

RENEWAL RECOMMENDATION

It is recommended that the charter of Monticello Montessori Charter School (MMCS) be renewed for a five (5) year term.

School Overview

SUMMARY

Monticello Montessori Charter School (MMCS) is a public charter school serving Ammon area students in Kindergarten through sixth grade. The school uses the Montessori educational approach to develop students’ intrinsic motivation and critical thinking skills.

The charter includes the following commitments:

- 90% of students with strong attendance over three years of enrollment will score proficient or above on all ISAT subject areas.
- 85% of students with strong attendance will score a 3 on the spring IRI in their first year of enrollment.
- MMCS will seek Montessori accreditation.

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 Monticello Montessori Charter School was approved by the PCSC in July 2009. The school opened in fall 2010.

MISSION

Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.

LEADERSHIP

Name	Title	Term
Mike O’Bleness	Chairman	2017-2019
Ken Glodo	Vice Chairman	2016-2018
Janece Moore	Secretary	2017-2019
Anthony Kinikin	Director	2017-2019
Dan Thurman	Director	2017-2019
Erica Kemery	Administrator	N/A

Academic Performance Summary

MMCS’s earliest years of operation evidenced academic struggles that were intentionally addressed by school leadership. During its current performance certificate term, MMCS’s ISAT proficiency rates have trended near or below both state and surrounding district averages. In the most recent school year, MMCS’s academic proficiency and growth outcomes earned the school a solid “Good Standing” academic accountability designation.

MMCS’s non-white and LEP populations are lower than those of the state and surrounding district, while its special education population is slightly higher. FRL data is unavailable because MMCS does not participate in the Federal School Lunch Program.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

The school’s annual performance reports, provided in Exhibit G, include details including 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?
Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials.	Yes
Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills.	Yes
Employ experienced Montessori teachers or teachers who will become Montessori certified.	Yes
Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.	Yes
Students will utilize work plans to guide them in their learning toward mastery.	Yes

Operational Performance Summary

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

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Good Standing
2014-15	Honor
2015-16	Remediation
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 HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
4 (2013-14)	320	231
5 (2014-15)	320	232
6 (2015-16)	320	205
7 (2016-17)	320	173

MMCS's facility is not large enough to accommodate the maximum enrollment they are approved to serve. The school hopes to expand both its facility and grade levels served in order to accommodate larger enrollment in future years.

BOARD AND ADMINISTRATIVE TURNOVER

MMCS's board of directors has retained two members for several years, while other seats have turned over. The school's administration has been stable since a change early in the performance certificate term.

Financial Performance Summary

MMCS was able to accrue sufficient savings during the middle of its performance certificate term to cover shortfalls resulting from decreased enrollment later in the term. However, decreasing reserves indicate a need for adjustments in the near future to maintain financial stability going forward.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

Monticello Montessori Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	4/17/2014	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	3/13/2017	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	3/14/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	9/28/2017	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.



**MONTICELLO MONTESSORI
CHARTER SCHOOL**
♦♦♦♦♦
**ANNUAL PERFORMANCE REPORT
2016-2017**

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

DRAFT Distributed November 2017

Introduction

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

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

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

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

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

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

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

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2016-17 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

School Overview

Mission Statement	Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.	
Key Design Elements	<ul style="list-style-type: none"> • Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials. • Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills. • Employ experienced Montessori teachers or teachers who will become Montessori certified. • Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure. • Students will utilize work plans to guide them in their learning toward mastery. 	
School Contact Information	Address: 4707 S. Sweetwater Way Ammon, ID 83406	Phone: 208-419-0742
Surrounding District	Bonneville School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2018	
Grades Served	K-6	
Enrollment	Approved: 320	Actual: 173

School Leadership (2016-2017)	Role
Mike O'Bleiness	Chair
Graham Whipple	Vice Chair
Janice Moore	Secretary
Ron Johnson	Treasurer
Erica Kemery	Administrator

	School	Surrounding District	State
Non-White	██████	18.62%	25.64%
Limited English Proficiency	██████	4.05%	5.56%
Special Needs	██████	9.61%	9.62%
Free & Reduced Lunch	██████	42.38%	48.73%

*Because the school does not participate in the FSLP, this chart reflects the school's Title I Low Income data instead of FRL data.

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Monticello Montessori Charter School Year Opened: 2009 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

MMCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	30%	24.33			
	2c	75	30%	30.40			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				54.73			
% of Possible Academic Points for This School				36.48%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
General Education Math (3-6)	1	16.67	7%	13.33			
General Education Reading (3-6)	2	16.67	7%	13.33			
Special Education Math (3-6)	3	16.67	7%	13.33			
Special Education Reading (3-6)	4	16.67	7%	0.00			
Normalization (K-6)	5	16.67	7%	13.33			
Early Reading (3)	6	16.67	7%	13.33			
Total Possible Mission-Specific Points		100.02	40%				
Total Mission-Specific Points Received				66.65			
% of Possible Mission-Specific Points Received				66.64%			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	250.02						
TOTAL POINTS RECEIVED				121.38			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				48.55%			

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	200.00
% OF POSSIBLE FINANCIAL POINTS				50.00%

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.

MMCS --- 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	
<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	48.55%	61% - 79% of points possible		46% - 64% of points possible	50.00%
<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		0% - 60% of points possible		0% - 45% of points possible	

MMCS --- 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
		47.10	20-37	18	41-64	24	24
			0-19	19	1-40	40	0
Notes					24		

MMCS --- 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.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	55.20	20-37	18	41-64	24	30
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							30
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.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

MMCS --- ACADEMIC FRAMEWORK

<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p>Measure 3f Norm-Referenced Growth in Language</p> <p>Are students making expected annual academic growth in language compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
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MMCS --- ACADEMIC FRAMEWORK

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

MMCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ensuring that its general education students acquire mathematics skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		100	
	Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.	76.60%	80	80
	Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		40	
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		0	
				<u>80.00</u>
Notes	The school will report data to the PCSC no later than October 1 of the following school year.			
Measure 2	Is the school ensuring that its general education students acquire reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		100	
	Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.	75%	80	80
	Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		40	
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		0	
				<u>80.00</u>
Notes	The school will report data to the PCSC no later than October 1 of the following school year.			

MMCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school ensuring that its special education students acquire mathematics skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.		100	
	Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.	75%	80	80
	Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.		40	
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year.			

Measure 4	Is the school ensuring that its special education students acquire reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.		100	
	Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.		80	
	Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.		40	
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.	28%	0	0
				0.00
Notes	For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year.			

MMCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 5	Is the school fostering "normalization" in its students?			
	Exceeds Standard: 80% - 100% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		100	
	Meets Standard: 60% - 79% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.	77.90%	80	80
	Does Not Meet Standard: 50% - 59% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		40	
	Falls Far Below Standard: Less than 50% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		0	
				80.00
Notes	<p>"Normalization" is a Montessori concept demonstrated by a student's love of work of activity, concentration on activity, self-discipline, and sociability or joyful work. Normalization will be quantified by the number of "works" that each student individually accomplishes during the morning work time. A student who has achieved normalization will have at least 7 weeks during the semester where he/she independently accomplishes at least 4 works during at least 75% of morning work periods per week. A work week for a student will be considered one where he / she attends at least 4 days of class. Teachers and aides will record and sign off on each student's works completed daily. The school will report data to the PCSC no later than October 1 of the following school year.</p>			
Measure 6	Is the school ensuring that its young students acquire early reading skills?			
	Exceeds Standard: 85% - 100% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		100	
	Meets Standard: 70% - 84% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.	81.90%	80	80
	Does Not Meet Standard: 55% - 69% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		40	
	Falls Far Below Standard: Less than 55% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		0	
				80.00
Notes	<p>The school will report data to the PCSC no later than October 1 of the following school year.</p>			

INDICATOR 1: EDUCATIONAL PROGRAM															
Measure 1a Implementation of Educational Program	<p>Is the school implementing the material terms of the educational program as defined in the performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<p>Result</p> <p>No instances of non-compliance documented</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25.00</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">25.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25.00	0		<hr/>		25.00			
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Measure 1b Education Requirements	<p>Is the school complying with applicable education requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>No instances of non-compliance documented</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25.00</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">25.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25.00	15		0		<hr/>		25.00	
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Measure 1c Students with Disabilities	<p>Is the school protecting the rights of students with disabilities?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>No instances of non-compliance documented</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25.00</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">25.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25.00	15		0		<hr/>		25.00	
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		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.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes				
The school's FY16 annual financial audit, due October 17, 2016, was submitted October 18, 2016.				
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			
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>	No instances of non-compliance documented	25
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
Notes			<hr/> 25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.</p>	No instances of non-compliance documented	25
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
Notes			<hr/> 25.00
INDICATOR 4: STUDENTS AND EMPLOYEES			
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p>	No instances of non-compliance documented	25
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
Notes			<hr/> 25.00

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

INDICATOR 5: SCHOOL ENVIRONMENT																	
Measure 5a Facilities and Transportation	<p>Is the school complying with facilities and transportation requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25.00</td> </tr> <tr> <td></td> <td>15</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;">25.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25.00		15			0				25.00
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25.00															
	15																
	0																
		25.00															
Notes																	
Measure 5b Health and Safety	<p>Is the school complying with health and safety requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25.00</td> </tr> <tr> <td></td> <td>15</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;">25.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25.00		15			0				25.00
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No instances of non-compliance documented	25	25.00															
	15																
	0																
		25.00															
Notes																	
Measure 5c Information Handling	<p>Is the school handling information appropriately?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25.00</td> </tr> <tr> <td></td> <td>15</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;">25.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25.00		15			0				25.00
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No instances of non-compliance documented	25	25.00															
	15																
	0																
		25.00															
Notes																	

MMCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<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>	No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				

MMCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																					
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Current Ratio is:</td> </tr> <tr> <td>6.34</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 style="border-top: 1px solid black;">0.00</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			6.34	50	50.00		10			0	0.00			50.00	Notes
Result	Points Possible	Points Earned																			
Current Ratio is:																					
6.34	50	50.00																			
	10																				
	0	0.00																			
		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 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>45</td> <td>10</td> <td>10.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">10.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:				50		45	10	10.00		0				10.00	Notes The number of days' cash on hand is currently 45, reflecting a negative trend from the previous year (87 days).
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
	50																				
45	10	10.00																			
	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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>85.03%</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	Variance is:				50		85.03%	30	30.00		0				30.00	Notes As only ADA was submitted for this school, the rating was calculated using the Historic Fall ADA of 167.39 divided by the estimated ADA of 210 reported by the school. In future years, this calculation will be based on actual and projected enrollment numbers not adjusted for ADA.
Result	Points Possible	Points Earned																			
Variance is:																					
	50																				
85.03%	30	30.00																			
	0																				
		30.00																			
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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default noted</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default noted	50	50.00		0				50.00	Notes						
Result	Points Possible	Points Earned																			
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	0																				
		50.00																			

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>5.79%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>Points Earned</p> <p>10.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome. The aggregated 3-year total is greater than -1.5%, but the current year Total Margin is negative (-5.48%).</p>		
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.88</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing the rating from "Meets Standard" (.88) to "Falls Far Below Standard" (1.05). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>		
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>-\$58,338</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> <p>0.00</p>
<p>Notes</p>		
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>0.53</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> <p>0.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		

MMCS --- 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	20.00	0.00	0.00	0.00	
	1b	25	0.00	0.00	0.00	0.00	
Proficiency	2a	75	54.02	0.00	0.00	0.00	
	2b	75	46.50	22.83	17.77	24.33	
Growth	2c	75	36.40	29.35	22.00	30.40	
	3a	100	79.44	0.00	0.00	0.00	
	3b	100	63.20	0.00	0.00	0.00	
	3c	100	49.28	0.00	0.00	0.00	
	3d	75	51.87	0.00	0.00	0.00	
	3e	75	69.41	0.00	0.00	0.00	
	3f	75	46.91	0.00	0.00	0.00	
College & Career Readiness	3g	100	83.87	0.00	0.00	0.00	
	4a						
	4b1 / 4b2 4c						
Total Possible Academic Points Received		900	600.90	52.18	39.77	54.73	0.00
% of Possible Academic Points for This School			66.77%	29.81%	26.51%	36.48%	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
General Education Math (3-6)	1	100	N/A	23.33	16	13.33	
General Education Reading (3-6)	2	100	N/A	23.33	20	13.33	
Special Education Math (3-6)	3	100	N/A	0	8	13.33	
Special Education Reading (3-6)	4	100	N/A	0	0	0	
Normalization (K-6)	5	100	N/A	23.33	20	13.33	
Early Reading (3)	6	100	N/A	23.33	20	13.33	
Total Possible Mission-Specific Points Received		600	0.00	93.32	84.00	66.65	0.00
% of Possible Mission-Specific Points for This School			N/A	79.98%	84.00%	66.65%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	15	25	25	
	1c	25	25	25	0	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	15	15	
	2b	25	0	25	25	25	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	15	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	15	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	0	25	
Additional Obligations	6a	25	25	0	25		
Total Possible Operational Points Received		400	345.00	380.00	315.00	390.00	0.00
% of Possible Operational Points for This School			86.25%	95.00%	78.75%	97.50%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50	50	
	1b	50	0	50	50	10	
	1c	50	50	50	50	30	
	1d	50	50	50	50	50	
Sustainability Measures	2a	50	0	50	50	10	
	2b	50	30	30	50	50	
	2c	50	0	50	50	0	
	2d	50	50	50	50	0	
Total Possible Financial Points Received		400	230.00	380.00	400.00	200.00	0.00
% of Possible Financial Points for This School			57.50%	95.00%	100.00%	50.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



MONTICELLO MONTESSORI CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2015-2016

CONFIDENTIAL

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

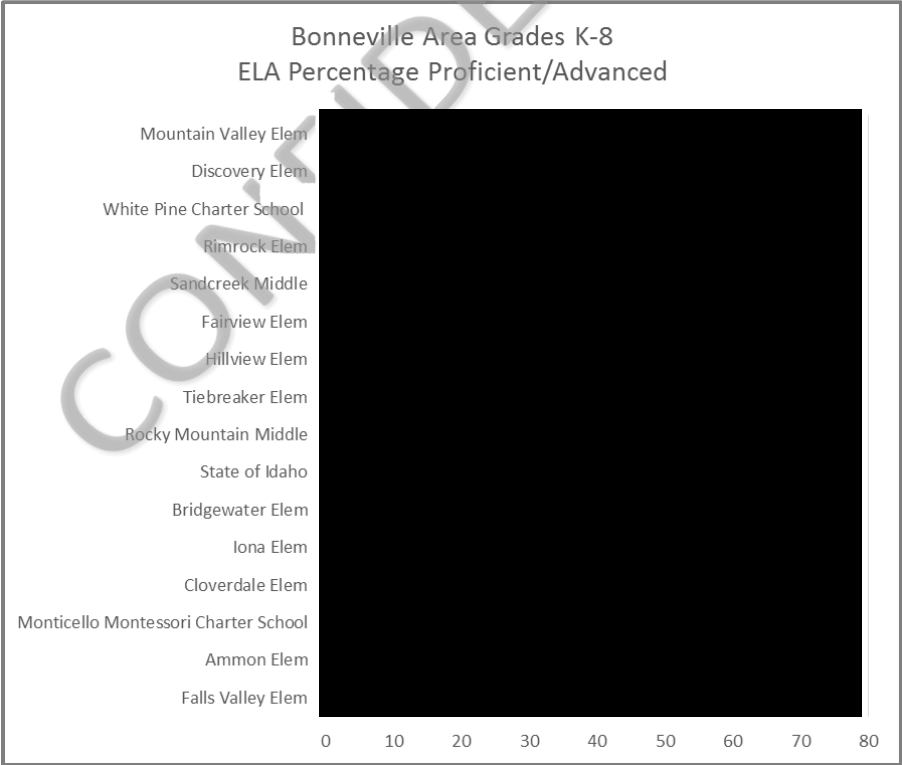
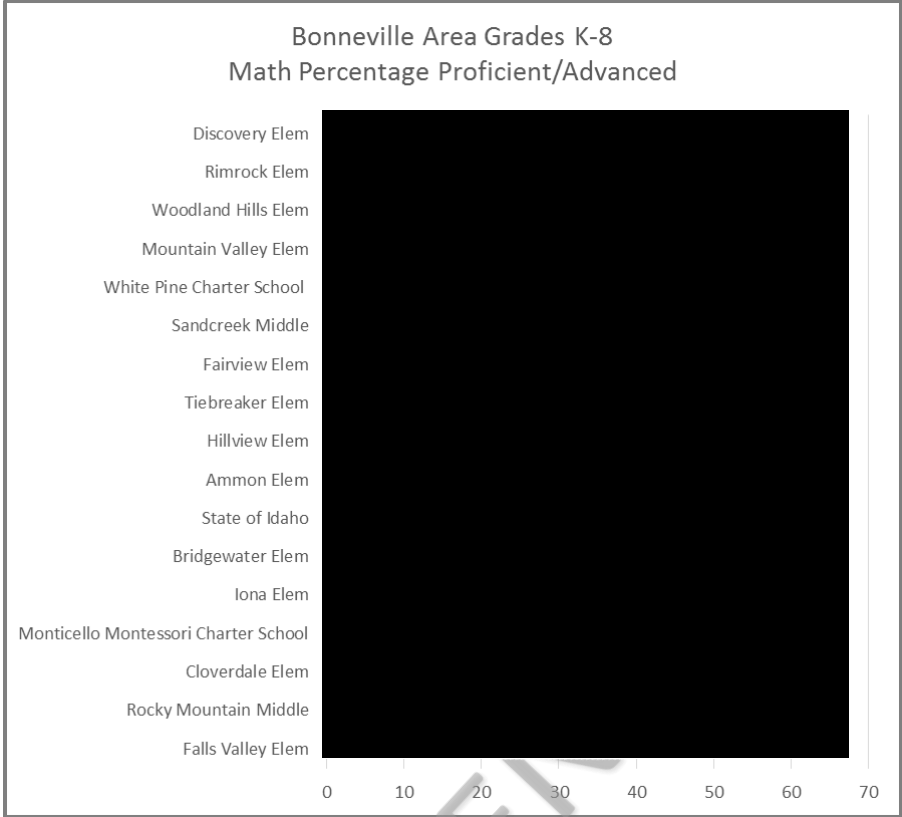
School Overview

Mission Statement	Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.	
Key Design Elements	<ul style="list-style-type: none"> • Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials. • Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills. • Employ experienced Montessori teachers or teachers who will become Montessori certified. • Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure. • Students will utilize work plans to guide them in their learning toward mastery. 	
School Contact Information	Address: 4707 S. Sweetwater Way Ammon, ID 83406	Phone: 208-419-0742
Surrounding District	Bonnevillle School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2018	
Grades Served	K-6	
Enrollment	Approved: 320	Actual: 205

School Leadership (2015-2016)	Role
Mike O'Bleness	Chair
Alexander Stanculescu	Vice Chair
Janece Moore	Secretary
Graham Whipple	Member
Erica Kemery	Administrator

	School	Surrounding District	State
Non-White	██████	18.32%	23.84%
Limited English Proficiency	██████	5.52%	8.61%
Special Needs	██████	10.50%	9.76%
Free & Reduced Lunch	██████	43.47%	47.27%

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



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Monticello Montessori Charter School Year Opened: 2009 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

MMCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	30%	17.77			
	2c	75	30%	22.00			
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	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				39.77			
% of Possible Academic Points for This School				26.51%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
General Education Math (3-6)	1	20	8%	16.00			
General Education Reading (3-6)	2	20	8%	20.00			
Special Education Math (3-6)	3	20	8%	8.00			
Special Education Reading (3-6)	4	0	0%	0.00			
Normalization (K-6)	5	20	8%	20.00			
Early Reading (3)	6	20	8%	20.00			
Total Possible Mission-Specific Points		100	40%				
Total Mission-Specific Points Received				84.00			
% of Possible Mission-Specific Points Received				84.00%			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	250						
TOTAL POINTS RECEIVED				123.77			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				49.51%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	0.00
	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
Additional Obligations	5c	25	6%	0.00
	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	315.00
% OF POSSIBLE OPERATIONAL POINTS				78.75%

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

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

MMCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	49.51%	61% - 79% of points possible	78.75%	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	

MMCS --- 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				
Notes		1	0	<u>0</u>			
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				<u>0</u>			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	<p>Are students achieving reading proficiency on state examinations?</p> <p>Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						<u>0</u>	
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
			0-19	19	1-40	40	18
Notes		37.40	0-19	19	1-40	40	<u>18</u>

MMCS --- 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
		44.00	20-37	18	41-64	24	22
			0-19	19	1-40	40	0
							<u>22</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							

MMCS --- ACADEMIC FRAMEWORK

<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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					0																																
<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
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	26-50	25	30-44	15	0																																
	0-25	25	1-29	29	0																																
					0																																

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

MMCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1 Is the school ensuring that its general education students acquire mathematics skills? Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.	Result	Points Possible	Points Earned
		100	
	81.80%	80	80
		40	
		0	
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		<u>80.00</u>
Measure 2 Is the school ensuring that its general education students acquire reading skills? Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.	Result	Points Possible	Points Earned
		100	100
	100%	100	100
		80	
		40	
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		<u>100.00</u>

Measure 3	Is the school ensuring that its special education students acquire mathematics skills?	Result	Points Possible	Points Earned
<p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p>		59%	40	40
<p>Notes For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year.</p>			0	<hr/> 40.00
Measure 4	Is the school ensuring that its special education students acquire reading skills?	Result	Points Possible	Points Earned
<p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p>			100	
<p>Notes For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year. <i>Due to small sample size, no result is available for the 2015-16 school year.</i></p>			0	<hr/> 0.00

MMCS --- MISSION-SPECIFIC FRAMEWORK

Measure 5	Is the school fostering "normalization" in its students?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80% - 100% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Meets Standard: 60% - 79% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Does Not Meet Standard: 50% - 59% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Falls Far Below Standard: Less than 50% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p>	85.40%	100	100
			80	
			40	
			0	
				100.00
Notes	<p>"Normalization" is a Montessori concept demonstrated by a student's love of work of activity, concentration on activity, self-discipline, and sociability or joyful work. Normalization will be quantified by the number of "works" that each student individually accomplishes during the morning work time. A student who has achieved normalization will have at least 7 weeks during the semester where he/she independently accomplishes at least 4 works during at least 75% of morning work periods per week. A work week for a student will be considered one where he / she attends at least 4 days of class. Teachers and aides will record and sign off on each student's works completed daily. The school will report data to the PCSC no later than October 1 of the following school year.</p>			
Measure 6	Is the school ensuring that its young students acquire early reading skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% - 100% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Meets Standard: 70% - 84% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Does Not Meet Standard: 55% - 69% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Falls Far Below Standard: Less than 55% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p>	91%	100	100
			80	
			40	
			0	
				100.00
Notes	<p>The school will report data to the PCSC no later than October 1 of the following school year.</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?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance documented	25	25.00
Notes			0	<hr/> 25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			15	0
				<hr/> 25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	In June 2016, the SDE reported its finding that a special education violation occurred during the 2015-16 school year.	See note	15	0
				<hr/> 0.00

		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's FY16 independent financial audit, due October 15, 2015, was submitted October 16, 2015. The school's second quarter financial report, due February 1, 2016, was submitted February 11, 2016.</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	
				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		

		Result	Points Possible	Points Earned
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	25	25.00
			15	
			0	
				25.00
Notes				

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes				0.00
In June 2016, the SDE reported its finding that a FERPA violation occurred at the school during the 2015-16 school year.				

MMCS --- 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 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's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of July 1, 2016.			0.00

MMCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	6.24	50	50.00
Notes				10	
				0	50.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)				
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash:	87	50	50.00
Notes				10	
				0	50.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget				
Enrollment Variance	<p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	95.41%	50	50.00
Notes				30	
				0	50.00
Measure 1d	Default				
Default	<p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No instances of non-compliance documented		50	50.00
Notes				0	
					50.00

MMCS --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>8.61%</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			<p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.87</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (.95) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>			<p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$256,100</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p>			<p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>1.75</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			<p>0</p> <hr/> <p>50.00</p>

MMCS --- 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	20.00	0.00	0.00		
	1b	25	0.00	0.00	0.00		
Proficiency	2a	75	54.02	0.00	0.00		
	2b	75	46.50	22.83	17.77		
Growth	2c	75	36.40	29.35	22.00		
	3a	100	79.44	0.00	0.00		
	3b	100	63.20	0.00	0.00		
	3c	100	49.28	0.00	0.00		
	3d	75	51.87	0.00	0.00		
	3e	75	69.41	0.00	0.00		
	3f	75	46.91	0.00	0.00		
College & Career Readiness	3g	100	83.87	0.00	0.00		
	4a						
	4b1 / 4b2 4c						
Total Possible Academic Points Received		900	600.90	52.18	39.77	0.00	0.00
% of Possible Academic Points for This School			66.77%	29.81%	26.51%	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
General Education Math (3-6)	1	100	N/A	23.33	16		
General Education Reading (3-6)	2	100	N/A	23.33	20		
Special Education Math (3-6)	3	100	N/A	0	8		
Special Education Reading (3-6)	4	100	N/A	0	0		
Normalization (K-6)	5	100	N/A	23.33	20		
Early Reading (3)	6	100	N/A	23.33	20		
Total Possible Mission-Specific Points Received		600	0.00	93.32	84.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	79.98%	84.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	0		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	15		
	2b	25	0	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	15	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	15	25	25		
	5b	25	25	25	25		
	5c	25	25	25	0		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	345.00	380.00	315.00	0.00	0.00
% of Possible Operational Points for This School			86.25%	95.00%	78.75%	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	0	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	50	50		
	2b	50	30	30	50		
	2c	50	0	50	50		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	230.00	380.00	400.00	0.00	0.00
% of Possible Financial Points for This School			57.50%	95.00%	100.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**MONTICELLO MONTESSORI
CHARTER SCHOOL**
♦♦♦♦♦
**ANNUAL PERFORMANCE REPORT
2014-2015**

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

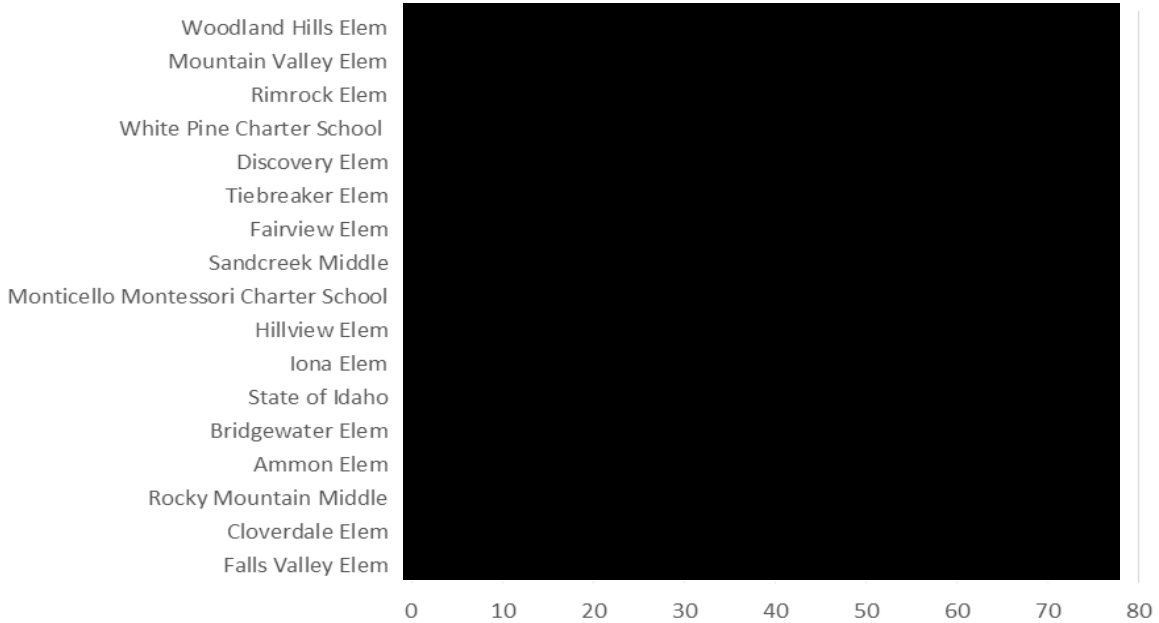
Mission Statement	Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.	
Key Design Elements	<ul style="list-style-type: none"> • Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials. • Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills. • Employ experienced Montessori teachers or teachers who will become Montessori certified. • Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure. • Students will utilize work plans to guide them in their learning toward mastery. 	
School Contact Information	Address: 4707 S. Sweetwater Way Ammon, ID 83406	Phone: 208-419-0742
Surrounding District	Bonneville School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2018	
Grades Served	K-6	
Enrollment	Approved: 320	Actual: 232

School Leadership (2014-2015)	Role
Mike O'Bleness	Chair
Alexander Stanculescu	Vice Chair
Graham Whipple	Member
Janece Moore	Secretary
Mitzi Jacobs	Member
Erica Kemery	Administrator

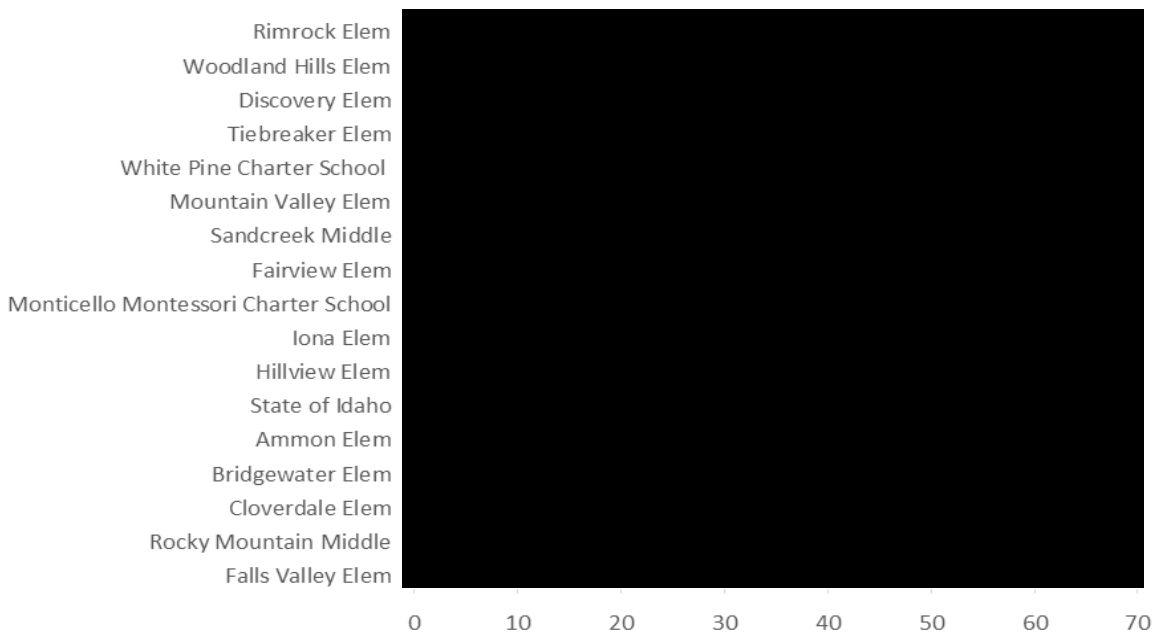
	School	Surrounding District	State
Non-White	██████	17.08%	23.59%
Limited English Proficiency	██	4.58%	8.52%
Special Needs	██████	10.39%	10.43%
Free & Reduced Lunch	██████	42.74%	49.62%

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

Bonneville Area Grades K-8 ELA Percentage Proficient/Advanced



Bonneville Area Grades K-8 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Monticello Montessori Charter School Year Opened: 2009 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

MMCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	9%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	26%	22.83			
	2c	75	26%	29.35			
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	60%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
Total Academic Points Received				52.18			
% of Possible Academic Points for This School				29.81%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
General Education Math (3-6)	1	29.17	10%	23.33			
General Education Reading (3-6)	2	29.17	10%	23.33			
Special Education Math (3-6)	3	0	0%	0.00			
Special Education Reading (3-6)	4	0	0%	0.00			
Normalization (K-6)	5	29.17	10%	23.33			
Early Reading (3)	6	29.17	10%	23.33			
Total Possible Mission-Specific Points		116.68	40%				
Total Mission-Specific Points Received				93.32			
% of Possible Mission-Specific Points Received				79.98%			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	291.68						
TOTAL POINTS RECEIVED				145.50			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				49.88%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	30.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	380.00
% OF POSSIBLE FINANCIAL POINTS				95.00%

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.

MMCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	95.00%	85% - 100% of points possible	95.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	49.88%	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	

MMCS --- 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
		5	25
	Exceeds Standard: School received five stars on the Star Rating System	4	20
	Meets Standard: School received three or four stars on the Star Rating System	3	15
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0
	Falls Far Below Standard: School received one star on the Star Rating System	1	0
Notes			0

Measure 1b State Designations		Result	Points Possible	Points Earned
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.		Reward	25	
Meets Standard: School does not have a designation.		None	15	
Does Not Meet Standard: School was identified as a "Focus" school.		Focus	0	0
Falls Far Below Standard: School was identified as a "Priority" school.		Priority	0	
Notes				0

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
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0
Notes							

Measure 2b ISAT / SBA % Proficiency Math		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Are students achieving math proficiency on state examinations?							
Exceeds Standard: 90% or more of students met or exceeded proficiency.			57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.			38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		45.10	20-37	18	41-64	24	23
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.			0-19	19	1-40	40	0
Notes							23

		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
		53.80	20-37	18	41-64	24	29
			0-19	19	1-40	40	0
							<u>29</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							

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

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

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

MMCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1 Is the school ensuring that its general education students acquire mathematics skills? Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.	Result	Points Possible	Points Earned
		100	
	67.2	80	80
		40	
		0	
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		<u>80.00</u>
Measure 2 Is the school ensuring that its general education students acquire reading skills? Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.	Result	Points Possible	Points Earned
		100	
	76%	80	80
		40	
		0	
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		<u>80.00</u>

Measure 3	Result	Points Possible	Points Earned
<p>Is the school ensuring that its special education students acquire mathematics skills?</p> <p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	<p>0.00</p>
<p>Notes For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year. <i>Due to small sample size, no result is available for the 2014-15 school year.</i></p>			
Measure 4	Result	Points Possible	Points Earned
<p>Is the school ensuring that its special education students acquire reading skills?</p> <p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	<p>0.00</p>
<p>Notes For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year. <i>Due to small sample size, no result is available for the 2014-15 school year.</i></p>			

MMCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 5	Is the school fostering "normalization" in its students?			
	Exceeds Standard: 80% - 100% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		100	
	Meets Standard: 60% - 79% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.	71.9	80	80
	Does Not Meet Standard: 50% - 59% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		40	
	Falls Far Below Standard: Less than 50% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.		0	
Notes	"Normalization" is a Montessori concept demonstrated by a student's love of work of activity, concentration on activity, self-discipline, and sociability or joyful work. Normalization will be quantified by the number of "works" that each student individually accomplishes during the morning work time. A student who has achieved normalization will have at least 7 weeks during the semester where he/she independently accomplishes at least 4 works during at least 75% of morning work periods per week. A work week for a student will be considered one where he / she attends at least 4 days of class. Teachers and aides will record and sign off on each student's works completed daily. The school will report data to the PCSC no later than October 1 of the following school year.			80.00
Measure 6	Is the school ensuring that its young students acquire early reading skills?			
	Exceeds Standard: 85% - 100% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		100	
	Meets Standard: 70% - 84% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.	82.92	80	80
	Does Not Meet Standard: 55% - 69% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		40	
	Falls Far Below Standard: Less than 55% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.		0	
Notes	The school will report data to the PCSC no later than October 1 of the following school year.			80.00

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	0	0	25.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	25	25	
	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.	See note	15	15.00
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	0	15.00	
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT. School leadership recognized and self-reported this issue, and made special efforts to encourage higher participation during the testing window.			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	15	15.00
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	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>	<p>No instances of non-compliance documented</p>	25	25.00
			15	
			0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
				15.00
Notes				
The school's FY14 independent fiscal audit, due October 15, 2014, was submitted 10/30/14. Required responses to the February 2015 annual fiscal update, due 2/26/15, were submitted 3/22/15.				
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>	<p>No instances of non-compliance documented</p>	25	25.00
			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. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3b Reporting Requirements	Is the school complying with reporting requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

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

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

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	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.	25	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		

MMCS --- 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 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	<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>			25.00

MMCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result Points Possible Points Earned Current Ratio is: 3.47 50 50.00 10 0 <u>50.00</u>	
Notes			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result Points Possible Points Earned No. of Days Cash: 72 50 50.00 10 0 <u>50.00</u>	
Notes			
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result Points Possible Points Earned Variance is: 106.31% 50 50.00 30 0 <u>50.00</u>	
Notes			
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result Points Possible Points Earned No default or delinquency noted in audit 50 50.00 0 <u>50.00</u>	
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>4.87%</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			<p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.91</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>30.00</p> <hr/> <p>30.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>			
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$149,356</p>	<p>Points Possible</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <hr/> <p>50.00</p>
<p>Notes</p>			
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>1.97</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>50.00</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			

MMCS --- 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	20.00	0.00			
	1b	25	0.00	0.00			
Proficiency	2a	75	54.02	0.00			
	2b	75	46.50	22.83			
	2c	75	36.40	29.35			
Growth	3a	100	79.44	0.00			
	3b	100	63.20	0.00			
	3c	100	49.28	0.00			
	3d	75	51.87	0.00			
	3e	75	69.41	0.00			
	3f	75	46.91	0.00			
	3g	100	83.87	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	600.90	52.18	0.00	0.00	0.00
% of Possible Academic Points for This School			66.77%	29.81%	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
General Education Math (3-6)	1	100	N/A	23.33			
General Education Reading (3-6)	2	100	N/A	23.33			
Special Education Math (3-6)	3	100	N/A	0			
Special Education Reading (3-6)	4	100	N/A	0			
Normalization (K-6)	5	100	N/A	23.33			
Early Reading (3)	6	100	N/A	23.33			
Total Possible Mission-Specific Points Received		600	0.00	93.32	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	79.98%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	15			
	2b	25	0	25			
Governance & Reporting	3a	25	25	25			
	3b	25	15	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	15	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	345.00	380.00	0.00	0.00	0.00
% of Possible Operational Points for This School			86.25%	95.00%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	0	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	50			
	2b	50	30	30			
	2c	50	0	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	230.00	380.00	0.00	0.00	0.00
% of Possible Financial Points for This School			57.50%	95.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



MONTICELLO MONTESSORI CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2013-2014

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

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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.	
Key Design Elements	<ul style="list-style-type: none"> • Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials. • Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills. • Employ experienced Montessori teachers or teachers who will become Montessori certified. • Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure. • Students will utilize work plans to guide them in their learning toward mastery. 	
School Contact Information	Address: 4707 S. Sweetwater Way Ammon, ID 83406	Phone: 208-419-0742
Surrounding District	Bonneville School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2018	
Grades Served	K-6	
Enrollment	Approved: 320	Actual: 231

	School	Surrounding District	State
Non-White	██████	16.97%	22.56%
Limited English Proficiency	██	3.47%	6.24%
Special Needs	██████	9.25%	9.46%
Free & Reduced Lunch	██████%	43.33%	47.07%

School Leadership	Role
Mike O'Bleness	Chair
Mikki Scott	Vice Chair
Mitzi Jacobs	Treasurer
Janece Moore	Secretary
Randy Crisler	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Monticello Montessori Charter School Year Opened: 2009 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

MONTICELLO MONTESSORI 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%	20.00	25	1%	20.00
	1b	25	3%	0.00	25	1%	0.00
Proficiency	2a	75	8%	54.02	75	4%	54.02
	2b	75	8%	46.50	75	4%	46.50
	2c	75	8%	36.40	75	4%	36.40
	3a	100	11%	79.44	100	6%	79.44
Growth	3b	100	11%	63.20	100	6%	63.20
	3c	100	11%	49.28	100	6%	49.28
	3d	75	8%	51.87	75	4%	51.87
	3e	75	8%	69.41	75	4%	69.41
	3f	75	8%	46.91	75	4%	46.91
	3g	100	11%	83.87	100	6%	83.87
	College & Career Readiness	4a				50	3%
4b1 / 4b2					50	3%	0.00
4c					50	3%	0.00
Total Possible Academic Points - Points from Non-Applicable		900	100%		1050		
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				600.90			600.90
% of Possible Academic Points for This School				66.77%			57.23%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
General Education Math (3-6)	1	0	0%	0.00	700	40%	Mission-specific data is not available for this reporting period.
General Education Reading (3-6)	2	0	0%	0.00			
Special Education Math (3-6)	3	0	0%	0.00			
Special Education Reading (3-6)	4	0	0%	0.00			
Normalization (K-6)	5	0	0%	0.00			
Early Reading (3)	6	0	0%	0.00			
Total Possible Mission-Specific Points		0	0%				
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				600.90			600.90
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				66.77%			34.34%

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%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	345.00
% OF POSSIBLE OPERATIONAL POINTS				86.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	0.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	30.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	230.00
% OF POSSIBLE FINANCIAL POINTS				57.50%

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.

MONTICELLO MONTESSORI CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	66.77%	80% - 89% of points possible	86.25%	65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	57.50%
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

MONTICELLO MONTESSORI CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Standard	Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	5	25				
		4	20	20			
		3	15				
		2	0				
		1	0	20			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0	0			
		Priority	0	0			
Notes							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	54
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	36
			0-19	19	1-40	40	0
Notes							

MONTICELLO MONTESSORI CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	86.84	76-100	25	85-100	16	79
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						79	
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.	76.92	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	63
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						63	
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.	68.42	76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	49
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						49	
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.	60.00	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	52
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes						52	
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.	89.00	57-75	19	66-99	34	69
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes						69	

Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.	54.00	38-56	19	43-65	23	47
	Does Not Meet Standard: The school's Median SGP in language arts 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 language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							47
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.	80.00	76-100	25	70-100	31	84
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes							84
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppy	1	0				0
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

MONTICELLO MONTESSORI CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS			
Measure 1	Is the school ensuring that its general education students acquire mathematics skills?	Result	Points Possible
	Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		100
	Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		80
	Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		40
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment.		0
			0.00
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		
Measure 2	Is the school ensuring that its general education students acquire reading skills?	Result	Points Possible
	Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		100
	Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		80
	Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		40
	Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment.		0
			0.00
Notes	The school will report data to the PCSC no later than October 1 of the following school year.		

Measure 3	Is the school ensuring that its special education students acquire mathematics skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment.</p>		100	
			80	
			40	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year.			
Measure 4	Is the school ensuring that its special education students acquire reading skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p> <p>Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment.</p>		100	
			80	
			40	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year.			

MONTICELLO MONTESSORI CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 5	Is the school fostering "normalization" in its students?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80% - 100% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Meets Standard: 60% - 79% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Does Not Meet Standard: 50% - 59% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p> <p>Falls Far Below Standard: Less than 50% of students who have been enrolled for at least one, full academic year achieved normalization by January 31.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	
				0.00
Notes	<p>"Normalization" is a Montessori concept demonstrated by a student's love of work of activity, concentration on activity, self-discipline, and sociability or joyful work. Normalization will be quantified by the number of "works" that each student individually accomplishes during the morning work time. A student who has achieved normalization will have at least 7 weeks during the semester where he/she independently accomplishes at least 4 works during at least 75% of morning work periods per week. A work week for a student will be considered one where he / she attends at least 4 days of class. Teachers and aides will record and sign off on each student's works completed daily. The school will report data to the PCSC no later than October 1 of the following school year.</p>			
Measure 6	Is the school ensuring that its young students acquire early reading skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% - 100% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Meets Standard: 70% - 84% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Does Not Meet Standard: 55% - 69% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p> <p>Falls Far Below Standard: Less than 55% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI.</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p>	
				0.00
Notes	<p>The school will report data to the PCSC no later than October 1 of the following school year.</p>			

MONTICELLO MONTESSORI CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Meets	25	25.00
	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.		0	
	Notes			25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	No instances of non-compliance documented	25	25.00
	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.		15	
	Notes		0	25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	No instances of non-compliance documented	25	25.00
	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.		15	
	Notes		0	25.00

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				<hr/> 25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
Notes				<hr/> 15.00
<p>The FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13. The FY14 fiscal audit (due Oct 15, 2014) was submitted 10/30/14.</p>				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
Notes				<hr/> 0.00
<p>The FY14 fiscal audit cites two, significant deficiencies, including incomplete segregation of duties and failure to perform accounting duties in a timely manner due to a software issue that has now been resolved.</p>				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	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:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school's annual dashboard report (due Nov 28, 2014) was submitted, incomplete, on 1/8/15.			15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?		25	
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	15	15.00
	<p>Notes</p> <p>The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.</p>		0	15.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?		25	25.00
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25.00	
	<p>Notes</p>		0	25.00
Measure 5c Information Handling	Is the school handling information appropriately?		25	25.00
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25.00	
	<p>Notes</p>		0	25.00


MONTICELLO MONTESSORI CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

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

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Ratio is 1.76	50	50.00
Notes			10	
			0	50.00
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
			50	
Notes			10	
		8 days cash	0	0.00
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is 103.64%	50	50.00
Notes			30	
			0	50.00
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>The audit findings indicate that software issues resulted in several months' delay in certain accounting procedures, including failure to pay payroll taxes and bills due to uncertainty about the school's cash balance. The software issue was resolved in advance of the audit and late payments were in the process of being caught up.</p>	Result	Points Possible	Points Earned
		School is not presently in default. See notes.	50	50.00
Notes		Default noted in findings; see notes.	0	0.00
				50.00

MONTICELLO MONTESSORI 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	Result	Points Possible
	Points Earned		
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Agg = (2.3%) Total = 3.3%	0
			0.00
Notes			
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
	Points Earned		
	Meets Standard: Debt to Asset Ratio is less than 0.9		50
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0	Ratio is .97	30
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0
			30.00
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	Result	Points Possible
	Points Earned		
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi-year is (\$61,201) and most recent is (\$34,850); trend is negative.	0
			0.00
Notes			
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
	Points Earned		
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	Ratio is 1.29	50
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0
	Falls Far Below Standard: Not Applicable		
			50.00
Notes			



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

Alison Consoletti, The Center for Education Reform

Monticello Montessori Charter School

Pre-Renewal Site Visit Report

10/25/2017

Public Charter School

Monticello Montessori
Sweet Water Way, Ammon, ID 83406
208-419-0742

Authorizer

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

Evaluation Team

Jenn Thompson, Finance and Resource Program Manager, Public Charter School Commission
Randy Yadon, Principal, Meridian Technical Charter High School
Shane Pratt, Principal, Rolling Hills Public Charter School

PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Monticello Montessori 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: Exceeds

Evidence: Classroom Observations, Parents, Teachers, and Board Discussions

Detail: The school's commitment to its mission is a primary strength. Key design elements include Montessori core curriculum, well trained teachers and administration, and use of individual student work plans. The Montessori model is clearly visible in every space. Teachers and aides work seamlessly together. Teachers, parents, students, admin, and board are all focused on a singular mission. Professional development offerings are aligned to the model.

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

Rating: Exceeds

Evidence: Classroom Observations

Detail: While multiple activities were taking place simultaneously in each classroom, all students were engaged in learning experiences. Teachers participate in school wide professional development one Friday each month, engage in PLCs each week, and attend Montessori-specific training each summer. Each teacher is skilled in guiding student choice, relying on a philosophy of "when, not if." Each classroom is equipped with an elaborate set of curriculum, each piece of which has formative assessment built into the activity.

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

Rating: Approaches

Evidence: SDE Assessment Report, Classroom Observations

Detail: The school is beginning to implement an assessment tracking system called MRX. This system has long been aligned to Montessori curriculum, and has recently been aligned to common core. Only half of the teachers have chosen to implement this system, leaving the school using two different data collection systems. A school-wide implementation of a single system would allow a greater volume of meaningful mission-specific data to be shared out.

Assessment data shows a marked improvement in student proficiency from 2016 to 2017 in both ELA and Math. The evaluation team observed a significant amount of formative data available for collection, however it is unclear how teachers are collecting and utilizing this data, or whether there is guidance on this work provided by administration.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Meets

Evidence: Parent Panel, Curriculum Maps, Observation

Detail: Curriculum maps show clear alignment between specific curricular tools and common core standards with vertical progression. Students have freedom of choice in the Montessori model that allows for self-direction and differentiation. The multiage classroom structure allows students to learn at their own pace, whether accelerated or supported.

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

Rating: Meets

Evidence: Teacher Panel, Administrator Panel

Detail: Teachers are well trained in the model.

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

Rating: Meets

Evidence: Teacher Panel, Curriculum Maps

Detail: The school uses the Montessori curriculum. The model employs a large collection of very specific curricular tools, and experiences very little changes over time. However, teachers reported that the curriculum, while extensive, actually provides them with a greater flexibility in meeting the learning needs of each student.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Classroom Observations

Detail: The curriculum is naturally engaging for students, providing in-the-moment feedback. Throughout the day, nearly all students remained engaged. Independent work, online work, small group work, and whole class instruction were all observed during the visit. Students are allowed to move freely between guided options; this seems to increase student engagement and decreases transition time.

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

Rating: Meets

Evidence: Attrition and Retention Form, Observations

Detail: Turnover is less than 10%. The experience level of individual staff members is broad, with 20% having more than 10 years of experience and 30% having less than 3 years of experience. There is opportunity for internal mentorship. The special education teacher works closely with regional mentors. Policy, while not reviewed in depth by the evaluators, appears comprehensive and compliant.

Does the school have leadership sustainability?

Rating: Approaches

Evidence: Leadership Evaluation Document, Panel Discussions

Detail: The school structure includes a principal and two master teachers. The master teachers are each delegated the duty of coaching a group of teachers. The governing board conducts an appropriate evaluation of the school administrator each year. The school has had turn over in the administrator position in the past, but this seems to be stabilizing. The administration delegates significant projects to the school's team. Teacher involvement in school operations is an element of the Montessori model; however, it is unclear whether the administration is able to provide sufficient support or centralized guidance in the day-to-day work of delegated projects such as data analysis, special education, and marketing. It was also noted by several stakeholders that the school principal often works extensive hours. There seems to be a general feeling that under this administration, the school is doing well, but a worry about keeping the workload sustainable and avoiding burn-out.

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

Rating: Approaches

Evidence: Professional Development Plan, Administration Discussion

Detail: The school worked with a Title II-A Coordinator through a professional development plan during the 2016-17 school year. A 2017-18 version was not provided. The school has recently shifted to a 4-day student week. Teachers participate in professional development one Friday each month. While this can be an added benefit for a small school that is not able to compete

with larger districts in terms of salary, Fridays represents valuable, and perhaps underutilized, teacher growth time.

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: Assessment Schedule Document, Administration and Board Discussions

Detail: The assessment schedule includes state-required assessments. STAR benchmarks are administered three times annually, and teachers conduct formative and summative assessment as part of their regular curriculum. Study Island is also used in the upper grades. The board chair spoke clearly about assessment practices and indicated that the STAR exams were used for consistency as the SDE shifted assessment practices over the past few years. The administration indicated that teachers worked in their PLCs to develop goals and action plans based on analysis of the most recent ISAT data. However, the administrator had not participated in that activity and was not familiar with the details of either plan. It is important that the administration have time to engage with and guide this work.

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

Rating: Exceeds

Evidence: Policy Review and Classroom Observations

Detail: The student handbook provides a summary of the school's safety plan. Drop-off and pick-up are organized and supervised. The school uses a "buzz-in" system at the front door. Additionally, the school has plans to make significant safety improvements to its entryway in the near future.

Students have a strong understanding of classroom behavior expectations and appear comfortable in their learning environment. Full-time classroom aides provide a second adult in classrooms at most times.

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

Rating: Approaches

Evidence: Special Education Teacher Interview, Observation

Detail: The special education teacher and paraprofessionals conduct both push-in and pull-out support for students. The special education team does not appear to assist teachers with modifications of curriculum, as the curriculum allows this to happen naturally. The special education population at this school is increasing.

The one special education teacher employed by the school, cares deeply about his students. He is pursuing his certification concurrently with serving in this position. The school administrator serves as the primary mentor for this teacher and fulfills the role of special education director. The special education teacher does have access to mentorship through regional SDE offered mentorship and statewide meetings. FERPA may prevent him from asking the most pertinent questions of mentors outside of the school's employment.

As the school recently had a complicated experience with special education findings, it seems prudent for the board to ensure that the special education team is well supported going forward. A single, though capable, person performing the duties of school leader and special education director at the same time is likely to find him/herself faced with impossible decisions. A crucial need in either area can appear at any moment, and neither is lower priority. The necessary choice to handle one situation first, inevitably leaves the other situation either in a state of escalation or resolved without expert guidance. The current structure may not provide the school's special education teacher with sufficient access to the support he needs to perform his duties. It also leaves the school leader performing significantly more duties than other charter school leaders.

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 serve any ELL students at this time. It was not clear to the evaluators whether a process and plan are in place to meet student needs should it become necessary.

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

Rating: N/A

Evidence: Annual Report 2016, Administration Discussion

Detail: The school serves a significantly higher population of special education students, a lower percentage of ELL students, and a lower percentage of non-white students. 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: Approaches

Evidence: Attrition and Retention Form, Teacher Discussions, Business Manager Discussion

Detail: The school reports a 10% turnover of student population during the 2016 school year. Teachers indicate that student turnover has a negative effect on their work. The school is located at the edge of town, which is not convenient for community members, particularly those who have children in grades not served by the charter school and so must engage with another school anyway. Additionally, the local business community includes a large-scale employer that implements short-term employment postings in various locations throughout the country. These factors add to the attrition issues. The business manager collects exit data.

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

Rating: Meets

Evidence: Observation, Panel Discussions

Detail: Staff members have clearly defined roles. Teachers, board members, and administration share a common understanding regarding decision-making processes. The school provides opportunity for professional development and collaboration, though greater frequency of these activities may prove useful to the team.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Panel Discussions

Detail: Teachers have a strong voice in the Montessori model. It appears that teachers communicate with administration primarily through their master teachers, who meet with school administration weekly. Teachers also reported an “open door” with the school leaders. The business manager attends all board meetings and provides updates, clarifications, and reports. This process has reportedly improved since the arrival of the current administrator. Parents explained the process of communicating with the board.

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

Rating: Exceeds

Evidence: Parent Panel Discussion, Classroom Observations

Detail: The Montessori model welcomes parent involvement. Parents who volunteer regularly at the school and parents who do not have that opportunity were present at the panel discussion. All parents indicated that they feel welcome and celebrated for the support they can give. The school hosts multiple family events each year, and parents reported a feeling of “family.” It was clear that the parent community is engaged and excited about the school.

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Observations, School Tour

Detail: Each classroom is equipped with the tools necessary to successfully implement the model. Teachers feel confident that they have what they need, and that they have a means to make recommendations should additional needs become necessary.

The current facility is small, and every inch of the space is used well. However, as the school hopes to grow in the near future, they are planning for facilities renovations to support that growth. The school sits on a large parcel of land. The USDA currently backs the facility loan, and the school has explored increasing the loan to support expansion. The school reports USDA has responded favorably.

As part of exploring the feasibility of expanding the program, the school has drafted plans that include expanding office space and bringing the front vestibule up to new safety recommendations, as well as adding an additional wing that would house a cafeteria, gym space, and two classrooms. The board, business manager, and school administrator are currently exploring how best to proceed, and seem fully aware that the expansion of the facilities and an increase in enrollment are intrinsically linked.

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

Rating: N/A

Evidence: Tour

Detail: The evaluation team did not review official documentation such as occupancy certificates or fire drill records. However, the school was clean and in good repair throughout. ADA accessibility was evident.

GOVERNANCE

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

Rating: Meets

Evidence: Meeting Minutes, Board Panel Discussion

Detail: Board members are aware of their role as public agents. Meeting minutes and agendas appear appropriate and archived on the school's website through 2009. Board members present financial, education, and special education experience. This diversified experience helps to provide competent governance. The board seeks parent input and feedback on the governance of the school.

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

Rating: Meets

Evidence: Policy Review

Detail: School policies are available on the school's website. Policies are compliant and follow an organized presentation.

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: A primary strength for this school is that all stakeholder groups are aligned to the mission, vision, and core values of the school. Both experienced and new board members were present at the panel discussion. All members expressed commitment to the school's mission. The board is aware of policy, assessment, and conducts a fair evaluation of its administrator each year.

Has the school's board developed a strategic plan?

Rating: Meets

Evidence: Board Panel Discussion

Detail: The school shared its continuous improvement plan and discussed its plan regarding the financial viability of expanding. The evaluation team did not review a formal strategic plan, however, the board did share that a 5-year plan is in place.

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Meeting Minutes Review, Board Panel Discussion

Detail: The board chair is well versed in assessment strategies and has a background in special education. Board members seem aware of the need to find a balance between meeting the assessment requirements and honoring their educational model. They spoke clearly about the value and challenges of this process. Meeting minutes evidence regular review of student performance. Board members reported that they had already reviewed the school's 2017 ISAT data.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Board Panel Discussion

Detail: It is clear that the board leaves day-to-day operations up to the administrator. They understand their role as an oversight body. However, they are also articulate regarding the issues facing their school and have been responsive to the school's needs, supporting the administrations move to bring on a counselor to assist with SEL issues and place full-time aides in each classroom. The board also expresses a commitment to busing, and is aware of the challenges the school faces by not providing lunch services on site and by not having a space for students to have recess during inclement weather. They hope to be able to address these issues going forward.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Board Panel Discussion

Detail: The board recognizes the school's need to increase enrollment. They are exploring means of achieving this goal. There is trust between the board and the business manager. The business manager prepares appropriate reports for the board each month and keeps these items archived in hard copy with full accessibility for all board members. One of the newest members to the board brings professional experience in the finance field, and will be an asset to this team. New board members have not yet received detailed training.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Business Manager Discussion

Detail: The school's finance policies appear compliant. The business manager reports that the current processes are working well. She is experienced in the position and works well with the administration and the board.

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

Rating: Meets

Evidence: Annual Reports

Detail: The school's 2016 annual report reflected an honor status in the financial section. Cash on hand is sufficient and cash flow is positive.

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

Rating: Meets

Evidence: Annual Reports

Detail: The school's 2016 annual report reflected an honor status in the financial section. The business manager is experienced, and revenues are predictable for this model. The school's enrollment, while holding steady, is not currently increasing as the school would like.

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: Meets

Evidence: Panel discussions, document review, business manager discussion

Detail: The school's administration, board, and business manager all share a common vision for financial planning moving forward. The school will implement a targeted marketing plan for the upcoming recruitment season. The school is considering making a request to the PCSC to expand their program.

Idaho PCSC Pre-Renewal Site Visit Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.

Mission, Key Design Elements & School Culture

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

Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
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Notes:

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

Program Delivery: Assessment and Evaluation

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

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

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

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

Access and Equity

Does the school offer adequate support for special populations?

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

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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:				

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Organizational Capacity

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

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

Are there effective communication channels between stakeholders?

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

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

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

Does the school facility support high quality teaching and learning?

PCSC Site Visit Evaluation Rubric

<p>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.</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 facility.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding school facility.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.</p>
<p>Notes:</p>				
<p>Are health, safety, and accessibility standards being met and is documentation being kept current?</p>				
<p>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.</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 health and safety compliance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.</p>
<p>Notes:</p>				

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Governance

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

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

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

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

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

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

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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?

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

Does the school maintain appropriate internal controls and procedures?

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

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, on July 22, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; and

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

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2010. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **April 17, 2014**, and shall continue through **June 30, 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: **Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.**
- B. Grades Served.** The School may serve students in **kindergarten through sixth grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials.**

- Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills.
- Employ experienced Montessori teachers or teachers who will become Montessori certified.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Students will utilize work plans to guide them in their learning toward mastery.

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 320 students. The maximum number of students who may be enrolled

per class/grade level shall be as follows: 32 students per class.

- 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.** 4707 S. Sweetwater Way, Ammon, ID 83406. 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: Bonneville, Bingham, and Jefferson Counties.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

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

Alan Reed

Chairman, Idaho Public Charter School Commission

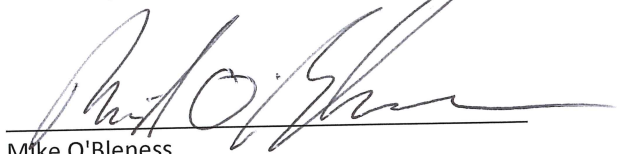
Paul O. Blum

Chairman, Monticello Montessori Charter School Board

IN WITNESS WHEREOF, the Authorizer and Monticello Montessori Charter School (MMCS) have executed this Amendment to their Performance Certificate to allow them increased flexibility in how they meet their statutory obligation to ensure their employees have health care coverage. This Amendment to MMCS's Performance Certificate is effective as of June 17, 2014.



Alan Reed
Chairman, Idaho Public Charter School Commission



Mike O'Bleness
Chairman of the Board, Monticello Montessori 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

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

CHARTER RENEWAL APPLICATION 2017-2018

Monticello Montessori Public Charter School District No. 474

4707 S Sweetwater Way
Ammon, Idaho 83406

Renewal Process Contacts

Mike O'Bleness, Chairman
Board of Directors
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Application Board of Directors approval date: 12-14-17
Application submission date: 12-15-17

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Summary of the school's mission and key design elements, or defining characteristics

Monticello Montessori's defining characteristic is its identification as a Montessori school. The school is committed to following Montessori pedagogy and philosophy. Montessori education is a worldwide movement that flourishes internationally, mostly in the private sector, providing to the children of the world's elite an education that is highly individualized, purposed to develop the whole child and his/her independence and creativity. The original vision for Monticello was to make Montessori education available to students who could not afford private tuition. Since that time, the public Montessori movement in the US has burgeoned. Idaho now boasts 3 public Montessori entities including Monticello Montessori.

The key design elements of Monticello Montessori have not changed. Monticello's board and staff remain committed to the core Montessori curriculum and instructional methods (pedagogy) and to utilizing authentic Montessori materials. The Idaho State (Core) Standards remain the basis for what every child needs to know. The Montessori approach is used to help students gain required knowledge and skills. Continued focus is on employing Montessori certified teachers or those who will become Montessori certified. The district has an administrator knowledgeable of Montessori principles, who engages in relevant Montessori and other training. Students in every classroom utilize work plans to guide them in their learning toward mastery.

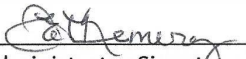
Summary of major successes and challenges during the current performance certificate term

Monticello teachers work diligently each year to balance meeting student's individual social-emotional and academic learning needs with meeting state achievement expectations. Monticello's primary approach to supporting achievement growth is professional development at all levels. Teachers participate annually in the Utah Montessori Council conference, and have also participated in other regional, national and international Montessori conferences. Additionally, teachers have participated in the various traditional-type trainings available, including those by Danielson Group, Idaho Leads, Core ELA Coaching, Idaho Regional Math Coordinators, and Title 1 regional and national conferences. The school also provides Montessori training to its classroom assistants, along with opportunities to participate in private and member organization seminars. All professional development is focused on student achievement improvement, and is a major factor in the success of Monticello's attaining its current level of proficiency on ISATs.

Shortly after its founding, Monticello was designated as a school in need of Rapid Improvement. 2012 ISAT results earned Monticello a Star Rating of 2, and the designation of Not Meeting AYP. In 2013 Monticello's Rapid Improvement plan targeted improving teacher effectiveness and student proficiency on state exams. The school has purposefully implemented specific instructional strategies since then including the following: extended school day for grades 1-3 with 100 hours added during 2017-18, summer literacy and mathematics intensive tutoring program, benchmark assessments each trimester to inform instruction, a formalized mentoring program for new and new-to-position teachers, intensive training for all teachers in direct literacy instruction, implementation of supplemental online learning programs, and a literacy fluency program staffed by a part time employee and parent/grandparent volunteers. The result is that in 2016-17 ISATS, All Student scores showed that students exceeded state averages in Math and ELA were above state averages, and showed that additionally 34% met growth expectations in Math, while 23% met growth expectations in English Language Arts. These are levels that the staff has every reason to celebrate with pride.

Summary of the school's responses to the four central questions addressed in the application

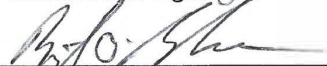
In summary, academically, organizationally, and financially, Monticello Montessori Public Charter School District No. 474 is a flourishing and sustainably viable educational community where children learn in a non-traditional environment that focuses on the development of the truly independent learner. The Board of Directors has solidly supported professional development in order to train and keep excellent teachers and to continue its commitment to Montessori pedagogy. The school attracts a high percentage of students who have not been successful in traditional environments, including a higher than average percentage (12.8% -16.69%) of students with special needs. Despite this load, Monticello has remained true to its key design elements while strategically applying plans and programs that have reaped gains in student achievement. These efforts have resulted in the school both exceeding state averages and showing solid growth on 2016-2017 ISATs. Organizationally the district enjoys a balance of Honor ratings on its Annual Performance Reports, while financially the district has significantly improved every year since 2013-2014, finishing the 2016-2017 year holding significant operational reserves. Monticello also enjoys a thriving parent community which solidly supports the school and its teachers. The district's plan is to continue to build upon the foundation of strategic and purposeful strategies and processes now in place, since they have supported its achievement gains, its organizational sustainability and its fiscal viability, while helping the district to remain true to its key design elements. In the near future, the district expects to expand its grade levels served to encompass Kindergarten through 8th grade.



Administrator Signature

12/15/17

Date



Chairman, Board of Directors Signature

12/19/2017

Date

Is the school an academic success?

In 2013-2014 the school was in Rapid Improvement, yet, on the PCSC Annual Performance Report, Monticello was found to be in Good Academic Standing, with 66.77% of possible points. In 2014-2015 Annual Report Monticello was also in good standing with 55.02% of points. In 2015-2016 due to a new version of ISAT (SBAC) no Academic designation was made. However, the 2016-2017 PSCS Academic Scorecard showed that Monticello's students performed above state ISAT averages in both ELA and Math. Local data shows that they also performed well above state averages on the 5th grade Science ISAT.

With the 2015-2016 school year, Monticello revised its classroom model to the Montessori model of three age/grades per classroom. Teachers anticipated that this shift would bring a year of adjustment while they learned to manage a more complex learning environment, but they expected that gains in ensuing years would prove the change worthwhile. This has shown itself to be the case. The model shift's impact on the 2015-2016 ISAT results is shown in Table 2 data below: in 2015-2016 ELA dropped 8.8%, while Math dropped 6.9%. However the improvement gains the next year prove the efficacy of the district's decisions and efforts. 2016-2017 ISAT data shows impressive gains over the previous year's scores: 12.6% gain in ELA and a 10.3% in Math. Unfortunately the PCSC 2016-2017 Annual Performance Report method of data analysis does not reflect this impressive improvement, but determines the school to rank in Remediation. Monticello chooses to use the Scorecard data.

Table 1.....Comparison of Statewide to School Average ISAT % Prof-Advanced

	2014-2015			2015-2016			2016-2017		
	%Adv	% Prof	%Prof+ %Adv	%Adv	% Prof	%Prof+ %Adv	%Adv	% Prof	%Prof+ %Adv
State of Idaho ELA All Students	17.9%	33.2%	51.1%	19.4%	33.5%	52.9%	19%	33.0%	52.0%
Monticello ELA All Students	23.7%	27.8%	51.0% (-0.1%)	11.0%	33.0%	44.0% (-8.9%)	15.9%	39.8%	55.7% (+3.7%)
State of Idaho Math All Students	15.2 %	24.1 %	39.3%	17.3 %	24.4 %	41.7%	18.1 %	23.7 %	41.8%
Monticello Math All Students	13.3 %	29.6 %	42.9% (+2.6%)	14.3 %	23.1 %	37.4% (-4.3%)	20.5 %	27.3 %	47.8% (+6.0%)

(Source: <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>)

Because the Scorecard Indicator 3 includes criterion reference growth results in student performance data, it provides a much more realistic picture of the work done by Monticello's teachers. In that analysis, growth data shows that 33.2% of students in Math and 22.3% in ELA are trending to achieve Proficiency within 3 years. This data gives Monticello 81/100 points in Math and 78/100 points in ELA. The Scorecard analysis, Indicator 2, provides a good comparison. In this analysis, Monticello's average performance is compared directly to statewide average performance. Here Monticello is recognized for exceeding the *Statewide* average within 15 percentage points to earn the rank, Meets Standard.

Monticello's teachers are at minimum state certified. Additionally, five of Monticello's nine teachers also hold Montessori certification while one is also certified in Project Based Learning. With the exception of special education, only the two newest classroom teachers currently lack a dual certification. Monticello realizes that asking teachers to be dually certified is a much higher standard of pedagogical mastery than other Idaho teachers possess. It is an indication of the high quality teachers the school employs and the district's dedication to its key design elements. Additionally, Idaho State Department of Education data, given in the Professional Qualifications table below, shows that fully one third of Monticello teachers held master's degrees in addition to four fifths holding additional

certification in 2014-15. Current data in 2017-2018 remains similar, with one third of teachers holding master’s degrees or the equivalent advanced credits and two thirds possessing additional certification.

Table 2.....Monticello Teacher Education Information

Professional Qualifications of Public Elementary and Secondary School Teachers						
BA Degree	BA + 12 Credits	BA + 24 Credits	MA Degree	MA + 12 Credits	MA + 24 Credits	PhD Degree or MA + 36 credits
6.00	1.00	0.00	1.00	0.00	2.00	1.00

(Source: <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>)

Overall the school staff has worked extremely hard to help its students be successful on ISAT tests. The data shows that those strategically implemented plans and programs have had a significant positive impact on achievement scores.

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

The 2013-2014 PCSC Annual Performance Report (2013-2014 Annual Report) ranked Monticello in Good Standing with 86.25% of possible points in the area of Operational. The 2014-2015 Annual Report awarded the district 97.5% and Honor standing. The 2015-2016 Annual Report ranked the school’s Organizational area at 78.75%. Within that report, a single reported Special Education violation was used to negatively impact the Operational section of the school’s Annual Report. Despite that all other Indicators and Measures fell within Honor or Good Standing status and despite the fact that the overall score (78.75%) falls within the Good Standing percentiles, the result shows Monticello as receiving Remedial standing in the Operational area. The 2016-2017 Report once again awarded Monticello Honor status in the Operational area, with a score of 97.5%. Despite a population in Southeast Idaho that is predominantly white and tends to be mono-cultural, Monticello has had a few students every year of various ethnicities in the past. Also, as noted elsewhere in this application, Monticello has traditionally served a higher than normal population of students with special needs. The school usually serves between 13% and 15% students with disabilities, whereas surrounding districts average about 10% special needs students. Additionally, the school has a history of a high rate of students of lower socio-economic status, with a Low Income (FRLR) determination, (from Title 1 data) of 45.93% at its lowest, and 56.11% at its highest. (See Table 3)

Table 3.....Low Income Determination

Title 1 Low Income Status	
Year	Determination Level
2012-2013	51.67%
2013-2014	48.45%
2014-2015	50.57%
2015-2016	45.93%
2016-2017	54.45%
2017-2018	56.11%

During 2017 the school did a lot of outreach advertising, and consequently has experienced a growing niche with a number of Hispanic students enrolling. Though demographic data is not yet submitted for ISEE reporting for 2017-2018, preliminary data as of this report shows that the school is currently serving non-White students at a rate of approximately 11% (approximately 4% Hispanic, 3% Native American, 1% Asian, and 3% African American). This is slightly lower than the within usual figure for Monticello's student demographics, which averaged 13.34% between 2013-2104 and 2016-2017, a figure about 5% lower than reported most recently by the surrounding landed School District 93.

The school is one of only a very few schools in the area that regularly incorporates foreign language learning into elementary school instructional practices. The school's World Culture Fair, new this year, where students studied and presented cultural geography of the world's peoples to an audience of the school's families this fall, was a highly valued event by our non-White parents, more than a few of whom commented that that event, along with the fact that foreign languages are taught and valued, makes them know that their diversity is welcomed and appreciated. The staff is proud of its own diversity and its multiplicity of teachers and assistants with fluent world language and culture abilities and experience. We are also proud that we serve a now-growing population of culturally diverse students.

Overall the Operational data shows that Monticello has a history of embedded practices, processes and policy which solidly support compliance with state and federal education laws and regulations.

Is the school a fiscally sound, viable organization?

The 2013-2014 PCSC Annual Performance Report (2013-2014 Annual Report) ranked Monticello in Remediation status with 57.50% of possible points in the area Financial. Fund Balances-Ending, Actual Amounts closed the year with \$90,093 in operational reserve funds. [Monticello Montessori Public Charter School Financial Statements, Year Ended June 30, 2014 (2014 Audit) p. 21] There were problem areas noted as follows: 1b with fewer than 15 days cash, 1d with late filing of taxes and bills resulting from insufficient cash on hand, 2a Total and Aggregated 3-year Total Margins fell far below standard, and 2c Cash flow though not resulting in a negative figure, was in a negative trend resulting in a rank of Far Below Standard.

In 2014-2015 the school changed several of its financial processes and began purposefully building its operating reserve funds, with a goal of 3 months of cash reserves. The 2014-2015 Annual Report placed Monticello in Honor standing in the Financial area, with the 2015 Audit posting Fund Balances-Ending, Actual Amounts of \$228,981. (2015 Audit, p. 25)

The 2015-2016 Annual Report designated the district once again in Honor status in Financial, following a year of the district continuing to more moderately build its operating reserve funds. The year closed with Fund Balances-Ending, Actual Amounts of \$336,781. (2016 Audit, p. 25).

By 2016-2017 Monticello had improved its Current Ratio to 6.34 (Measure 1b Financial, 2016-2017 Annual Report), though Unrestricted Cash Days was reported to be reduced to 45 days. This was the direct result of a drop in enrollment, the very eventuality the district had been saving against. The subsequent lower enrollment resulted in lower average daily attendance, and thus in a lower level of state support. Because of the reserves built, the school was able to weather the enrollment decline, make corrective action, and finish the fiscal year with a positive operational fund balance. The result was a Fund Balances-Ending, Actual Amounts of \$283,638 (2017 Audit, p.22). This figure meets the district's goal of reserves to cover 3 months of expenses. It is also notable that this Ending Actual

Amount is \$54,657 greater than the operational reserves at year end 2014-2015 when the school was awarded Financial Honor status.

Overall since 2013-2014 Monticello has significantly improved its financial position. This shows that Monticello has the management processes in place to gain and maintain a fiscally sound and viable organization.

If renewed, what is the schools plan for its next performance certificate term?

Monticello Montessori Charter School District 474 plans to retain its key design elements and to continue to work toward expansion of grade levels through 8th grade. Its Mission and Vision statements have been changed to more closely reflect the school's actual methods and goals, since the original Charter was issued. (See Exhibit 2.) The district's plan will continue to focus on achievement improvement both in terms of achievement growth and achievement averages. The district will continue to measure academic growth and mastery using multiple measures, and will retain the option of including mission specific goals and measures in its PCSC Annual Performance evaluation, but will replace the previous mission-based measure for *Normalization*. The school will instead use the modified rubric-driven scale, Dimensions of Observable Growth for Students, original derived from the Montessori Foundation, to be given at the beginning of the year (or upon enrollment if during the year) and again in the final month of school to determine annual *Normalization* data for Mission Specific Goals reporting for the year. The Board believes this measurement instrument will better support the Vision and Mission of the school than what was used in the past. (See Exhibit 1, Dimensions of Observable Growth for Students) (This instrument may be subject to minor change over time to retain its relevance and usefulness.)

The district plans to continue its emphasis upon professional development to support strengthening its key design elements, and remains committed to using Montessori pedagogy to meet State Department of Education student achievement expectations.

There is a great need in Bonneville County for options to traditional book and seat-based middle schools. The area is experiencing population growth as the Idaho National Laboratory expands its programs and brings in employees and their families to fill open positions. Housing in the area is in short supply, with several housing developments in process of construction. District 91 and 93 schools are crowded at present, with both districts planning building projects to supply future needs. Of local charter schools that offer education beyond the 6th grade, only one claims to serve middle-schoolers in a non-seat and book-based environment.

Parents, staff, and board members of Monticello all realize a need for hands-on project based-type learning opportunities for the middle school grades within the three county area the school serves. We also experience each year a great need for a middle school to provide for the educational preferences of our own departing 6th graders. While we have many stories of school-success from the parents of students who move on to traditional environments, every year our 6th graders are demonstrably sad to leave the school, and their parents query regularly as to the progress of grade expansion at Monticello. Notably, on their school holidays many of our former students return to visit their former classrooms and teacher. Since enrollment in 2017-2018 has risen to above 200 students,

Monticello will be in a position to expand its grade levels to 8th grade when it expands its classroom space, a plan that is currently moving forward.

Exhibit 1 Dimensions of Observable Growth for Students

Monticello Montessori Public Charter School District No. 474

Observable behavior patterns among a whole student population are indicative of attribute trends the student population presents at school. These attributes can stem from the personal character, physiological features, or the home and other environments. Specific attributes may be influenced by the teacher and classroom or school environment, but are not intended to be an indicator of teacher performance. The data derived from this rubric is valuable in aggregate only, to indicate population trends, and may not be relevant individually.

Students are to be ranked within the first month of enrollment and again within the final month of the school year.

Value	1 BEGINNING	3 EMERGENT	5 DEVELOPED	7 SKILLFUL
Component	Observable Attributes			
CONCENTRATION & WORK				
1. CONCENTRATION	Passes from one activity to another without Concentration.	Sometimes concentrates but is easily distracted.	Persists in tasks despite potential distractions. Returns to work after interruptions.	Consistently achieves deep concentration. Returns to work after interruptions. Often so engrossed in work that scheduled ends of work periods are an inconvenience
2. ORDER & PRECISION	Usually approaches work in a carefree, unsystematic or imprecise way.	Can work with order and precision, given guidance and ongoing support.	Usually orderly and deliberate in approaching work, with or without guidance. Approaches most tasks with precision.	Consistently demonstrates a sense of internal order and works in a precise and methodical way. Able to help others create order.
3. WORK CYCLE ENDURANCE. (Work Cycle = CHOOSE work, ASSEMBLE materials, CARRY OUT work, RETURN materials, RESTORE the environment)	Needs continuous support to complete a work cycle	Needs some support to initiate and complete a work cycle.	Completes a work cycle independently. May need support with especially complex work, or in transition to new work cycle.	Able to initiate and carry out a complete work cycle, regroup as necessary, and begin a new work cycle unassisted.
4. SATISFACTION IN WORK	Avoids or resists work. Appears to find little satisfaction in work.	Willing to cooperate and work when it's expected. Often lacks enthusiasm for	Requires little persuasion to persist in tasks. Generally good	Genuinely energized by constructive work. Demonstrates pride

	Tends to be fatigued by work.	work.	humored and often truly enthusiastic about work.	and renewed purpose upon completing a work cycle.
PURPOSE & WILL				
5. WILL	Will shows little or no curiosity. Shows no desire to explore, examine, or experiment.	Demonstrates natural curiosity. Needs encouragement and support to transition from curiosity to an intentional search for answers.	Inspired to pursue questions through deliberate research and analysis. Accepts and sometimes seeks guidance to improve the quality of study.	Demonstrates intellectual leadership. Is both a producer and a consumer of knowledge. Internally motivated to develop skills and knowledge in quest for impact or understanding.
6. ORGANIZATION	Requires close consultation and ongoing support to organize and sequence tasks within a simple project.	With moderate support, can organize and sequence the events or tasks needed to accomplish a complex goal.	Needs little or no support to organize and sequence the events or tasks needed to accomplish a complex goal.	Independently able to organize and sequence necessary events and tasks and create own timetables. Able to manage multiple projects simultaneously and support others in organizing their work.
7. RIGOR	Satisfied with the first answer. Resentful of, or disheartened by, encouragement to retest own conclusions or challenge own assumptions.	Sometimes, with guidance and encouragement, willing to repeat own experiments and challenge own assumptions to arrive at robust and defensible conclusions.	Willing to revisit and repeat own experiments to arrive at robust and defensible conclusions. Consistently responds positively when assumptions and beliefs are challenged.	Consistently and independently revisits own thinking, repeats own experiments and challenges own assumptions to arrive at robust and defensible conclusions. Constructively supports others to challenge their own ideas.
8. SELF-ASSURANCE	Demonstrates helplessness or presumes	Willing to take on some challenges with support and	Accepts challenges gracefully. Occasionally willing	Embraces challenge with enthusiasm. Identifies own

	Incompetence. ("I can't do it." "I'm bad at this.")	encouragement.	to take social or intellectual risks in quest for improvement.	weaknesses and pushes self to overcome them. Willing to risk failure or embarrassment in order to grow.
SELF-MASTERY				
9. PATIENCE & IMPULSE CONTROL	Engages in impulsive behaviors that are inappropriate to the setting. Grows agitated when expected to wait.	Sometimes able to restrain or refine impulses, when supported.	Usually able to restrain or refine impulses independently. Demonstrates patience with slow friends or processes.	Able to redirect impulses into creative and appropriate action. Can help others control impulsive behavior.
10. EMOTIONAL SELF-RESTRAINT	Given to disrespectful or emotional outbursts in times of disappointment or frustration.	Sometimes able to manage and inhibit emotional responses.	Usually able to manage and inhibit emotional responses.	Able to channel disappointment and frustration in constructive ways. Can support others in self-restraint.
11. RESILIENCE & ADAPTABILITY	Feels hopeless when encountering unexpected setbacks, or changes of plan, personnel, or circumstance. Resistant to change.	Needs significant encouragement and support to adjust to unexpected setbacks or changes of plan, personnel, or circumstance.	With moderate support, is willing and able to regroup when encountering significant unexpected setbacks or changes of plan, personnel, or circumstance.	Able to reorganize and redirect energy gracefully and effectively when encountering significant unexpected setbacks or changes of plan, personnel, or circumstance.
12. TIME AWARENESS & TIME MANAGEMENT	Often surprised when next steps, meetings and deadlines arise. May intend to be prepared, but loses track of time. Needs constant supports to stick to plan. Often forgets to communicate missed deadlines.	Needs consistent support to be prepared when Meetings and deadlines arise. Occasionally anticipates next steps independently. Sometimes communicates with collaborators.	Is intentionally cultivating "time awareness." Seeks support and creates structures to help anticipate and prepare for next steps, meetings and deadlines. Communicates with collaborators.	Is "time aware." Independently anticipates and prepares for next steps, meetings and deadlines. Can manage several projects simultaneously. Effectively manages communication with collaborators.

SOCIAL INTEGRATION				
13. COURTESY & KINDNESS	Capable of unkind or discourteous remarks and behaviors. Sometimes actively excludes others from work or play groups. Generally does not accept responsibility for hurting others.	Capable of unkind or discourteous remarks and behaviors, but recognizes and attempts to correct hurt inflicted upon others.	Consistently courteous, respectful and kind.	Consistently courteous, respectful and kind. Can be relied upon to include and defend individuals who may find themselves at the margins of the group. Is kind in helping others remember to be kind.
14. FACILITY WITH NON-VERBAL COMMUNICATION	Avoids eye contact. Misreads or doesn't recognize expression, gesture, mood and tone. Often creates awkward social situations.	Makes sporadic eye contact. Needs guidance to interpret non-verbal signals and correct social miscues.	Makes good eye contact. Usually reads expressions and gestures effectively. Independently recognizes social miscues and acts quickly to correct them.	Consistently makes eye contact, is able to "read" and interpret expressions, gestures and other non-verbal signals. Can assess mood and tone accurately in individuals and groups. Can compensate for the awkwardness of others.
15. CHEERFUL OBEDIENCE	Often resistant, resentful or defiant of instructions or restrictions issued by legitimate and fair authority figures.	Sometimes cooperates with instructions or restrictions issued by legitimate and fair authority figures, but often needs explaining, urging, or prodding.	Cooperates with instructions or restrictions issued by legitimate and fair authority figures.	Reliably and cheerfully cooperates with instructions or restrictions issued by legitimate and fair authority figures. Helps others to do the same.
16. INTEGRITY	Often behaves in ways that are inconsistent with stated values or agreed upon norms. Unapologetic about inconsistencies.	Sometimes behaves in ways that are inconsistent with stated values or agreed upon norms. Remorseful about inconsistencies and acts to correct them.	Consistently behaves in accordance with stated values.	Consistently behaves in accordance with stated values, even when it is difficult to do so. Fortright in encouraging others to do the same.
Total points per column				
Overall total points				/80

Original: Montessori Foundation, www.Montessori.org

Exhibit 2

Vision and Mission Statements

Vision:

Monticello Montessori students will become critical thinkers and intrinsically motivated learners.

Mission:

Through a Montessori-inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.

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.

MMCS chose not to submit auxiliary data.