

RENEWAL RECOMMENDATION

It is recommended that the charter of Falcon Ridge Public Charter School (FRPCS) be renewed for a five (5) year term.

School Overview

SUMMARY

Falcon Ridge Public Charter School (FRPCS) is a public charter school serving Kuna area students in in Kindergarten through grade 8. The charter states that the school will use direct instruction and repetition to “teach to the high” in a safe environment, preparing students for post-secondary and workforce success.

The charter includes the following commitments:

- The school’s standardized assessment outcomes will exceed those of the state and local school district.
- Student absenteeism will be less than 4%.
- Students in grades 7 and 8 will receive positive evaluations on community service projects.

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 Falcon Ridge Public Charter School was approved by the PCSC in October 2004. The school opened in fall 2005.

MISSION

To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

LEADERSHIP

Name	Title	Term
Erica Kallin	Chair	07/2017 – 06/2019
Derek Robinson	Vice Chair	07/2017 – 06/2020
Beth Hagen	Secretary	07/2016 – 06/2019
David Fewkes	Treasurer	07/2017 – 06/2019
Rick Boardman	Director	07/2017 – 06/2019
Kim Schwisow	Director	07/2017 – 06/2019
Mark Green	Administrator	N/A

Academic Performance Summary

FRPCS’s ISAT proficiency rates have increased during the performance certificate term. Recent data demonstrates that the school is outperforming the state and surrounding district by a significant margin, and student growth is strong in both math and ELA.

FRPCS’s non-white, LEP, and special needs student populations are lower than those of the state and surrounding district. Because the school does not participate in the Federal School Lunch Program, FRL data is not available.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Good Standing
2014-15**	Remediation
2015-16**	Remediation
2016-17***	Honor

The school’s annual performance reports, provided in Exhibit G1-G4, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

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

**2014-15 and 2015-16 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes general skewed low.

***The school has asked the PCSC to consider its 2016-17 outcomes using the new performance framework which is designed to reflect continued use of the ISAT by SBAC, rather than the outdated framework.

KEY DESIGN ELEMENTS

Element	Evident?
Establish a learning environment that is safe both emotionally and physically.	Yes
Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically	Yes
Set high behavioral expectations with a focus on kindness and respect for others.	Yes
Establish an atmosphere that encourages student participation and engagement.	Yes
Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.	Yes

Operational Performance Summary

FRPCS has worked to address some operational deficiencies encountered during the performance certificate term, and has successfully returned to Honor status.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Remediation
2016-17	Honor

The school's annual performance reports, provided in Exhibit G1-G4, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
8 (2013-14)	276	270
9 (2014-15)	276	276
10 (2015-16)	276	274
11 (2016-17)	276	272

BOARD AND ADMINISTRATIVE TURNOVER

FRPCS's board membership and administration have remained stable throughout the performance certificate term.

Financial Performance Summary

FRPCS’s financial status has remained stable throughout the performance certificate term. The school has successfully moved from portables into a permanent facility.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Good Standing
2014-15	Honor
2015-16	Honor
2016-17	Honor

The school’s annual performance reports, provided in Exhibit G1-G4, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

Falcon Ridge Public Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	2/13/2014	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2014 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did not provide a response.
2015 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.
2016 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2016; the school did not provide a response.
Renewal Process Orientation Meeting	3/6/2017	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	3/10/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	10/4/2017	Two independent reviewers joined one PCSC staff member for a one-day site visit to the school.
2017 Annual Report Issued to School	11/15/2017	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. The school was provided with its academic results on both the old and new performance frameworks, and selected the new framework for renewal consideration purposes.
Renewal Application Received from School	12/15/2017	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/12/18	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.



Falcon Ridge Public Charter School



ANNUAL PERFORMANCE REPORT

2016-2017

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

DRAFT Distributed November 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. 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 2016-17 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

School Overview

Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.	
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 	
School Contact Information	Address: 278 S. Ten Mile Road Kuna, Idaho 83634	Phone: 208-282-2822
Surrounding District	Kuna Joint School District	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2018	
Grades Served	K-8	
Enrollment	Approved: 276	Actual: 272

School Leadership (2016-2017)	Role
Erica Kallin	Chairman
Jim Negomir	Vice Chairman
Elizabeth Hagen	Secretary
Laci McRae	Treasurer
Dan Neddo	Member
Mathew Lenz	Member
Derek Robinson	Member
Mark Green	Administrator

	School	Surrounding District	State
Non-White	██████	15.62%	25.64%
Limited English Proficiency	██████	2.05%	5.56%
Special Needs	██████	10.55%	9.62%
Free & Reduced Lunch	██████	40.99%	48.73%

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 2016)	N/A

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	50	50	0	50	0		
	1b	50	50	50	0	50	0		
District Proficiency Comparison	2a	50	50	50	0	50	0	50	0
	2b	50	50	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	78			50	0		
	3b	100	86			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	364	525	0	525	0	300	0
% of Academic Points			91%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	FRPCS has opted out of including Mission Specific Goals.					
	1								
	2								
	3								
	4								
	5								
	6								
Total Mission-Specific Points		0	0						
% of Mission-Specific Points									

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	15		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	15				
% of Operational Points			4%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	91%	0%	75% - 100%	NA	90% - 100%	4%	85% - 100%	0%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to District</p>	<p>Do math proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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		50																		
<p>Notes</p>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			
<p>Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to District</p>	<p>Do ELA proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible
Criterion-Referenced Growth			Points Earned
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	86	78
			0
			0
			0
			78
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible
Criterion-Referenced Growth			Points Earned
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	91	86
			0
			0
			0
			86
Notes			

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Falcon Ridge Public Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/18 Date Executed: 2/13/2014

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.

FRPCS --- 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	Falcon Ridge Public Charter School has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.		
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	0%	0.00			
	2c	75	0%	0.00			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	0%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				0.00			
% of Possible Academic Points for This School				0.00%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			

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

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	375.00
% OF POSSIBLE OPERATIONAL POINTS				93.75%

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

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

FRPCS --- 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	93.75%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

FRPCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Weight	Score
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>			
Notes	<p>Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal.</p>			

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with 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>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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	
			0	0.00
		See Note		
				0.00
Notes				
An independent audit identified no material weaknesses, internal control weaknesses, or going concerns. However, a finding noted non-compliance with Time and Effort Reporting.				

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	No instances of non-compliance documented	25	25.00
	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.		15	
	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.		0	
	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.			
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	No instances of non-compliance documented	25	25.00
	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.		15	
	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.		0	
	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.			
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?	No instances of non-compliance documented	25	25.00
	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.		15	
	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.		0	
	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.			
Notes				25.00

FRPCS --- OPERATIONAL FRAMEWORK

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

FRPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result</p> <p>Current Ratio is:</p> <p>11.14</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does 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> <p>Notes</p>	<p>Result</p> <p>No. of Days Cash:</p> <p>229</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<p>Result</p> <p>Variance is:</p> <p>99%</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>
<p>Measure 1d</p> <p>Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<p>Result</p> <p>No Default Noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a 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>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>9.90%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>Points Earned</p> <p>50.00</p> <p>50.00</p>
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>0.48</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>50.00</p>
<p>Measure 2c Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$84,146</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>50.00</p>
<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>2.19</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>Points Earned</p> <p>50.00</p>

FRPCS --- 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	15.00	0.00	0.00	See New Framework	
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	61.87	0.00	0.00		
	2b	75	64.98	31.53	30.18		
	2c	75	52.88	31.53	33.40		
Growth	3a	100	76.73	0.00	0.00		
	3b	100	64.10	0.00	0.00		
	3c	100	55.57	0.00	0.00		
	3d	75	39.48	0.00	0.00		
	3e	75	44.43	0.00	0.00		
	3f	75	44.43	0.00	0.00		
College & Career Readiness	3g	100	59.30	0.00	0.00		
	4a						
	4b1 / 4b2 4c						
Total Possible Academic Points Received		900	593.79	78.05	63.58	0.00	0.00
% of Possible Academic Points for This School			65.98%	44.60%	42.38%	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
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	25	0	25	
	1c	25	25	25	0	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	25	25	
	2b	25	25	25	25	0	
Governance & Reporting	3a	25	25	25	0	25	
	3b	25	25	25	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	0	25		
Total Possible Operational Points Received		400	390.00	390.00	300.00	375.00	0.00
% of Possible Operational Points for This School			97.50%	97.50%	75.00%	93.75%	0.00%

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

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



Falcon Ridge Public Charter School



ANNUAL PERFORMANCE REPORT

2015-2016

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

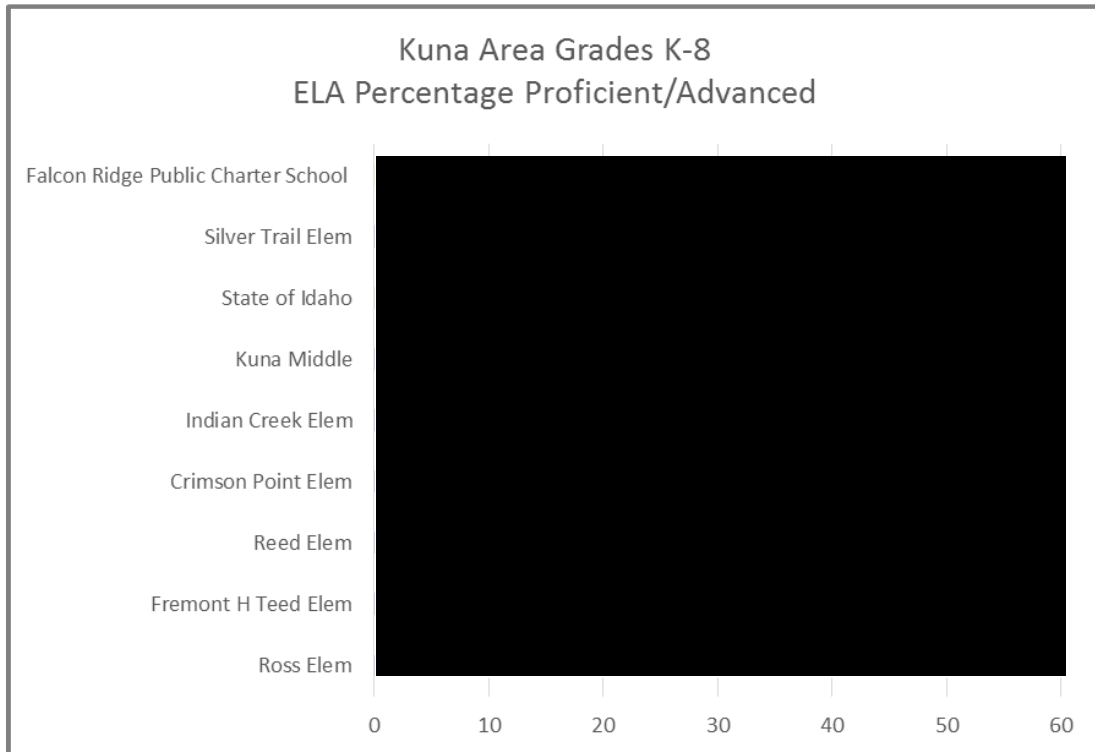
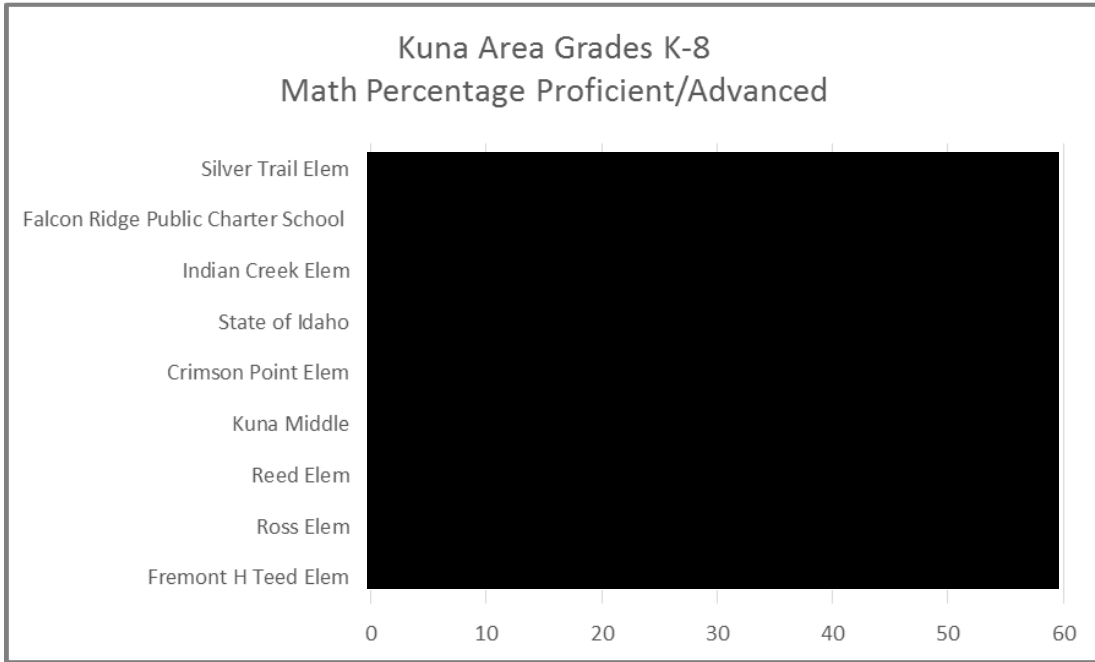
School Overview

Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.	
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 	
School Contact Information	Address: 278 S. Ten Mile Road Kuna, Idaho 83634	Phone: 208-282-2822
Surrounding District	Kuna Joint School District	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2018	
Grades Served	K-8	
Enrollment	Approved: 276	Actual: 274

School Leadership (2015-2016)	Role
Jim Negomir	Chairman
Derek Robinson	Vice-Chair
Laci McRae	Secretary
Erica Kallin	Treasurer
Dixie Herring	Director
Elizabeth Hagen	Director
Matthew Lenz	Director
Mark Green	Administrator

	School	Surrounding District	State
Non-White	████	14.70%	23.84%
Limited English Proficiency	████	3.49%	8.61%
Special Needs	████	10.47%	9.76%
Free & Reduced Lunch	████	40.04%	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



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Falcon Ridge Public Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/18 Date Executed: 2/13/2014

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.

FRPCS --- 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	50%	30.18			
	2c	75	50%	33.40			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				63.58			
% of Possible Academic Points for This School				42.38%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		150					
TOTAL POINTS RECEIVED				63.58			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				42.38%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	300.00
% OF POSSIBLE OPERATIONAL POINTS				75.00%

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

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

FRPCS --- 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	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	42.38%	61% - 79% of points possible	75.00%	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	

FRPCS --- 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
		54.9	20-37	18	41-64	24	30
			0-19	19	1-40	40	0
Notes					30		

FRPCS --- 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
		59.20	20-37	18	41-64	24	33
			0-19	19	1-40	40	0
							<u>33</u>
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	<u>0</u>
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							

FRPCS --- 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	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			
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
0							
Notes							

FRPCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS					
Measure 1	Is the school ***?		Result	Weight	Score
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>				
Notes	<p>Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. FRPCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. FRPCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>				

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	See note	25	25.00
			0	
				25.00
Notes	AdvancEd noted in March 2016 that the school does not have a process for systematic review of its mission and purpose statements, nor a teacher induction program enforcing the philosophy and practices of the school. Although the score is not impacted at this time, these matters should be addressed to strengthen the school's focus and implementation. This issue was first identified by AdvancEd in 2013 and progress had not been demonstrated as of December 2015.			
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
			25	
			15	
Notes	AdvancEd states that there is no evidence in the school's September 2015 Accreditation Progress Report that an assessment plan is being developed and improved so that it will support Idaho Core Standards. This issue was first identified by AdvancEd in 2013 and progress had not been demonstrated as of December 2015.			0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
			25	
			15	
Notes	In November 2016, the SDE reported its finding that three special education violations occurred during the 2015-16 school year.			0.00

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	<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
Notes		15	0	25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	<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>	No instances of non-compliance documented	25	25.00
Notes		15	0	25.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes		0		25.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		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	AdvancEd states that the school's September 2015 Accreditation Progress Report does not include information demonstrating that a comprehensive policy manual is in place at the school. This issue was first identified by AdvancEd in 2013 and progress had not been demonstrated as of December 2015..			0.00
<hr/>				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; 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
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; 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
Measure 5c Information Handling	Is the school handling information appropriately?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; 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

FRPCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?		25	
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
Notes	<p>In March 2013, AdvancEd performed an external accreditation review that yielded nine Required Actions. Having missed several relevant deadlines, the school had still not provided evidence to support progress on the required actions by December 2015. 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>			0.00

FRPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES													
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Current Ratio is:</p> <table border="1"> <tr> <td>11.37</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </table>	11.37	50	50.00		10			0				50.00
11.37	50	50.00											
	10												
	0												
		50.00											
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>No. of Days Cash:</p> <table border="1"> <tr> <td>229</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </table>	229	50	50.00		10			0				50.00
229	50	50.00											
	10												
	0												
		50.00											
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Variance is:</p> <table border="1"> <tr> <td>98.44%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </table>	98.44%	50	50.00		30			0				50.00
98.44%	50	50.00											
	30												
	0												
		50.00											
<p>Measure 1d</p> <p>Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <table border="1"> <tr> <td>No instances of non-compliance documented</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </table>	No instances of non-compliance documented	50	50.00		0				50.00			
No instances of non-compliance documented	50	50.00											
	0												
		50.00											

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a 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>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Aggregated 3-Year Totals:</p> <p>13.91% 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2b Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>0.49 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2c Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Multi-Year Cumulative is:</p> <p>\$367,231 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2d Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>2.02 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

FRPCS --- 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	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	61.87	0.00	0.00		
	2b	75	64.98	31.53	30.18		
	2c	75	52.88	31.53	33.40		
Growth	3a	100	76.73	0.00	0.00		
	3b	100	64.10	0.00	0.00		
	3c	100	55.57	0.00	0.00		
	3d	75	39.48	0.00	0.00		
	3e	75	44.43	0.00	0.00		
	3f	75	44.43	0.00	0.00		
	3g	100	59.30	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	593.79	78.05	63.58	0.00	0.00
% of Possible Academic Points for This School			65.98%	44.60%	42.38%	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
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	25	0		
	1c	25	25	25	0		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	0		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	390.00	390.00	300.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	97.50%	75.00%	0.00%	0.00%

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

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

A decorative graphic consisting of overlapping blue triangles and trapezoids, creating a layered, geometric effect. It is positioned above the main text.

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

Alison Consoletti, The Center for Education Reform



Falcon Ridge Public Charter School



ANNUAL PERFORMANCE REPORT

2014-2015

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

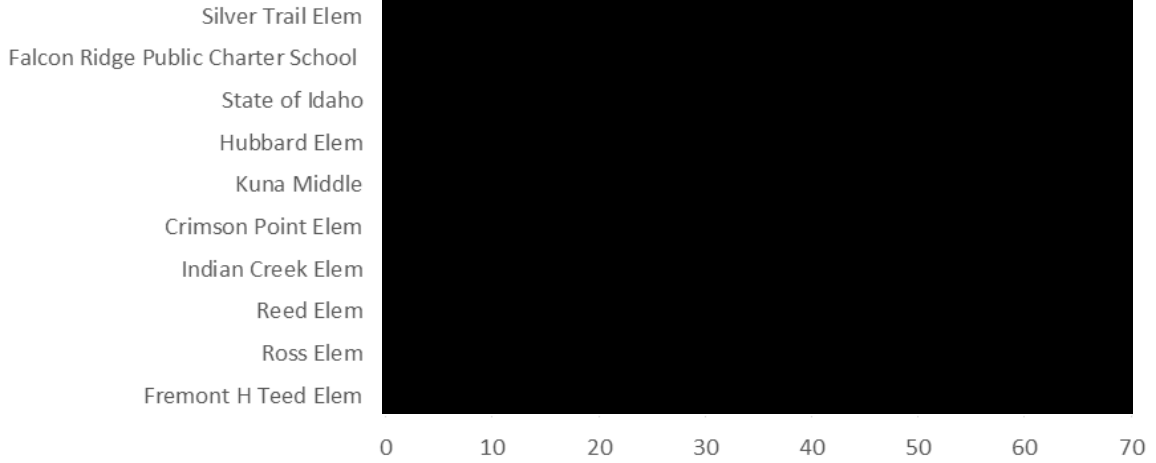
Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.	
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 	
School Contact Information	Address: 278 S. Ten Mile Road Kuna, Idaho 83634	Phone: 208-282-2822
Surrounding District	Kuna Joint School District	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2018	
Grades Served	K-8	
Enrollment	Approved: 276	Actual: 276

School Leadership (2014-2015)	Role
Jim Negomir	Chairman
Derek Robinson	Vice-Chair
Bob Purbeck	Treasurer
Tawnya McKague	Secretary
Dixie Herring	Director
Elizabeth Hagen	Director
Matthew Lenz	Director
Mark Green	Administrator

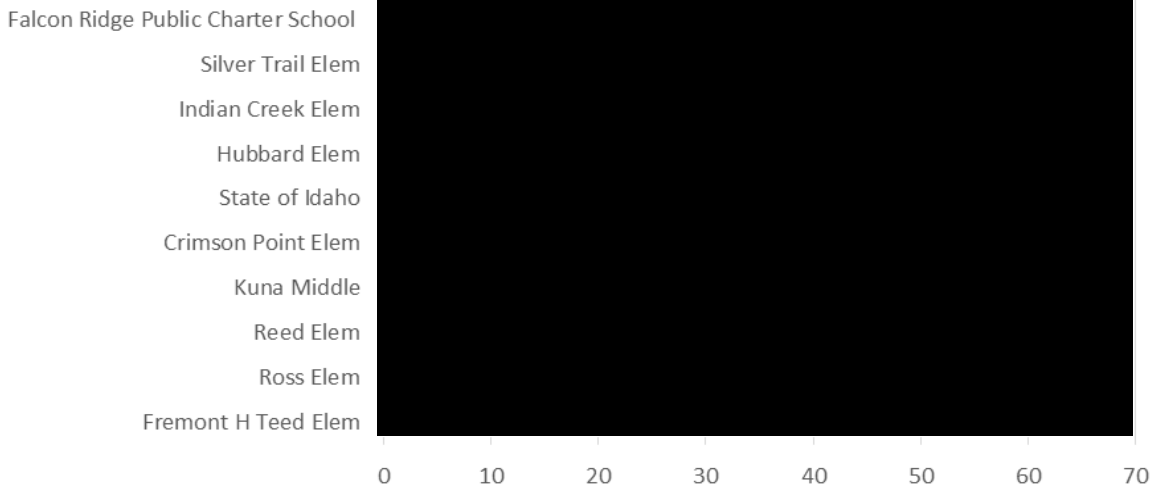
	School	Surrounding District	State
Non-White	██████	14.57%	23.59%
Limited English Proficiency	██	3.67%	8.52%
Special Needs	██████	10.92%	10.43%
Free & Reduced Lunch	██████	40.07%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	██████
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

Kuna Area Grades K-8 ELA Percentage Proficient/Advanced



Kuna Area Grades K-8 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Falcon Ridge Public Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/18 Date Executed: 2/13/2014

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.

FRPCS --- 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	14%	15.00			
Proficiency	2a	75	0%	0.00			
	2b	75	43%	31.53			
	2c	75	43%	31.53			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
Total Academic Points Received				78.05			
% of Possible Academic Points for This School				44.60%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		175					
TOTAL POINTS RECEIVED				78.05			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				44.60%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

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

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

FRPCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	44.60%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	<p>Is the school meeting acceptable standards according to existing state grading or rating systems?</p> <p>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</p>	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0	0			
Measure 1b State Designations	<p>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</p> <p>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.</p>	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
Notes				15			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	<p>Are students achieving reading proficiency on state examinations?</p> <p>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.</p>	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	<p>Are students achieving math proficiency on state examinations?</p> <p>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.</p>	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
		60.2	20-37	18	41-64	24	32
			0-19	19	1-40	40	0
Notes						32	

		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
		56.70	20-37	18	41-64	24	32
			0-19	19	1-40	40	0
							<u>32</u>
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	<u>0</u>
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							

FRPCS --- 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	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				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes						0	

FRPCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS					
Measure 1	Is the school ***?		Result	Weight	Score
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>				
Notes	<p>Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. FRPCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. FRPCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>				

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <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 submitted its FY14 fiscal audit, due 10/15/14, on 10/16/14.			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>	No instances of non-compliance documented	25	25.00
			0	
Notes				25.00

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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	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				<hr/> 25.00

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

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 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?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; 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
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; 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
Measure 5c Information Handling	Is the school handling information appropriately?			
	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; 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

FRPCS --- 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 may impact scores on future annual performance reports.			25.00

FRPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<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>16.52</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			16.52	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																	
Current Ratio is:																			
16.52	50	50.00																	
	10																		
	0																		
		50.00																	
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<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>231</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:			231	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																	
No. of Days Cash:																			
231	50	50.00																	
	10																		
	0																		
		50.00																	
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<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>100.39%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			100.39%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																	
Variance is:																			
100.39%	50	50.00																	
	30																		
	0																		
		50.00																	
<p>Measure 1d</p> <p>Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default or delinquency noted in audit	50	50.00		0				50.00						
Result	Points Possible	Points Earned																	
No default or delinquency noted in audit	50	50.00																	
	0																		
		50.00																	

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>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>16.42%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</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>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>0.5</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</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>Notes</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$403,409</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>7.20</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <p>50.00</p>

FRPCS --- 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	15.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	61.87	0.00			
	2b	75	64.98	31.53			
	2c	75	52.88	31.53			
Growth	3a	100	76.73	0.00			
	3b	100	64.10	0.00			
	3c	100	55.57	0.00			
	3d	75	39.48	0.00			
	3e	75	44.43	0.00			
	3f	75	44.43	0.00			
	3g	100	59.30	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	593.79	78.05	0.00	0.00	0.00
% of Possible Academic Points for This School			65.98%	44.60%	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
Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	25			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	15			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	390.00	390.00	0.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	97.50%	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	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	50			
	2b	50	50	50			
	2c	50	0	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	300.00	400.00	0.00	0.00	0.00
% of Possible Financial Points for This School			75.00%	100.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



Falcon Ridge Public Charter School



ANNUAL PERFORMANCE REPORT

2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.	
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 	
School Contact Information	Address: 278 S. Ten Mile Road Kuna, Idaho 83634	Phone: 208-282-2822
Surrounding District	Kuna Joint School District	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2018	
Grades Served	K-8	
Enrollment	Approved: 276	Actual: 270

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

School Leadership	Role
Vaughn Godman	Chairman
Jim Negomir	Vice-Chair
Bob Purbeck	Treasurer
Dixie Herring	Secretary
Jennifer Graves	Director
Derek Robinson	Director
Tawnya McKague	Director
Mark Green	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Falcon Ridge Public Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/18 Date Executed: 2/13/2014

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.

FALCON RIDGE PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	15.00	25	2%	15.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	61.87	75	7%	61.87
	2b	75	8%	64.98	75	7%	64.98
	2c	75	8%	52.88	75	7%	52.88
Growth	3a	100	11%	76.73	100	10%	76.73
	3b	100	11%	64.10	100	10%	64.10
	3c	100	11%	55.57	100	10%	55.57
	3d	75	8%	39.48	75	7%	39.48
	3e	75	8%	44.43	75	7%	44.43
	3f	75	8%	44.43	75	7%	44.43
	3g	100	11%	59.30	100	10%	59.30
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900	100%		1050		
Total Academic Points Received				593.79			593.79
% of Possible Academic Points for This School				65.98%			56.55%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
<p>Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. FRPCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. FRPCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>							
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				593.79			593.79
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				65.98%			56.55%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	300.00
% OF POSSIBLE FINANCIAL POINTS				75.00%

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

FALCON RIDGE PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	65.98%	80% - 89% of points possible		65% - 84% of points possible	75.00%
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible		Points Earned		
		5	25				
		4	20				
		3	15		15		
		2	0				
		1	0		15		
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible		Points Earned		
		Reward	25				
		None	15		15		
		Focus	0				
		Priority	0		15		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		█	57-75	19	90-100	11	62
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					62		
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		█	57-75	19	90-100	11	65
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					65		
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		█	57-75	19	90-100	11	0
			38-56	19	65-89	25	53
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					53		
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	85.11	76-100	25	85-100	16	77
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							77
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.	77.46	76-100	25	85-100	16	0
			51-75	25	70-84	15	64
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							64
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.	72.34	76-100	25	85-100	16	0
			51-75	25	70-84	15	56
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							56
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.	45.00	57-75	19	66-99	34	0
			38-56	19	43-65	23	39
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
Notes							39
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	51.00	57-75	19	66-99	34	0
			38-56	19	43-65	23	44
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
Notes							44

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.	51.00	38-56	19	43-65	23	44
	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							44
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.	53.30	51-75	25	45-69	25	59
	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							59
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							

FALCON RIDGE PUBLIC CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

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

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

FALCON RIDGE PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Weight	Score
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>			
Notes	<p>Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. FRPCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. FRPCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
				15.00
Notes				
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13. FY14 fiscal audit (due Oct 15, 2014) was submitted 10/16/14.				
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	25.00
			0	
Notes				
The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.				

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance 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				<u>25.00</u>
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				<u>25.00</u>
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				<u>25.00</u>


FALCON RIDGE PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

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

INDICATOR 1: NEAR-TERM MEASURES			25		
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible	Points Earned	
		Ratio is 10.93	50	50.00	
			10		
Notes			0	<hr/> 50.00	
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result	Points Possible	Points Earned	
		170 days cash	50	50.00	
			10		
Notes			0	<hr/> 50.00	
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. Enrollment projections taken from 1/10/13 budget provided by school. Enrollment actuals taken from 1/11/13 dashboard report provided by school.	Result	Points Possible	Points Earned	
		98.48% variance	50	50.00	
			30		
Notes			0	<hr/> 50.00	
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result	Points Possible	Points Earned	
		No delinquency or default noted in audit	50	50.00	
			0		
Notes				<hr/> 50.00	

FALCON RIDGE PUBLIC CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues			
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Current year is (13.96)% & aggregate is (9.73)%	0	0.00
Notes				0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is 0.5	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Notes				50.00
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	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>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	See note	0	0.00
Notes	Multi-year is (\$38,630); most recent is \$2,970; previous year is (\$41,600).			0.00
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
Notes	The school has only operating leases for its facilities.			50.00

A decorative graphic consisting of a green triangle that tapers to the right, with a lighter green shadow effect underneath it.

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

Alison Consoletti, The Center for Education Reform

Falcon Ridge Public Charter School

Pre-Renewal Site Visit Report

10/13/2017

Public Charter School

Falcon Ridge Public Charter School
278 S. Ten Mile Road
Kuna, ID 83634
(208) 922-9228

Authorizer

Idaho Public Charter School Commission
304 N 8th Street, Room 242, Boise, ID 83702
(208) 332-1561
www.chartercommission.idaho.gov

Evaluation Team

Suzanne Gregg Education Consultant
Tiffnee Hurst: Elementary Principal, American Heritage Charter School
Kirsten Pochop, PhD: Senior Accountability Program Manager, PCSC

PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Falcon Ridge Public Charter School will be considered for renewal during the spring of 2018. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high quality educational experience.

MISSION AND KEY DESIGN ELEMENTS

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

Rating: Approaches

Evidence: Interviews with stakeholders

Detail: Falcon Ridge was founded as a Harbor School, which was initially central to its mission and key design elements. Since the school began shifting their focus away from the Harbor method, they have struggled to redefine their mission. While most of the stakeholders speak of the mission in general terms, they find it more difficult to pinpoint how their school is unique. School leaders noted that this is an area that they are currently working on, including communicating their mission to the wider Kuna community. The Board Chair mentioned that they would like to update the FRPCS charter by removing references to the Harbor Method; however, they aim to retain some of the principles of this program, such as the anti-bullying focus and direct instruction method.

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

Rating: Meets

Evidence: Classroom visits and interview with administration

Detail: According to the vice-principal, teachers are expected to provide a combination of direct instruction and direct student/teacher interaction. Classroom visits in grades K-8 demonstrated an adherence to these designated instructional practices. Expectations for student behavior were also consistent from classroom to classroom and in the communal areas such as the hallways and the lunchroom. The well-behaved student body helped to ensure the success of the designated instructional practices.

Does the school have a culture of high expectations and a strong emphasis on student learning?

Rating: Meets

Evidence: Interviews with administration, board, and ISAT results from the 2016-17 school year

Detail: The school has made dramatic gains in student ISAT scores from the 2015-16 school year to the 2016-17 school year. The administration and teachers made a concerted effort to bring scores up through a variety of methods. The first change was implementation of a new math curriculum, which was better aligned with the Common Core than their previous math program.

The second and most significant change was the onboarding of their new vice-principal in the 2016-17 school year. She brought with her an expertise in student assessment, helping teachers as they added the MAP and interim ISAT assessments into their instructional toolboxes. These assessments helped to target instruction and focus on student weaknesses. As a Compass Charter School board member, she encouraged teachers to follow the Compass spiraling method where teachers repeat and overlap their instruction on key concepts until students reach a full and thorough comprehension of the material. Teachers are also enthusiastic about improved student outcomes.

Currently the school's strategic plan does not reflect the lofty goals that the administration has successfully set for students' performance. It may be appropriate to work on a revision of the strategic plan to reflect higher expectations for student achievement.

PROGRAM DELIVERY: CURRICULUM**Does the school's curriculum provide the opportunity for academic success for all students?**

This indicator was not rated and does not represent an area of concern. However, it is clear that the school has made a concerted effort to make significant improvements to the math curriculum and approach.

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

Rating: Meets

Evidence: Classroom visits

Detail: Skills-based, teacher-directed lessons meet expectations. Students were able to recall taught information on a consistent basis. Throughout the building, the approach to curriculum content delivery was consistent from classroom to classroom.

Teachers appear less adept at promoting higher order thinking and complex problem solving skills. The administration noted that this is an area upon which they would like to improve.

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

Rating: Meets

Evidence: Interviews with administration and teachers

Detail: The school leadership has worked to ensure that when test score falter, curriculum is examined to see if alignment with the state standards can explain the decline. The new administrator has focused on using interim assessments to make micro-adjustments to the curriculum.

The teachers noted that they have not been involved in the curriculum selection process in the past. In the future, the administration may seek ways to ensure that stakeholders are involved with changes to the curriculum.

Does the school effectively provide opportunities for student engagement?

Rating: Approaches

Evidence: Classroom visits

Detail: The teachers' questioning techniques did not require higher-level thinking. Most teachers demonstrated a limited scope of approaches to asking questions. In many of the classrooms, teacher/ student interaction was at a recall level, rather than an advanced questioning approach. This recall approach to questioning left some struggling students behind, as they could not keep up with the faster pace of the more advanced students in their class. However, in some of the upper level classrooms, there was a focus on group work and collaboration, which helped push the students to think more deeply in their subject areas and allowed all students to be fully engaged.

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

Rating: Exceeds

Evidence: Interviews with the board, teachers and administration

Detail: The school has done an excellent job of retaining staff for many years. From the board on down, there is a deep commitment to keeping staff engaged and committed to the school. The board sets the tone by ensuring that the administration and the staff have the help that they need. For example, each classroom has an Education Assistant (EA) either full time or part time in the classroom. This helps to offset the relatively high class sizes, particularly in the upper grades.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Interviews with parents, staff and administration

Detail: The school leadership is stable; the current principal has been with the school almost since its inception. Also, with the addition of the vice-principal role, Falcon Ridge is developing a leadership pipeline. However, it appears that stakeholders are somewhat confused about the differentiation between job responsibilities of the principal and the vice-principal. For example, when teachers were asked about who handled student discipline, their response differed from that of the administration. Parents were not sure about the role of the vice-principal, particularly since it is a fairly new position.

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

Rating: Meets

Evidence: Interview with administration, classroom observations, and interviews with staff

Detail: The vice-principal is in charge of PD, which occurs primarily on Monday afternoons. Mondays are early release. This year, they are focusing on four areas: the growth mindset, team collaboration, milepost data for interventions and differentiation, and preparing for accreditation. The teachers are assigned to PLCs to help focus their training and interventions.

Several of the teachers were observed using the growth mindset approach in their classrooms and teachers were enthusiastic about this element of their PD.

The PD goals and priorities did not appear to be aligned with the mission, goals, and strategic plan of the school. According to the vice-principal, the PD for this year does not include a specific academic content area. To help provide teachers with more concrete strategies for bringing lessons learned from the PD into the classroom, the administration may consider layering the academic content areas within the growth mindset.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Exceeds

Evidence: Interviews with administration and board

Detail: The school has excelled in this area and the board is fully engaged and knowledgeable as well. The school is using MAP tests, interim ISAT assessments, Moby Max for math, and ESGI for the K-2 assessments. The rapid rise in ISAT test scores suggests that these interim assessments are providing an important tool for targeting teacher instruction in needed areas.

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

Rating: Exceeds

Evidence: Classroom and school-wide observations, stakeholder interviews

Detail: Expectations for student behavior are clear to all members of the community. Parents understand that when their children attend the school, student behavior expectations will be enforced. Once admitted to the school, the principal meets with new parents and stresses the expectations for behavior and work ethic. Students are respectful in class and treat each other with kindness. However, some parents noted that in the upper grades the strict behavior guidelines were stifling for some students. It is important to note that these parents were not complaining, but rather explaining that the model is not a good fit for all students.

ACCESS AND EQUITY**Does the school offer adequate support for special populations?**

Rating: Approaches

Evidence: Interview with special education director

Detail: In the recent past, the school has struggled with special education compliance. In order to address this issue, they have hired a new special education director who is knowledgeable and driven to make improvements at the school in regards to policy and service delivery. The new director has certifications in both special education directorship and administration. The director is also in charge of 504 plans. The director has two educational assistants assigned to him and they are currently providing push-in services in the classrooms. Besides serving students, the director has been solidifying protocols and procedures, and reviewing student files. He has conducted one teacher training on the referral procedure and the importance of collecting data on students before they can be referred for services. His goal is to conduct further training in the areas of accommodations and modifications in the classroom. He also stated that he is in close contact with the principal regarding special education law.

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: Meets

Evidence: Interviews with administration and parents

Detail: The school has maintained a consistently high student enrollment. In the past, there was some concern about filling the middle school grades, but this has not been an issue recently. The school has worked to provide more electives, such as music and theater, that have helped to keep enrollment steady. In addition, middle school students change classrooms and have some level of choice in their electives, which is also appealing to this age group. Parents explained that many of their children had been on the school's waitlist, before being offered a seat. There was a sense from the parents that they felt lucky to have gained a spot for their child at the school.

ORGANIZATIONAL CAPACITY

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

Rating: Approaches

Evidence: Interviews with staff, board and administrator

Detail: The organizational structure is top down, particularly in the areas of professional development and curriculum. Teachers express confusion about the roles of the administrator and the vice principal, suggesting that communication around these roles could be strengthened. The staff do not participate in decisions about professional development.

Are there effective communication channels between stakeholders?

Rating: Approaches

Evidence: Interviews with stakeholders

Detail: The school is close to meeting standard. The board has recognized that the school needs to address communication and has set a goal for the administrator in this area. Parents discussed communication strengths and weaknesses at the school. When they have concerns, parents feel comfortable speaking with the school administrator. Parents are also satisfied with the consistent level of communication from teachers about classroom activities and learning objectives. However, parents expressed a desire for more general communication from the school about activities, new staff members, recruitment, etc.

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

Rating: Approaches

Evidence: Interviews with stakeholders

Detail: The school has struggled to maintain a functioning PTO. The principal was the president of the PTO last year. In August, new PTO officers were voted in and the group expects to sponsor schoolwide activities, such as a fall festival, this school year.

In the building, there is not significant of evidence of parental involvement. When asked, parents expressed that a few of them volunteer in the lower grades, but are generally not involved with other school activities.

The school has conducted several parent surveys, but it is unclear how they are using this data. The school has not conducted exit surveys for those families who choose to leave the school.

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Classroom visits

Detail: The facility is in good repair and the classrooms meet the needs of the academic program.

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

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

GOVERNANCE

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

Rating: Meets

Evidence: School website and interviews with stakeholders

Detail: All meeting materials are published on the school's website. The board ensures that appropriate, governance-level decision making occurs at the meetings.

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

Rating: Approaches

Evidence: School website and interviews with board and business manager

Detail: The policy manual is incomplete, particularly regarding financial policies. The board has not finished going through the ISBA manual and customizing it to meet the needs of the school.

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

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

Has the school's board developed a strategic plan?

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

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Board interview

Detail: The board chair was very knowledgeable about student metrics and achievement data. The board is committed to student achievement and continuous improvement.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Interview with board and business manager

Detail: Currently, the board and business manager are working to develop a plan to expand the school facilities to provide additional music and computing spaces. The board has provided strong leadership and oversight in this expansion process.

The board evaluates the school leader yearly, including a 360-degree evaluation with stakeholders involved.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Interview with the board and business manager

Detail: The skilled business manager regularly provides the board with a detailed ledger, cash balance, and budget reports. The board includes a financial expert, who can help to address any additional financial questions. The board has also conducted financial trainings to ensure that all board members are up to speed.

The board could work on establishing more robust financial policies.

Does the school maintain appropriate internal controls and procedures?

This indicator was not rated and does not represent an area of concern. The school is fortunate to have a very strong, long-standing business manager who has been an important part of ensuring the school's fiscal stability. There are no concerns about Falcon Ridge's long or short-term financial health.

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

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

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

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

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

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

Idaho PCSC Pre-Renewal Site Visit 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. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.

Mission, Key Design Elements & School Culture

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.
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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.
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Notes:

Does the school have a culture of high expectations and a strong emphasis on student learning?

Indicators: The school puts a primacy upon student learning and achievement. Qualitative and quantitative data, which assesses student learning, is regularly collected and analyzed by all relevant stakeholders. The school plan for improvement is implemented and progress towards goals is regularly evaluated.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.
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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 is reviewed and modified. 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. 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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PCSC Site Visit Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. 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:				

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:

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. The school has a low turnover rate for the leadership team. When needed, 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 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 that 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:

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. The school adequately monitors the progress and success of all students, including diverse learners.</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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PCSC Site Visit Evaluation Rubric

Does the school address and support the needs of English Language Learners (ELLs)?				
Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.	Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.	Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.
Notes:				
Does the school demonstrate an adequate demographic representation of the surrounding district(s)?				
Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				
Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

PCSC Site Visit Evaluation Rubric

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:

Does the school facility support high quality teaching and learning?

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

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

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

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

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

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

Notes:

Does the school maintain appropriate internal controls and procedures?

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

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

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

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

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

Notes:

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Falcon Ridge Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

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

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. 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 **February 13, 2014**, and shall continue through **June 30, 2018**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.**
- B. Grades Served.** The School may serve students in **Kindergarten through grade 8.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Establish a learning environment that is safe both emotionally and physically.**
 - **Incorporate a “teach to the ceiling” philosophy towards ensuring that all students**

are challenged academically.

- Set high behavioral expectations with a focus on kindness and respect for others.
- Establish an atmosphere that encourages student participation and engagement.
- Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.

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 276 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K – 24 students

Grades 1-3 – 29 students per grade

Grades 4-8 – 33 students per grade

[School's language re expansion into high school upon PCSC approval is unnecessary. Such expansion may be proposed in the future, but this section of the performance certificate should state only what is already approved.]

- 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.** 278 S. Ten Mile, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Kuna Joint School District 3.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal

control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

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

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **February 13, 2014.**

Alan Reed

Chairman, Idaho Public Charter School Commission



Chairman, **Falcon Ridge Public Charter School Board**

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

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

FALCON RIDGE PUBLIC CHARTER SCHOOL (#456)
APPLICATION FOR RENEWAL OF CHARTER

School Phone:
208.922.9228

School Address:
278 South Ten Mile Road
Kuna, Idaho 83634

Mark Green / Charter Administrator
mgreen@falconridgecharter.org

Heather McKenna / Assistant Principal
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School Board Approval: 12/12/2017

Submission Date: 12/15/2017

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EXECUTIVE SUMMARY

MISSION AND KEY DESIGN ELEMENTS

The FRPCS mission is ***“Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.”***

Our mission works hand in hand with the base key elements of the FRPCS educational program:

- **High Behavioral Expectation** creates an atmosphere conducive to learning. Establishing a culture of kindness, respect for others and respect for one’s self provides a threat-free learning environment where students can be focused on achieving their academic potential.
- **Commitment to a “Growth Mindset”** fosters a culture of “I can.” grit and perseverance. The capacity of one’s mind to learn is not finite. Academic persistence, grit and effort invariably progress to a continually growing personal potential.
- **High Academic Expectation** challenges students to achieve beyond common expectations. We are confident that students will rise to the occasion when given the opportunity of academic challenged.

The overarching focus of Falcon Ridge’s mission and key elements is to promote an optimal learning environment. We have a cornerstone belief that elevated academic expectations offered within a learning environment free of threat and distraction lead to students excelling towards their personal learning potential.

We are also confident that present implementation of key elements will endure into the future as Falcon Ridge students grow to become valued members of their communities. As students participate in a culture of kindness at Falcon Ridge and enjoy the benefits of an atmosphere of mutual respect, they come to internalize these concepts and understand the value of such a system in the larger context...their community.

“Success in life” definitions can be as unique as each individual student. Regardless of definition, it is a foundational belief at Falcon Ridge Public Charter school that is not likely that success can be achieved in the absence of acquired skills (*competent*), personal initiative (*productive*) and individual ownership (*responsible*). Thus, our commitment to the key design elements that we genuinely believe create an overall school culture that leads to our students’ success.

SIGNIFICANT SUCCESSES and CHALLENGES

For Falcon Ridge, challenges and successes have tended to be closely related. This due to the fact that once a challenge is overcome, we have an experienced success.

From inception in 2005, Falcon Ridge fared well in the area of student enrollment in spite of the challenge of the absence of a permanent facility. While significant academic achievement was taking place within portable classrooms. The school was lacking in facilities adequate for student activities and

lacked the perception of permanence. We were pleased to experience the success of starting the 2014/2015 school year in a permanent facility which met then current needs and provided the "luxury" of a full gymnasium.

Connected to the facility challenge was the difficulty of maintaining enrollment capacity in the 7th and 8th grade classes. At times we found ourselves only at 66% capacity in these grades. The new facility provided Falcon Ridge with the ability to offer activities attractive to this middle school population. At 2017/2018 mid-year we are at capacity with waiting lists in all grades.

Regardless of facility or enrollment challenges, Falcon Ridge has consistently maintained a healthy focus on academics. We tend to define ourselves based on the academic success of our students. Thus the great concern with the significant dip in test scores at the introduction of SBAC based ISAT assessments. This time period was truly a challenge as the school made curriculum and teaching adjustments necessary to meet student needs. Once again, challenge turning to success. Rises in student test scores are solid evidence that staff adjustments, curriculum choices, formative data consultation and attention to a growth mindset have proven successful.

We are pleased with successes but not satisfied. New challenges will arise. Some will be self-imposed with a desire for improvement. Other challenges cannot yet be foreseen. Regardless, every challenge will be viewed as opportunity to experience yet another success.

SUMMARY RESPONSE to FOUR CENTRAL QUESTIONS

Is Falcon Ridge Public Charter School an academic success? :

The academic success of Falcon Ridge Public Charter School is evidenced by student standardized testing scores. Falcon Ridge students continue to consistently score above both state and local district averages on Idaho Standard Achievement Tests and Idaho Reading Indicator.

Is FRPCS Organizationally Sound and Compliant with Applicable Laws and Regulations?

Understanding that quality organizations practice ongoing evaluation for organizational improvement, Falcon Ridge believes the current structure of school board, administration and staff to be significantly sound. Falcon Ridge is organizationally sound and compliant with applicable laws and regulations.

Is FRPCS a Fiscally Sound and Viable Organization?

Falcon Ridge Charter School is a fiscally sound and viable organization. Conservative fiscal mindset and practices lend to consistent, comfortable and adequate funding of school operations.

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

Falcon Ridge Public Charter School's plans will be targeted on continued academic growth toward student proficiency, deeper incorporation of mission and key elements, facility improvements and research in the area of increasing student enrollment capacity.



Erica Kallin / FRPCS Board Chair



Mark Green / FRPCS Charter Administrator

APPLICATION NARRATIVE

1. Is Falcon Ridge Public Charter School an academic success?

The most evident marker of academic success is student performance on standardized testing. Falcon Ridge has traditionally fared well with ISATs and IRI scoring when compared to their local district peers and state of Idaho averages. Falcon Ridge Public Charter School has responded well to the adoption of relatively new Idaho educational standards. After having experienced a concerning but expected dip in standardized assessment scores, Falcon Ridge has adjusted appropriately and is experiencing a solid upward academic trend. Falcon Ridge students continue to consistently score above both state and local district averages on Idaho Standard Achievement Tests and Idaho Reading Indicator.

The following charts and narratives illustrate and describe academic levels of FRPCS students based on standardized testing and in comparison to state of Idaho and local district comparisons. While the academic standard is student potential and not comparison to other organizations. Comparisons have been made only to provide relational illustrations to communicate level of performance.

CHART #1: (IRI Comparison w/ State and Local District)

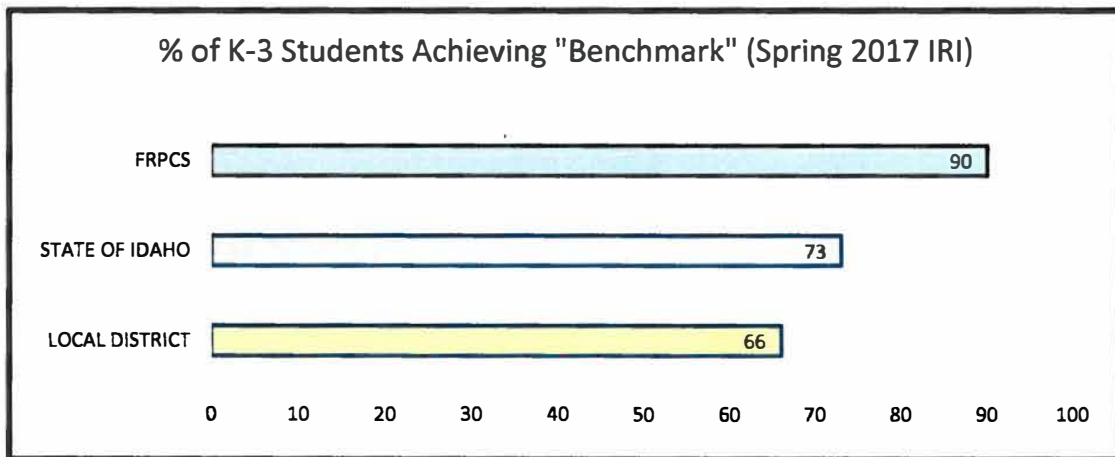


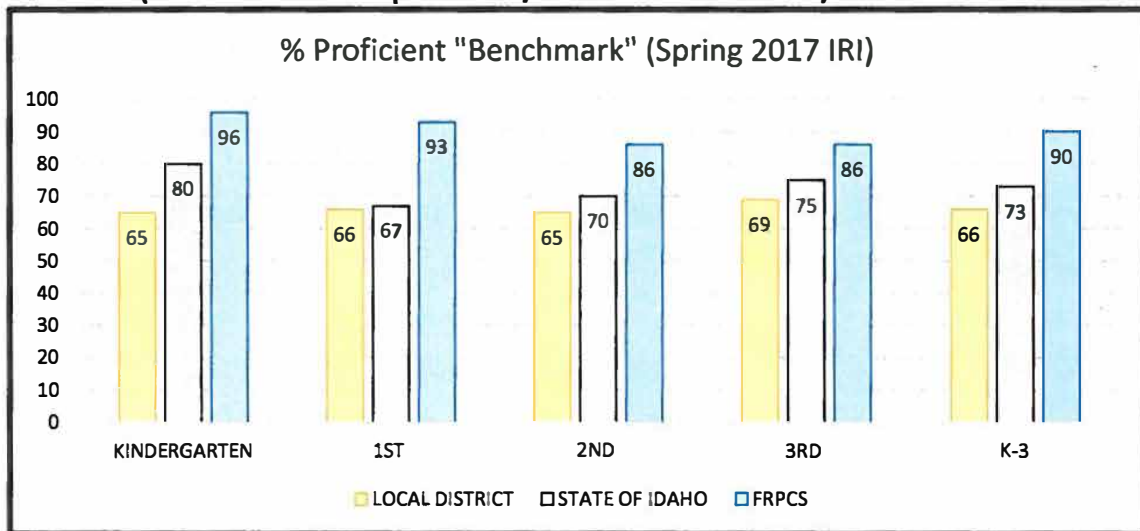
Chart #1, above, demonstrates spring 2017 Idaho Reading Indicator results for Falcon Ridge, the state of Idaho and the local district.

- **FRPCS IRI Results Overall:** 90% of Falcon Ridge kindergarten through 3rd grade students scored in the "benchmark" (proficient) range.

Kindergarten through 3rd grade benchmark rates for the state of Idaho and local district averaged 73% and 66% respectively. FRPCS exceeded the state of Idaho “benchmark” (proficiency) rate by 17% and the local district “benchmark” (proficiency) rate by 24%.

Below, Chart #2 demonstrates grade level consistency with FRPCS students regularly scoring above grade level peers on both the state and local district level:

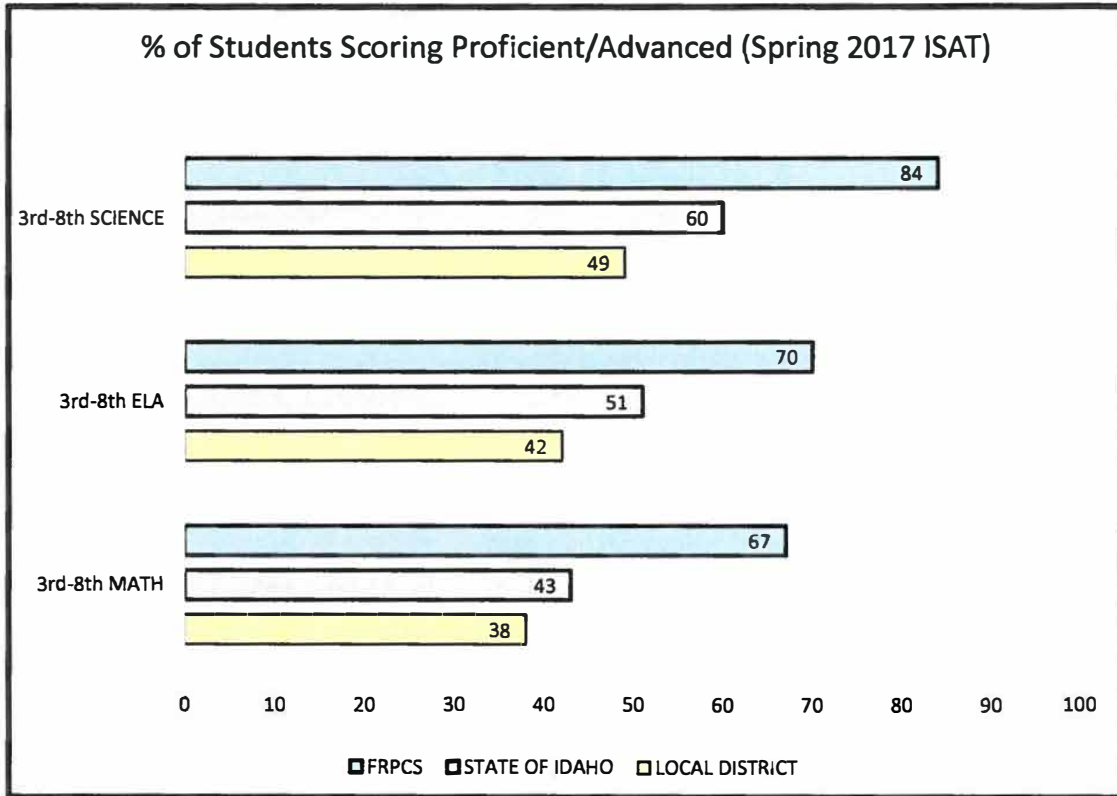
CHART #2: (Grade Level IRI Comparisons w/ State and Local District)



- **FRPCS Kindergarten IRI Results:** 96% of FRPCS Kindergarten students scored at benchmark...16% above state level and 31% above local district.
- **FRPCS 1st Grade IRI Results:** 93% of FRPCS 1st grade students scored at benchmark...26% above state level and 27% above local district.
- **FRPCS 2nd Grade IRI Results:** 86% of FRPCS 2nd grade students scored at benchmark...16% above state level and 21% above local district.
- **FRPCS 3rd Grade IRI Results:** 86% of FRPCS 2nd grade students scored at benchmark...11% above state level and 17% above local district.
- **FRPCS Overall IRI Results:** 90% of FRPCS K-3 students scored at benchmark...17% above state level and 24% above local district.

Below Chart #3 demonstrates overall spring 2017 ISAT results for 3rd through 8th grade and provides comparison with the state of Idaho and the local district.

CHART #3: (3rd through 8th Grade ISAT Comparison w/ State and Local District)

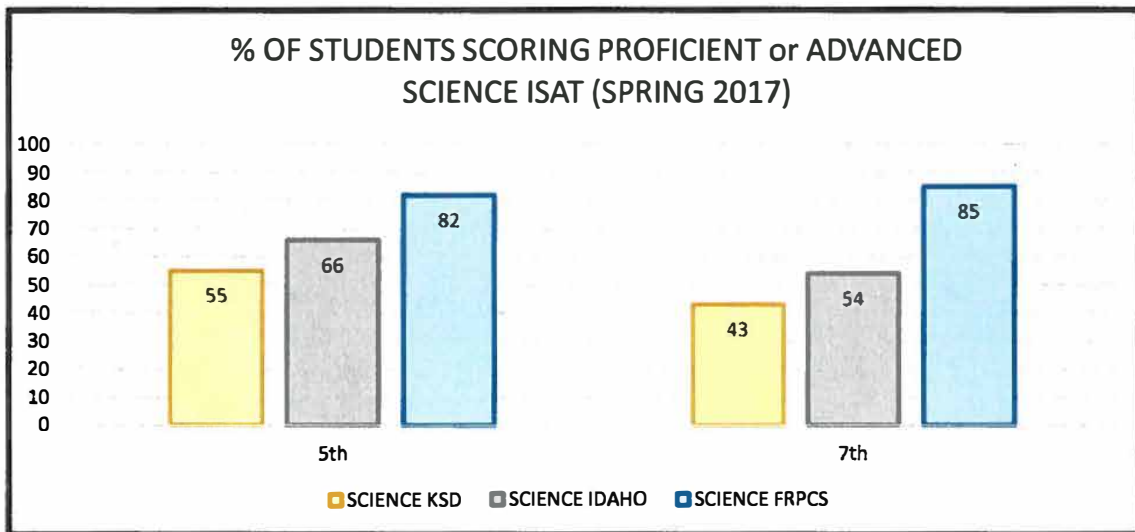


- **FRPCS Overall Science ISAT Results:** In the area of Science (only 5th and 7th grade students participate in Science ISAT.), 84% of Falcon Ridge students scored proficient or above....24% above the state of Idaho rate and 35% above the local district.
- **FRPCS Overall ELA ISAT Results:** In the area of English-Language Arts, 70% of Falcon Ridge students scored "proficient" or higher...19% higher than state averages and 28% above the local district rate.
- **FRPCS Overall Mathematics ISAT Results:** In the area of Mathematics, 67% of Falcon Ridge students scored "proficient" or higher...24% above the state rate and 29% higher than the local district rate.

CHART #3: (3rd through 8th Grade ISAT Comparison w/ State and Local District)

Below, chart #4 demonstrates grade level consistency with FRPCS students scoring above the state of Idaho and the local district proficiency rates:

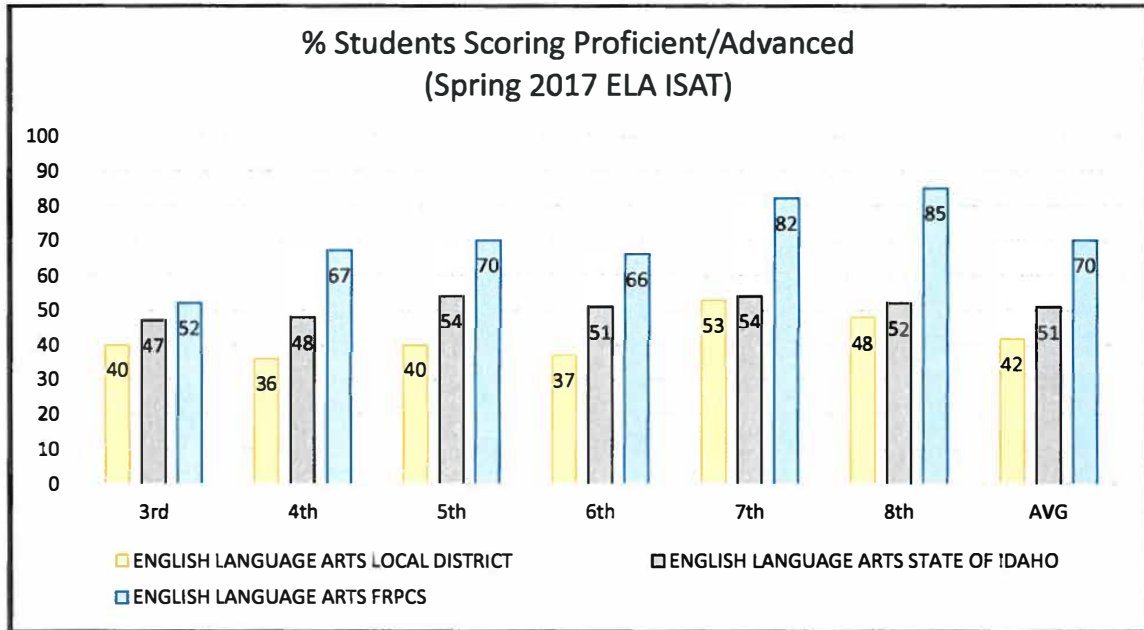
CHART #4: (5th and 7th Grade Science ISAT Comparison w/ State and Local District)



- **FRPCS 5th Grade Science ISAT:** 82% of FRPCS 5th graders achieved proficiency or above on the Science ISAT in spring of 2017. This rate was 16% above the Idaho average and 27% above the local district.
- **FRPCS 8th Grade Science ISAT:** 85% of FRPCS 8th grade students scored at the proficiency or above level on the Science ISAT in spring of 2017. This rate was 31% above their state of Idaho peers and 42% beyond their local district peers
- It is notable that of the Falcon Ridge 5th grade students in the “proficient or advanced” range, 36% were in the “advanced” category.
- Also notable...Of the Falcon Ridge 8th grade students in the “proficient or advanced” range, 79% were in the “advanced” category.

Chart #5 below displays grade level consistency on the English-Language Arts ISAT. 3rd through 8th student scores exceed the state of Idaho averages and local district proficiency rates:

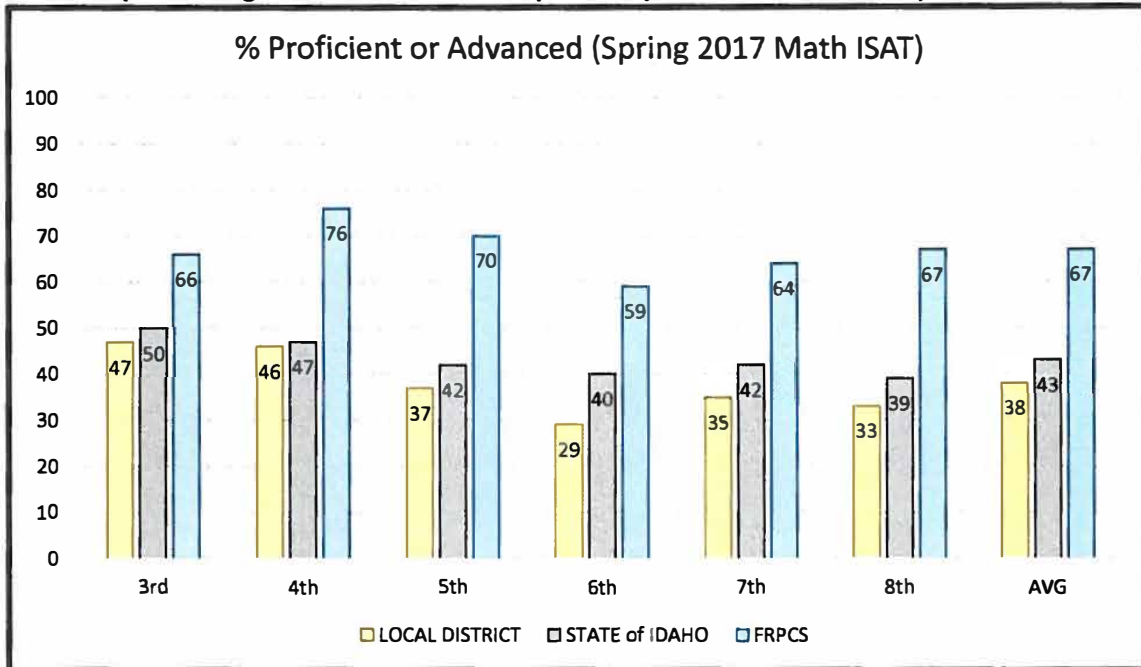
CHART #5: (Falcon Ridge English-Language Arts ISAT Comparison w/ State and Local District)



- **FRPCS 3rd Grade ELA ISAT:** 52% of FRPCS 3rd graders achieved proficiency or above on the ELA ISAT in spring of 2017. This rate was 5% above the Idaho average and 12% above the local district.
- **FRPCS 4th Grade ELA ISAT:** 67% of 4th grade students scored at the proficient or above level...19% above their state of Idaho peers and 31% beyond their local district peers.
- **FRPCS 5th Grade ELA ISAT:** 70% of 5th grade students scored at the proficient or above level...exceeding the state of Idaho rate by 16% and the local district 30%.
- **FRPCS 6th Grade ELA ISAT:** 66% of 6th grade students scored at the proficient or above level...15% above the state of Idaho rate and above the local district by 29%.
- **FRPCS 7th Grade ELA ISAT:** 82% of FRPCS 7th graders achieved proficiency or above on the ELA ISAT in spring of 2017. This rate was 28% above the Idaho average and 29% above the local district.
- **FRPCS 8th Grade ELA ISAT:** 85% of 8th grade students scored at the proficient or above level...33% above their state of Idaho peers and 37% beyond their local district peers.

Chart #6 illustrates grade level consistency on the 2017 spring Mathematics ISAT. 3rd through 8th student scores were uniformly above both the state of Idaho averages and local district proficiency rates:

CHART #6 (Falcon Ridge Mathematics ISAT Comparison w/ State and Local District)



- **FRPCS 3rd Grade Mathematics ISAT:** 66% of FRPCS 3rd graders achieved proficiency or above on the ELA ISAT in spring of 2017. This rate was 16% above the Idaho average and 19% above the local district.
- **FRPCS 4th Grade Mathematics ISAT:** 76% of 4th grade students scored at the proficient or above level...29% above their state of Idaho peers and 30% beyond their local district peers.
- **FRPCS 5th Grade Mathematics ISAT** 70% of 5th grade students scored at the proficient or above level...exceeding the state of Idaho rate by 28% and the local district 33%.
- **FRPCS 6th Grade Mathematics ISAT:** 59% of 6th grade students scored at the proficient or above level...19% above the state of Idaho rate and above the local district by 30%.
- **FRPCS 7th Grade Mathematics ISAT:** 64% of FRPCS 7th graders achieved proficiency or above on the ELA ISAT in spring of 2017. This rate was 22% above the Idaho average and 29% above the local district.
- **FRPCS 8th Grade Mathematics ISAT:** 67% of 8th grade students scored at the proficient or above level...28% above their state of Idaho peers and 34% beyond their local district peers.
- **FRPCS Grades 3rd-8th Mathematics ISAT:** 67% of FRPCS students taking Math ISAT were at the proficient or above level...24% above their state of Idaho peers and 29% beyond their local district.

QUESTION #2: Is FRPCS Organizationally Sound and Compliant with Applicable Laws and Regulations?

Falcon Ridge is confident that the current structure and makeup of school board, administration and staff is sound. The school board is comprised of individuals having significant FRPCS institutional knowledge and also possess personal professional skills that prove to be valuable assets in the governing process. The school's Charter Administrator is in the 9th year of service in the position and expresses commitment to continued service. The recently created position of a talented assistant principal serves to compliment, support and strengthen the administration process. Staff turnover has been minimal over the years leading to a consistency in operational understanding and routine. Understanding that quality organizations practice ongoing introspection for organizational improvement, Falcon Ridge is committed to being open to organizational change that leads to improvement.

Falcon Ridge is compliant with applicable laws and regulations. There has, in the past, occurred the rare occasion of procedural and/or clerical noncompliance. Falcon Ridge has moved quickly to rectify any unintended oversights efficiently and implement steps to avoid future occurrences. Administration expresses ongoing commitment to discover potential for violation and correct as appropriate.

Question #3: Is FRPCS a Fiscally Sound and Viable Organization?

Falcon Ridge Public Charter School has proven to be a fiscally sound, viable organization due to conservative budgeting of their resources. Looking back to 2009, Falcon Ridge set a primary goal for itself to become financially secure so it could move forward with the secondary goal of construction of a permanent building. Steps were taken to pay off high interest loans as quickly as possible. The loan for the land was also settled so Falcon Ridge not only owned the property, but the school was now debt free. However, Falcon Ridge wanted to continue to prove itself sustainable in 2011 in a financial climate of a deep national recession. A Contingency Reserve Fund outside of the General Budget was created to service two months of Operating expenses in case of emergency. This was all done while budget cuts at the state level for education were steep and the school's foundation payments were shrinking. Throughout this time, we were able to maintain quality staff, realize excellent student test scores, and keep a positive fund balance at the end of the year.

By 2013, Falcon Ridge was in a strong enough financial position to secure a loan for the construction of a permanent building and move out of the portable classrooms. They worked with USDA Rural Development and took on a 40 year, 3.125% interest loan to complete the \$2.3M project. USDA also

requires one year's worth of payments to be put in a separate account. This condition is to be completed within ten years of obtaining the loan. Falcon Ridge has already accomplished this obligation and has put Falcon Ridge in good standing with USDA.

Today, Falcon Ridge is in the process of constructing an addition to our existing facility. We have secured a \$1.25M long term loan with USDA for 30 years at 3.25% interest. There is no plan to add to enrollment and funding, but through sound financial budgeting will be able to service the loan. Falcon Ridge maintains over \$500,000 in reserves which continues to grow.

Moving forward and looking into the future, Falcon Ridge has commissioned a Financial Feasibility Report (**appendix #1**) through our auditor. Their findings have shown a steady increase in the Net Change of our General Fund Balance through 2021. This evidence gives Falcon Ridge the confidence to continue to provide an excellent education to its students, maintain a quality staff, and provide stakeholders the commitment to be a sound and viable organization.

QUESTION #4: *If Renewed, What is FRPCS's Plan for its next Performance Certificate Term?*

1. Falcon Ridge Public Charter School will remain committed to student academic performance. Having built a solid foundation, Falcon Ridge will work to continue the upward academic trends realized. Our goal is to refine those best practices being implemented so that they become better practices. There is a plan to remain faithful to the Falcon Ridge mission and build stronger still on the concepts of our key elements. We will continue to:

- Challenge students academically.
- Promote the "I Can.", grit and persevering culture of the growth mindset.
- Challenge students behaviorally towards a culture of kindness and respect.

2. Beyond our foundational beliefs and best practices Falcon Ridge will be expanding our current facility to meet student needs.

- Gymnasium expansion will provide area for the music/drama programs.
- Gymnasium expansion will create a multipurpose commons area to accommodate a student dining area for lunches and to be utilized for supplementary area for academic support throughout the school day.
- Elementary wing expansion providing for a Science/Computer Lab dedicated for elementary use.

- Remodel of existing Middle School Science Lab will allow for more extensive Science/STEM activity.
- Remodel of Food Service area will provide for greater capacity to serve students.

3. Falcon Ridge will continue to consider extracurricular programs with the aim of increasing stakeholder satisfaction. Existing plans envision expanding newly organized middle school level athletics to include elementary grades. Our Falcon Ridge after-school STEM will be continually improving towards including such as robotics, computer coding and drone activities. Our minds are open to provide student academic and physical opportunities that promote growth for the whole person.

4. Falcon Ridge will continue research, investigation, and collaboration in the area of increasing enrollment capacity. Whether an increase come via adding higher grades, expanding existing grades or some other form of replication, such an action requires that school leadership do so in an informed and efficient manner so as not to adversely affect current positive culture.

FALCON RIDGE CHARTER SCHOOL

Report on
Financial Statements and Forecast

For the Year Ending June 30, 2017, 2018,
2019, 2020, and 2021 (Forecasted) and
For the Year Ended June 30, 2016 (Historical)

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Millington Zwygart

CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors
Falcon Ridge Charter School
Kuna, Idaho

Management is responsible for the accompanying historical financial statements of Falcon Ridge Charter School (the Charter), which comprise the Statement of Revenues, Expenditures, and Changes in Fund Balances (as listed in the table of contents) for the year ended June 30, 2016, in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit the historical financial statements. See the audit report dated August 5, 2016 for the complete financial statements. There is only a portion of the financial statements included in this compilation, accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on this portion of the historical financial statements.

We have also compiled the accompanying forecasted Statements of Revenues, Expenditures, and Changes in Fund Balances (as listed in the table of contents) of Falcon Ridge Charter School (the Charter) for the years ending June 30, 2017, 2018, 2019, 2020, and 2021, in accordance with attestation standards established by the American Institute of Certified Public Accountants.

A compilation of forecasted statements limited to presenting in the form of a forecast information that is the representation of management and does not include evaluation of the support for the assumptions underlying the forecast. We have not examined the forecast and, accordingly, do not express an opinion or any other form of assurance on the accompanying forecasted statements or assumptions. Furthermore, there will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material. We have no responsibility to update this report for events and circumstances occurring after the date of this report.

Millington Zwygart CPAs, PLLC

April 6, 2017

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - General Fund
For the Years Ending June 30, 2017, 2018, 2019, 2020, and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 1,546,854	\$ 1,624,197	\$ 1,705,407	\$ 1,790,677	\$ 1,880,211	\$ 1,974,221
Grants and Contributions	857	1,000	1,000	1,000	1,000	1,000
Other	13,920	5,000	5,000	5,000	5,000	5,000
Investment Interest	1,017	1,000	1,000	1,000	1,000	1,000
Total Revenues	<u>1,562,648</u>	<u>1,631,197</u>	<u>1,712,407</u>	<u>1,797,677</u>	<u>1,887,211</u>	<u>1,981,221</u>
Expenditures						
Current:						
Instruction	806,164	830,349	855,259	880,917	907,345	934,565
Support Services	502,086	519,659	537,847	556,672	576,155	596,321
Non-Instructional	1,205	1,100	1,100	1,100	1,100	1,100
Capital Outlay	1,260	1,260	1,260	1,260	1,260	1,260
Total Expenditures	<u>1,310,715</u>	<u>1,352,368</u>	<u>1,395,466</u>	<u>1,439,949</u>	<u>1,485,860</u>	<u>1,533,246</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>251,933</u>	<u>278,829</u>	<u>316,941</u>	<u>357,728</u>	<u>401,351</u>	<u>447,975</u>
Other Financing Sources (Uses)						
Transfers In	10,225	0	0	0	0	0
Transfers Out -Current Loan to Debt Fund	(216,498)	(102,252)	(102,252)	(102,252)	(102,252)	(102,252)
Transfers Out -New Loan To Debt Fund	0	0	0	(65,400)	(65,400)	(65,400)
Total Other Financing Sources (Uses)	<u>(206,273)</u>	<u>(102,252)</u>	<u>(102,252)</u>	<u>(167,652)</u>	<u>(167,652)</u>	<u>(167,652)</u>
Net Change in Fund Balances	45,660	176,577	214,689	190,076	233,699	280,323
Fund Balances - Beginning	813,068	858,728	1,035,305	1,249,994	1,440,070	1,673,769
Fund Balances - Ending	<u>\$ 858,728</u>	<u>\$ 1,035,305</u>	<u>\$ 1,249,994</u>	<u>\$ 1,440,070</u>	<u>\$ 1,673,769</u>	<u>\$ 1,954,092</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Debit Service Fund
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grants and Contributions	0	0	0	0	0	0
Other	0	0	0	0	0	0
Investment Interest	155	0	0	0	0	0
Total Revenues	<u>155</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Expenditures						
Current:						
Instruction	0	0	0	0	0	0
Support Services	0	0	0	0	0	0
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	30,646	31,642	32,645	62,144	60,647	62,603
Interest	71,616	70,610	69,607	105,508	107,005	105,049
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>102,262</u>	<u>102,252</u>	<u>102,252</u>	<u>167,652</u>	<u>167,652</u>	<u>167,652</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(102,107)</u>	<u>(102,252)</u>	<u>(102,252)</u>	<u>(167,652)</u>	<u>(167,652)</u>	<u>(167,652)</u>
Other Financing Sources (Uses)						
Transfers In- From General Fund	213,025	102,252	102,252	102,252	102,252	102,252
Transfers In- From General Fund	0	0	0	65,400	65,400	65,400
Transfers Out	(10,225)	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>202,800</u>	<u>102,252</u>	<u>102,252</u>	<u>167,652</u>	<u>167,652</u>	<u>167,652</u>
Net Change in Fund Balances	100,693	0	0	0	0	0
Fund Balances - Beginning	10,225	110,918	110,918	110,918	110,918	110,918
Fund Balances - Ending	<u>\$ 110,918</u>	<u>\$ 110,918</u>	<u>\$ 110,918</u>	<u>\$ 110,918</u>	<u>\$ 110,918</u>	<u>\$ 110,918</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Food Service
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grants and Contributions	26,800	28,408	30,112	31,919	33,834	35,864
Other	27,660	29,320	31,079	32,944	34,920	37,015
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>54,460</u>	<u>57,728</u>	<u>61,191</u>	<u>64,863</u>	<u>68,754</u>	<u>72,879</u>
Expenditures						
Current:						
Instruction	0	0	0	0	0	0
Support Services	0	0	0	0	0	0
Non-Instructional	59,531	60,722	61,936	63,175	64,438	65,727
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>59,531</u>	<u>60,722</u>	<u>61,936</u>	<u>63,175</u>	<u>64,438</u>	<u>65,727</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(5,071)</u>	<u>(2,994)</u>	<u>(745)</u>	<u>1,688</u>	<u>4,316</u>	<u>7,152</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(5,071)	(2,994)	(745)	1,688	4,316	7,152
Fund Balances - Beginning	9,796	4,725	1,731	986	2,674	6,990
Fund Balances - Ending	<u>\$ 4,725</u>	<u>\$ 1,731</u>	<u>\$ 986</u>	<u>\$ 2,674</u>	<u>\$ 6,990</u>	<u>\$ 14,142</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Title VI-B
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grants and Contributions	35,974	44,436	35,974	35,974	35,974	35,974
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>35,974</u>	<u>44,436</u>	<u>35,974</u>	<u>35,974</u>	<u>35,974</u>	<u>35,974</u>
Expenditures						
Current:						
Instruction	47,909	35,974	35,974	35,974	35,974	35,974
Support Services	0	0	0	0	0	0
Non-Instructional	0	0	0	0	0	0
Debt Service:	0	0	0	0	0	0
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>47,909</u>	<u>35,974</u>	<u>35,974</u>	<u>35,974</u>	<u>35,974</u>	<u>35,974</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(11,935)</u>	<u>8,462</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	3,473	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>3,473</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(8,462)	8,462	0	0	0	0
Fund Balances - Beginning	0	(8,462)	0	0	0	0
Fund Balances - Ending	<u>\$ (8,462)</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Technology
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 17,191	\$ 17,191	\$ 17,191	\$ 17,191	\$ 17,191	\$ 17,191
Grants and Contributions	0	0	0	0	0	0
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>17,191</u>	<u>17,191</u>	<u>17,191</u>	<u>17,191</u>	<u>17,191</u>	<u>17,191</u>
Expenditures						
Current:						
Instruction	0	0	0	0	0	0
Support Services	15,520	17,191	17,191	17,191	17,191	17,191
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	36,671	0	0	0
Total Expenditures	<u>15,520</u>	<u>17,191</u>	<u>53,862</u>	<u>17,191</u>	<u>17,191</u>	<u>17,191</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>1,671</u>	<u>0</u>	<u>(36,671)</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	1,671	0	(36,671)	0	0	0
Fund Balances - Beginning	35,000	36,671	36,671	0	0	0
Fund Balances - Ending	<u>\$ 36,671</u>	<u>\$ 36,671</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Medicaid
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 3,194	\$ 3,194	\$ 3,194	\$ 3,194	\$ 3,194	\$ 3,194
Grants and Contributions	0	0	0	0	0	0
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>
Expenditures						
Current:						
Instruction	0	0	0	0	0	0
Support Services	790	5,598	3,194	3,194	3,194	3,194
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>790</u>	<u>5,598</u>	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>	<u>3,194</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>2,404</u>	<u>(2,404)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	2,404	(2,404)	0	0	0	0
Fund Balances - Beginning	0	2,404	0	0	0	0
Fund Balances - Ending	<u>\$ 2,404</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Title II A
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grants and Contributions	4,454	4,454	4,454	4,454	4,454	4,454
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>
Expenditures						
Current:						
Instruction	4,454	4,454	4,454	4,454	4,454	4,454
Support Services	0	0	0	0	0	0
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>	<u>4,454</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0	0	0
Fund Balances - Beginning	0	0	0	0	0	0
Fund Balances - Ending	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Title I
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grants and Contributions	28,209	37,598	28,209	28,209	28,209	28,209
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>28,209</u>	<u>37,598</u>	<u>28,209</u>	<u>28,209</u>	<u>28,209</u>	<u>28,209</u>
Expenditures						
Current:						
Instruction	37,598	28,209	28,209	28,209	28,209	28,209
Support Services	0	0	0	0	0	0
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>37,598</u>	<u>28,209</u>	<u>28,209</u>	<u>28,209</u>	<u>28,209</u>	<u>28,209</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(9,389)</u>	<u>9,389</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(9,389)	9,389	0	0	0	0
Fund Balances - Beginning	0	(9,389)	0	0	0	0
Fund Balances - Ending	<u>\$ (9,389)</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Safe & Drug Free Fund
For the Years Ending June 30, 2017, 2018, 2019, 2020. and 2021 (Forecasted)
and for the Year Ended June 30, 2016 (Historical)

	Historical 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues						
State	\$ 5,584	\$ 5,584	\$ 5,584	\$ 5,584	\$ 5,584	\$ 5,584
Grants and Contributions	0	0	0	0	0	0
Other	0	0	0	0	0	0
Investment Interest	0	0	0	0	0	0
Total Revenues	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>
Expenditures						
Current:						
Instruction	0	0	0	0	0	0
Support Services	0	11,168	5,584	5,584	5,584	5,584
Non-Instructional	0	0	0	0	0	0
Debt Service:						
Principal	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0
Total Expenditures	<u>0</u>	<u>11,168</u>	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>	<u>5,584</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>5,584</u>	<u>(5,584)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Financing Sources (Uses)						
Transfers In	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	5,584	(5,584)	0	0	0	0
Fund Balances - Beginning	0	5,584	0	0	0	0
Fund Balances - Ending	<u>\$ 5,584</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

Falcon Ridge Charter School
Summary of Significant Assumptions
For the Years Ending June 30, 2017, 2018, 2019, 2020, and 2021

1. SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS

This financial forecast presents, to the best of management's knowledge and belief, the Charter's expected results of operations for the forecast period. Accordingly, the forecast reflects management's judgment as of April 6, 2017, the date of this forecast, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecast. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Revenue

Management developed revenues based on prior enrollment and amounts anticipated from the State of Idaho Department of Education.

Expenditures

Expenditures were developed based on anticipated increases in costs in some areas and the ability to cut costs in other areas as well as historical trends. With the new facility, the Charter does not anticipate that maintenance costs will increase drastically.

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.

FRPCS chose not to submit auxiliary data.