

RENEWAL RECOMMENDATION

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

Recommended conditions:

1. For its performance certificate term ending June 30, 2022, KBA will include in its performance framework one or more mission-specific standard(s) focused on improving student achievement in writing. The mission-specific standard(s) will be developed in accordance with the process described in Commission policy.

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

Kootenai Bridge Academy (KBA) is a virtual, alternative, public charter school providing education in grades 11-12. Located in Coeur d’Alene, the school primarily enrolls students who reside in Kootenai County. The charter states that KBA focuses on helping students who are at high risk of dropping out recover credits and graduate from high school. Emphasis is placed on work experience and community involvement. KBA does not use an educational service provider, but contracts with NovaNET to provide online curriculum. Although the full curriculum is available online, students are encouraged to take advantage of the school’s learning lab, where teachers are available to provide individual assistance with virtual coursework.

The charter includes the following commitments:

- 90% of graduating seniors without IEPs will be proficient or above in all subjects as measured by the ISAT.
- 75% of students will achieve course grades of satisfactory or above in core subjects.
- 90% of students will attain a proficiency level of 80% or better on all NovaNET curriculum.
- 85% of students will complete a minimum of 3 core classes and 2 electives per semester.
- 100% of graduating seniors will develop senior projects that include life skills, community involvement, and career exploration.

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

The petition for KBA was approved by the PCSC in October 2008. The school opened in fall 2009.

MISSION

To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.

LEADERSHIP

Name	Title	Term
Chad Clifford	Chairman	07/15 - 07/18
Holly Horton	Vice – Chairman	07/14 - 07/17
Doug Grace	Secretary	07/15 - 07/18
Len Crosby	Member	07/15 - 07/18
Larry Bieber	Member	07/14 - 07/17
Charles Kenna	Administrator	N/A

Academic Performance Summary

KBA’s ISAT proficiency rates in all subjects have historically been significantly lower than the statewide average, as well as the majority of other virtual schools. In math, KBA’s proficiency rate is among the lowest of alternative schools statewide; KBA’s ELA proficiency rate is midrange among alternative schools. It should be noted that because KBA serves primarily 11th and 12th grade students, its proficiency rates are not necessarily representative of the full student body. KBA’s four year cohort graduation rate, though low, is midrange among Idaho’s virtual schools (both alternative and non-alternative).

Demographically, KBA’s student population is comparable to that of the surrounding district in most categories for which the SDE collects data (non-white, LEP, special needs, and FRL). The school’s non-white and LEP populations are lower than those of the state as a whole. Designed as a credit-recovery option, KBA serves primarily at-risk students, a significant percentage of whom are already behind on credits when they enroll; this is consistent with the founders’ expectations.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

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

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

KEY DESIGN ELEMENTS

Element	Evident?
Heavy emphasis on one on one instruction and nurturing relationships between students and teachers.	Yes
Creation of a positive school climate where all students feel safe and respected.	Yes
Student completion of a Senior Project that will prepare students for the next step in their life after graduating High School.	Yes
Online Delivery of Core subjects through a CCS compliant delivery system.	Yes
Capability to deliver instruction both in the building and remotely	Yes

Operational Performance Summary

KBA's operational performance has been strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2009-10)	92		144
2 (2010-11)	106		202
3 (2011-12)	122		233
4 (2012-13)			252
5 (2013-14)			233
6 (2014-15)			255
7 (2015-16)			244
8 (2016-17)			284

BOARD AND ADMINISTRATIVE TURNOVER

KBA's administration and board membership have remained stable throughout the life of the school.

Financial Performance Summary

KBA's financial performance has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

Renewal Process

KOOTENAI BRIDGE ACADEMY

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	6/17/14	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/14/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/15/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/19/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/15/16	The statutory deadline for renewal applications is December 15.



KOOTENAI BRIDGE ACADEMY



ANNUAL PERFORMANCE REPORT

2015-2016

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.	
Key Design Elements	<ul style="list-style-type: none"> • Online Delivery of Core subjects through a CCS compliant delivery system • Capability to deliver instruction both in the building and remotely • Heavy emphasis on one on one instruction and nurturing relationships between students and teachers • Creation of a positive school climate where all students feel safe and respected • Student completion of a Senior Project that will prepare students for the next step in their life after graduating from high school. 	
School Contact Information	Address: 637 N. Park Drive Coeur d'Alene, ID 83814	Phone: 208-930-4515
Surrounding District	Coeur d'Alene School District	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: 320	Actual: 244

School Leadership (2015-2016)	Role
Chad Clifford	Chairman
Holly Horton	Vice-Chairman
Doug Grace	Secretary
Len Crosby	Treasurer
Larry Bieber	Member
Charles Kenna	Administrator

	School	Surrounding District	State
Non-White	10.53%	13.70%	23.84%
Limited English Proficiency	0.00%	0.62%	8.61%
Special Needs	10.93%	8.47%	9.76%
Free & Reduced Lunch	0.00%	42.90%	47.27%

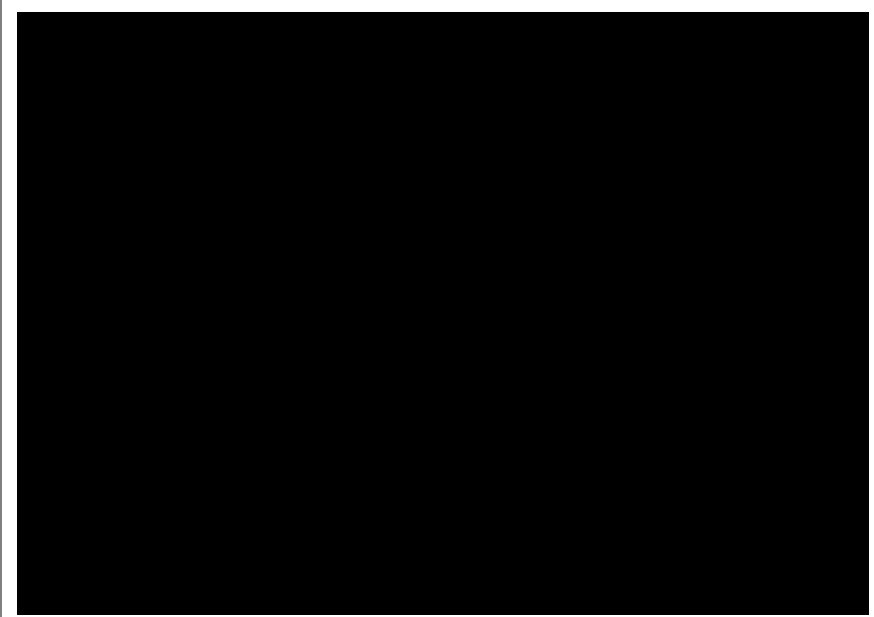
Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█%
Percentage of Students Meeting or Exceeding Proficiency in Science	█%
Graduation Rate (4-year cohort data from 2015)	28.00%*

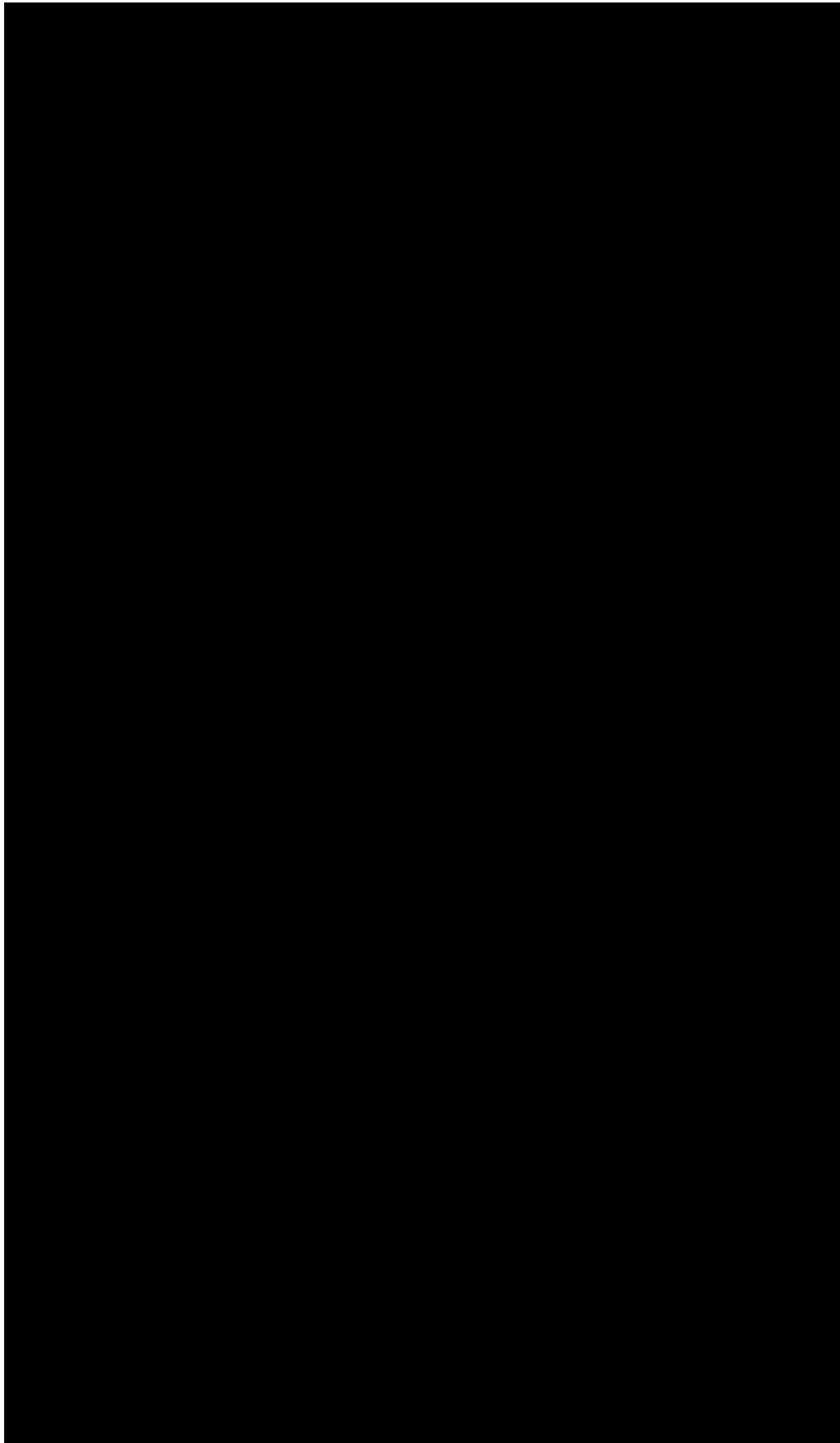
*The school's 5-year cohort graduation rate, based on 2014 data, is 42%.

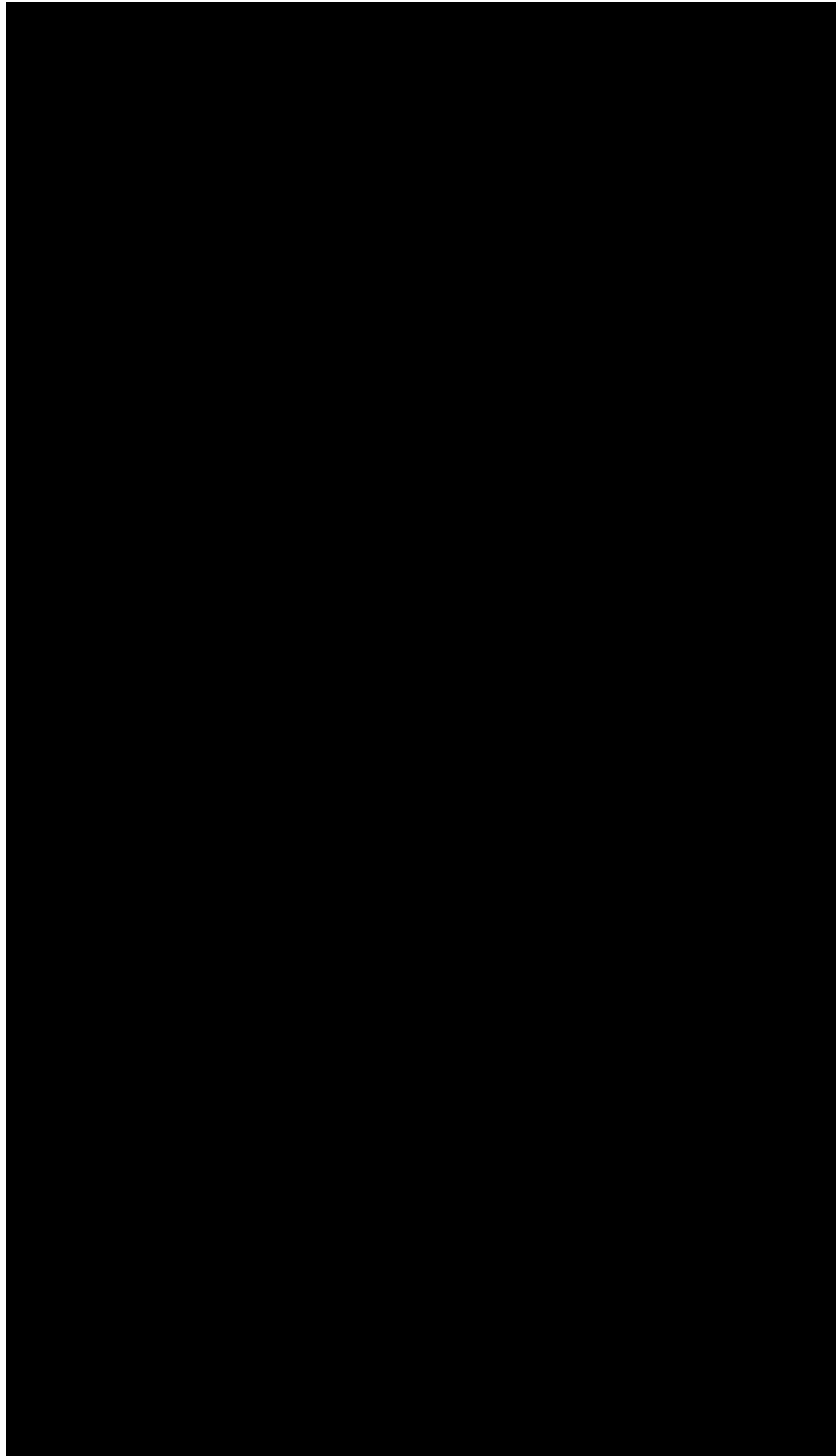
Virtual Schools Grades K-12
Math Percentage Proficient/Advanced



Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced







PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Kootenai Bridge Academy Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

KBA --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	█
	2c				75	20%	█
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	20%	5.20
Total Possible Academic Points					1325	60%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							23.68
% of Possible Academic Points for This School							10.52%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
GPA Improvement	1				55.19	15%	44.15
Finance Skills	2				46.7	13%	46.70
Career Skills	3				46.7	13%	46.70
Total Possible Mission-Specific Points					148.59	40%	
Total Mission-Specific Points Received							137.55
% of Possible Mission-Specific Points Received							92.57%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					373.59		
TOTAL POINTS RECEIVED							161.23
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							43.16%

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

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

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

KBA --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	43.16%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
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	
			25				
			20				
			15				
			0				
					0		
Notes							
Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.	Result	Points Possible			Points Earned	
			75				
			50				
			15				
							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	0
							0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							0
Notes							

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

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

RMCHS ---ALT ACADEMIC FRAMEWORK

Measure	Question	Result	Points Possible	Points Earned				
Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?							
	Exam Results							
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		50					
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)		30					
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)		10					
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		0	0				
Notes								
Measure 5b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?							
	Exam Results							
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		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.		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.		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.		0	0				
Notes								
Measure 5c1 Graduation Rate 4-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0	
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0	
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0	
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		28.00	0-13	13	1-70	70	5
	<small>Due to the timing of data availability, the 4-year cohort graduation rate is reflective of data from the 2014-15 school year. KBA's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 42%.</small>							5
Notes								
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard:		39-50	12	90-100	11	0	
	Meets Standard:		26-38	13	81-89	9	0	
	Does Not Meet Standard:		14-25	12	71-80	10	0	
	Falls Far Below Standard:		0-13	13	1-70	70	0	
Notes								

MISSION-SPECIFIC GOALS			
Measure 1 Is the school helping students reach and maintain overall academic success? Exceeds Standard: 70%-100% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Meets Standard: 55%-69% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Does Not Meet Standard: 40%-54% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Falls Far Below Standard: Fewer than 40% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.	Result	Points Possible	Points Earned
			325
	66.94%	260	260
			130
			0
Notes			<u>260.00</u>
Measure 2 Is the school helping students to learn appropriate personal finance skills? Exceeds Standard: 80%-100% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Meets Standard: 60%-79% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Does Not Meet Standard: 40%-59% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.	Result	Points Possible	Points Earned
			275
	92.40%	275	275
			220
			110
Notes			<u>275.00</u>
Measure 3 Is the school helping students graduate with a knowledge of career opportunities and requires training or education needed to achieve a desired career? Exceeds Standard: 80%-100% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment. Meets Standard: 60%-79% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment. Does Not Meet Standard: 40%-59% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment. Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.	Result	Points Possible	Points Earned
			275
	94.00%	275	275
			220
			110
Notes			<u>275.00</u>

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

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

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

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

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
		<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented
			15	
			0	
Notes		25.00		

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

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

KBA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
				0.00
Notes	<p>The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of July 1, 2016.</p>			

KBA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Current Ratio is:		
Notes		9.42	50	50.00
			10	
			0	50.00
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		No. of Days Cash:		
Notes		463	50	50.00
			10	
			0	50.00
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is:		
Notes		101.93%	50	50.00
			30	
			0	50.00
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No default or delinquency noted in audit		
Notes			50	50.00
			0	
			0	50.00

INDICATOR 2: SUSTAINABILITY MEASURES																			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> <p><i>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.</i></p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>21.91%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			21.91%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																	
Aggregated 3-Year Totals:																			
21.91%	50	50.00																	
	10																		
	0																		
		50.00																	
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p><i>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.</i></p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.15</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.15	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																	
Ratio is:																			
0.15	50	50.00																	
	30																		
	0																		
		50.00																	
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$440,852</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$440,852	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																	
Multi-Year Cumulative is:																			
\$440,852	50	50.00																	
	30																		
	0																		
		50.00																	
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p><i>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.</i></p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>2.17</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			2.17	50	50.00		0				50.00			
Result	Points Possible	Points Earned																	
Ratio is:																			
2.17	50	50.00																	
	0																		
		50.00																	

KBA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	75	0.00	0.00	0.00		
Proficiency	2a	75	34.00	0.00	0.00		
	2b	75	26.50				
	2c	75	20.20				
Growth	3a	100	0.00	0.00	0.00		
	3b	100	0.00	0.00	0.00		
	3c	100	0.00	0.00	0.00		
	3d	75	0.00	0.00	0.00		
	3e	75	0.00	0.00	0.00		
	3f	75	0.00	0.00	0.00		
	3g	100	0.00	0.00	0.00		
Alternative School Student Engagement	4a	100	0.00	0.00	0.00		
	4b	100	0.00	0.00	0.00		
College & Career Readiness	5a	50	0.00	0.00	0.00		
	5b1 / 5b2	50	0.00	0.00	0.00		
	5c1 / 5c2	75	0.00	6.02	5.20		
Total Possible Academic Points Received		1325	80.70	26.74	23.68	0.00	0.00
% of Possible Academic Points for This School			17.93%	11.88%	10.52%	0.00%	0.00%


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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
GPA Improvement	1	325	N/A	44.15	44.15		
Finance Skills	2	275	N/A	46.70	46.70		
Career Skills	3	275	N/A	46.70	46.70		
Total Possible Mission-Specific Points Received		875	0.00	137.55	137.55	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	92.57%	15.72%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	15	15		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	400.00	380.00	365.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	95.00%	91.25%	0.00%	0.00%

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

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

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

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

Alison Consoletti, The Center for Education Reform



KOOTENAI BRIDGE ACADEMY



ANNUAL PERFORMANCE REPORT

2014-2015

IDEA

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.	
Key Design Elements	<ul style="list-style-type: none"> • Online Delivery of Core subjects through a CCS compliant delivery system • Capability to deliver instruction both in the building and remotely • Heavy emphasis on one on one instruction and nurturing relationships between students and teachers • Creation of a positive school climate where all students feel safe and respected • Student completion of a Senior Project that will prepare students for the next step in their life after graduating from high school. 	
School Contact Information	Address: 637 N. Park Drive Coeur d'Alene, ID 83814	Phone: 208-930-4515
Surrounding District	Coeur d'Alene School District	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: 320	Actual: 240

School Leadership (2014-2015)	Role
Chad Clifford	Chairman
Holly Horton	Vice-Chairman
Doug Grace	Secretary
Len Crosby	Finance
Larry Bieber	Parent Liaison
Charles Kenna	Administrator

	School	Surrounding District	State
Non-White	12.40%	13.24%	23.59%
Limited English Proficiency	0%	0.47%	8.52%
Special Needs	9.30%	8.00%	10.43%
Free & Reduced Lunch	0%	43.36%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	█ %
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█ %
Graduation Rate (4-year cohort data from 2014)	32.4%**

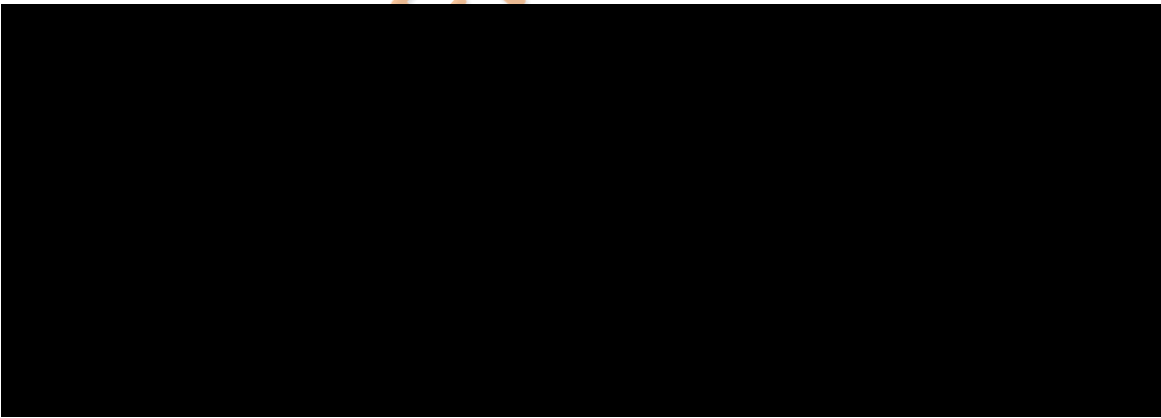
** School representatives report that the school enrolls and graduates a significant percentage of off-cohort high school students. For this reason, the school's actual graduation rate is higher than the 4-year cohort graduation rate reported by the state.

Coeur d'Alene Area Grades 6-12
ELA Percentage Proficient/Advanced



0 10 20 30 40 50 60 70 80 90

Coeur d'Alene Area Grades 6-12
Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Kootenai Bridge Academy Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

KBA --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	
	2c				75	20%	
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	20%	6.02
Total Possible Academic Points					1325	60%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							26.74
% of Possible Academic Points for This School							11.88%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
GPA Improvement	1				55.19	15%	44.15
Finance Skills	2				46.7	13%	46.70
Career Skills	3				46.7	13%	46.70
Total Possible Mission-Specific Points					148.59	40%	
Total Mission-Specific Points Received							137.55
% of Possible Mission-Specific Points Received							92.57%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					373.59		
TOTAL POINTS RECEIVED							164.29
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							43.98%

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%	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%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

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

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

KBA --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	95.00%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	43.98%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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

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

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
							<u>0</u>
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
							<u>0</u>
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
							<u>0</u>
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							<u>0</u>

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT								
Measure 4a Attendance	Are students demonstrating engagement through regular attendance?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard:			12	90-100	11	0	
	Meets Standard:			13	81-89	9	0	
	Does Not Meet Standard:			13	71-80	10	0	
	Falls Far Below Standard:			13	1-70	70	0	
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0	
INDICATOR 5: COLLEGE AND CAREER READINESS								
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard:			12	90-100	11	0	
	Meets Standard:			13	81-89	9	0	
	Does Not Meet Standard:			13	71-80	10	0	
	Falls Far Below Standard:			13	1-70	70	0	
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0	
Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible					Points Earned
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50					
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30					
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10					
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0					
Notes							0	
Measure 5b1 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	

<p>Measure 5b2 College Entrance Exam Results</p>	<p>Does students' performance on college entrance exams reflect college readiness?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Result</p>	<p>Points Possible</p>			<p>Points Earned</p>	
		5	50				
		3-4	30				
		2	10				
		1	0			0	
<p>Notes</p>							
<p>Measure 5c1 Graduation Rate 4-year Cohort</p>	<p>Are students graduating from high school?</p> <p>Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.</p> <p>Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.</p> <p>Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.</p> <p>Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.</p>	<p>Result (Percentage)</p>	<p>Possible Overall</p>	<p>Possible in this Range</p>	<p>Percentile Targets</p>	<p>Percentile Points</p>	<p>Points Earned</p>
			39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
		32.40	0-13	13	1-70	70	6
<p>Notes</p>	<p>Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year. School representatives report that the school enrolls and graduates a significant percentage of off-cohort high school students. For this reason, the school's actual graduation rate is higher than the 4-year cohort graduation rate reported by the state.</p>						6
<p>Measure 5c2 Graduation Rate 6-year Cohort</p>	<p>Are students graduating from high school?</p> <p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>	<p>Result (Percentage)</p>	<p>Possible Overall</p>	<p>Possible in this Range</p>	<p>Percentile Targets</p>	<p>Percentile Points</p>	<p>Points Earned</p>
			39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
			0-13	13	1-70	70	0
<p>Notes</p>	<p>Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.</p> <p>Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.</p>						0

KBA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1 Is the school helping students reach and maintain overall academic success? Exceeds Standard: 70%-100% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Meets Standard: 55%-69% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Does Not Meet Standard: 40%-54% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher. Falls Far Below Standard: Fewer than 40% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.	Result	Points Possible	Points Earned	
			325	
	64.89%	260	260	
			130	
			0	
			260.00	
Notes For the purposes of this measure, a student will be considered continuously enrolled if he/she enrolled in classes at KBA by October 10 and remained enrolled through the school year. Growth or maintenance of a student's GPA will be measured based on the GPA the student had when he/she started the school year at KBA or enrolled at KBA during that school year (and prior to October 10) as compared to the GPA the student had at the conclusion of the same school year. The school will report data to the PCSC by October 1 each year.				
Measure 2 Is the school helping students to learn appropriate personal finance skills? Exceeds Standard: 80%-100% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Meets Standard: 60%-79% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Does Not Meet Standard: 40%-59% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test. Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.	Result	Points Possible	Points Earned	
			275	
	94%	275	275	
			220	
			110	
		0		
			275.00	
Notes Individual KBA students will take the Wells Fargo Hands on Banking Financial Post-Test no more than 15 school days prior or 15 school days after submitting their senior project. The school will report data to the PCSC by October 1 each year.				

KBA --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school helping students graduate with a knowledge of career opportunities and requires training or education needed to achieve a desired career?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.</p>	86%	275	275
	<p>Meets Standard: 60%-79% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.</p>		220	
	<p>Does Not Meet Standard: 40%-59% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.</p>		110	
	<p>Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.</p>		0	
Notes	<p>Individual students will take the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment no more than 15 school days prior or 15 school days after submitting their senior project. KBA students will take only the sub-parts of the test that are focused on career readiness skills and will not take any sub-parts that pertain to general academic skills / knowledge. The school will report data to the PCSC by October 1 each year.</p>			<u>275.00</u>

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with 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	
Notes	The school has not consistently maintained an expenditures website as required by §33-357, Idaho Code; this matter was remedied as of August 2015.			15.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	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	
Notes				25.00

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

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

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

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

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

KBA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
				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.			

KBA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES		
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Current Ratio is:</p> <p>10.32 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>No. of Days Cash:</p> <p>479 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Variance is:</p> <p>109.79% 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 1d</p> <p>Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>No default or delinquency noted in audit 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

KBA --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>23.25%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			23.25%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
23.25%	50	50.00																		
	10																			
	0																			
		50.00																		
Notes	Audit was prepared under FASB. No liability for GASB 68 was recorded.																			
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	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.2</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.2	50	50.00		30			0				50.00
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	0																			
		50.00																		
Notes	Audit was prepared under FASB. No liability for GASB 68 was recorded.																			
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$549,690</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$549,690	50	50.00		30			0				50.00
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Multi-Year Cumulative is:																				
\$549,690	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	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>16.22</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			16.22	50	50.00		0				50.00			
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16.22	50	50.00																		
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KBA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	0.00	0.00			
	1b	75	0.00	0.00			
Proficiency	2a	75	34.00	0.00			
	2b	75	26.50				
	2c	75	20.20				
	3a	100	0.00	0.00			
Growth	3b	100	0.00	0.00			
	3c	100	0.00	0.00			
	3d	75	0.00	0.00			
	3e	75	0.00	0.00			
	3f	75	0.00	0.00			
	3g	100	0.00	0.00			
Alternative School Student Engagement	4a	100	0.00	0.00			
	4b	100	0.00	0.00			
College & Career Readiness	5a	50	0.00	0.00			
	5b1 / 5b2	50	0.00	0.00			
	5c1 / 5c2	75	0.00	6.02			
Total Possible Academic Points Received		1325	80.70	26.74	0.00	0.00	0.00
% of Possible Academic Points for This School			17.93%	11.88%	0.00%	0.00%	0.00%
*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
GPA Improvement	1	325	N/A	44.15			
Finance Skills	2	275	N/A	45.70			
Career Skills	3	275	N/A	46.70			
Total Possible Mission-Specific Points Received		875	0.00	137.55	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	92.57%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	15			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25				
Total Possible Operational Points Received		400	400.00	380.00	0.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	95.00%	0.00%	0.00%	0.00%

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

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



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

Alison Consoletti, The Center for Education Reform



KOOTENAI BRIDGE ACADEMY



ANNUAL PERFORMANCE REPORT

2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.	
Key Design Elements	<ul style="list-style-type: none"> • Online Delivery of Core subjects through a CCS compliant delivery system • Capability to deliver instruction both in the building and remotely • Heavy emphasis on one on one instruction and nurturing relationships between students and teachers • Creation of a positive school climate where all students feel safe and respected • Student completion of a Senior Project that will prepare students for the next step in their life after graduating from high school. 	
School Contact Information	Address: 637 N. Park Drive Coeur d'Alene, ID 83814	Phone: 208-930-4515
Surrounding District	Coeur d'Alene School District	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: 200	Actual: 233

	School	Surrounding District	State
Non-White	9.21%	12.30%	22.56%
Limited English Proficiency	0%	.32%	6.24%
Special Needs	7.62%	7.52%	9.46%
Free & Reduced Lunch	20.32%	42.40%	47.07%

School Leadership	Role
Chad Clifford	Chairman
Holly Horton	Vice-Chairman
Doug Grace	Secretary
Len Crosby	Finance
Larry Bieber	Parent Liaison
Charles Kenna	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK FOR ALTERNATIVE SCHOOLS

Name of School: Kootenai Bridge Academy Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on May 1, 2014, and is intended for use with 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. The minimum sample size for all measures is 15.

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:**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.

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%	0.00	25	6%	0.00
	1b	75	4%	0.00	75	17%	0.00
Proficiency	2a	75	4%	34.00	75	17%	34.00
	2b	75	4%	26.50	75	17%	26.50
	2c	75	4%	20.20	75	17%	20.20
Growth	3a	100	5%	0.00	0	0%	0.00
	3b	100	5%	0.00	0	0%	0.00
	3c	100	5%	0.00	0	0%	0.00
	3d	75	4%	0.00	0	0%	0.00
	3e	75	4%	0.00	0	0%	0.00
	3f	75	4%	0.00	0	0%	0.00
	3g	100	5%	0.00	0	0%	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	0%	0.00
	4b	100	5%	0.00	0	0%	0.00
College & Career Readiness	5a				50	11%	0.00
	5b1 / 5b2				0	0%	0.00
	5c1 / 5c2				75	17%	0.00
Total Possible Academic Points		1150	60%		450	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			450		
Total Academic Points Received				80.70			80.70
% of Possible Academic Points for This School				7.02%			17.93%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
GPA Improvement	1				0	0%	0.00
Finance Skills	2	Mission-specific data is not available for this reporting period.			0	0%	0.00
Career Skills	3				0	0%	0.00
Total Possible Mission-Specific Points		775	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1925				450		
TOTAL POINTS RECEIVED				80.70			80.70
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				4.19%			17.93%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	14%	50.00
	1b	50	14%	50.00
	1c	0		N/A
Sustainability Measures	1d	50	14%	50.00
	2a	50	14%	50.00
	2b	50	14%	50.00
	2c	50	14%	0.00
	2d	50	14%	50.00
TOTAL FINANCIAL POINTS		350	100%	300.00
% OF POSSIBLE FINANCIAL POINTS				85.71%

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.

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	100.00%	85% - 100% of points possible	85.71%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	17.93%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY								
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible			Points Earned		
	Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	5	25					
		4	20					
		3	15					
		2	0					
		1	0			0		
Notes								
Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state?	Result	Points Possible			Points Earned		
	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		75					
			50					
			15					
			5th	0			0	
Notes								
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY								
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0	
			38-56	19	65-89	25	0	
			60.00	20-37	18	41-64	24	34
				0-19	19	1-40	40	0
							34	
Notes								
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0	
			38-56	19	65-89	25	0	
			50.00	20-37	18	41-64	24	27
				0-19	19	1-40	40	0
							27	
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. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0	
			38-56	19	65-89	25	0	
			41.60	20-37	18	41-64	24	20
				0-19	19	1-40	40	0
							20	
Notes								

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to inadequate sample size.						0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to inadequate sample size.						0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to inadequate sample size.						0
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to inadequate sample size.						0

Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to inadequate sample size.						0
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to inadequate sample size.						0
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes	No result due to inadequate sample size.						0
INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0

INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0			0	
Notes							
Measure 5b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes							
No result due to inadequate sample size.							
Measure 5b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes							
Measure 5c1 Graduation Rate 4-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school. Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.	54.90	0-13	13	1-70	70	10
Notes							
Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.							
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		39-50	12	90-100	11	0
	Meets Standard:		26-38	13	81-89	9	0
	Does Not Meet Standard:		14-25	12	71-80	10	0
	Falls Far Below Standard:		0-13	13	1-70	70	0
Notes							
Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.							
Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.							

MISSION-SPECIFIC GOALS			
Measure 1	Is the school helping students reach and maintain overall academic success?	Result	Points Possible
	Exceeds Standard: 70%-100% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.		325
	Meets Standard: 55%-69% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.		260
	Does Not Meet Standard: 40%-54% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.		130
	Falls Far Below Standard: Fewer than 40% of continuously enrolled students either improved their cumulative GPA by a 0.25 or more or maintained a cumulative GPA of 3.0 or higher.		0
			0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled if he/she enrolled in classes at KBA by October 10 and remained enrolled through the school year. Growth or maintenance of a student's GPA will be measured based on the GPA the student had when he/she started the school year at KBA or enrolled at KBA during that school year (and prior to October 10) as compared to the GPA the student had at the conclusion of the same school year. The school will report data to the PCSC by October 1 each year.		
Measure 2	Is the school helping students to learn appropriate personal finance skills?	Result	Points Possible
	Exceeds Standard: 80%-100% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.		275
	Meets Standard: 60%-79% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.		220
	Does Not Meet Standard: 40%-59% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.		110
	Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 8 or higher on the Wells Fargo Hands on Banking Financial Post-Test.		0
			0.00
Notes	Individual KBA students will take the Wells Fargo Hands on Banking Financial Post-Test no more than 15 school days prior or 15 school days after submitting their senior project. The school will report data to the PCSC by October 1 each year.		

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school helping students graduate with a knowledge of career opportunities and requires training or education needed to achieve a desired career?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.		275	
	Meets Standard: 60%-79% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.		220	
	Does Not Meet Standard: 40%-59% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.		110	
	Falls Far Below Standard: Fewer than 40% of graduating seniors scored an 80% or higher on the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment.		0	
				0.00
Notes	Individual students will take the NOCTI 21st Century Skills for Workplace Success Sub-Part Assessment no more than 15 school days prior or 15 school days after submitting their senior project. KBA students will take only the sub-parts of the test that are focused on career readiness skills and will not take any sub-parts that pertain to general academic skills / knowledge. The school will report data to the PCSC by October 1 each year.			

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL OPERATIONAL FRAMEWORK

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

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

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
		15	0	25.00
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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.</p>	No instances of non-compliance documented	25	25.00
		15	0	25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
		15	0	25.00
Notes				

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				<u>25.00</u>

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				<u>25.00</u>

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				<u>25.00</u>


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

KOOTENAI BRIDGE ACADEMY --- ALTERNATIVE SCHOOL OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible	Points Earned
		Ratio is 8.49	50	50.00
			10	
			0	50.00
Notes				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result	Points Possible	Points Earned
		380 days cash	50	50.00
			10	
			0	50.00
Notes				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result	Points Possible	Points Earned
			50	
			30	
			0	0.00
Notes		N/A		
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result	Points Possible	Points Earned
		No default or delinquency noted in audit	50	50.00
			0	
			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	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Agg = 0.19 Total = 0.13</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Agg = 0.19 Total = 0.13	50	50.00		10			0				50.00			
	Result	Points Possible	Points Earned																	
	Agg = 0.19 Total = 0.13	50	50.00																	
		10																		
	0																			
		50.00																		
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>																				
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"																				
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.																				
Notes																				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is 0.27</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is 0.27	50	50.00		30			0				50.00			
	Result	Points Possible	Points Earned																	
	Ratio is 0.27	50	50.00																	
		30																		
	0																			
		50.00																		
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																				
Notes																				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>Multi-Year = (\$82,445)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30		Multi-Year = (\$82,445)	0	0.00			0.00
	Result	Points Possible	Points Earned																	
		0																		
		50																		
	30																			
Multi-Year = (\$82,445)	0	0.00																		
		0.00																		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>																				
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"																				
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative																				
Notes	The negative cash flow is due to a one-time, planned expenditure (facility down payment) and does not represent cause for concern.																			
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is 7.24</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is 7.24	50	50.00		0				50.00						
	Result	Points Possible	Points Earned																	
	Ratio is 7.24	50	50.00																	
		0																		
		50.00																		
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																				
Notes																				



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

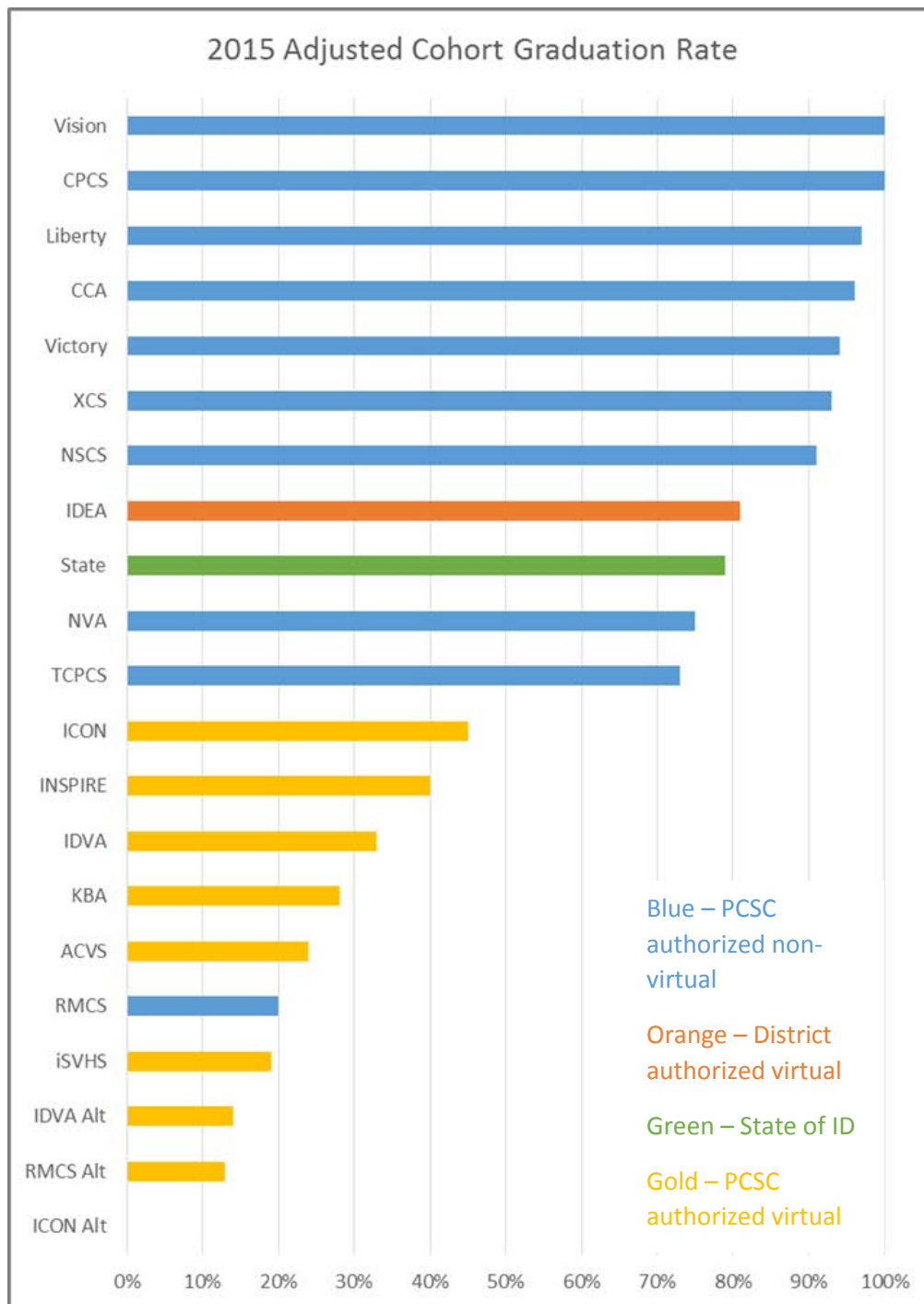
Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

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

GRADUATION RATE

KBA's four-year cohort graduation rate is midrange among Idaho's virtual schools and the highest of the four virtual alternative schools/programs.



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.

Kootenai Bridge Academy

Pre-Renewal Site Visit

Evaluation Report

Visit Date: October 19, 2016

Idaho Public Charter School Commission

Charter School

Kootenai Bridge Academy
606 River Avenue
Coeur d'Alene, ID 83814
208.930.4515
Charles Kenna Principal

Authorizer

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

Evaluators

Christine McMillan Principal, Atlas School
Kirsten Pochop, PhD, MPA PCSC Charter Schools Program Manager

PURPOSE OF EVALUATION

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

Evaluation of Kootenai Bridge Academy 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 Kootenai Bridge Academy. Indicators were established to provide more specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

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

INTRODUCTION

Kootenai Bridge Academy (KBA) is a virtual, alternative, public charter school providing education in grades 11-12. Located in Coeur d'Alene, the school primarily enrolls students who reside in Kootenai County. The charter states that KBA focuses on helping students who are at high risk of dropping out recover credits and graduate from high school. Emphasis is placed on work experience and community involvement. KBA does not use an educational service provider, but contracts with NovaNET to provide online curriculum. Although the full curriculum is available online, students are encouraged to take advantage of the school's learning lab, where teachers are available to provide individual assistance with virtual coursework.

The charter includes the following commitments:

- 90% of graduating seniors without IEPs will be proficient or above in all subjects as measured by the ISAT.
- 75% of students will achieve course grades of satisfactory or above in core subjects.
- 90% of students will attain a proficiency level of 80% or better on all NovaNET curriculum.
- 85% of students will complete a minimum of 3 core classes and 2 electives per semester.
- 100% of graduating seniors will develop senior projects that include life skills, community involvement, and career exploration.

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

The petition for KBA was approved by the PCSC in October 2008. The school opened in fall 2009.

MISSION

To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.

MISSION AND KEY DESIGN ELEMENTS

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

Rating: Approaches

Evidence: Interviews Administration, Board, and Staff
Annual Reports

Detail: All stakeholders share a common commitment to graduating at-risk students, particularly those who have dropped out, as demonstrated by the emphasis upon getting “the piece of paper” (ie. a diploma) into the hands of students. This shared vision is commendable. However, the school is not meeting the academic commitments outlined in the charter regarding achievement and course completion. Stakeholder focus is on 80 -100 students obtaining diplomas each year with less emphasis upon effectiveness of curriculum in regards to student learning.

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

Rating: Meets

Evidence: Interviews Administration, Board, and Staff
On-site Lab Observation

Detail: As outlined in the charter, the full curriculum is offered online. Teachers excel at providing one-on-one support to students in the on-site lab, demonstrating a deep commitment to their students. Teachers specialize in specific subject areas, but offer assistance to students outside of their areas of expertise when necessary. The lab is open Monday – Thursday from 8:00 AM – 7:30 PM and on Fridays from 8:00 AM – 11:00 AM in order to allow working students time to attend school outside of regular working hours.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Meets

Evidence: Interview with Staff
Curriculum Demonstration

Detail: The online curriculum through NovaNet is fully aligned across grade levels with clear learning objectives. Teachers are available in the learning lab support to students who may not succeed in an o-line platform presented at grade level reading. KBA students are commonly reading below grade-level. For the students who do not attend regular lab sessions, NovaNet has a feature that reads the material aloud. However, there is a concern that students who learn primarily at home do not receive the same level of curricular support because they do not have ready access to teachers.

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

This indicator was not rated.

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

Rating: Does not meet

Evidence: Interviews Administration, Staff

Detail: There is no process for regularly evaluating and making changes to the curriculum. Except for in a few elective courses, teachers make no modifications to the curriculum. Furthermore, the curriculum contains assessments with minimal proficiency requirements. Students must meet these relatively low benchmarks before they are allowed to move forward with their coursework.

Does the school effectively provide opportunities for student engagement?

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

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?**

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

Does the school have strong instructional leadership?

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: Although a strong supportive relationships exists between students and school leadership, this emphasis on creating a positive school culture has not transitioned into a focus on student learning and achievement. The school leader does not regularly review the curriculum or analyze student academic performance data. While teachers are evaluated yearly, the extent and quality of the evaluations is unclear.

Does the school have leadership sustainability?

Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: The Board is aware that they need to begin working on a leadership succession plan because so much of the school's success currently hinges on the personality and leadership characteristics of the administrator. The leader follows his intuition as he guides students and staff, and has had success in his endeavors because of commitment to the vision. However, there is concern that if the leader leaves, it will be difficult to maintain the school culture and the current laser-like focus on graduation rates. The school does not currently have many policies in place that could serve to reinforce institutional memory in the case of an administration change.

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

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: While professional development opportunities are made available to staff to participate in as individual interests and needs dictate, there is no clear professional development plan. The special education teacher regularly attends PD and is supported in her efforts, however she

appears to be the exception among the staff. There was a sense by the administration that professional development was often not an effective use of staff time.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: The school successfully identifies diverse learners, particularly those on IEPs. The Special Education teacher works diligently to gain access to all new students' IEP documentation. Tracking student files is especially challenging for this group of students because they have often been enrolled in several high schools before entering KBA. The SpEd teacher meets weekly with the staff as a whole to share the progress of students who are on IEPs.

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: Assessments are included in the online learning curriculum and are aligned with content standards. However, teachers and administrators do not appear to use the data from these assessments to analyze schoolwide student performance. The data from these online assessments could be a useful tool for evaluating student learning and pinpointing particular areas of concern regarding student skill attainment, but as of yet this potential resource is largely untapped. Statewide assessments are given as required and little emphasis is placed on student outcomes on these assessments. Except for graduation rates, the board seemed largely unaware of student achievement and assessment results.

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

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

ACCESS AND EQUITY**Does the school offer adequate support for special populations?****Rating:** Meets**Evidence:** Interview with Staff

Detail: A qualified Special Education teacher works closely with students to support special populations. In order to improve student outcomes, she implemented a weekly phone call or in-person check-in with each of her students. She saw dramatic increases in graduation rates for her students after the new policy went into effect. Lessons are differentiated to meet the needs of students with IEPs. Non-academic programming, such as bowling night and ski day, have high participation rates for IEP students due to the welcoming and inclusive environment at the school.

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

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

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

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

Does the school have a strong, steady retention rate for students?**Rating:** Approaches**Evidence:** Interview with Administration

Detail: The at-risk population of the school is evident in shifting enrollment and a high attrition rate. KBA has been able to steadily attract students, but not always keep them enrolled. Better outcomes have been observed with students who physically attend the lab however, for many students enrollment at KBA is a last attempt to obtain a diploma. These students often fail to graduate.

ORGANIZATIONAL CAPACITY

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

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

Are there effective communication channels between stakeholders?

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

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

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

Does the school facility support high quality teaching and learning?

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

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

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

GOVERNANCE

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

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

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

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

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

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

Has the school's board developed a strategic plan?

Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: Strategic planning has included facility improvements and financial plans. This planning led to the recent building expansion, which added another “quiet” lab room and a space for the Speech class to meet. The lab also provides space for state mandated testing. There appears to be little to no conversation related to student outcomes beyond the expectation of students gaining diplomas.

Does the school's board provide appropriate academic oversight?

Rating: Does not meet

Evidence: Interview with Board

Detail: There is no indication student achievement data is being considered or regularly monitored by the board. Performance goals put in place were unrelated to student academic achievement.

Does the school's board provide appropriate operational oversight?

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

GOVERNANCE: FINANCIAL

The Governance: Financial indicators were not rated and do not represent areas of concern.

Idaho PCSC Site Visit Evaluation Rubric

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

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

Program Delivery: Curriculum

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

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

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

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

PCSC Site Vist Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Program Delivery: Instruction

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

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

Does the school have strong instructional leadership?

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

PCSC Site Visit Evaluation Rubric

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

Program Delivery: Assessment and Evaluation

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

Access and Equity

Does the school offer adequate support for special populations?

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.

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

Meets: The school presents no material concerns in any of the indicators regarding support for special populations.

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

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

Notes:

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

Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.

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

Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.

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

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

Notes:

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

Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.

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

Meets: The school presents no material concerns in any of the indicators regarding demographic representation.

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

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

Notes:

PCSC Site Visit Evaluation Rubric

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

Organizational Capacity

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

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

Are there effective communication channels between stakeholders?

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

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

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

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

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

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

Notes:

Does the school maintain appropriate internal controls and procedures?

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

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

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

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

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

Notes:

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of June, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and The Kootenai Bridge Academy, Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 16, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

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

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2009. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **June 17, 2014**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.**
- B. Grades Served.** The School may serve students in **grades 9 through 12 as long as they are 16 to 21 years old.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Online Delivery of Core subjects through a CCS compliant delivery system**
 - **Capability to deliver instruction both in the building and remotely**

- Heavy emphasis on one on one instruction and nurturing relationships between students and teachers
- Creation of a positive school climate where all students feel safe and respected
- Student completion of a Senior Project that will prepare students for the next step in their life after graduating High School.

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 200 students.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or

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

- D. School Facilities.** 637 N. Park Drive, Coeur d'Alene, ID 83814. 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: Kootenai County.
- 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 June 17, 2014.

Alan Reed

Chairman, Idaho Public Charter School Commission

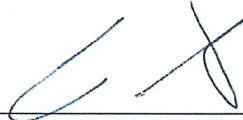
[Signature]

Chairman, Kootenai Bridge Academy, Incorporated Board

IN WITNESS WHEREOF, the Authorizer and Kootenai Bridge Academy have executed this Amendment to their Performance Certificate that increases their overall enrollment cap from 200 to 320 students. This Amendment to Kootenai Bridge Academy's Performance Certificate is effective as of June 17, 2014.



Alan Reed
Chairman, Idaho Public Charter School Commission



Chad Clifford
Chairman of the Board, Kootenai Bridge Academy

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.

KBA'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.
- 2014-15 Graduation Rate – The first spreadsheet lists all students who graduated from KBA in 2015; the second spreadsheet lists all students in the 2014-15 cohort, including non-graduates.

The spreadsheet seeks to demonstrate that KBA's 2014-15 graduation rate of 28%, which is recorded by the SDE, is not fully reflective of the school's actual graduation rate. When the school includes past-cohort range students, 11th grade graduates, and Special Education graduates, the graduation rate is 50.2% for the 2014-15 school year.

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

Idaho Public Charter School Commission Supplementary Renewal Data Form

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

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

Guidance for Form Submission

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

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

F. Clearly label and attach all supporting documentation files.

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

► Examples

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

► Supplementary Data

Subject Area	Issue	Attached Documentation
Graduation Rate	KBA's Graduation Rate is 28%. This Rate reflects 67 Graduates out of 237 possible Grads. KBA graduated 119 students during the 2014-15 School Year. The State only recognizes 67 of those 119. Of the remaining 52 Graduates; 46 were 5 th year or more cohort graduates and 4 were SpEd. (2 were 11 th Grade Graduates and will be counted next year) If these students were allowed to be counted, KBA's Grad Rate would be 50%.	Attachment A: 2014-15 Cohort Excel Spreadsheet, Tab 1 Labeled 2015-15 Grads
Graduation Rate	KBA had 46 Graduates that graduated after their 4 year Cohort. Of those 46; 15 enrolled with KBA after their Cohort passed and 15 enrolled far enough behind on credits that graduating on time was unlikely or impossible. The remaining 16 only have antidotal life stories as to why they didn't graduate on time.	Attachment A: 2014-15 Cohort Excel Spreadsheet, Tab 1 Labeled 2015-15 Grads. The 46 Students are noted in Brown.
Graduation Rate	KBA had 117 dropouts for the 2014-15 Cohort. 67 of those students enrolled with KBA far enough behind on credits that graduating on time was unlikely or impossible and 20 of the 117 students went on to graduate after their Cohort year.	Attachment A: 2014-15 Cohort Excel Spreadsheet, Tab 2 Labeled Full 2015 Cohort. Dropouts Labeled in Green.

2015 Cohort

Student	Grad Grade Level	4 yr Cohort Year	Enrollment Date	Grade Level when enrolled	Credits needed when enrolled	Enrolled After Cohort Date	Credits needed to time ratio high	Grad Date	Grad Type	Notes
1	11	2016						6/2/2015	4A	
2	11	2016						2/27/2015	4A	
3	12	2015						6/2/2015	4A	
4	12	2015						6/2/2015	4A	
5	12	2015						6/2/2015	4A	
6	12	2015						6/2/2015	4A	
7	12	2015						6/2/2015	4A	
8	12	2015						6/2/2015	4A	
9	12	2015						6/2/2015	4A	
10	12	2015						6/2/2015	4A	
11	12	2015						5/8/2015	4A	
12	12	2015						6/2/2015	4A	
13	12	2015						6/2/2015	4A	
14	12	2015						6/2/2015	4A	
15	12	2015						7/30/2015	4A	
16	12	2015						3/20/2015	4A	
17	12	2015						2/6/2015	4A	
18	12	2015						6/2/2015	4A	
19	12	2015						2/6/2015	4A	
20	12	2015						7/30/2015	4A	
21	12	2015						6/2/2015	4A	
22	12	2015						6/2/2015	4A	
23	12	2015						6/2/2015	4A	
24	12	2015						5/15/2015	4A	
25	12	2015						6/2/2015	4A	
26	12	2015						6/2/2015	4A	
27	12	2015						6/2/2015	4A	
28	12	2015						6/2/2015	4A	
29	12	2015						6/2/2015	4A	
30	12	2015						6/2/2015	4A	
31	12	2015						7/2/2015	4A	
32	12	2015						5/15/2015	4A	
33	12	2015						6/2/2015	4A	
34	12	2015						6/2/2015	4A	
35	12	2015						6/2/2015	4A	
36	12	2015						1/9/2015	4A	
37	12	2015						5/8/2015	4A	
38	12	2015						6/2/2015	4A	
39	12	2015						6/2/2015	4A	
40	12	2015						6/2/2015	4A	
41	12	2015						6/2/2015	4A	
42	12	2015						7/2/2015	4A	
43	12	2015						7/23/2015	4A	
44	12	2015						6/2/2015	4A	
45	12	2015						6/2/2015	4A	
46	12	2015						1/16/2015	4A	
47	12	2015						6/2/2015	4A	
48	12	2015						6/2/2015	4A	
49	12	2015						6/2/2015	4A	
50	12	2015						6/2/2015	4A	
51	12	2015						6/2/2015	4A	
52	12	2015						6/2/2015	4A	
53	12	2015						6/11/2015	4A	
54	12	2015						3/27/2015	4A	
55	12	2015						6/2/2015	4A	
56	12	2015						7/2/2015	4A	
57	12	2015						6/2/2015	4A	
58	12	2015						6/2/2015	4A	
59	12	2015						6/2/2015	4A	
60	12	2015						6/2/2015	4A	
61	12	2015						6/2/2015	4A	
62	11	2016						6/2/2015	4C	
63	11	2016						6/2/2015	4C	
64	12	2015						6/2/2015	4C	
65	12	2015						6/2/2015	4C	
66	12	2015						6/2/2015	4F	
67	12	2015						6/2/2015	4F	
68	12	2015						6/2/2015	4F	
69	12	2015						6/2/2015	4F	
70	12	2015						5/15/2015	4F	
71	12	2015						6/2/2015	4F	
72	12	2015						6/2/2015	4F	
73	12	2015						5/22/2015	4F	
74	13	2014	9/4/2012	11	46		x	6/2/2015	4C	
75	15	2012	9/20/2010	11	31		x	6/2/2015	4C	
76	13	2014	9/3/2013	12	25		x	6/2/2015	4C	
77	13	2014	4/7/2014	12	5		x	9/3/2014	4A	
78	14	2013	4/8/2013	12	11		x	6/2/2015	4A	
79	12	2013	1/27/2014	11	18		x	6/2/2015	4A	
80	14	2013	10/3/2011	11	27		x	6/2/2015	4A	
81	14	2013	9/6/2011	11	35		x	7/30/2015	4A	
82	13	2014	3/10/2014	12	13		x	6/2/2015	4C	
83	13	2014	1/27/2014	12	17		x	5/15/2015	4F	
84	13	2014	10/7/2013	12	23		x	6/2/2015	4C	
85	13	2014	4/14/2014	12	20		x	6/2/2015	4A	
86	14	2014	9/6/2011	11	32		x	7/23/2015	4A	
87	13	2014	4/7/2014	12	5		x	10/3/2014	4A	
88	13	2014	9/8/2014	12	17		x	6/2/2015	4A	
89	13	2014	3/9/2015	13	2	x		7/30/2015	4A	

2014-15
 State Recorded 67 out of 237 Possible Grads 25%
 KBA graduated 119 Students 2 SpEd

4 11th Grade
 69 12th grade
 30 13th
 12 14th
 4 15th
 119 Grads

119 Graduates
 -46 Past Cohort Range (7 were SpEd Graduates)
 (7 were past 6 year cohort)
 -2 Will be in 2015 Cohort -11th grade Graduates
 -4 SpEd Graduates
 67

20 Students that were 2015 dropouts Graduated in 2016

Students below in Green are dropouts

90	14	2013	12/8/2014	14	1	x	12/19/2014 4A	
91	14	2013	5/1/2015	14	2	x	6/18/2015 4A	
92	13	2014	9/2/2014	13	14	x	6/2/2015 4A	
93	13	2014	1/26/2015	13	6	x	6/2/2015 4A	
94	14	2013	11/12/2014	14	6	x	6/2/2015 4A	
95	14	2013	11/12/2014	14	3	x	6/2/2015 4A	
96	13	2014	1/26/2015	13	6	x	6/2/2015 4C	
97	13	2014	9/2/2014	13	8	x	5/15/2015 4A	
98	13	2014	12/7/2015	13	3	x	1/16/2015 4F	
99	13	2014	5/1/2015	13	2	x	6/2/2015 4A	
100	15	2012	5/4/2013	13	12	x	5/1/2015 4A	
101	13	2014	9/8/2014	13	10	x	6/2/2015 4A	
102	15	2012	11/7/2013	14	25	x	7/30/2015 4A	
103	13	2014	11/4/2014	13	1	x	12/12/2014 4A	
104	13	2014	9/4/2012	11	24		6/2/2015 4A	
105	13	2014	9/4/2012	10	23		7/30/2015 4A	
106	13	2014	2/4/2013	11	11		6/2/2015 4A	
107	13	2014	9/3/2013	12	17		3/6/2015 4A	
108	14	2013	10/10/2011	11	21		11/26/2014 4A	
109	13	2014	9/3/2013	12	12		11/7/2014 4A	
110	13	2014	11/7/2013	12	11		6/2/2015 4A	
111	13	2014	3/10/2014	11	25		6/2/2015 4A	
112	13	2014	9/3/2013	12	12		6/2/2015 4A	
113	14	2013	2/4/2013	12	9		2/6/2015 4A	
114	13	2014	9/3/2013	12	12		10/3/2014 4A	
115	13	2014	1/27/2014	12	17		6/2/2015 4A	
116	13	2014	2/6/2012	10	30		7/30/2015 4A	
117	14	2013	9/4/2012	12	26		11/7/2014 4C	
118	13	2014	12/9/2013	12	8		7/2/2015 4A	
119	13	2014	10/6/2013	12	8		11/7/2014 4A	
120	12	2015	9/22/2014	12	8		6/2/2015 4C	
121	13	2015	4/7/2014	11	14		12/4/2015 4A	Graduated after Cohort Year
122	13	2015	9/8/2015	12	12		12/18/2015 4A	Graduated after Cohort Year
123	13	2015	9/2/2014	12	11		1/15/2016 4C	Graduated after Cohort Year
124	13	2015	12/7/2015	12	12	x	1/29/2016 4A	Graduated after Cohort Year
125	13	2015	9/2/2014	12	10		1/29/2016 4A	Graduated after Cohort Year
126	13	2015	9/2/2014	12	11		1/29/2016 4A	Graduated after Cohort Year
127	13	2015	2/10/2014	11	18		1/29/2016 4A	Graduated after Cohort Year
128	13	2015	9/3/2013	11	26		3/4/2016 4A	Graduated after Cohort Year
129	13	2015	1/27/2014	11	30	x	4/15/2016 4A	Graduated after Cohort Year
130	13	2015	9/2/2014	12	24	x	4/22/2016 4A	Graduated after Cohort Year
131	13	2015	2/9/2015	12	15		4/22/2016 4A	Graduated after Cohort Year
132	13	2015	9/2/2014	12	14		5/17/2016 4A	Graduated after Cohort Year
133	13	2015	11/23/2015	12	23	x	6/8/2016 4A	Graduated after Cohort Year
134	13	2015	2/9/2015	12	11	x	6/8/2016 4A	Graduated after Cohort Year
135	13	2015	9/2/2013	11	30	x	6/8/2016 4A	Graduated after Cohort Year
136	13	2015	11/4/2013	11	27		6/8/2016 4A	Graduated after Cohort Year
137	13	2015	9/3/2013	11	25		6/8/2016 4A	Graduated after Cohort Year
138	13	2015	1/27/2014	11	22		6/8/2016 4A	Graduated after Cohort Year
139	13	2015	1/27/2014	11	18		6/8/2016 4A	Graduated after Cohort Year
140	N/A	2015	12/17/2012	10	43	x		
141	N/A	2015	5/4/2015	12	9	x		
142	N/A	2015	1/26/2015	12	16	x		
143	N/A	2015	3/23/2015	12	31	x		
144	N/A	2015	5/13/2013	10	44	x		
145	N/A	2015	4/7/2014	12	33	x		
146	N/A	2015	3/10/2014	11	35	x		
147	N/A	2015	9/8/2013	11	46	x		
148	N/A	2015	11/4/2013	11	36	x		
149	N/A	2015	9/3/2013	11	38	x		
150	N/A	2015	11/12/2014	12	31	x		
151	N/A	2015	12/8/2014	12	15	x		
152	N/A	2015	10/6/2014	12	23	x		
153	N/A	2015	9/3/2013	11	33	x		
154	N/A	2015	9/15/2014	12	23	x		
155	N/A	2015	4/3/2015	12	14	x		
156	N/A	2015	1/27/2014	11	26	x		
157	N/A	2015	11/4/2013	11	37	x		
158	N/A	2015	12/8/2014	12	28	x		
159	N/A	2015	1/27/2014	11	24	x		
160	N/A	2015	1/6/2015	12	36	x		
161	N/A	2015	9/3/2013	11	36	x		
162	N/A	2015	9/2/2014	12	21	x		
163	N/A	2015	1/26/2015	12	15	x		
164	N/A	2015	11/5/2012	10	46	x		
165	N/A	2015	5/5/2014	11	33	x		
166	N/A	2015	9/3/2013	11	45	x		
167	N/A	2015	9/3/2013	11	36	x		
168	N/A	2015	1/26/2015	12	31	x		
169	N/A	2015	9/3/2013	11	36	x		
170	N/A	2015	11/5/2012	10	45	x		
171	N/A	2015	1/27/2014	11	33	x		
172	N/A	2015	11/4/2013	11	18	x		
173	N/A	2015	12/7/2014	12	20	x		
174	N/A	2015	11/4/2013	11	34	x		
175	N/A	2015	4/7/2014	11	31	x		
176	N/A	2015	12/6/2014	12	13	x		
177	N/A	2015	3/11/2013	10	43	x		
178	N/A	2015	1/27/2014	11	35	x		
179	N/A	2015	1/2/2013	10	40	x		
180	N/A	2015	9/2/2014	11	30	x		
181	N/A	2015	9/2/2014	12	22	x		
182	N/A	2015	9/16/2013	11	37	x		
183	N/A	2015	2/10/2014	10	33	x		

184	N/A	2015	12/10/2012	10	44	x	
185	N/A	2015	1/27/2014	11	34	x	
186	N/A	2015	4/6/2015	12	6	x	
187	N/A	2015	3/4/2013	10	40	x	
188	N/A	2015	4/8/2013	12	42	x	
189	N/A	2015	4/8/2013	10	34	x	
190	N/A	2015	11/4/2013	11	24	x	
191	N/A	2015	12/10/2012	12	34	x	
192	N/A	2015	4/8/2013	10	30	x	
193	N/A	2015	5/6/2013	10	34	x	
194	N/A	2015	2/9/2015	12	17	x	
195	N/A	2015	11/5/2012	10	40	x	
196	N/A	2015	3/4/2013	10	46	x	
197	N/A	2015	4/6/2015	12	13	x	
198	N/A	2015	2/9/2015	12	15	x	
199	N/A	2015	2/10/2014	11	26	x	
200	N/A	2015	9/2/2014	12	21	x	Currently Enrolled
201	N/A	2015	3/10/2014	Unknown			LCHS will not send transcript until student fines are paid
202	N/A	2015	10/6/2014	12	11		
203	N/A	2015	9/16/2013	10	41		
204	N/A	2015	1/27/2014	Unknown			LCHS will not send transcript until student fines are paid
205	N/A	2015	2/9/2015	12	6		
206	N/A	2015	12/8/2014	12	5		
207	N/A	2015	10/7/2013	11	25		
208	N/A	2015	9/3/2013	11	18		
209	N/A	2015	1/27/2014	11	24		
210	N/A	2015	1/27/2014	Unknown			LCHS will not send transcript until student fines are paid
211	N/A	2015	12/8/2014	12	12		
212	N/A	2015	11/4/2013	11	22		
213	N/A	2015	2/4/2013	Unknown			LCHS will not send transcript until student fines are paid
214	N/A	2015	9/2/2014	12	16		Currently Enrolled
215	N/A	2015	9/2/2014	12	10		
216	N/A	2015	4/7/2014	11	11		
217	N/A	2015	11/5/2013	11	22		
218	N/A	2015	2/8/2015	11	13		
219	N/A	2015	12/9/2013	11	17		
220	N/A	2015	11/4/2013	11	19		
221	N/A	2015	9/2/2014	11	22		
222	N/A	2015	3/10/2014	12	15		
223	N/A	2015	9/3/2013	11	16		
224	N/A	2015	1/27/2014	11	23		
225	N/A	2015	2/1/2016	11	16		Currently Enrolled
226	N/A	2015	9/9/2013	11	23		
227	N/A	2015	9/9/2013	11	21		
228	N/A	2015	1/27/2014	11	15		
229	N/A	2015	9/16/2013	11	23		
230	N/A	2015	9/3/2013	11	25		
231	N/A	2015	9/2/2014	12	13		
232	N/A	2015	10/8/2012	10	35		
233	N/A	2015	12/8/2014	12	9		
234	N/A	2015	2/9/2014	11	7		
235	N/A	2015	12/8/2014	12	10		
236	N/A	2015	9/3/2013	11	25		
237	N/A	2015	9/2/2014	12	46		

APPLICATION FOR CHARTER RENEWAL

**KOOTENAI BRIDGE ACADEMY
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COEUR D'ALENE, IDAHO, 83814**

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Approved by Board:

12/6

Board Chairman, Chad Clifford



Submitted to PCSC:

12/13



KOOTENAI BRIDGE
ACADEMY

TABLE OF CONTENTS

Executive Summary **Page 3**

Academic Success **Page 4**

Soundness of Organization **Page 7**

Financial Status **Page 8**

Plans Upon Renewal **Page 9**

EXECUTIVE SUMMARY:

The Mission of Kootenai Bridge Academy is “Providing Bridges to Success through Education, Self-Motivation and Community Responsibility”. As the Administrator of Kootenai Bridge Academy (henceforth KBA) I am happy to report that over that last 7 years of our operation we have fulfilled our Mission and made a tremendous difference in the lives of not only our students but in the lives of our students’ families in the Greater Panhandle region.

In our opening year, we graduated 54 students with the Class of 2010. The following year, we graduated 67 students. Since 2012, as our reputation spread, we have reached an equilibrium point of approximately 110 Graduates through years 2012-2016. We could not be more proud of our program, more thankful for the response we have received from our community, nor more grateful to the Commission and the State for allowing us to follow our passion for helping students in need, who, for a thousand different reasons, were not able to achieve their diploma through the traditional system.

Our primary design is flexibility, for whatever that may mean to any individual student. We are a State wide online school; though we are mainly serving students in Kootenai County, we have also been able to help students in Sandpoint, St. Maries, the Silver Valley, even kids further afield. We offer a “click and brick” approach; we have a building, well staffed, in downtown Coeur D’Alene, open 12 hours a day 4 days a week and 3 hours on Friday. Students can access their accounts 24/7 via the Internet, but they are always encouraged to come in to the building where they will find free food, instruction, and most of all, love. There is no way to communicate on paper what this school means to so many of our students; they know when they come here they will be warm, they will have an adult to talk their problems through with, they will get counseling for their future, they will be safe. While it is impossible to quantify this, the climate of acceptance – no matter who you are – is definitely one of our “defining characteristics”. Here, there is no bullying, there are no fights, not one in 8 years. Students who suffer from social anxiety find themselves welcomed, and they blossom. Whatever outcomes we may have achieved over the years, helping kids who never thought they could make it is our most outstanding achievement.

As to major challenges, there have been many! We began as renters in an old YMCA building. We now own that building and are doing well paying off our mortgage. When we realized we were attracting more students than the old building could handle, we managed to purchase the adjacent property and construct a new classroom on the site. It is currently our Testing Center and Multi-Purpose room; we look forward to hosting ACT tests for the first time in our history there this Spring. All of this has been done while remaining well within the black on our budget line and getting stellar reviews from our financial auditor; most of the credit for this goes to our

Finance Director, Dodi Jordan, who is also highly engaged with the State on IDAPA issues, ISEE reporting and general compliance. We are very proud of our fiscal responsibility and our continued appeal to the parents and children of our community over time.

I would be remiss were I not to mention the outstanding efforts of our Special Education Department led by Marcia Dettmann. When we started in 2009, Marcia was a part time employee. It soon became clear that we were going to need to hire her full time, which we did in our second year. Our student body is approximately 15% Special Education students; Marcia has a lot on her hands, and we have hired 2 para-professionals to assist her and work with the students, some of whom are very demanding. Through all this, by Marcia's excellent work, our Special Education Program has "exceeded expectations" on all of our yearly GSFER evaluations.

In regards to the specific central questions, I can report the following:

Is the school an academic success? This depends very much on how you define "success". ALL of our students are drop outs from the traditional system, again, for a wide variety of reasons. So yes, if we can lure a single student back into the system, convince them that it is worth their time to earn their diploma and, most importantly, give them the feeling that the system is not indifferent or heartless and therefore they have a wider array of possibilities for their future, yes, we are a screaming success. There are just shy of 700 High School Graduates in North Idaho that now believe in themselves because of KBA; many of them have gone on to college, to technical schools and to the military, which would not have happened had we not helped them in their hour of need. These are not easy kids to work with, but they are the reason our school exists and the gratification we receive from making an essential difference in their lives cannot be quantified.

If you look at us in terms of testing scores, the picture becomes far more murky. Very few of our kids come to us with strong academic or test taking skills. Some do, but they are a small percentage. As mentioned above, we have a very high percentage of IEP students who come here, and we are designated as an Alternative High School. No one comes here because they are doing well in "the system". We might have them for a week or a month before they are supposed to test. Also, as I am sure the Commission is aware, State testing has been extremely chaotic in the last few years; we have changed from ISAT to SBAC to ISAT 2 (re-branded SBAC), seen the rise and demise of the STAR system, had testing windows reduced, had requirements for various graduating classes altered, policy changes with the turnover of the State Superintendent, all of which we have tried our best to deal with. It is even more complicated for KBA as we have to factor in what year a student was supposed to graduate in, as opposed to what year they do graduate in (13th, 14th or 15th graders) and cross index that with what the requirements used to be and what is still available. To put this problem into stark relief, in SY

14-15 when the STAR system was abrogated, KBA went from “Remediation” status to “Honor” status virtually overnight. I had the State Director of testing sitting in my office on a visit, and I asked her point blank, if students don’t pass the ISAT/SBAC and have to have the Alternative Matrix filled out (a 4A as opposed to a 4F Diploma), what does that mean to them as far as college acceptance, eligibility for the military or the ability to get a job? Answer: “Nothing.” We are all about practical outcomes here. Academic success can have many meanings is my take away from our 7 years of operation.

What is provable about our in-house Academic success is that we have met all of our Contract Performance Goals for two years running. The most germane Goal to this “Academic” question regards students improving their G.P.A. once they enroll here. This is Measure One of our Mission Specific Goals. This data has been submitted to the PCSC. Our other Mission Specific goals involve passing a Career Readiness and Personal Finance assessment. The successful results of these goals were also made available to the Commission in October of this year.

We truly feel that without KBA, there would be an empty place in our community. I am not sure how the greater Kootenai County area would replace the service we provide. As the tides of State measurement ebb and flow, we continue to work with kids and thread the needle of graduation requirements as they also come and go. We consider ourselves an Academic Triage hospital; there is no way to emphasize the fact that none of the kids who come here would have any shot at all if not for KBA.

As far as the sub-categories mentioned in the Narrative Guidance, most of them do not apply or are statistically insignificant to KBA. We do not, for example, have a lunch program, so correlating Free and Reduced Lunch with student success is not possible. We have never had a LEP student apply here. We do not find that ethnicity plays any role in student success, though it is worth mentioning that our school demographic reflects the demographic of North Idaho and Non-White students are a relative rarity.

Regarding the schools fidelity to mission, our pre-renewal site report contained the following statement: “The school is not meeting the academic commitments outlined in the Charter regarding achievement and course completion. Stakeholder focus is on 80-100 students obtaining diplomas each year with less emphasis upon effectiveness of curriculum in regards to student learning”. We would like to respectfully question the premise of this statement. While it is true we focus our efforts on graduating students who would otherwise be drop outs, do they not have to complete courses do so? As the GradPoint curriculum requires 80% or better mastery on all coursework, does this not improve the learning of students who have previously been failing out of their classes at other schools? We felt there was a bit of a disconnect here.

Another area where we would like to push back on the findings of the renewal report regards the two measures where we were deemed not to meet our obligations. The report states “There is no evidence for regularly evaluating and making changes to the curriculum. Except for a few electives, teachers make no modifications to the curriculum. Furthermore the curriculum contains assessments with minimal proficiency requirements. Students must meet these relatively low benchmarks before they are allowed to move forward with their coursework.” To address the last point first, as mentioned above, GradPoint requires 80% or better mastery on all coursework. We do not understand how this can be described as a “low benchmark”, we find it to be quite rigorous. Also, while we carefully study all changes made to the curriculum by Pearson Education, we have no capacity to make changes to GradPoint. If the point of the statement was we should quit using GradPoint itself, that would require a huge change for our School’s curriculum unless the PCSC has designated an approved replacement. As we are an online charter, we would almost certainly be required to simply replace GradPoint with another online program from a different company which we would also not be able to modify. We have found GradPoint (and before it NovaNet, also by Pearson) to be effective, nimble, comprehensive, accessible to our students and affordable to the school. We have found Pearson to be a reliable, responsive partner; they are a nationally recognized leader in curriculum development and publisher of educational materials. We would respectfully ask the Commission to take all of the above into consideration in regards to our “not met” status.

The other area where we received a “does not meet” rating was the Boards role in providing academic oversight. The report states “There is no indication student achievement data is being considered or regularly monitored by the board. Performance goals put in place were unrelated to student academic achievement.” To the first point, when we were originally approved by the Commission in 2009, we did not understand, nor were we instructed at any Board training sessions which our Board members were required to attend, that academic oversight was a role the Board was intended to play. The primary role of the Board, we were instructed, was to “keep the school legal and on budget” and leave the rest to school Staff. Accordingly, our Board was recruited for specific talents (parent involvement, finance and accounting, strength in non-profit governance and community involvement. Our current board does include two members who were professional educators, but that was not a key consideration in recruiting them.

If the position of the Commission is that Board members now must be involved in curriculum oversight, then our Board is certainly willing to take on that responsibility; however, we would need to provide several of them with specific training in that area, and it would appear that the Commission is requiring Charter School Board members to have qualifications well beyond those required by their Public School counterparts.

To the second statement, I can only point out that our Performance Goals were approved by the Commission and in fact Commission Staff played a large role in helping us draft them.

Generating goals that were not tied to academic achievement was a deliberate understanding between KBA and the PCSC, since our primary mission was to provide an alternative pathway to a diploma to those high school students in our Community who would otherwise lose that opportunity. To be told we are not meeting a goal we agreed was not a goal feels like double jeopardy. Additionally, we feel that the curriculum that we are using and the 80% pass requirement of that curriculum do meet the Commission's requirements for academic achievement.

Should the PCSC wish us to write a new goal that does include more significant measures of academic achievement we will be happy to do so, though I suspect many of the same obstacles we encountered before will still be in place. Indeed, given the current status of state testing and the difficulty in determining a school rating system, such obstacles have probably increased.

One final point I must raise regards the statement in the report that "While teachers are evaluated yearly, the extent and quality of the evaluation is unclear." We keep meticulous personnel files, including Staff evaluations, but no one on the reporting team *even asked to see them*. Since such files were offered, but not reviewed, we cannot understand the factual basis for that criticism nor why the evaluation team would include such a statement in our review.

Is the school organizationally sound and compliant with applicable laws and regulations? The answer to this question is yes. We have had a tremendous record of service as regards our Board of Directors. The only turnover has been for reasons of moving out of State as some of our elders have retired and changed locale. Of our five currently serving members, 2 are original Board Members, and the other 3 have been recruited since the aforementioned members were not available to serve. There is a great sense of comity and purpose between the Board, Administration and Staff.

Structurally, from an Administrative standpoint, the school could not be on firmer ground. We have never had an employee leave here, had any type of grievance report, no personnel issues of any kind. We have been fortunate enough to expand our Staff as our enrollment grew; there are no "extra" employees here, every Staff member plays their role in fulfilling the school's Mission. We have three Staff who have fulfilled their "Rule of 90" requirements for retirement and could easily quit if they wanted to. They don't. Once you become part of something like KBA, it is hard to let it go.

One criticism that we received in our report related to leadership sustainability. I have to enter first person here as it speaks to my role in the school. First, I intend to continue here indefinitely so long as the Board remains pleased with my work, so that gives us over a decade to address this situation. Second, I have found it very difficult to put a plan in place for my own

untimely demise, it is a bit of an existential conundrum. Third, I am the only administrator KBA has ever had, so there is no proven process in place for this. Lisa Lewis is my Vice Principal, and I am sure she would step into the vacancy with aplomb on at least a temporary basis. Dodi Jordan also would no doubt be of great assistance in this process, as would all the Staff. I was gratified to read that the Board is aware that this is a problem they need to address; naturally, I will follow all of their directions and provided them all the assistance I can.

We have fulfilled all requirements from the City and State inspectors who have come to visit us. In all things legal we are in full compliance.

Is the school a fiscally sound, viable organization? The Commission has access to our Financial Audits since we began operations, I will let them speak for themselves.

Through the purchase of our primary location, the acquisition of the adjoining lot and the construction of a new adjacent classroom there, we have stayed well within the black, increasing our assets and our ADA. At this time, we feel we have reached an equilibrium point as far as enrollment/floor space/ADA are concerned; we have no desire to grow any larger for fear we may lose our student driven, community based character. That is a good thing, though; we currently have savings that would allow us to operate well through this fiscal year and beyond. While we are required to have a Lottery mechanism, we have never had to use it; we have been able to open our doors to any and all applicants and have never had to turn anyone away, an achievement that we are very proud of as KBA is truly the last chance for the majority of our students to obtain their diploma.

The outstanding work of our Finance Director Dodi Jordan and our Financial Oversight Board Member Len Crosby has KBA in extremely solid fiscal condition. Their meritorious efforts have allowed the school to receive glowing reports from our financial auditors for every year of our operation.

If renewed, what is the school's plan for its next performance certificate term? If renewed, our next major goal will be reaccreditation through AdvancedEd in SY 17-18. Along with this, we will generate a new Continuous Improvement through AdvancedEd and intend to hire Dale Kleinert this Spring to consult with us to begin that process.

A plan that is already in place but has yet to be executed on the ground is KBA becoming an ACT testing site. As the Commission may be aware, we have enjoyed our close geographic proximity to North Idaho College, (easy walking distance) both for purposes of dual enrolling our students and for their ability to take the Compass test at the NIC testing center to fulfill their State requirement toward graduation. Unfortunately, we were made aware that NIC would no longer offer the Compass past 2016, and so we had to come up with a solution that would work for our students. Our kids are notorious for missing appointments, sometimes for completely valid reasons as they lead tumultuous lives, sometimes because they are not very organized or responsible. They are a work in progress. By negotiating with ACT, we were able to get KBA designated as a testing site with a 2 week online testing window. This was a critical achievement for us, as we feared that without multiple opportunities many of our students would be unable to meet the State College Entrance Exam requirement. Everything is in train for this process to begin this Spring, we are hopeful that our students rise to the occasion.

We also feel we must put plans in place to increase our retention of students. One of our site visitors observed that we are great at attracting new students but not as good at keeping them enrolled. While we feel that many factors contributing to this are beyond our control based on the Demographic we serve, better work can and should be done to combat those factors. This may involve the hiring of a new employee whose sole purpose is communicating with students and tracking their progress. Currently this mainly falls to Staff, but their primary job is instruction. Administration also is deeply involved in communication, but it is mainly reactive, dealing with discipline, admissions, parent phone calls and emails, and naturally, reporting to the State! We also feel that a part of this new employee's role could be to track alumni. We currently are developing this position and have some feelers out to the University of Idaho on possibly dovetailing this effort with one of their graduate students writing a dissertation on student data tracking.

Also in response to the renewal report, we plan on becoming more methodical in teacher professional development. The report stated that "there was a sense by the administration that professional development was often not an effective use of staff time", and while administration does believe that based on 17 years as a classroom instructor, this is an area we plan on devoting more time too. It was never a matter of financial questions, but time is indeed the most precious resource anyone has. However, at the Commission's behest, we will take steps to address the situation.

In fact, we have already identified a subject we intend to direct some of our Staff development energies toward while addressing a problem that has bothered us for some time, which is our relative weakness in teaching students to write. We suspect this is a problem broadly faced by online schools but is definitely a challenge for us. We have many students who we rarely see as they live at a distance, but we also value the opportunities strong writing skills afford our students in both college and career. We are therefore researching the best options for online writing instruction. This research and the subsequent training required in utilizing whatever platform we settle on will be the first goal of increasing Staff development. We will also continue to encourage Staff to attend any seminars, workshops or conferences they deem useful to our mission and reimburse their expenses.

Truthfully, our model is pretty unique and instruction on this delivery system is hard to find, which is why Staff development is a challenge. It is also the reason that sharing our approach with other schools is not something we have had much success with. Some years ago, the Alternative High School in Post Falls came to us asking for help setting up a program similar to KBA. We gave them all the assistance we could, told them all our secrets and tricks, and as I understand funding was not a problem. Years later, it has failed to take root. Likewise, when we wrote the Charter and left SD 271, their version of our program quickly withered and is now defunct. We are always happy to share, but I personally have come to the conclusion that it is the passion, dedication and unique chemistry of the people who work here that make us succeed. We are deeply grateful to the Commission for the opportunity to serve our students and thank you for your consideration of our renewal.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



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Alan Reed, Chairman
Tamara Baysinger, Director

Introduction

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

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

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

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

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

Overview

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

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

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

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

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

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

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

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

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

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

Renewal Process

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

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

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

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

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

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

Renewal Timeline

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

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

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

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

Auxiliary Performance Data Submission

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

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

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

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

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

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

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

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

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

Renewal Application

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

Title Page

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

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

Table of Contents

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

- Page Numbers
- Hyperlinks or Electronic Bookmarks

Executive Summary

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

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

Application Narrative

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

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

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

Exhibits

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

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

Application Narrative Guidance

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

1. Is the school an academic success?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Application Submission Instructions

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

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

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

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

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

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

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