

RENEWAL RECOMMENDATION

It is recommended that the charter of Bingham Academy (BA) be renewed for a five (5) year term, provided that BA 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, 2019, BA will obtain STEM certification, either as a program or as a school, at the sustaining level. Such certification shall be maintained at the sustaining level throughout the remainder of the performance certificate term.
2. By June 30, 2020, BA's ISAT math proficiency rate will be at least thirty percent (30%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average ISAT math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
3. While BA increases math proficiency, BA will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

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

Idaho STEM Academy dba Bingham Academy (BA) is a brick-and-mortar public charter high school located in Blackfoot, Idaho. The charter states that the school will focus on Science, Technology, Engineering, and Math (STEM) and post-secondary preparedness. Heavy emphasis is placed on the earning of postsecondary credits via concurrent/dual enrollment through relationships with colleges and universities. The STEM focus should feature hands-on access to technology, hands-on experimentation, field instruction, and a well-defined career exploration program to prepare students for the needs of local industry.

The charter includes the following commitments:

- BA will develop relationships with multiple postsecondary institutions, offering concurrent and/or dual enrollment opportunities.
- BA will establish computer labs with full-time facilitators and 1:2 or better student: computer ratios, where students receive support in their postsecondary coursework.
- BA will utilize a four-day student week, with every Friday set aside for targeted professional development.
- 77-86% of students will score proficient on each section of the ISAT or ISAT-Alt.
- 75% of students will show sufficient annual academic growth to reach grade level by 10th grade.
- The percentage of 11th grade students achieving a college-ready score on the SAT, ACT, ACCUPLACER, or COMPASS score will exceed the state standard.
- 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation.
- The school's 4-year cohort graduation rate will be at least 90%.

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 BA was approved by the PCSC in March 2013, following a December 2012 denial decision that was supported by a hearing officer's recommendation. The school opened in fall 2014.

MISSION

The mission of Bingham Academy is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

LEADERSHIP

Name	Title	Term
Holly Lilya	Chair	09/15 - 09/17
Jeff Robbins	Vice Chair	09/16 – 09/18
Tausha Wolfley	Secretary/Treasurer	09/16 – 09/17
Brian Phillips	Member	09/15 – 09/17
Dan Cravens	Member	10/16 - 10/18
Fred Ball	Administrator	N/A
Mark Fisk	Lead Teacher	N/A

Academic Performance Summary

BA’s ELA results have improved such that the school’s ISAT results in ELA are significantly higher than the state average and the highest among local high schools. BA’s math results remain significantly lower than the state average and low for a STEM school.

BA’s student population includes special needs and FRL demographics comparable to those of surrounding districts and the state as a whole. The school’s non-white and LEP populations are significantly lower than those of the district in which it is physically located.

OUTCOMES DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

**2014-16 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?
Provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school	No
Provide and encourage extensive preparation in Tech Prep coursework leading toward college credits and professional/technical careers	No
Provide and encourage extensive participation in STEM coursework approved by “the STEM academy” leading toward credits provided by their partner colleges	Partial

BA reflects limited STEM implementation and very little of the postsecondary prep focus promised by the charter and to which the performance certificate commits.

Operational Performance Summary

BA has struggled with operational performance throughout the life of the school. The school failed to achieve accreditation candidacy status during its first year of operations. During year two, BA was accredited with an “under review” status by AdvancEd. BA’s accreditation remains under review following a September 2016 visit by AdvancEd; the accrediting body reports recent improvement in preparation for a spring 2017 review.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2014-15	Remediation
2015-16	Remediation

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

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2014-15)	100	70	66
2 (2015-16)	140	100	79
3 (2016-17)	200	140	100

BOARD AND ADMINISTRATIVE TURNOVER

BA has hired two administrators during its initial three years of operation. The present administrator is shared with another school, while a head teacher (without administrator certification) is on-site. Board membership has stabilized since undergoing significant turnover during the initial year of operations.

Financial Performance Summary

BA has struggled financially throughout the life of the school, due in large part to chronic under enrollment. During its initial year of operations, BA required a \$154,000 bank loan to cover its operating expenses. Due to a shortage of cash flow, BA was unable to meet the annual loan payment obligation. In the fall of 2016, BA refinanced the loan for a 3-year term with a monthly payment schedule. As of December 2016, BA has made the required monthly payments.

In December 2014, the PCSC issued a Letter of Fiscal Concern regarding BA, indicating that the PCSC had reason to believe that the school may not remain fiscally sound for the remainder of the performance certificate term. That letter remains in effect.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

Renewal Process Summary

BINGHAM ACADEMY

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.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did not provide a response.
Renewal Process Orientation Meeting	3/4/16	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	3/7/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	9/28/16	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.



BINGHAM ACADEMY
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ANNUAL PERFORMANCE REPORT
2015-2016

CONFIDENTIAL

Idaho Public Charter School Commission
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Boise, Idaho 83702

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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.	
Key Design Elements	<p>Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.</p> <p>Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.</p> <p>Bingham Academy will provide and encourage extensive participation in STEM coursework approved by "the STEM academy" leading toward credits provided by their partner colleges.</p>	
School Contact Information	Address: 1350 Parkway #18 Blackfoot ID 83221	Phone: (208) 557-4003
Surrounding District	Blackfoot School District	
Neighboring Districts	Snake River and Firth School Districts	
Opening Year	2014	
Current Term	April 17, 2014 – June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: 400	Actual: 79

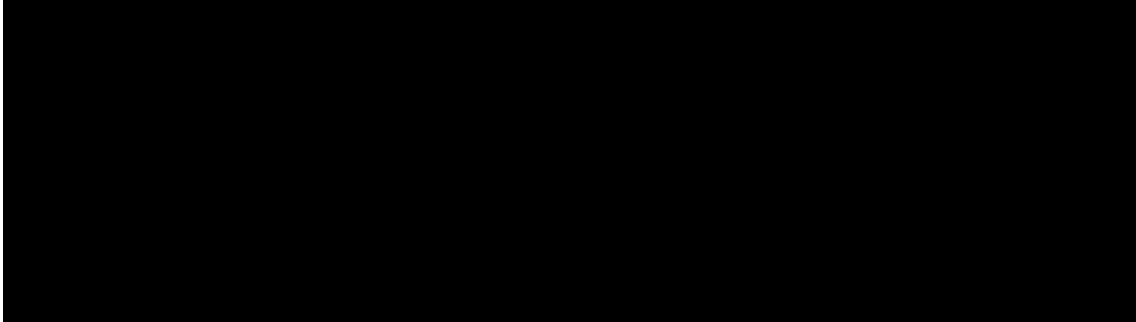
School Leadership (2015-2016)	Role
Holly Lilya	Chair
Jeff Robbins	Vice Chair
Diane Dodds	Secretary/Treasurer
Brian Phillips	Member
Adam Patrick	Member
Fred Ball	Administrator

	School	Surrounding District (Blackfoot)	Neighboring District (Snake River)	Neighboring District (Firth)	State
Non-White	12.66%	40.35%	21.99%	16.08%	23.84%
Limited English Proficiency	0.00%	18.41%	11.91%	3.92%	8.61%
Special Needs	15.19%	11.61%	8.54%	8.24%	9.76%
Free & Reduced Lunch	60.76%	52.42%	45.35%	37.03%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████%
Percentage of Students Meeting or Exceeding Proficiency In Science	██████%
Graduation Rate (4-year cohort data from 2014)	N/A

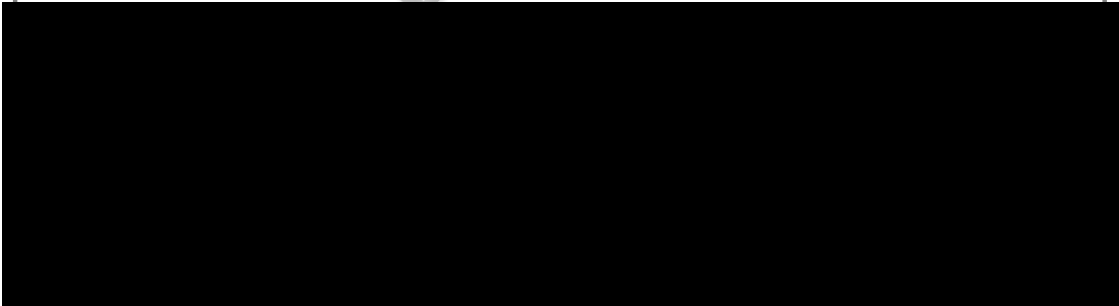
*Masked per state law or statistical irrelevance

Blackfoot Area Grades 9-12
Math Percentage Proficient/Advanced



Snake River High and Firth High are excluded per state law or statistical irrelevance.

Blackfoot Area Grades 9-12
ELA Percentage Proficient/Advanced



Firth High is excluded per state law or statistical irrelevance.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho STEM Academy dba Bingham Academy Year Opened: 2014 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.

BINGHAM ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	30%	
	2c				75	30%	
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					900		
Total Possible Academic Points for This School					150		
Total Academic Points Received							56.44
% of Possible Academic Points for This School							37.62%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
STEM Competition Participation	1				33.33	13%	33.33
Postsecondary Credits	2				0	0%	0.00
College Readiness	3				33.33	13%	0.00
Engineering Design	4				33.33	13%	0.00
Total Possible Mission-Specific Points					99.99	40%	
Total Mission-Specific Points Received							33.33
% of Possible Mission-Specific Points Received							33.33%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					249.99		
TOTAL POINTS RECEIVED							89.77
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							35.91%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	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%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	280.00
% OF POSSIBLE OPERATIONAL POINTS				70.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	80.00
% OF POSSIBLE FINANCIAL POINTS				20.00%

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.

BINGHAM ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		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	35.91%	61% - 79% of points possible	70.00%	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	20.00%

BINGHAM ACADEMY --- ACADEMIC FRAMEWORK

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

BINGHAM ACADEMY --- ACADEMIC FRAMEWORK

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

BINGHAM ACADEMY --- ACADEMIC FRAMEWORK

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

INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned				
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50					
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30					
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10					
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0					
			<hr/>		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					
			<hr/>		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					
			<hr/>		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.		0-13	13	1-70	70	0	
							<hr/>	0
Notes: This measure cannot be scored in 2016, as the school did not have 12th graders in the 2014-15 year for which data is available.								

BINGHAM ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1 Is the school successfully motivating students to participate in STEM competition? Exceeds Standard: 85%-100% of 9th graders competed in a qualifying STEM project competition during their freshman year. Meets Standard: 65-84% of 9th graders competed in a qualifying STEM project competition during their freshman year. Does Not Meet Standard: 40-64% of 9th graders competed in a qualifying STEM project competition during their freshman year. Falls Far Below Standard: Less than 40% of 9th graders competed in a qualifying STEM project competition during their freshman year.	Result	Points Possible	Points Earned
	100%	150	150
		120	
		60	
		0	
			150.00
Notes	For the purposes of this evaluation, a "qualifying STEM project competition" is a project-focused competition judged by outside parties (non-Bingham academy staff or board members) and open, at a minimum, to all students participating in STEM classes. Results will be reported to the PCSC by October 1.		
Measure 2 Is the school successfully motivating students to earn postsecondary credits during their high school careers? Exceeds Standard: 61% - 100% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Meets Standard: 40% - 60% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Does Not Meet Standard: 25% - 39% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Falls Far Below Standard: Less than 25% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.	Result	Points Possible	Points Earned
		150	
		120	
		60	
	0	0	0
			0.00
Notes	Bingham Academy will report on this goal beginning with data from the 2015-2016 school year. For the purposes of this evaluation, "successful completion" is defined as completing the course with a C or better. The minimum sample size for this measure will be 25; if the sample size is insufficient, the points for this measure will be evenly distributed amongst the remaining measures. Results will be reported to the PCSC by October 1. <i>This measure is not scored because BA had fewer than 25 11th graders. However, the school self-reported that less than 25% of their 11th graders completed at least 12 postsecondary credits.</i>		

Measure 3	Is the school preparing students for success on nationally recognized tests indicating college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: 51%-100% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		150	
	Meets Standard: 35%-50% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		120	
	Does Not Meet Standard: 25% - 34% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		60	
	Falls Far Below Standard: Less than 25% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.	0	0	0
				0.00
Notes	"Nationally recognized tests" for purposes of this measure include the PSAT (Scholastic Aptitude Test) or comparable results from the SAT, ACT, ACCUPLACER, or COMPASS. The college readiness benchmarks will be set numbers as recommended by the test creators and will be applied uniformly to all students. Students who meet the college readiness benchmark in one academic area or more will be included as achieving college readiness on the appropriate test. Results will be reported to the PCSC by October 1. No relevant data was submitted for this measure by Bingham Academy.			

Measure 4	Is the school helping students gain engineering skills in the Introduction to Engineering Design course?	Result	Points Possible	Points Earned
	Exceeds Standard: 61%-100% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		150	
	Meets Standard: 45%-60% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		120	
	Does Not Meet Standard: 30%-44% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		60	
	Falls Far Below Standard: Fewer than 30% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.	0	0	0
				0.00
Notes	STEM education is one of the areas included in the educational program outlined in Bingham Academy's charter. Introduction to Engineering Design, a course based on STEM principles, will be facilitated using the Project Lead the Way (PLTW) curriculum. The course is a year-long, required course at Bingham Academy and, with a qualifying score of 6 on the End-of-Course (EOC) Assessment, qualifies for college credit. The PLTW EOC Assessment scores students on a 1 to 9 scale, with 5 being the average score (nationally). A score of 6 or higher represents higher than average performance by the student. Based on PLTW's research, they anticipate approximately 45% of students (nationally in their programs) to score a 6 or higher. For the purposes of this measure, a student will have "completed" the course if he/she is enrolled in the course within 20 school days of the beginning of the school year and remains enrolled in the course until the PLTW End-of-Course Assessment is administered. The PLTW EOC Assessment will be administered within 20 school days of the end of the school year. Results will be reported to the PCSC by October 1. No data was submitted for this measure by Bingham Academy.			

BINGHAM ACADEMY --- 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?		25	
	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.	See note	0	0.00
Notes	BA's charter describes the school as a STEM school with a focus on postsecondary readiness and concurrent enrollment. However, minimal STEM and advanced coursework/labs/materials/postsecondary participation are evident, and the school's academic results evidence underachievement in the targeted academic content areas.			0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?		25	25.00
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented		
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?		25	25.00
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented		
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
Notes	The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).			15.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
Notes	A going concern was noted by the auditor that "the School is facing financial difficulties giving rise to the possibility that it may not continue as a going concern. As a result of these financial difficulties, the School has depleted its reserves and ended the fiscal year with a deficit general fund balance".			0.00

BINGHAM ACADEMY --- 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.		25	
	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.	See note	0	0.00
Notes	BA operated with fewer board members than its bylaws require from September 2015 through mid-March, 2016. Additionally, BA's board met twice in early 2016 with less than a quorum; board action was taken during one of these meetings. The matters were remedied in response to PCSC staff queries in March 2016.			0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	BA's mission-specific results, due October 1, 2015, were submitted on October 5, 2015.			15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				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.	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	0.00
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

BINGHAM ACADEMY --- OPERATIONAL FRAMEWORK

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

BINGHAM ACADEMY --- 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.	Result Current Ratio is: 50 10 0.50	Points Possible 0	Points Earned 0.00 <hr/> 0.00
Notes				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result No. of Days Cash: 50 10 13	Points Possible 0	Points Earned 0.00 <hr/> 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.	Result Variance is: 50 90.1% 0	Points Possible 30 0	Points Earned 30.00 <hr/> 30.00
Notes				
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result No default or delinquency noted in audit 0	Points Possible 50 0	Points Earned 50.00 <hr/> 50.00
Notes				

BINGHAM ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result Points Possible Points Earned</p> <p>Aggregated 3-Year Totals:</p> <p>50</p> <p>10</p> <p>-21.26% 0 0.00</p> <p style="text-align: right;">0.00</p>	
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>50</p> <p>30</p> <p>1.09 0 0.00</p> <p style="text-align: right;">0.00</p>	
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.</p>		
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result Points Possible Points Earned</p> <p>Multi-Year Cumulative is:</p> <p>50</p> <p>30</p> <p>\$ (5,092.00) 0 0.00</p> <p style="text-align: right;">0.00</p>	
<p>Notes</p>		
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense+Lease 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>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>50</p> <p>-1.14 0 0.00</p> <p style="text-align: right;">0.00</p>	
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		

BINGHAM ACADEMY --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	25	N/A	15.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A				
Growth	2c	75	N/A				
	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
College & Career Readiness	4a	50	N/A	0.00	0.00		
	4b1 / 4b2	50	N/A	0.00	0.00		
	4c	50	N/A	0.00	0.00		
Total Possible Academic Points Received		1050	0.00	51.19	56.44	0.00	0.00
% of Possible Academic Points for This School			N/A	29.25%	37.62%	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
STEM Competition Participation	1	150	N/A	26.67	33.33		
Postsecondary Credits	2	150	N/A	0	0		
College Readiness	3	150	N/A	26.67	0		
Engineering Design	4	150	N/A	0	0		
Total Possible Mission-Specific Points Received		600	0.00	53.34	33.33	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	45.72%	33.36%	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	N/A	25	0		
	1b	25	N/A	0	25		
	1c	25	N/A	25	25		
	1d	25	N/A	25	25		
Financial Management & Oversight	2a	25	N/A	0	15		
	2b	25	N/A	0	0		
Governance & Reporting	3a	25	N/A	0	0		
	3b	25	N/A	0	15		
Students & Employees	4a	25	N/A	25	25		
	4b	25	N/A	25	25		
	4c	25	N/A	25	25		
	4d	25	N/A	25	25		
School Environment	5a	25	N/A	25	25		
	5b	25	N/A	25	25		
	5c	25	N/A	0	25		
Additional Obligations	6a	25	N/A	25	0		
Total Possible Operational Points Received		400	0.00	250.00	280.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	62.50%	70.00%	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	N/A	0	0		
	1b	50	N/A	0	0		
	1c	50	N/A	0	30		
	1d	50	N/A	0	50		
Sustainability Measures	2a	50	N/A	0	0		
	2b	50	N/A	30	0		
	2c	50	N/A	50	0		
	2d	50	N/A	0	0		
Total Possible Financial Points Received		400	0.00	80.00	80.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	20.00%	20.00%	0.00%	0.00%

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

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

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

Alison Consoletti, The Center for Education Reform



BINGHAM ACADEMY



ANNUAL PERFORMANCE REPORT

2014-2015



Idaho Public Charter School Commission
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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.	
Key Design Elements	Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.	
	Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.	
	Bingham Academy will provide and encourage extensive participation in STEM coursework approved by "the STEM academy" leading toward credits provided by their partner colleges.	
School Contact Information	Address: 1350 Parkway #18 Blackfoot ID 83221	Phone: (208) 557-4003
Surrounding District	Blackfoot School District	
Neighboring Districts	Snake River and Firth School Districts	
Opening Year	2014	
Current Term	April 17, 2014 – June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: 400	Actual: 65

School Leadership (2014-2015)	Role
Holly Lilya	Chair
Jeff Robbins	Vice Chair
Diane Dodds	Member
Tiffani Cottrell	Member
Adam Patrick	Member
Doug Owen	Administrator

	School	Surrounding District (Blackfoot)	Neighboring District (Snake River)	Neighboring District (Firth)	State
Non-White	21.21%	39.36%	22.75%	16.97%	23.59%
Limited English Proficiency	0%	18.20%	12.81%	4.26%	8.52%
Special Needs	10.61%	10.84%	8.54%	11.15%	10.43%
Free & Reduced Lunch	53.03%	56.08%	44.97%	49.44%	49.62%

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



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho STEM Academy dba Bingham Academy Year Opened: 2014 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.

BINGHAM ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	9%	15.00
	2a				75	0%	0.00
Proficiency	2b				75	26%	
	2c				75	26%	
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					875		
Total Possible Academic Points for This School					175		
Total Academic Points Received							51.19
% of Possible Academic Points for This School							29.25%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
STEM Competition Participation	1				38.89	13%	26.67
Postsecondary Credits	2				0	0%	0.00
College Readiness	3				38.89	13%	26.67
Engineering Design	4				38.89	13%	0.00
Total Possible Mission-Specific Points					116.67	40%	
Total Mission-Specific Points Received							53.34
% of Possible Mission-Specific Points Received							45.72%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					291.67		
TOTAL POINTS RECEIVED							104.53
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							35.84%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	0.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	250.00
% OF POSSIBLE OPERATIONAL POINTS				62.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	30.00
	2c	50	13%	50.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	80.00
% OF POSSIBLE FINANCIAL POINTS				20.00%

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.

BINGHAM ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible	62.50%	46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	20.00%

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

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

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

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

BINGHAM ACADEMY --- ACADEMIC FRAMEWORK (2014-2015 data)

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

BINGHAM ACADEMY --- ACADEMIC FRAMEWORK (2014-2015 data)

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

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

MISSION-SPECIFIC GOALS				
Measure 1 Is the school successfully motivating students to participate in STEM competition? Exceeds Standard: 85%-100% of 9th graders competed in a qualifying STEM project competition during their freshman year. Meets Standard: 65-84% of 9th graders competed in a qualifying STEM project competition during their freshman year. Does Not Meet Standard: 40-64% of 9th graders competed in a qualifying STEM project competition during their freshman year. Falls Far Below Standard: Less than 40% of 9th graders competed in a qualifying STEM project competition during their freshman year.	Result	Points Possible	Points Earned	
			150	
	83.33%	120	120	
		60		
		0		
			120.00	
Notes For the purposes of this evaluation, a "qualifying STEM project competition" is a project-focused competition judged by outside parties (non-Bingham academy staff or board members) and open, at a minimum, to all students participating in STEM classes. Results will be reported to the PCSC by October 1.				
Measure 2 Is the school successfully motivating students to earn postsecondary credits during their high school careers? Exceeds Standard: 61% - 100% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Meets Standard: 40% - 60% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Does Not Meet Standard: 25% - 39% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year. Falls Far Below Standard: Less than 25% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.	Result	Points Possible	Points Earned	
			150	
			120	
			60	
			0	
			0.00	
Notes Bingham Academy will report on this goal beginning with data from the 2015-2016 school year. For the purposes of this evaluation, "successful completion" is defined as completing the course with a C or better. The minimum sample size for this measure will be 25; if the sample size is insufficient, the points for this measure will be evenly distributed amongst the remaining measures. Results will be reported to the PCSC by October 1. Bingham Academy did not enroll 11th graders in 2014-15 school year; therefore, this measure is not applicable.				

BINGHAM ACADEMY --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Is the school preparing students for success on nationally recognized tests indicating college readiness?			
	Exceeds Standard: 51%-100% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		150	
	Meets Standard: 35%-50% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.	36.84%	120	120
	Does Not Meet Standard: 25% - 34% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		60	
	Falls Far Below Standard: Less than 25% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.		0	
Notes	"Nationally recognized tests" for purposes of this measure include the PSAT (Scholastic Aptitude Test) or comparable results from the SAT, ACT, ACCUPLACER, or COMPASS. The college readiness benchmarks will be set numbers as recommended by the test creators and will be applied uniformly to all students. Students who meet the college readiness benchmark in one academic area or more will be included as achieving college readiness on the appropriate test. Results will be reported to the PCSC by October 1.			120.00
Measure 4	Is the school helping students gain engineering skills in the Introduction to Engineering Design course?			
	Exceeds Standard: 61%-100% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		150	
	Meets Standard: 45%-60% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		120	
	Does Not Meet Standard: 30%-44% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		60	
	Falls Far Below Standard: Fewer than 30% of Bingham Academy students who completed the Introduction to Engineering Design course achieved a stanine score of 6 or higher on the PLTW End-of-Course Assessment.		0	0
				0.00

BINGHAM ACADEMY --- MISSION-SPECIFIC FRAMEWORK

Notes

STEM education is one of the areas included in the educational program outlined in Bingham Academy's charter. Introduction to Engineering Design, a course based on STEM principles, will be facilitated using the Project Lead the Way (PLTW) curriculum. The course is a year-long, required course at Bingham Academy and, with a qualifying score of 6 on the End-of-Course (EOC) Assessment, qualifies for college credit. The PLTW EOC Assessment scores students on a 1 to 9 scale, with 5 being the average score (nationally). A score of 6 or higher represents higher than average performance by the student. Based on PLTW's research, they anticipate approximately 45% of students (nationally in their programs) to score a 6 or higher. For the purposes of this measure, a student will have "completed" the course if he/she is enrolled in the course within 20 school days of the beginning of the school year and remains enrolled in the course until the PLTW End-of-Course Assessment is administered. The PLTW EOC Assessment will be administered within 20 school days of the end of the school year. Results will be reported to the PCSC by October 1. [No data was provided for this measure by Bingham Academy.](#)

BINGHAM ACADEMY --- 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	<u>25.00</u>
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	15	0.00
Notes				<u>0.00</u>
<p>The school failed to obtain accreditation candidacy status during its initial year of operations. As a result, credits earned by students during the 2014-15 school year may not transfer to other high schools or universities, regardless of whether BA becomes accredited in future years. Additionally, the school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.</p>				
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	0
Notes				<u>25.00</u>

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		See note	0	0.00
Notes				0.00
<p>The school submitted its FY14 fiscal audit, due 10/15/2014, on 10/16/2014. The school submitted its first-quarter financial update, due 10/15/14, on 10/16/15; PCSC staff requests for clarification were submitted in incomplete form in November 2014. The school submitted its second-quarter financial update, due 1/15/15, on 1/16/15; PCSC staff requests for clarification were submitted in incomplete form in March 2015, despite repeated reminders. The school's financial updates are inconsistent with each other and with supporting documents. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.</p>				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
Notes				0.00
<p>Throughout FY15, BA did not have financial policies and procedures in place to ensure sufficient internal controls. A significant number of expenditures representing a considerable sum of public money were not documented. A federal Charter Start Program monitoring report date June 10, 2015, cites lack of sufficient internal controls.</p>				

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	
			15	
		See note	0	0.00
		0.00		
Notes	Some board members were appointed in 2014 without regard to the process described in the bylaws; their membership was terminated in fall 2014. The school operated for a period in fall 2014 with fewer board members than the bylaws prescribe; additionally, some board member term dates are out of compliance with the bylaws. The school has failed to keep accurate board meeting minutes: minutes from April 2014 through August 2014 are unavailable, and minutes from the 10/2/14 and 10/9/14 meetings are reconstructed and incomplete.			

Measure 3b	Reporting Requirements	Result	Points Possible	Points Earned
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		
		15		
	See note	0	0.00	
	0.00			
Notes	The school's fall enrollment report, due 9/1/14, was submitted 10/8/14. The school failed to timely provide updated board membership and contact information as required by the performance certificate, despite multiple requests from PCSC staff, in October and November 2014. The school consistently fails to respond in a timely and complete fashion to PCSC staff requests for information and documentation.			

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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			0	
		25.00		
Notes				

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

BINGHAM ACADEMY --- OPERATIONAL FRAMEWORK

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.		25	
	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.	See note	0	0.00
Notes	The school has repeatedly violated public records law. Public records requested on 11/26/14 were provided on 12/02/15 and 3/17/15, and public records requested on 2/9/15 were provided on 3/17/15.			0.00

BINGHAM ACADEMY --- 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>

BINGHAM ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																					
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<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></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>0.61</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:				50			10		0.61	0	0.00			0.00	Notes
Result	Points Possible	Points Earned																			
Current Ratio is:																					
	50																				
	10																				
0.61	0	0.00																			
		0.00																			
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does 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>	<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></td> <td>10</td> <td></td> </tr> <tr> <td>14</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:				50			10		14	0	0.00			0.00	Notes
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
	50																				
	10																				
14	0	0.00																			
		0.00																			
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	<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></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>82.17%</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:				50			30		82.17%	0	0.00			0.00	Notes
Result	Points Possible	Points Earned																			
Variance is:																					
	50																				
	30																				
82.17%	0	0.00																			
		0.00																			
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>See note</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		See note	0	0.00			0.00	Notes						
Result	Points Possible	Points Earned																			
	50																				
See note	0	0.00																			
		0.00																			
	Lease payments were withheld in May and June of 2015 due to inadequate cash.																				

BINGHAM ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>-10.48%</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:				50			10		-10.48%	0	0.00			0.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
	50																			
	10																			
-10.48%	0	0.00																		
		0.00																		
Total Margin and Aggregated 3-Year Total Margin	<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>																			
Notes	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be lower than expected. The restatement had no material effect on the outcome of this measure.</p>																			
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>1.0</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>30.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:				50		1.0	30	30.00		0				30.00
Result	Points Possible	Points Earned																		
Ratio is:																				
	50																			
1.0	30	30.00																		
	0																			
		30.00																		
Debt to Asset Ratio	<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>																			
Notes	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>																			
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	<table border="1"> <thead> <tr> <th>Result</th> <th>0</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$43,698</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>50.00</td> </tr> </tbody> </table>	Result	0	Points Earned	Multi-Year Cumulative is:			\$43,698	50	50.00		30			0				50.00
Result	0	Points Earned																		
Multi-Year Cumulative is:																				
\$43,698	50	50.00																		
	30																			
	0																			
		50.00																		
Cash Flow	<p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>																			
Notes																				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense+Lease Expense)/(Annual Principal, Interest, and Lease Payments)	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>-4.00</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:				50		-4.00	0	0.00			0.00			
Result	Points Possible	Points Earned																		
Ratio is:																				
	50																			
-4.00	0	0.00																		
		0.00																		
Debt Service Coverage Ratio	<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>																			
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>																			

BINGHAM ACADEMY --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00			
	1b	25	N/A	15.00			
Proficiency	2a	75	N/A	0.00			
	2b	75	N/A				
	2c	75	N/A				
	2c	75	N/A				
Growth	3a	100	N/A	0.00			
	3b	100	N/A	0.00			
	3c	100	N/A	0.00			
	3d	75	N/A	0.00			
	3e	75	N/A	0.00			
	3f	75	N/A	0.00			
	3g	100	N/A	0.00			
College & Career Readiness	4a	50	N/A	0.00			
	4b1 / 4b2	50	N/A	0.00			
	4c	50	N/A	0.00			
	4c	50	N/A	0.00			
Total Possible Academic Points Received		1050	0.00	51.19	0.00	0.00	0.00
% of Possible Academic Points for This School			N/A	29.25%	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
STEM Competition Participation	1	150	N/A	26.67			
Postsecondary Credits	2	150	N/A	0			
College Readiness	3	150	N/A	26.67			
Engineering Design	4	150	N/A	0			
Total Possible Mission-Specific Points Received		600	0.00	53.34	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	45.72%	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	N/A	25			
	1b	25	N/A	0			
	1c	25	N/A	25			
	1d	25	N/A	25			
Financial Management & Oversight	2a	25	N/A	0			
	2b	25	N/A	0			
Governance & Reporting	3a	25	N/A	0			
	3b	25	N/A	0			
Students & Employees	4a	25	N/A	25			
	4b	25	N/A	25			
	4c	25	N/A	25			
	4d	25	N/A	25			
School Environment	5a	25	N/A	25			
	5b	25	N/A	25			
	5c	25	N/A	0			
Additional Obligations	6a	25	N/A	25			
Total Possible Operational Points Received		400	0.00	250.00	0.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	62.50%	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	N/A	0			
	1b	50	N/A	0			
	1c	50	N/A	0			
	1d	50	N/A	0			
Sustainability Measures	2a	50	N/A	0			
	2b	50	N/A	30			
	2c	50	N/A	50			
	2d	50	N/A	0			
Total Possible Financial Points Received		400	0.00	80.00	0.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	20.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform

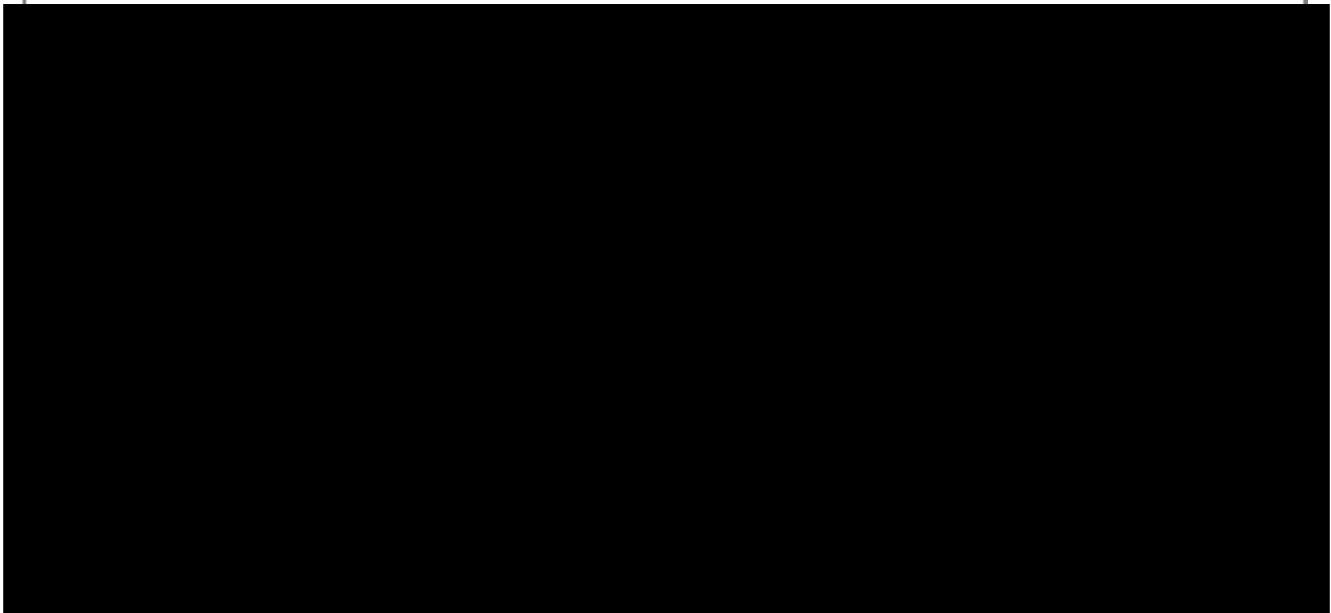
Supplementary Academic Performance Data

The charts below compare BA's outcomes to those of relevant comparison groups.

STEM SCHOOLS

BA's ISAT proficiency rates in Math and Science were significant lower than all other Idaho STEM charter schools in 2015 and 2016. BA's ELA 2016 results were in the middle of the group.

ISAT Proficiency -- STEM Schools

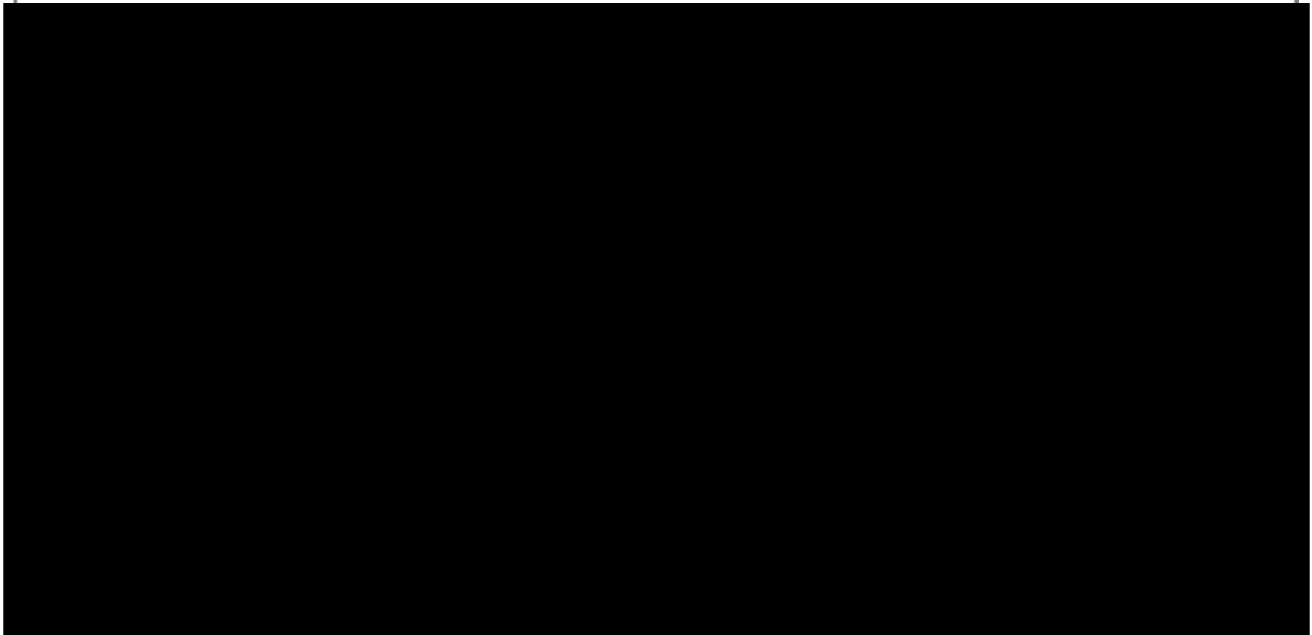


Bingham Academy is represented by the orange bars. The blue bars represent other Idaho STEM charter schools.

POSTSECONDARY PREP SCHOOLS

BA's ISAT proficiency rates in Math, ELA, and Science were lower than all but one other Idaho postsecondary prep charter school in 2015 and 2016. An exception is 2016 ELA, where BA's results are in the upper-midrange.

ISAT Proficiency -- Postsecondary Prep Schools



BA is represented by the orange bar. The blue bars represent other Idaho postsecondary prep charter schools.

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.

Bingham Academy

Pre-Renewal Site Visit

Evaluation Report

Visit Date: September 28, 2016

Idaho Public Charter School Commission

Charter School

Bingham Academy
1350 Parkway Drive
Blackfoot, ID 83221
Telephone: 208-557-4007
Charter Administrator: Dr. Fred Ball

Authorizer

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

Evaluators

Randy Yadon	Principal, Meridian Technical Charter High School
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. Bingham Academy will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

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

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Bingham Academy. 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 was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

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

INTRODUCTION

Idaho STEM Academy dba Bingham Academy (BA) is a brick-and-mortar public charter high school located in Blackfoot, Idaho. The charter states that the school will focus on Science, Technology, Engineering, and Math (STEM) and post-secondary preparedness. Heavy emphasis is placed on the earning of postsecondary credits via concurrent/dual enrollment through relationships with colleges and universities. The STEM focus should feature hands-on access to technology, hands-on experimentation, field instruction, and a well-defined career exploration program to prepare students for the needs of local industry.

The charter includes the following commitments:

- BA will develop relationships with multiple postsecondary institutions, offering concurrent and/or dual enrollment opportunities.
- BA will establish computer labs with full-time facilitators and 1:2 or better student: computer ratios, where students receive support in their postsecondary coursework.
- BA will utilize a four-day student week, with every Friday set aside for targeted professional development.
- 77-86% of students will score proficient on each section of the ISAT or ISAT-Alt.
- 75% of students will show sufficient annual academic growth to reach grade level by 10th grade.
- The percentage of 11th grade students achieving a college-ready score on the SAT, ACT, ACCUPLACER, or COMPASS score will exceed the state standard.
- 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation.
- The school's 4-year cohort graduation rate will be at least 90%.

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 BA was approved by the PCSC in March 2013, following a December 2012 denial decision that was supported by a hearing officer's recommendation. The school opened in fall 2014.

MISSION

The mission of Bingham Academy is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its charter and substantially meeting its accountability plan goals?

Rating: Does not meet

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

Detail: Interviews with stakeholders indicate that the mission of the school is currently unclear. Not all stakeholders understand that STEM is integral to the mission. For example: a parent called the school: “An alternative to the local school,” a board member described the school as “about providing science and music” and getting students to “try college before they get there” and the administrator stated that they are “trying to be probably more of a STEAM school, than STEM” and that they “want a CTE focus.” None of the key design elements in the performance certificate, such as dual enrollment and tech prep, are currently being implemented. Administration and board members were unclear as to how many students had earned postsecondary credits during the 2015-16 school year.

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

Rating: Does not meet

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

Detail: While there is project-based, STEM-related instruction in a few classrooms, in general there does not appear to be a STEM lens through which all classes are taught. Instructional styles were traditional and “hands-on” as stated in the charter. In addition, all students have access to iPads, but the devices are not well incorporated into classroom work, which would allow for a more thorough integration of technology into the academic program. Furthermore, there are few distinctive STEM courses, with stakeholders stressing the importance of music classes for attracting students. The administrator discussed the move towards a STEAM model to incorporate the arts. The incorporation of an arts and music curriculum has occurred despite the lack of a full implementation of the STEM program.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Does not meet

Evidence: Interviews with Administration, Staff

Detail: There is attention to state standards and curricular alignment and sequencing. However, STEM is not the focus of class offerings. Concurrent credit classes are offered mostly through online options and are not generally successful for the students.

There is, however, use of state and school resources in areas that are not part of the key design elements. The use of allotted personnel and facilities to expand into a music program and the offering of several non-STEM classes on their program of study demonstrates that they are not committed to being a STEM school. They also have not committed to participation in STEM-based extra-curricular activities.

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

Rating: Meets

Evidence: Classroom Visits

Detail: While there is no school-wide curriculum, the teachers appear to have developed course-specific curriculums. Individual instruction observed in the classroom was proficient and staff appeared to understand their content and general instructional strategies.

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

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: Since the school does not have a defined curriculum, a feedback loop is not currently possible.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Interview with Parents
Classroom Observations

Detail: Class sizes are relatively small and there are plentiful opportunities for student engagement in class and outside of class. Students meet with advisors every afternoon, which allows for an additional touchpoint between students and staff. Parents indicated that the small size of the school helped to ensure that no students “got lost” in the shuffle. However, student engagement opportunities and instruction lacked the hands-on focus and competency based application that was stressed in the charter. Therefore, while materially there was proficient instruction, it did not reflect the model described in the charter.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Approaches**Evidence:** Interview with Administration

Detail: The school has struggled with staff turnover and recruitment of hard-to-fill positions such as those for math and science teachers. In addition, there has been substantial (more than 10%) turnover in the first three years. The administrator reports that BA pays less than surrounding districts and has an inferior health plan. However, there are currently several effective teachers.

Does the school have strong instructional leadership?**Rating:** Does not meet

Evidence: Interviews with Administration, Board, and Staff
Professional Development Plan and Calendar

Detail: The school leader does not appear to advocate for STEM-focused instruction, as evidenced by the course of study that is not heavily focused in this curricular area. The administrator also stated that he would like to add more art, a health occupations strand, and a full CTE focus, indicating a lack of purpose with the limited resources they have available.

Furthermore, leadership does not have a clear plan in place in order to address academic deficiencies, particularly the low math scores on the ISAT exams. The school improvement plan lacks detail and does not provide an adequate plan to improve student outcomes and steer the school in a STEM direction. Teacher evaluation is not well developed and appears ad-hoc.

The instructional leader, not the administrator, is a teacher on staff who lacks the formal training to lead staff. This person is responsible for all staff professional development. PD time is set aside every Friday for three hours. However, the PD calendar and time spent on PD is not well planned and is allowed to develop organically.

Does the school have leadership sustainability?**Rating:** Does not meet**Evidence:** Interviews with Administration, Staff

Detail: Current building leadership is unqualified. The lack of focus by leadership in the building is evident. The principal “of record” is rarely there and lacks the determined focus to create an effective STEM school. There is a lead teacher position that has been given to someone who, while well intended, lacks formal leadership training and who is not equipped to direct a professional teaching staff through the processes of creating and maintaining a highly effective school. The lack of focus and leadership is apparent to the staff, board and parents. There was a long pause each time a group was asked about school leadership. The varied answers when asked about the mission suggest a lack of focus. The principal suggested that they were more of a STEAM than a STEM school, the music program was a way to recruit, and “CTE is prime focus.” Yet the school does not offer CTE programs and there are no application-of-skill opportunities.

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

Rating: Does not meet

Evidence: Interviews with Administration, Staff
Professional Development Plan and Calendar

Detail: While the school is not in session on Fridays in order to hold three hours of professional development sessions for teachers, there is no clear plan for these Friday training days. None of the professional development discussed by staff included a STEM focus or training in this area. The school has limited financial resources, thus outside professional development opportunities are not readily available. “Tech Tuesday,” a short professional development program, seems helpful to staff and has a direct application for the teachers in their classrooms when navigating software interfaces, iPads, etc.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

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

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

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: The Math ISAT scores showed 23% proficiency and the school does not have a plan to improve these scores. Administration did replace an ineffective math teacher as a result of poor student performance. The school does not have a school-wide assessment plan. The administration is aware of this issue and expressed an intention to address it in the future.

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

Rating: Meets

Evidence: Interview with Staff
Classroom Observations

Detail: There were consistent safety messages throughout the classrooms. Student were appropriate and on-task while observed in the classroom.

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: Does not meet

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

Detail: The school struggles to meet enrollment targets. Administration presented no clear data on student retention and attrition and did not have a comprehensive plan to address persistently low enrollment. Furthermore, administrators and teachers acknowledge that they brought in a non-STEM program (music) to recruit and retain students.

ORGANIZATIONAL CAPACITY

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

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: While the staff appear to enjoy collegial relationships, school leadership has not implemented a clear mission, nor have they set goals for staff. While there are weekly staff meetings on Fridays, there is little in the way of organized professional development during these sessions, which account for 20% of teacher contract time. An individual who is not an expert in PD leads these sessions.

There are two school leaders, but the principal stated that the lead teacher is a “conduit” between himself and staff. The lead teacher makes site based decisions, but needs final approval from the off-site administrator. The observation and evaluation cycle of the six full-time teachers and three part-time teachers is shared among three different people: a lead teacher, principal, and a middle school principal who is not employed by Bingham Academy. This is problematic because it creates an inconsistent observation and evaluation cycle that further contributes to the lack of articulated expectations and strong instructional leadership.

Are there effective communication channels among stakeholders?

Rating: Does not meet

Evidence: Interview with Administration, Board

Detail: The board and parents had very little specific information about the operations of the school. When asked specific questions, they referred to the principal. A board member stated that they were paying teachers more than the surrounding district with much “better benefits.” The principal contradicted that by stating that Bingham Academy was “almost matching” the Blackfoot School District, but was lacking in their benefits package. After talking to the parents, it also appeared that they had to seek out information because the administration did not proactively communicate with them regarding concerns at the school.

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

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

Does the school facility support high quality teaching and learning?

Rating: Approaches

Evidence: Interviews with Administration, Board
Classroom Observations

Detail: Since Bingham is not currently running a full-fledged STEM program, the facility is adequate for the basic needs of the program. However, if Bingham shifts gears and begins to operate a comprehensive STEM program, the facility will be inadequate for those needs. The primary concerns regarding the facility relate to the lack of a full science lab and STEM facilities. Chemistry and Biology courses do not have the proper facilities to complete hands-on experiments. According to the board and the administrator, there are plans to equip one of the classrooms as a lab. The school also lacks a room for electronics/robotics/electrical engineering.

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

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

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school?

Rating: Approaches

Evidence: Interview with Board
Meeting Minutes and Materials

Detail: The Board has worked to comply with open meeting laws and to improve transparency with their stakeholders. While the board meeting minutes are now posted on the school's website, a full meeting materials packet was not available for the evaluators. Board meeting materials included a balance sheet and an agenda for the last meeting. The board places heavy trust in the explanation of the financial reports by the principal. However, financial reports shown to the evaluators were confusing. All board members are parents. The board lacks the diversity and professional expertise to maintain effective oversight.

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

Rating: Does not meet

Evidence: Interview with Board

Detail: The Board has adopted the ISBA Board policy manual and understands the need to individualize the policies to Bingham Academy specifically, but they have not yet begun working on this process.

The board has had high turnover since the school's inception, which has made it difficult to maintain independent oversight. The board relies heavily on the administrator for direction.

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

Rating: Does not meet

Evidence: Interviews with Administration, Board

Detail: The board does not appear to have a clear understanding of the mission of the school. The board described the mission as a chance to try college classes and to grow individually, and

failed to mention STEM as a key part of the mission. While the board chair is in charge of onboarding new board members, it is not clear if that process is fully developed.

Has the school's board developed a strategic plan?

Rating: Does not meet

Evidence: Interviews with Administration, Board

Detail: Due to the frequent change in board members, the board continues to be in a learning stage in the strategic planning process. The board is using the accreditation process to create a long-term plan.

Does the school's board provide appropriate academic oversight?

Rating: Does not meet

Evidence: Interviews with Administration, Board

Detail: The board lacks an educational expert among its members and does not seem fully aware of the academic progress of students. For example, the board did not know the number of STEM classes offered, how many students had successfully earned dual credit in their advanced opportunities program, or how many students were enrolled in the program. The dual credit program is one of Bingham Academy's key design elements. Furthermore, there appears to be a lack of understanding of what constitutes a STEM curriculum. A board member cited the use of tablets as evidence of a STEM program without elaborating upon how the tablets incorporated STEM.

Does the school's board provide appropriate operational oversight?

Rating: Does not meet

Evidence: Interviews with Administration, Board

Detail: While there are monthly board meetings held, there appears to be little understanding of the financial and operational complexity of a charter school. The Board is not focused on the STEM curriculum, but do want to provide a "good place for kids to be."

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Business Manager

Detail: There appears to be no financial expertise on the board. All financial question where referred to the principal. The board was unaware of how Bingham’s teacher salaries and benefits compared to those of the local district.

Does the school maintain appropriate internal controls and procedures?

This indicator was not rated.

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

Rating: Does not meet

Evidence: Interviews with Administration, Business Manager

Detail: The school relies on open lines of credit with balances to keep the school functioning. There is no liquid reserve balance to withstand financial hardships.

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

Rating: Does not meet

Evidence: Interviews with Administration, Business Manager

Detail: The school has a negative carryover from the previous year and carries a debt load while remaining underenrolled.

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

This indicator was not rated.

Idaho PCSC Site Visit Evaluation Rubric

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

<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?

<p>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.</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 financial oversight.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.</p>
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Notes:

Does the school maintain appropriate internal controls and procedures?

<p>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.</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 internal controls and procedures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.</p>
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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 Idaho STEM Academy DBA Bingham Academy, commonly referred to as Bingham Academy (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 April 11, 2013, the Authorizer approved the charter petition (the “Charter”) for a new charter school referred to as Bingham Academy subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2014. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of 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: The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.
- B. Grades Served.** The School may serve students in grades nine through twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.
 - Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.
 - Bingham Academy will provide and encourage extensive participation in STEM

coursework approved by “the STEM academy” leading toward credits provided by their partner colleges.

- 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 400. The maximum number of students who may be enrolled per grade level shall be 100.

In Year One of operations, the school will offer grades 9 and 10, and will enroll no more than 120 students, with no more than 70 students per grade. Enrollment will grow by no more than 80 new students per year, as the school adds up to one new grade level per year. The complete program will offer grades 9-12 with an overall enrollment cap of 400 students and a per-grade enrollment cap of 100 students.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1350 Parkway Drive, Suites 14-19, Blackfoot, ID 83221 (mailing address: Suite 18). The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities. **Attendance Area.** The School's primary attendance area is as follows: Blackfoot, Snake River, and Firth School Districts.

E. 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.

F. 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

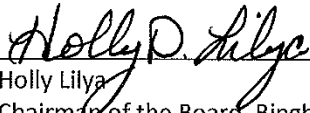
Gregory Sigerson

Chairman, **Bingham Academy School Board**

IN WITNESS WHEREOF, the Authorizer and Bingham Academy (BA) have executed this Amendment to appendix F (the framework) of their Performance Certificate to include a new mission-specific measure designed to evaluate the effectiveness of an Introduction to Engineering course that will be required for all their students. This framework amendment completes the mission-specific section by establishing possible points for the relevant measures so that performance framework scoring aligns with mission-specific goals and designated points. This Amendment to BA's Performance Certificate is effective as of August 12, 2014.



Alan Reed
Chairman, Idaho Public Charter School Commission



Holly Lilya
Chairman of the Board, Bingham Academy

- 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.

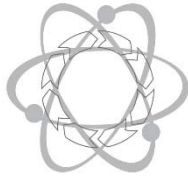
AUXILIARY DATA SUBMITTED BY SCHOOL

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.

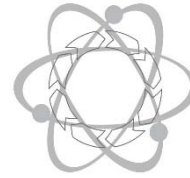
In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

BA did not submit auxiliary performance data.

Some schools also submitted auxiliary data and/or academic outcome information with their renewal applications. BA's renewal application includes academic outcome claims, but little supporting documentation was provided to substantiate these claims.



BINGHAM
COLLEGE AND CAREER READINESS
ACADEMY



1350 Parkway #18
Blackfoot, Idaho 83221

Charter Renewal Application

Fred Ball, Principal

208-782-0744

208-557-4003

fball@bingham.academy

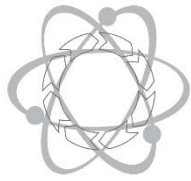
1350 Parkway #18
Blackfoot, Idaho 83221

Approved by
Bingham Academy Board of Directors
December 12, 2016

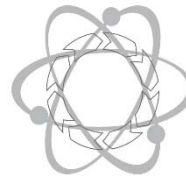
submitted
December 15, 2016

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BINGHAM COLLEGE AND CAREER READINESS **ACADEMY**



Executive Summary

Bingham Academy (BA) is an accredited charter high school with an enrollment of approximately 100 students in grades 9-12. The school opened in 2014, with grades 9 and 10. For the 2015-2016 school year, grade 11 was added and the first senior class is currently enrolled for the 2016-2017 school year. BA's population includes 79% white, 13% Hispanic, and 8% other/ Multiple Races. 51% of BA students qualify as economically disadvantaged.

Facilities include 8 classrooms, a small auditorium, and an engineering lab with a 3D printer, multiple laser and CNC machines, and a Robotics arena for Vex Robots. The school emphasizes pre-engineering and plans to expand to include both a computer science track and a health professions track.

Bingham Academy is the only charter high school in this area. While it emphasizes STEM and advanced opportunities, a great many parents and students have chosen to attend BA because they feel the charter option provides a better fit for their educational needs. These students are welcome; however, BA plans to increase its marketing emphasis on its areas of emphasis.

Bingham Academy's Mission and Key Design Elements

The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

BA Vision Statement: Bingham Academy will emphasize opportunities for high school students to earn both secondary and post-secondary credit during their high school years. Whether they choose a traditional university, a professional-technical school, or other specialized post-secondary training, the focus will be to maximize each individual's high school experience toward post-secondary education. Each student will recognize that high school is a preliminary step and that post-secondary education is essential to career success. Bingham Academy will provide a safe and supportive environment where each student can optimize learning.

With an Emphasis on STEM, BA strives to embody its mission and vision by first focusing on the individual educational needs of each student. The school is committed to using advanced technology to assist in this endeavor. Each student is issued a tablet computer that includes all textbooks as well as productivity tools for completing assignments. Additionally, each student is given a school GAFE account that includes unlimited storage for assignments and the ability to submit work electronically and communicate directly with teachers. BA's curriculum includes pre-engineering as a means to introduce students to future career and over the next 3 years we will add computer science and health professions STEM tracks.

Major successes and Challenges During the Current Performance Certificate Term

Bingham Academy Charter Renewal Application

1

With respect to academic performance, in 2015-2016, BA more than double the percentage of students scoring proficient on the ISAT mathematics assessment and has the highest overall ISAT scores of any high school in this area. Bingham Academy's ISAT ELA scores are significantly above state averages and its science scores compare well with the best schools in the state. Specific data regarding BA's academic performance is included in the exhibits.

In March of 2016, AdvancEd conducted its External Review of Bingham Academy. At that time the review team conducted an assembly for all BA faculty and students to inform them that the team was recommending full accreditation status. In June, 2016, BA received verbal notice from the State AdvancEd Director that the school would receive official accreditation status. This arrived in August, 2016. A copy of this is included in the Exhibits. This was especially significant due to the fact that much incorrect and misleading information about Bingham Academy's progress in this area was published in the media.

At the conclusion of the 2015-2016 school year, the major challenge confronting Bingham Academy was to place the school on a firm financial footing. A number of adjustments were made that have moved the school well down this path. The school's current enrollment is 11% higher than projected. At the halfway mark of FY17, BA is well below anticipated expenses and projects a \$62,066 positive balance at the conclusion of FY17. Copies of Bingham Academy's Cash Flow Report and Main Budget Report are included in the Exhibits.

Summary of the School's Response to the Four Central Application Questions

Question #1: Is the school an academic success? The answer is a resounding yes. While math scores are below state average, few schools experience a 50% growth in math in a single year. ELA and science scores are in the exceptionally high range.


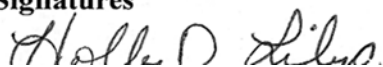
Question #2: Is the school organizationally sound and compliant with applicable law and regulations? Again the answer is yes; BA acknowledges that it needs to continue to improve in a number of areas related to this question. Within the Annual Report, there were some errors in the scoring of this area, but these are addressed in the Annual Performance Report Response.

Question #3: Is the school a fiscally sound, viable organization? The answer was shaky at the conclusion of FY16; however, BA has made significant progress and is moving onto solid ground. The school anticipates a significant budget balance for FY17.

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

BA's full scale school improvement Plan is included in the exhibits. Additionally, BA plans to 1) build and improve academic achievement, particularly in mathematics; 2) Expand the range of assessments used to examine students' academic performance; 3) Build effective procedures for collecting and using performance data; 4) Improve operational procedures and documentation.

Signatures



Application Narrative

Is the School an Academic Success?

All data referred to in this section comes from individual student score reports, school report card data, and EOC scoring reports. In 2016, an ISEE reporting error miscounted one student giving BA a less than 95% testing percentage; however, 100% were tested and are included in the statistical analysis.

In 2014-2015 BA discovered that its first students were extremely low with respect to their math skills. On the math ISAT, only █% scored proficient. This percentage more than double for the 2015-2016 year with █% proficient or above. While this is still below the state average, it is █ points above Blackfoot High School and equal to █ High School.

In the area of science End of Course (EOC) assessments, in 2014-2015 Bingham Academy students scored significantly higher than the state average. Additionally, █% of BA students scored in the highest (advanced) level compared to the state percentage of 29.7% in this tier. For 2015-2016, no statewide scoring averages were available, but █% of Bingham Academy students taking the Biology End of Course Assessment were in the top two scoring tiers and in Chemistry, █0% were in these tiers. Both are significantly higher than BA's surrounding schools.

With respect to English/Language Arts as recorded on the School Report Card, 77% of Bingham Academy students scored in the top two tiers. Statewide 62% of students were in this range, placing Bingham Academy 15 points above the state average. Compared to local districts, 43% of BHS students were in this range as were 48% of Snake River's students.

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

Reporting will be divided into two areas: first organizational soundness and second, compliance with laws and regulations. The AdvancED Performance Standard #2 is titled, "Governance and Leadership" and uses the following descriptor to further clarify: "The school operates under governance and leadership that promote and support student performance and school effectiveness."

AdvancED's March 2016 External Review of Bingham Academy was conducted by a team of experienced, educational experts and states the following:

"The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning."

“Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution.”

AdvancED’s assessment database includes more than 32,000 institutions around the world. With this background, Bingham Academy was rated as follows with respect to Standard #2, Governance and leadership.

Indicator	Descriptor	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	3.00	2.91
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.80	3.09
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.60	2.74

BA is above average in 3 areas and below average in 3 areas. The PCSC Annual evaluation results scored BA as “does not meet” standards for leadership and governance.

BA works diligently to ensure that it complies with all applicable laws and regulations. In early November, 2016, a Federal Program Monitoring Team from the Idaho Department of Education conducted a full scale assessment of BA’s compliance with federal and state statutes regarding IDEA, Homeless education, ELL programs, Title I and Title II. Monitors found no significant compliance issues. The primary area needing attention was policy development, but overall findings for Bingham Academy were positive.

Early on, Bingham Academy corrected one incident where the board met without a quorum present. BA is penalized in its Annual Report for a second incident wherein fewer than a quorum were present; however, this was strictly a training session and no business was conducted.

Another areas of concern in the Annual Report cites the fact that BA operated for a time with fewer than 5 board members. This was a purposeful and careful time period used to ensure that BA secured a highly qualified and experienced board member. The school was successful and succeeded in seating a well-respected professor from Idaho State University's College of Business.

Is the School a Fiscally Sound, Viable Organization?

Due to lower than expected enrollment during its first tow years of operation, Bingham Academy struggled financially. However, the 2016-2017 school year has become a significant turning point. A number of factors have assisted BA in this transition including assistance from Jennifer Barbeau, the Charter Schools Accountability Program Manager.

One of the most significant factors in stabilizing the school's financial position is the increase in enrollment for 2016-2017. This past spring, the school had budgeted for 90 students. By mid-October, 101 students had enrolled.

For the coming year, the picture appears even brighter. One of BA's primary feeder schools is Blackfoot Charter Community Learning Center (BCCLC). In 2014, this school had no 8th grade students; consequently, no new 9th graders came from here. In 2015, BCCLC graduated 13 8th graders, 12 of whom came to BA. Currently BCCLC enrolls double that number and this will double again with the BCCLC 7th grade class. This bodes well for Bingham Academy in that the majority of these students come from families committed to charter schools and will enroll at BA. Financially, the future looks bright for Bingham Academy.

If Renewed, What is the School's Plan for its next Performance Certificate Term?

As mentioned earlier, BA's School Improvement Plan is included in exhibit E. Additionally, BA plans to 1) build and improve academic achievement, particularly in mathematics; 2) Expand the range of assessments used to examine students' academic performance; 3) Build effective procedures for collecting and using performance data; 4) Improve operational procedures and documentation.

Exhibits

Exhibit A: Informal Student Comments Regarding BA

Recently one of our ELA teachers asked students to jot down something they like about our school. The following sample represents their comments: - "I went to Blackfoot for most of my freshman year but transferred here instead...best decision I've ever made." - "Altogether best school in Blackfoot. The staff is the best and my favorite. You get that teacher-student experience you've always wanted. I will be attending BA for the rest of my high school years." - "I love this school. I love how the classes challenge me." - "The teachers care. They work hard to make sure we are taught what we need to be taught and do it in a way that keeps us involved." - "I really like how the teachers listen to us and give us a voice. They try their best to understand our needs and help lower the typical school stress level." - "I think the school is an amazing place. It lets people go at their own pace. You can be yourself and you can always talk to the teachers. Everyone knows everyone so we are all friends. I like the four-day week and the long weekend." - "I like the technology in our school." - "The teachers are here to see us succeed, not just for the paycheck." - "At Bingham Academy our teachers care about your education." - "We have awesome caring teachers." - "The teachers and the staff are very understanding and have the best personalities! I love how this school is small and very minimal drama. Very fun school too." - "Everyone feels comfortable about being here. The teachers treat you with respect and are happy to be teaching." - "I like the community and how I'm treated like a real person." - "The transfer to this school was very nice! My experience so far has been wonderful! My grades have actually gone up!" - "Excellent. Just excellent." - "I like how the teachers are helpful. I like how they actually teach and not just tell us how to do. I like how the school is small but big in many different ways. I like the atmosphere of the school."

In the freshman year, students can begin earning college credits through the Introduction to Engineering class. Several staff members hold master's degrees and we are working to establishing additional dual credit options. All students also have the option of taking online courses for high school credit, college credit, or both. Students in these classes are facilitated by a qualified paraprofessional to ensure they receive appropriate support and do not overextend or under perform.

Culture is a vital element in the success of any school. We seek to build a positive and comfortable environment that both facilitates and challenges every student to prepare for future educational and career opportunities. We want students to understand the realities of the world of work. In addition to our curriculum, our use of daily advisory and the Idaho Career Information systems as tools to help us accomplish this goal.

Exhibit B Response to Site Visit Staff Rating Narrative

CHARTER SCHOOL

Bingham Academy
1350 Parkway Drive
Blackfoot, ID 83221
Telephone: 208-557-4007
Charter Administrator: Dr. Fred Ball

AUTHORIZER

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

EVALUATORS

Kirsten Pochop, PhD	PCSC Program Manager
Randy Yadon	Principal, Meridian Technical Charter High School

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. Bingham Academy will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

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

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Bingham Academy. 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 was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

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

MISSION

The mission of Bingham Academy is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

The word “STEM” is not part of the school’s mission or vision statements; however, it is an important element of BA’s program. BA views STEM as an effective tool for helping prepare students for future education and careers as stated.

Prior to authorization, Bingham Academy changed its name from Idaho STEM Academy in order to clarify that the school’s mission encompasses more than an exclusive focus on STEM.

MISSION AND KEY DESIGN ELEMENTS

IS THE SCHOOL FAITHFUL TO ITS MISSION, IMPLEMENTING THE KEY DESIGN ELEMENTS OUTLINED IN ITS CHARTER AND SUBSTANTIALLY MEETING ITS ACCOUNTABILITY PLAN GOALS?

Rating: Does not meet

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

Detail: Interviews with stakeholders indicate that the mission of the school is currently unclear. Not all stakeholders understand that STEM is integral to the mission. For example: a parent called the school: "An alternative to the local school," a board member described the school as "about providing science and music" and getting students to "try college before they get there" and the administrator stated that they are "trying to be probably more of a STEAM school, than STEM" and that they "want a CTE focus." None of the key design elements in the performance certificate, such as dual enrollment and tech prep, are currently being implemented. Administration and board members were unclear as to how many students had earned postsecondary credits during the 2015-16 school year.

Throughout the review process, evaluators incorrectly insisted that Bingham Academy is a pure STEM school. Again, STEM is an important element, but not the exclusive emphasis. Bingham Academy recognizes that some parents chose this school for reasons other than a STEM emphasis. Quotes listed here may have been taken out of context; board members adamantly deny making these statements.

For five periods each day, one of BA's computer labs is staffed and available for dual enrollment classes. To assist students in the pursuit of dual enrollment, BA requires every entering freshman to take an online course called "Pathways to Success." This class is specifically designed as a preparatory step toward full dual enrollment classes.

Every student at BA takes an Engineering class using Project Lead the Way curriculum. Each year-long class culminates in a cumulative End of Course exam. This exam, if passed at a high enough level, offers college credit from the University of Rochester in New York. Whether students actually acquire this college credit or not is completely up to the parents. This decision is made by parents and their student.

To state that, "None of the key design elements...such as dual enrollment and tech prep are currently being implemented". Is altogether incorrect and a misleading characterization.

TO WHAT EXTENT IS THE CHARTER SCHOOL IMPLEMENTING DISTINCTIVE INSTRUCTIONAL PRACTICES AS OUTLINED IN THEIR CONTRACT WITH THE AUTHORIZER?

Rating: Does not meet

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

Detail: While there is project-based, STEM-related instruction in a few classrooms, in general there does not appear to be a STEM lens through which all classes are taught. Instructional styles were traditional and “hands-on” as stated in the charter. In addition, all students have access to iPads, but the devices are not well incorporated into classroom work, which would allow for a more thorough integration of technology into the academic program. Furthermore, there are few distinctive STEM courses, with stakeholders stressing the importance of music classes for attracting students. The administrator discussed the move towards a STEAM model to incorporate the arts. The incorporation of an arts and music curriculum has occurred despite the lack of a full implementation of the STEM program.

Evaluators conducted minimal visits to a limited number of classrooms. It is a significant stretch to generalize statements to include Bingham Academy as a whole.

The statement on the incorporation of tablets into classroom work is not accurate. Few schools in Idaho offer true 1:1 technology access. The review team made no attempt to delve into this area and did not assess this area. BA delivers textbooks, quizzes, tests, and other content directly through student tablets. This is a hands-on digital experience for students. Tablets are also used to research and write, design slideshows, and spreadsheets etc. Students are taught how to use apps like Aurasma and QR Code readers just to name a few.

Stakeholders “stressed” music classes because the inspectors asked about music at every turn. Each of the stakeholder groups were asked specifically about the music program, why it is offered, the reason for its existence, etc. The inspectors have NO idea what the stakeholders WOULD have stressed because they directed the discourse toward music. The evaluation team’s techniques point to what can only be characterized as misguided intent where questions were specifically asked in a self-fulfilling effort to characterize stakeholders as “stressing the importance” of something the evaluators chose to emphasize.

More importantly, educational research validates strong ties between music education and increased academic scores in math and science. The criticism from PCSC staff that BA should not offer music is counter to educational research findings. Staff’s position that students interested in STEM must give up music is an unsupported and misguided opinion.

The comments of the administrator were made as part of a long term, concept and

not as a well-articulated plan awaiting implementation as implied by the evaluator.

PROGRAM DELIVERY: CURRICULUM

DOES THE SCHOOL'S CURRICULUM PROVIDE THE OPPORTUNITY FOR ACADEMIC SUCCESS FOR ALL STUDENTS?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Staff

Detail: There is attention to state standards and curricular alignment and sequencing. However, STEM is not the focus of class offerings. Concurrent credit classes are offered mostly through online options and are not generally successful for the students.

There is, however, use of state and school resources in areas that are not part of the key design elements. The use of allotted personnel and facilities to expand into a music program and the offering of several non-STEM classes on their program of study demonstrates that they are not committed to being a STEM school. They also have not committed to participation in STEM-based extra-curricular activities.

“Academic success for all students” as referred to in this question includes more than subjects exclusively dedicated to STEM. The evaluation team failed to recognize that there is more than one educational delivery model for STEM curriculum. The model used at Meridian Technical is a good model, but not the only one. Mr. Yaden, the second reviewer, has limited experience with STEM outside Meridian. He is a new administrator there and comes out of a traditional academic background. BA’s administrator, on the other hand has 20 years of experience as a STEM field educator. Eleven of those were at the college level. For the review team to maintain that Bingham Academy’s instructional model is not STEM oriented is closed minded at best.

“Most classes” are not offered online. This statement is a full scale misrepresentation. Further evidence of the review team’s slanted assessment can be found in the lack of references to the school’s ELA ISAT results. These vastly exceed state averages. The chemistry science scores were high despite the fact that the sample group took the exam one year earlier than their peers. Academic success is very real at BA.

While the team may maintain they did not observe a STEM emphasis, this was primarily due to the narrow and incorrect understanding of what STEM looks like in a rural school. If the same standard were to be applied to Meridian Technical as was used at BA, they would be forced to eliminate many classes such as Spanish, Student Government, and Language Arts Review courses. ([MTCS 9th Grade Class List](#))

Bingham Academy is building a program and simply put, this takes time. All classes may not be directly and conspicuously connected to STEM at this time, but most are and those ties are much more evident than this report indicates. BA must offer classes that meet state graduation requirement. STEM will grow as the school grows. These same concepts are true with respect to growing extracurricular activities.

DOES THE SCHOOL PROVIDE CLEAR, APPROPRIATE, AND SKILLED DELIVERY OF CURRICULUM CONTENT?

RATING: MEETS

Evidence: Classroom Visits

Detail: While there is no school-wide curriculum, the teachers appear to have developed course-specific curriculums. Individual instruction observed in the classroom was proficient and staff appeared to understand their content and general instructional strategies.

There is a school-wide curriculum in: Science, Engineering, Mathematics, English Language Arts, and the Social Science offerings. The engineering curriculum is Project Lead the Way. The ELA curriculum is from Pearson and spans 9th through 12th grades and is utilized school wide. The math curriculum, also purchased from Pearson, covers Algebra through Calculus and is utilized school wide. The Science curriculum is also from Pearson and covers Physical Science, Biology, and Chemistry and again, is utilized school wide. The school felt that Pearson offered the best online curriculum across the range BA wanted to offer its students.

HAS THE SCHOOL DEVELOPED A WELL-DEFINED FEEDBACK LOOP FOR REVISING CURRICULUM ON AN INTERIM AND YEAR-END BASIS?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: Since the school does not have a defined curriculum, a feedback loop is not currently possible.

As detailed in the previous response, Bingham Academy does have a well-defined curriculum from nationally recognized curriculum providers. This curriculum is delivered to student tablets that deliver feedback directly to teachers.

Many feedback loops are built directly into the curriculum. Instructors supplement this and it is a frequent topic at staff meetings. BA's curriculum feedback loops as

provided through its digital and web-based sources are so far advanced from the traditional model that the review team failed to recognize these.

DOES THE SCHOOL EFFECTIVELY PROVIDE OPPORTUNITIES FOR STUDENT ENGAGEMENT?

RATING: MEETS

Evidence: Interview with Parents Classroom Observations

Detail: Class sizes are relatively small and there are plentiful opportunities for student engagement in class and outside of class. Students meet with advisors every afternoon, which allows for an additional touchpoint between students and staff. Parents indicated that the small size of the school helped to ensure that no students “got lost” in the shuffle. However, student engagement opportunities and instruction lacked the hands-on focus and competency based application that was stressed in the charter. Therefore, while materially there was proficient instruction, it did not reflect the model described in the charter.

The notion that building machines, programming a laser cutter/engraver, creating science experiments, experiencing virtual reality, learning and utilizing Android apps, graphic arts programs, and productivity software do not qualify as “hands-on” is a puzzle.

PROGRAM DELIVERY: INSTRUCTION

DOES THE SCHOOL RECRUIT, SUPPORT, AND RETAIN HIGHLY EFFECTIVE STAFF?

RATING: APPROACHES

Evidence: Interview with Administration

Detail: The school has struggled with staff turnover and recruitment of hard-to-fill positions such as those for math and science teachers. In addition, there has been substantial (more than 10%) turnover in the first three years. The administrator reports that BA pays less than surrounding districts and has an inferior health plan. However, there are currently several effective teachers.

Labeling BA’s turnover as “substantial” (more than 10%) is misleading. When a school has only 6 full time teachers and 3 shared teachers, the loss of even one teacher puts the statistic above the 10% benchmark. This could have been presented in the “Detail” section.

BA's science teacher left to pursue a Master's degree.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Board, and Staff Professional Development Plan and Calendar

Detail: The school leader does not appear to advocate for STEM-focused instruction, as evidenced by the course of study that is not heavily focused in this curricular area. The administrator also stated that he would like to add more art, a health occupations strand, and a full CTE focus, indicating a lack of purpose with the limited resources they have available.

Furthermore, leadership does not have a clear plan in place in order to address academic deficiencies, particularly the low math scores on the ISAT exams. The school improvement plan lacks detail and does not provide an adequate plan to improve student outcomes and steer the school in a STEM direction. Teacher evaluation is not well developed and appears ad-hoc.

The instructional leader, not the administrator, is a teacher on staff who lacks the formal training to lead staff. This person is responsible for all staff professional development. PD time is set aside every Friday for three hours. However, the PD calendar and time spent on PD is not well planned and is allowed to develop organically.

Comments such as, "The school leader does not appear..." demonstrate the subjectivity of the evaluator. Using the words, "does not appear" destroys reliability and should never be included in an assessment of this nature. These words give the evaluator complete license to express personal biases. It allows her to espouse any opinion she pleases. Unfortunately, words and phrases of this nature are dispersed throughout this assessment and effectively destroy the report's credibility.

Bingham Academy has a fully developed plan to improve math scores. The dramatic growth from 2015 to 2016 is a reflection of this. Negative staff comments such as those above beg the question, are commissioners wise enough to recognize the impropriety?

The evaluation team never asked the "instructional leader" what his training was. How is it concluded that he "lacks the formal training to lead staff"? Commission staff lack educational credentials—how is it that they are qualified to conduct educational assessments?

In further addressing this area, the "instructional leader" is not solely responsible for all professional development at BA. Teachers, the school counselor, and others

have provided professional development. It was explained to the team that Friday PD is both planned and organically developed. Examples of planned PD include: McKinney–Vento Homeless Assistance Act, Love and Logic Training, and Reporting Issues (Licensed Family Therapist). Regularly scheduled PD includes: Policy reviews, student engagement techniques, tools and tips for the acquisition, evaluation, and use of data to inform classroom instruction.

Finally, Bingham Academy’s professional development program was commended by the AdvancEd evaluation team and awarded their highest recognition. Perhaps commission staff are so far out of their sphere of expertise that they cannot recognize powerful educational practices. Once again, commissioners would be remiss to accept staff comments that are so starkly unreliable.

DOES THE SCHOOL HAVE LEADERSHIP SUSTAINABILITY?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Staff

Detail: Current building leadership is unqualified. The lack of focus by leadership in the building is evident. The principal “of record” is rarely there and lacks the determined focus to create an effective STEM school. There is a lead teacher position that has been given to someone who, while well intended, lacks formal leadership training and who is not equipped to direct a professional teaching staff through the processes of creating and maintaining a highly effective school. The lack of focus and leadership is apparent to the staff, board and parents. There was a long pause each time a group was asked about school leadership. The varied answers when asked about the mission suggest a lack of focus. The principal suggested that they were more of a STEAM than a STEM school, the music program was a way to recruit, and “CTE is prime focus.” Yet the school does not offer CTE programs and there are no application-of-skill opportunities.

Once again staff comments are a personal attack on the building leader rather than an accurate and quantifiable measure. These demonstrate the bias of the evaluator rather than provide accurate assessment data. Dr. Ball functions fully as the principal of BA and has 29 years of administrative experience. Using descriptors such as “of record” and “rarely there” “lack the determined focus” “not equipped to direct a professional teaching staff” are characterizations that cannot be accepted as measurable, objective, or reliable. Knowledgeable and experienced evaluators would never consent to this quality of information—especially when making decisions regarding the future of an educational institution.

If such statements were corroborated by other reliable assessments, then an argument for accepting them could be advanced. However, these statements, as with the overall assessment, are in direct opposition to AdvancEd findings.

Bingham Academy does not deny that parents and students often have additional agendas when enrolling their students at BA. This does not mean that the school is not focused on the imperatives within the performance certificate and charter. While BA recognizes that parents have these different agendas, the school works to inform them of the true focus. It is written on the front doors and windows of the school and has been since before the school opened. The mission and vision statements appear both in the office and on posters around the school.

DOES THE SCHOOL OFFER PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE SCHOOLS GOALS AND THE NEEDS OF INDIVIDUALS?

Rating: Does not meet

Evidence: Interviews with Administration, Staff
Professional Development Plan and
Calendar

Detail: While the school is not in session on Fridays in order to hold three hours of professional development sessions for teachers, there is no clear plan for these Friday training days. None of the professional development discussed by staff included a STEM focus or training in this area. The school has limited financial resources, thus outside professional development opportunities are not readily available. "Tech Tuesday," a short professional development program, seems helpful to staff and has a direct application for the teachers in their classrooms when navigating software interfaces, iPads, etc.

Fridays are used for much more than the 3 hours of professional development listed in the comments. Input regarding other Friday activities was provided. It is unclear why evaluators chose to ignore this. It is also unclear as to why evaluators chose to ignore Bingham Academy's Staff Development Schedule. This was drafted early in the year with input from staff, recommendations from AdvancED, and is based on identifiable needs. It was also included in the Pre-renewal documents. It is presumptuous for PSCS staff to determine that BA's professional development program does not "support the school's goals and the needs of individuals" without knowing each individual teacher's needs or attending a Friday at BA to see what actually happens.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

DOES THE SCHOOL HAVE AN ADEQUATE ASSESSMENT SYSTEM IN PLACE TO EVALUATE INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: The Math ISAT scores showed 23% proficiency and the school does not have a plan to improve these scores. Administration did replace an ineffective math teacher as a result of poor student performance. The school does not have a school-wide assessment plan. The administration is aware of this issue and expressed an intention to address it in the future.

BA doubled its math scores in one year. This was no accident. BA also improved its already high ELA and science scores. Staff comments and the rating assigned would have commissioners believe this improvement was purely coincidental. After 2 years, BA is the highest performing high school in this area. This was accomplished in part, through an effective assessment system that evaluated instructional practices and student learning. Again, this is a place where the subjective license given to staff permits misinformation to trump measurable, reliable assessment practices.

It is unfortunate that in the staff comments the evaluation team avoided mention of any Bingham Academy academic success in favor of a focus on a single part of the overall performance picture.

DOES THE SCHOOL PROMOTE A CULTURE OF HIGH EXPECTATIONS THAT IS SAFE, RESPECTFUL AND SUPPORTIVE?

RATING: MEETS

Evidence: Interview with Staff

Classroom Observations

Detail: There were consistent safety messages throughout the classrooms. Student were appropriate and on-task while observed in the classroom.

BA is given a “meets” rating here that includes safety; yet in the APR scoring rubric the school is given 0 points for safety.

ACCESS AND EQUITY

DOES THE SCHOOL HAVE A STRONG, STEADY RETENTION RATE FOR STUDENTS?

RATING: DOES NOT MEET

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

Detail: The school struggles to meet enrollment targets. Administration presented no clear data on student retention and attrition and did not have a comprehensive plan to address persistently low enrollment. Furthermore, administrators and teachers acknowledge that they brought in a non-STEM program (music) to recruit and retain students.

For the first 2 years, initial enrollments were lower than estimated; however, enrollment has grown throughout each year. Despite the “does not meet” rating, retention has not been a major factor for the school.

Music is a highly technical field. Many of the best and brightest students enjoy music education. Staff’s assertion that it is inappropriate for BA students is not grounded in educational research. Failure to include a viable music program in a small rural environment such as Blackfoot would mean many STEM oriented students would have to choose between two very important areas. BA is not in violation of its charter or mission by offering music education to its students.

The assertion in this report is that a single correct and perfect STEM model for providing education exists. Bingham Academy was not judged on its own merits so much as it was compared to the Meridian Technical model. While Meridian is a well-established school, it is far removed from Blackfoot with a completely different demographic and STEM focus.

ORGANIZATIONAL CAPACITY

DOES THE SCHOOL SUSTAIN A WELL-FUNCTIONING ORGANIZATIONAL STRUCTURE AND CREATE A PROFESSIONAL WORKING CLIMATE FOR ALL STAFF?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff

Detail: While the staff appear to enjoy collegial relationships, school leadership has not implemented a clear mission, nor have they set goals for staff. While there are weekly staff meetings on Fridays, there is little in the way of organized professional development during these sessions, which account for 20% of teacher contract time. An individual who is not an expert in PD leads these sessions.

There are two school leaders, but the principal stated that the lead teacher is a “conduit” between himself and staff. The lead teacher makes site based decisions, but needs final approval from the off-site administrator. The observation and evaluation cycle of the six full-time teachers and three part-time teachers is shared among three different people: a lead teacher, principal, and a middle school principal who is not employed by Bingham Academy. This is problematic because it creates an inconsistent observation and evaluation

cycle that further contributes to the lack of articulated expectations and strong instructional leadership.

Once again the comment that “the staff appear...” is a subjective statement crafted to create a dubious connotation rather than provide a clearly objective measure. The continued statement, “school leadership has not implemented a clear mission, nor have they set goals for staff” is entirely unsubstantiated, untruthful, and used more to influence negative opinions rather than present reliable and accurate assessment data. Staff has no documentation to support this rating. As with most others, the rating is arbitrary and invalid.

The evaluation team did not allow themselves sufficient time to accurately assess BA’s organizational structure and professional working climate. This rating is essentially a shot in the dark. If, in some instances they borrowed words from AdvancEd, in doing so they chose words to present a negative picture rather than accurately documenting the assessment target.

It is not problematic to utilize multiple, qualified professionals to conduct teacher observations and evaluations. In fact, experts encourage and research validates this multiple source approach. For staff to characterize this as “creating an inconsistent observation and evaluation cycle” is far removed from best educational practices and once again calls into question staff’s ability to assess school programs.

ARE THERE EFFECTIVE COMMUNICATION CHANNELS AMONG STAKEHOLDERS?

RATING: DOES NOT MEET

Evidence: Interview with Administration, Board

Detail: The board and parents had very little specific information about the operations of the school. When asked specific questions, they referred to the principal. A board member stated that they were paying teachers more than the surrounding district with much “better benefits.” The principal contradicted that by stating that Bingham Academy was “almost matching” the Blackfoot School District, but was lacking in their benefits package. After talking to the parents, it also appeared that they had to seek out information because the administration did not proactively communicate with them regarding concerns at the school.

Parents who viewed this statement were startled. “That’s not what we said,” “This is completely opposite of I said,” are some of their comments. Again staff crafted the content they chose to include in this report to create the most negative characterization possible. AdvancED data regarding the same question scored BA at a 3.02 out of a possible 4.0.

DOES THE SCHOOL FACILITY SUPPORT HIGH QUALITY TEACHING AND LEARNING?

RATING: APPROACHES

Evidence: Interviews with Administration,
Board Classroom Observations

Detail: Since Bingham is not currently running a full-fledged STEM program, the facility is adequate for the basic needs of the program. However, if Bingham shifts gears and begins to operate a comprehensive STEM program, the facility will be inadequate for those needs. The primary concerns regarding the facility relate to the lack of a full science lab and STEM facilities. Chemistry and Biology courses do not have the proper facilities to complete hands-on experiments. According to the board and the administrator, there are plans to equip one of the classrooms as a lab. The school also lacks a room for electronics/robotics/electrical engineering.

Of all the areas the team assessed, this is one of the most controversial. The rating here is “approaches” yet in the Annual Performance Report scoring rubric, staff assigned BA “0” points in every category associated with facilities. Two emails were sent to staff pointing out this inconsistency but staff refused to acknowledge the error. It is evident that Annual Report ratings were purposefully manipulated to achieve a pre-determined total rather than accurately represent the school.

Bingham Academy contests the assertion that it is not running a “full-fledged STEM program.” The Biology teacher asserts that she has adequate space in which to conduct experiments. Chemistry experiments are conducted using a Virtual Lab. Facility plans, had they been requested, include converting two classrooms at the Bingham Academy campus into an expanded laboratory for Biology and Chemistry to share. The additional classroom will be utilized as additional programs come online.

There is more than adequate space for our robotics class. Our school has the 12’ x 12’ Vex Robotics Arena which the instructor has set it up and used effectively in his classroom. Mr. Sherwood, a highly experienced Technical Education teacher from Meridian, maintains that he has one of the most extensive Vex Robotics Lab in the state of Idaho. See Exhibit G.

This report arbitrarily lists possible courses Bingham Academy may someday include but then criticizes its facilities for not having current space for these. Bingham Academy concurs that it does not have space for courses it does not offer. However, presenting this type of hypothetical information in this report format is irrelevant and is more crafted to produce a negative picture as opposed to providing accurate assessment data.

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 SUCCESS AND SUSTAINABILITY OF THE SCHOOL?

Rating: Approaches

Evidence: Interview with Board

Meeting Minutes and Materials

Detail: The Board has worked to comply with open meeting laws and to improve transparency with their stakeholders. While the board meeting minutes are now posted on the school's website, a full meeting materials packet was not available for the evaluators. Board meeting materials included a balance sheet and an agenda for the last meeting. The board places heavy trust in the explanation of the financial reports by the principal. However, financial reports shown to the evaluators were confusing. All board members are parents. The board lacks the diversity and professional expertise to maintain effective oversight.

Once again, the evaluators have made incomplete and inaccurate statements. 2 of the 5 board members are not parents. However, being a parent should not be considered negative. Stating that "board lacks the diversity and professional expertise to maintain effective oversight" is a subjective valuation not based on facts. It paints a less than complimentary picture rather than presenting accurate assessment information.

In scoring the Operations section of the Annual Report, BA is penalized for operating with 4 board members for a period of time. Had the evaluation team asked regarding this, they would have known that BA was actively seeking the best candidate possible—one with a strong financial background, rather than simply filling the position.

The school successfully recruited Dr. Daniel Cravens. Dr. Cravens, has a doctorate in Business Administration and has served as the Regional Economist for the Idaho Department of Labor. He is currently a professor at Idaho State University and has an exceptionally strong background in both operations and finance. Dr. Cravens also chairs the Bingham County, District 31 GOP.

"The board places heavy trust in the explanation of the financial reports by the principal," is not an accurate characterization. At every board meeting, all financial reports are introduced and discussed by the business manager. The principal adds his input as appropriate, but all board questions are thoroughly discussed. Board members are not confused in this process.

Finally, in regard to the evaluators not being supplied hard copies of board meeting

minutes, even the evaluators stated that they were available in digital form online. This means that Board Minutes dating back to the founding of the school were available to evaluators who had been provided with the school's WIFI passwords. This Board information, hosted by Google, is available 24 hours a day anywhere in the world with a WIFI connection. There is also a "Board Book" in Bingham Academy's office that contains Board Meeting Minutes. This was not requested by the evaluators. Criticism in this area is unwarranted.

DOES THE BOARD HAVE POLICIES IN PLACE THAT ESTABLISH STANDARDS FOR OVERALL MANAGEMENT OF THE SCHOOL?

Rating: Does not meet

Evidence: Interview with Board

Detail: The Board has adopted the ISBA Board policy manual and understands the need to individualize the policies to Bingham Academy specifically, but they have not yet begun working on this process.

The board has had high turnover since the school's inception, which has made it difficult to maintain independent oversight. The board relies heavily on the administrator for direction.

Bingham Academy recognizes that it has continuous work to do in updating policies; however, the statement, "have not yet begun working on this process" is not accurate. BA often deals with policy updates and currently is work on several. An assessment that accurately reflects BA's position should have included the fact that BA employs the services of Dr. Chad Harris in the process of reviewing and updating policies. Dr. Harris worked 8 years in the Utah Governor's office as an educational policy advisor. He also worked several years for the Utah School Board Association as a trainer. His doctoral degree is in educational policy. Few schools have this level of expertise to draw upon.

There was an incident of high board turn-over early in BA's existence, but this should not have been part of the 2015-2016 assessment. Bingham Academy's board has been relatively stable for the past two year.

It's difficult to understand why staff chose to include the comment, "The board relies heavily on the administrator for direction". The PCSC also relies heavily on their administrator for direction. Is the implication that BA is remiss if they rely on their administrator? Overall, ratings in this area are once again not base on measurable, objective data but reflect the subjectively negative slant of staff.

DOES THE BOARD DEMONSTRATE ALIGNMENT WITH THE SCHOOL'S MISSION, VISION, AND CORE VALUES WHILE REMAINING A GOVERNING AUTHORITY?

Rating: Does not meet

Evidence: Interviews with Administration, Board

Detail: The board does not appear to have a clear understanding of the mission of the school. The board described the mission as a chance to try college classes and to grow individually, and failed to mention STEM as a key part of the mission. While the board chair is in charge of onboarding new board members, it is not clear if that process is fully developed.

“The board does not appear to have a clear understanding of the mission of the school,” is again an opinion not grounded in reliable measures. Bingham Academy’s board and officials would contend that non-certificated and non-experienced commission staff evaluators do not have a clear understanding of the mission of this school. Once again the measure here is in direct opposition to the rating BA was given by the highly qualified AdvancED evaluators.

The mission of Bingham Academy appears at the top of all Board Meeting Agendas and Minutes and throughout all Bingham Academy documents, website, and Facebook page. BA board is fully cognizant of the school’s mission. The following screen captures are taken from a Board Agenda and Meeting Minutes found on Bingham Academy’s website. Please note that the dates on the documents are within the evaluation period. Once again staff bias, rather than clear measures, determines the rating we received.

The Mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Bingham Academy
Board Meeting Agenda
Bingham Academy Campus
November 16, 2016
7:00 pm

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Approve Agenda for November 16, 2016

The Mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Bingham Academy
Board Meeting Minutes
Bingham Academy Campus
September 21, 2016
7:00 pm

HAS THE SCHOOL'S BOARD DEVELOPED A STRATEGIC PLAN?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Board

Detail: Due to the frequent change in board members, the board continues to be in a learning stage in the strategic planning process. The board is using the accreditation process to create a long-term plan.

“Due to frequent change in board membership,” is again an inaccurate characterization. The strategic plan is not dependent on any 1 or 2 board members. Clear-cut or measurable data that can reliably be used to assess the school with regards to this question is absent from this rating.

**DOES THE SCHOOL'S BOARD PROVIDE APPROPRIATE
ACADEMIC OVERSIGHT?**

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Board

Detail: The board lacks an educational expert among its members and does not seem fully aware of the academic progress of students. For example, the board did not know the number of STEM classes offered, how many students had successfully earned dual credit in their advanced opportunities program, or how many students were enrolled in the program. The dual credit program is one of Bingham Academy's key design elements. Furthermore, there appears to be a lack of understanding of what constitutes a STEM curriculum. A board member cited the use of tablets as evidence of a STEM program without elaborating upon how the tablets incorporated STEM.

A board member's ability to recollect the specific number of classes offered or summon the exact number of students earning dual credit or enrolled in a specific program is not an essential measure that should be an important factor used to measure the board's academic oversight. Emphasis should be on the important concept of providing the best education possible. The school's academic

achievement would be a much stronger measure.

In the comments commission staff have determined that BA's volunteer board members lack educational expertise. Does staff documentation present any valid or reliable data to support this assertion? The statement "there appears to be a lack of understanding of what constitutes a STEM curriculum" is accurate, except it is commission staff, not school officials, that lack this understanding.

DOES THE SCHOOL'S BOARD PROVIDE APPROPRIATE OPERATIONAL OVERSIGHT?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Board

Detail: While there are monthly board meetings held, there appears to be little understanding of the financial and operational complexity of a charter school. The Board is not focused on the STEM curriculum, but do want to provide a "good place for kids to be."

Comments staff used to justify a "does not meet" rating are not related to the question to be assessed. Again, using words that express personal opinions rather than factual information handicap commissioners and provide no substantial data for decision making. Board members that viewed this comment took exception and asserted they had been misquoted. They wondered if staff were referencing to some other interview.

GOVERNANCE: FINANCIAL

DOES THE SCHOOL'S BOARD PROVIDE APPROPRIATE FINANCIAL OVERSIGHT?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Board, and Business Manager

Detail: There appears to be no financial expertise on the board. All financial question were referred to the principal. The board was unaware of how Bingham's teacher salaries and benefits compared to those of the local district.

Again, "there appears to be..." is not an objective measure that can be used for decision making. On an equal plane, the other subjective comments contained in the staff details offer no valid measures for commissioners to determine the school's "appropriate financial oversight".

Bingham Academy's Business Manager, Mr. Randy Ruger, has provided a statement addressing financial issues. This document outlines the adjustments BA has made to help ensure appropriate financial oversight. Much of this was covered with the evaluation team but disregarded in the report.

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Business Manager

Detail: The school relies on open lines of credit with balances to keep the school functioning. There is no liquid reserve balance to withstand financial hardships.

The school has struggled financially over the past 2 years; however, BA does not have open lines of credit. The school has the ability to access credit if needed, but only as a last resort. While BA has experienced budget shortfalls, the school has been able to meet all its financial obligations. At the half way mark of 2016-2017, BA expenditures are in line with projections and the school will finish the year with an estimated \$60,000 balance.

IS THE SCHOOL DEMONSTRATING STRONG SHORT AND LONG-TERM FISCAL VIABILITY?

RATING: DOES NOT MEET

Evidence: Interviews with Administration, Business Manager

Detail: The school has a negative carryover from the previous year and carries a debt load while remaining underenrolled.

The school is not under enrolled. BA was slightly under enrolled for 2015-2016. At that time, the school anticipated 80 students but ended up with 76. The budget for FY17 as submitted to the PCSC and the SDE was based on an enrollment of 90; at the time of the renewal visit, nearly 100 were enrolled. The November 2016 ISEE count listed 101 students. With accreditation under its belt, the school is on track for sustained growth over the next several years. The school is not under enrolled and has sufficient revenue to complete the year with a positive balance.

Conclusion

Commissioners are placed in an awkward and potentially precarious position when

provided information of this character and expected to make decisions. The goal is to make accurate and defensible evaluations based on reliable and valid data. However, a scoring rubric that permits evaluators to replace both quantitative and qualitative data with opinions, insinuations, and implications, makes this impossible. No acceptable statistical standards would tolerate such. To do so would be a miscarriage of justice to the stakeholders and students of Bingham Academy, as well as the commissioners themselves.

Charter schools would be well served if commissioners were to consider revising the school evaluation process so that accurate and reliable data can be obtained. One way to accomplish this would be to utilize neutral, third party, evaluators with strong background as educational practitioners.

Exhibit C: Business Manager Financial Analysis

BA BUSINESS MANAGER FINANCAL ANALYSIS LETTER

DATE: December 12, 2016

TO: Idaho Public Charter Commission.

FROM: Randy C. Ruger, Business Manager Bingham Academy

SUBJECT: Bingham Academy Financial Analysis

Due to comments and notes made in the Bingham Academy's annual Performance Report I feel a need to bring the Charter Commission up to date on our financial situation, changes and improvements made since our Audit of September, 2015.

Implementation of suggested policy changes have been implemented and are in practice. They include the following:

1. Concern for cash flow accountability was alleviated by incorporating cash deposit forms for deposits to be turned in with any monies to be deposited. These deposit slips are to be accounted for by the signature of two people counting the monies and recording it on the form. They are then turned into the Business Manager who then counts and verifies before depositing at the bank. This practice with very few exceptions has been successful.
2. The use of Prepaid Credit Cards at Bingham Academy has been controlled by one card under the control of the front office secretary who is the only one authorized to order online materials. She fills out a Purchase Order for each transaction, (approved by either the Director or the High School Head Teacher, Mark Fisk,) and turns those into the Business Manager who reconciles the cards on a monthly basis. With few exceptions this policy has made the use of these cards more secure and successful. Also a Debit Card issued to the Business Manager has a daily limit of \$4000.00 however the board has approved a policy change that any time a transaction of more than \$500.00 to be paid with a debit card approval through email shall be obtained from the Board President or Treasurer.
3. A policy for personnel travel and expense reimbursement has been instituted which includes the use of a Reimbursement request submitted along with receipts and the signature of an administrator before reimbursement is made.

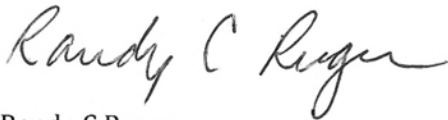
4. A comment was made that the Board of Directors was not being kept informed of the financial situation at Bingham Academy. This statement was true as of July 2015 when I assumed duties as Business Manager. At that time I took it upon myself in (order for me to feel more comfortable with the information being shared with the Board) to keep them aware of where we stood financially as a school.
 - a. I instituted a policy of sending by email, a copy of the accounts payable register as I prepared to pay bills, to each board member. This was to be responded to by at least a quorum of the members of the board. Because of concern for violating open meeting laws, that required response was changed to just a response from the Treasurer. Even though bills were prepared to be sent out, they were not signed until that approval was received by myself. Even though one response was required from the Treasurer, the other Board Members received these emails. Also, questions any board member may have can be addressed to me by a private email again to avoid open meeting violations.
 - b. To keep the Administration aware of Pay Check issuance, a copy of the Pay Check List for each month is being sent by email to the director, Dr. Fred Ball.
 - c. As a result of the Audit performed by the PCSC in September Cash flow is still being updated each month and shared with Jennifer on at least a quarterly basis. The Cash flow was pretty accurate in predicting our outcome for the 2015-2016 year, even though that outcome was not a positive number, that same Cash Flow is showing a more positive outcome for 2016-2017 year.
 - d. A comment was made by one of the visitors to our schools in September of 2016 suggesting that the materials given to our board members at our monthly meeting was very confusing. To an inexperienced board member this may be true, but again as a result of the negative outcome of the October, 2015 audit, I have made it a point to help the board members become more aware of our finances. The above referenced changes are meant to accomplish that. Along with those changes, a copy of our financial report, (as printed out by 2M software which, according to my sources is one of the most used accounting software products used in the state), a check register, a receipt register, a journal entry register and a reconciliation of our bank accounts, are given to each board member. These are usually sent out in advance of the meeting for review by the board members.

Along with these written reports being given to each board member, I have also given training on how to interpret the financial reports, which also includes an overhead presentation of the Cash Flow Spreadsheet to show them the budgetary controls they should concern themselves with. They are all aware of the needs coming up for positive cash flow.
5. Procedural changes of the above referenced have been incorporated into our present financial policy. New Policies which include more than just financial

areas are now being developed and will be incorporated over the next few months.

6. A bank Loan of \$154,000.00 identified as a concern in the September, 2015 report has been re-amortized and will be paid off monthly over a three-year period. No further borrowing of funds for FY 2016 was needed as a result of this re-amortization.
7. Enrollment for budget purposes this year was set at 90% of expected enrollment of 100. As of this writing our enrollment was at the 100% level of 100.
8. Other concerns outlined in the September, 2015 Audit, are being addressed and moving forward with such as contracts and Purchase order procedures, secure payroll and personnel data procedures, separation of equipment belonging to Bingham Academy and Blackfoot Charter School Middle School. Also a timelier amended budget is being prepared.

This summary I believe is accurate and represents a true picture of the improvements made and the improvements in the works at Bingham Academy. Our current Cash flow projection looks much better than last year and barring any emergency expenditures should put Bingham Academy on a road to a more successful outcome.



Randy C Ruger
Business Manager, Bingham Academy
Phone: 208-317-5307

Exhibit D: Budget Report and Cash Flow Report

*** BUDGET REPORT *** BINGHAM ACADEMY MO-YR: 11-2016 11/30/16 PAGE 1
 (Rprt: 01-MAIN REPORT Bdg Prep: 17/Prop Budget; Dates: 00/00/00-11/30/16; PRINT: 12/13/16 11:59:11 AM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
100-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	1,548.00	0.00	0.00	1,548.00	0%	0%
100-415000-000-000-0	EARNINGS ON INVESTMENT - GEN FUND	200.00CR	0.04CR	0.20CR	199.80CR	0%	0%
100-419200-000-000-0	CONTRIBUTIONS/GRANTS RECEIVED	0.00	0.00	0.00	0.00	0%	0%
100-417900-000-000-0	OTHER STUDENT REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-419900-000-000-0	OTHER LOCAL REVENUE	0.00	20,550.00CR	59,802.00CR	59,802.00	0%	0%
100-431100-000-000-0	BASE STATE SUPPORT PROGRAM	567,774.00CR	142,938.00CR	471,545.11CR	96,228.89CR	25%	83%
100-431200-000-000-0	TRANSPORTATION SUPPORT	123,600.00CR	0.00	0.00	123,600.00CR	0%	0%
100-431800-000-000-0	STATE BENEFIT APPOINTMENT	72,756.00CR	0.00	0.00	72,756.00CR	0%	0%
100-431900-000-000-0	PAY FOR PERFORMANCE REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-437000-000-000-0	IDaho STATE LOTTERY REVENUE	4,480.00CR	0.00	4,688.00CR	208.00	0%	105%
100-439000-000-000-0	OTHER STATE REVENUE	127,103.00CR	141.75CR	675.00CR	126,428.00CR	0%	1%
100-441000-000-000-0	State Building Fund	30,150.00CR	0.00	0.00	30,150.00CR	0%	0%
100-442000-000-000-0	INDIRECT FEDERAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-445000-000-000-0	Reimbursed Wages	0.00	0.00	0.00	0.00	0%	0%
100-451000-000-000-0	LOAN PROCEEDS	0.00	0.00	0.00	0.00	0%	0%
100-460000-000-000-0	TRANSFERS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	****TOTAL REVENUES	924,515.00CR	163,629.79CR	536,710.31CR	387,804.69CR	18%	58%
100-515100-000-000-0	SALARIES - SECONDARY SCHOOL	355,693.00	25,135.72	125,460.34	230,232.66	7%	35%
100-515103-000-000-0	SUBSTITUTES	7,100.00	401.94	559.44	6,540.56	6%	8%
100-515150-000-000-0	Salaries-Pay For Performance	0.00	0.00	0.00	0.00	0%	0%
100-515200-000-000-0	EMPLOYEE BENEFITS - SECON. SCHOOL	103,598.00	5,014.11	29,754.97	73,843.03	5%	29%
100-515201-000-000-0	SECOND BENS NON RETIRE,FICA,MED	0.00	2,960.00	8,840.60	(8,840.60)	0%	0%
100-515250-000-000-0	Benefits-Pay for Performance	0.00	0.00	0.00	0.00	0%	0%
100-515203-000-000-0	SUBSTITUTE BENEFITS	1,700.00	30.75	42.79	1,657.21	2%	3%
100-515300-000-000-0	TRAVEL/PURCHASED SERVICE-ELEM	1,200.00	465.00	24,168.91	(22,968.91)	39%	999%
100-515301-000-000-0	SECONDARY PER. SER. SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-515302-000-000-0	SECONDARY PUR. SER. DEV-STAFF	0.00	0.00	0.00	0.00	0%	0%
100-515400-000-000-0	SUPPLIES - SECON SCHOOL	1,400.00	72.05	827.60	572.40	5%	59%
100-515410-000-000-0	SUPPLIES - INTERCEPT/TEACHERS AIDES	0.00	0.00	0.00	0.00	0%	0%
100-515411-000-000-0	Incentives	0.00	0.00	0.00	0.00	0%	0%
100-515460-000-000-0	SECONDARY FUNDRAISING	0.00	0.00	0.00	0.00	0%	0%
100-515450-000-000-0	SECONDARY CURRICULUM SUPPLIES	1,600.00	5,006.25	10,138.03	(8,538.03)	313%	634%
100-515490-000-000-0	Expensed Furniture & Equipment	3,200.00	0.00	0.00	3,200.00	0%	0%
100-515500-000-000-0	EQUIPMENT - SECONDARY SCHOOL	0.00	0.00	3,023.99	(3,023.99)	0%	0%
	**TOTAL ELEMENTARY SCHOOL PROGRAM	475,491.00	39,085.82	202,816.67	272,674.33	8%	43%
100-521100-000-000-0	SALARIES - EXCEPTIONAL CHILD PROG	1,600.00	0.00	0.00	1,600.00	0%	0%
100-521200-000-000-0	EMPLOYEE BENEFITS - EXCEPT CHILD	460.00	0.00	0.00	460.00	0%	0%
100-521300-000-000-0	TRAVEL/PURCH SERVICES-EXCEP CHILD	4,900.00	0.00	0.00	4,900.00	0%	0%
100-521400-000-000-0	SUPPLIES - EXCEPTIONAL CHILD PROG	0.00	0.00	0.00	0.00	0%	0%
100-521500-000-000-0	EQUIPMENT - EXCEPT. CHILD PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL EXCEPTIONAL CHILD PROGRAM	6,960.00	0.00	0.00	6,960.00	0%	0%
100-524400-000-000-0	SUPPLIES - GIFTED AND TALENTED	0.00	0.00	0.00	0.00	0%	0%
	*** TOTAL GIFTED AND TALENTED	0.00	0.00	0.00	0.00	0%	0%
100-532300-000-000-0	TRAVEL/PURCH SERVICES - ACTIVITY	0.00	0.00	0.00	0.00	0%	0%
100-532400-000-000-0	SUPPLIES - ACTIVITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL ACTIVITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-611300-000-000-0	PURCHASED SERVICE - GUID/HEALTH	0.00	0.00	0.00	0.00	0%	0%
100-611400-000-000-0	SUPPLIES - GUIDANCE/HEALTH	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL GUIDANCE/HEALTH PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-616300-000-000-0	Special Services Purchase Service	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL SPECIAL SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-621300-000-000-0	PURCHASED SERVICES - INST. IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621400-000-000-0	SUPPLIES - INSTRUCTION IMPROVEMENT	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL INSTRUCTION IMPROVEMENT	0.00	0.00	0.00	0.00	0%	0%
100-622300-000-000-0	PURCHASED SERVICES - MEDIA/LIB	0.00	0.00	0.00	0.00	0%	0%
100-622400-000-000-0	BOOKS/SUPPLIES - MEDIA/LIBRARY	0.00	0.00	0.00	0.00	0%	0%
100-622410-000-000-0	Scholastic Book Order	0.00	0.00	0.00	0.00	0%	0%
100-622500-000-000-0	EDUCATIONAL MEDIA PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL MEDIA/LIBRARY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-623400-000-000-0	INSTRUCT-RELATED TECH PROG	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL TECHNOLOGY RELATED	0.00	0.00	0.00	0.00	0%	0%
100-631300-000-000-0	BOARD OF EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**BOARD OF EDUCATION EXPENSE	0.00	0.00	0.00	0.00	0%	0%
100-632400-000-000-0	SUPPLIES - DISTRICT ADMIN. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL ELEMENTARY SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100-641100-000-000-0	SALARIES - SCHOOL ADMINISTRATION	12,000.00	1,000.00	5,000.00	7,000.00	8%	42%
100-641200-000-000-0	BENEFITS - SCHOOL ADMINISTRATION	2,416.00	201.50	1,006.70	1,409.30	8%	42%
100-641201-000-000-0	ADMIN BENS NON RETIRE, FICA, MED	0.00	0.00	0.00	0.00	0%	0%
100-641300-000-000-0	TRAVEL/PURCHASED SERVICES-SCH ADM	400.00	345.00	584.00	(184.00)	86%	146%
100-641350-000-000-0	PURCHASE SERVICES IT SUPPORT	34,000.00	2,833.33	14,166.65	19,833.35	8%	42%
100-641400-000-000-0	SUPPLIES - SCHOOL ADMINISTRATION	300.00	0.00	24.46CR	324.46	0%	7%
100-641500-000-000-0	EQUIPMENT - SCHOOL ADMINISTRATION	0.00	0.00	0.00	0.00	0%	0%
100-641700-000-000-0	PROPERTY/LIABILITY INSURANCE	4,400.00	0.00	0.00	4,400.00	0%	0%
	**TOTAL SCHOOL ADMINISTRATION	53,516.00	4,379.83	20,732.89	32,783.11	8%	39%
100-651100-000-000-0	SALARIES - BUSINESS OPERATIONS	15,000.00	3,530.00	14,922.74	77.26	24%	99%
100-651200-000-000-0	BENEFITS - BUSINESS OPERATIONS	3,033.00	425.97	2,890.23	142.77	14%	95%
100-651201-000-000-0	BUSINESS BENS NON RETIRE,FICA,MED	0.00	0.00	0.00	0.00	0%	0%
100-651300-000-000-0	PURCHASED SERVICE - BUSINESS OPN	4,800.00	84.59	7,171.13	(2,371.13)	2%	149%
100-651400-000-000-0	SUPPLIES - BUSINESS OPERATION	300.00	0.00	105.50	194.50	0%	35%
100-651500-000-000-0	EQUIPMENT - BUSINESS OPERATION	200.00	0.00	0.00	200.00	0%	0%
100-651700-000-000-0	LIAB. INS. - BUSINESS OPERERATION	0.00	0.00	2,057.00	(2,057.00)	0%	0%
	**TOTAL BUSINESS OPERATION	23,333.00	4,040.56	27,146.60	3,813.60CR	17%	116%
100-661100-000-000-0	SALARIES - BUILDING CARE	48,740.00	3,680.00	15,680.00	33,060.00	8%	32%
100-661200-000-000-0	BENEFITS - BUILDING CARE	13,000.00	643.54	3,767.89	9,232.11	5%	29%
100-661201-000-000-0	BUILD BENEFITS NON RETIRE,FICA,MED	0.00	370.00	779.40	(779.40)	0%	0%
100-661300-000-000-0	PURCHASED SERVICE - BUILDING CARE	0.00	0.00	674.91	(674.91)	0%	0%
100-661400-000-000-0	SUPPLIES - BUILDING CARE	4,000.00	58.16	58.16	3,941.84	1%	1%
100-661500-000-000-0	CAPITAL OBJECTS	0.00	0.00	0.00	0.00	0%	0%
100-664300-000-000-0	PURCHASE SERVICE - BUILDINGS	0.00	0.00	610.00	(610.00)	0%	0%
100-664310-000-000-0	PURCHASE SERVICE - UTILITIES	28,450.00	2,151.06	14,155.09	14,294.91	8%	50%
100-664321-000-000-0	BUILDING RENTAL	91,780.00	10,386.15	48,944.60	42,835.40	11%	53%
100-664400-000-000-0	SUPPLIES - BUILDING	1,600.00	335.40	2,200.54	(600.54)	21%	138%
100-665300-000-000-0	MAINTENANCE - GROUNDS PURCHASES	0.00	0.00	573.79	(573.79)	0%	0%
100-665400-000-000-0	Maintenance - Grounds Supplies	0.00	0.00	0.00	0.00	0%	0%
100-667300-000-000-0	SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667400-000-000-0	SUPPLIES - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667500-000-000-0	EQUIPMENT - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL BUILDINGS CARE/MAINTENANCE	187,570.00	17,624.31	87,444.38	100,125.62	9%	47%
100-681100-000-000-0	PUPIL - TO SCHOOL TRANS - SALARIES	93,686.00	8,109.34	32,318.66	61,367.34	9%	34%
100-681200-000-000-0	PUPIL - TO SCHOOL TRANS - BENEFITS	21,350.00	1,202.76	6,801.96	14,548.04	6%	32%
100-681201-000-000-0	TRANS BENS NON RETIRE, FICA,MED	0.00	740.00	2,220.00	(2,220.00)	0%	0%
100-681210-050-000-0	PERSI - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681210-085-000-0	PERSI - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681220-050-000-0	FICA - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681220-085-000-0	FICA - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681300-000-000-0	TOTAL PURCHASED SERVICES	0.00	0.00	615.64	(615.64)	0%	0%
100-681335-000-000-0	CONTRACTED REPAIRS	0.00	0.00	0.00	0.00	0%	0%
100-681338-000-000-0	CONTRACTED REPAIRS (BUS SPECIFIC)	0.00	0.00	135.00	(135.00)	0%	0%
100-681340-000-000-0	UTILITIES IN BUS GARAGE	0.00	175.02	1,204.67	(1,204.67)	0%	0%
100-681365-000-000-0	TRAINING AND TRAVEL EXPENSES	0.00	0.00	749.00	(749.00)	0%	0%
100-681368-000-000-0	TRAINING & TRAVEL EXPENSES SDE	0.00	0.00	0.00	0.00	0%	0%
100-681350-000-000-0	Purchase Service Travel	1,400.00	0.46	43.49	1,356.51	0%	3%
100-681310-000-000-0	Transportation For Fuel Cars	0.00	0.00	0.00	0.00	0%	0%
100-681400-000-000-0	PUPIL - TO SCHOOL TRANS. SUPPLIES	6,300.00	0.00	10.60	6,289.40	0%	0%
100-681410-000-000-0	Fuel Yellow Buses	23,490.00	2,158.69	5,488.07	18,001.93	9%	23%
100-681420-000-000-0	OIL & LUBRICANTS	0.00	0.00	613.50	(613.50)	0%	0%
100-681420-050-000-0	OIL FOR BUSES - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681420-085-000-0	OIL FOR BUSES 85%	0.00	0.00	0.00	0.00	0%	0%
100-681428-000-000-0	RADIO REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-681428-010-000-0	RADIO SERVICE UTILITY	0.00	180.00	635.10CR	635.10	0%	0%
100-681433-000-000-0	BUS CLEANING SUPPLIES	0.00	0.00	7.49	(7.49)	0%	0%
100-681435-000-000-0	SHOP MATERIALS & PARTS	0.00	0.00	77.34	(77.34)	0%	0%
100-681438-000-000-0	BUS MATERIALA & PARTS	0.00	593.83	2,714.10	(2,714.10)	0%	0%
100-681470-000-000-0	NR TOOLS & EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
100-681478-000-000-0	HAND TOOLS	0.00	0.00	119.03	(119.03)	0%	0%
100-681500-000-000-0	CAPITAL OBJECTS	0.00	0.00	0.00	0.00	0%	0%
100-681700-000-000-0	TOTAL INSURANCE	0.00	0.00	200.00	(200.00)	0%	0%
100-681720-000-000-0	LIABILITY COVERAGE ON BUSES	0.00	0.00	0.00	0.00	0%	0%
100-683410-000-000-0	FUEL FOR SCHOOL CAR	0.00	126.44	427.98	(427.98)	0%	0%
100-683420-000-000-0	OIL & LUBRICANTS FOR CARS	0.00	0.00	0.00	0.00	0%	0%
100-683435-000-000-0	SHOP MATERIALS & PARTS FOR CARS	1,000.00	0.00	42.40	957.60	0%	4%
100-683500-000-000-0	CAPITOL OBJECTS	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL TRANS PROGRAM	147,226.00	13,286.54	53,153.83	94,072.17	9%	36%
100-810800-000-000-0	transfer to other Funds	0.00	0.00	0.00	0.00	0%	0%
100-911600-000-000-0	DEBT SERVICE PRINCIPAL	69,644.00	3,587.67	10,438.35	59,205.65	5%	15%
100-912600-000-000-0	Debt Service-Interest	0.00	0.00	14,644.11	(14,644.11)	0%	0%
100-950000-000-000-0	CONTINGENCY RESERVE	0.00	0.00	0.00	0.00	0%	0%
	****TOTAL EXPENDITURES	69,644.00	3,587.67	25,082.46	44,561.54	5%	36%

Bingham Academy 2017 Cashflow

Revenue Source	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17
Balance Money Mar	\$ 1,001	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002	\$ 1,002
Balance B of ID Chec	\$ 172,327	\$ 81,109	\$ 38,402	\$ 120,214	\$ 44,740	\$ 3,259	\$ 95,616	\$ 3,953	\$ (27,207)	\$ 115,750	\$ 62,986
Uncleared Checks	\$ (7,344)	\$ (5,044)	\$ (187)	\$ (4,000)	\$ (4,000)	\$ (4,000)	\$ (4,000)	\$ (4,000)	\$ (4,000)	\$ (4,000)	\$ (4,000)
Cash Available	\$ 165,985	\$ 77,067	\$ 39,217	\$ 117,215	\$ 41,742	\$ 261	\$ 92,618	\$ 955	\$ (30,205)	\$ 112,752	\$ 59,988
Contributions/Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ (511)	\$ 36,569	\$ 15,613	\$ 5,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Support	\$ -	\$ -	\$ 142,938	\$ -	\$ -	\$ 178,000	\$ -	\$ -	\$ 178,000	\$ -	\$ 24,000
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ 142	\$ -	\$ 20,000	\$ -	\$ -	\$ 40,775	\$ 19,075	\$ -	\$ -
State Lottery	\$ 4,688	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ 533	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,300	\$ -
State Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,150	\$ -	\$ -
Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Line of Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PTE Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ 12,000	\$ -	\$ -	\$ 5,298	\$ -	\$ -	\$ -
IDEA Part B	\$ 31	\$ -	\$ 6,255	\$ -	\$ 7,009	\$ -	\$ -	\$ 3,399	\$ -	\$ -	\$ -
Title II	\$ -	\$ 9,047	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rural Grant	\$ -	\$ -	\$ -	\$ -	\$ 6,068	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Gross Cash Available	\$ 170,726	\$ 122,683	\$ 204,165	\$ 123,215	\$ 86,819	\$ 178,261	\$ 92,618	\$ 50,427	\$ 197,020	\$ 143,052	\$ 83,988
Expenses	\$ 92,686	\$ 84,280	\$ 83,951	\$ 78,475	\$ 83,560	\$ 82,645	\$ 88,565	\$ 77,634	\$ 81,270	\$ 80,066	\$ 68,822
Ending Balance	\$ 78,040	\$ 38,402	\$ 120,214	\$ 44,740	\$ 3,259	\$ 95,616	\$ 3,953	\$ (27,207)	\$ 115,750	\$ 62,986	\$ 15,166

Bingham Academy Continuous Improvement Plan

Bingham Academy

Dr. Fred Ball, Director
1350 Parkway Dr
Blackfoot, ID 83221-1657

Document Generated On December 15, 2016

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Overview

Plan Name

Bingham Academy Continuous Improvement Plan

Plan Description

2016-2017

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Meet or Exceed State Averages on the Math ISAT	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Provide Student Support Services by Hiring a Professional Guidance Counselor	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$40000
3	Bingham Academy will better acquire, analyze, and utilize student performance data to inform instructional practice.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Meet or Exceed State Averages on the Math ISAT

Measurable Objective 1:

40% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) Equal to or exceeding the state Math ISAT average. in Mathematics by 03/25/2017 as measured by Comparing Bingham Academy's Math ISAT scores to State averages..

Strategy 1:

aaa - aaa
Research Cited: aaa

Activity - aaa	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
aaa	Academic Support Program	02/26/2016	07/12/2017	\$0	No Funding Required	All

Goal 2: Provide Student Support Services by Hiring a Professional Guidance Counselor

Measurable Objective 1:

100% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through competent college and career counseling in Career & Technical by 03/30/2017 as measured by stakeholder survey scores.

Strategy 1:

Hiring a Guidance Counselor - aaa
Research Cited: Survey results and student comments.

Activity - Provide Guidance Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bingham Academy will advertise, interview, and hire a professional Guidance Counselor.	Academic Support Program, Career Preparation/Orientation	02/25/2016	08/01/2016	\$40000	District Funding	Administration

Goal 3: Bingham Academy will better acquire, analyze, and utilize student performance data to inform instructional practice.

Measurable Objective 1:

100% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior have applicable data utilized by teachers to assess student performance and progress in Mathematics by 05/25/2017 as measured by increasing the number of data sources, training in how to use data to inform instruction, and measuring student growth.

Strategy 1:

Use of Data - Increase the number of sources of data regarding student performance.

Activity - ISAT Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access, analyze, and discuss student ISAT scores much earlier in the school year to inform instructional practices. If available, teachers will compare this data to the students' previous year ISAT Math scores.	Academic Support Program	02/25/2016	09/01/2016	\$0	No Funding Required	Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Guidance Counseling	Bingham Academy will advertise, interview, and hire a professional Guidance Counselor.	Academic Support Program, Career Preparation/Orientation	02/25/2016	08/01/2016	\$40000	Administration
Total					\$40000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
aaa	aaa	Academic Support Program	02/26/2016	07/12/2017	\$0	All
ISAT Data	Teachers will access, analyze, and discuss student ISAT scores much earlier in the school year to inform instructional practices. If available, teachers will compare this data to the students' previous year ISAT Math scores.	Academic Support Program	02/25/2016	09/01/2016	\$0	Faculty
Total					\$0	

Exhibit F Academic Performance Data

12/15/2016

Online Reports



Home Page Dashboard

Test: Smarter Summative

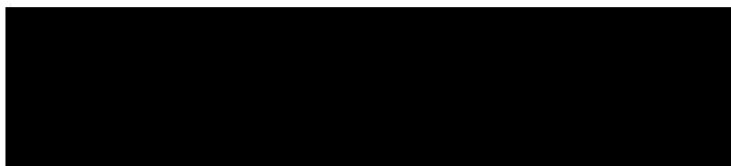
Administration: 2015-2016

Scores for students who were mine at the end of the selected administration

Scores for my current students

Scores for students who were mine when they tested during the selected administration

Number of Students Tested and Percent of Students Proficient for Students in IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DISTRICT, 2015-2016



Based on data from the Smarter Summative, 2015-2016 administration.

Report Generated: 12/15/2016 8:21:01 AM PST

*No valid scores for this grade and subject

The radio buttons located directly below the administration drop-down allow you to view score data in three different ways. The first button allows you to view data for students who were associated with you at the end of a selected administration. The second radio button allows you to view data for students who are associated to your current roster, even if those students were previously enrolled in a different district or school. The third radio button allows you to view data for any students who were associated with you when they started a test (e.g., students who transferred out of your district/school). For more information on the radio button options, please refer to the ORS user guide accessible via the Help button.

The Interim Comprehensive Assessments (ICAs) include both computerized scoring components (scored immediately) and hand-scoring components (scored at the local level). The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been entered into the Teacher Scoring System.

The Interim Assessment Blocks (IABs) include both computerized scoring components (scored immediately) and hand-scoring components (scored at the local level). The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been entered into the Teacher Scoring System.

For the IAB, the ORS aggregates results for the test opportunity corresponding to a student's performance on the most recent opportunity. Note that in the instance where a student completes multiple opportunities for only one interim assessment block, the ORS will only aggregate results corresponding to the most recent opportunity for that one block. You can view a student's performance on all test opportunities by using the "Show All Opportunities" button on the student listing page or referring to the individual student report.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received. Data presented in this system are considered preliminary. Official accountability data will be available after the testing window has closed and hand-scoring portion results for all students have been received.

Idaho Assessment System Help Desk
1-844-560-7365
IDHelpDesk@Airst.org

<https://id.reports.airst.org/Default.aspx?page=ID3>

1/1

2015-2016 End of Course Science Results

Last Name	First Name	Biology Test	Chemistry Test
Student Names Redacted			

Chemistry equates to █████% of our students were Proficient or Advanced. It is worth noting that these students were sophmores at the time of the test. Normally, this test is administered during a student's junior year. In Biology, █████% were Advanced. █████% were Proficient for a total of Proficient or Advanced of █████%.

Exhibit G: Letter From Mr. Loid Sherwood

12/14/2016

Bingham Academy Mail - Classroom Size and Robotics



Mark Fisk <mfisk@bingham.academy>

Classroom Size and Robotics

3 messages

Loid Sherwood <lsherwood@bingham.academy>
To: Mark Fisk <mfisk@bingham.academy>

Fri, Dec 9, 2016 at 12:38 PM

Hi Mark,

I have attached pictures of the classroom that I took when I had the robot arena set up. They are not the best. I have stated below my experience and observations of other robotics labs I have either set up or seen.

The Bingham Academy STEM lab was designed and laid out to have adequate space for all STEM activities to include robotics. Bingham Academy uses Vex Robotic equipment with Project Lead the Way and Robomatter curriculum. This equipment and curriculum is the best available for teaching STEM and robotics. It is widely used by K-12 schools throughout the World as well as post-secondary institutions. The classroom and lab is equipped with all required supplies and equipment to teach the PLTW courses Bingham Academy chosen to teach. These courses are: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing. PLTW has a suggested equipment and supply list. The instructor has taught PLTW courses for 11 years and is well experienced in knowing the equipment an supplies needed for the PLTW courses.

The instructor has initiated and set up 3 other schools in the state of Idaho, and he has also visited many other engineering/STEM/Robotics programs throughout Idaho and the U.S. The instructor feels very blessed to have the equipment, computers, software, and space to do STEM including robotics. The instructor feels confident in stating that Bingham Academy has very adequate space as well as one of the best equipped Vex Robotic based classrooms in the State of Idaho.

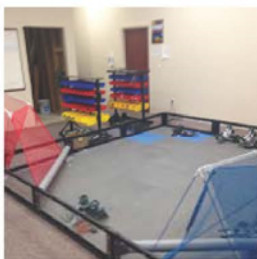
The classroom/robotics lab is 32 feet x 22 feet. Half of this space has 24 well spaced student computer workstations. The other 1/2 of the lab is an open area where tables and a mobile workbench can be configured for PLTW engineering and robotics activities. In addition to this class space is a 13 feet x 6 feet alcove which contains a state of the art laser engraver/cutter and 3D printer and computer work stations.

Currently under final finish construction is a 40 feet by 32' shop/engineering prototyping lab. This space is very adequate for advanced engineering project, building large robots for competitions, and installing storage shelving for additional STEM equipment.

--

Loid Sherwood
Engineering Instructor
Bingham Academy
Blackfoot, Idaho

6 attachments



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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



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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.