

RENEWAL RECOMMENDATION

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

Recommended conditions:

1. By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.
2. ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

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

Another Choice Virtual School (ACVS) is a virtual public charter school providing education in Kindergarten through grade 12. Located in Nampa, the school enrolls students residing throughout the Treasure Valley. The charter states that the school will focus on helping individuals with disabilities become full, active members of their communities. Emphasis is placed on community service and partnerships, strong academic outcomes for all students, and development of social skills. ACVS does not contract with an educational service provider, but uses Blackboard School Central as a learning management platform through which various technologies may be accessed. Although the full curriculum is available online, students are encouraged to take advantage of the school's learning labs, where teachers are available to provide individual assistance with virtual coursework.

The charter includes the following commitments:

- Within three years of consecutive enrollment, 65% of students will score proficient or above on state-approved standardized tests.
- Within three years of consecutive enrollment, 75% of students will improve their personal scores on state-approved standardized tests.
- 95% of students in grades 7-12 will develop and maintain a career portfolio that documents exposure to the job market.
- 100% of students in grades 9-12 will participate successfully in a vocational experience.
- 75% of students in grades 11-12 will participate in ACT or SAT testing, and 50% of these students will meet or exceed the college entrance criteria established by Boise State University.

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 ACVS was approved by the PCSC in February 2009. The school opened in fall 2010.

MISSION

Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

- i. Academic achievement,
- ii. Development of social competence,
- iii. Post-secondary preparedness,
- iv. And the development and advancement of student's technological skills.

LEADERSHIP

Name	Title	Term
John Kelleher	Chairman	06/13 – 06/19
Misty Puckett	Secretary/Treasurer	06/11 – 06/19
Harold Kropp	Member	06/12 – 06/17
Kevin McLaren	Member	05/15 – 06/18
Laura Sandidge	Administrator	N/A
Kelsey Williams	Administrator	N/A

Academic Performance Summary

ACVS has historically achieved lower proficiency rates than the state as a whole. When compared to other Idaho virtual schools, ACVS’s ISAT proficiency rates are among the lowest. ACVS’s 4-year and 5-year cohort graduation rates are very low.

ACVS serves an unusually high percentage of special needs students (ranging from 32-39%, historically, compared to the state average of about 10.5%). By comparison to other virtual schools, ACVS is the most demographically diverse.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	Remediation
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?
Various online curriculums to provide core instruction.	Yes
Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.	Yes
Intervention programs to supplement core instruction for students’ not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.	Partial
Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.	Yes
Socialization opportunities to enhance students’ social, emotional, and wellbeing.	Yes
Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.	Partial

Operational Performance Summary

ACVS'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 (2010-11)	200	150	110
2 (2011-12)	300		230
3 (2012-13)	319		321
4 (2013-14)			326
5 (2014-15)	380		368
6 (2015-16)	437		407
7 (2016-17)	504		474

BOARD AND ADMINISTRATIVE TURNOVER

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

Financial Performance Summary

ACVS'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	Good Standing
2015-16	Good Standing

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

ANOTHER CHOICE VIRTUAL SCHOOL

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	4/17/14	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 not provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/11/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/11/16	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	10/12/16	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.



**ANOTHER CHOICE
VIRTUAL CHARTER SCHOOL
♦ ♦ ♦ ♦
ANNUAL PERFORMANCE REPORT
2015-2016**

CONFIDENTIAL

Idaho Public Charter School Commission
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Boise, Idaho 83702

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.</p>	
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ol style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 	
School Contact Information	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	Phone: (208) 475-4255
Surrounding District	Treasure Valley Area Districts	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2017	

Grades Served	K-12	
Enrollment	Approved: 437	Actual: 407

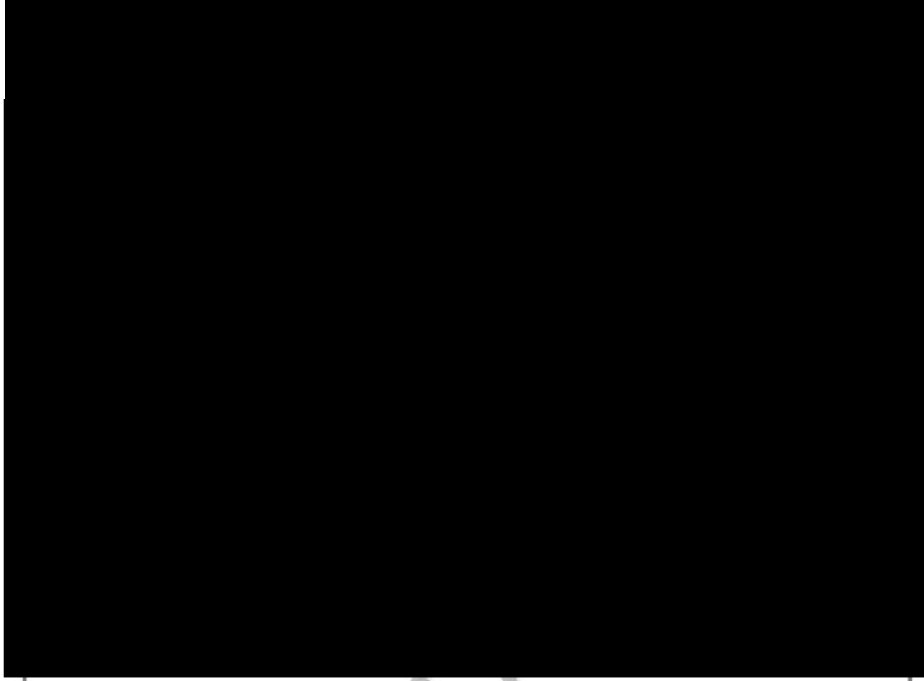
School Leadership (2015-2016)	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

	School	Surrounding District	State
Non-White	22.79%	N/A	23.84%
Limited English Proficiency	3.43%	N/A	8.61%
Special Needs	32.84%	N/A	9.76%
Free & Reduced Lunch	56.13%	N/A	47.27%

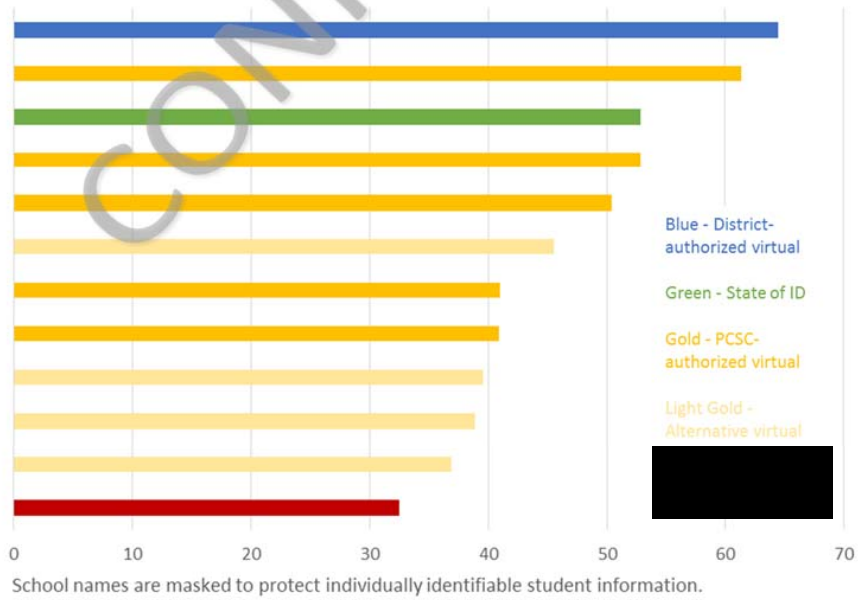
Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	32.50%
Percentage of Students Meeting or Exceeding Proficiency in Science	39.40%
Graduation Rate (4-year cohort data from 2015)	24.00%*

*The school's 5-year cohort graduation rate, based on 2014 data, is also 24%.

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: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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.

ACVS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	22%	15.44
	2c				75	22%	15.44
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	15%	4.46
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							25.64
% of Possible Academic Points for This School							12.82%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1				26.67	8%	21.33
Language Arts Growth (K-6)	2				26.67	8%	10.67
Math Growth (K-6)	3				26.67	8%	21.33
Motivation to Learn (SPED)	4				26.67	8%	21.33
Engagement in Learning (7, 9, 11)	5				0	0%	0.00
Postsecondary Course Completion (12)	6				26.67	8%	26.67
Typing Skills (8)	7				0	0%	0.00
Total Possible Mission-Specific Points					133.35	40%	
Total Mission-Specific Points Received							101.33
% of Possible Mission-Specific Points Received							75.99%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					333.35		
TOTAL POINTS RECEIVED							126.97
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							38.09%

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%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	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%	0.00
TOTAL FINANCIAL POINTS		400	100%	310.00
% OF POSSIBLE FINANCIAL POINTS				77.50%

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

ACVS --- 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	97.50%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	77.50%
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	38.09%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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				<hr/> 0
		4	20				
		3	15				
		2	0				
		1	0				
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25				<hr/> 0
		None	15				
		Focus	0				
		Priority	0				
		Notes					
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							

		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	
			32.50	0-19	19	1-40	40	15
							15	
Notes								
INDICATOR 3: STUDENT ACADEMIC GROWTH								
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
Notes							0	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
Notes							0	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
Notes							0	

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

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

MISSION-SPECIFIC GOALS				
Measure 1 Is the school ensuring that secondary students successfully complete coursework? Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.	Result	Points Possible	Points Earned	
			100	
		83.60%	80	80
			40	
			0	80.00
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.				
Measure 2 Is the school ensuring that elementary students make appropriate academic growth in language arts? Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.	Result	Points Possible	Points Earned	
			100	
			80	
		61.82%	40	40
			0	40.00
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.				
Measure 3 Is the school ensuring that elementary students make appropriate academic growth in math? Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.	Result	Points Possible	Points Earned	
			100	
		75.90%	80	80
			40	
			0	80.00
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.				

		Result	Points Possible	Points Earned
Measure 4	Is the school encouraging special education students' motivation to learn?			
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.	77.60%	80	80
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			
Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?			
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		40	
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				0.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1. <i>Due to small sample size, no result is available for the 2015-16 school year.</i>			
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?			
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.	95.20%	100	100
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		80	
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				100.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

ACVS --- MISSION-SPECIFIC FRAMEWORK

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	
				<u>0.00</u>
Notes	<p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool. <u>Due to small sample size, no result is available for the 2015-16 school year.</u></p>			

INDICATOR 1: EDUCATIONAL PROGRAM			Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	Notes	No instances of non-compliance documented	25	25.00
				0	
					25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Notes	No instances of non-compliance documented	25	25.00
				15	
				0	25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Notes	No instances of non-compliance documented	25	25.00
				15	
				0	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				15.00
INDICATOR 3: FINANCIAL MANAGEMENT AND OVERSIGHT				
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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	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: Americans 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

ACVS --- 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>	No instances of non-compliance documented	25	25.00
			0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Current Ratio is:	1.55	50	50.00
	<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>		10		
			0		50.00
Notes					
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	No. of Days Cash:	18	10	10.00
	<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 Not 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>		50		
			0		10.00
Notes					
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Variance is:	109.69%	50	50.00
	<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>		30		
			0		50.00
Notes					
Measure 1d Default	Default	No default or delinquency noted in audit	No default or delinquency noted in audit	50	50.00
	<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>		0		50.00
Notes					

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Position divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Position divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>2.67%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			2.67%	50	50.00		10			0				50.00
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Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.																			
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.55</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:			0.55	50	50.00		30			0				50.00
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<p>Measure 2c Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$47,269</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:			\$47,269	50	50.00		30			0				50.00
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<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Position + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>-0.55</td> <td>50</td> <td>0.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			-0.55	50	0.00		0				0.00			
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ACVS---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	25	0.00	0.00	0.00		
Proficiency	2a	75	39.81	0.00	0.00		
	2b	75	23.88	4.13			
	2c	75	27.70	14.54	15.44		
Growth	3a	100	46.63	0.00	0.00		
	3b	100	17.94	0.00	0.00		
	3c	100	23.81	0.00	0.00		
	3d	75	43.20	0.00	0.00		
	3e	75	33.54	0.00	0.00		
	3f	75	33.54	0.00	0.00		
	3g	100	43.33	0.00	0.00		
College & Career Readiness	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	0.00	0.00	0.00		
	4c	50	8.13	4.31	4.46		
Total Possible Academic Points Received		1050	341.50	22.98	25.65	0.00	0.00
% of Possible Academic Points for This School			35.95%	10.21%	12.82%	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
Course Completion (7-12 grade)	1	100	N/A	12	21.33		
Language Arts Growth (K-6)	2	100	N/A	30	10.67		
Math Growth (K-6)	3	100	N/A	24	21.33		
Motivation to Learn (SPED)	4	100	N/A	24	21.33		
Engagement in Learning (7, 9, 11)	5	100	N/A	0	0.00		
Postsecondary Course Completion (12)	6	100	N/A	24	26.67		
Typing Skills (8)	7	100	N/A	0	0.00		
Total Possible Mission-Specific Points Received		700	0.00	114.00	101.33	0.00	0.00
% of Possible Mission-Specific Points for This School			0.00%	76.00%	75.99%	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	15	0	15		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	390.00	365.00	390.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	91.25%	97.50%	0.00%	0.00%


FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	10	0	10		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	50	50	50		
	2b	50	50	50	50		
	2c	50	50	30	50		
	2d	50	50	50	0		
Total Possible Financial Points Received		400	360.00	330.00	310.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	82.50%	77.50%	0.00%	0.00%

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

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

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

Alison Consoletti, The Center for Education Reform



**ANOTHER CHOICE
VIRTUAL CHARTER SCHOOL
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2014-2015**

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

Phone: (208) 332-1561
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

<p>Mission Statement</p>	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.</p>	
<p>Key Design Elements</p>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 	
<p>School Contact Information</p>	<p>Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651</p>	<p>Phone: (208) 475-4255</p>
<p>Surrounding District</p>	<p>Treasure Valley Area Districts</p>	
<p>Opening Year</p>	<p>2010</p>	
<p>Current Term</p>	<p>April 17, 2014 - June 30, 2017</p>	

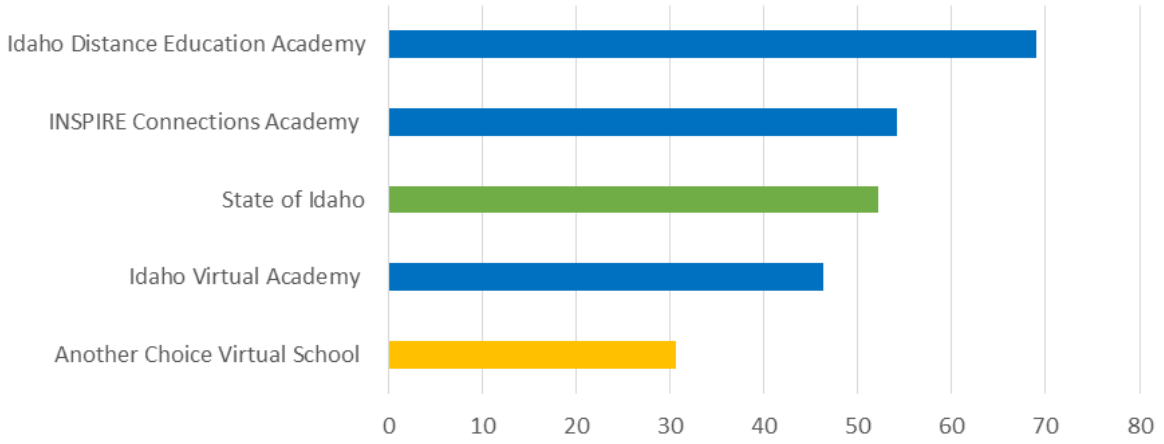
Grades Served	K-12	
Enrollment	Approved: 380	Actual: 347

School Leadership (2014-2015)	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

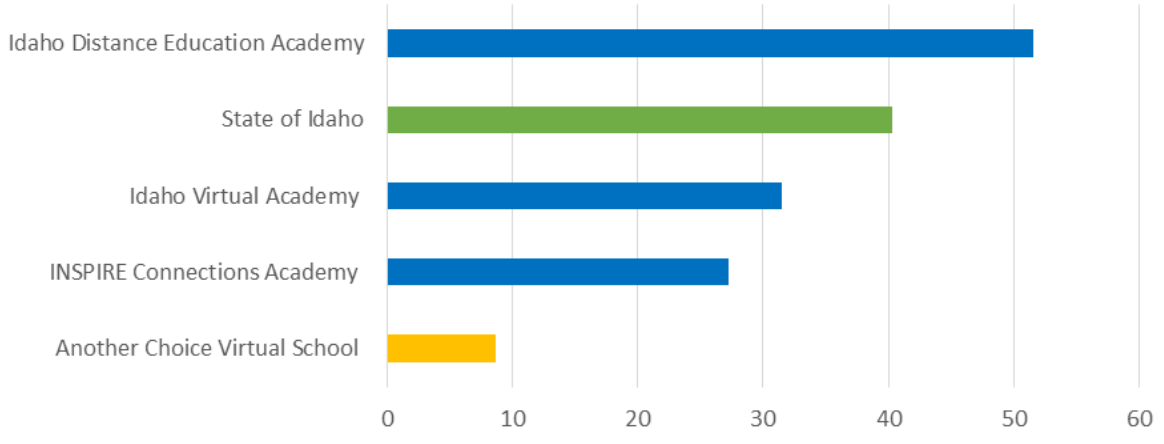
	School	Surrounding District	State
Non-White	26.09%	N/A	23.59%
Limited English Proficiency	2.45%	N/A	8.52%
Special Needs	38.59%	N/A	10.43%
Free & Reduced Lunch	64.67%	N/A	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	Priority
Percentage of Students Meeting or Exceeding Proficiency in Math	8.7%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	30.6%
Graduation Rate (4-year cohort data from 2014)	23.2%

Virtual Schools Grades K-12 ELA Percentage Proficient/Advanced



Virtual Schools Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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.

ACVS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	7%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	4.13
	2c				75	20%	14.54
	3a				100	0%	0.00
Growth	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
	4a				50	0%	0.00
College & Career Readiness	4b1 / 4b2				50	0%	0.00
	4c				50	13%	4.31
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							22.98
% of Possible Academic Points for This School							10.21%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1				30	8%	12.00
Language Arts Growth (K-6)	2				30	8%	30.00
Math Growth (K-6)	3				30	8%	24.00
Motivation to Learn (SPED)	4				30	8%	24.00
Engagement in Learning (7, 9, 11)	5				0	0%	0.00
Postsecondary Course Completion (12)	6				30	8%	24.00
Typing Skills (8)	7				0	0%	0.00
Total Possible Mission-Specific Points					150	40%	
Total Mission-Specific Points Received							114.00
% of Possible Mission-Specific Points Received							76.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					375		
TOTAL POINTS RECEIVED							136.98
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							36.53%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	0.00
	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%	30.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	330.00
% OF POSSIBLE FINANCIAL POINTS				82.50%

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

ACVS --- 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	
<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	82.50%
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	36.53%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY								
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible		Points Earned			
		5	25					
	Exceeds Standard: School received five stars on the Star Rating System	4	20					
	Meets Standard: School received three or four stars on the Star Rating System	3	15					
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0					
	Falls Far Below Standard: School received one star on the Star Rating System	1	0		0			
Notes								
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible		Points Earned			
		Reward	25					
	Exceeds Standard: School was identified as a "Reward" school.	None	15					
	Meets Standard: School does not have a designation.	Focus	0					
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0		0			
	Falls Far Below Standard: School was identified as a "Priority" school.				0			
Notes								
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	
			57-75	19	90-100	11	0	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0	
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0	
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0	
Notes								
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			57-75	19	90-100	11	0	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0	
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		8.70	0-19	19	1-40	40	4
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						4	
Notes								

		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	
			30.60	0-19	19	1-40	40	15
	Notes							15
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.		76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
	Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
	Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
	Notes							0

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0			
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	23.20	0-13	13	1-70	70	4
Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.							

MISSION-SPECIFIC GOALS			
Measure 1 Is the school ensuring that secondary students successfully complete coursework? Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.	Result	Points Possible	Points Earned
		100	
		80	
	64.42%	40	40
		0	
			<u>40.00</u>
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.			
Measure 2 Is the school ensuring that elementary students make appropriate academic growth in language arts? Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.	Result	Points Possible	Points Earned
	85.71%	100	100
		80	
		40	
		0	
			<u>100.00</u>
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			
Measure 3 Is the school ensuring that elementary students make appropriate academic growth in math? Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.	Result	Points Possible	Points Earned
		100	
	67.74%	80	80
		40	
		0	
			<u>80.00</u>
Notes For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

		Result	Points Possible	Points Earned
Measure 4	Is the school encouraging special education students' motivation to learn?			
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.	76.53%	80	80
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			
Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?			
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		40	
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				0.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1. Due to small sample size, no result is available for the 2014-15 school year.			
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?			
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.	80%	80	80
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

ACVS --- MISSION-SPECIFIC FRAMEWORK

Measure 7 Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
<p>Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p>Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	<hr/> <p>0.00</p>
<p>Notes</p> <p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool. <i>Due to small sample size, no result is available for the 2014-15 school year.</i></p>			

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

		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.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes				0.00
Annual financial report due 2/17/15 was submitted on 2/26/15. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter has not been remedied as of August 31, 2015.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	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

ACVS --- OPERATIONAL FRAMEWORK

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

ACVS --- OPERATIONAL FRAMEWORK

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	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

ACVS --- OPERATIONAL FRAMEWORK

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

ACVS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Current Ratio is:</td> </tr> <tr> <td>2.06</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	Current Ratio is:			2.06	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Current Ratio is:																				
2.06	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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>14</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:				50		14	0	0.00			0.00			
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No. of Days Cash:																				
	50																			
14	0	0.00																		
		0.00																		
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td>98.06%</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	Variance is:			98.06%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Variance is:																				
98.06%	50	50.00																		
	30																			
	0																			
		50.00																		
Notes																				
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></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	No default or delinquency noted in audit	50	50.00		0				50.00						
Result	Points Possible	Points Earned																		
No default or delinquency noted in audit	50	50.00																		
	0																			
		50.00																		
Notes																				

ACVS --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Position divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Position 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>Aggregated 3-Year Totals:</p>	4.78%	50	50.00
				10	
				0	50.00
Notes	<p>Due to the Restatement of Pension Liability, as required by GASB 68, net position may be higher than expected. Changes in net position due to pension restatement that do not provide or require current financial resources have been removed from the net position calculation. This restatement had no material effect on the standard outcome.</p>				
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Ratio is:</p>	0.41	50	50.00
				30	
				0	50.00
Notes	<p>Due to the Restatement of Pension Liability, as required by GASB 68, total liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (.95) rating. However, the pension liability was removed from the total liability calculation in the reported standard outcome.</p>				
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Multi-Year Cumulative is:</p>	\$ 105,355	30	30.00
				0	
					30.00
Notes	<p>One-year cash flow trend for most current year is negative.</p>				
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Position + 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>Ratio is:</p>	1.75	50	50.00
				0	
					50.00
Notes	<p>Due to the Restatement of Pension Liability, as required by GASB 68, net position may be higher than expected. Changes in net position due to pension restatement that do not provide or require current financial resources have been removed from the net position calculation. This restatement had no material effect on the standard outcome.</p>				

ACVS---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	25	0.00	0.00			
Proficiency	2a	75	39.81	0.00			
	2b	75	23.88	4.13			
	2c	75	27.70	14.54			
Growth	3a	100	46.63	0.00			
	3b	100	17.94	0.00			
	3c	100	23.81	0.00			
	3d	75	43.20	0.00			
	3e	75	33.54	0.00			
	3f	75	33.54	0.00			
	3g	100	43.33	0.00			
College & Career Readiness	4a	50	0.00	0.00			
	4b1 / 4b2	50	0.00	0.00			
	4c	50	8.13	4.31			
Total Possible Academic Points Received		1050	341.50	22.98	0.00	0.00	0.00
% of Possible Academic Points for This School			35.95%	10.21%	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
Course Completion (7-12 grade)	1	100	N/A	12			
Language Arts Growth (K-6)	2	100	N/A	30			
Math Growth (K-6)	3	100	N/A	24			
Motivation to Learn (SPED)	4	100	N/A	24			
Engagement in Learning (7, 9, 11)	5	100	N/A	0			
Postsecondary Course Completion (12)	6	100	N/A	24			
Typing Skills (8)	7	100	N/A	0			
Total Possible Mission-Specific Points Received		700	0.00	114.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			0.00%	76.00%	0.00%	0.00%	0.00%

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

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	10	0			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	50			
	2b	50	50	50			
	2c	50	50	30			
	2d	50	50	50			
Total Possible Financial Points Received		400	360.00	330.00	0.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	82.50%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



ANOTHER CHOICE VIRTUAL CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

<p>Mission Statement</p>	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.</p>	
<p>Key Design Elements</p>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students’ social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 	
<p>School Contact Information</p>	<p>Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651</p>	<p>Phone: (208) 475-4255</p>
<p>Surrounding District</p>	<p>Kuna Joint School District</p>	
<p>Opening Year</p>	<p>2010</p>	
<p>Current Term</p>	<p>April 17, 2014 - June 30, 2017</p>	
<p>Grades Served</p>	<p>K-12</p>	
<p>Enrollment</p>	<p>Approved: 504</p>	<p>Actual: 326</p>

	School	Surrounding District	State
Non-White	32.49%	13.43%	22.56%
Limited English Proficiency	10.09%	3.07%	6.24%
Special Needs	35.33%	10.49%	9.46%
Free & Reduced Lunch	70.35%	44.60%	47.07%

School Leadership	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Landon Shaffer, MBA	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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.

ANOTHER CHOICE VIRTUAL CHARTER 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	2%	0.00	25	2%	0.00
	1b	25	2%	0.00	25	2%	0.00
Proficiency	2a	75	5%	39.81	75	7%	39.81
	2b	75	5%	23.88	75	7%	23.88
	2c	75	5%	27.70	75	7%	27.70
Growth	3a	100	7%	46.63	100	10%	46.63
	3b	100	7%	17.94	100	10%	17.94
	3c	100	7%	23.81	100	10%	23.81
	3d	75	5%	43.20	75	7%	43.20
	3e	75	5%	33.54	75	7%	33.54
	3f	75	5%	33.54	75	7%	33.54
	3g	100	7%	43.33	100	10%	43.33
College & Career Readiness	4a				50	5%	0.00
	4b1				50	5%	0.00
	4c				50	5%	8.13
Total Possible Academic Points		900			1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				333.37			341.50
% of Possible Academic Points for This School				37.04%			32.52%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1						
Language Arts Growth (K-6)	2						
Math Growth (K-6)	3						
Motivation to Learn (SPED)	4						
Engagement in Learning (7, 9, 11)	5						
Postsecondary Course Completion (12)	6						
Typing Skills (8)	7						
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

Mission-specific data is not available for this reporting period.

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1050		
TOTAL POINTS RECEIVED				333.37			341.50
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				22.22%			32.52%

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%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	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%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

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

ANOTHER CHOICE VIRTUAL CHARTER 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	97.50%	85% - 100% of points possible	90.00
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	32.52%	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			
		5	25				
		4	20				
		3	15				
		2	0	0			
		1	0	0			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
				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
		67.70	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							40
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
		46.50	20-37	18	65-89	25	0
			20-37	18	41-64	24	24
			0-19	19	1-40	40	0
							24
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
		51.60	38-56	19	65-89	25	0
			20-37	18	41-64	24	28
			0-19	19	1-40	40	0
							28
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
		66.30	51-75	25	70-84	15	0
			26-50	25	50-69	20	47
			0-25	25	1-49	49	0
							47
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	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
		35.16	51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	18
							18
Notes							

<p>Measure 3c Criterion-Referenced Growth in Language</p> <p>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</p> <p>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.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>85-100</td> <td>16</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>70-84</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>50-69</td> <td>20</td> <td>0</td> </tr> <tr> <td>46.67</td> <td>0-25</td> <td>25</td> <td>1-49</td> <td>49</td> <td>24</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> </tbody> </table>	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	46.67	0-25	25	1-49	49	24						24
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																																
46.67	0-25	25	1-49	49	24																																
					24																																
<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td>49.50</td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>43</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>43</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	49.50	38-56	19	43-65	23	43		20-37	18	30-42	13	0		0-19	19	1-29	29	0						43
Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned																																
	57-75	19	66-99	34	0																																
49.50	38-56	19	43-65	23	43																																
	20-37	18	30-42	13	0																																
	0-19	19	1-29	29	0																																
					43																																
<p>Measure 3e Norm-Referenced Growth in Math</p> <p>Are students making expected annual academic growth in math compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td>42.00</td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>34</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>34</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0	42.00	20-37	18	30-42	13	34		0-19	19	1-29	29	0						34
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<p>Measure 3f Norm-Referenced Growth in Language</p> <p>Are students making expected annual academic growth in language compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td>39.50</td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>34</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>34</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0	39.50	20-37	18	30-42	13	34		0-19	19	1-29	29	0						34
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<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td>40.00</td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>43</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>43</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0	40.00	26-50	25	30-44	15	43		0-25	25	1-29	29	0						43
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40.00	26-50	25	30-44	15	43																																
	0-25	25	1-29	29	0																																
					43																																

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0			0.00	
Notes						0	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes	No result due to insufficient sample size.						
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Notes	N/A						
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	43.80	0-13	13	1-70	70	8
Notes							8

MISSION-SPECIFIC GOALS			
Measure 1	Is the school ensuring that secondary students successfully complete coursework?	Result	Points Possible
	Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		100
	Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80
	Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40
	Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		0
			0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.		
Measure 2	Is the school ensuring that elementary students make appropriate academic growth in language arts?	Result	Points Possible
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		100
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		40
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		0
			0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.		

Measure 3	Is the school ensuring that elementary students make appropriate academic growth in math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p>		100	
			80	
			40	
			0	
				<u>0.00</u>
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			
Measure 4	Is the school encouraging special education students' motivation to learn?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p>Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p>Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p>Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p>		100	
			80	
			40	
			0	
				<u>0.00</u>
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			

Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p>		100	
	<p>Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p>		80	
	<p>Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p>		40	
	<p>Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p>		0	
				0.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p>		100	
	<p>Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p>		80	
	<p>Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p>		40	
	<p>Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p>		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				<hr/> 0.00
Notes	Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.			
	The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.			
	ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool.			

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	15	15.00
			0	
				15.00
Notes	FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	25.00
		No instances of non-compliance documented		
			0	
				25.00
Notes	The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.			
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. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	25.00
		No instances of non-compliance documented		
			15	
			0	
			25.00	
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance 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 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.		25	25.00
		No instances of non-compliance documented		
			15	
			0	
			25.00	
Notes				


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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. 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			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. 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			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. 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			25.00
ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations? Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. 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.	No instances of non-compliance documented	25	25.00
			0	
	Notes			25.00

INDICATOR 1: NEAR-TERM MEASURES			25		
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible	Points Earned	
		Ratio is 2.41	50	50.00	
			10		
			0	<u>50.00</u>	
Notes					
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does 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	
			50		
		19.93 days cash	10	10.00	
			0	<u>10.00</u>	
Notes					
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result	Points Possible	Points Earned	
		Variance is 98.15%	50	50.00	
			30		
			0	<u>50.00</u>	
Notes					
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result	Points Possible	Points Earned	
		No default or delinquency noted in audit	50	50.00	
			0		
				<u>50.00</u>	
Notes					

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues			
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>	Current year is 0.09 and aggregated is 0.001	50	50.00
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
Notes				50.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets			
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .41	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Notes				50.00
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		0	
	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>	Multi-year cumulative is \$129,731 & each year is positive	50	50.00
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
Notes				50.00
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
Notes	The school has only operating leases for its facility.			50.00

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

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

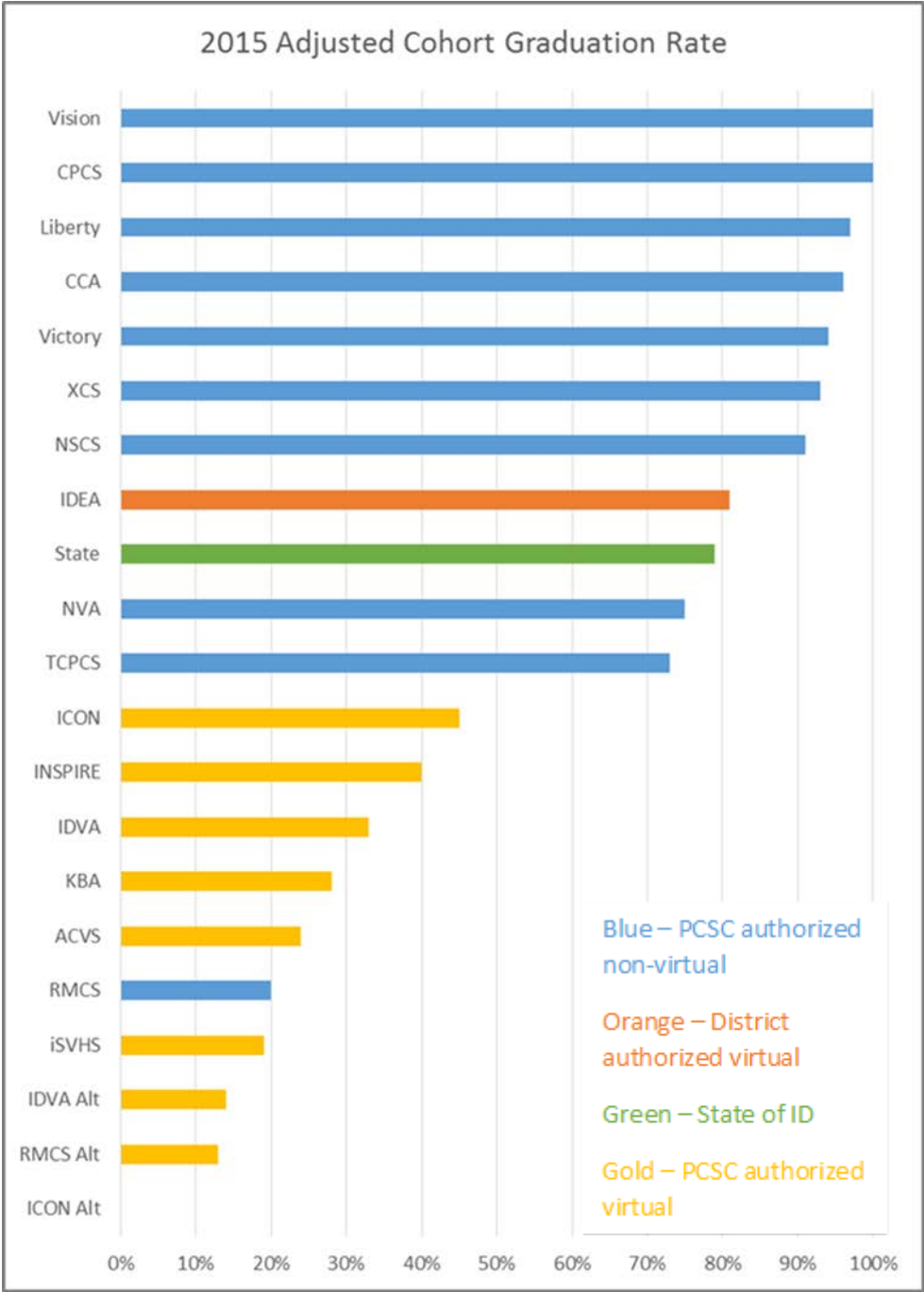
Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

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

GRADUATION RATES

ACVS’s 2016 four-year Adjusted Cohort Graduation Rate (ACGR) was significantly lower than the state and the majority of Idaho charter schools. It was in the middle of the range by comparison to other virtual charter schools, including alternative virtuals.



PRE-RENEWAL SITE VISIT

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

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

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

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

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

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

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

Randy Yadon, Principal of Meridian Technical Charter High School

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

Christine McMillen, Principal Atlas Alternative High School

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

Nils Peterson, Education Consultant

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

Another Choice Virtual School

Pre-Renewal Site Visit

Evaluation Report

Visit Date: October 12, 2016

Idaho Public Charter School Commission

Charter School

Another Choice Virtual School
1014 W. Hemmingway Boulevard
Nampa, ID 83651
208.475.4255

Charter Administrator Dr. Laura Sandidge
Charter Administrator Dr. Kelsey Williams

Authorizer

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

Evaluators

Dr. Sherawn Reberry Director of Education Programs, Idaho Digital Learning
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. Another Choice Virtual School will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

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

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

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

INTRODUCTION

Another Choice Virtual School (ACVS) is a virtual public charter school providing education in Kindergarten through grade 12. Located in Nampa, the school enrolls students throughout the Treasure Valley. The charter states that the school will focus on helping individuals with disabilities become full, active members of their communities. Emphasis is placed on community service and partnerships, strong academic outcomes for all students, and development of social skills. ACVS does not contract with an educational service provider, but uses Blackboard School Central as a learning management platform through which various technologies may be accessed. 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:

- Within three years of consecutive enrollment, 65% of students will score proficient or above on state-approved standardized tests.
- Within three years of consecutive enrollment, 75% of students will improve their personal scores on state-approved standardized tests.
- 95% of students in grades 7-12 will develop and maintain a career portfolio that documents exposure to the job market.
- 100% of students in grades 9-12 will participate successfully in a vocational experience.
- 75% of students in grades 11-12 will participate in ACT or SAT testing, and 50% of these students will meet or exceed the college entrance criteria established by Boise State University.

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 ACVS was approved by the PCSC in February 2009. The school opened in fall 2010.

MISSION

Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

- i. Academic achievement,
- ii. Development of social competence,
- iii. Post-secondary preparedness,
- iv. And the development and advancement of student's technological skills.

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 with Administration, Board, Staff, and Parents
Annual Reports

Detail: The administrative team understands the mission of the school, as does the board. The teachers and parents are also clear on the mission. As directed by the mission statement, teachers are working toward personalizing the education of all students.

Another Choice indicates in their mission statement that the school is built on four additional components: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of students' technological skills. Stakeholders addressed the first pillar, academic achievement; however all parties interviewed stress that their students work at their own level. Stakeholders believe that because of the unique nature of their students' situations, the school cannot hold these students accountable to the same standards as students at other schools. The second pillar, development social competence, was addressed through the idea of connecting virtually and using social activity clubs such as cooking and drama. The school has a room dedicated to student clubs and all teachers are required to participate in a club.

Through the site visit, evaluators did not gain a full understanding of post-secondary preparedness programs, except that one parent mentioned her son is applying to college. However, the written materials indicated a college and career readiness plan is being implemented and a staff member was hired to work on this pillar. Finally, in regards to the mission's last pillar, aside from the use of a computer, the academic program was not clearly delineated for "the development and advancement of student's technological skills."

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

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The school has created an advisory program to complement their instructional practices. Advisors work to build relationships between teachers and students. Each student's assigned advisor makes contact at the beginning of the school year and every two weeks thereafter.

The school is also built upon personalized education for all students. One concern that arose regarding personalization was a difference in understanding about how teachers could modify the curriculum. When asked if teachers could adjust the curriculum, the administrative team answered, “Depends.” The administrative team went on to explain that teachers can add enhancements to help students access the content. But, they emphasized that this is not a widespread policy; it is only used when students need the assistance. Teachers may also facilitate a study group for students struggling with the course. On the other hand, when the evaluators asked the teachers the same question, they indicated that they often made changes to their on-line course curriculum. There is an understanding among all stakeholders that interventions are in place, but the modification of curriculum seems to be understood differently by the administrative team and the teachers.

The school is living up to its design element of providing “various online curriculums” for core instruction. There were several different curriculums being used for all grades, and teachers are able to write their own courses. A blended learning environment is available, however, not all students are able to access this due to the location of the facility relative to their homes. When directly asked about the type of interventions being used to help struggling students, there did not appear to be a clear understanding of what type of interventions were in place. However, all stakeholders mentioned that teachers connect directly with students and that teachers would not take points off for late work.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Interviews with Administration, Staff
Curriculum Demonstration

Detail: At the elementary level, teachers and students have access to several different curricula. There was no evidence of a scope and sequence document per se, other than the ability for students to progress through the different courses at their own pace.

The high school utilizes GradPoint as their primary curriculum provider and there did not appear to be significant curricular differentiation at this level. However, the teachers may add materials for students in an enhanced mode, as well as exempt students from specific assignments. The curriculum was all at the same reading level and would be difficult for struggling learners to access. The teachers mentioned that students may utilize a voice to text tool to have information read to them. There is also the ability for teachers to include additional information into sections of each course that could assist students alongside the purchased curriculum. For high school students who are significantly behind in skill level, there are age-appropriate, lower level curricular materials available.

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

Rating: Meets

Evidence: Interview with Staff
Curriculum Demonstration

Detail: A virtual view of the courses showed how students are able to access learning materials. The learning objectives are included in the course. Teachers also have the opportunity to better articulate the objectives through their announcements. Furthermore, it is apparent that students understand the objectives.

There is no clear linkage across grade levels and between teachers on the use of academic language.

The teachers indicated that they help students in any way possible such as phone calls, Google hangouts, in person sessions, etc.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?**Rating:** Approaches**Evidence:** Interviews with Administration, Staff**Detail:** The secondary school utilizes one curriculum provider, GradPoint. The elementary utilizes a learning management system (LMS), and Schoology, with 15 different programs for phonics, ELA, math, etc. There is no clear curriculum for the elementary program.

When the teachers feel the curriculum is not meeting the needs of students, they are welcome to talk with the Curriculum Director. The administrators also indicated that they are always looking for something new and better, as they are not completely satisfied with the current curriculum. In fact, one administrator mentioned that the elementary curriculum was her “nemesis.”

Does the school effectively provide opportunities for student engagement?**Rating:** Approaches**Evidence:** Interviews with Administration, Board, and Staff**Detail:** Teachers interact with students throughout the course in the LMS. Students are invited to come to campus during lab hours. This provides time for students to work directly with teachers in a face-to-face environment. This year, the school opened labs in Boise and Caldwell in addition to the original Nampa site.

A teacher indicated that student engagement is difficult for them at their school due to their environment being online. However, teachers explained that they work with students to ensure that they are working toward mastery of the curriculum, a process that may include moving students to a different course or a lower level. The teachers also noted that they provide feedback to students throughout the course, including providing input on student work. Teachers also are available to meet students in a Google Hangout session to work on mastery. Additionally, when a student is struggling, his or her advisor contacts the student and guardian.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Meets**Evidence:** Interviews with Administration, Board, and Staff

Detail: At ACVS, teacher turnover is almost non-existent. There is ample evidence of support for staff via professional development and / or collaboration every Friday. The Board did not seem to play a direct role in interviewing and selecting teachers, rather leaving this responsibility to the administrative leadership. There has also not been any administrator turnover.

When discussing evaluations, teachers mentioned that each semester, one of the two administrators observes their online course. The administration provides teachers with a rubric for the course and teaching expectations. The administrators indicated that they attempt to visit courses at least once a month. There seems to be a disconnect between the teachers and administrators regarding the timing of evaluations. However, all parties agree that at the end of the year, there is a summative evaluation that includes walk-throughs and the evaluation of additional data, such as teacher time in the system. Teachers also mentioned a peer review of their courses. Peers review each other's courses to examine setup, provide feedback, etc. They then share their thoughts with their colleagues.

Does the school have strong instructional leadership?**Rating:** Approaches**Evidence:** Interviews with Administration, Staff

Detail: The administration spends a great deal of time on the curriculum, looking for the next better curriculum. It appears that as soon as there is a reported issue with the curriculum it is noted and a search begins; this is most common at the elementary level. The administrators also review data to evaluate student progress. Teachers examine the data on Fridays and discuss how to intervene with students. However, there was not a clear picture of how to use data to improve student outcomes, particularly for struggling students. The administration is currently studying to see if there is a connection between academic success and the implementation of the advisory program.

Does the school have leadership sustainability?

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

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

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: Professional Development is provided on intermittent Fridays. Fridays are considered Data Days; there is also regularly scheduled time for professional development. The administration provides most of the professional development, with outside contractors some portions. The administration mentioned PD for Title I, Title III, and servicing and educating homeless youth. Additionally, there was a book club offered last year in which all teachers were required to participate; it comprised a course on statistics. It was unclear if the professional development activities were directly related to the school's mission to offer an individualized education to all students. Teachers mentioned that they are allowed and encouraged to attend PD that is relevant to their subject areas and interests.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The school enrolls a high percentage of students that are on IEPs. The teachers noted that they receive student IEPs/504s through Power School, their LMS. There was no indication that teachers met with any administrative team member to review IEPs/504s and/or interventions. The teachers interviewed indicated that each teacher with a student on an IEP/504 reviewed the documents and worked to put accommodations in place.

The special education teacher helps with accommodations to ensure that teachers are putting these in place for students. In addition, administrators discussed how Response to Intervention (RTI) help meet the needs of students, but there was no clear documentation on how this is accomplished and implemented. RTI seems to be emerging for Another Choice Charter School.

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: When students enroll, they are given an assessment to identify their academic level. This information is used to place the student at the appropriate grade level. In addition, the administration collects data points from each course, including student logins, assignment grades, correlations to advisor, etc. However, the administration did not emphasize the importance of formative assessments that could provide intermittent checks of student progress. School leaders stated that the school is looking to promote quality online instruction through the use of assessments. However, there was no evidence of this occurring. The Board also indicated that assessment data is something that they are still working on with the administrative team, they are unsure of the data that needs to be collected to make a difference in the academic success for students.

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

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

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

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

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

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

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

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

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

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff
Student Retention Form

Detail: Another Choice has a lower than expected return rate of students. Throughout the course of the visit with administration, board and teachers, there was a recurrent refrain describing why the school has high student attrition rates: "it's the type of students we attract." When the interviewees referred to the "type of student," they indicated that these students had failed in their previous schools and came to ACVS looking to graduate. The administration team mentioned that they do not necessarily focus on the attrition rate, but rather on the supports for the students while they are at ACVS.

ORGANIZATIONAL CAPACITY

The Organizational Capacity indicators were not rated and do not represent areas 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: Interviews with Administration, Board

Evidence: Meets

Detail: There was a strategic plan presented during the onsite review. However, there was a discrepancy between the board's and administration's descriptions of the development of that plan. The administrative team indicated that all stakeholders were involved and the board mentioned that one board member was involved. It was indicated that there is a plan to revise the strategic plan this coming year. The administration mentioned that parts of the strategic plan are revisited monthly, and suggested changes are kept in a google doc. There does not appear to have been any Board training regarding strategic planning. The outside evaluator recommends that the board lead the strategic planning efforts with input from the administrative team.

Does the school's board provide appropriate academic oversight?

Rating: Does not meet

Evidence: Interview with Board

Detail: The Board does not appear to place a primary importance upon academic achievement. The finances of the school and the operations appear to be of higher priority. For this year, the

Board's goals included overseeing establishment the two new lab sites, making sure that the technology was operating properly, and ensuring the continued financial health of the school. When asked about administrator goals for the year, the Board responded that they had no goals for the administrators. The Board appeared highly satisfied with the administration and saw little room for improvement.

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:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Curriculum

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

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

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

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

PCSC Site Vist Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Program Delivery: Instruction

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

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

Does the school have strong instructional leadership?

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

PCSC Site Visit Evaluation Rubric

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

Program Delivery: Assessment and Evaluation

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

Access and Equity

Does the school offer adequate support for special populations?

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

Organizational Capacity

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

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

Are there effective communication channels between stakeholders?

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

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

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

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

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

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

Notes:

Does the school maintain appropriate internal controls and procedures?

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

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

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

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

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

Notes:

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Another Choice Virtual Charter School, 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 February 5, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; 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 2010. 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 **April 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:
Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on
- i. Academic achievement,
 - ii. Development of social competence,
 - iii. Post-secondary preparedness,

iv. And the development and advancement of student's technological skills.

B. Grades Served. The School may serve students in kindergarten through twelfth grade.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.
- Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- Implementation: Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:
 - i. Various online curriculums to provide core instruction.
 - ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
 - iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
 - iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
 - v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
 - vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

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 504 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

	Grades K-6	Grades 7-12	Total
2014-2015	115	265	380
2015-2016	133	305	437
2016-2017 & after	153	351	504

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.** 1014 W. Hemingway Blvd., Nampa, ID 83651. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Idaho Education District Three, Treasure Valley.
- 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 **April 17, 2014.**

Alan Reed

Chairman, Idaho Public Charter School Commission

John Kelleher
John Kelleher (May 6, 2014)

Chairman, **Another Choice Virtual School Board**

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

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

AUXILIARY DATA SUBMITTED BY SCHOOL

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

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

ACVS'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 Special Education Services Determinations -- The document summarizes the 2014-15 SDE evaluation of Special Education services delivery.
- Sustainability and Growth Data -- The spreadsheet shows enrollment numbers and graduation rates from 2010-11 to the 2015-16 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
SPED	Our school has approximately a 50% rate of students requiring special services of some sort. We work very hard to ensure success in this area. We have consistently over the years received high review scores from the State. For our ratings for SY 2014-2015, just processed, we received the highest possible score.	ACVS SY 2014.2015
Sustainability	Our school has grown every year. Additionally, we continue to sustain our student base. We are submitting our sustainability data to demonstrate this.	ACVS Sustainability and Growth Data

SY 2014-2015 Determinations Processed 2016
Another Choice 476

CONGRATULATIONS! With a performance of 4.00 on these compliance indicators, the district determination is: Meets Requirements

Points Possible Points

4	4	Indicator 4B: Significant discrepancy by race/ethnicity in the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy.
4	4	Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
4	4	Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
4	4	Indicator 11: The percent of children with parental consent to evaluate, who were evaluated within the 60 school day timeline.
4	N/A	Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
4	4	Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
4	4	Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
4	4	Indicator 16: Percent of mediations held that resulted in mediation agreements.
4	4	IDEA Part B Audit Findings
4	4	Overall LEA Determination

School Year	Number of K-12 Students on May 1st	Number of High School Graduates	Number of Students that attended ACVS all 4 years	Number of Early Completers?
2010.2011	167	11	0	0
2011.2012	306	13	0	0
2012.2013	311	11	0	0
2013.2014	314	21	4	0
2014.2015	360	45	8	2
2015.2016	471	30	13	5

Application for Charter Renewal



Laura Sandidge, Administrator
Another Choice Virtual Charter School
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Nampa, ID 83651

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lsandidge@anotherchoicecharter.org

Application Approval by School Board: December 14, 2016

Application Submission Date: December 15, 2016

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Executive Summary

Another Choice Virtual Charter School's mission is to provide a safe, individualized standard's based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Our vision is to work together with technology, rigorous academics, and highly qualified teachers, to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.

When ACVS first opened our doors in August of 2010 we had a one-room lab where all students K-12 could come and get the support of several teachers that were on staff. Some of those teachers worked full time for us, but many of them worked part time at our school while they worked at another brick and mortar school full time. We quickly grew out of our original location and moved into our Nampa lab that continues to be our home base. That lab has the luxury of having two sides with one specified as an elementary and another a secondary lab. Now, in 2016 our school offers three additional lab locations, the Nampa lab remains, but we have added on a special services lab that allows students to go in for their speech and occupational and physical therapy sessions. We have additionally added on a Boise lab and a Caldwell lab where students can go to get additional support from their teachers that now all work for us full time.

Our teachers are on duty to support our students, as we would expect any school to do. However, our school is a bit different as students are able to contact teachers virtually or face to face as they need. There are teachers on sight available to support them between the hours of 8:00 am through 8:00 pm. This is quite attractive to students that come to us after a long workday or a long day taking care of their own children. This also helps students that cannot attend the traditional school day due to their life interests and abilities. When those students attend our school they are able to benefit from a public education and not get penalized when their other interests such as 4H or professional competitions keep them out of the school location for extended periods of time.

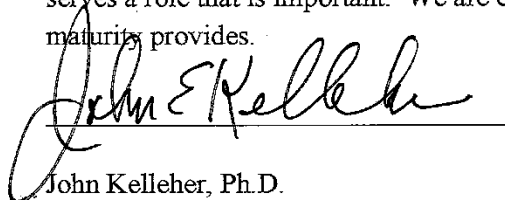
While we are in several locations our teachers work diligently to know and connect to our students. Every teacher has some sort of social club offered to students weekly. Students have a wide array of interests and Another Choice Virtual Charter School, or ACVS, has a wide array of weekly club offerings where students can learn more about their interests while enjoying the company of their peers. Students can learn drama and perform them publicly. They can learn to

code computers, they can have art experiences using a variety of mediums and they can also just play a quiet game of chess. We offer clubs weekly and in all locations.

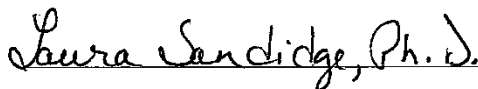
While the growth in students and in teachers and in locations have been rewarding, that is not to say we have not had our aches and pains as we have gotten older and wiser. We continually work on our processes, and the communication of those processes to all stakeholders, in order to refine them and make them beneficial for all. We continually need to review our policies and procedures as systems that worked well for one location with 135 students continually need fine tuning or changing due to the fact we now have 500 students across three locations. However, we feel we are an academic success. Many of our students were not going to graduate given the trajectory they were going, but because of our efforts we have students that while might not have finished their diploma in the traditional time frame, have finished. Where many students might drop out, they are now going to school and showing academic growth at ACVS. That is a success. Our school is organizationally sound and compliant with the laws and regulations in Idaho. We work very hard to make sure we implement the law fully. We want to do an excellent job and I believe it shows in every staff member at ACVS. We are a fiscally sound and viable organization that continues to grow and develop and expand. We hire more teachers and staff every year and rarely do we have the need to advertise as people seek us out for positions. Each year our staff grows based on the areas we target as an area of need, such as in the area of math, science, and or language arts.

We have many goals for our next performance certificate term. We are excited about growth and want to continue running effective data that demonstrates growth in our students. We want to develop our processes to be more effective and more beneficial to all. We have reviewed with our stakeholders on the mission specific goals that reflect where our focus is for the next five years and are excited to implement and analyze that information.

Our school is not a typical virtual charter school. Since our school opened its doors we have been striving to provide a viable choice for all students with a focus on students that learn differently. We feel that we have achieved that endeavor and have room to grow. Our school has been referred to others over the years by other parents, other schools, physicians, and entities such as the Department of Health and Welfare and the Department of Juvenile Corrections. We are a viable choice for many students that have found themselves not quite fitting traditional brick and mortar environments. We feel that we are an important part of our community that serves a role that is important. We are excited about the future and the continued growth that maturity provides.



John Kelleher, Ph.D.
Board Chairman, ACVS



Laura Sandidge, Ph.D.
Administrator, ACVS

Is the School An Academic Success?

Our school is somewhat unique. We attract a wide range of students’ kindergarten through twelfth grade. Many of these students have been referred to us through other local entities; therefore we feel we are an important part of our community as we are able to give students a viable choice to complete their public school education. With our approach we allow students to have an online curriculum that they can do anywhere, with virtual support from their teachers throughout the day, Monday through Friday. However, students are also able to come into a learning lab to receive additional support from certified teachers. ACVS is a school that implements traits one might see in an alternative school model in order to support more thoroughly our at risk population, and a hybrid or blended model where a student blends traditional with on-line instruction.

There are a few factors that impact on our performance reports in order to show academic success statistically. The statewide testing changed during this performance framework sequence and our student population can be considered an atypical student population based upon our student demographics, specifically in the number of students that are classified as at-risk or eligible for special services. Generally, a student is considered at risk when they have a higher probability of failing academically or dropping out of school. It is typical to consider students who face homelessness, incarceration, teenage pregnancy, health issues, transiency or domestic violence to be considered at risk. Idaho Administrative Rule 08.02.03.110 delineates more clarification on students who could be qualified as at risk. However, at ACVS our data reflects that 72% of our students qualify for at risk. A student is considered eligible for special services through strict guidelines that are established federally. ACVS currently has 41% of our student population qualifying for special services. Students who qualify for special education are additionally considered at risk for a higher probability of failing academically. Lastly, our students often have had a failed experience at a previous location causing them to typically be older than what is typical for that grade level student which impacts on high school graduation rates.

Grade Level	Average Age	ACVS Average Age
Kindergarten	5	6.382
1 st	6	6.727
2 nd	7	7.805
3 rd	8	8.649
4 th	9	9.729
5 th	10	10.843
6 th	11	11.651
7 th	12	12.766
8 th	13	13.755

9 th	14	15.158
10 th	15	16.309
11 th	16	16.994
12 th	17	17.954

Our Charter has been reviewed many times over the years with our board, staff, and administration. We have officially revised it one time since we our doors opened and are in the process of a second revision in order to ensure that our Charter is consistent with our current practice. For the past three years we have focused a significant amount of our efforts in data gathering to support our mission specific goals delineated in the performance framework. We feel the framework should reflect our full Charter goals and aspirations in a more concise manner. The mission specific goals that were identified in our previous performance framework identified several of the areas that our school wanted to concentrate on. Our focus areas were on student growth, college readiness, and motivation and engagement.

Student Growth

While reviewing the percentage of possible academic points on the performance frameworks for ACVS there is no question that the score is low. ACVS annually strive to have those scores higher and provide a variety of interventions to facilitate that fact. Without question continued academic growth is a strong goal for our school. We work every year to ensure that systems are in place to provide for academic success for all our students.

In order to show academic success in our students ACVS feels that we benefit from concentrating on student growth and celebrating when we have success in that area. We feel that growth data is one area that we can look at to measure success for our students. That said, our school works diligently to gather, view, and analyze our student’s growth over the academic year. We feel this is a continual need in our school, the ability to gather accurate data as part of our program placement process and to be able to analyze it effectively in order to show academic growth. As the Idaho Department of Education, as well as many schools have done, we have changed our data systems over the years. At this time we are testing all students as a matter of protocol at the beginning and ending of each year using two different assessments. Students in kindergarten through sixth grade receive the Measures of Academic Progress, by Northwest Education Association, which is administered on a computer and measures the learning level of our students in reading, language usage, and mathematics. Secondary students, grades seventh through twelfth receive The Basic Achievement Skills Inventory (BASI™). This test uses a series of multi-level, group and/or individually administered, norm-referenced achievement tests that measure reading, written language, and math skills for children and adults. In our environment we administer the BASI™ as a timed group administered assessment twice a year. These collective data points provide us with a baseline testing on all students, K through 12, at the beginning of the year and end of each year, which allows us to extrapolate their annual

academic growth.

While this data gives us an overview of annual student growth and facilitates appropriate program placement, it is not always specific data since it is administered in a group. It is acknowledged that there could be factors that do not produce the most accurate data. Therefore, for a large number of students that may be identified from this initial data, we additionally monitor select students more intensely in the areas of reading and math by providing intervention classes and running monthly progress data.

Additionally, for all secondary students that enter our program we do an initial reading survey as part of the orientation process in order to facilitate appropriate placements in programs and identify any concerns. Lastly, for secondary students, we monitor if our students complete their coursework throughout the year, which provides us with data as well. Out of those systems that are in place we currently have within our mission specific goals data that reflects this growth for three of our mission specific goals.

- For our elementary students we look at the growth in the Language Arts domain for students in kindergarten through sixth grade, as well as Math growth for students Kindergarten through sixth grade.
- For our secondary students we look at their course completion throughout the year. This goal is again considered when we look at college readiness for our students.

In looking at the past two performance reports secondary students completing their coursework has improved approximately 20% which is a great success, we feel this reflects that secondary students are getting the supports required to be successful in their coursework. Language Arts is typically more of a strength for our elementary students, however the scores did drop in this area for students kindergarten through sixth grade. As a response to that finding interventions were put in place this year. We are monitoring and it is suspected that will result in data that validates those interventions, it is difficult to determine a trend from one year of data. Math data for students' kindergarten through sixth grade did improve overall by 8%.

College Readiness

It is the goal of every school to produce students that are prepared and excited to attend college upon graduation. This can be done in a variety of ways, ensuring that students are completing their courses and having opportunities to receive dual credit, having rigorous high school courses, receiving high college placement scores, and student participation in high school activities have been linked to college readiness.¹ Our school works very diligently to have every student graduate and be ready for college when they leave our program. However, with our

¹ Robbins, S., Allen, J., Casillas, A., Peterson, C. H., & Le, H. (2006). Source Cited in Attachment A

population we need to be strategic in our efforts in order to increase our graduation rate. Our rate is currently not satisfactory for our students, parents or staff. We realize that we might not match the state graduation rate within the next five years as many of our students do not graduate within a four-year period, however we can show growth and fully plan on doing so. Increasing our graduation rate has been a focus for our school during this performance framework period in how we structure our secondary program, and likewise it is a key focus area for our mission specific goals going forward. Research has proven that there are several critical factors, or indicators, that impact college readiness in students, and ACVS has focused on four of those factors. Those factors² are:

- Economic Factor
- The Importance of Ninth Grade on High School Graduation
- Attendance and Student Engagement with School
- Course Failure

Currently, one of our counselors will meet initially with every secondary student that enters our program to ensure that they are placed within an academic program that meets his or her specific needs. They also visit with every student and family about the advanced opportunities that are available within our state. Through that initial meeting they ensure that students are enrolled in classes appropriate to their needs. Every year we offer more and more curriculum choices in order to work on engaging academic interest for our students. While we offer many electives and core courses with a rigorous curriculum, we also offer what we consider remedial and foundational level courses if that is what a student needs to be successful. All courses can be offered curriculum modifications if needed. ACVS additionally offers dual credit and IDLA courses if needed.

Part of our process at getting a student enrolled is to ensure that a student is connected to and provided with an advisor, in order to facilitate school engagement. We have different grade level advisors as well as different levels of expertise for our advisors. Often training for our advisors is connected to our professional development program or conferences our staff would attend both nationally and within our state. For example, students that are classified as special education would benefit from an advisor that will help them specifically in reaching their academic and career goals. This is important, as students who qualify for special education tend to take longer to graduate school, even if they meet and obtain the full criteria required to receive a high school diploma. If a student is considered at risk and in crisis they may be placed with an advisor that has had more specific training in the area of helping that student be successful in school. We feel that every student needs to be connected with someone designated to monitor specifically his or her success.

² Factors Influencing High School Graduation, Issue Brief, Barbara Ritter, Spring 2015, Source Cited in Attachment A

All those efforts do not change the fact that a student that is in high school earns their credits and consequently promotes from one grade to another based on those credits, however for our school many of our students were not successful the first time they were in ninth grade so they have not received enough credits to be considered a tenth grader. When an individual looks at their credits, if they have not had the appropriate number of credits they do not move into the next grade level. Research has documented that an on-time graduation is higher for students who are on track for a tenth grade promotion. Our students often start later even in kindergarten. Our data shows that the average age level indicates that our students tend to catch up in the upper elementary levels but fall back below an on-time graduation age rate during the eighth and ninth grades. Our number of students is higher for ninth grade than any other high school grade we have making that an additional focus area for us. This indicates that the “Ninth grade factor” is very important for our school when looking at graduation rates and staffing.

We currently have within our mission specific goals data that reflects two aspects of college readiness in our mission specific goals and will be proposing additional goals in our next performance framework.

- For our secondary students we look at their course completion throughout the year.
- For our Twelfth graders we look at if they have completed a vocational, PTE, and/or concurrent credit courses prior to graduation.

Technological Skills

The development of technological skills is typically not considered an area one would think of for student growth or for college readiness. However, it fully impacts both areas, student growth and college readiness. Technology for all students is important and students are amazing at their natural skill level. This field is growing fast and our students must show growth in their skills in this area to stay competitive in today’s work force.

Technological development is a priority in our school for both our teachers and our students. Our teachers need continual training in order to stay knowledgeable with the many advances that are constantly occurring. They also have to stay aware of the continual safety issues that so many of our students can so easily fall pray to. Our school promotes training on technology for all teachers and staff minimally twice a month through our professional development. We have had outside trainers and have encouraged our teachers to get advanced degrees in this area. We feel strongly this is an area that cannot be expanded upon enough at our school.

We also want our students fully learning and experiencing technology in a safe and responsible manner. We are working with entities that will help us teach our families and students about safety on the Internet. We want our students fully capable of using technology as a viable tool to help them be successful school and beyond, whether that is in college or in the workforce. We

currently have within our mission specific goals one goal that reflects the area of technology. The goal, ‘Is the school improving middle school students’ technology literacy?’ has been positive, however the data has been discarded because the sample size, due to the parameters of how the goal was written, was too small. Consequently our school is requesting for those goals to be revised and updated. We feel these goals have been achieved, however, there are other more effective ways to gather this information.

Motivation and Engagement

Our Charter was developed with providing socialization opportunities as a key design element. This has developed over the years with programs and activities; albeit some of those have been more successful than others. We offer some form of larger socialization activities to our students, this could be by having our entire school go to an Idaho Hawks game, or by having a trip to the zoo. The activities are wide-ranging and typically organized by grade level in order to maximize socialization. As described, every teacher has a social club offered to students weekly. Because our students have a wide array of interests ACVS offers a wide array of weekly club offerings where students can learn more about their interests while enjoying the company of their peers. The lab-learning environment in itself provides a socialization outlet for many students that may not otherwise have that opportunity. We feel that our socialization opportunities are successful and that many students take advantage of them. That said, many students do not and often those are the same students that struggle academically. In our school we can see a strong correlation between course completion and participation in socialization activities. Of course there are many variables, however we see a correlation. At this point our data is subjective data, it is our goal in the future to have more quantifiable data that could solidly show a correlation between students taking advantage of our social opportunities and student engagement within the curriculum.

The performance framework data that has been submitted to reflect motivation and engagement has not always been successful. For the past two years the mission specific goal of ‘Is the school encouraging special education students’ motivation to learn?’ has been positive showing a slight increase. However, the measure for that data is subjective at best. It is not producing meaningful data in our opinion. Additionally, while the mission specific goal of ‘Is the school encouraging at-risk secondary students to engage in their learning?’ has also been positive, the data has been discarded because the sample size, due to the parameters of how the goal was written, is too small. Consequently our school is requesting for those goals to be revised and updated. We feel these goals have been achieved, however, there are other more effective ways to gather this information.

Key Design Elements

There is no question that our school continues to need to develop. Our professional development and staff meetings facilitate our staff to understand the goals that our school wants to implement and to learn a common language in communicating the outcome of those goals. There has been much training over the years and there continues to be the need for training. However, in looking at the overall design elements that were part of the original charter listed below our school has been extremely successful.

- Various online curriculums to provide core instruction.
- Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- Socialization opportunities to enhance students' social, emotional, and wellbeing.
- Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

We have worked on, and continue to work on, every one of these elements. They still are important to the stakeholders of our school and to our Charter and we do not propose any changes on these.

Is The School Organizationally Sound And Compliant With Applicable Laws And Regulations?

Our school has worked diligently to be organizationally sound and compliant with all applicable laws and regulations. That is important and valued for all stakeholders since we opened our doors in 2010. The buildings we use are ADA compliant which include wheelchair ramps and door activation switches where needed. The performance frameworks for total operational points over the past three years were, 97.5%; 91.25%; and again 97.5%. We feel that this is an area of strength for our school.

Currently our ACVS student demographics are:

- Enrollment – 498
- We have 10 more females than males at our school
- 72% Eligible for Free & Reduced Lunch
- 41% Special Education
- 12% English Learners
- 14% Homeless

Our ethnicity demographics at ACVS as documented below, are comparable to our local population.

Ethnicity at ACVS as currently reported	Ethnicity in Nampa³	Ethnicity in Nampa⁴
African American – 2%	African American – 1.3 %	
American Indian – 3%	American Indian – 2.2%	
Asian – 1%	Asian – 1.6%	
Caucasian – 63%	Caucasian – 93%	
Hispanic – 26%	Not counted as a sub group	Hispanic – 19%
Other – 5%	Other – 5.2%	Other – 81%

Very often a typical special education percentage in a school averages to 13% with a majority of those students qualifying for high incidence disabilities such as specific learning disabilities. In our school most of our students qualify under low incidence disabilities, meaning they have higher level of support needs and they typically qualify for more related services such as speech, language, occupational or physical therapy. That fact makes ACVS very proud to report that we have continually received high scores annually based on our reviews from the Idaho Department

³ As reported by Proximity accessed on line at: http://proximityone.com/acs/dpid/dp1_1602340.htm

⁴ As reported by Proximity accessed on line at: http://proximityone.com/acs/dpid/dp1_1602340.htm

of Education specifically in the area of special education. We are fully compliant and strive to consistently be so. This is an important and key area that ACVS is proficient at implementing laws and regulations in. ACVS fully offers special services, including, Special Education under IDEA, and Section 504 of the Rehabilitation Act of 1973. We adhere to the Americans with Disabilities Act of 1990 and continually develop our systems on how to better serve our student population, which full includes a data driven Response to Intervention for students as needed. Laws that have been put in IDAPA Code are also reviewed and implemented annually. Providing special services in our school has grown exponentially and continually grows with new students and corresponding staff annually. While the demographics for our student numbers often change, at times our population of students on some type of special services program may run as low as 35% but they can also go as high as 55%.

Sustainability

We feel that our school’s continual annual growth as demonstrated with the chart below shows that our school is sustainable and has been successful at attracting and maintaining students overall.

School Year	Number of Students in August of that Year
2010	89
2011	213
2012	292
2013	336
2014	339
2015	360
2016	476

Our goal is to ensure that our school maintains the students that we attract, therefore we are continually looking at our processes to ensure we are meeting the needs of the students and their families in regards to staff hiring and job placement. Our board is fully involved in those decisions annually as we review our staffing needs.

School safety is important to our school. We have hired an outside consultant to review our main lab location and to assist us in developing appropriate safety plans. These plans are reviewed and monitored to keep them viable. We practice safety measures with staff and students alike.

Is The School A Fiscally Sound, Viable Organization?

ACVS undergoes a financial audit annually in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. ACVS has retained the same auditor throughout the entire operating period. We feel that Quest CPAs, previously called Folke CPAs, knows our organization and has developed a strong working relationship with our financial manager and administration. At points over the years there have been recommendations to ensure that our finances are transparent and compliant and we have implemented those suggestions. Our audits have been submitted in a timely manner to the state and we are compliant in this area.

It is our opinion that without a doubt, our school is a fiscally sound, viable organization. Few organizations could accomplish as much as our school has with as little as we have. Without taking money from independent investors, or going into debt, we have successfully provided education to hundreds of Idaho children. We have accomplished this while growing and expanding our school to better meet the needs of our student population in Nampa, Caldwell and Boise. We have added on locations in order to provide better personal access to our teachers. Very little have we done with our funds, without having first analyzed the cost benefit of doing so. In every decision, serving our children well has been our top priority. We work hard to innovate when solutions are needed, and to not throw money at our problems. Our Auditor, Dan Coleman of Quest CPA's, has often commented that we seem to accomplish much, with less than others he's seen; he has indicated that he is refreshed by the soundness and thoroughness in the way we keep our books. He has often commented that it is a pleasure to perform our audit because our orderliness makes it easy for him. In every year that he makes suggestions, we do not waste time, and implement them immediately. We take our finances seriously, and because of that we will continue to be a fiscally sound, and viable organization for years to come.

Our board has worked diligently on ensuring that our policies and procedures, particularly within the financial domain are current and appropriate for our school. Our budgets are developed each year and reviewed and discussed by our board monthly. While our auditor works closely with our financial manager, they have been very receptive to our board of directors and have worked diligently to give all our board members a thorough explanation of our financial standing in written format annually. Our financial manager, working with our auditor/s as necessary, have taken the necessary steps needed to ensure that the board fully understands the financial standing of our school at all times of the year.

Our performance frameworks over the years have shown that ACVS is sound financially. Since our school is committed to being fiscally responsible we have not had issues with meeting our expenses throughout the year. However, one area that has been a consistent issue for our school over the three years of the current performance certificate is ensuring that we have consistent

unrestricted cash to cover the cost of expenses for a minimum of 60 days. We are committed and aggressive on reaching this goal. It has been important for us, as a school, to be a dynamic school. It is our desire to be responsive to the needs of our students, the preparedness of our staff, and the wellbeing of our school overall. This is why we have decided to remain uninhibited by the influence of investors and financiers. Up until now, we have been privileged to enjoy that posture; however, we do recognize the benefit of having substantial reserves. Our goal is to gain as many days of unrestricted cash to cover the cost of expenses each year without hindering the cost of education of our students. Last year we gained four days, this year we began the year with 22 days of unrestricted cash, if we continue that trajectory we will reach our 60-day goal within three years.

ACVS is a small school and relatively young. We are proud of our financial status and feel we have done an exceptional job maintaining the expenses that occur in offering students an education in a fiscally responsible way. Each year we have attracted more and more students and continue to have a strong parental support base for those students. We offer a competitive salary and benefit package to our employees to attract and maintain employees. We do not have substantive concerns in the financial area.

If Renewed, What Is The School's Plan For Its Next Performance Certificate Term?

Our school is very excited to move into our next performance certificate term. We feel that our school has already experienced what could be considered two phases, the start up years prior to the ruling of a required performance certificate, and the first initial performance certificate for all schools that had a shorter period of time for implementation and evaluation. We consider our next performance certificate term to be phase three. This is a welcomed phase as our systems have become more solidified and we have had an opportunity to work with all stakeholders to propose mission specific goals that would demonstrate our student's skills in a more strategic manner to show the growth our students are obtaining.

Strategic Plan

Another Choice Virtual Charter School is built on the desire for academic achievement; development of social competence; post-secondary preparedness; and the development and advancement of student's technological skills for all our students. If renewed our next performance certificate plans on being even more aggressive on promoting these desires for our students. Our school has already begun the implementation process to promote these endeavors.

All students in our school get testing at least twice a year to determine their actual achievement level. Our educational programs, all aligned with common core standards, allow us to move a student to their level, whether that level be above or below grade level. The courses that we offer, reviewed annually for all grades, support and encourage students to obtain and/or enhance their skills. If a student is found to need additional support in a core area they are encouraged to take advantage of one or more of our wide range of support courses, whether it be through our Title One program or our remedial programs. Conversely, if a student is found to require enhanced opportunities we encourage and allow our students to take one of our many classes that could fall into an advanced opportunities course, those courses could be advanced placement, upper level math and science courses.

Development of social competence is vitally important to our school for all our students. As known, all teachers offer a social club. All the clubs are different in order to ensure students participate in the clubs. If the club is not well attended it is transitioned into a club that benefits from high student participation. Classes that purposely teach students how to become leaders and/or more socially aware are also taught as electives to students who choose to sign up for those, and again, those are monitored to ensure that we have student participation. Lastly, we have scheduled and age appropriate activities monthly for our students that facilitate social competence. Each year activities are budgeted in and promoted for our students. Our school offers many of the activities that any high school student would expect such as Homecoming Dance and Prom to name two.

Post-secondary preparedness is an area that has received a lot of attention in our school through our college and career advising team and this area continues to be developed. Our counselors are available to students at various times and locations to ensure the students know how to get support. Additionally, they meet with every incoming secondary student to ensure they know the options that are available to them in our school and in our state. Our school works very diligently to have students be exposed to colleges across the northwest and to ensure visits are done. We have events to help students apply for scholarships with the support of our staff. We are currently offering dual credit classes and continually work with our teachers in efforts of offering more annually. Career and Technical Education, CTE, is an area we are promoting and encouraging significantly at our school. We have been approved for a Family & Consumer Sciences CTE and are currently working on submission proposals for Business & Marketing, Engineering & Technology and Health Sciences. We currently offer as electives many courses that would allow a student to complete their high school education with certificates that would allow them to jump into higher paying positions. We are also working with our students to make sure they are aware of these offerings and they take advantage of them.

Additionally, the development and advancement of student's technological skills for all our students is very important to us. We have worked with students to develop their technological skills through clubs, organizations, events, and classes. We also are working with our teachers to develop their skills and their certifications in this area so they can offer even more classes for our students. Through our professional development we offer training on technology minimally twice a month. Specific multiple staff are sent to national conferences that better equip them in the technological arena annually. We currently offer digital media classes and our hope is to offer a full strand of courses in the areal of Information Technology and Digital Media Technology & Communication over the next five years.

Development in Curriculum and Skills

ACVS has many master level teachers that are very knowledgeable and a curriculum coordinator that is highly skilled in curriculum review and development. That said, our school can benefit, and we are working diligently to ensure, consistency and a systematic approach to educating students using virtual programs. When our school started in 2010 there were very few schools using a full virtual program for academics. Many curriculums are available now and it is an exciting time. However, many of those programs do not offer their courses in the reading levels that a student may need in order to be successful. Our school is working with our curriculum coordinator and our team of teachers' to ensure that we have parallel curriculums that allow our students to work along side each other and progress in their academic skills. Our twice-annual course evaluations become all the more important as we ensure that students have consistency in implementation of their curriculums.

We have had the opportunity to identify areas that we would like to see more growth for our board, staff, and in our students and parents. Our board has developed dramatically over the years. Our board members have varied levels of expertise and varied years they have served on the board. They have all made a commitment to our school and in making that commitment they have become very important to the quality of our school as they work with all involved. Many of our board members have had training in strategic planning and charter governance, however all are eager to learn more about those and other topics. Our board is highly invested in our school.

All our staff is excited about the changes that have been occurring over the years in professional development and staff training. We have been working on many topics that are specifically pertinent to our school and students. We have benefited from high quality state level trainings that are offered annually on a variety of topics. Our school has consistently worked to bring in high quality trainers and to send many of our teachers to national trainings as well to develop our skills. Through those offerings several of our teachers have been able to identify areas of interest that will benefit our school. Consequently, we have several teachers currently working on developing the skills that our school has identified as areas we want to develop, such as vocational development and educational technology.

Lastly, as our students become more and more technologically competent we discover the need for equipping our parents and our students for safety on the Internet. We have begun working with Idaho Attorney General’s office to provide training to students and their parents on the awareness of Internet safety. We are very excited to better equip parents and students for safety.

Mission Specific Goals

Our school is excited about proposing seven new mission specific goals. We feel these goals will enable us to measure our progress for several target populations. ACVS proposes the following seven mission specific goals for our performance framework.

Mission Specific Goal	Comments
1). Is the school ensuring that secondary students successfully complete coursework? Focus: College Readiness	This is a continuation goal from our last performance framework. We propose no changes in how it is implemented or in how it is assessed, as it is a valid goal for us.
2). Is the school ensuring that elementary students make appropriate academic growth in language arts? Focus: Student Growth	This is a continuation goal from our last performance framework. We propose no changes in how it is implemented or in how it is assessed, as it is a valid goal for us.
3). Is the school ensuring that elementary students make appropriate academic growth in	This is a continuation goal from our last performance framework. We propose no

math? Focus: Student Growth	changes in how it is implemented or in how it is assessed, as it is a valid goal for us.
4). Is the school encouraging all students in 7 th through 9 th grade to increase their motivation and engagement within their school? Focus: Motivation and Engagement to better identify students and support students to prevent dropping out of school	This goal combines two goals together, changes the measurement in an effort to achieve better data, and focuses on all students, including students in special education and students that would qualify for at risk in grades 7 th through 9 th grades.
<p>Specific information on this goal:</p> <p>For the purposes of this measure, a student will be considered enrolled at the “beginning of the school year” if he/she is enrolled no later than 2 weeks after the start of school. Using the Motivation and Engagement Scale (MES) the learning focus score will be monitored. All 7th through 9th grade students who have the appropriate attendance rate will take a pre test within the first 30 days of school and post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.</p> <p>Exceeds Standard: 90% to 100% of all students in grades 7th through 9th who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of A or B on the Learning Focus MES.</p> <p>Meets Standard: 70% to 89% of all students in grades 7th through 9th who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of A or B on the Learning Focus MES.</p> <p>Does Not Meet Standard: 40% to 69% of all students in grades 7th through 9th who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of A or B on the Learning Focus MES.</p> <p>Falls Far Below Standard: Less than 40% of all students in grades 7th through 9th who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of A or B on the Learning Focus MES.</p>	
5). Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation? Focus: College Readiness	This is a continuation goal from our last performance framework. We propose no changes in how it is implemented or in how it is assessed, as it is a valid goal for us.
6). Is the school improving middle school students’ technology literacy?	This is a continuation goal from our last performance framework. We propose

	significant changes in how it is implemented and assessed.
<p>Students in 6th through 8th grade will be given the TechLiteracy by Learning.com assessment within 45 days of the end of school year. The school will provide data to the PCSC no later than October 1.</p> <p>Exceeds Standard: 80%-100% of 6th through 8th grade general education students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better scored with at least 80% accuracy on the TechLiteracy assessment.</p> <p>Meets Standard: 60%-79% of 6th through 8th grade general education students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better scored with at least 80% accuracy on the TechLiteracy assessment.</p> <p>Does Not Meet Standard: 40%-59% of 6th through 8th grade general education students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better scored with at least 80% accuracy on the TechLiteracy assessment.</p> <p>Falls Far Below Standard: Less than 40% of 6th through 8th grade general education students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better scored with at least 80% accuracy on the TechLiteracy assessment.</p>	
7). Is the school increasing special education students' reading scores?	This is a new goal for our school.
<p>For the purposes of this measure, a student will be considered enrolled at the “beginning of the school year” if he/she is enrolled no later than 2 weeks after the start of school. The easyCBM assessment will be given to all special education students. All special education students who have the appropriate attendance rate will take a pre test within the first 30 days of school and post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.</p> <p>Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better demonstrated a 50% growth in their overall reading score.</p> <p>Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better demonstrated a 50% growth in their overall reading score.</p> <p>Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better demonstrated a 50%</p>	

growth in their overall reading score.

Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better demonstrated a 50% growth in their overall reading score.

Future Expansion Goals

Our school would like to expand in numbers of students and in educational regions throughout the State of Idaho. We are currently revising our Charter to reflect and provide specifics concerning that long-term desire, our Charter was originally written with expansion throughout the State in mind. Our strategic plan has had growth incorporated in it continually. However, we have been guarded, and strategic, in our expansion efforts over the past years in order to ensure sustainability for our school, as fiscal responsibility and longevity guide our decisions.

Staffing needs change annually and those are reviewed thoroughly with our board as we set our financial budgets. The board approves all financial and staff changes.

Attachment A

Source Citations

¹Robbins, S. B., Allen, J., Casillas, A., Peterson, C. H., & Le, H. (2006). *Unraveling the differential effects of motivational and skills, social, and self-management measures from traditional predictors of college outcomes*. *Journal of Educational Psychology*, 98(3), 598-616.

Full article can be downloaded online through the following location through the link:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiBmsfC-PTQAhUN8WMKHRARBm0QFggkMAE&url=http%3A%2F%2Fciteseerx.ist.psu.edu%2Fviewdoc%2Fdownload%3Fdoi%3D10.1.1.464.6812%26rep%3Drep1%26type%3Dpdf&usg=AFQjCNGkSMZzREdocsdrghHy7cnF5wqPEA>

²*Factors Influencing High. School Graduation*. Issue Brief Prepared for the. Washington Student Achievement Council. Spring 2015. By Barbara Ritter.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



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Alan Reed, Chairman
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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.