training on how to implement Common Core into existing curriculum blocks. We will continue to work on curriculum mapping and school-wide implementation of a true CCSS/Waldorf aligned spiraling of our curriculum.

Measure 1d: Is the school protecting the rights of English Language Learner (ELL) students?
Yes. We have implemented the program, *Imagine Learning English* for our four ELL students. In addition, we have two certified ESL teachers on staff. ELL students are receiving additional language support and lessons in the classrooms and are in daily phonics groups (Reading Reform, Linda Moon Bell). We have appointed a test coordinator to administer WIDA and Access 2.0. The measures we have put in place to support and promote language development in our school ensures all students will grow in language proficiency this year.

Measure 5a: Is the school complying with facilities and transportation requirements?
Syringa Mountain School provides all students with Mountain Rides public transportation passes annually. In addition, we have purchased two 15-passenger vans for field trips and special education service transportation. For the 2017-2018 school year, we will be adding a state approved school bus to be able to provide a morning and evening bus route for those living in Blaine County between Bellevue and Ketchum.

Measure 6a: Is the school complying with all other obligations?
Syringa Mountain School has posted the 2014-2015 Annual Performance Report on our website. In addition, our Continuous Improvement Plan has been improved upon and a version is being designed for our website. A beginning to this publication is now available to the public and the Board of Directors are working on finalizing the measurement metrics for publishing to the public. We have retained a consultant for Strategic Planning and Systematic School Improvement for the 16-17 school year. Financial reporting has consistently been updated on our website monthly and we are in full compliance.

Student Demographics by Comparison to State and Surrounding District
According to the 2015-2016 Annual Performance Report, there is a significant differential between our student demographics and those of the surrounding district (*Exhibit J*). We have established a committee to welcome and increase our student enrollment in the following demographics:
- Non-White and LEP Students: Last year, we had 10.53% student population. In 2016-2017, we currently have 10.2% enrolled. Our goal is to increase our diversity to 20% for 2017-2018 to better reflect the percentage in our valley. We are publishing materials in Spanish for enrollment for 2017-2018 and are connecting our current families with those prospective families. We are holding open houses and holding events in the community to express our desire to increase enrollment diversity and encourage families to learn more and register.
- Special Needs Students: Our Special Education population has doubled in two years. Last year, approximately 5.26% of our students were Special Needs. This year 12% of our student population are special needs students. We anticipate this population to continue to grow as families learn and understand the benefits of our approach to education to students in need of individualized instruction and adaptive methods for learning.
- Free & Reduced Lunch Students: We remain under-representing students in the free and reduced lunch sub-group demographically. There is a misconception in the community that we are not a free, public school. We are making a concerted effort to reach out to communities that are under-served by our school and are developing strategies to encourage and welcome families to become aware and understanding of our school as a free school of choice in the valley.

We anticipate an increase of 10% or more in our diversity with the concerted effort of the Board of Directors, our Enrollment Committee and our new Leadership Team.

Currently, our academic performance indicators for our students show no emphasis on one sub-group over another. We currently have majority of our students below grade level in literacy and math with no correlation to demographics (*Exhibits G & H).*

Adding transportation in 2017-2018, publications in Spanish for the upcoming school year, and concerted efforts in outreach to sub-group populations, I believe interest by the Hispanic and free/reduced lunch populations will increase. In addition, we are working on becoming an ICCP approved school to provide free and reduced rates for after school care to families that qualify.

Organizational Capacity
We have hired a new administrator that has created structure and framework for clearly defined expectations and delineated roles for staff, administration, and board members. We developed and published an Employee Manual with processes, procedures, protocols, forms, and guidelines for employees to use as reference. Due to the improvements in systems and processes, staff concerns and incidences of unaccountability have decreased.

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Board Oversight and Governance

The Board is transitioning from a "founding" board to a "working" board. Several board member's terms have expired or transitioned to new board members. The board is in the process of retaining a consultant for board mentorship and training. Several new board members are making concerted efforts to develop committees and create campaigns to meet the school's needs. The board has been reviewing policies monthly and are actively establishing processes and protocols to effectively address improvement goals moving forward.

School Leadership

The board has hired a new school leader for the 2016-2017 school year and beyond. A challenge has been lack of retention of administration over the last two years and we are looking forward to developing and instilling stability over several years. The new administrator has also hired a full time secretary to help create a foundation of support for staff, families, and students. The leader has taken initiative to engage in the process of systematic school improvement, teacher effectiveness coaching, and adopting curriculum/assessment frameworks. The school leader has a one year, 3-year, and 5-year long term plan for improving student proficiency, school culture, and long-term stability.

School Safety

The administration teams over a three-year period of operation have created systems, processes, and protocols to operate a safe school. We received a federal grant for Safe Schools in the 2015-2016 school year and improved our interior door safety. We have also received the grant in the 2016-2017 school year and will be adding exterior door safety to the building. We have had several meetings this year with the Hailey Police Department and Hailey Fire Department to identify areas in need of improvement and to maintain safety compliance.

School culture and accountability development has been a priority in the 2016-2017 school year. We are developing common language associated with student expectations and accountability and share the focus with our students for 1) being safe and 2) learning daily. Given the implementation of a positive school culture program and clear expectations consistently communicated to students across grade level and as a student body, we have seen less incidences and more engagement by students. In addition, we are finding a more cohesive, calm, and engaging learning environment.

We have continued with our CARE Team referral process to identify and support students in need. This year, we have added a support component for students in need of extra emotional or behavioral support. Each grade teacher has identified students in need of emotional/behavioral support and these students meet with a social support group weekly. We have created a communicative and collaborative professional environment to pool our resources, meet student needs, and consistently support students towards academic and emotional/social success.

Stakeholder Satisfaction

We have had approximately thirty new families enroll in Syringa Mountain School annually in 2015-2016 and 2016-2017. We anticipate, with our concerted efforts to increase enrollment and to add an additional kindergarten in the upcoming school year, we will increase enrollment by sixty students in 2017-2018.

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Another concerted effort we have made is to increase the interest of stakeholders in our community. During our first annual fall fundraiser, 72% of donations were from new donors. We have also increased efforts to collaborate and partner with other organizations in the valley. This year, we have discussed partnering for grant opportunities for After School Program and adult education opportunities. Legislatures and community businesses have been encouraged to learn more about us and visit our school. We have opened our doors to organizations in need of meeting space and are working towards becoming a community center in the valley.

We did not administer the MET survey due to the cost associated with licensing. We, instead, were approved to administer an alternative, the Panorama Ed survey. Results of the survey show that 70% of our students feel a sense of belonging in school. 97% of our students reported feeling as though they learn from their teachers.

Is the School a Fiscally Sound, Viable Organization?

The Board has completed a 5-year feasibility study as it continues to work on developing a fiscally sound and viable long-term financial plan. Our goal is to decrease the dependency on fundraising to only 15% of the budget and to increase enrollment significantly over the next three years. The board also understands the need to reduce the budget until financial stability is achieved. The board is working to secure a USDA loan to purchase the building and property to reduce monthly cost, secure the value of our investment, and earn equity over time.

The board is working to secure a USDA loan to purchase the building and property to reduce annual facilities expenses. The purchase of the building is anticipated to be finalized in the second quarter of 2017. The purchase of the building will stabilize the facility expense over the next thirty years as well as provide funding for upgrades to the facilities in the amount of $400,000, which allows for the expansion of the school into the upstairs storage area. This will add an additional three classrooms, a library, two resource rooms and an orchestra assembly. With the anticipated adjustment of the facilities expense, we anticipate saving $275,000 over a ten-year period. Compounded with the capital expansion investment to the upstairs space, in ten years with 250 students in the school, the facilities expense will be only $371 per student per year. Using the current funding per student from the state of $6,300 per student, the facility expense will be only 5.9% of the amounts received in state and federal funding. With the finalization of purchase, Syringa Mountain School will have an estimated equity in the real estate of $1.2 million dollars.

The board recognizes that facilities are the most challenging expense for most charter schools in Idaho and stabilizing our facilities ensures long-term viability for the school and the board believes that it is heading towards well on track other charter school piers.

Current Financial Status and Long-Term Plan
The Board is reviewing the current budget to better meet our short-term financial constraints. In the 2016-2017 budget, the board has reduced expenses by approximately $250,000. We will continue to be fiscally conservative as we work towards our fundraising goal for this year.

We have begun work on our 2017-2018 budget to better reflect the constraints of our current model and to reflect a dependency on fundraising of no more than 15% of the total annual budget. The school faces a financial shortfall twice in the school year and the board of directors has developed fundraising campaigns to meet these shortfalls. To date, we have raised over

$110,000 of our $300,000 goal. We have ensured through fundraising that our educational quality has not been compromised.

The Board completed a 5-year feasibility study for growth and financial stability. It is currently under review by the board for edits and approval. The feasibility study focuses on increasing enrollment, funds contributed to capital reserve, and reduction of dependency on fundraising. The study analyzing current cash flow projects and adjusts long-term financial planning to align with our need to become financially sustainable. The feasibility study will be approved in January 2017 and parts of the study improvements have already begun to be implemented.

Annual Performance Report Response – Financial Framework
Measure 1c: Enrollment variance – Enrollment variance is 93% in the most recent year

We have had a variance in student retention and attrition in our first two years of operation. Our newly hired school administrator collected data on the families that unenrolled or did not enroll their students at Syringa in the 2016-2017 school year. The findings listed three main reasons:

1. Transportation needs were not fulfilled by the school. **SMS has purchased two 15-passenger vans that are being utilized currently and will be adding a state approved school bus and bus route in the 2017-2017 school year.**

2. Student proficiency scores were a concern. **Students entered SMS below grade level. A concerted effort and intervention plan has been put in place and we are seeing significant gains.**

3. Moving from a private Waldorf school to a public charter school guided by the core principles of Waldorf education caused a cohort of original families to return to private education. **SMS has established a strong and proactive group of families that believe in the mission and vision of the school. As in all transitions, some of the core families that moved from the original Mountain School to our public charter school did not maintain enrollment. Annually, we have increased our enrollment by the number of families that have chosen to find other options. This coming year, we believe we will find ourselves with a stable community and grow our foundation in Kindergarten to begin double-tracking our grades.**

We have implemented a strong campaign to increase enrollment and retain current families. The Parent Council has been a vital resource in understanding the concerns and expectations of families. The new school leader attends these meetings and is able to connect to families on a regular basis in having moved her office to the main floor of the school. Families are feeling welcomed and in communication with the school on a regular basis through school newsletters, classroom updates, and invitations to events throughout the year.

This year, we implemented a volunteer database system that makes it easier to receive notifications of help needed and to sign up for areas that are of most interest or match a volunteer's skillset. At the beginning of the year, we sent out a volunteer survey and received 37 back (27%). This year, we have seen an increase in volunteerism and currently have reported volunteer hours are 498.5 via our online tracker. Additionally, we have had 585 hours of volunteering tracked in our visitor sign in at the front desk. Our goal for total hours this year is

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7,800 hours. We hope that encouraging and welcoming families to be part of our school will help them feel at home, welcome, and retained.

The board of directors and school administrator understand the importance of student and parent satisfaction. As part of our Strategic Planning and Continuous School Improvement Plan, we are implementing satisfaction measurements and will use the Panorama survey this year and MET survey next year to survey our community twice per year to adjust our planning to meet the expectations and needs of our families.

Measure 2a: Total Margin: Net income divided by Total Revenue AND Aggregate Total Margin: Total 3-year net income divided by Total 3-year Revenues

Our first year operational margin was negative. As a startup, initial capital improvement and operational costs were higher than our allocated income from state and federal sources. In our second year, we understood the financial gap in our budget and increased our fundraising efforts to meet the needs of our school's operating cost. We ended the year with a positive bank account balance. In our third year, we understand the importance of gaining financial stability, increasing our capital improvement and reserve funds, and reducing expenses to meet our revenues.

> If Renewed, What is the School's Plan for Our Next Performance Certificate Term?

In our third year, this is an exciting time for Syringa Mountain School. With a core team of collaborative teachers, an active board, and a strong school leader, we have developed a clear plan of action for our next five years.

We have identified four long-term goals for fulfilling our mission and charter and are in the process of updating and focusing our strategic plan to be more effective (*Exhibit L*):

Overview of Strategic Plan
1. **CREATIVITY: Foster** creativity and imaginative thinking, creativity and good judgement

   We will continue to ensure our school offers an arts-integrated curriculum guided by the core principles of Waldorf education. We will continue to emphasize the arts, movement, and whole-child development. We will expand our Farm & Garden, Spanish, Handwork, and Music programs over time as cornerstones to developing creativity and imaginative thinking. Creativity and connectivity to the world around us is a key component of fulfilling our charter's mission.

2. **ACTIVE LEARNING: Teach** children to engage in experiential learning, and hold responsibility for individual development and self-reliance.

   Students who actively own their development and learning and are engaged in the learning process are far more successful in their adult lives. Our children focus on project-based activities that provide an experiential opportunity to engage and interact with information while skill-building. Students learn through trial and error, responsibility for developing a concept into a final product, and establish a high level of self-reliance and self-efficacy.

3. **PROFICIENCY: Promote** development of each child intellectually, physically, emotionally, and in social and creative capacities to build resilience, self-efficacy, and life-long learning.

   As a public Waldorf charter school, our students are developing on a dual-track of benchmarks: our Waldorf developmental benchmarks and the Common Core State Standards benchmarks. Students develop intellectually, physically, and emotionally through curriculum that integrates the arts and relationship building with skill-based proficiency benchmarks. Our whole-child curriculum provides a platform for understanding self and the world while developing proficiency in academics. Through trial and error, testing will through failure and success, and promoting creative learning, our children develop a life-long love of learning.

4. **ECO-LITERATE LEADERSHIP: Inspire** children to live engaged and successful lives, prepared to meet the demands of their world as educated and responsible human beings.

   Sustainability is a foundational characteristic of our school. Students learn responsibility and ownership for lowering our negative impact on Earth and increasing our ability for sustainable living. Starting in Kindergarten, students learn to be responsible for re-usable materials and learn to garden, cook, and compost. We have developed a framework for a student leadership component to eco-literacy and are excited to implement this program in January 2017. Our curriculum and pedagogy fosters the development of student leaders and we will be further promoting this aspect of our curriculum in leadership opportunities both on campus and in the great community. The goal of adding this component to our programming is to help students feel engaged and responsible while developing a strong sense of self-efficacy and confidence in leadership.

Plans and Timeline for Our Future

We have identified and outlined three major improvement goals for our next five years:

1. **Increase Student Achievement Scores: 20**% of students identified as intervention level 1 or 2 will improve scores to reach proficiency in the 2016-2017 school year. **75**% of students will reach proficiency in ELA and Math in grades 3-6 by 2021. **60**% of students will reach proficiency in ELA and Math in grades 1-2 by 2021. **All students** will show increases in proficiency annually.

2. **Create Financial Stability Through Enrollment: 20** additional students will enter SMS in the 2017-2018 school year. We will double track grades starting in 2017. We will ensure student retention through goals identified. Our goal is to increase enrollment **15**% annually for the next five years. We will reach building capacity in 2021 at **250** students.

3. **Improve Board Governance and Retain Strong School Leadership:** The board has engaged in board training and education. In addition, the board acknowledges that they are a new board with several new members and little to no experience serving on a board prior to joining the Syringa Mountain School board. The board understands they

are in need of consulting and guidance. In 2017, the board will retain services to help guide and improve governance. The board is also actively seeking new membership that will create diversity on the board beyond parents from our community and to help fulfill vacancies with those in the community with expertise in the areas needed. Secondly, having three different school administrators over a three-year period has put strain on the operations of the school. The leadership team in collaboration with the board are creating a long-term plan for strong school leadership and have already implemented the first phase of improvements to create stability, accountability, and school-wide initiatives.

Over the next five-year period, we will have an educated and experienced board, school operations and instructional practices that support student achievement, and enrollment to capacity that supports our school into the future.

Expansion, Replication, and Programmatic Change
We do not anticipate taking on any large projects for expansion, replication or programmatic change. We will continue to focus on our improvement and completion needs for goals identified within this report. We will be expanding our school footprint by completing the construction of the upstairs space but only in the context of meeting our enrollment and growth projections over time. We will not be replicating our efforts elsewhere, rather, we will be focusing on creating our framework successfully and in a way that we will be a model to other public Waldorf schools in the future. Waldorf is the foundation of our school and Common Core is the foundation of our accountability. The fulfillment of our charter and our mission will continue to be at the forefront of our efforts. Our programming will remain the same although curriculum development and alignment of Waldorf and Common Core are a priority for our school over the next three to five years.

Sharing Our Successes
Our school leader has been an active contributor in the educational world throughout her career. Sharing best practices, research, and data is what promotes the success of all students across our educational platform in this country. Having already reached out to several public Waldorf leaders and connecting to educators and leaders in Blaine County and beyond, the goal is to transparently share data and knowledge base to benefit education as a whole.

Our school leader is initiating a platform development through the Alliance for Public Waldorf Schools to openly share information, data, and partnership opportunities within the Public Waldorf School network. We are hoping that other schools will sign up and agree to share assessment data, curriculum alignments and maps, and other tools that would benefit schools in our arena.

We have also engaged in developing and implementing an entirely new website platform this year. It is cleaner, more engaging, and holds much more information than in the past. We have added school data and assessment data to the website with phase two planned for showing student growth beginning in the 2017-2018 school year complete with graphs and benchmark information for both Waldorf and Common Core State Assessments.

We will continue to be actively involved in public Waldorf and public education conferences including those at the state level. Our school leader has also submitted to present this coming year at the Idaho State Federal Programs Conference.

Being part of the educational discussion and community is a key component of being a successful school and helping other schools reach success. We are looking forward to sharing our success stories often and with whomever will listen and holding a high level of transparency both on our website and within our school community to disseminate information, strategies, curriculum, data, and successes with the public.

Exhibits

Exhibit A
Enrollment:

	2014	**2015**	**2016**
Enrollment	133	134	137
Kinder	27	13	20
1st	22	23	16
2nd	20	19	25
3rd	24	19	16
4th	18	25	19
5th	22	23	25
6th	0	12	16

Enrollment Actuals and Projection:

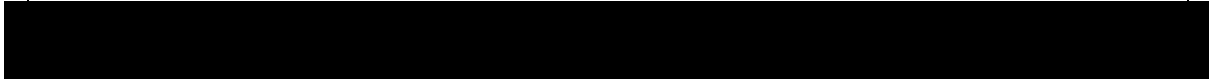| Y14-15	Y15-16	Y16-17	Y17-18	Y18-19	Y19-20	Y20-21
122	133	139	160	185	210	242

Exhibit B
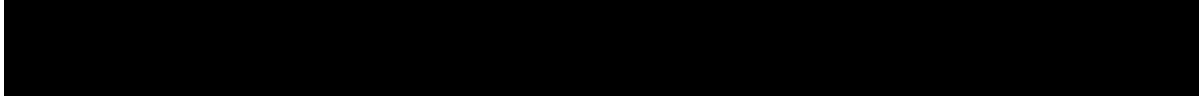**Student Demographics:**

Limited English
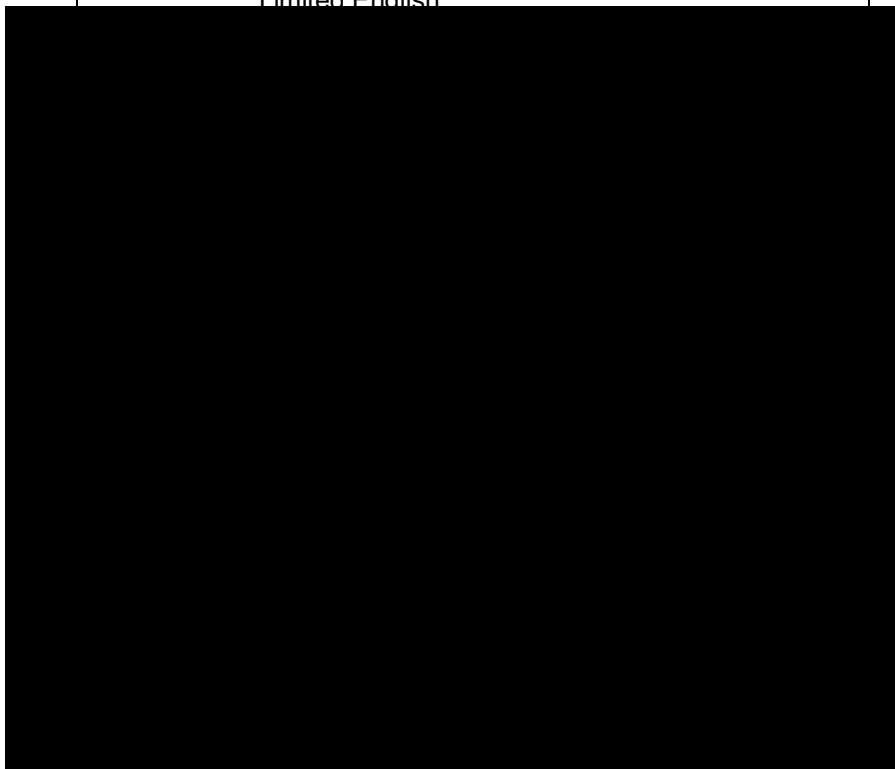
Exhibit C
Students Proficiency Upon Entering Syringa:

2014-2015 Students Entering Syringa Below Grade Level ELA

2014-2015 Students Entering Syringa Below Grade Level MATH

Exhibit D
Student ISAT Achievement Analysis by Grade:

ISAT ELA	3rd Grade	4th Grade	5th Grade	6th Grade
	Benchmark: 2432 Proficient (3)	Benchmark: 2473 Proficient (3)	Benchmark: 2502 Proficient (3)	Benchmark: 2531 Proficient (3)
2015-2016				
2014-2015				

ISAT MATH	3rd Grade	4th Grade	5th Grade	6th Grade
	Benchmark: Proficient (3)	Benchmark: Proficient (3)	Benchmark: Proficient (3)	Benchmark: Proficient (3)
2015-2016				
2014-2015				

ISAT SCIENCE	5th Grade
	Benchmark: 206-215 Proficient (3)
2015-2016	
2014-2015	

Exhibit E
Idaho Reading Indicator (Grades K-3):

2016-2017 IRI Data for Response to Intervention (RTI):	K	1	2	3	TOTAL
# of Students at Intervention Level 1					
# of Students at Intervention Level 2					
# of Students at Level 3 (Proficient)					
# of Students at Response to Intervention for Literacy					

Exhibit F
Student Growth Data for ISAT ELA & MATH:

2014 - 2016 Growth ISAT ELA		
███ students reduced score		
███ students increased score	**89%**	**of students improved average increase in**
███ TOTAL STUDENTS	**23**	**points**
2014-2016 Growth ISAT MATH		
███ students reduced score		
███ students increased score	**90%**	**of students improved average increase in**
███ TOTAL STUDENTS	**17**	**points**

Exhibit G
Student Achievement Analysis by Sub-Group ISAT ELA:

2014-2016 Growth ISAT ELA	
Special Education	
███	students reduced score
███	students increased score
███	average increase
At Risk	
███	students reduced score
███	students increased score
███	average increase
Free/Reduced Lunch	
███	students reduced score
███	students increased score
███	average increase
Ethnicity – Non White	
███	students reduced score
███	students increased score
███	average increase

24

Exhibit H
Student Achievement Analysis by Sub-Group ISAT MATH:

2014-2016 Growth ISAT MATH	
Special Education	
██████████████	students reduced score
██████████████	students increased score
██████████████	average increase
At Risk	
██████████████	students reduced score
██████████████	students increased score
██████████████	average increase
Ethnicity - Non White	
██████████████	students reduced score
██████████████	students increased score
██████████████	average increase
Free/Reduced Lunch	
██████████████	student reduced score
██████████████	student increased score
██████████████	average increase

Exhibit I
Student Growth Over First 90 Days of School

4th Grade AIMS WEB-MATH	6th Grade AIMS WEB-MATH	5th Grade DIBELS Fluency - READING
September 2016	September 2016	September 2016
████████	████████	████████
December 2016	December 2016	December 2016
████████	████████	████████

Exhibit J

2015-2016	Our School	Surrounding District	State
Non-White	10.53%	43.33%	23.84%
Limited English Proficiency	3.01%	33.12%	8.61%
Special Needs	5.26%	10.43%	9.76%
Free/Reduced Lunch	33.83%	41.37%	47.27%

Exhibit K

2016-2017 Budget Reduction Comparison	
**TOTAL 2015-2016 BUDGET EXPENDITURES (ALL FUNDS)	1,814,518
**TOTAL 2016-2017 BUDGET EXPENDITURES (ALL FUNDS)	1,564,409
REDUCTION AMOUNT:	-250,109

Exhibit L

5 Year Strategic Plan
2016 - 2021

Goal 1: Creativity
Foster creative and imaginative thinking, critical thinking and good judgment.

Goal 2: Active Learning
Teach children to engage in experiential learning, and hold responsibility for individual development and self-reliance.

Goal 3: Proficiency
Promote development of each child intellectually, physically, emotionally, and in social and creative capacities to build resilience, self-efficacy, and life-long learning.

Goal 4: Eco-Literate Leadership
Inspire children to live engaged and successful lives, prepared to meet the demands of their world as educated and responsible human beings.

PUBLIC CHARTER SCHOOL RENEWAL
GUIDANCE & APPLICATION

◆ ◆ ◆ ◆ ◆

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, <u>limited to two (2) pages in length</u> (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, <u>limited to twenty-five (25) pages in length</u> (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 <u>and</u> 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 of 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.