

RENEWAL RECOMMENDATION

It is recommended that the charter of Idaho Science and Technology Charter School (ISTCS) be renewed for a five (5) year term, provided that ISTCS agrees to comply with a certain condition outlined below. The failure to fulfill this condition could result in further proceedings by the PCSC.

Recommended Condition

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of ISTCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not ISTCS agrees to fulfill the specific condition above, ISTCS remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

School Overview

SUMMARY

Idaho Science and Technology Charter School (ISTCS) is a public charter school serving Blackfoot area students in grades four through eight. ISTCS aims to provide a project-based, technology-rich educational program emphasizing science and technology.

The charter includes the following commitments:

- 80% of students will score proficient or higher on the ISAT in all subject areas.
- 80% of students in the relevant grades will score proficient or higher on the DWA and DMA.
- 80% of students will achieve satisfactory or above in all core subjects as measured by classroom assessments.

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 Idaho Science and Technology Charter School was approved by the PCSC in August 2008. The school opened in fall 2009.

MISSION

The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.

LEADERSHIP

| Name | Title | Term |
|----------------|---------------|-------------------|
| Kelly Moulton | Chairman | 11/2012 – 07/2020 |
| Becki Adams | Vice Chairman | 03/2014 – 07/2020 |
| Becky Walker | Secretary | 02/2016 – 07/2018 |
| Gwen Inskip | Director | 07/2017 – 07/2019 |
| Matthew Steffa | Director | 07/2017- 07/2019 |
| Tami Dortch | Administrator | N/A |

Academic Performance Summary

ISTCS’s academic outcomes have varied throughout the life of the school. During the current performance certificate term, the school’s science and ELA proficiency rates have improved, and recent data indicates that student growth in ELA is strong. Math proficiency and growth represent areas for improvement.

ISTCS’s non-white and LEP student population is significantly lower than that of the state and surrounding district, while its special needs population is comparable. Because ISTCS does not participate in the Federal School Lunch Program, FRL data is unavailable. Throughout its performance certificate term, ISTCS has been negatively impacted by a math teacher shortage in the area.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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? |
|---|----------|
| ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes from 6th through 8th grade. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming. ISTCS will provides students with a technology-rich environment across the curriculum using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. | Partial |
| ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology. | Partial |
| ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourages collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISCTS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. | Yes |

Operational Performance Summary

ISTCS’s operational performance has remained strong throughout the performance certificate term. The school’s leadership has persevered in identifying and rectifying operational shortcomings that affected the school during its earlier years.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

ENROLLMENT HSITORY

| Year of Operation | Maximum Enrollment | Actual Enrollment |
|-------------------|--------------------|-------------------|
| 5 (2013-14) | 320 | 224 |
| 6 (2014-15) | 320 | 304 |
| 7 (2015-16) | 370 | 262 |
| 8 (2016-17) | 370 | 229 |

BOARD AND ADMINISTRATIVE TURNOVER

Following a period of leadership turmoil early in the life of the school, ISTCS has maintained consistent governance and administrative leadership throughout the performance certificate term.

Financial Performance Summary

During the performance certificate term, ISTCS’s leadership and auditor identified financial issues that carried over from the school’s early years of operation. Combined with some enrollment challenges, these issues have resulted in a declining financial accountability rating. However, the school has taken proactive, transparent action to return to financial stability and has made documented progress in this regard.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

Renewal Process

Idaho Science and Technology Charter School

| EVENT | DATE | NOTES |
|---|------------|--|
| Performance Certificate Executed by School and Authorizer | 6/17/2014 | 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 | 3/16/2017 | 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 | 3/17/2017 | 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 provide auxiliary performance data. |
| Pre-Renewal Site Visit | 9/27/2017 | 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 | 1/12/2018 | Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing. |



IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2016-2017

Idaho Public Charter School Commission
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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

| | | |
|--|---|------------------------------|
| <p>Mission Statement</p> | <p>The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.</p> | |
| <p>Key Design Elements</p> | <p>ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes from 6th through 8th grade. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming. ISTCS will provide students with a technology-rich environment across the curriculum using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.</p> <p>ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.</p> <p>ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p> | |
| <p>School Contact Information</p> | <p>Address: 21 N 550 W Blackfoot, ID 83221</p> | <p>Phone: (208) 785-7827</p> |
| <p>Surrounding District</p> | <p>Blackfoot School District</p> | |
| <p>Neighboring District</p> | <p>Snake River School District</p> | |

| | | |
|----------------------|-------------------------------|-------------|
| Opening Year | 2009 | |
| Current Term | June 17, 2014 - June 30, 2018 | |
| Grades Served | 4-8 | |
| Enrollment | Approved: 370 | Actual: 229 |

| School Leadership (2016-2017) | Role |
|--------------------------------------|---------------------|
| Kelly Moulton | Chairman |
| Becki Adams | Vice Chairman |
| Becky Walker | Secretary/Treasurer |
| Bryan Barclay | Member |
| Mike Kitzmiller | Member |
| Tami Dortch | Administrator |
| Devin Larsen | Administrator |

| | School | Surrounding District (Blackfoot) | State |
|------------------------------------|---------------|---|--------------|
| Non-White | ██████ | 39.48% | 25.64% |
| Limited English Proficiency | ██████ | 9.61% | 5.56% |
| Special Needs | ██████ | 10.61% | 9.62% |
| Free & Reduced Lunch | ██████ | 63.85% | 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 | 21 | 50 | 0 | 50 | 0 | | |
| | 1b | 50 | 30 | 50 | 0 | 50 | 0 | | |
| District Proficiency Comparison | 2a | 50 | 31 | 50 | 0 | 50 | 0 | 50 | 0 |
| | 2b | 50 | 41 | 50 | 0 | 50 | 0 | 50 | 0 |
| Criterion-Referenced Growth | 3a | 100 | 24 | | | 50 | 0 | | |
| | 3b | 100 | 55 | | | 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 | 202 | 525 | 0 | 525 | 0 | 300 | 0 |
| % of Academic Points | | | 51% | | 0% | | 0% | | 0% |

| MISSION-SPECIFIC | Measure | Points Possible | Points Earned |
|-------------------------------|---------|-----------------|---------------|
| | 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 | 0 | | 2b | 50 | 0 |
| | 2c | 25 | 0 | | 2c | 50 | 0 |
| | 2d | 25 | 0 | | 2d | 50 | 0 |
| Governance & Reporting | 3a | 25 | 0 | Total Financial Points | 400 | | 0 |
| | 3b | 25 | 0 | | % of Financial Points | 0% | |
| | 3c | 25 | 0 | | | | |
| | 3d | 25 | 0 | | | | |
| | 3e | 25 | 0 | | | | |
| | 3f | 25 | 0 | | | | |
| School Environment | 4a | 25 | 0 | | | | |
| | 4b | 25 | 0 | | | | |
| Additional Obligations | 5a | 25 | 0 | | | | |
| Total Operational Points | | 400 | 0 | | | | |
| % of Operational Points | | | 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.

| 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% | | | 75% - 100% | | 90% - 100% | | 85% - 100% | |
| Good Standing | 55% - 74% | 51% | 0% | 55% - 74% | NA | 80% - 89% | 0% | 65% - 84% | 0% |
| 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> | | Points Earned |
| | | | 50 |
| | | | 30 - 45 |
| | | X | 15 - 29 |
| | | | 0 - 14 |
| | | | 21 |
| 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> | | Points Earned |
| | | | 50 |
| | | X | 30 - 45 |
| | | | 15 - 29 |
| | | | 0 - 14 |
| | | | 30 |
| 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 | | | Result | Points Possible | Points Earned |
|--|--|--|--------|-----------------|---------------|
| Measure 2a | Do math proficiency rates meet or exceed the district average? | | | | |
| Math Proficiency Rate | | | | | |
| Comparison to District | <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> | | | 50 | 0 |
| | | | X | 30 - 45 | 31 |
| | | | | 15 - 29 | 0 |
| | | | | 0 - 14 | 0 |
| | | | | | 31 |
| Notes | <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> | | | | |
| Measure 2b | Do ELA proficiency rates meet or exceed the district average? | | | | |
| ELA Proficiency Rate | | | | | |
| Comparison to District | <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> | | | 50 | 0 |
| | | | X | 30 - 45 | 41 |
| | | | | 15 - 29 | 0 |
| | | | | 0 - 14 | 0 |
| | | | | | 41 |
| Notes | <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> | | | | |

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> | 48 | <p>76-100 0</p> <p>51-75 0</p> <p>26-50 0</p> <p>0-25 24</p> <hr/> <p>24</p> |
| 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> | 72 | <p>76-100 0</p> <p>51-75 55</p> <p>26-50 0</p> <p>0-25 0</p> <hr/> <p>55</p> |
| Notes | | | |

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Science and Technology Charter School Year Opened: 2009 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

ISTCS --- 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 | Idaho Science and Technology 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 | | | | | |
| - 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term. | | | | | | | |
| Total Possible Mission-Specific Points | | | | | | | |
| Total Mission-Specific Points Received | | | | | | | |
| % of Possible Mission-Specific Points Received | | | | | | | |
| 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% | 25.00 |
| Governance & Reporting | 3a | 25 | 6% | 25.00 |
| | 3b | 25 | 6% | 25.00 |
| Students & Employees | 4a | 25 | 6% | 25.00 |
| | 4b | 25 | 6% | 25.00 |
| | 4c | 25 | 6% | 25.00 |
| | 4d | 25 | 6% | 25.00 |
| School Environment | 5a | 25 | 6% | 25.00 |
| | 5b | 25 | 6% | 25.00 |
| | 5c | 25 | 6% | 25.00 |
| Additional Obligations | 6a | 25 | 6% | 25.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 400.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 100.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 0.00 |
| | 1b | 50 | 13% | 0.00 |
| | 1c | 50 | 13% | 0.00 |
| | 1d | 50 | 13% | 50.00 |
| Sustainability Measures | 2a | 50 | 13% | 50.00 |
| | 2b | 50 | 13% | 30.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 130.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 32.50% |

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

ISTCS --- 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 | 100.00% | 85% - 100% of points possible | |
| <p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p> | 31% - 54% of points possible | | 61% - 79% of points possible | | 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 | 32.50% |

ISTCS --- MISSION-SPECIFIC FRAMEWORK

| MISSION-SPECIFIC GOALS | | | |
|------------------------|---|--------|---|
| Measure 1 | Is the school ***? | Result | Points Possible |
| | <p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p> | | |
| Notes | <p>Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS 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> | | <p style="text-align: right;"><u>0.00</u></p> |

| INDICATOR 1: EDUCATIONAL PROGRAM | | Result | Points Possible | Points Earned |
|---|---|---|-----------------|---------------|
| Measure 1a Implementation of Educational Program | Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate. | No instances of non-compliance documented | 25 | 25.00 |
| | Notes The school has not deviated from the material terms of its mission, vision, or essential elements of the educational program. However the school has multiple design elements, including an instructional focus on project based learning, a culture of collaboration, and a commitment to provide additional science courses as well as expanded opportunities in the humanities, arts, and career exploration. As this is a broad programatic scope, some elements are currently functioning at a greater depth than others, and the team is continuing to work on developing each element to an optimal level for their model. | | 0 | 25.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 |
| | Notes | | 15 | 25.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 |
| | Notes | | 15 | 25.00 |

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

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

| | | 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 | | | | <hr/> 25.00 |
| Measure 4c Employee Rights | Is the school complying with laws regarding employee rights? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | <hr/> 25.00 |
| Measure 4d Background Checks | Is the school completing required background checks? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | <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? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 25.00 |
| | | | | |
| Measure 5b Health and Safety | Is the school complying with health and safety requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 25.00 |
| | | | | |
| Measure 5c Information Handling | Is the school handling information appropriately? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 25.00 |

ISTCS --- OPERATIONAL FRAMEWORK

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

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|--|---|--|---|
| Measure 1a Current Ratio | Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Result Current Ratio is: 0.53 | Points Possible 50 10 0 <hr/> Points Earned 0.00 0.00 |
| Notes | | | |
| Measure 1b Unrestricted Days Cash | Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash. | Result No. of Days Cash: 13 | Points Possible 50 10 0 <hr/> Points Earned 0.00 0.00 |
| Notes | | | |
| Measure 1c Enrollment Variance | Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | Result Variance is: 79% | Points Possible 50 30 0 <hr/> Points Earned 0.00 0.00 |
| Notes | | | |
| Measure 1d Default | Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments. | Result No Default Noted | Points Possible 50 0 <hr/> Points Earned 50.00 50.00 |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | Result | Points Possible | Points Earned |
|--|--|---|-----------------------|---|
| Measure 2a | Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues | | | |
| Total Margin and Aggregated 3-Year Total Margin | <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> | Aggregated 3-Year Totals: 1.89% 0 | 50 10 0 | 50.00 0.00 <hr/> 50.00 |
| Notes | Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had a material effect on the standard outcome, decreasing the rating from "Meets Standard" (with a 3-year aggregated margin of 1.89% and a most recent year total margin of .07%) to "Falls Far Below Standard" (with a 3-year aggregated margin of -3.6% and a most recent year total margin of -1%). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. | | | |
| Measure 2b | Debt to Asset Ratio: Total Liabilities divided by Total Assets | | | |
| Debt to Asset Ratio | <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | Ratio is: 0.92 | 50 30 0 | 30.00 <hr/> 30.00 |
| Notes | Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. This restatement had a material effect on the standard outcome, decreasing the rating from "Does Not Meet Standard" (.92) to "Falls Far Below Standard" (2.96). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. | | | |
| Measure 2c | Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash | | | |
| Cash Flow | <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | Multi-Year Cumulative is: -\$61,799 | 50 30 0 | 0.00 <hr/> 0.00 |
| Notes | | | | |
| Measure 2d | Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) | | | |
| Debt Service Coverage Ratio | <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | Ratio is: 0.04 | 50 0 | 0.00 <hr/> 0.00 |
| Notes | Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome. | | | |

ISTCS --- 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 | 60.84 | 0.00 | 0.00 | | |
| | 2b | 75 | 47.34 | 16.25 | 15.77 | | |
| | 2c | 75 | 39.74 | 25.83 | 21.40 | | |
| Growth | 3a | 100 | 68.75 | 0.00 | 0.00 | See New Framework | |
| | 3b | 100 | 44.16 | 0.00 | 0.00 | | |
| | 3c | 100 | 36.20 | 0.00 | 0.00 | | |
| | 3d | 75 | 41.13 | 0.00 | 0.00 | | |
| | 3e | 75 | 46.91 | 0.00 | 0.00 | | |
| | 3f | 75 | 35.62 | 0.00 | 0.00 | | |
| | 3g | 100 | 66.00 | 0.00 | 0.00 | | |
| College & Career Readiness | 4a | | | | | | |
| | 4b1 / 4b2 | | | | | | |
| | 4c | | | | | | |
| Total Possible Academic Points Received | | 900 | 516.68 | 57.07 | 37.17 | 0.00 | 0.00 |
| % of Possible Academic Points for This School | | | 57.41% | 32.61% | 24.78% | 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 |
| Idaho Science and Technology Charter School (ISTCS) 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 | 25 | 25 | |
| | 1c | 25 | 25 | 25 | 25 | 25 | |
| | 1d | 25 | 25 | 25 | 25 | 25 | |
| Financial Management & Oversight | 2a | 25 | 25 | 15 | 15 | 25 | |
| | 2b | 25 | 25 | 25 | 25 | 25 | |
| Governance & Reporting | 3a | 25 | 15 | 25 | 25 | 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 | 15 | 25 | 25 | 25 | |
| Additional Obligations | 6a | 25 | 25 | 0 | 25 | | |
| Total Possible Operational Points Received | | 400 | 380.00 | 390.00 | 365.00 | 400.00 | 0.00 |
| % of Possible Operational Points for This School | | | 95.00% | 97.50% | 91.25% | 100.00% | 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 | 0 | |
| | 1b | 50 | 10 | 10 | 10 | 0 | |
| | 1c | 50 | 50 | 30 | 0 | | |
| | 1d | 50 | 50 | 50 | 50 | | |
| Sustainability Measures | 2a | 50 | 50 | 50 | 50 | 50 | |
| | 2b | 50 | 50 | 50 | 30 | | |
| | 2c | 50 | 30 | 0 | 0 | 0 | |
| | 2d | 50 | 50 | 0 | 0 | | |
| Total Possible Financial Points Received | | 400 | 340.00 | 310.00 | 240.00 | 130.00 | 0.00 |
| % of Possible Financial Points for This School | | | 85.00% | 77.50% | 60.00% | 32.50% | 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 | Critical | See new fwk | |
| Operational | Honor | Honor | Honor | Honor | |
| Financial | Honor | Good Standing | Remediation | Critical | |



IDAHO SCIENCE AND TECHNOLOGY 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

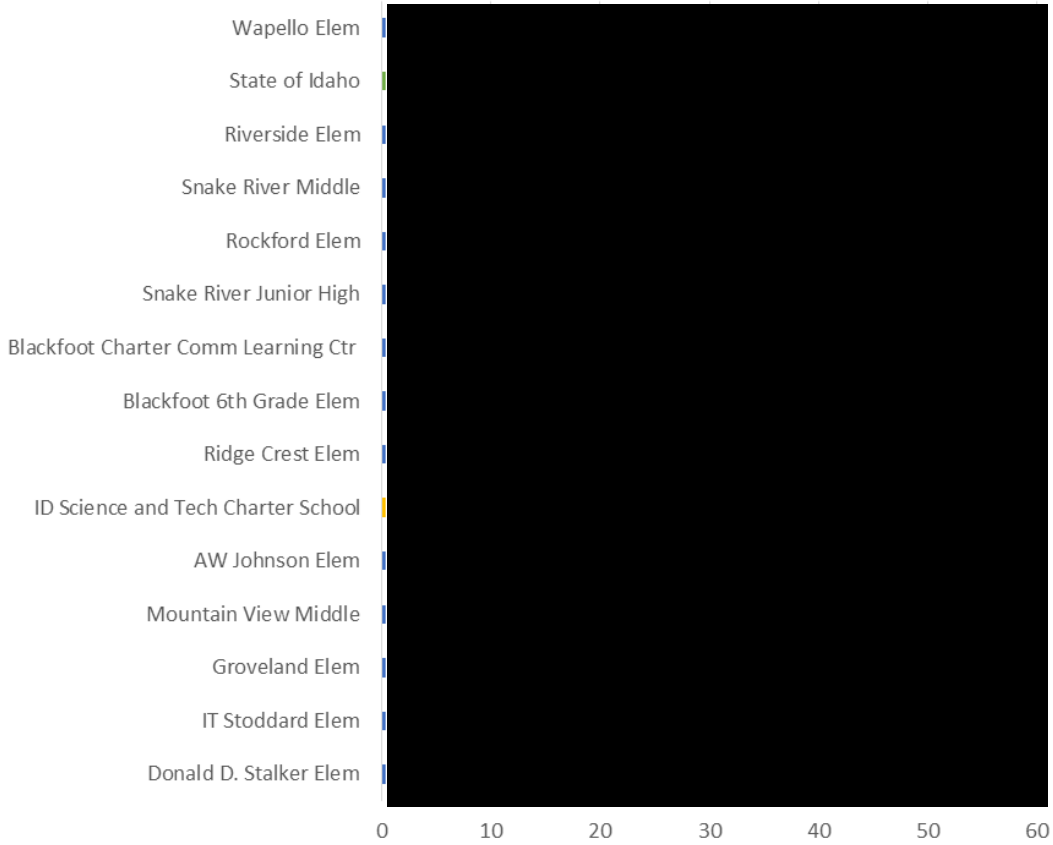
| | | |
|--|---|------------------------------|
| <p>Mission Statement</p> | <p>The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.</p> | |
| <p>Key Design Elements</p> | <p>ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes from 6th through 8th grade. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming. ISTCS will provide students with a technology-rich environment across the curriculum using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.</p> <p>ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.</p> <p>ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p> | |
| <p>School Contact Information</p> | <p>Address: 21 N 550 W Blackfoot, ID 83221</p> | <p>Phone: (208) 785-7827</p> |
| <p>Surrounding District</p> | <p>Blackfoot School District</p> | |
| <p>Neighboring District</p> | <p>Snake River School District</p> | |

| | | |
|----------------------|------------------------------|-------------|
| Opening Year | 2009 | |
| Current Term | June 17, 2014 -June 30, 2018 | |
| Grades Served | 4-8 | |
| Enrollment | Approved: 370 | Actual: 262 |

| School Leadership (2015-2016) | Role |
|--------------------------------------|-------------------------------|
| Kelly Moulton | Chair |
| Becki Adams | Vice Chair |
| Bryan Barclay | Member |
| Mike Kitzmiller | Member |
| Tami Dortch | Principal and Acting Director |
| Steven Andrew | Assistant Principal |

| | School | Surrounding District (Blackfoot) | Neighboring District (Snake River) | State |
|------------------------------------|---------------|---|---|--------------|
| Non-White | ██████ | 40.35% | 21.99% | 23.84% |
| Limited English Proficiency | ██████ | 18.41% | 11.91% | 8.61% |
| Special Needs | ██████ | 11.61% | 8.54% | 9.76% |
| Free & Reduced Lunch | ██████ | 52.42% | 45.35% | 47.27% |

Blackfoot Area Grades K-8 ELA Percentage Proficient/Advanced



Chief Tahgee Elementary Academy is excluded per state law or statistical irrelevance.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Science and Technology Charter School Year Opened: 2009 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

ISTCS --- 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% | 15.77 | | | |
| | 2c | 75 | 50% | 21.40 | | | |
| 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 | | | |
| | 4a | | | | | | |
| College & Career Readiness | 4b1 / 4b2 | | | | | | |
| | 4c | | | | | | |
| Total Possible Academic Points | | 900 | | | | | |
| - Points from Non-Applicable | | 750 | | | | | |
| Total Possible Academic Points for This School | | 150 | | | | | |
| Total Academic Points Received | | | | 37.17 | | | |
| % of Possible Academic Points for This School | | | | 24.78% | | | |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term. | | | | | | | |
| Total Possible Mission-Specific Points | | | | | | | |
| Total Mission-Specific Points Received | | | | | | | |
| % of Possible Mission-Specific Points Received | | | | | | | |
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 150 | | | | | |
| TOTAL POINTS RECEIVED | | | | 37.17 | | | |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 24.78% | | | |

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

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 50.00 |
| | 1b | 50 | 13% | 10.00 |
| | 1c | 50 | 13% | 30.00 |
| | 1d | 50 | 13% | 50.00 |
| Sustainability Measures | 2a | 50 | 13% | 50.00 |
| | 2b | 50 | 13% | 50.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 240.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 60.00% |

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.

ISTCS --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | 91.25% | 85% - 100% of points possible | |
| <p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <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 | 60.00% |
| <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 | 24.78% | 0% - 60% of points possible | | 0% - 45% of points possible | |

ISTCS --- ACADEMIC FRAMEWORK

| 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 | | | | |
| 1 | 0 | | | | | | |
| Notes | | | | | 0 | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| 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 | | | | |
| | | Focus | 0 | | | | |
| | | Priority | 0 | | | | |
| Notes | | | | | 0 | | |
| 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 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 33.20 | 0-19 | 19 | 1-40 | 40 |
| Notes | | | | | 16 | | |

ISTCS --- 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 |
| | | 43.20 | 20-37 | 18 | 41-64 | 24 | 21 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | <u>21</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 | | | | | | | |

ISTCS --- 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 |
| <hr/> | | | | | | | |
| 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 |
| <hr/> | | | | | | | |
| 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 |
| <hr/> | | | | | | | |
| 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 |

ISTCS --- ACADEMIC FRAMEWORK

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

ISTCS --- MISSION-SPECIFIC FRAMEWORK

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|--------|-----------------|---------------|
| Measure 1 | Is the school ***? | Result | Points Possible | Points Earned |
| | <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> | | | 0.00 |
| Notes | <p>Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS 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. ISTCS 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. ISTCS 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. | No instances of non-compliance documented | 25 | 25.00 |
| | Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate. | | 0 | |
| Notes | | 25.00 | | |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| Notes | | | 0 | |
| | | 25.00 | | |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| 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> | No instances of non-compliance documented | 25 | 25.00 |
| | <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | 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> | | 25 | |
| | <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> | See Note | 15 | 15.00 |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | 15.00 |
| Notes | | | | |
| The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days). | | | | |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | | | |
| | <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> | No instances of non-compliance documented | 25 | 25.00 |
| | <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | 25.00 |
| Notes | | | | |

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

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

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

| Measure 4d Background Checks | Is the school completing required background checks? | Result | Points Possible | Points Earned |
|---------------------------------|--|---|-----------------|---|
| | | <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | No instances of non-compliance documented |
| | | | 15 | |
| | | | 0 | |
| Notes | | <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? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |
| Measure 5b Health and Safety | Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |
| Measure 5c Information Handling | Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |

ISTCS --- 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 | The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016. | | | 0.00 |

ISTCS --- FINANCIAL FRAMEWORK

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|---------------------------------|--|---|------------------------|
| Measure 1a | Current Ratio: Current Assets divided by Current Liabilities | Result | Points Possible |
| Current Ratio | Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Current Ratio is: | Points Earned |
| | | 1.14 | 50 |
| | | | 10 |
| | | | 0 |
| | | | <u>50.00</u> |
| Notes | | | |
| Measure 1b | Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) | Result | Points Possible |
| Unrestricted Days Cash | 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 Not 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. | No. of Days Cash: | Points Earned |
| | | | 50 |
| | | 15 | 10 |
| | | | 0 |
| | | | <u>10.00</u> |
| Notes | | | |
| Measure 1c | Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget | Result | Points Possible |
| Enrollment Variance | 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. | Variance is: | Points Earned |
| | | | 50 |
| | | 94.11% | 30 |
| | | | 0 |
| | | | <u>30.00</u> |
| Notes | | | |
| Measure 1d | Default | Result | Points Possible |
| 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. | No instances of non-compliance documented | Points Earned |
| | | | 50 |
| | | | 50.00 |
| | | | 0 |
| | | | <u>50.00</u> |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|-----------------|---------------|---------------------------|--|--|-------|----|-------|------|----|------|------------|---|-------------|--|--|--------------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | <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> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Aggregated 3-Year Totals:</td> <td></td> <td></td> </tr> <tr> <td>3.33%</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>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Aggregated 3-Year Totals: | | | 3.33% | 50 | 50.00 | | 10 | | | 0 | 0.00 | | | <u>50.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Aggregated 3-Year Totals: | | | | | | | | | | | | | | | | | | | | |
| 3.33% | 50 | 50.00 | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>50.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p> | | | | | | | | | | | | | | | | | | | |
| Measure 2b Debt to Asset Ratio | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>0.64</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>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Ratio is: | | | 0.64 | 50 | 50.00 | | 30 | | | 0 | 0.00 | | | <u>50.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Ratio is: | | | | | | | | | | | | | | | | | | | | |
| 0.64 | 50 | 50.00 | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>50.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.60) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p> | | | | | | | | | | | | | | | | | | | |
| Measure 2c Cash Flow | <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-Year Cumulative is:</td> <td></td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>(\$42,983)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Multi-Year Cumulative is: | | | | 50 | | | 30 | | (\$42,983) | 0 | 0.00 | | | <u>0.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Multi-Year Cumulative is: | | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| (\$42,983) | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>0.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2d Debt Service Coverage Ratio | <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> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>0.90</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Ratio is: | | | | 50 | | 0.90 | 0 | 0.00 | | | <u>0.00</u> | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Ratio is: | | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| 0.90 | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>0.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p> | | | | | | | | | | | | | | | | | | | |

ISTCS --- 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 | 60.84 | 0.00 | 0.00 | | |
| | 2b | 75 | 47.34 | 16.25 | 15.77 | | |
| | 2c | 75 | 39.74 | 25.83 | 21.40 | | |
| | 3a | 100 | 68.75 | 0.00 | 0.00 | | |
| Growth | 3b | 100 | 44.16 | 0.00 | 0.00 | | |
| | 3c | 100 | 36.20 | 0.00 | 0.00 | | |
| | 3d | 75 | 41.13 | 0.00 | 0.00 | | |
| | 3e | 75 | 46.91 | 0.00 | 0.00 | | |
| | 3f | 75 | 35.62 | 0.00 | 0.00 | | |
| | 3g | 100 | 66.00 | 0.00 | 0.00 | | |
| | 4a | | | | | | |
| College & Career Readiness | 4b1 / 4b2 | | | | | | |
| | 4c | | | | | | |
| Total Possible Academic Points Received | | 900 | 516.68 | 57.07 | 37.17 | 0.00 | 0.00 |
| % of Possible Academic Points for This School | | | 57.41% | 32.61% | 24.78% | 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 |
| Idaho Science and Technology Charter School (ISTCS) 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 | 25 | | |
| | 1c | 25 | 25 | 25 | 25 | | |
| | 1d | 25 | 25 | 25 | 25 | | |
| Financial Management & Oversight | 2a | 25 | 25 | 15 | 15 | | |
| | 2b | 25 | 25 | 25 | 25 | | |
| Governance & Reporting | 3a | 25 | 15 | 25 | 25 | | |
| | 3b | 25 | 25 | 25 | 25 | | |
| Students & Employees | 4a | 25 | 25 | 25 | 25 | | |
| | 4b | 25 | 25 | 25 | 25 | | |
| | 4c | 25 | 25 | 25 | 25 | | |
| | 4d | 25 | 25 | 25 | 25 | | |
| School Environment | 5a | 25 | 25 | 25 | 25 | | |
| | 5b | 25 | 25 | 25 | 25 | | |
| | 5c | 25 | 15 | 25 | 25 | | |
| Additional Obligations | 6a | 25 | 25 | 0 | | | |
| Total Possible Operational Points Received | | 400 | 380.00 | 390.00 | 365.00 | 0.00 | 0.00 |
| % of Possible Operational Points for This School | | | 95.00% | 97.50% | 91.25% | 0.00% | 0.00% |

| FINANCIAL | Measure | Possible Points | 2013-14 POINTS | 2014-15 POINTS | 2015-16 POINTS | 2016-17 POINTS | 2017-18 POINTS |
|--|---------|-----------------|----------------|----------------|----------------|----------------|----------------|
| | | | EARNED | EARNED | EARNED | EARNED | EARNED |
| Near-Term Measures | 1a | 50 | 50 | 50 | 50 | | |
| | 1b | 50 | 10 | 10 | 10 | | |
| | 1c | 50 | 50 | 30 | | | |
| | 1d | 50 | 50 | 50 | | | |
| Sustainability Measures | 2a | 50 | 50 | 50 | 50 | | |
| | 2b | 50 | 50 | 50 | 50 | | |
| | 2c | 50 | 30 | 0 | 0 | | |
| | 2d | 50 | 50 | 0 | | | |
| Total Possible Financial Points Received | | 400 | 340.00 | 310.00 | 240.00 | 0.00 | 0.00 |
| % of Possible Financial Points for This School | | | 85.00% | 77.50% | 60.00% | 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 | Critical | | |
| Operational | Honor | Honor | Honor | | |
| Financial | Honor | Good Standing | Remediation | | |

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



IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2014-2015

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

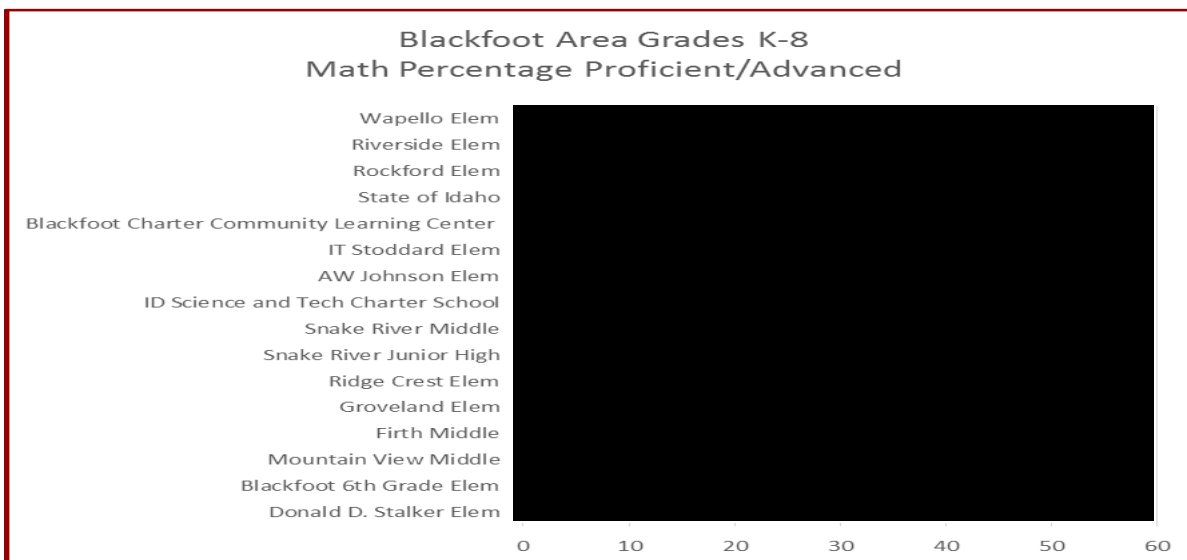
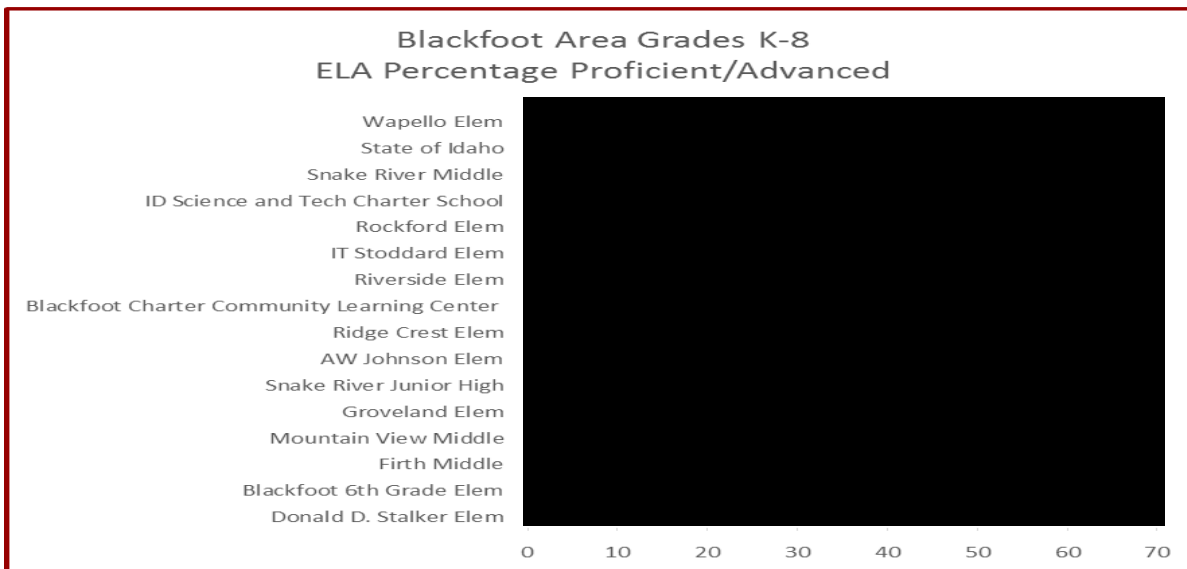
| | | |
|--|---|------------------------------|
| <p>Mission Statement</p> | <p>The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.</p> | |
| <p>Key Design Elements</p> | <p>ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.</p> <p>ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.</p> <p>ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourages collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISCTS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p> | |
| <p>School Contact Information</p> | <p>Address: 21 N 550 W Blackfoot, ID 83221</p> | <p>Phone: (208) 785-7827</p> |
| <p>Surrounding District</p> | <p>Blackfoot School District</p> | |
| <p>Neighboring District</p> | <p>Snake River School District</p> | |
| <p>Opening Year</p> | <p>2009</p> | |

| | | |
|----------------------|------------------------------|-------------|
| Current Term | June 17, 2014 -June 30, 2018 | |
| Grades Served | 6-8 | |
| Enrollment | Approved: 320 | Actual: 304 |

| School Leadership (2014-2015) | Role |
|--------------------------------------|-------------------------------|
| Kelly Moulton | Chair |
| Becki Adams | Vice Chair |
| Gary Larsen | Secretary/Treasurer |
| Bryan Barclay | Member |
| Mike Kitzmiller | Member |
| Tami Dortch | Principal and Acting Director |
| Steven Andrew | Assistant Principal |

| | School | Surrounding District (Blackfoot) | Neighboring District (Snake River) | State |
|------------------------------------|---------------|---|---|--------------|
| Non-White | ██████ | 39.36% | 22.75% | 23.59% |
| Limited English Proficiency | ██ | 18.20% | 12.81% | 8.52% |
| Special Needs | ██████ | 10.84% | 8.54% | 10.43% |
| Free & Reduced Lunch | ██████ | 56.08% | 44.97% | 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 |



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Science and Technology Charter School Year Opened: 2009 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

ISTCS --- 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 | 14% | 0.00 | | | |
| | 1b | 25 | 14% | 15.00 | | | |
| Proficiency | 2a | 75 | 43% | 0.00 | | | |
| | 2b | 75 | 43% | 16.25 | | | |
| | 2c | 75 | 43% | 25.83 | | | |
| Growth | 3a | 100 | 57% | 0.00 | | | |
| | 3b | 100 | 57% | 0.00 | | | |
| | 3c | 100 | 57% | 0.00 | | | |
| | 3d | 75 | 43% | 0.00 | | | |
| | 3e | 75 | 43% | 0.00 | | | |
| | 3f | 75 | 43% | 0.00 | | | |
| | 3g | 100 | 57% | 0.00 | | | |
| College & Career Readiness | 4a | | | | | | |
| | 4b1 / 4b2 | | | | | | |
| | 4c | | | | | | |
| Total Possible Academic Points | | 900 | | | | | |
| - Points from Non-Applicable | | 725 | | | | | |
| Total Possible Academic Points for This School | | 175 | | | | | |
| Total Academic Points Received | | | | 57.07 | | | |
| % of Possible Academic Points for This School | | | | 32.61% | | | |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term. | | | | | | | |
| Total Possible Mission-Specific Points | | | | | | | |
| Total Mission-Specific Points Received | | | | | | | |
| % of Possible Mission-Specific Points Received | | | | | | | |
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 175 | | | | | |
| TOTAL POINTS RECEIVED | | | | 57.07 | | | |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 32.61% | | | |

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

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 50.00 |
| | 1b | 50 | 13% | 10.00 |
| | 1c | 50 | 13% | 50.00 |
| | 1d | 50 | 13% | 50.00 |
| Sustainability Measures | 2a | 50 | 13% | 50.00 |
| | 2b | 50 | 13% | 50.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 50.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 310.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 77.50% |

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

ISTCS --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | 97.50% | 85% - 100% of points possible | |
| <p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | 77.50% |
| <p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p> | 31% - 54% of points possible | 32.61% | 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 | |

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

| INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY | | | | | | | |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? | Result (Stars) | Points Possible | Points Earned | | | |
| | Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | 5 | 25 | <hr/> 0 | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 2 | 0 | | | | |
| | | 1 | 0 | | | | |
| Notes | | | | | | | |
| | | | | | | | |
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Reward | 25 | <hr/> 15 | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | Priority | 0 | | | | |
| | | | | | | | |
| Notes | | | | | | | |
| | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 19 | 90-100 | 11 | 0 |
| | | | 38-56 | 19 | 65-89 | 25 | 0 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | 0 |
| Notes | | | | | | | |
| | | | | | | | |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 19 | 90-100 | 11 | 0 |
| | | | 38-56 | 19 | 65-89 | 25 | 0 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | 34.20 | 0-19 | 19 | 1-40 | 40 |
| Notes | | | | | | | |

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

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|-------------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 19 | 90-100 | 11 | 0 |
| | | | 38-56 | 19 | 65-89 | 25 | 0 |
| | | 49.10 | 20-37 | 18 | 41-64 | 24 | 26 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | <u>26</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 | | | | | | | |

| | | 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 |
| <hr/> | | | | | | | |
| 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 |
| <hr/> | | | | | | | |
| 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 |
| <hr/> | | | | | | | |
| Measure 3g Subgroup Growth Combined Subjects | Is the school increasing subgroup academic performance over time? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. | | 76-100 | 25 | 70-100 | 31 | 0 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0 |
| | Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 30-44 | 15 | 0 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-29 | 29 | 0 |
| Notes | | | | | | | 0 |

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

ISTCS --- MISSION-SPECIFIC FRAMEWORK

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|--------|-----------------|---------------|
| Measure 1 | Is the school ***? | Result | Points Possible | Points Earned |
| | <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> | | | 0.00 |
| Notes | <p>Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS 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. ISTCS 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. ISTCS 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. | No instances of non-compliance documented | 25 | 25.00 |
| | Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate. | | 0 | |
| Notes | | 25.00 | | |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| Notes | | | 0 | |
| | | 25.00 | | |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| 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> | No instances of non-compliance documented | 25 | 25.00 |
| | <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | 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> | | 25 | |
| | <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> | See note | 15 | 15.00 |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | 15.00 |
| Notes | <p>The school has not consistently maintained an expenditures website as required by §33-357, Idaho Code; this matter was remedied as of August 2015.</p> | | | |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | | | |
| | <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> | No instances of non-compliance documented | 25 | 25.00 |
| | <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | | | | |
| Notes | | | | |

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

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

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

ISTCS --- OPERATIONAL FRAMEWORK

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

| INDICATOR 1: NEAR-TERM MEASURES | | | | |
|--|---|---|------------------------------------|-------------------------------|
| Measure 1a Current Ratio | Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Result Current Ratio is: 1.34 | Points Possible 50 | Points Earned 50.00 |
| Notes | | | 10 | |
| | | | 0 | 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 No. of Days Cash: 24 | Points Possible 50 10 | Points Earned 10.00 |
| Notes | | | 0 | 10.00 |
| 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. | Result Variance is: 95.79% | Points Possible 50 | Points Earned 50.00 |
| Notes | | | 30 | |
| | | | 0 | 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 No default or delinquency noted in audit | Points Possible 50 | Points Earned 50.00 |
| Notes | | | 0 | 50.00 |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|-----------------|---------------|---------------------------|---|--|-------|----|-------|--|----|--|--------------|---|--------------|--|--|--------------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | <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> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Aggregated 3-Year Totals:</td> <td></td> <td></td> </tr> <tr> <td>3.00%</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>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Aggregated 3-Year Totals: | | | 3.00% | 50 | 50.00 | | 10 | | | 0 | 0.00 | | | <u>50.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Aggregated 3-Year Totals: | | | | | | | | | | | | | | | | | | | | |
| 3.00% | 50 | 50.00 | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>50.00</u> | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | |
| Measure 2b Debt to Asset Ratio | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>0.6</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>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Ratio is: | | | 0.6 | 50 | 50.00 | | 30 | | | 0 | 0.00 | | | <u>50.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Ratio is: | | | | | | | | | | | | | | | | | | | | |
| 0.6 | 50 | 50.00 | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>50.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome. | | | | | | | | | | | | | | | | | | | |
| Measure 2c Cash Flow | <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-Year Cumulative is:</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>-\$31,722.00</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Multi-Year Cumulative is: | 0 | | | 50 | | | 30 | | -\$31,722.00 | 0 | 0.00 | | | <u>0.00</u> |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Multi-Year Cumulative is: | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| -\$31,722.00 | 0 | 0.00 | | | | | | | | | | | | | | | | | | |
| | | <u>0.00</u> | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2d Debt Service Coverage Ratio | <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> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>3.18</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td><u>50.00</u></td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | Ratio is: | | | 3.18 | 50 | 50.00 | | 0 | | | | <u>50.00</u> | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| Ratio is: | | | | | | | | | | | | | | | | | | | | |
| 3.18 | 50 | 50.00 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | <u>50.00</u> | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | |

ISTCS --- 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 | 60.84 | 0.00 | | | |
| | 2b | 75 | 47.34 | 16.25 | | | |
| | 2c | 75 | 39.74 | 25.83 | | | |
| Growth | 3a | 100 | 68.75 | 0.00 | | | |
| | 3b | 100 | 44.16 | 0.00 | | | |
| | 3c | 100 | 36.20 | 0.00 | | | |
| | 3d | 75 | 41.13 | 0.00 | | | |
| | 3e | 75 | 46.91 | 0.00 | | | |
| | 3f | 75 | 35.62 | 0.00 | | | |
| | 3g | 100 | 66.00 | 0.00 | | | |
| College & Career Readiness | 4a | | | | | | |
| | 4b1 / 4b2 | | | | | | |
| | 4c | | | | | | |
| Total Possible Academic Points Received | | 900 | 516.68 | 57.07 | 0.00 | 0.00 | 0.00 |
| % of Possible Academic Points for This School | | | 57.41% | 32.61% | 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 |
| Idaho Science and Technology Charter School (ISTCS) 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 | 25 | 15 | | | |
| | 2b | 25 | 25 | 25 | | | |
| Governance & Reporting | 3a | 25 | 15 | 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 | 15 | 25 | | | |
| Additional Obligations | 6a | 25 | 25 | 25 | | | |
| Total Possible Operational Points Received | | 400 | 380.00 | 390.00 | 0.00 | 0.00 | 0.00 |
| % of Possible Operational Points for This School | | | 95.00% | 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 | 10 | 10 | | | |
| | 1c | 50 | 50 | 50 | | | |
| | 1d | 50 | 50 | 50 | | | |
| Sustainability Measures | 2a | 50 | 50 | 50 | | | |
| | 2b | 50 | 50 | 50 | | | |
| | 2c | 50 | 30 | 0 | | | |
| | 2d | 50 | 50 | 50 | | | |
| Total Possible Financial Points Received | | 400 | 340.00 | 310.00 | 0.00 | 0.00 | 0.00 |
| % of Possible Financial Points for This School | | | 85.00% | 77.50% | 0.00% | 0.00% | 0.00% |

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



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

Alison Consoletti, The Center for Education Reform



IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

| | | |
|--|---|------------------------------|
| <p>Mission Statement</p> | <p>The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.</p> | |
| <p>Key Design Elements</p> | <p>ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.</p> <p>ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.</p> <p>ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourages collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p> | |
| <p>School Contact Information</p> | <p>Address: 21 N 550 W Blackfoot, ID 83221</p> | <p>Phone: (208) 785-7827</p> |
| <p>Surrounding District</p> | <p>Blackfoot School District</p> | |
| <p>Opening Year</p> | <p>2009</p> | |
| <p>Current Term</p> | <p>June 17, 2014 -June 30, 2018</p> | |
| <p>Grades Served</p> | <p>6-8</p> | |
| <p>Enrollment</p> | <p>Approved: 320</p> | <p>Actual: 224</p> |

| | School | Surrounding District | State |
|-----------------------------|--------|----------------------|--------|
| Non-White | ██████ | 39.09% | 22.56% |
| Limited English Proficiency | ████ | 18.69% | 6.24% |
| Special Needs | ██████ | 9.95% | 9.46% |
| Free & Reduced Lunch | ██████ | 33.07% | 47.07% |

| School Leadership | Role |
|-------------------|-------------------------------|
| Mike Kitzmiller | Chair |
| Kelly Moulton | Vice Chair |
| Gary Larson | Secretary/Treasurer |
| Steve Elliot | Member |
| Bryan Barclay | Member |
| Tami Dortch | Principal and Acting Director |
| Steven Andrew | Assistant Principal |

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: Idaho Science and Technology Charter School Year Opened: 2009 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

IDAHO SCIENCE AND TECHNOLOGY 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 | 1% | 15.00 |
| | 1b | 25 | 3% | 15.00 | 25 | 1% | 15.00 |
| Proficiency | 2a | 75 | 8% | 60.84 | 75 | 4% | 60.84 |
| | 2b | 75 | 8% | 47.34 | 75 | 4% | 47.34 |
| | 2c | 75 | 8% | 39.74 | 75 | 4% | 39.74 |
| Growth | 3a | 100 | 11% | 68.75 | 100 | 6% | 68.75 |
| | 3b | 100 | 11% | 44.16 | 100 | 6% | 44.16 |
| | 3c | 100 | 11% | 36.20 | 100 | 6% | 36.20 |
| | 3d | 75 | 8% | 41.13 | 75 | 4% | 41.13 |
| | 3e | 75 | 8% | 46.91 | 75 | 4% | 46.91 |
| | 3f | 75 | 8% | 35.62 | 75 | 4% | 35.62 |
| | 3g | 100 | 11% | 66.00 | 100 | 6% | 66.00 |
| College & Career Readiness | 4a | | | | 50 | 3% | 0.00 |
| | 4b1 / 4b2 | | | | 50 | 3% | 0.00 |
| | 4c | | | | 50 | 3% | 0.00 |
| Total Possible Academic Points - Points from Non-Applicable | | | | | 1050 | | |
| Total Possible Academic Points for This School | | 900 | | | 1050 | | |
| Total Academic Points Received | | | | 516.68 | | | 516.68 |
| % of Possible Academic Points for This School | | | | 57.41% | | | 49.21% |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|--|---------|-----------------|-------------------|----------------|-----------------|-------------------|---------------|
| Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS 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. ISTCS 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. ISTCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use. | | | | | | | |
| Total Possible Mission-Specific Points | | 0 | 0% | | 700 | 40% | |
| Total Mission-Specific Points Received | | | | 0.00 | | | 0.00 |
| % of Possible Mission-Specific Points Received | | | | #DIV/0! | | | 0.00% |
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 900 | | | 1750 | | |
| TOTAL POINTS RECEIVED | | | | 516.68 | | | 516.68 |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 57.41% | | | 29.52% |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---------|-----------------|-------------------|---------------|
| Educational Program | 1a | 25 | 6% | 25.00 |
| | 1b | 25 | 6% | 25.00 |
| | 1c | 25 | 6% | 25.00 |
| | 1d | 25 | 6% | 25.00 |
| Financial Management & Oversight | 2a | 25 | 6% | 25.00 |
| | 2b | 25 | 6% | 25.00 |
| Governance & Reporting | 3a | 25 | 6% | 15.00 |
| | 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% | 15.00 |
| Additional Obligations | 6a | 25 | 6% | 25.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 380.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 95.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 50.00 |
| | 1b | 50 | 13% | 10.00 |
| | 1c | 50 | 13% | 50.00 |
| | 1d | 50 | 13% | 50.00 |
| Sustainability Measures | 2a | 50 | 13% | 50.00 |
| | 2b | 50 | 13% | 50.00 |
| | 2c | 50 | 13% | 30.00 |
| | 2d | 50 | 13% | 50.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 340.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 85.00% |

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.

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | 95.00% | 85% - 100% of points possible | 85.00% |
| <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 | 57.41% | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p> | 31% - 54% of points possible | | 61% - 79% of points possible | | 46% - 64% of points possible | |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p> | 0% - 30% of points possible | | 0% - 60% of points possible | | 0% - 45% of points possible | |

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

| INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY | | | | | | | |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? 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 |
| | | 91.80 | 57-75 | 19 | 90-100 | 11 | 61 |
| | | | 38-56 | 19 | 65-89 | 25 | 0 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | 61 |
| Notes | | | | | | | |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 57-75 | 19 | 90-100 | 11 | 0 |
| | | 77.60 | 38-56 | 19 | 65-89 | 25 | 47 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | 47 |
| 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 |
| | | 67.60 | 38-56 | 19 | 65-89 | 25 | 40 |
| | | | 20-37 | 18 | 41-64 | 24 | 0 |
| | | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | 40 |
| Notes | | | | | | | |

| INDICATOR 3: STUDENT ACADEMIC GROWTH | | | | | | | |
|--|---|---------------------|-----------------|-------------------------------|--------------------|-------------------|---------------|
| Measure 3a Criterion-Referenced Growth in Reading | Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | 80.25 | 76-100 | 25 | 85-100 | 16 | 0 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 69 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | | 26-50 | 25 | 50-69 | 20 | 0 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0 |
| <u>69</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? | Result (Percentage) | Points Possible | Points possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | 64.33 | 26-50 | 25 | 50-69 | 20 | 44 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0 |
| <u>44</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? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | 57.96 | 26-50 | 25 | 50-69 | 20 | 36 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0 |
| <u>36</u> | | | | | | | |
| Notes | | | | | | | |
| Measure 3d Norm-Referenced Growth in Reading | Are students making expected annual academic growth in reading compared to their academic peers? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. | | 57-75 | 19 | 66-99 | 34 | 0 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | 47.00 | 38-56 | 19 | 43-65 | 23 | 41 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. | | 20-37 | 18 | 30-42 | 13 | 0 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0 |
| <u>41</u> | | | | | | | |
| Notes | | | | | | | |
| Measure 3e Norm-Referenced Growth in Math | Are students making expected annual academic growth in math compared to their academic peers? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. | | 57-75 | 19 | 66-99 | 34 | 0 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | 54.00 | 38-56 | 19 | 43-65 | 23 | 47 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. | | 20-37 | 18 | 30-42 | 13 | 0 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0 |
| <u>47</u> | | | | | | | |
| Notes | | | | | | | |
| Measure 3f Norm-Referenced Growth in Language | Are students making expected annual academic growth in language compared to their academic peers? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. | | 57-75 | 19 | 66-99 | 34 | 0 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 19 | 43-65 | 23 | 0 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile. | 41.00 | 20-37 | 18 | 30-42 | 13 | 36 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0 |
| <u>36</u> | | | | | | | |
| Notes | | | | | | | |

Notes

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|--|---------------------|------------------|------------------------|--------------------|-------------------|---------------|
| Measure 3g Subgroup Growth Combined Subjects | Is the school increasing subgroup academic performance over time? Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | 60.00 | 51-75 | 25 | 45-69 | 25 | 66 |
| | | | 76-100 | 25 | 70-100 | 31 | 0 |
| | | | 26-50 | 25 | 31-44 | 14 | 0 |
| | | | 0-25 | 25 | 1-30 | 30 | 0 |
| | | | | | | | 66 |
| Notes | | | | | | | |
| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
| Measure 4a Advanced Opportunity Coursework | Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 5 | 50 | | | | 0 |
| | | 3-4 | 30 | | | | |
| | | 2 | 10 | | | | |
| | | 1 | 0 | | | | |
| | | | | | | | 0 |
| Notes | | | | | | | |
| Measure 4b1 College Entrance Exam Results | Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) 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.) 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. | 5 | 50 | | | | 0 |
| | | 3-4 | 30 | | | | |
| | | 2 | 10 | | | | |
| | | 1 | 0 | | | | |
| | | | | | | | 0 |
| Notes | | | | | | | |
| Measure 4b2 College Entrance Exam Results | Does students' performance on college entrance exams reflect college readiness? 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. 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. 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. 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. | 5 | 50 | | | | 0 |
| | | 3-4 | 30 | | | | |
| | | 2 | 10 | | | | |
| | | 1 | 0 | | | | |
| | | | | | | | 0 |
| Notes | | | | | | | |
| Measure 4c Graduation Rate | Are students graduating from high school? Exceeds Standard: At least 90% of students graduated from high school. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school. | | Possible Overall | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 39-50 | 12 | 90-100 | 11 | 0 |
| | | | 26-38 | 13 | 81-89 | 9 | 0 |
| | | | 14-25 | 12 | 71-80 | 10 | 0 |
| | | | 0-13 | 13 | 1-70 | 70 | 0 |
| Notes | | | | | | | |

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|---------------|------------------------|----------------------|
| Measure 1 | Is the school ***? | Result | Points Possible | Points Earned |
| | <p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p> | | | <hr/> 0.00 |
| Notes | <p>Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS 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. ISTCS 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. ISTCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p> | | | |

| INDICATOR 1: EDUCATIONAL PROGRAM | | | | |
|---|---|---|-----------------|---------------|
| Measure 1a Implementation of Educational Program | Is the school implementing the material terms of the educational program as defined in the performance certificate? 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. | Result | Points Possible | Points Earned |
| | | Meets | 25 | 25.00 |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | Result | Points Possible | Points Earned |
| | | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | | 0 |
| | | | | 25.00 |
| Notes | | | | |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? 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. | Result | Points Possible | Points Earned |
| | | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | | 0 |
| | | | | 25.00 |
| Notes | | | | |

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

| GOVERNANCE AND REPORTING | | Result | Points Possible | Points Earned |
|---|---|---|-----------------|---------------|
| Measure 3a Governance Requirements | Is the school complying with governance requirements? | | 25 | |
| | 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. | See note | 15 | 15.00 |
| | | | 0 | |
| | | | | 15.00 |
| Notes | The ISTCS board self-reported non-compliance in this area and voluntarily submitted a corrective action plan to ensure future compliance. | | | |
| Measure 3b Reporting Requirements | Is the school complying with reporting requirements? | | 25 | 25.00 |
| | 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 | 15 | |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | Result | Points Possible | Points Earned |
| Measure 4a Student Rights | Is the school protecting the rights of all students? | | 25 | 25.00 |
| | 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 | 15 | |
| | | | 0 | |
| | | | | 25.00 |
| Notes | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|-----------------|---------------|
| Measure 4b Credentialing | Is the school meeting teacher and other staff credentialing requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements. | No instances of non-compliance documented | 25 | 25.00 |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | <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 occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 | |
| | | | 15 | | |
| | | | 0 | | |
| | | | | | <u>25.00</u> |
| Notes | | | | | |
| Measure 5b Health and Safety | Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | No instances of non-compliance documented | 25 | 25.00 | |
| | | | 15 | | |
| | | | 0 | | |
| | | | | | <u>25.00</u> |
| Notes | | | | | |
| Measure 5c Information Handling | Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 25 | | |
| | | See note | 15 | 15.00 | |
| | | | 0 | | |
| | | | | | <u>15.00</u> |
| Notes | | | | | |

The board self-reported an instance in which non-compliance in this area may have occurred, and took immediate action to cure the defect.

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- 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 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 board self-reported various instances of non-compliance and voluntarily provided a corrective action plan (and frequent updates in the working of that plan) to ensure future compliance. | | | <u>25.00</u> |


| INDICATOR 1: NEAR-TERM MEASURES | | | |
|--|---|---|------------------------|
| Measure 1a Current Ratio | Current Ratio: Current Assets divided by Current Liabilities | Result | Points Possible |
| | 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> | Ratio is 1.16 | 50 |
| | 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. | | 10 |
| | Falls Far Below Standard: Current ratio is less than or equal to 0.9. | | 0 |
| Points Earned | | | 50.00 |
| Notes | | | |
| Measure 1b Unrestricted Days Cash | Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) | Result | Points Possible |
| | 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> | | 50 |
| | 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. | 32 days cash and one-year trend is negative | 10 |
| | Falls Far Below Standard: Fewer than 15 Days Cash. | | 0 |
| Points Earned | | | 10.00 |
| Notes | | | |
| Measure 1c Enrollment Variance | Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget | Result | Points Possible |
| | Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. | Variance is 102.73% | 50 |
| | Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. | | 30 |
| | Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | | 0 |
| Points Earned | | | 50.00 |
| Notes | | | |
| Measure 1d Default | Default | Result | Points Possible |
| | Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. | No default or delinquency noted in audit | 50 |
| | Does Not Meet Standard: Not applicable | | 0 |
| | Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments. | | 0 |
| Points Earned | | | 50.00 |
| Notes | | | |

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---------------|-----------------|---------------|-----------------------------|----|-------|--|----|--|---|----|-------|--|---|-------|--|--|-------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Total = 4.9% Agg = 1.6%</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 | Total = 4.9% Agg = 1.6% | 50 | 50.00 | | 10 | | | 0 | | | | 50.00 | | | |
| | Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | |
| | Total = 4.9% Agg = 1.6% | 50 | 50.00 | | | | | | | | | | | | | | | | | |
| | | 10 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 50.00 | | | | | | | | | | | | | | | | | | |
| Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> | | | | | | | | | | | | | | | | | | | | |
| Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" | | | | | | | | | | | | | | | | | | | | |
| Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent. | | | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2b Debt to Asset Ratio | Debt to Asset Ratio: Total Liabilities divided by Total Assets | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Debt to asset ratio is 0.74</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 | Debt to asset ratio is 0.74 | 50 | 50.00 | | 30 | | | 0 | | | | 50.00 | | | |
| | Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | |
| | Debt to asset ratio is 0.74 | 50 | 50.00 | | | | | | | | | | | | | | | | | |
| | | 30 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 50.00 | | | | | | | | | | | | | | | | | | |
| Meets Standard: Debt to Asset Ratio is less than 0.9 | | | | | | | | | | | | | | | | | | | | |
| Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 | | | | | | | | | | | | | | | | | | | | |
| Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0 | | | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2c Cash Flow | Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>Multi-year is \$19,593; most recent is - \$38,079, previous year was \$57,672</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | Multi-year is \$19,593; most recent is - \$38,079, previous year was \$57,672 | 30 | 30.00 | | 0 | | | | 30.00 |
| | Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | |
| | | 0 | | | | | | | | | | | | | | | | | | |
| | | 50 | | | | | | | | | | | | | | | | | | |
| Multi-year is \$19,593; most recent is - \$38,079, previous year was \$57,672 | 30 | 30.00 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 30.00 | | | | | | | | | | | | | | | | | | |
| Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> | | | | | | | | | | | | | | | | | | | | |
| Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" | | | | | | | | | | | | | | | | | | | | |
| Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative | | | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

| Measure 2d Debt Service Coverage Ratio | Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$ | Result | Points Possible | Points Earned |
|---|--|---------------|-----------------|----------------------|
| | <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable</p> | Ratio is 2.48 | 50 0 | 50.00 <hr/> 50.00 |
| Notes | | | | |



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

Alison Consoletti, The Center for Education Reform

Idaho Science and Technology
Charter School

Pre-Renewal Site Visit Report

10/25/2017

Public Charter School

Idaho Science and Technology Charter School
21 N 550 W, Blackfoot, ID 83221
208-785-7827

Authorizer

Idaho Public Charter School Commission
304 N 8th Street, Room 242, Boise, ID 83702
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Evaluation Team

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Randy Yadon, Principal, Meridian Technical Charter High School
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PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Idaho Science and Technology Charter School (ISTCS) 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: Does Not Meet

Evidence: Observation, Course Offerings, Website, Performance Certificate, Panel Interviews

Detail Overview: The school currently has 3 key design elements (expanded science and technology course offerings, project based learning, and a supportive and collaborative school culture) as well as two additional areas of focus noted in the mission as it appears online (a commitment to humanities and arts and an exploration of career opportunities).

Overall, the school’s mission and key design elements may be too broad to implement at a sufficient level of mastery. Parents seem to be very favorable toward the “small school” environment, but are only able to identify the design element of “culture,” suggesting that the other areas of focus are not standing out in parent or student experience.

The school is currently focusing growth efforts on one element each year. While this approach may yield short-term results in one area, it appears difficult to sustain all five areas of focus with consistency. The identity of the school is further challenged by a recent expansion to include 4th and 5th grade students.

The administration is responsive to parent support of the school’s strong culture, and is currently engaged in reviewing the school’s identity. This work provides an opportunity for the school to explore how its identity has shifted over time and will help the school move forward with a program that is focused, sustainable, and meets the needs of the students and families it serves.

Detail by area of focus:

- Expanded course offerings – Course offerings include significantly more science and technology options than are required. Each student takes 8 semesters of science and technology between 6th and 8th grades. However, the depth of these courses does not appear to be the primary focus of the school as a whole.
- Career - A clear connection to exploring career opportunities was not observed.
- Culture - In practice, the evaluation team observed a deep commitment to school culture, which seems to be a school-wide focus for the 2017-18 school year. Students feel safe, and they present with confidence throughout the building. Teachers support each other and feel supported by administration. The school’s 6-8 culture is strong. The school’s current identity as a 4-8 school does not appear to be fully embraced.
- Project based learning and arts and humanities are discussed in more depth in a later section of this report.

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

Rating: Approaches

Evidence: Classroom Observation, Teacher Panel Discussion

Detail: Project-based learning (PBL) is the primary instructional method identified in the school's performance certificate. Teachers are excited to be working on a collaborative theme for the 2017-18 school year, and the philosophy of PBL is embraced by teachers within their classrooms. The school seems to have built a foundation for strong PBL practice, but teacher mastery of this complex instructional method is in the early stages. Significant professional development and school-wide focus on this instructional method is encouraged.

Technology integration appears to be intended as an instructional strategy, though it is not clearly stated in the design elements as such. The evaluation team observed technology integration in math and science classrooms at a basic level. Teachers spoke about access to Chromebooks when asked about technology. It is not clear that pursuing an innovative approach to technology integration is at the forefront of the school's efforts.

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

Rating: Meets

Evidence: ISAT Test Score Improvement, Observation, Teacher Panel Discussion

Detail: Teachers clearly care about the children with whom they are working and strive to get the most out of them. Students are comfortable asking questions and working collaboratively. The school has made significant gains in ISAT proficiency in ELA and Science. The academic effectiveness of the school seems more influenced by the small school structure and caring environment than by any particular curriculum or instructional choice.

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

Rating: Meets

Evidence: Teacher Panel Discussion, Special Education Meeting, Classroom Observations

Detail: Course offerings show a vertical progression. Teachers report feeling supported and empowered to adjust their curriculum as necessary to meet students' needs. Parents feel strongly that their students' needs are being met. The special education teacher is experienced and provides both push-in and pull-out support for students based on individual IEPs. Extremely small class sizes support these efforts.

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

Rating: Meets

Evidence: Classroom Observations

Detail: While the evaluation team did not visit all classrooms, those that were visited evidenced a broad spectrum of instructional methods and a wide range of teacher mastery. Students were actively engaged in the learning experience in most cases. Teachers were appropriately circulating. Lesson objectives were visually present in some classes. Generally, students could explain the activity at hand.

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

Rating: Meets

Evidence: Teacher Panel

Detail: Teachers expressed that they feel supported in choosing and adjusting their curriculum.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Classroom Observation

Detail: Students were actively engaged throughout the building. Extracurricular activities were not within the scope of the site visit's observation.

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

Rating: Meets

Evidence: Self-Reported Teacher Retention/Attrition Form, Administrator Discussion

Detail: Eastern Idaho is facing a teacher shortage. All ISTCS's 4th and 5th grade teachers are ABCTE candidates or on provisional certifications. Secondary teachers are all traditionally certified. The administration and board are aware of the challenges they face in this regard, and are focused on supporting all teachers.

Does the school have leadership sustainability?

Rating: Exceeds

Evidence: Organizational Structure, Administrator and Board Discussions

Detail: The school has recently shifted its organizational structure, moving the former principal into an executive director position and elevating a former teacher to a principal position. This has allowed the executive director to focus on teacher support, raising test scores, addressing enrollment and recruitment, and working closely with the business manager and special education director to ensure the operational programs of the school are running smoothly.

The principal is new to his position, but his enthusiasm for supporting his team is evident. The administrative team works collaboratively. There is clearly a great deal of trust between them.

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

Rating: Meets

Evidence: Professional Development Plan

Detail: The school runs on a 4-day student week. Teachers attend professional develop every Friday. A schedule of PD topics for the school year is developed. Teachers indicated that they have input into the development of the PD plan each year. It was not observed whether a strong "teacher coaching cycle" system was actively in place. As the administrative team settles into their new structure, it is anticipated that more attention can be directed to professional development needs on an individual level.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Meets

Evidence: School-Provided Assessment Plan

Detail: The school's assessment plan reflects that multiple valid and reliable benchmarks are in place. Teachers use data in PLCs, though it was unclear how effective this work is. Teachers would likely benefit from additional professional development in assessment practices.

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

Rating: Meets

Evidence: Classroom Observations, Parent Panel Discussion

Detail: The school is safe, respectful, and supportive. A high-level summary of the school's safety plan is included in the student handbook. Classrooms are welcoming, and students appear to know the expectations for behavior in a variety of learning situations.

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

Rating: Meets

Evidence: Special Education Teacher Interview

Detail: The school employs an experienced special education teacher who manages the school's caseload. The school also employs paraprofessionals to support student needs. Students are provided with push-in services when possible and pull-out services when necessary. It is noted that the special education population is growing at this school. Additional support for this team may be necessary shortly.

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

Rating: N/A

Evidence: Annual Report 2016

Detail: the school does not have students who received ELL services at this time. The evaluation team was not able to observe whether a system is in place for intake should a qualifying student enroll.

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

Rating: N/A

Evidence: Annual Report 2016

Detail: The school's 2016 annual report notes an under representation of non-white students (ISTCS 12.9%/ local 40.4%) and ELL students (ISTCS 0%/ local 18.4%) as compared to the local school district. The school serves a slightly lower special education population than the local school district (ISTCS 7.25% / local 11.61%). Specific outreach to Hispanic populations is ongoing, and the evaluation team did not identify any reason to believe that the school discourages enrollment of a representative population.

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

Rating: Meets

Evidence: Retention and Attrition Form, Annual Report 2016

Detail: The school reported slightly fewer students enrolled in the fall of 2017 as opposed to fall of 2016 (a drop of eight students total). The school reported approximately 6% attrition across the 2016-17 school year. Total enrollment seems to be stable. However, as the school put significant effort into a large recruitment push last spring, the effort and the results seem incongruous.

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

Rating: Exceeds

Evidence: Teacher Panel Discussion, School Tour

Detail: It is clear that the school embraces professional transparency. Teachers, administration, and the board share a sense of trust. Shared workspaces are clean and organized. The board maintains clear roles for board officers and school leadership positions. Collaboration and professional development are clearly valued in this school.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Panel Discussions

Detail: Communication among the administrative team is strong. Teachers and parents feel comfortable talking with the administrative team and respect the authority of those positions. Teachers and parents do not have a clear understanding of the board as a public entity, and seem to have limited awareness of engagement opportunities. They do, however, report a positive relationship with the board chair. Board meeting minutes are accessible and compliant. Website and policies are accessible and compliant.

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

Rating: Meets

Evidence: Parent Discussion

Detail: Parents are engaged in activities such as chaperoning field trips and student activities. A parent/teacher organization seems to be active. Parents do not seem to be aware of other opportunities to engage beyond field trips and parent teacher conferences.

Does the school facility support high quality teaching and learning?

Rating: Exceeds

Evidence: Classroom Observation/School Tour

Detail: The school sits on 17 acres, mostly undeveloped. The facilities are high quality, in good repair, and well respected by the students. Teachers appear to have the tools they need to be successful, including appropriate furniture, static technology (smart boards, document cameras, etc.), and large spaces. Outdoor space is clean and orderly and includes a student-managed garden as well as a playground and a field area.

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

Rating: N/A

Evidence: Lunch Observation

Detail: The evaluation team did not review official documentation regarding health, building, or safety. However, lunch was served in an appropriate and clean space, students were respectful and the building was in good repair throughout, with clear egress from multiple exits.

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: Exceeds

Evidence: Meeting Minutes, Agendas, Board Panel

Detail: The board appears compliant with open meetings law. Agendas and meeting minutes are posted appropriately, and a special meeting was recorded appropriately in meeting minutes. New board members discussed their training regarding open meetings law and the difference between governance and management. The board practices a high level of transparency. The board represents a variety of professional backgrounds and seem engaged in ongoing development.

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

Rating: Exceeds

Evidence: Policy Review

Detail: Board policies are available online. Policies appear compliant. The school has reviewed and revised every board policy and the corresponding school procedures over the last couple of years. This large scope of work has added to the transparency of the school's operations.

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

Rating: Meets

Evidence: Board Panel Discussion

Detail: The board expressed dedication to supporting the key design elements of the school. Both the board and the administration communicated that the mission of the school is less of a priority than the key design elements. The identity of the school is evolving, both because of program development and because of grade levels served. Both the board and the administration appear to be in alignment with their approach to the situation.

Has the school's board developed a strategic plan?

Rating: Meets

Evidence: Board and Administration Panel Discussions

Details: The evaluation team did not review a formal strategic plan. However, the school board and administration seem to be engaged in authentic strategic planning. They are conducting feasibility studies for expansion and developing in-depth marketing plans that both celebrate their unique identity and align with the market value of their program, as their community perceives it.

Does the school's board provide appropriate academic oversight?

Rating: Exceeds

Evidence: Board Panel Discussion, Meeting Minutes

Detail: Board members are aware of the increase in student achievement. It appears that the board is sufficiently engaged in academic oversight. Academic reviews appear on meeting minutes.

Does the school's board provide appropriate operational oversight?

Rating: Exceeds

Evidence: Board Panel Discussion, Meeting Minutes

Detail: The school board reviews appropriate financial documents each month. They review assessment data regularly and evaluate their school leader annually. Two new members of the school board appear to have received appropriate training in key governance issues and understand their oversight role. The school board chair is a longstanding member of the board.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Meeting Minutes Review, Board Panel Discussion, Business Manager Discussion

Detail: The board reviews appropriate financial statements monthly and approves the school's budget annually.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Financial Policies Review

Detail: The school's policies are compliant. Business manager, administrator, and board chair are aware of the processes in place. The business manager is experienced and works closely with school administration.

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

Rating: Approaches

Evidence: Annual Reports, Administrator, and Business Manager Discussions

Detail: The school's cash on hand was significantly low according to the 2016 annual report. However, the school does appear to stay within their budget and has long expressed a commitment to returning to fiscal stability in the wake of difficulty inherited from prior leadership.

A significant recruitment campaign was implemented in the spring and summer of 2017. Another campaign will begin shortly. The executive director has been charged with executing this plan, and in this new position, has the time to do so effectively. The school's business manager and administrator have reviewed revenue streams in detail and developed a plan forward that aims at maximum efficiency.

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

Rating: Does Not Meet

Evidence: Annual Report 2016

Detail: The school has historically struggled to meet enrollment goals. This has affected their financial stability over time. The school earned a “remediation” status on the financial section of the 2016 annual report, as the school’s debt level was slightly high, and multi-year cash flow was negative. As noted above, some of these problems were inherited from prior leadership; resolving them remains an area of focus for the current board and administration.

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

Rating: Approaches

Evidence: Administrator, Board Discussions

Detail: In addition to ongoing recruitment campaigns, the school is conducting a feasibility study regarding a request to expand to a K-8 institution.

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. |
|--|---|---|--|---|

Notes:

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

| | | | | |
|---|---|---|--|---|
| Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented. | Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators. | Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices. | Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices. | Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices. |
|---|---|---|--|---|

Notes:

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. |
|--|---|---|--|---|

Notes:

Program Delivery: Curriculum

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

| | | | | |
|--|--|---|--|---|
| <p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum 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> |
|--|--|---|--|---|

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> |
|--|--|---|--|---|

Notes:

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> |
|---|--|---|--|---|

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> |
|---|--|--|---|--|

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> |
|---|--|---|--|---|

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> |
|---|--|--|---|--|

Notes:

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?

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| <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?

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| <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?

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| <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

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| 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?

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|--|--|---|--|---|
| <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?

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| <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?

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| <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

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| 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?

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| <p>Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.</p> | <p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p> | <p>Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.</p> | <p>Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.</p> | <p>Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.</p> |
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Notes:

Does the school maintain appropriate internal controls and procedures?

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| <p>Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</p> | <p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p> | <p>Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.</p> | <p>Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.</p> | <p>Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.</p> |
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Notes:

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, on August 21, 2008, the Authorizer approved a charter petition for the establishment of the School; and

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

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

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

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

year.

- C. Term of Agreement.** This Certificate is effective as of **June 17, 2014**, and shall continue through **June 30, 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: **The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.**
- B. Grades Served.** The School may serve students in **grades 4 through grade 8.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Idaho Science and Technology Charter School (ISTCS) will provide a curriculum**

with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes from 6th through 8th grade. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming. ISTCS will provide students with a technology-rich environment across the curriculum using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

- ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.
- ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

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 370 students. For the 2016-17 and 2017-18 school years only, the following grade level enrollment caps will apply.

4th grade: 47 students

5th grade: 47 students

6th Grade: 92 students

7th Grade: 92 students

8th Grade: 92 students

ISTCS will ensure that total student enrollment remains below 370 and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

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. 21 N 550 W, Blackfoot, ID 83221. 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: Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads of Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the

beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective June 17, 2014.

Alan Reed

Chairman, Idaho Public Charter School Commission

Kelly A. Martin

Chairman, Idaho Science and Technology Charter School Board

IN WITNESS WHEREOF, the Authorizer and Idaho Science and Technology Charter School (ISTCS) have executed this temporary Amendment to their Performance Certificate to amend their grade-level enrollment caps for the 2016-17 and 2017-18 school years, while keeping the overall enrollment caps intact. In addition, the Authorizer and ISTCS have executed this Amendment to their Performance Certificate to amend their key design elements to indicate that science and technology course requirements are for the middle school grades only. These Amendments to ISTCS's performance Certificate are effective as of March 3, 2016.



Alan Reed
Chairman, Idaho Public Charter School Commission



Kelly Moulton
Chairman of the Board, Idaho Science and Technology Charter School

- 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**

Appendix A: Conditions of Authorization / Renewal

Idaho Science and Technology Charter School
June 17, 2014

No conditions of authorization or renewal are applicable.

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



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Application for Charter Renewal

Idaho Science and Technology Charter School
21 North 550 West
Blackfoot, ID 83221

Performance Certificate Executed June 2014

Submitted by
Tami Dortch
Director, ISTCS
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Blackfoot, ID 83221
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Board Approved November 8, 2017
PCSC Submission December 15, 2017

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Executive Summary

Idaho Science and Technology Charter School (ISTCS) was established in 2009. Its first performance certificate was executed in June, 2014. The school has operated for three academic years under this performance certificate.

ISTCS has shown overall positive trends in student achievement. The school uses a variety of tools to measure student achievement and academic growth including state-mandated testing, universal testing, classroom grades, academic program offerings, and external programmatic audit reports. The school has become accredited during the performance certificate term.

The school's leadership team meets regularly to establish expectations for student achievement, set strategic planning goals, and evaluate data relative to student achievement. The school has successfully met a significant number of internal academic goals including curriculum alignment, creating and implementing significant curriculum initiatives, and improving student proficiency rates.

The school has systematically created and implemented several cross-curricular curriculum initiatives, most notably a set of writing strategies. As a result, the school has seen significant improvement in ELA scores through the course of this performance certificate. The school's overall proficiency percentage in ELA now exceeds the state. The school has also systematically developed and implemented project-based learning, focusing on science in 2014-15, math in 2015-16, and ELA in 2016-17.

Perhaps the greatest compliment ISTCS received regarding its academic programs during this performance certificate term was from the visiting accreditation team who reported, "Overall, observations reflected engaged students in rich learning environments where teachers are presenting aligned curriculum meeting content standards. Best practice teaching methods were in place throughout the school. Most notable were the warm relationships between teachers and students. Students displayed a positive attitude toward learning."

ISTCS maintains high operational effectiveness, maintaining an honor rating in the operational performance framework established by the PCSC every year. Its board and administration have a strong working relationship. Its leadership team meets regularly and effectively sets and meets rigorous academic goals for the school.

During the performance certificate term, the ISTCS has undergone a rigorous review of board policies and procedures, updating the majority of its policies during 2015 and 2016. The school has reviewed and updated job descriptions, evaluation plans, GT plans, technology plans, and its emergency management plan.

ISTCS has experienced some financial setbacks during this performance certificate term. The school has worked carefully with staff at the PCSC to report and correct financial concerns. In October, 2016, ISTCS submitted a board approved financial report to PCSC staff that stated, "through the recent audit process and change in the school's business personnel, it has come to the attention of the Board and the School's Director that there have been some weaknesses in the

systems in place at the school.” ISTCS ended its FY 2016 with a negative balance of (41,157). The school immediately began working with its own board and the PCSC to effect change. As of the FY 2017 audit, the school had corrected every finding noted in the 2016 audit and ended the year with a negative balance of (10,813), an overall improvement of \$30,344. The school’s proactive, transparent approach to this financial setback has enabled it to effect a quick turn around. ISTCS administration and board is confident that by the end of FY 2018, the school will not only be demonstrating positive financial trends, it will once again be operating completely in the black.

ISTCS is looking forward to the future. The school is excited to continue to expand academic opportunities and choices for students in Bingham County. The board began examining the possibility of growth into the lower elementary grades in the summer of 2017. This initiative is driven by stakeholder request, as well as an acknowledgement that in order to effectively function in a competitive market, the school must offer families a choice at the beginning of their children’s educational experience. The school anticipates requesting expansion into grades K-3 for the 2018-19 or 2019-20 school year.

Kelly Moulton, Board Chair

Date

Tami Dortch, Director

Date

Narrative

Academic

Renewal Question: *“Is the School an Academic Success?”*

Student Achievement Overview

Idaho Science and Technology’s first performance certificate was executed in June, 2014. The school has operated for three academic years under this performance certificate. ISTCS has evaluated student achievement using a variety of internal and external criteria during these three years including ISAT testing, Universal AimsWeb Testing, Transitional Preparedness Measures, Classroom Grades, and Academic Program Offerings.

In addition to utilizing student achievement criteria to evaluate academic program effectiveness, each spring the leadership team at ISTCS examines external reports received by the school including a Federal Program Audit (Fall, 2016), PCSC Annual Reports, and an Accreditation Report (Spring, 2016).

As part of its continuous improvement plan, the leadership team concludes each year by collaboratively reviewing academic progress and setting academic goals for the following year. The leadership team defined the following goals defined during this performance certificate:

2014-15

- Adopt curriculum maps for science (Achieved)
- Develop and pilot science project classes (Achieved)
- Adopt cross curricular writing standards (Achieved – RARE writing format adopted vertically and horizontally)
- Pilot upper elementary program (Achieved)
- Establish baseline ISAT scores (Achieved)

2015-16

- Adopt vertically aligned curriculum maps for ELA. (Achieved)
- Develop and pilot ELA project classes. (Achieved)
- Pilot Engage NY math curriculum. (Achieved)
- Meet or exceed state proficiency rates on ISAT testing. (Not achieved – New goal, 16/17)
- Become accredited. (Achieved)
- Implement student achievement program designed to reduce failing grades (Achieved, Failing Grades Reduced by 72%)
- Adopt new teacher professional development program for ABCTE teachers (Achieved)

2016-17

- Develop and Pilot Math project classes. (Achieved)
- Adopt Engage NY Math Curriculum (Achieved)
- Develop and Pilot Master Teacher Title 1 Model (Achieved)

- Meet or exceed state proficiency rates on ISAT testing. (Partially achieved – ELA and Science exceeded state proficiency rates, math did not)
- Meet or exceed local proficiency rates on ISAT testing.(Partially achieved – ELA and Science exceeded at local charters and districts, math exceeded all local charters and districts except SD 52)
- Increase math proficiency as measured on ISAT testing by 10%. (Not achieved, proficiency rates remained the same)
- Increase English proficiency as measured on ISAT testing by 10%. (Not achieved – proficiency rates increased 9%)
- Increase Science proficiency as measured on ISAT testing by 5% (Achieved – proficiency rates increased 7%)
- Demonstrate growth for a minimum of 80% of students in all content areas (Partially achieved – 85% ELA, 73% Math)
- Develop a growth matrix to track student growth horizontally using multiple measures (Achieved)

2017-18

- Meet or exceed state proficiency rates on ISAT testing.
- Meet or exceed local state proficiency rates on ISAT testing.
- Increase math proficiency by 5%.
- Increase ELA proficiency by 2%.
- Increase science proficiency by 2%.
- Increase engagement across all stakeholder groups: teachers, 100%; students, 80%; parents, 50%)
- Ensure that every student can articulate specific individual learning daily.
- Demonstrate growth for a minimum of 80% of students in all content areas.
- Develop collaborative professional development for all math teachers.

Two factors have proven to be significant challenges in meeting student achievement goals during this performance certificate: teacher shortage and shifting student populations.

The teacher shortage has significantly impacted ISTCS. The school has declared a hiring emergency every year of this performance certificate and has employed 3 – 5 alternate authorization teachers each year. While the majority of these teachers become effective educators, it takes time for them to develop skills. Unfortunately, not all of them do become effective, leaving the school with very few options. During the 15-16 school year, the school found itself in a position of needing to employ nearly 70% of its math teachers through alternate routes. While this situation lasted only one year and all math teachers teaching middle school math at ISTCS now hold math endorsements, student achievement in math suffered significant setbacks.

Shifting student populations has also impacted student achievement. During the first year of this performance certificate, the 6.82% of its overall student population had special needs. That percentage has increased annually and currently stands at over 11%.

Despite challenges, overall student achievement has showed upward trends from the beginning of the performance certificate to the current time. Proficiency rates in ELA and science have increased while math proficiency rates have remained stable despite challenges. Overall, 85% of ISTCS student have shown growth as measured by ELA ISAT tests while 73% have shown growth in math.

One factor has made it difficult to accurately define student achievement during this performance certificate: significant shifts in state achievement standards including a new test provider and format. The Commission noted on the 2015 annual report, “Due to significant and ongoing changes in the state's school accountability College & Career Readiness 4a system, results for the academic section of this framework are not 4b1 / 4b2 included in this 2015 Annual Report.” It has included similar statements in every annual report every year of the performance certificate. In addition to shifting standardized testing, standards included in the redacted student achievement portion of the PCSC annual report have shifted significantly, making it impossible to compare reports from year to year.

ISAT Testing

ISTCS, like all schools in Idaho, gave a piloted version of SBAC during the 2013-14 school year. That year, schools received no results from the test. The school received its first test results in the spring of 2015, setting baseline expectations. The format of the test requires that young students spend significantly more time testing and requires that they demonstrate significantly more writing skills. Proficiency rates across the state dropped, leaving educators to grapple with a significant paradigm shift that involved questions regarding student proficiency, changing curriculum standards, changing stakeholder expectations, and the test itself.

The shift was a difficult one for ISTCS to reconcile. The school had established high academic expectations and was consistently reaching proficiency rates of ranging from 90 – 95% across all grades and subject areas. Two factors changed suddenly in the Spring of 2015 as the leadership team struggled to set academic expectations based on realities imposed by a new test: proficiency rates across the state were significantly lower (around 40% lower) and test results were so slow in being reported to schools that significant educational decisions had to be made during summer months when teachers were largely unavailable.

The school responded with a multi-pronged approach that included shifts in curriculum, focusing on teaching writing skills across all content areas; shifts in content delivery, integrating student use of technology much more heavily on a day-to-day basis; shifts in the school’s decision making timetable, meeting with content area leadership several times over the summer, and shifts in proficiency expectations, focusing on relative improvement rather than established proficiency expectations. The shift in proficiency expectations was particularly difficult for all stakeholders at ISTCS. The paradigm shift from defining success as demonstrating that a significant majority of students were proficient and demonstrating progress to defining success as demonstrating that a larger percentage of ISTCS students were proficient the percentage of students in surrounding schools simply didn’t appeal to stakeholders, including the educational professionals themselves.

It is difficult to view proficiency rates in the 30-50 percentile range as successful, and the school continues to question the efficacy of the test itself in measuring current curriculum standards.

Despite concerns about the change in the student achievement paradigm across the state, ISTCS began to establish relative student achievement goals, setting the expectation that the school would improve its own proficiency rates from year to year, would perform better than schools in its surrounding area, and would perform better than state averages. During the 2014-15 and 2015-16 academic year, ISTCS ranked in the middle of local schools, with a significant portion of schools demonstrating higher proficiency levels and a significant portion of schools demonstrating lower proficiency levels. Scores on the 2015-16 ISAT test were particularly disappointing to the school because they did not demonstrate improvement from its own scores from the previous year. However, as the school has become more acclimatized to this testing environment, its scores have improved and Spring 2017 test scores demonstrated three significant academic strengths for the school:

- ELA and Science proficiency rates demonstrated growth from the school’s previous year. ELA proficiency rates increased 9%; science proficiency rates increased 7%. (Table 1)
- ISTCS proficiency rates were higher than state averages in ELA and Science. (Table 1)
- All scores demonstrated relative strength compared to area districts. ISTCS’s proficiency rates in ELA and science were significantly stronger than all other area districts, with proficiency rates ranging from 3% to 24% better than the surrounding area. ISTCS’s math proficiency rates were equal to or higher than the surrounding districts with the exception of Snake River. (Table 2)

It should be noted that ISTCS has a small population; therefore, almost all subgroup scores are masked per state law.

Table 1: ISTCS ISAT Proficiency Rates Compared to the State of Idaho (2014 – 2017)

| | | |
|----------------|--------------|--------------|
| <i>ELA</i> | | |
| 2014-15 | ISTCS: 48% | State: 51.1% |
| 2015-16 | ISTCS: 43.1% | State: 52.9% |
| 2016-17 | ISTCS: 52.1% | State: 52% |
| <i>Math</i> | | |
| 2014-15 | ISTCS: 33.8% | State: 39.3% |
| 2015-16 | ISTCS: 33.2% | State: 41.7% |
| 2016-17 | ISTCS: 33.2% | State: 41.8% |
| <i>Science</i> | | |
| 2014-15 | ISTCS: 49.6% | State: 59.3% |
| 2015-16 | ISTCS: 55.8% | State: 61.1% |
| 2016-17 | ISTCS: 62.8% | State: 61.1% |

**Table 2: ISTCS ISAT Proficiency Rates Compared to Surrounding Districts
(Spring, 2017)**



Universal Testing

ISTCS administers Universal Testing two times per year. The school uses the following Aims tests for universal testings: M-Comp, M-CAP, MAZE, and RCBM. The school has chosen those tests because they are normed tests that provide consistent, comparable outcomes and are relatively quick and easy to administer, allowing the school to have access to high-quality data with minimal disruption to instruction time.

Universal testing is used primarily to inform placement decisions. ISTCS offers tiered instruction in all academic content areas, including Title 1 assistance to students who need additional supports. Students who receive additional supports are also given additional progress-monitoring tests to ensure that supports are effective.

The school compares data gathered from Universal Testing with data gathered from state mandated ISAT tests to identify potential discrepancies in assessment and content delivery. The school has found a high correlation between M-Comp and ISAT spring scores, leading to strong confidence in math placement decisions. The school has also found high correlation between all Aims reading tests and ISAT spring scores.

Transition Preparedness

Each year, ISTCS publishes a continuous improvement plan on its website that includes goals for transition preparedness. These goals focus primarily on students who are transitioning from elementary school to middle school or students who are transitioning from middle school to

high school. ISTCS uses ISAT proficiency rates to establish goals and compare student preparation for significant academic transitions from year to year. Student data demonstrates upward trends in student preparedness, with slowing growth rates which likely signifies that the school has less room (and need) for improvement than it did when it began measuring transition preparedness.

Table 3: ISTCS Improvement Percentages, Transitional Preparedness

| Goal | Performance Measure/Indicator | SY15-SY16 Improvement | SY 16 – SY 17 Improvement |
|---|--|-----------------------|---------------------------|
| All students will be college and career ready at graduation | N/A | | |
| All students will be prepared to transition from middle school to high school | # and % of students scoring proficient or advanced on 8 th grade math ISAT | 14% | 2% |
| | # and % of students scoring proficient or advanced on the 8 th grade ELA ISAT | 8% | 7% |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 5 th grade Math ISAT | *** | 3% |
| | # and % of students scoring proficient or advanced on the 6 th grade ELA ISAT | *** | 6% |

*** Masked per State Law

Academic Programs

Idaho Science and Technology Charter School focuses on three essential design elements outlined in its performance certificate.

- Science and Technology**
 The school’s performance certificate states, “ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.”

ISTCS achieves this promise of the school in significant ways:

- All middle school students complete a minimum of 8 credits of science.
- The school offers a variety of science classes as part of its project based learning curriculum including applied science, robotics, sports science, health science, physical science, programming, and computer applications.
- The school's proficiency rates in science have risen steadily, from its 2015 baseline of 49.6% proficiency last year's proficiency rate of 62.8%.
- The school's science proficiency rate is higher than both state and local averages.

- **Project Based Learning**

The school's performance certificate states, "ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology."

ISTCS has systematically developed and implemented project-based learning, focusing on science in 2014-15, math in 2015-16, and ELA in 2016-17. All students at ISTCS take core curriculum classes designed to teach traditional knowledge and skills. For example, all students complete traditional ELA, math, and science courses every year. In addition to those classes, students choose three (3) project-based learning classes that apply traditional knowledge and skills to real-world applications. Students must take a minimum of one ELA (writing) based project class, one science or math based project class, and additional project class. These classes are popular, and many students choose to take additional project-based content area classes rather than electives such as PE, art, or music.

- **Collaborative School Culture**

The school's performance certificate states, "ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus."

ISTCS is most known for its culture. Stakeholders consistently note that they choose ISTCS for their children because of its safe environment, supportive teachers, and overall culture. Collaboration is the overall theme of all professional

development and student achievement activities and goals for the 2017-18 school year.

As part of its commitment to a supportive culture, ISTCS strives to provide academic offerings that meet the individual needs of its students. It offers a robust high school program for qualified 8th grade students including eight (8) in-house high school credits and a wide variety of additional high school credits through IDLA. Over half of the students who attend ISTCS through their middle school years earn high school credits. The school also offers extensive tiered support including highly effective Title I and Special Education Programs.

Organizational

Renewal Question: *“Is the school organizationally sound and compliant with applicable with applicable laws and regulations?”*

ISTCS maintains high operational effectiveness, maintaining an honor rating in the operational performance framework established by the PCSC every year. Its board and administration have a strong working relationship. Together, they have completed numerous hours of training provided by the Idaho School Board Association (ISBA), the State Department of Education (SDE), and EdLaw Institute (AJH). Its leadership team is comprised of administration and content area teacher-leaders. They meet regularly through the school year and summer to analyze student data, examine best practices, and set goals for the school.

Expectations, policies, and procedures are clearly outlines and consistently followed.

The school has increased its efforts to maintain an online presence, updating its website to meet not only compliance standards, but the needs of all internal and external stakeholders. It maintains two Facebook pages: Idaho Science and Technology Charter School Facebook Page is designed to meet the needs of the public and ISTCS families is designed to meet the needs of families who have children attending the charter school.

During the performance certificate term, the ISTCS has undergone a rigorous review of board policies and procedures, updating the majority of its policies during 2015 and 2016. All policies and procedures are documented and posted on its website. The school has reviewed and updated job descriptions, evaluation plans, GT plans, technology plans, and its emergency management plan.

Fiscal

Renewal Question: *Is the school a fiscally sound, viable organization?*

ISTCS is a fiscally sound, viable organization, despite experiencing some financial setbacks during this performance certificate term.

In August, 2016, as the school was undergoing its annual audit, it became evident that financial concerns from past administrations had not been thoroughly addressed. The school immediately contacted PCSC, hired an outside accountant, sought legal counsel, and worked to address the issues discovered in that audit. (See exhibits)

The majority of the issues discovered during the audit appeared to stem from earlier in the school's existence. While the school ended the year with a deficit of \$41,157, the auditor noted that \$40,298 of that amount was a prior period adjustment, meaning the school's financial status had been weaker than audits were showing for some time. While the financial issues themselves appeared to originate from previous administrations, some of the practices that caused those issues seemed to be continuing in the business office. The school acted swiftly to identify and remedy all financial practices that could serve to undermine the goal of fiscal viability and strength.

ISTCS worked carefully with staff at the PCSC to report and correct financial concerns. In October, 2016, school administration and the board chair submitted a board-approved financial report to PCSC staff that stated, "through the recent audit process and change in the school's business personnel, it has come to the attention of the Board and the School's Director that there have been some weaknesses in the systems in place at the school." It listed corrective action in six (6) separate areas that the school intended to take to rectify its financial standing. The school immediately began working with its own board and the PCSC to effect change. As of the FY 2017 audit, the school had corrected every finding noted in the 2016 audit and ended the year with a negative balance of (10,813), an overall improvement of \$30,344. The school's proactive, transparent approach to this financial setback has enabled it to effect a quick turn around. ISTCS administration and board is confident that by the end of FY 2018, the school will not only be demonstrating positive financial trends, it will once again be operating completely in the black.

Future Plans

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

ISTCS is excited about the future! The school believes that current trends are positive and that the school will continue to see positive educational outcomes as it meets the needs of its community. The school intends to continue its systematic approach to continuous improvement, setting goals and working towards them for many years to come.

The school recognizes a need to increase the grade levels that it serves. Two factors have contributed to the school's recognition of this need. First, ISTCS stakeholders have approached the board and administration asking them to consider increasing the grades served. Second, data indicates that one of the factors contributing to the school's struggle to maintain enrollment is a marketing factor. All students who attend ISTCS must choose to transfer to it from another entity. This has the unintended consequence of making the school reliant on stakeholder dissatisfaction with other educational entities in the area. ISTCS has worked diligently to become a positive educational partner in Bingham County; maintaining a school structure that requires students to transfer from other schools serves to undermine that partnership.

During its annual meeting in July, 2017, ISTCS began to explore the possibility of expanding its grade level offerings to K-8 in the academic year 2018-19. The school has completed viability studies and is ready to begin working with the commission to explore the possibilities of expansion.

Exhibits

Accreditation External Report

See PDF Attachment

Federal Programs Final Report

See PDF Attachment

Continuous Improvement Report, 2017

Idaho Science and Technology Charter School CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2017 – 2018

Mission

The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.

Vision

The vision of Idaho Science and Technology Charter School is to give students hope and confidence by preparing them to make intelligent and appropriate decisions about their education and future careers in the global marketplace. Students will develop a strong sense of self-worth and a respect for others as they receive a solid academic foundation; explore a broad range of options; recognize their unique interests, aptitudes and abilities; and contribute productively to society.

Design Elements

Science and Technology

ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.

Project Based Learning

ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.

Collaborative School Culture

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

| Goal | Performance Measure/Indicator | SY 2016 | SY 2017 | SY16-SY17 Improvement | Benchmark/ Performance Target |
|---|-------------------------------|---------|---------|-----------------------|-------------------------------|
| All students will be college and career ready at graduation | N/A | | | | |
| | | | | | |

| | | | | | |
|---|---|------|------|------|--------------|
| All students will be prepared to transition from middle school to high school | # and % of students scoring proficient or advanced on 8 th grade math ISAT | 38% | 40% | 2% | 50% |
| | | 26 | 22 | --- | 10% increase |
| | # and % of students scoring proficient or advanced on the 8 th grade ELA ISAT | 51% | 58% | 7% | 61% |
| | | 35 | 32 | --- | 3% increase |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 5 th grade Math ISAT | *** | 59% | *** | 62% |
| | | *** | 24 | *** | 3% increase |
| | # and % of students scoring proficient or advanced on the 5 th grade ELA ISAT | *** | 54% | *** | 60% |
| | | *** | 22 | *** | 6% increase |
| All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness) | N/A | | | | |
| | | | | | |
| Teacher engagement | Number of hours of job embedded professional development | 84 | 84 | --- | 84 |
| | Number of subject level multi-grade teacher teams | 7 | 5 | --- | 5 |
| | Number of hours of job embedded collaboration time for teacher teams. | 42 | 42 | --- | 42 |
| | % of new teachers (within first three years) assigned a mentor/participate in district mentor program | 100% | 100% | ---- | 100% |
| Parent Engagement | % of parents engaged in student-centered activities | --- | 50% | --- | 50% |

*** Masked for statistical irrelevance

Analyses of Demographic Data

Analyses of demographic data from school district.

| | 2015-2016 | 2016-2017 | 2017-18 |
|------------------|-----------|-----------|---------|
| Male | ████ | ████ | ████ |
| ████ | ████ | ████ | ████ |
| ████ | ████ | ████ | ████ |
| ████████████████ | ██ | ██ | ██ |
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BOARD OF DIRECTORS

Five Year Strategic Plan

1316

ISTCS Mission Statement

The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.

Children in the middle years are best prepared for life when they gain a strong foundation in reading, mathematics, language arts, and science, coupled with an understanding of self and the ability to engage others in a socially acceptable manner. The value of education is maximized when individuals have the opportunity to explore a broad range of options and view these through an understanding of their unique interests, aptitudes and abilities. This knowledge allows one to make sound and clear decisions in everyday life.

Our goal is to provide a safe environment where each child can learn at his or her optimal rate. Within the walls of ISTCS, each child will develop a strong sense of self-worth and a respect for others. We encourage students to recognize their ability to contribute productively to society. There is no aspect of modern society that is not profoundly influenced by science and technology.

ISTCS Vision Statement

The vision of Idaho Science and Technology Charter School is to give students hope and confidence by preparing them to make intelligent and appropriate decisions about their education and future careers in the global marketplace.

Students will develop a strong sense of self-worth and a respect for others as they receive a solid academic foundation; explore a broad range of options; recognize their unique interests, aptitudes and abilities; and contribute productively to society.

ISTCS Design Elements

- **Science and Technology**

ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.

- **Project Based Learning**

ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.

- **Collaborative School Culture**

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Strategic Plan Vision Statement

ISTCS will operate on a continuous improvement model. Stakeholders at every level will be encouraged to reflect on current practices, identify strengths and weaknesses, and move towards improvement. The school will actively pursue practices that allows for dissemination of best practices and encourages continuous improvement. The school will develop a comprehensive strategic plan designed to focus on continuous improvement that will be used to inform both academic and operational decisions. The plan will be updated regularly.

Core Academic Progress

Vision Statement: ISTCS will provide the support and programs necessary to allow all students to perform at capacity in core academic areas.

Goals:

- Demonstrate proficiency rates equal to or higher than national averages on SBAC each school year (2015/16 – 2019/20)
- Increase overall SBAC proficiency rates in math by 10% during the 2016-17 school year.
- Demonstrate student growth in math proficiency with a minimum of 10% movement from one proficiency level to the next across all grade levels during the 2016-17 school year.
- Increase overall SBAC proficiency rates in ELA by 10% during the 2016-17 school year.
- Demonstrate student growth in ELA proficiency with a minimum of 10% movement from one proficiency level to the next across all grade levels during the 2016-17 school year.

Plan:

Components

Student Programs

Title 1
Advanced Opportunities
WAC -- RARE
Celebrate Success

Data

Standardized Tests
Universal Placement Tests
Grade Analysis

Supplemental Materials

- ISTCS Academic Report Cards, 2011-12, 2012-13, 2014-15
- Aims Universal Testing
- ISTCS Grade Analysis

Core Academic Program

Vision Statement: ISTCS will provide a core academic program that is aligned to Idaho Core Standards and is designed to meet the needs of individual students, build student capacity for success, and give students the skills and/or knowledge necessary for continued academic success.

Goals:

- Core academic programs will follow a curriculum adoption program designed to maximize the school's use of resources in meeting the needs of students.
- Core academic programs will follow a curriculum map that is evaluated and updated on a regular basis.
- Core academic programs will create and utilize horizontal and vertical alignment maps.
- Core academic programs will be documented.
- All programs will have cross-curricular alignment with ELA standards.

Plan:

Components

1. **Professional Development:** ISTCS will provide ongoing professional development activities for faculty as a regular part of Friday meetings.
2. **Curriculum:** ISTCS will use student achievement data to inform curriculum decisions including curriculum adoption.

Math

- Engage New York (Pilot across all grades)
- Khan Academy (Supplemental)

ELA

- Wit and Wisdom (Pilot 4 – 6th grade)
- Prentice Hall, Penguin Edition (7th – 8th grade adopted curriculum)
- Supplemental Literature (Use Reap)

Timeline

1. Professional Development

- **2016-17: Technology**
 - Assist teachers in incorporating technology as an integral part of student learning.
 - Khan Academy
 - Smart Notebook
 - Google Docs
 - Google Classroom
 - Assist teachers in using technology as an integral part of preparation and data analysis.

2. Curriculum

- Math
 - 2016-2017
 - Engage NY pilot across all grades.
 - Evaluation of pilot: Survey parents and teachers, conduct focus groups, and evaluate test data in February - April.
 - Middle school pilot: Formal adoption request presented to the Board of Directors in May.
 - 2017-2018
 - Full middle school curriculum implementation
 - 2018-2019
 - Reevaluate elementary and algebra portions of math
- ELA
 - 2015-2016
 - Document materials in current use.
 - Writing: Beginning vertical alignment throughout grades (also cross-curricular)

- Literature
 - Language Art
 - Create curriculum map (skeleton alignment). Formal adoption request to the Board of Directors in March or April.
 - Vertically align writing subcategory.
- 2016-2017
 - Curriculum map adoption.
 - Vertically align literature subcategory.
 - Pilot Wit and Wisdom (Grades 4 – 6)
- 2017-2018
 - Vertically align language arts subcategory.
- 2018-2019
 - Reevaluate curriculum maps
 - Possible adoption

Budget

- See Excel Spreadsheet
- REAP for Novels: 2015-2016 and 2016-2017; \$5000/year

Accountability

- ELA:
 - R: English Dept. Chair
 - A: Director; Board of Directors
 - C: English Teachers
 - I: Stakeholders
- Math:
 - R: Math Dept. Chair
 - A: Director; Board of Directors
 - C: Math Teachers
 - I: Stakeholders

Supplemental Materials

- ELA Curriculum Map
- ELA Literature List
- Math Curriculum Map

Technology

Vision Statement: ISTCS will incorporate current technology to enhance its academic program and improve student performance.

Goals:

- Increase school capacity for supporting teachers, students, and other stakeholders in their effective use of technology.
 - Hire on site personnel to manage overall technology needs including networking.
 - Train existing personnel for day-to-day operational support of technology.
 - Provide extensive PD opportunities across each technical platform used by teachers. During the 2015-16 school year, PD will focus on Smartboard training, Google Classrooms, and Skyward.
- Adopt a technology purchase schedule designed to replace and upgrade equipment

Academic Program: Performance Certificate/Charter

Goals:

- Horizontal and vertical alignment, horizontal particularly in 8th and elementary
- Cross-aligning science and science project classes
- Create a process (guide) for curriculum adoption/evaluation for both PBL and science
- Professional Development

School Culture:

- Develop and implement a school counseling program
- Develop a metric to measure overall school culture (staff and student turnover)
- Evaluate the need to develop student leadership program
- Put supports in place for new teachers including mentoring teachers

Plan:

Components

Design Elements

Science and Technology

Project Based Curriculum

- Project classes and integrated into elementary

School Culture

Mission Specific Goals

Charter Elements

Timeline

School Culture:

- 2015-2016: Continue to schedule weekly collaborative time among faculty, develop and utilize the metric to measure school culture
- 2016-2017: Reevaluate metric and effectiveness, Expand
- 2017-2018: Expand and Adopt More
- 2018-2019: Evaluate

Science:

- 2015-2016: Document current curriculum being used in ALL classes
 - Developing: Develop curriculum for earth and elementary
 - Established: Vertical alignment within established
- 2016-2017: Begin horizontal alignment with 6th grade PBL and 6th grade core classes
 - Developing: Evaluate/pilot a curriculum for Earth Science and Elementary utilizing evaluation guide
 - Established: Evaluate curriculum within established classes
- 2017-2018: Reevaluate ALL curriculum and adjust maps accordingly, begin horizontal alignment with PBL and core classes
 - Piloting/Adopting new Earth Science and Elementary curriculum

Accountability

Science:

R: Sci. Dept. Chair
A: Director; Board of Directors
C: Science Teachers
I: Stakeholders

Science PBL:

R: Sci. Dept. Chair
A: Director; Board of Directors
C: Project Teachers
I: School Board/Stakeholders

ELA PBL:

R: Sci. Dept. Chair
A: Director; Board of Directors
C: ELA Projects Teacher
I: School Board/Stakeholders

School Culture:

R: School Counselor, Asst. Principal
A: Director; Board of Directors
C: Faculty and Students
I: School Board/Stakeholders

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: Not Applicable. School does not have any students in grades K – 3.

Appendix B: College and Career Advising and Mentoring Plan:

Appendix B

College and Career Advising and Mentoring Plan

College and Career Advising Theoretical Framework - Holland's Theory of Career Choice which asserts that there are six basic types of personalities as well as six basic work environments. Individuals are most successful and happy when they find a work environment that matches their personality type. Work does not simply mean paid employment - it can mean a volunteer position, leisure, etc. The work and personality types are generally found in dyads and therefore it is best to help students identify the vector in which they will most likely be not only happy but successful.

Elementary

The elementary program focuses on the knowledge that developmentally children are in the stage of concrete operational thinking and therefore exposure to different careers outside of their familiar knowledge is important. In addition, a large focus of career exploration centers more around how to relate to other students, how to advocate for one's self, and how to develop interpersonal skills which are needed in the workplace.

2015-2016

4th, 5th, and 6th grade students participated in the community newspaper design an ad contest which contributed to career exploration.

Students gained interpersonal skills and discussed how important it is to be able to get along with other people, be honest, be able to stand up for yourself, and to express feelings. Students were asked to identify their areas of academic strength. Students contributed to discussions about how interpersonal skills and academic strength were important aspects of working in jobs as adults. 6th grade students spent time learning about stereotypes and how they also applied to occupations.

2016-2017

Students will participate in a unit on career exploration, Paws in Jobland. This unit will focus on Gottfredson's theory developmentally based in circumscription. It will also help students begin to understand their basic personality type identified by Holland's theory.

Secondary

The theoretical approach of Holland continues. Students will develop a great knowledge of themselves and careers. Students at this age are moving from concrete to formal operations, so the career and college focus will begin to transition from more of awareness of occupations to a realistic look at capability and job match.

2015-2016

Students learned how to calculate a grade point average and why their grade point average is significant in applying for scholarships and college. Student's learned how their current behavior in the classroom affects their ability to get references for college and jobs. Students learned about the Advanced Opportunity Program in Idaho, IDLA courses, and Dual Credit Courses.

8th grade students learned how their courses that they select for 9th grade will have an impact on courses they can take in grades 10-12. They were able to define prerequisite. Students in 8th grade developed a 4 year plan for high school. Students in 8th grade learned how to contact the counselors in nearby districts in order to help with scheduling, scholarships, college application help, and advising.

2016-2017

In addition to completing the objectives from 2015-2016, students will be given the opportunity to familiarize themselves with The Idaho Career Information System.

Parent Involvement

Parents of students in our school were educated about Advanced Opportunities in an email sent out by the counselor. The counselor also had an informational table set up on a parent night for questions about Advanced Opportunities.

Financial Corrective Action, 2016



21 North 550 West
Blackfoot, ID 83221
Phone: 208-785-7827
Fax: 208-785-9913
www.idahoscience.com

October 12, 2016

Through the recent audit process and change in the school's business personnel, it has come to the attention of the Board and the School's Director that there have been some weaknesses in the systems in place at the school. The school is going to spend time during the next six to nine months to address this concern and to examine existing systems, replace where appropriate and/or create where no formal process and procedures were in place. These concerns include but may not be limited to:

- 1. The school's audit demonstrated that the now-former Business Manager was not performing monthly reconciliations as supporting documentation to the financial statement reports as a required function of the school's internal controls to the Board of Trustees.**

Discussion: ISTCS's former Business Manager completed monthly bank reconciliations using both bank statements and the school's accounting software; however, monthly financial reports to the Board of Directors did not include reconciliations. The school's Director personally saw hard copies of reconciliations in April, 2016. After the now-former Business Manager left (August 15, 2016) ISTCS, she reported to the auditor that reconciliations were never completed. The school could not locate them in the reconciliations file, contained in the fireproof storage, where they belonged.

The school believes that reconciliations, which would have shown the school's true financial standing, may have been destroyed or otherwise removed from the school's property.

Subsequent review by newly hired accounting professionals indicates substantial evidence in the school's financial software that reconciliations were completed but in some manner altered to obscure the school's true financial status. The financial reports reviewed by the Board of Directors showed the school's financial standing in relationship to its budget, rather than its cash flow. These reports indicated that the school was expending within its approved budget.

The school is taking the following steps to address this concern:

- a. The personnel, previously responsible to conduct reconciliations, will no longer be employed by the school.
- b. New school personnel will be hired to address the school's day to day financial matters.
- c. The school will retain a professional accountant to advise the school's financial activities, train school personnel and conduct a quarterly review of the school's financial documentation to provide a second level of trained oversight for the Board of Directors.
- d. Reconciliations will be completed in a timely manner.
- e. Reconciliations will be reviewed with the School's Director. The School's Director will sign off on the completed reconciliation.
- f. The Board of Directors will have access to a shared digital file that contains all supporting monthly, quarterly, and annual financial documentation including reconciliations, bank records, 2M records, budget production documents, and SDE Foundation payment records.
- g. The school will submit financials, including reconciliations and all other requested documentation, to the PCSC quarterly or as often as requested.
- h. Every bill will be presented to the Director and the Director shall sign off on the bill. The Board will not review and approve any bill until the Director has conducted this preliminary review.
- i. Reconciliations will be reported to the Board of Directors subsequent to completion and sign off by the Director.
- j. Upon sign off by the Director and approval by the Board, a hard-copy of each such reconciliation shall be maintained in a fireproof security location for each such reconciliation.
- k. Financial procedures and protocols will be drafted by the school's accountant for all personnel to follow in the exercise and safeguarding of the school's funds.
- l. The audit report process and the school's new accountant will have the Fiscal year cleaned in a matter that this current fiscal year starts with accurate figures for the school's financial status.

2. The school's audit demonstrated that Internal Controls need to be strengthened to address and limit the use of school debit card purchases and to maintain proper documentation including authorizations and receipts.

Discussion: The school believes that all circumstances related to this finding are directly related to the transition between business managers. An entire hard-copy file containing documentation of debit card purchases is simply missing. The file and its contents were personally seen by the school's Director prior to this personnel transition. The school has

reviewed the purchases at issue and did not find any evidence that the debit card had been misused.

Despite the school's belief that this finding is a direct result of a personnel transition, it acknowledges that having a debit card opens the possibility for abuse. The School is taking the following steps to address these concerns:

- a. The Board established limits for debit card usage in March, 2016.
- b. The Board will examine a policy revision, eliminating any school use of a debit card and considering school use of a credit card.
- c. When the Board finalizes policy revisions, a limitation will be established and the school shall not exceed such limitation.
- d. Every bill will be presented to the Director and the Director shall sign off on the bill. The Board will not review and approve any bill until the Director has conducted this preliminary review.
- e. The school's accountant will prepare financial protocols for the use of the school's credit card.
- f. Every employee who has permission to use the school's credit card will be provided with a copy of the financial protocols and will be required to sign off that they have read the protocol and will abide by the protocol.
- g. All receipts for school purchases shall be maintained by the school consistent with the protocols and procedures developed by the school's accountant.

3. **The school's ISEE reports submitted for at least the last three (3) years have been inaccurate and have understated employee credits, resulting in a lower salary based apportionment than the school could have received.**

Discussion: The former personnel who addressed ISEE reporting is no longer with the School. The School is taking the following steps to address this concern:

- a. The school will conduct a comprehensive audit of all internal records including student records and personnel records to ensure that information being mined for ISEE reports is correct.
- b. The school will change personnel responsible for the hand-on ISEE reporting.
- c. The State Department of Education will be contacted to provide ISEE training and technical assistance to the new personnel and the school's two Administrators for cross-training as well as an extra set of eyes to understand the reporting documentation.
- d. The school will resubmit ISEE reports for the past three years in order to recoup salary based apportionment that was not received by the school.

- e. Prior to any ISEE report being submitted to the State Department, the School's Director will review and sign off on the report to be submitted.

4. **The schools adopted budget and expenditures did not coincide and there was not timely action to amend the original budget.**

Discussion: All information (both written and oral reports) being reported to the school's Board of Directors and administration by the former Business Manager showed that the school's expenditures were actually under budget. The final budget report from the school's financial software still shows the school budgeted \$2,028,338.16 and expended \$1,943,648.90 or 96% of budget. Subsequent to this problem, we have communicated with other schools that are having similar problems with the software.

One category, secondary salaries, was being reported as significantly over budget at 112%, and one category, school administration, was being reported as significantly under budget at 90%. The school's Director discussed this situation with PCSC staff during a site visit in April. At that time, given that the school's overall expenditures were under budget, PCSC staff was comfortable letting the budget stand to allow us to analyze specific categories at the end of the budget year and improve our overall budgeting practices.

The school is taking the following steps to address this concern:

- a. In June of 2015, the Board participated in a Budget Workshop training session with ISBA. If necessary, additional training avenues will be explored.
- b. The school's newly retained Business Manager and Accountant will be addressing financial entries into the school's current software to assure accurate reporting.
- c. The Board will receive reports each month from the financial software in addition to the reconciliations.
- d. Monthly the board will review financial records.
- e. On a quarterly basis, the Board will meet with the school's accountant for a detailed review and discussion of the school's finances.
- f. Upon completion, the Board will receive and review a copy of the school accountant's developed procedures and protocols.
- g. During this school year, the school will be researching different financial software options for the school to utilize in the future.
- h. The school will be preparing an amended budget for the 2016-2017 school year. This will be reviewed and approved through the appropriate statutory process and will reflect modifications associated with the findings from the audit as well as budget modifications for the coming year to aid in the shortfall projections.

5. The Board and Administration will work to immediately address the budget shortfalls, to the extent feasible during the 2016-2017 school year and develop a multi-year plan to return to a status of a budget surplus for the school at the end of the 2017-2018 school year.

The following steps are being taken by the school to address these concerns:

- a. The school will be preparing an amended budget for the 2016-2017 school year. This will be reviewed and approved through the appropriate statutory process and will reflect modifications associated with the findings from the audit as well as budget modifications for the coming year to aid in the shortfall projections.
- b. For the 2016-2017 school year, the school will be implementing a spending freeze such that only necessities are purchased and such purchases require pre-approval from the school's director.
- c. For the 2016-2017 school year, the school will be examining budgetary and spending modifications in the following areas:
 - i. Changes in personnel that occurred over the summer.
 - ii. Optional purchases for the school year will be cancelled, with the exception of expenses in Nutrition pre-approved by the Director.
 - iii. Consideration of contract re-negotiations with various personnel due to student figures.
 - iv. Conduct a transportation route review to address minimization of costs through efficiencies.
 - v. Re-negotiation of the payment plan with the school's transportation provider.
 - vi. Consideration of minor reduction in classified employee's hours and appropriate placement of such expenses in general vs. federal funds programs.
- d. For the 2016-2017 school year, the school will be examining steps to increase the school's revenue, including but not limited to:
 - i. Explore revenue options from local STEM and scientific community to support the STEM mission of the school and STEM education in Idaho.
 - ii. ISEE corrections to increase salary based apportionment from prior years.
 - iii. Corrections in salary based apportionment for this year's budget and employees, which will increase the revenue in the budget.
 - iv. Program and budgetary transfers between programs, proper and lawful re-allocation of general and federal funds based upon actual duties of employees and actual school expenses.
 - 1) An Amended Consolidated Plan will be prepared and submitted.
 - v. Exploring grant options. Three targeted areas will be explored relating to rural education and STEM education. No grant will be

addressed that increases operational costs through grant requirements.

vi. School fundraisers will be held. Some have been previously held but are not budgeted for revenue (previously earning approximately \$11,000.00) and others will be explored.

1) 2 Halloween fundraisers – that have been done in the past.

2) 1 Christmas fundraiser that has been done in the past.

3) 1 Christmas bake sale that has been done in the past.

4) Spring Color Run.

5) The School will explore more activities of this nature that may generate revenue and at the same time promote family/student support and opportunities.

vii. The school will explore returning to its prior vending program.

e. As addressed below, the school will seek to increase enrollment for the 2017-2018 school year to aid in revenue from the state.

f. Upon completion of the preparation and approval of an amended 2016-2017 budget, the school's administration shall prepare a draft plan for the 2017-2018 school year to assure that the school is again operating in a financial solid position and returning to a situation where carry-over funds exist from year to year.

g. The school recognizes that it may have to utilize its line of credit at times during the year. When this does occur, the Board will be promptly notified of the event, with full transparency as to status and amounts. The Board of Directors will approve increased utilization of the school's line of credit prior to any increase.

6. The Board and Administration will develop student outreach activities and methods to seek out a return to higher enrollment figures for the 2017-2018 school year.

The following steps are being taken by the school to address these concerns:

- a. The school will develop a plan to increase student population figures.
- b. The school will create a committee for student recruitment for the 2017-2018 school year.
- c. Exit surveys will be conducted to gain an understanding of why parents choose different educational options for their child
- d. The school has already addressed the program and instructors in the program that caused a decrease in student enrollment for the 2016-2017 school year and caused students to withdraw in 2015-2016. This department was entirely turned over with very capable teachers to address parental concerns.

- e. The school will explore opportunities to collaborate with scientific and technology companies in the region to aid in support of the school's STEM mission and to increase student interest.
- f. The school will explore possible amendments in the school's charter to allow the student cap figure to remain in place but to shift student populations by grade depending upon parent/student interest (i.e. – if openings in the 3rd grade student limit but a waiting list in 5th grade, yet still under the enrollment cap, the school may add 5th grade students.).

Idaho ESEA Federal Programs Monitoring

- LEA Onsite Final Report – 2016-2017
- Self-Assessment Tool – 2016-2017
- LEA Desk Final Report – 2016-2017



Idaho Department of Education

LEA: Idaho Science and Technology Charter – LEA #468

Date of Program Review: 11/7/2016

LEA Administrator, FPD, Business Manager: Tami Dortch, Administrator/FPD; Celeste Whitney, Business Manager

ISDE Team: Michelle Clement Taylor, School Choice Coordinator; Kathy Gauby, Title I-A Coordinator

| Federal Programs | |
|------------------|--|
| XX | Program Effectiveness and Student Achievement: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B, Title IX-A (Homeless Children and Youth) |
| XX | Great Teachers and Leaders: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B |
| XX | Transparent Accountability: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B, Title IX-A |
| NA | Equitable Services to Private School Students (Title I-A, Title I-C, Title II-A, Title III-A, etc.) |
| NA | Title I-D Neglected or Delinquent |
| NA | Title IX-A McKinney-Vento Homeless Education (SUBGRANT ONLY) |

Note: Because the methodology of the Idaho Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

THIS MONITORING TOOL DOES NOT INCLUDE TITLE I-C AND TITLE III-A INDICATORS.

FOR SELF ASSESSMENTS ONLY:

I certify that to the best of my knowledge, the information contained herein is true and correct. My name below serves as my electronic signature and certification.

Superintendent's Signature

Date

Federal Program Director's Signature

Date

November 7, 2016

Tami Dortch, Administrator
Idaho Science and Technology Charter School, LEA #468

Dear Mrs. Dortch,

Thank you for assisting the Idaho State Department of Education (SDE) in the Federal Programs Monitoring process Idaho Science and Technology Charter School. This visit was conducted on November 7, 2016. The following Federal Programs were monitored: Title IA, IIA.

Following this letter is the Final Report, which reflects information gathered from a review of program documentation, district staff interviews, school staff and parent interviews, and classroom observations. Recommendations and findings are included in the report. Technical Assistance, such as contact information for a resource or a link to a sample, is offered where there are findings. Although the district is not required to formally respond to the recommendations, it is important to consider them.

Please respond, in writing, to the Findings and send the District's Response Report to Kathy Gauby, Title I Coordinator, by **December 12, 2016**. For the LEA Response Report, identify each finding and include specific documentation to satisfy the finding **OR** submit a Corrective Action Plan that includes 1) reference to the finding; 2) a specific measurable objective for satisfying the finding; 3) timeline(s); and 4) clear lines of responsibility. Please do not hesitate to contact any of the program coordinators (see below) with questions as the district's Response Report is prepared.

If the LEA has comments about the monitoring process, the LEA is encouraged to contact Karen Seay at kseay@sde.idaho.gov or at 208.332.6978.

Thank you for the cooperation and assistance your district provided the reviewers during the program monitoring. It is in this spirit of support that SDE submits this Final Report. It is our sincere desire that through cooperative assessment of the federal programs, the quality of services to academically at-risk students is strengthened.

Sincerely,

Kathy Gauby, Title IA Coordinator; Michelle Clement Taylor, School Choice Coordinator

Cc: Kelly Moulton, Board Chair (kelly.moulton@istcharter.org)

Program Coordinators:

Title I-A [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

English Learner & Migrant Education Director- [REDACTED]
Federal Programs Director- [REDACTED]

SDE Team Recommendations or overall comments after conducting the monitoring review:

Idaho Science and Technology's leadership/Title I team has completed a thorough evaluation of the program and has implemented a number of changes. Those changes were designed to impact the students on the "targeted list," but have been expanded to impact all of the students in need. Based on the current program review the school is ready to move to a school-wide program, should they choose to do so. It is exciting to see the implementation of a targeted program at the middle school level that has the experienced teachers working lower performing students.

I. Program Effectiveness and Student Achievement

| Indicator ID | Indicator | Supporting Documentation | Compliance Status | | | Recommendations; Findings with Corrective Action |
|---|---|--|-------------------|----|----|--|
| | | | Yes | No | NA | |
| I.A. STUDENT IDENTIFICATION | | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| I.A.1 | <p>Targeted Assistance Schools (NCLB 1115) All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I served building, NCLB 1115(b)</p> | <p><input type="checkbox"/> Copy of targeted rank order list that includes multiple educational objective criteria used to identify students for services</p> <p>In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation</p> <p>Targeted Assistance Program Guidance</p> | X | | | |
| Title IX-A McKinney-Vento Homeless Education Program | | | | | | |
| I.A.4(A) <i>revised</i> | <p>The LEA shall describe the services provided homeless children and youths, to support the enrollment, attendance, and success of homeless children and youth, in coordination of services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)." 20 U.S.C.6312(b)(6).</p> | <p><input type="checkbox"/> Evidence of identification procedures and forms (one at time of enrollment / registration that asks for nighttime residence and once during the year)</p> <p><input type="checkbox"/> Evidence of process for data collection, tracking attendance, academic progress (State Assessment results for students identified as homeless compared to non-homeless students) and reporting to ISEE of homeless students</p> <p><input type="checkbox"/> Visit http://www.sde.idaho.gov/federal-programs/homeless/index.html for a Sample School District Enrollment/ Residency and eligibility forms</p> | X | | | Finding 2011 |
| I.A.4(B) <i>NEW</i> | <p>The LEA treats information about a homeless child's or youth's living situation as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act (20 U.S.C. 1232g)." 42 U.S.C. 11432(g)(3)(G).</p> | <p><input type="checkbox"/> Enrollment and living situation documents are kept in secure student files. <i>(SDE will review student cumulative records on-site).</i></p> | X | | | |
| I.B PROGRAM NEEDS ASSESSMENT, SERVICES, & EVALUATION | | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| I.B.5 | <p>Schoolwide Program Criteria (NCLB 1114) Implementation of a schoolwide program includes the following plan components: 1. Schoolwide reform strategies incorporated in the over-all instructional program: a. provides opportunities to meet proficient and advanced academic achievement levels;</p> | <p>Reviewers will look for evidence supporting the implementation of the Schoolwide components through:</p> <p><input type="checkbox"/> Interview with teachers and principal at each school</p> <p><input type="checkbox"/> Classroom observations</p> <p><input type="checkbox"/> Documentation, as</p> | | | X | |

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| | <p>b. addresses needs of all students in school, particularly low-achieving and at-risk students and have a process to determine if those needs have been met;</p> <p>c. uses effective instructional practices based on scientific research that strengthen the core academic program, provide enriched and accelerated curriculum, increase the amount and quality of learning time such as extended school year and before-and-after school and summer programs, include strategies for meeting educational needs of historically underserved populations, and are consistent with and designed to implement State and local improvement plans;</p> <p>2. Instruction by qualified teachers with ongoing professional development:</p> <p>a. includes strategies to attract qualified teachers;</p> <p>b. provides high quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the State's academic standards; and align professional development with the State's academic standards;</p> <p>c. devotes sufficient resources to carry out effectively the professional development activities described above;</p> <p>d. includes teachers in professional development activities regarding the use of academic assessments for making adequate yearly progress to enable them to provide information on and to improve the achievement of individual students and the overall instructional program;</p> <p>3. Parental involvement:</p> <p>a. parents must be involved in the planning, review, and improvement of the schoolwide program plan;</p> <p>b. the schoolwide program must have a parental involvement policy (plan) that includes strategies, such as family literacy services, to increase parental involvement (see 1118(c)through (f) and 9101 (32), and describes how the school will provide individual student academic assessment results including an interpretation of those results to the parents of students who participate in the academic assessments;</p> <p>4. Additional support: Schoolwide program includes</p> | applicable | | | | |
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| | <p>activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards are provided with effective, timely additional support to ensure that these students' difficulties are timely identified and provide sufficient information on which to base effective assistance to those students;</p> <p>5. Transition: : Elementary programs must include plans for assisting preschool students in the successful transition from early childhood programs (Head Start, Even Start, Early Reading First, preschool programs under IDEA or State-run preschool) to the schoolwide program; NCLB, Sec.1114; 34 CFR200.28</p> | | | | |
| I.B.6 | <p>Schoolwide program evaluation:</p> <ul style="list-style-type: none"> Annually evaluates implementation of and results achieved using data from the State's annual assessments; Determine whether the SW program has been effective in increasing achievement of students in meeting State standards; Revise the plan based on the evaluation to ensure continuous improvement of students ; <p>34 CFR 200.26</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify who is involved in the program evaluation process and consider how often the team meets <input type="checkbox"/> Identify data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program <input type="checkbox"/> How have the needs of the school changed since last year? Consider the school population, instructional staff changes, school climate changes, etc. <input type="checkbox"/> Analyze the effectiveness of core instruction <input type="checkbox"/> Analyze State Assessment data <input type="checkbox"/> Provide meeting evidence including dated agendas with sign-in/ attendance sheets indicating positions <input type="checkbox"/> Describe the process for implementing instructional and programmatic changes based on data <p>NOTE: Once the schoolwide plan is approved, the annual program evaluation requirement is critical. A formal evaluation process must be in place and documented.</p> <p>Schoolwide Program Evaluation Sample</p> | | | X |
| I.B.7 | <p>Targeted Assistance Schools (NCLB 1115) Documentation supports the components of a Targeted Assistance School Program:</p> <ul style="list-style-type: none"> Use of Title I resources to help participating children meet State's student academic achievement standards expected for all children; | <ul style="list-style-type: none"> <input type="checkbox"/> Program Observation <input type="checkbox"/> Teacher and principal interview <input type="checkbox"/> Evidence that the Targeted Assistance program includes required components – Reviewer considerations: <ul style="list-style-type: none"> How is it determined | X | | Finding 2011 |

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| | <ul style="list-style-type: none"> • Ensures that planning for students served is incorporated into existing school planning; • Use of effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that gives primary consideration to providing extended learning time, such as extended school year, before-and-after-school, and summer programs; helps provide an accelerated, high-quality curriculum, including applied learning; and minimizes removing children from the regular classroom during regular school hours for instruction; • Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, or preschool programs to elementary school programs; • Provides instruction by qualified teachers; • Provides opportunities for professional development for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff who work with participating children; • Provides strategies to increase parental involvement as described in section 1118, such as family literacy services; • Coordinates and integrates Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training; and • Reviews, on an ongoing basis, the progress of participating children and revises the program, if necessary, to provide additional assistance to enable children to meet the State's academic achievement standards, such as extended school year, before-and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom, | <p>who will be provided supplemental instruction? What screening tool is used?</p> <ul style="list-style-type: none"> • What kind of extended learning time (Tier II) do targeted students receive? • Does this extended learning time reduce removing children from the regular classroom during the regular school hours for instruction? • How is school planning connected to the planning for students served? • Are methods and instructional strategies including curriculum, based on scientifically based research that strengthens the core program? • Is instruction provided by qualified teachers? • Describe the kinds of professional development activities Title I-A teachers and paraprofessionals are provided. • What kinds of strategies are provided to increase parental involvement? • What tool(s) is used to monitor the progress of students? How often are students progress monitored? • How often is the program evaluated and what does this process look like? Who is involved in evaluating the effectiveness of the targeted assistance program? | | | | |
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| NCLB 1115, (c)(1-2) | | | | | | |
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| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| I.B.8 | Rural and Low-Income evaluation: Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates Sec.6224(a) | <input type="checkbox"/> Identify who is involved in the evaluation process <input type="checkbox"/> Documentation of Measureable goals to be achieved stated in the RLIS plan in the CFSGA <input type="checkbox"/> Documents for academic achievement, identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program | | | X | |
| Title IX-A McKinney Vento Homeless Education Program | | | | | | |
| I.B.21 Revised | <p>The LEA has designated an <i>appropriate</i> staff person as the liaison for homeless children and shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, of the duties required of the liaison. 42 U.S.C. 11432(g)(6)(B).</p> <p>Liaison shall ensure that... (ix) school personnel providing services under this subtitle receive professional development and other support." 42 U.S.C. 11432(g)(6)(A)(ix).</p> | <input type="checkbox"/> An <i>appropriate</i> person is designated as liaison- someone who has the capacity to carry out assigned duties described in the law. (Use Check list of duties when interviewing Liaison) <input type="checkbox"/> Evidence (trainings dates, agendas, sign-in sheets, etc.) that school personnel have been informed of the liaison's duties and the requirements of Title IX-A Homeless Education <input type="checkbox"/> Evidence of homeless education training for staff in non-Title I-A schools and shelters ,if applicable | | | X | <p>Finding: The State did not find sufficient evidence that the LEA ensures that all personnel have been trained on the duties of the District Homeless Liaison including the definition of homeless and the requirements of Title IX-A</p> <p>Corrective Action: The LEA will submit evidence for developing and implementing a training for all staff, including a timeline, on the duties of the Liaison and the requirements of Title IX-A (Evidence can include training schedule/notice, agenda, PowerPoint, sign-in/attendance sheet, etc.)</p> <p>Finding 2011</p> |
| NEW (Will monitor in 2017-2018) | The LEA has a procedure to ensure that the liaison participates in professional development and other technical assistance activities as determined appropriate by the State Coordinator. | <input type="checkbox"/> Evidence of procedure for liaison to participation in regional face to face meeting once a year, webinars, and e-mail is current | | | X | This requirement is effective October 1, 2016. However, this indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year. |
| I.B.22 Revised | <p>The LEA has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences." 42 U.S.C. 11432(g)(1)(I).</p> <p>The policy includes assurance that homeless children and youth are not stigmatized or segregated and ensure that transportation is provided at the request of parent/guardian to and from the school of origin</p> | <input type="checkbox"/> Copy of policy adopted by governing board that describes rights of homeless students and the requirements of the LEA in serving these students. (Policy should include; Rights of Homeless children and youth, Definitions, Identification, School selection, Transportation, Disputes, Services, Free Meals, Training, Coordination, Preschool, and Dissemination of educational rights) <input type="checkbox"/> Visit http://www.sde.idaho.gov/federal-programs/homeless/ for Sample LEA Homeless Education Policies | | | X | Recommendation: Policy needs to be updated to remove "awaiting foster care" and reflect the changes in definitions for homelessness. |
| NEW (Will monitor in 2017-2018) | The LEA has a procedure that ensures homeless children and youths who meet the relevant eligibility criteria do not face | <input type="checkbox"/> Written procedure that remove barriers to accessing academic and extracurricular activities, | | | X | This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year. |

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| 2018) | barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels." 42 U.S.C. 11432(g)(1)(F)(iii). | including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs | | | | |
| I.B.23 Revised | Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths." 42 U.S.C.11432(g)(6)(A)(vi). | <input type="checkbox"/> Sample posters and brochures <input checked="" type="checkbox"/> List of locations where materials are posted (schools, shelters, public libraries, and soup kitchens) | | X | | Finding: The State did not find evidence that the rights of homeless students have been disseminated in places where families/unaccompanied youth are likely to be present to see the information. Corrective Action: The LEA will provide evidence of the dissemination of the rights of homeless students within the community where families/unaccompanied youth are likely to be present. Evidence includes locations where posters are placed. Finding 2011 |
| NEW (Will monitor in 2017-2018) | SCHOOL STABILITY- In determining the best interest of the child or youth the LEA shall-- (i) to the extent feasible presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth." 42 U.S.C. 11432(g)(3)(B)(i). (ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth." 42 U.S.C. 11432(g)(3)(B)(ii). the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools." 42 U.S.C. 11432(g)(3)(I)(ii). | <input type="checkbox"/> Written student-centered factors related to determining the child's or youth's best interest <input type="checkbox"/> On site interview with liaison and federal programs director. Who is involved in the process? How did you come up with your list of factors? How do you ensure access to the designated receiving school or feeder schools? | | | X | This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year. |
| I.B.24 Revised | The LEA has a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA, including written explanations, dispute resolution processes and provision of services during appeal process, 42 U.S.C. 11432(g)(3)(E)(ii). | <input type="checkbox"/> Written policies and sample letter explaining placement decisions including procedures for homeless families and youth to appeal school placement decisions <input type="checkbox"/> Policy needs to align with the State's process. NOTE: Even if placement disputes have not occurred before, the LEA is required to have a written plan and procedures describing how to proceed in the event resolution/appeal is sought NOTE: Students must be | | X | | Recommendation: As the new law takes effect update the policy to reflect the changes. Finding 2011 |

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| | | <p>immediately enrolled in the school of origin or the local attendance area during the dispute process.</p> <p><input type="checkbox"/> Sample available at http://www.sde.idaho.gov/federal-programs/homeless/</p> | | | | |
| I.B.25 Revised | <p>The LEA coordinates McKinney-Vento services with local social services agencies and shall ensure that... (iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services." 42 U.S.C. 11432(g)(6)(A)(iv).</p> | <p><input type="checkbox"/> Evidence of coordination/collaboration with social services agencies, local community action partners, H&W navigator, etc. and/or</p> <p><input type="checkbox"/> Evidence of coordination/collaboration with other LEAs on inter-district issues and/or</p> <p><input type="checkbox"/> Evidence of coordination/collaboration with other departments within district, such as Title I-A and other federal programs, transportation, etc.</p> <p><input type="checkbox"/> Evidence of coordination with Higher Education for the purpose of FAFSA</p> | X | | | . Finding 2011 |
| NEW (Will monitor in 2017-2018) | <p>Unaccompanied youth (III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090)." 42 U.S.C.11432(g)(6)(A)(x)(III).</p> | <p><input type="checkbox"/> Evidence that unaccompanied youth are informed of their status as independent students under section 480 of the Higher Education Act of 1965</p> <p><input type="checkbox"/> Evidence that the unaccompanied youth have been informed they may obtain assistance from the liaison to receive verification of independent student status for the purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090)." (Example: signed and dated statement of information received by student. Brochure given out to all eligible youth on independent students under section 480 of the Higher Education Act of 1965 and verification of independent student status for the purposes of the Free Application for Federal Student Aid)</p> | | | X | This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year. |
| Title I-A Foster Care Program | | | | | | |
| NEW (Will monitor in 2017-2018) | <p>LEAs will designate a Point of Contact (POC) for Foster Care Liaison to the Health & Welfare Department (and notify State Department of Education). <i>The LEA POC may be the LEA McKinney-Vento Liaison.</i> ESSA 1112 (c)(5)(A)</p> | <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Coordinating with local CWAs to develop a process for implementing ESSA provisions • Leading development of best interest determination process • Facilitating the transfer of records and immediate enrollment and data sharing with CWAs | | | X | <p>Note: The phrase "awaiting foster care placement" will be removed from the McKinney-Vento Homeless Assistance Act's definition of homeless children and youth on December 10, 2016</p> <p>Children in foster care remain in the school of origin unless there is a determination that it is not in his or her best interest.</p> <p>This indicator will not be monitored during the</p> |

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| | | <ul style="list-style-type: none"> Developing and coordinating local transportation procedures | | | | 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year. |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| I.B.26 | <p>The LEA is using Title VI-B funds as approved in their CFSGA application; can include any or all of the following:</p> <p>(1) Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.</p> <p>(2) Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.</p> <p>(3) Educational technology, including software and hardware, as described in part D of title II.</p> <p>(4) Parental involvement activities.</p> <p>(5) Activities authorized under the Safe and Drug-Free Schools program under part A of title IV.</p> <p>(6) Activities authorized under part A of title I.</p> <p>(7) Activities authorized under title III.</p> <p>Sec 6222 (a)</p> | <input type="checkbox"/> CFSGA application has been approved <input type="checkbox"/> Documentation that supports the implemented of activities selected by the LEA to support with RLIS funding <input type="checkbox"/> Expenditure reports | | | X | |
| I.D | PARAPROFESSIONALS | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program (Schoolwide) | | | | | | |
| I.D.28 | <p>All instructional paraprofessionals in a Schoolwide building and paraprofessionals in a Targeted Assistance building who are funded by Title I-A must be under the direct supervision of a qualified teacher, 1119(g)(3)(A); §200.59 and §200.58</p> <p>("Direct supervision" is defined in guidance as: 1) the teacher plans the instructional activities; 2) the teacher evaluates the achievement of the students; 3) the paraprofessional must work in close and frequent proximity to the qualified teacher.)</p> | <p>Title I-A Documentation:</p> <input type="checkbox"/> Paraprofessional schedule including where instruction is provided and the HQ instructor supervising during each instructional session | | | | |
| | | <p>Title I-C & Title III-A Documentation for instructional paraprofessionals in a Schoolwide program:</p> <input type="checkbox"/> Paraprofessional schedule including where instruction is provided and the qualified instructor supervising during each instructional session <input type="checkbox"/> Documentation of collaborative meetings between paraprofessionals and supervising teachers— inclusive of dates of meetings, activities done, lesson planning done, items discussed, etc. | | | X | |
| Title I-A Improving Basic Programs | | | | | | |
| I.D.29 | Title I-A paraprofessionals are assigned and provide duties consistent with Federal regulations, NCLB 1119(g)(2)(A-G) | <input type="checkbox"/> Interview paraprofessionals | | | X | |
| I.D.30 | Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a Title I-A program, NCLB 1119(g)(3)(B) | <input type="checkbox"/> Schedule that includes instructional and non-instructional duties for all building paraprofessionals in a schoolwide program and for instructional paraprofessionals paid from | | | X | |

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| | | Title I-A in a targeted assistance program <input type="checkbox"/> Interviews | | | | |
| I.E PARENT NOTIFICATIONS AND INVOLVEMENT | | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| I.E.31 | At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers, NCLB 1111 (h)(6)(A) | <input type="checkbox"/> Samples of parent notification for each Title I-A building, in multiple languages as practicable. <input type="checkbox"/> Visit and click on the Sample Parent Notification for Teacher Qualifications link http://www.sde.idaho.gov/fe/deral-programs/program-monitoring/ Parent Notification for Teacher Qualifications | X | | | Finding 2011 |
| I.E.32 | Inactive indicator for 2016-2017 | | | | | |
| I.E.33 | The LEA ensures that each participating school provides to individual parents information on the level of achievement of the parent's child in each of the State's academic assessments as required (1111(h)(6)(B)(i)) | <input type="checkbox"/> Sample of redacted individual student reports <input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report | X | | | |
| I.E.34 | Inactive indicator for 2016-2017 | | | | | |
| I.E.35 | Inactive indicator for 2016-2017 | | | | | |
| I.E.36 | The LEA written parent involvement policy is developed with the parents, agreed upon by the parents, and disseminated to parents of Title I and Migrant participating students, NCLB 1118 (a) | <input type="checkbox"/> Copy of policy with all the required elements <input type="checkbox"/> Evidence of annual review with parent involvement such as: notification of meetings, list of attendees, minutes of meetings, agendas <input type="checkbox"/> Evidence that the policy was distributed to parents <input type="checkbox"/> Visit http://www.sde.idaho.gov/fe/deral-programs/program-monitoring/ for a sample LEA Parent Involvement Policy & checklist of required elements Local Education Agency (LEA) Parental Involvement Policy Checklist | X | | | Finding 2011 |
| I.E.37 | Each school building has a parent involvement policy (plan) 1118(b). The plan is made available to the local community and is updated periodically, NCLB 1118 (b) | <input type="checkbox"/> Copy of building parent involvement policy (plan) with all the required components <input type="checkbox"/> Evidence of dissemination to parents and community <input type="checkbox"/> Evidence of review process taking place with parent involvement <input type="checkbox"/> Visit http://www.sde.idaho.gov/fe/deral-programs/program-monitoring/ for a checklist of | X | | | Finding 2011 |

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| | | <p>required elements</p> <p>School Parental Involvement Policy Checklist</p> <p>School Parent Involvement Plan Sample</p> | | | | |
| I.E.38 | Each Title I school jointly develops with parents for all children served under Title I, a school parent compact. School distributes compact to parents annually, NCLB 1118 (d) | <input type="checkbox"/> Evidence that the Compact contains required elements and is distributed annually <input type="checkbox"/> Visit http://www.sde.idaho.gov/feral-programs/program-monitoring/ for a sample Compact checklist of required elements Parent Compact Sample | X | | | |
| I.E.39 | An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved, NCLB 1118 (c) | <input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list Annual Meeting and Notification Requirements | X | | | Finding 2011 |
| I.E.40 | Assistance, materials, and training have been provided specifically to Title I-A parents to help build capacity for their involvement, NCLB 1118 (e) | <input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, etc. <input type="checkbox"/> Evidence that schools provide assistance to parents in understanding content and achievement standards, assessments, and how to monitor their child's progress <input type="checkbox"/> Evidence that parents are provided materials and training to help their children succeed in school, such as literacy training and using technology | X | | | Finding 2011 |
| I.E.41 | The LEA reserves no less than 1% of its Title I-A allocation (if ≥ \$500,000) for parental involvement activities, including promoting family literacy and parenting skills, NCLB 1118(a)(3)(A) | <input type="checkbox"/> CFSGA Budget Page <input type="checkbox"/> Evidence that funds are used to promote parent involvement <input type="checkbox"/> Title I-A set aside and budget pages | X | | | |
| I.E.42 | The LEA distributes at least 95% of parental involvement funds to participating schools, ESEA 1118(a)(3)(C) | <input type="checkbox"/> School level budget report for each participating school indicates an allocation from the LEA for parent involvement activities | | | X | |
| I.E.43 | Parents of children receiving services are involved in the decisions regarding how parental involvement funds are allotted for parental involvement activities, 1118(a)(3)(B) | <input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet <input type="checkbox"/> Copy of survey, if applicable <input type="checkbox"/> Visit http://www.sde.idaho.gov/feral-programs/program-monitoring/ for a sample Parent Title I Program Survey Sample | X | | | |

| I.G | | ACADEMIC ACHIEVEMENT | | | |
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| Title I-A Improving Basic Programs | | | | | |
| I.G.51 | Inactive indicator for 2016-2017 | | | | |
| I.G.52 | Inactive indicator for 2016-2017 | | | | |
| I.G.53 | Inactive indicator for 2016-2017 | | | | |
| I.H | | SCHOOL IMPROVEMENT GRANT | | | |
| Title I-A Improving Basic Programs | | | | | |
| I.H.54 | The LEA complies with the requirements for a School Improvement Grant, 1003(g) | <p>Documentation for all of the following is required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of resources that the LEA provided to school(s) related to the implementation of the SIG model, i.e. collaboration, data analysis, effective practice guidance <input type="checkbox"/> Evidence indicating how the LEA communicates and works with school principal(s) as a team to monitor SIG and ensure appropriate implementation <input type="checkbox"/> Evidence indicating the LEA's evaluation criteria for staff (principal and teacher evaluation criteria, rubric for evaluations; pay for performance plan, etc.) <input type="checkbox"/> Evidence of professional development activities specific to SIG (memos, announcements, attendance sheets, agendas) <input type="checkbox"/> Documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies (How is data used to make the selection?) <input type="checkbox"/> Evidence of increased learning time (How has learning time increased and how is it documented? What impact is this having on student learning?) <input type="checkbox"/> Evidence of communication with parents and the community about the implementation of SIG (letters to parents, fliers, announcements, agendas, attendance sheets, minutes from parent/community meetings) <input type="checkbox"/> Evidence that the LEA ensures that the school has a plan in place to address safety issues. (How is the school environment a safe and supportive place, i.e. physical, social, and emotional?) | | | X |

August 2016

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II. Great Teachers and Leaders

| Indicator ID | Indicator | Examples of Supporting Documentation | Compliance Status | | | Recommendations; Findings with Corrective Action |
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| | | | Yes | No | NA | |
| II.A | PROGRAM SERVICES | | | | | |
| Title II-A Supporting Effective Instruction | | | | | | |
| II.A.55 | Needs assessment was conducted with the involvement of teachers, including Title I-A teachers, and takes into account activities that give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet academic achievement, Section 2122 (c) | <input type="checkbox"/> Evidence of local needs assessment that considers professional development and hiring needs to improve student achievement (locally created documentation, such as meeting minutes, copy of survey, student achievement data analysis, etc.) <input type="checkbox"/> List of teachers included in developing needs assessment (CFSGA) <input type="checkbox"/> Description of the results of the needs assessment (CFSGA) | X | | | |
| II.A.56 | LEA has a professional development plan, Section 2122(a) and (b) whether or not Title II-A funds are used for professional development | Copy of district professional development plan; visit http://www.sde.idaho.gov/federal-programs/teacher/ <input type="checkbox"/> for a sample template Evidence that the plan is aligned with the Needs Assessment | X | | | |
| II.A.57 | Professional development plan includes a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities, Section 2122(b)(7) | <input type="checkbox"/> Brief description of planning process and persons involved or agenda(s) and meeting minutes <input type="checkbox"/> List of participants who helped develop the plan (CFSGA) | X | | | Finding 2011 |
| Title II-A Supporting Effective Instruction | | | | | | |
| II.A.58 | Professional development activities carried out by the LEA are aligned with state academic content standards, Section 2122(b)(1)(A), are based on scientifically based research, and explain why the activities are expected to improve student academic achievement, Section 2122(b)(1)(B) | <input type="checkbox"/> Matrix aligning professional development activities to state content standards and student achievement and scientifically based research or activities in the CFSGA | X | | | Finding 2011 |
| II.A.59 | Title II-A funded professional development activities have measurable and positive impact on student academic achievement in the classroom and are used as part of a broader strategy to eliminate the achievement gap separating low-income and minority students from other students, Section 2122(b)(2) | <input type="checkbox"/> Description of method used to determine extent to which the activities have an impact on student achievement <input type="checkbox"/> Data results and evidence of impact | X | | | Finding 2011 |
| II.C | TEACHER and PARAPROFESSIONAL QUALIFICATIONS | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title II-A Supporting Effective Instruction | | | | | | |

| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
|--|--|---|--|--|---|--|
| II.C.62 | Inactive indicator for 2016-2017 | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| II.C.63 | Inactive indicator for 2016-2017 | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| II.C.64 (Will monitor in 2017-2018) | The LEA ensures that all instructional paraprofessionals, who work in a Title I SW or are paid from Title I-A funds in a TA program meet professional qualification requirements, NCLB 1119 (c); §200.58 | <input type="checkbox"/> SW: List of all instructional para-professionals, regardless of funding source, with documentation substantiating the professional qualification requirement <input type="checkbox"/> TA: List of all para-professionals, paid in whole or part with Title I-A funds, with documentation substantiating the professional qualification requirement <input type="checkbox"/> Evidence of high school diploma (or GED) AND <input type="checkbox"/> Evidence of AA degree or 32 college credits OR <input type="checkbox"/> Evidence of passing the Parapro Praxis <input type="checkbox"/> For information on the Parapro Praxis, visit http://www.ets.org/parapro/ <input type="checkbox"/> Evidence of funding source | | | X | |
| Title II-A Effective Instruction & Leadership Program | | | | | | |
| II.C.66 | All teachers whose salaries are paid from Title II-A funds for class size reduction are properly certified and endorsed to teach in the areas to which they have been assigned, Section 2123(a)(2)(B). | <input type="checkbox"/> Evidence that the class-size reduction criteria have been met: <ol style="list-style-type: none"> Based on needs assessment, Must reduce class size to 17 or fewer, In grades k-3, In classes taught by properly certified and endorsed teachers who adjust instructional strategies to fit reduced-class size, For schools with at risk populations of students, Where the effort is sustained for the cohort group for at least two years. <input type="checkbox"/> Interviews | | | X | |
| Title I-A Improving Basic Programs | | | | | | |
| II.C.67 | The LEA ensures that low income and minority students are not taught, at higher rates than other students, by unqualified, out-of-field or inexperienced teachers Section 1112(c)(L) | <input type="checkbox"/> ISDE will run report by school and review for gaps <input type="checkbox"/> Evidence of incentives for voluntary transfers, provision of professional development, recruitment programs and other effective | | | X | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | strategies that are used to address any gaps where low-income students and minority students are taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers | | | | |
|--|--|--|--|--|--|--|

III. Transparent Accountability

| Indicator ID | Indicator | Examples of Supporting Documentation | Compliance Status | | | Recommendations; Findings with Corrective Action |
|--------------|-----------|--------------------------------------|-------------------|----|----|--|
| | | | Yes | No | NA | |

III.A FISCAL ACCOUNTABILITY

Title I-A Improving Basic Programs

Title II-A Effective Instruction and Leadership Program

Title VI-B Rural and Low-Income Schools (RLIS Program)

| | | | | |
|----------|--|--|---|--------------|
| III.A.68 | <p>Cost Principles:</p> <ul style="list-style-type: none"> Expenditures are maintained at the LEA for each Federal program (Title I-A, Title I-C, Title II-A, Title III-A, School Improvement Grants (SIG), and Rural and Low-Income School program (ESEA Title VI-B RLIS). Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. Expenditures are 1) necessary, reasonable and allocable; 2) conform with Federal law and grant terms; 3) consistent with State and local policies; 4) consistently treated as either direct cost or an indirect cost; 5) in accordance with GAAP; and 6) are adequately (properly) documented (OMB A-87; Sections 1003(g); 1112; 1114; 1304(c)(1)(A), 1304(c)(6); 1306(a)(1)(B)(iii); 1306(b); 2123 (b); 6222(a); 2 CFR Part 200.403). <p>State EL: The core ELD instructional program provided to English Learners is paid for with State and local funds in order to meet <i>Castañeda and Lau</i> requirements, (Identification, screening, placement 3115(g))</p> | <p>Financial Reports by fund code:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance <input type="checkbox"/> Budget Report – to include budgets and may also include actual expenses <input type="checkbox"/> Gross Pay by Code Report – to include positions, names, and amounts <input type="checkbox"/> Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount <input type="checkbox"/> Budget Report for previous year if the LEA is reporting carryover in the current year <input type="checkbox"/> Accounting report identifying positions paid in Salaries & Benefits for each Federal program and by school for Title I-A <input type="checkbox"/> List of all staff, including FTEs and funding sources. Required: Copy of staff breakdown-available at http://www.sde.idaho.gov/federal-programs/program-monitoring/ <input type="checkbox"/> Onsite interview of the business manager <input type="checkbox"/> Onsite interview of the program staff if applicable <p>*Important Notes:</p> <p>1. The budget report for each federal program must align to the CFSGA budget total and also by school for Title I-A</p> | X | Finding 2011 |
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| | | | | | | |
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| | | <p>2. For Title I-A only, the Detail Budget/ Expenditure report must also include the budget and expenditures by building</p> <p>3. If a school in the district has a School Improvement Grant (SIG), include a budget with expenditures related to the grant</p> <p>4. For Title VI-B the LEA reserved no more than the allowable 5% for administrative costs, Section 6222(b)</p> | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title II-A Effective Instruction and Leadership Program | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| III.A.73 | The LEA has had an audit of federal programs and audit findings have been addressed, OMB A-133 | <input type="checkbox"/> Copy of "Schedule of Findings and Questioned Costs" section from district audit for last two years (Reviewer: Pay particular attention to Section III Federal Award Program Audit) <input type="checkbox"/> Evidence that Section III, Federal Award Program Audit findings have been addressed <input type="checkbox"/> Evidence that reasonable controls are in place (i.e. more than one signature for the purchase order process; general ledger & journal entry functions are prepared by someone different than the person who reconciles and deposits revenues, etc.) for any Federal Award Program | X | | | F |
| III.A.74 | <p>The LEA has a current inventory of any materials purchased with Federal funds, 2 CFR §200.33; 2 CFR §200.94; 2 CFR §200.20.</p> <p>Definitions: <u>Equipment</u> means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5000 (2 CFR §200.33).</p> <p><u>Supplies</u> means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5000, regardless of the length of its useful life (2 CFR §200.94).</p> <p><u>Computing devices</u> means machines used to acquire, store,</p> | <input type="checkbox"/> The LEA has a written Inventory Procedure that includes the following: 1) process performed when inventory is received; 2) process describing what type of property is tagged and what position/office performs the tagging; 3) process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4) process describing how the physical inventory is performed. <input type="checkbox"/> For each equipment and computing device purchased with Federal funds, the following information is maintained: <ul style="list-style-type: none"> ● Serial number or other identification number; ● Source of funding for the property; ● Who holds title; ● Acquisition date and cost of the property; | X | | | |

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| | analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information (2CFR §200.20). | <ul style="list-style-type: none"> ● Percentage of Federal participation in the projects costs for the Federal award under which the property was acquired; ● Location, use and condition of the property; and ● Any ultimate disposition data including the date of disposal and sale price of the property <input type="checkbox"/> A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. Note: Inventory records are required to be kept for a minimum of three years (EDGAR); however, keeping inventory records for five years is good practice because of the statute of limitation (Brustein and Manasevit), 2 CFR §200.333. | | | | |
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Title IX-A McKinney-Vento Homeless Education

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| III.A.75 Revised | The LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in Title I-A schools to serve— (i) homeless children and youths who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.” 20 U.S.C. 6313(c)(3)(A). | <input type="checkbox"/> Title I-A Budget page – Homeless Education set-aside is based on need (data analysis of needs from previous year; evidence of meeting with Title I director to determine homeless ed. needs; needs assessment has been completed and a copy on file) <input type="checkbox"/> Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools and shelters | X | | | |
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III.B COMPARABILITY

Title I-A Improving Basic Programs

| | | | | | | |
|-----------------|--|--|--|--|---|--|
| III.B.76 | The LEA meets comparability requirements, NCLB 1120A(c)(2) and (3) | <input type="checkbox"/> Copy of Comparability Report sent to SDE <input type="checkbox"/> Documentation of comparability calculations to include 1) Enrollment numbers as of October 1 and 2) list of FTE staff as of October 1 <input type="checkbox"/> Copy of LEA’s procedure for complying with comparability requirements including timeline for demonstrating comparability, identification of responsible position making comparability calculations, measure and process used to determine whether schools are comparable, and how and when the LEA makes adjustments in schools that are not comparable. | | | X | |
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III.C MILITARY RECRUITER ACCESS

| Title I-A Improving Basic Programs | | | | | | |
|--|--|--|--|--|---|---|
| III.C.77 | The LEA provides access to student directory information to military recruiters upon request, NCLB 9528 | <input type="checkbox"/> Board adopted policy is in place and is implemented <input type="checkbox"/> Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a sample Military Recruiter Policy | | | X | |
| III.D TIME AND EFFORT DISTRIBUTION RECORDS | | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title II-A Supporting Effective Instruction | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| III.D.78 | Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed, 2 CFR §200.430, §200.403(a) | REVIEWERS: Look for documentation that includes/supports all of the following components: Time and Effort documentation for salaries and wages, including stipends must: <ul style="list-style-type: none"> <input type="checkbox"/> Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated (i.e. signatures, periods of certification); <input type="checkbox"/> Be incorporated into official records; <input type="checkbox"/> Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities; <input type="checkbox"/> Encompass both Federally assisted and all other activities compensated by the District on an integrated basis; <input type="checkbox"/> Comply with the established accounting policies and practices of the District; and <input type="checkbox"/> Support the distribution of the employee's salary or wages among specific activities of costs objectives. <input type="checkbox"/> Copy of staff breakdown-available at http://www.sde.idaho.gov/federal-programs/program-monitoring/Breakdown of Funded Staff Positions Sample | | | X | Finding 2011 |
| III.E WRITTEN POLICIES AND PROCEDURES | | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title II-A Supporting Effective Instruction | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| III.E.79 | The LEA has written policies and procedures for time and effort requirements, 2 CFR §200.430 | <input type="checkbox"/> 1.The LEA has a written procedure for describing time and effort | | | X | The school has adopted board policies (5000 & 7000 series) that addresses time and effort, hiring practices, resignations, etc. that cover this |

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| | | <p>requirements. (1) The LEA has a written process to include type of documentation maintained and what the requirements are for the documentation, such as who has to sign the documentation, how often the certifications are completed, whether the certifications are completed on paper or electronically, if the certification is reviewed by a supervisor, timeframe for reviewing the certification, and sample certifications; and (2) a description of the close-out procedure that is conducted at the end of the fiscal year addressing that the certifications are annually collected and reviewed for accuracy and appropriate signatures and dates.</p> <p><input type="checkbox"/> 2. The LEA has a written process to reconcile actual costs to budgeted distributions. Payroll charges must match the actual distribution of time recorded on the monthly certification documents. Budget estimates may be used for interim accounting purposes; however, there is a requirement to identify and enter into the records in a timely manner any significant changes in the corresponding work activity. There must be a system of internal controls to review after-the-fact interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated. The process description should include: the position/office that performs the reconciliation; how often the reconciliation is completed (recommend at least quarterly); the difference between the actual costs and budgeted distributions before adjustments are made (recommend annual adjustments only if (1) the quarterly comparisons show the differences between budgeted amounts and actual costs are less than 10%; and (2) the budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances and (3) if not performed</p> | | | <p>indicator.</p> |
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| | | <p>annually, quarterly adjustments should be made.</p> <p><input type="checkbox"/> 3. The LEA has a written procedure for an employee that is separating service from the LEA that addresses when the employee is required to submit final certification.</p> <p><input type="checkbox"/> 4. The LEA has written Human Resource Policies that cover (1) how employees are hired; (2) the extent to which employees may provide professional services outside the LEA; (3) the provision of fringe benefits, including leave and insurance; (4) the use of recruiting expenses to attract personnel; and (5) reimbursement for relocation costs, 2 CFR §200.430(a)(2), 2 CFR §200.430(c), 2 CFR §200.431, 2 CFR §200.463(b), 2 CFR §200.464.</p> | | | | |
| III.E.80 | <p>The LEA has written policies and procedures on file that comply with the new Uniform Grant Guidance as required by 2 CFR part 200 subparts B, C, D, E, and F, and these policies and procedures are available for inspection.</p> | <p><input type="checkbox"/> Evidence that the LEA has a manual that sets forth the policies and procedures used by the LEA to administer federal funds. The manual contains the internal controls and grant management standards used by the LEA to ensure that all federal funds are lawfully expended. It should describe in detail, the LEA's financial management system, including cash management procedures, procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting (see Indicator III.E.79 for details); record retention; and monitoring responsibilities. New employees of the LEA are expected to review this manual to gain familiarity and understanding of the LEAs rules and practices.</p> | X | | | <p>The school has adopted board policies (7000 series) and internal control procedures that address this indicator. Specific examples were included in the responses to the current audit.</p> |
| III.F | RECORD RETENTION AND COLLECTION AND TRANSMISSION OF RECORDS AND PRIVACY PROTECTION | | | | | |
| Title I-A Improving Basic Programs | | | | | | |
| Title II-A Supporting Effective Instruction | | | | | | |
| Title VI-B Rural and Low-Income Schools (RLIS) Program | | | | | | |
| III.F.81 | <p>For all grants, source (original source) documents are kept:</p> <ul style="list-style-type: none"> • Federal Awards CDA, Federal Award ID number; • Authorization (the process of giving someone permission to do or have something); 3) obligations, unobligated balances (carryovers); 4) | <p><input type="checkbox"/> The LEA has the GAN notification on file or knows where to access it in the GRA.</p> <p><input type="checkbox"/> The LEA has internal controls in place that identify in writing: 1) Who tracks expenditures; 2) who draws</p> | X | | | <p>The school has documentation related to the GANS and as previously mentioned policies and procedures related to the internal controls.</p> |

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| | <p>expenditures (see Indicator III.A.68); 5)assets (inventory control)(see Indicator III.A.74) ; 6)time and effort documentation (see Indicator III.D.78); 7)income (if applicable); 8) interest (if applicable) (CFR Part 200.302(b))</p> | <p>down funds from the GRA; and 3) who deposits the checks.</p> <p><input type="checkbox"/> The LEA has an internal accounting system process that identifies obligations and unobligated balances (carryovers) and how these are tracked (e.g., excel or carryover calculator).</p> <p><input type="checkbox"/> The LEA has a written process for identifying any interest earned. For example, if the LEA accidentally requested from the GRA more than what was expended, then excess funds will be sitting in the LEA's account, possibly earning interest. If this is the case, this must be reported to the SDE. Important Note: Generally, an LEA should not earn interest because LEAs receive payments from the SDE on a reimbursement basis.</p> | | | | |
| <p>III.F.82 Revised</p> | <p>The LEA maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8) records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years. (34 CFR §§ 76.730-731; §§75.730-731; and §§75.732; 2 CFR §200.333.</p> | <p><input type="checkbox"/> The LEA keeps records that show: (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8)evidence that records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years.</p> | X | | | |
| <p>III.F.83</p> | <p>The LEA maintains original records. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews. 2 CFR 200.335</p> <p>Definition: The original record is the record that remains in the same content, context, and structure that it was created the day it was used, based on the LEA's policy. If an LEA's policy is to obtain actual signatures on all Purchase Orders (POs), then all documents with original signatures must be filed and stored. If the policy allows electronic POs with digital signatures, then all electronic POs must be saved on a shared drive.</p> | <p><input type="checkbox"/> Evidence that the LEA has a written policy/procedure for maintaining and storing original records, both paper and electronic. Procedure includes reasonable safeguards for ensuring that the records are not altered.</p> | X | | | |
| III.G | REPORT CARD REPORTING | | | | | |
| Title I-A Improving Basic Programs | | | | | | |

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|------------------------|---|--|----------|--|--|
| <p>III.G.84</p> | <p>The LEA publicly disseminates an annual report card with all the required information to all schools in the district and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provide in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, NCLB 1111 (h)(2)(B) and 1111(h)2(E)</p> | <p><input type="checkbox"/> Evidence that the district and each school links directly to SDE's report card website for the district and for each school</p> <p><input type="checkbox"/> Evidence the current report card is available on the Internet, and distributed to the media and public agencies as described in 1111(h)(2)(E)</p> <p>See SDE Report Card 2014-15 http://apps.sde.idaho.gov/ReportCard/SchoolYear/21</p> | <p>X</p> | | <p>Recommendation: Consider putting the link to the School Report Card on the main page of the website.</p> |
|------------------------|---|--|----------|--|--|

Report of the External Review Team for Idaho Science and Technology Charter School

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Blackfoot
ID 83221-5562
US

**Ms. Tami Dortch
Principal**

Date: March 2, 2016 - March 3, 2016



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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The External Review Team spent one day, March 2, on-site at Idaho Science and Technology Charter School (ISTCS). The review was a comprehensive five year External Review for traditional public schools and the first review for ISTCS under the direction of AdvancED. The review team consisted of six team members including one Lead Evaluator representing administrators from throughout Southeast Idaho. Each team member was assigned one standard to focus on throughout the review. The Team corresponded primarily through email and the Workspace prior to the review to study appropriate materials including the Accreditation Report, survey results and student testing data. The Lead Evaluator worked with the Principal in preparation for the review over the last several months.

The work and effort for preparation and hospitality of Ms. Tami Dortch, Principal, was above expectations and thorough. Tami and her team worked hard to create a thoughtful and thorough report. The report was complete with multiple sources of evidence to support ratings. Tami, other staff members, and stakeholders interviewed appeared to be honest, friendly, and upfront with accomplishments and concerns. The administration, staff, and students expressed a great deal of pride in the school and clearly care very deeply about the success of ISTCS.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Interviewed | Number |
|------------------------------------|-----------|
| Board Members | 3 |
| Administrators | 2 |
| Instructional Staff | 11 |
| Support Staff | 3 |
| Students | 36 |
| Parents/Community/Business Leaders | 6 |
| Total | 61 |

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | 3.00 | 2.81 |
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | 2.17 | 2.49 |
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | 2.50 | 2.60 |
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | 3.00 | 2.70 |
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | 3.00 | 2.57 |
| 3.6 | Teachers implement the school's instructional process in support of student learning. | 2.83 | 2.57 |
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | 2.00 | 2.54 |
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | 2.33 | 3.06 |

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | 2.00 | 2.98 |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | 2.83 | 2.75 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 3.00 | 2.53 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | 2.33 | 2.61 |

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | 2.00 | 2.66 |
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | 2.17 | 2.37 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | 3.00 | 2.06 |
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | 2.83 | 2.46 |
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | 2.00 | 2.71 |

Student Performance Diagnostic

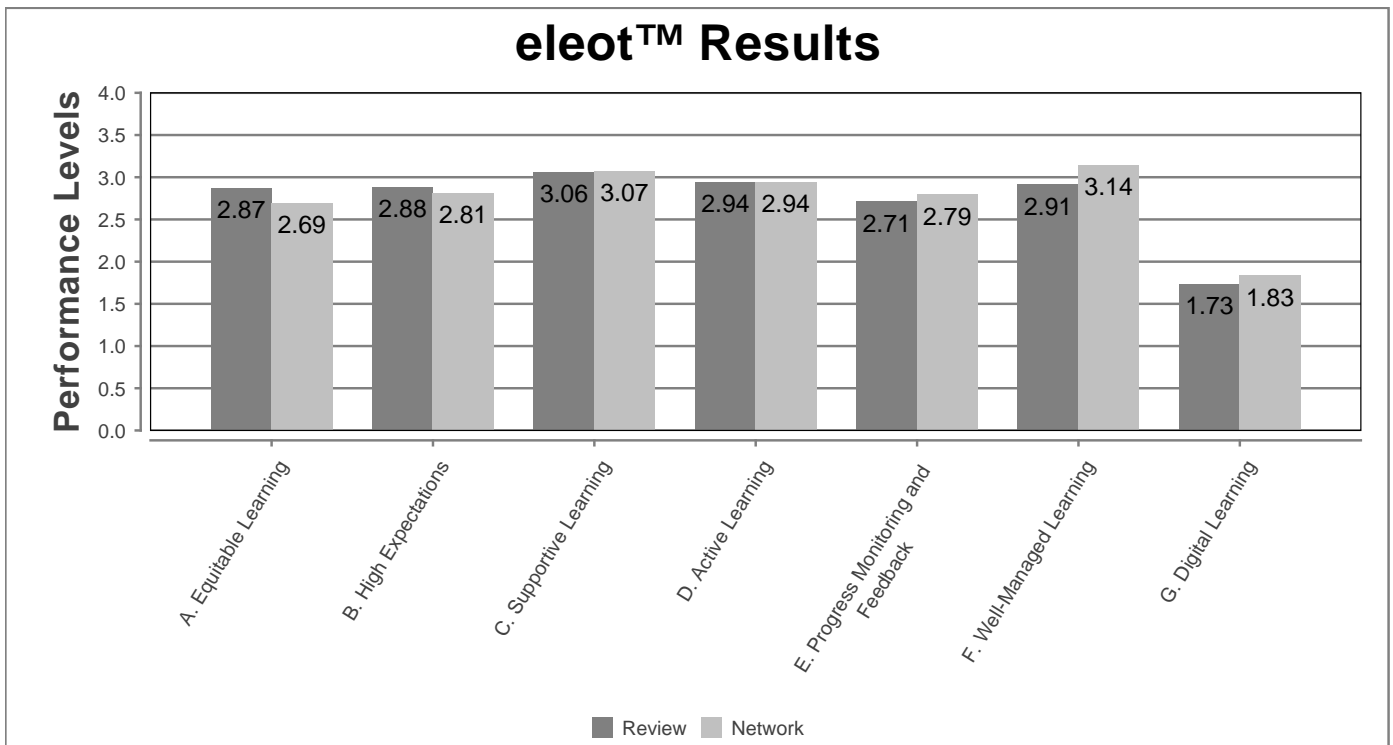
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---------------------|-------------------|--------------------------|
| Assessment Quality | 2.00 | 3.06 |
| Test Administration | 3.00 | 3.45 |
| Equity of Learning | 2.33 | 2.70 |
| Quality of Learning | 2.83 | 2.92 |

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



A total of 17 eleot observations (representing 94% of the teaching staff) were completed throughout the on-site visit, representing classrooms in all content areas. The area of supportive learning environment received the highest rating of 3.06, which was very near the system average of 3.07. This was reflective of the positive learning environment for students and the supportive nature of teachers to assist students. Students seemed unafraid to ask questions and take risks in the classroom. The environment receiving the lowest rating was

digital learning environment with a 1.73 compared with a system average of 1.83. Typically, digital tools and technology are difficult to integrate on a regular basis throughout the instructional hour. With short 30 minutes visits to classrooms, the use of this technology may have been missed. Observers noted all classrooms were equipped with projectors or Smartboards and many with computers. Computer labs seemed to be available upon request without any difficulty.

In general observers saw appropriate learning environments with a variety of activities intended to meet the needs of a variety of learners. Student engagement was high with instructors moving throughout the classrooms. Some teachers offered students multiple methods to demonstrate mastery of particular concepts. Timely feedback and student reflection on learning was evident.

Overall, observations reflected engaged students in rich learning environments where teachers are presenting aligned curriculum meeting content standards. Best practice teaching methods were in place throughout the school. Most notable were the warm relationships between teachers and students. Students displayed a positive attitude toward learning.

eleot™ Data Summary

| A. Equitable Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.82 | Has differentiated learning opportunities and activities that meet her/his needs | 17.65% | 47.06% | 35.29% | 0.00% |
| 2. | 3.35 | Has equal access to classroom discussions, activities, resources, technology, and support | 35.29% | 64.71% | 0.00% | 0.00% |
| 3. | 3.18 | Knows that rules and consequences are fair, clear, and consistently applied | 29.41% | 58.82% | 11.76% | 0.00% |
| 4. | 2.12 | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 17.65% | 17.65% | 23.53% | 41.18% |
| Overall rating on a 4 point scale: 2.87 | | | | | | |

| B. High Expectations | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.18 | Knows and strives to meet the high expectations established by the teacher | 35.29% | 47.06% | 17.65% | 0.00% |
| 2. | 3.24 | Is tasked with activities and learning that are challenging but attainable | 35.29% | 52.94% | 11.76% | 0.00% |
| 3. | 2.24 | Is provided exemplars of high quality work | 17.65% | 17.65% | 35.29% | 29.41% |
| 4. | 3.06 | Is engaged in rigorous coursework, discussions, and/or tasks | 23.53% | 58.82% | 17.65% | 0.00% |
| 5. | 2.71 | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 11.76% | 52.94% | 29.41% | 5.88% |
| Overall rating on a 4 point scale: 2.88 | | | | | | |

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| C. Supportive Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.24 | Demonstrates or expresses that learning experiences are positive | 47.06% | 35.29% | 11.76% | 5.88% |
| 2. | 3.24 | Demonstrates positive attitude about the classroom and learning | 52.94% | 17.65% | 29.41% | 0.00% |
| 3. | 2.94 | Takes risks in learning (without fear of negative feedback) | 23.53% | 52.94% | 17.65% | 5.88% |
| 4. | 3.35 | Is provided support and assistance to understand content and accomplish tasks | 41.18% | 52.94% | 5.88% | 0.00% |
| 5. | 2.53 | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 23.53% | 23.53% | 35.29% | 17.65% |
| Overall rating on a 4 point scale: 3.06 | | | | | | |

| D. Active Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.94 | Has several opportunities to engage in discussions with teacher and other students | 17.65% | 58.82% | 23.53% | 0.00% |
| 2. | 2.82 | Makes connections from content to real-life experiences | 29.41% | 35.29% | 23.53% | 11.76% |
| 3. | 3.06 | Is actively engaged in the learning activities | 23.53% | 58.82% | 17.65% | 0.00% |
| Overall rating on a 4 point scale: 2.94 | | | | | | |

| E. Progress Monitoring and Feedback | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.59 | Is asked and/or quizzed about individual progress/learning | 5.88% | 58.82% | 23.53% | 11.76% |
| 2. | 2.71 | Responds to teacher feedback to improve understanding | 5.88% | 70.59% | 11.76% | 11.76% |
| 3. | 3.00 | Demonstrates or verbalizes understanding of the lesson/content | 23.53% | 58.82% | 11.76% | 5.88% |
| 4. | 2.88 | Understands how her/his work is assessed | 29.41% | 41.18% | 17.65% | 11.76% |
| 5. | 2.35 | Has opportunities to revise/improve work based on feedback | 23.53% | 23.53% | 17.65% | 35.29% |
| Overall rating on a 4 point scale: 2.71 | | | | | | |

| F. Well-Managed Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.24 | Speaks and interacts respectfully with teacher(s) and peers | 35.29% | 52.94% | 11.76% | 0.00% |
| 2. | 3.29 | Follows classroom rules and works well with others | 41.18% | 47.06% | 11.76% | 0.00% |
| 3. | 2.71 | Transitions smoothly and efficiently to activities | 17.65% | 47.06% | 23.53% | 11.76% |
| 4. | 2.47 | Collaborates with other students during student-centered activities | 17.65% | 47.06% | 0.00% | 35.29% |
| 5. | 2.82 | Knows classroom routines, behavioral expectations and consequences | 11.76% | 64.71% | 17.65% | 5.88% |
| Overall rating on a 4 point scale: 2.91 | | | | | | |

| G. Digital Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 1.65 | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 5.88% | 17.65% | 11.76% | 64.71% |
| 2. | 1.71 | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 11.76% | 11.76% | 11.76% | 64.71% |
| 3. | 1.82 | Uses digital tools/technology to communicate and work collaboratively for learning | 11.76% | 5.88% | 35.29% | 47.06% |
| Overall rating on a 4 point scale: 1.73 | | | | | | |

Findings

Improvement Priority

Develop, administer, and analyze frequent and common assessments throughout the units of study to guide instruction and program evaluation.

(Indicator 5.2)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Survey results and interviews indicate a lack of available data as well as a lack of training and capabilities with personnel regarding analysis of data and application of results to improve student learning.

Opportunity For Improvement

Create and implement a structure that allows students to build a strong, long-term relationship with a faculty member who will monitor, motivate, and advocate for the student.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

There is no evidence that each student has a staff member advocate who will know and follow that student throughout his or her time at ISTCS. There are no individual learning plans, career scopes, or learning profiles

in evidence. This would also create a stronger tie between the family and the staff.

Powerful Practice

Teachers regularly participate in collaborative learning communities both formally and informally with an open-mind, intending to improve student learning and align the curriculum.

(Indicator 3.5)

Primary Indicator

Indicator 3.5

Evidence and Rationale

Schedules and interviews reflect that collaboration is an important part of this school's culture.

Powerful Practice

The administration has developed a reporting summary that allows several points of data to be given a value that allows them to be averaged, and the number to be used to place the student in the appropriate math level with the appropriate interventions.

(Indicator 5.4)

Primary Indicator

Indicator 5.4

Evidence and Rationale

Interviews and observations as well as a review of the detailed process utilized by the math instructors revealed the comprehensive nature of the math program.

Leadership Capacity

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

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | 2.83 | 2.73 |
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 3.17 | 2.96 |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 2.17 | 2.56 |

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | 3.17 | 2.96 |
| 2.2 | The governing body operates responsibly and functions effectively. | 2.83 | 2.91 |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 3.67 | 3.15 |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 2.67 | 3.09 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 2.17 | 2.79 |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 3.00 | 2.74 |

Stakeholder Feedback Diagnostic

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Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---|-------------------|--------------------------|
| Questionnaire Administration | 3.17 | 3.35 |
| Stakeholder Feedback Results and Analysis | 3.00 | 3.04 |

Findings

Improvement Priority

Develop and implement an effective, strategic communication plan for all stakeholders.
(Indicator 2.5)

Primary Indicator

Indicator 2.5

Evidence and Rationale

Survey results showed a need for effective communication. A strategic plan reflecting engagement of stakeholders will help to facilitate clear communication of direction and purpose as well as day-to-day operational details.

Powerful Practice

The school has created a practice of celebrating student culture, which includes student successes and student differences.
(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

All stakeholders spoke highly of the school, the students, and the staff. Students had a sense of pride in participation and accomplishment. Parents were complimentary of the services the school provides their children.

Powerful Practice

The school leadership works together effectively. Roles are clearly defined and followed.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

All stakeholders made statements about how well school board and administration work together.

Documentation showed training by outside experts to define and refine roles.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | 3.00 | 2.95 |
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | 3.00 | 2.96 |
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | 3.00 | 3.11 |
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | 2.17 | 2.78 |
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | 3.00 | 2.52 |

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| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | 3.00 | 2.81 |
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | 2.17 | 2.75 |

Findings

Opportunity For Improvement

Provide additional access to media and information resources necessary to achieve the educational goals of the school. There is a need for qualified personnel to be available to assist students and school personnel in learning about the tools and locations for finding and retrieving information in all subject matters.

(Indicator 4.4)

Primary Indicator

Indicator 4.4

Evidence and Rationale

Interviews and observations indicate that while digital access to media and information sources are plentiful, other sources are limited and dated. The Media Center is not currently staffed. There is a need for qualified personnel to be available to assist students and school personnel in learning about the tools and locations for finding/retrieving information in all subject matters. This is a requirement of AdvancED Assurance #4 to be fully accredited.

Conclusion

Students reported they enjoy school and learn well in the learning environment at ISTCS. The review confirmed these comments from students and the findings further indicated the school provides a safe, comfortable place for students to learn. The teachers are warm and caring and strive to use diverse instructional strategies to meet student needs.

The previous administration left ISTCS in a financial hardship. Within the last three years, the school has reprioritized the budget and is now moving forward with a balanced budget and has created a carryover for future planning. This has allowed the school to now focus on the vision and mission of the school to continue an emphasis on technology. This will provide increased availability of technology for increased student engagement and learning.

The improvement priority for ISTCS will focus on better communication for all stakeholders. This will allow students and parents to be better informed as they make decisions for improved student learning. The opportunity for parents to support the learning environment will pay dividends. In addition an increased staff functionality with data collection and resources will allow for data-driven decision-making to increase student learning.

ISTCS has made tremendous progress over the last three years and has established a new image with the public that assures success for students in a safe and caring environment.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop and implement an effective, strategic communication plan for all stakeholders.
- Develop, administer, and analyze frequent and common assessments throughout the units of study to guide instruction and program evaluation.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

| | External Review IEQ Score | AdvancED Network Average |
|------------------------------|---------------------------|--------------------------|
| Overall Score | 267.52 | 278.34 |
| Teaching and Learning Impact | 253.17 | 268.94 |
| Leadership Capacity | 289.39 | 292.64 |
| Resource Utilization | 276.19 | 283.23 |

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

| Member | Brief Biography |
|------------------------|--|
| Mrs. Sheryl A Brockett | <p>Sheryl graduated from the University of Idaho with a Bachelors of Science degree in Home Economics Education on 1984. She taught in Idaho for three years before completing a Master of Education degree from Idaho State University in 1988. In 1989 she was hired by Pocatello/Chubbuck School District #25 to create an alternate school for pregnant and parenting teens. Within three years the program grew from seven students to 70 students. Several years later she was asked to combine all of the alternative programs in the district. For three years she served as the administrator over four different alternative programs and over 300 students. In 2008 Sheryl was selected as the principal of Century High School where she remains at this time.</p> |
| Mark Kartchner | <ul style="list-style-type: none"> •Principal at Independence High School in Blackfoot Idaho for the past 20 years. •Teacher, At-Risk Coordinator, Night School Administrator at Ben Lomond High School in Ogden Utah for 4 years. •Teacher, Coach at Ogden High School in Ogden Utah for 7 years. •Writer of educational grants – Awards in excess of 1.5 million dollars. •Coordinator of community programs – Community Technology Centers, Mentoring, Drug Resistance Training. •Certification as a Teacher (Business and Marketing), Administrator K-12, ED. S |
| Mrs. Lori Kay | <p>Lori Kay has worked in schools in Utah, Iowa, and Idaho over 24 years. She taught English in middle school and high school for 14 years. During her years as the director of an alternative high school, she participated in a research grant for the Belin-Blank Center of the University of Iowa. The grant supported research of gifted and talented students who were in "at-risk" programs. Lori presented and has been on a Q&A panel on the topic of differentiated instruction. She also served on the board of directors for the Iowa Association of Alternative Education for three years. She was IAAE "Educator of the Year" in 2009.</p> <p>She is currently serving as an assistant principal and is improving the MTSS practices at Blackfoot High School. She is the administrator over the community education program and the driver education program. She has completed the Danielson Evaluator Training, attended the Solution Tree PLC Conference, and hopes to continue to learn more about improving learning in the classroom.</p> |
| Mr. Eric Lords | <p>Eric Lords is currently the Superintendent/Principal of the Fort Hall School District. He has been in the education field for 23 years as a teacher, Athletic Director, Assistant Principal, Principal and Superintendent. He has been married for 26 years with 5 children, 4 boys and 1 wonderful daughter.</p> |
| Susan Pettit | <p>Sue has been in education for 31 years. She has taught Math and Science and was a school Administrator at Elementary, Middle and High Schools. Sue is currently a Director of Human Resources.</p> |

| Member | Brief Biography |
|-----------------|--|
| Mr. Mark Pixton | <p>Mark is a native to south eastern Idaho. He has worked as a professional fly fishing guide on the Henry's fork in Island Park Idaho. Graduate from Idaho State University in 1991 has worked many years in the convenience and petroleum business. Mark has taught for the last 18 years in the Pocatello Chubbuck School district #25 and currently is teaching economics at Century High School. Mark spends the other half of his day as the Response to Intervention Coordinator for Century. Mark received his Master degree from Idaho State University in 2012 and is currently looking to begin his administrative career. Mark was selected as the Century Teacher of the Year in 2013 and has enjoyed raising both his son and daughter in the Pocatello school system.</p> |

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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“through the recent audit process and change in the school’s business personnel, it has come to the attention of the Board and the School’s Director that there have been some weaknesses in the systems in place at the school.” ISTCS ended its FY 2016 with a negative balance of (41,157). The school immediately began working with its own board and the PCSC to effect change. As of the FY 2017 audit, the school had corrected every finding noted in the 2016 audit and ended the year with a negative balance of (10,813), an overall improvement of \$30,344. The school’s proactive, transparent approach to this financial setback has enabled it to effect a quick turn around. ISTCS administration and board is confident that by the end of FY 2018, the school will not only be demonstrating positive financial trends, it will once again be operating completely in the black.

ISTCS is looking forward to the future. The school is excited to continue to expand academic opportunities and choices for students in Bingham County. The board began examining the possibility of growth into the lower elementary grades in the summer of 2017. This initiative is driven by stakeholder request, as well as an acknowledgement that in order to effectively function in a competitive market, the school must offer families a choice at the beginning of their children’s educational experience. The school anticipates requesting expansion into grades K-3 for the 2018-19 or 2019-20 school year.



Kelly Moulton, Board Chair

12/15/17

Date



Tami Dortch, Director

12/15/17

Date

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.

ISTCS's auxiliary data submission included the following:

- ISTCS Supplementary Data Form -- The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- Math & ELA ISAT Data – four spreadsheets document ISAT student level scores for fourth through eighth grade students from the 2014-15 SY (if applicable) to the 2016-17 SY

The data show the percentage of students who were proficient on the ISAT in the 2016-17 SY and the percentage of students who were not proficient on the ISAT but showed some growth in their scores over time. The school measures growth as an increase in ISAT score by at least 1 point on a scale from 2000 to 3000. No detail was provided on what constitutes a one year expected growth rate on the ISAT exams.

- ELA and Math ISAT Data – one spreadsheet with schoolwide and statewide aggregate data from 2015 -2017

ISTCS's ISAT scores in math, ELA, and science were lower than the state average in 2016. However, in 2017, ISTCS's ELA and Science scores were slightly higher than the state average, while math scores remained lower than the state average. ISTCS's math ISAT scores were relatively flat between 2016 and 2017; ELA scores increased by almost 10% in the same period.

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

Idaho Public Charter School Commission Auxiliary Renewal Data Form

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

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

Guidance for Form Submission

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

► Auxiliary Data

| Subject Area | Issue | Attached Documentation |
|-------------------------|--|---|
| Math | Looking at growth in our entire student body for each grade level. We use AIMS to test all students as an indicator. | Inside the excel spreadsheet I submitted. |
| English/reading fluency | Looking at growth in our entire student body for each grade level. We use AIMS to test all students as an indicator. | Inside the excel spreadsheet I submitted. |
| | | |

| Student 2016-17 | | | | | | | | | ELA/Literacy | | | | | | Math | | | | | |
|--------------------------|-----------|-----|---|-------|------|---|------|-------|--|---------|---------|---------|---------|---------|---|---------|---------|---------|---------|---------|
| First Name | Last Name | ELA | P | Growt | Math | P | Grow | Grade | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 4TH Grade Summary | | | | | | | | | Total Tested | | | | | | Total Tested | | | | | |
| | | | | | | | | | 31 | | | | | | 31 | | | | | |
| | | | | | | | | | Percentage Proficient ELA | | | | | | Percentage Proficient Math | | | | | |
| | | | | | | | | | 58.00% | | | | | | 26.00% | | | | | |
| | | | | | | | | | Percentage of Non-Proficient Students showing progress in ELA | | | | | | Percentage of Non-Proficient Students showing progress in Math | | | | | |
| | | | | | | | | | 38.00% | | | | | | 45.00% | | | | | |
| | | | | | | | | | Percentage of Students Proficient OR Demonstrating Progress in ELA | | | | | | Percentage of Students Proficient OR Demonstrating Progress in Math | | | | | |
| | | | | | | | | | 73.96% | | | | | | 58.00% | | | | | |

| Student 2016-17 | | | | | | | | | ELA/Literacy | | | | | | | Math | | | | | | |
|--------------------------|-----------|-----|---|-------|------|---|------|-------|--|---------|---------|---------|---------|---------|---------|---|---------|---------|---------|---------|--|--|
| First Name | Last Name | ELA | P | Growt | Math | P | Grow | Grade | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | |
| | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | |
| 5TH Grade Summary | | | | | | | | | Total Tested | | | | | | | Total Tested | | | | | | |
| | | | | | | | | | 41 | | | | | | | 31 | | | | | | |
| | | | | | | | | | Percentage Proficient ELA | | | | | | | Percentage Proficient Math | | | | | | |
| | | | | | | | | | 59.00% | | | | | | | 54.00% | | | | | | |
| | | | | | | | | | Percentage of Non-Proficient Students showing progress in ELA | | | | | | | Percentage of Non-Proficient Students showing progress in Math | | | | | | |
| | | | | | | | | | 59.00% | | | | | | | 85.00% | | | | | | |
| | | | | | | | | | Percentage of Students Proficient OR Demonstrating Progress in ELA | | | | | | | Percentage of Students Proficient OR Demonstrating Progress in Math | | | | | | |
| | | | | | | | | | 83.19% | | | | | | | 93.00% | | | | | | |

Student Results -- Column Notes

- A-B Student Name
- C Change in ELA scale score from 2016 to 2017.
- D ELA Proficiency (Yes or No)
- E ELA Growth. IF student was NOT proficient in ELA, this column shows if the child had growth in his/her overall scale score (Yes or No).
- F Change in Math scale score from 2016 to 2017.
- G Math Proficiency (Yes or No)
- H Math Growth. IF student was NOT proficient in Math, this column shows if the child had growth in his/her overall scale score (Yes or No).
- I 2017 Student Grade
- J - U ELA scores for the individual student for the last 3 years. The first column in each grade represents the scale score and the second represents the achievement level.
- V - AG Math scores for the individual student for the last 3 years. The first column in each grade represents the scale score and the second represents the achievement level.

4TH Grade Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 31 | Total Tested | 31 |
| Percentage Proficient ELA | 58.00% | Percentage Proficient Math | 26.00% |
| Percentage of Non-Proficient Students showing progress in ELA | 38.00% | Percentage of Non-Proficient Students showing progress in Math | 45.00% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 73.96% | Percentage of Students Proficient OR Demonstrating Progress in Math | 58.00% |

5TH Grade Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 41 | Total Tested | 31 |
| Percentage Proficient ELA | 59.00% | Percentage Proficient Math | 54.00% |
| Percentage of Non-Proficient Students showing progress in ELA | 59.00% | Percentage of Non-Proficient Students showing progress in Math | 85.00% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 83.19% | Percentage of Students Proficient OR Demonstrating Progress in Math | 93.00% |

6TH Grade Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 51 | Total Tested | 51 |
| Percentage Proficient ELA | 35.00% | Percentage Proficient Math | 20.00% |
| Percentage of Non-Proficient Students showing progress in ELA | 85.00% | Percentage of Non-Proficient Students showing progress in Math | 73.00% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 90.25% | Percentage of Students Proficient OR Demonstrating Progress in Math | 78.00% |

7TH Grade Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 45 | Total Tested | 45 |
| Percentage Proficient ELA | 56.00% | Percentage Proficient Math | 29.00% |
| Percentage of Non-Proficient Students showing progress in ELA | 65.00% | Percentage of Non-Proficient Students showing progress in Math | 59.00% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 84.60% | Percentage of Students Proficient OR Demonstrating Progress in Math | 71.00% |

8TH Grade Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 55 | Total Tested | 55 |
| Percentage Proficient ELA | 58.00% | Percentage Proficient Math | 40.00% |
| Percentage of Non-Proficient Students showing progress in ELA | 70.00% | Percentage of Non-Proficient Students showing progress in Math | 39.00% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 87.40% | Percentage of Students Proficient OR Demonstrating Progress in Math | 64.00% |

ISTCS Summary

| | | | |
|--|--------|---|--------|
| Total Tested | 223 | Total Tested | 223 |
| Percentage Proficient ELA | 52.52% | Percentage Proficient Math | 33.83% |
| Percentage of Non-Proficient Students showing progress in ELA | 68.08% | Percentage of Non-Proficient Students showing progress in Math | 59.54% |
| Percentage of Students Proficient OR Demonstrating Progress in ELA | 84.84% | Percentage of Students Proficient OR Demonstrating Progress in Math | 73.23% |

| | Tested | ELA Percent Proficient | ELA # Proficient | ELA # Non Proficient | ELA # Non Proficient w/ Progress | ELA # Non Proficient w/ Progress Percentage | ELA Proficient or Progress | ELA Proficient or Progress Percentage |
|-------|--------|------------------------|------------------|----------------------|----------------------------------|---|----------------------------|---------------------------------------|
| 4th | 31 | 58.00% | 18 | 13 | 5 | 38.00% | 23 | 73.96% |
| 5th | 41 | 59.00% | 24 | 17 | 10 | 59.00% | 34 | 83.19% |
| 6th | 51 | 35.00% | 18 | 33 | 28 | 85.00% | 46 | 90.25% |
| 7th | 45 | 56.00% | 25 | 20 | 13 | 65.00% | 38 | 84.60% |
| 8th | 55 | 58.00% | 32 | 23 | 16 | 70.00% | 48 | 87.40% |
| ISTCS | 223 | 52.52% | 117 | 106 | 72 | 68.08% | 189 | 84.84% |

| | Tested | Math Percent Proficient | Math # Proficient | Math # Non Proficient | Math # Non Proficient w/ Progress | Math # Non Proficient w/ Progress Percentage | Math Proficient or Progress | Math Proficient or Progress Percentage |
|-------|--------|-------------------------|-------------------|-----------------------|-----------------------------------|--|-----------------------------|--|
| 4th | 31 | 26.00% | 8 | 23 | 10 | 45.00% | 18 | 59.30% |
| 5th | 41 | 54.00% | 22 | 19 | 16 | 85.00% | 38 | 93.10% |
| 6th | 51 | 20.00% | 10 | 41 | 30 | 73.00% | 40 | 78.40% |
| 7th | 45 | 29.00% | 13 | 32 | 19 | 59.00% | 32 | 70.89% |
| 8th | 55 | 40.00% | 22 | 33 | 13 | 39.00% | 35 | 63.40% |
| ISTCS | 223 | 33.83% | 75 | 148 | 88 | 59.54% | 163 | 73.23% |

| ELA | | 2015 | | | 2016 | | | 2017 | | |
|-------------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|--|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | |
| 4 | 22195 | 10209.7 | 46.00% | 22456 | 11228 | 50.00% | 23217 | 11144.2 | 48.00% | |
| 5 | 21840 | 11356.8 | 52.00% | 22558 | 12181.3 | 54.00% | 22841 | 12334.1 | 54.00% | |
| 6 | 21538 | 10553.6 | 49.00% | 22150 | 11296.5 | 51.00% | 22925 | 11691.8 | 51.00% | |
| 7 | 21500 | 10965 | 51.00% | 21925 | 11620.3 | 53.00% | 22586 | 12196.4 | 54.00% | |
| 8 | 21463 | 11160.8 | 52.00% | 21734 | 11736.4 | 54.00% | 22187 | 11537.2 | 52.00% | |
| Total 4 - 8 | 108536 | 54245.9 | 49.98% | 110823 | 58062.4 | 52.39% | 113756 | 58903.7 | 51.78% | |
| ISTCS | | | | | | 43.20% | 52.52% | | | |

| Math | | 2015 | | | 2016 | | | 2017 | | |
|-------------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|--|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | |
| 4 | 22233 | 9560.19 | 43.00% | 22467 | 10559.5 | 47.00% | 23413 | 11004.1 | 47.00% | |
| 5 | 21877 | 8313.26 | 38.00% | 22564 | 9025.6 | 40.00% | 22872 | 9377.52 | 41.00% | |
| 6 | 21555 | 7759.8 | 36.00% | 22162 | 8643.18 | 39.00% | 22831 | 9132.4 | 40.00% | |
| 7 | 21536 | 8183.68 | 38.00% | 21925 | 9208.5 | 42.00% | 22556 | 9473.52 | 42.00% | |
| 8 | 21510 | 7958.7 | 37.00% | 21733 | 8258.54 | 38.00% | 22030 | 8591.7 | 39.00% | |
| Total 4 - 8 | 108711 | 41775.6 | 38.43% | 110851 | 45695.3 | 41.22% | 113702 | 47579.3 | 41.85% | |
| ISTCS | | | | | | 33.20% | 33.83% | | | |

| Science | | 2015 | | | 2016 | | | 2017 | | |
|-----------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|--|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient | |
| 5 | 21909 | 13802.7 | 63.00% | 19776 | 12458.9 | 63.00% | 22897 | 15112 | 66.00% | |
| 7 | 21535 | 10767.5 | 50.00% | 18180 | 9817.2 | 54.00% | 22669 | 12014.6 | 53.00% | |
| | 43444 | 24570.2 | 56.56% | 37956 | 22276.1 | 58.69% | 45566 | 27126.6 | 59.53% | |
| ISTCS | | | | | | 55.80% | 62.59% | | | |
| Biology | 18745 | | 63.00% | 20034 | | 65.00% | 20872 | | 59.00% | |
| Chemistry | 1780 | | 71.00% | 2738 | | 74.00% | 3688 | | 69.00% | |