

RENEWAL RECOMMENDATION

It is recommended that the charter of North Star Charter School (NSCS) be renewed for a five (5) year term.

School Overview

SUMMARY

North Star Charter School (NSCS) is a public charter school serving Meridian area students in Kindergarten through twelfth grade. Originally based on the Harbor Method, NSCS’s educational program has evolved to incorporate more technology and the International Baccalaureate Diploma Program while retaining its commitment to high expectations for academic achievement in a safe environment.

The charter includes the following commitments:

- 90% of consecutively enrolled third graders will score a 3 on the IRI.
- 75% of seniors will enroll in a post-secondary program within 16 months of graduation.

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 North Star Charter School was approved by Joint School District No. 2 in April 2002. The school opened in fall 2003. Authorization was transferred to the Idaho Public Charter School Commission in October 2014.

MISSION

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

LEADERSHIP

Name	Title	Term
William Russell	Chairman	06/17 – 06/18
Jenna Balch	Secretary	06/17 – 06/19
Bruce Dukelow	Vice Chair	06/17 – 06/18
Abe Lloyd	Treasurer	06/17 – 06/19
Jon Gittings	Director	06/17 – 06/18
Jennifer Visser	Director	06/17 – 06/19
Melissa Anderson	Administrator	N/A
Shay Davis	Administrator	N/A

Academic Performance Summary

NSCS has a history of strong academic outcomes and earned an Honor accountability rating in 2017.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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?
The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.	Yes
Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.	Yes
A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.	Yes
The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.	Yes
In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.	Yes

Operational Performance Summary

NSCS's operational performance has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
11 (2013-14)	1020	981
12 (2014-15)	1020	982
13 (2015-16)	1020	960
14 (2016-17)	1020	987

BOARD AND ADMINISTRATIVE TURNOVER

NSCS's board membership and administration have stabilized since high turnover that preceded the performance certificate term.

Financial Performance Summary

NSCS’s financial status has improved since the beginning of the performance certificate term, and its outcomes do not indicate a need for concern that the school cannot remain viable.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Critical
2014-15	Remediation
2015-16	Remediation
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

North Star Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	10/9/2014	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 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 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 provide a response.
Renewal Process Orientation Meeting	3/16/2017	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/17/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/25/2017	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	12/14/2017	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.



North Star 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	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 – June 30, 2018	
Grades Served	K – 12	
Enrollment	Approved: 1020	Actual: 987

School Leadership (2016-2017)	Role
William Russell	Chairman
Kelly Cross	Vice Chairman
Jon Gittings	Secretary
Bruce Dukelow	Treasurer
Abe Lloyd	Member
Melissa Anderson	Administrator
Shay Davis	Administrator
Sheri Drain	Administrator

	School	Surrounding District	State
Non-White	██████	19.56%	25.64%
Limited English Proficiency	██████	3.35%	5.56%
Special Needs	██████	9.03%	9.62%
Free & Reduced Lunch	██████	27.64%	48.73%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████
Percentage of Students Meeting or Exceeding Proficiency In Science	██████
Graduation Rate (4-year cohort data from 2016)	██████

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	39	50	0
Criterion-Referenced Growth	3a	100	0			50	38		
	3b	100	0			50	35		
Norm-Referenced Growth	4a			100	0	50	46	50	0
	4b			100	0	50	46	50	0
Post-Secondary Readiness	5a			125	0	125	125	100	0
Total Academic Points		400	0	525	0	525	480	300	0
% of Academic Points			0%		0%		91%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

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

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

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

ACADEMIC K-12

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

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

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON															
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average. The district average will be determined using the same grade set as is served by the public charter school.	Result X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30 - 45	0	15 - 29	0	0 - 14	0	50	
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50	50														
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0 - 14	0														
50															
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.														
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average. The district average will be determined using the same grade set as is served by the public charter school.	Result X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>39</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;">39</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	39	15 - 29	0	0 - 14	0	39	
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Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.														

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	84	39-50 26-38 13-25 0-12 <hr/> 38
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	81	39-50 26-38 13-25 0-12 <hr/> 35
Notes			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	87	39-50 26-38 13-25 0-12 <hr/> 46
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	87	39-50 26-38 13-25 0-12 <hr/> 46
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.	96	125	125
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				125
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. NCSC's progress goal for 2017 was 92%.</p>			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: 10/9 /14 - 6/30/18 Date Executed: 10/9/2014

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.

NSCS --- 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	North Star Charter School has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.			25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	0%	0.00
	2c				75	0%	0.00
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	0%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							0.00
% of Possible Academic Points for This School							0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					200		
TOTAL POINTS RECEIVED							0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							0.00%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	320.00
% OF POSSIBLE FINANCIAL POINTS				80.00%

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.

NSCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	93.75%	85% - 100% of points possible	
<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	80.00%
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

NSCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1	Is the school ***?	Result	Points Possible
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>		
Notes	<p>North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal.</p>		<hr/> <p>0.00</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>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				
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>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	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.	See Notes	0	0.00
				0.00
Notes				
Two, significant deficiencies were identified in the audit related to internal controls. These include a lack of sufficient controls to identify material misstatements in various funds and lack of sufficient controls to ensure all bank accounts are reconciled in a timely manner. The school provided documentation evidencing that these issues have since been corrected.				

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

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

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

NSCS --- 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>	<p>No instances of non-compliance documented</p>	25	25.00
Notes			0	25.00

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>1.41</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			1.41	50	50.00		10			0				50.00	
Result	Points Possible	Points Earned																			
Current Ratio is:																					
1.41	50	50.00																			
	10																				
	0																				
		50.00																			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does 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>26</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		26	10	10.00		0				10.00	
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
	50																				
26	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>102%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			102%	50	50.00		30			0				50.00	
Result	Points Possible	Points Earned																			
Variance is:																					
102%	50	50.00																			
	30																				
	0																				
		50.00																			
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<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							
Result	Points Possible	Points Earned																			
No Default Noted	50	50.00																			
	0																				
		50.00																			

INDICATOR 2: SUSTAINABILITY MEASURES																					
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>-1.24%</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	Aggregated 3-Year Totals:				50		-1.24%	10	10.00		0				10.00	<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>
Result	Points Possible	Points Earned																			
Aggregated 3-Year Totals:																					
	50																				
-1.24%	10	10.00																			
	0																				
		10.00																			
<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.82</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.82	50	50.00		30			0				50.00	<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" (.82) to "Falls Far Below Standard" (1.06). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. In addition, subordinated bonds, totalling \$5,798,156, with no principal or interest payments due until 2049 have been eliminated from the calculation. The subordinated bonds have no effect on current or upcoming cash flow.</p>
Result	Points Possible	Points Earned																			
Ratio is:																					
0.82	50	50.00																			
	30																				
	0																				
		50.00																			
<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$152,941</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$152,941	50	50.00		30			0				50.00	<p>Notes</p>
Result	Points Possible	Points Earned																			
Multi-Year Cumulative is:																					
\$152,941	50	50.00																			
	30																				
	0																				
		50.00																			
<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>1.27</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td>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	Ratio is:			1.27	50	50.00		0	0.00			50.00	<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>			
Result	Points Possible	Points Earned																			
Ratio is:																					
1.27	50	50.00																			
	0	0.00																			
		50.00																			

NSCS --- LOGITUDINAL 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	See New Framework	
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	68.09	0.00	0.00		
	2b	75	62.74	36.25	42.55		
	2c	75	56.23	39.58	39.28		
Growth	3a	100	83.94	0.00	0.00		
	3b	100	61.80	0.00	0.00		
	3c	100	67.77	0.00	0.00		
	3d	75	48.57	0.00	0.00		
	3e	75	43.61	0.00	0.00		
	3f	75	46.09	0.00	0.00		
College & Career Readiness	3g	100	78.47	0.00	0.00		
	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	5.52	12.39	40.18		
Total Possible Academic Points Received		1050	707.80	103.22	122.01	0.00	0.00
% of Possible Academic Points for This School			67.41%	45.88%	61.00%	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
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	15	25	25	
	1c	25	25	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	25	0	15	25	
	2b	25	0	25	25	0	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	25	15	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	0	25		
Total Possible Operational Points Received		400	375.00	355.00	365.00	375.00	0.00
% of Possible Operational Points for This School			93.75%	88.75%	91.25%	93.75%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	10	50	50	50	
	1b	50	10	10	0	10	
	1c	50	N/A	50	50	50	
	1d	50	50	50	50	50	
Sustainability Measures	2a	50	0	0	0	10	
	2b	50	0	0	50	50	
	2c	50	50	30	0	50	
	2d	50	0	50	0	50	
Total Possible Financial Points Received		400	120.00	240.00	200.00	320.00	0.00
% of Possible Financial Points for This School			34.29%	60.00%	50.00%	80.00%	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	Good Standing	See New Fmwk	
Operational	Honor	Good Standing	Honor	Honor	
Financial	Critical	Remediation	Remediation	Good Standing	



North Star Charter School
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2015-2016

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 – June 30, 2018	
Grades Served	K – 12	
Enrollment	Approved: 1020	Actual: 960

School Leadership (2015-2016)	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Sherawn Reberry	Director
Abe Lloyd	Director
Kelly Cross	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum Administrator

	School	Surrounding District	State
Non-White	██████	19.03%	23.84%
Limited English Proficiency	██████	5.21%	8.61%
Special Needs	██████	9.17%	9.76%
Free & Reduced Lunch	██████	23.14%	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 2015)	██████

West Ada Area Grades K-12
Math Percentage Proficient/Advanced



West Ada Area Grades K-12
 ELA Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: 10/9/14 - 6/30/18 Date Executed: 10/9/2014

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.

NSCS --- 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	38%	42.55
	2c				75	38%	39.28
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	25%	40.18
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							122.01
% of Possible Academic Points for This School							61.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					200		
TOTAL POINTS RECEIVED							122.01
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							61.00%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	0.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	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.

NSCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	61.00%	80% - 89% of points possible		85% 65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	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	

NSCS --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible				Points Earned
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0				0
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible				Points Earned
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
Notes					0		
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes					0		
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		71.30	38-56	19	65-89	25	43
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes					43		

NSCS --- 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
		67.00	38-56	19	65-89	25	39
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							<u>39</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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<u>0</u>
Notes							

NSCS --- ACADEMIC FRAMEWORK

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
					0		
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
					0		
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
					0		
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.	91.00	39-50	12	90-100	11	40
	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
Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.							40

NSCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p>			<hr/> 0.00
Notes	<p>North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	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.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	0	25.00
Notes				
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	0	0.00
Notes				
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		See note	0	0.00
25.00				

		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	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>		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	
Notes	<p>The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).</p>			15.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

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

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

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

NSCS --- 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>		25	
	<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	<p>The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016.</p>			0.00

INDICATOR 1: NEAR-TERM MEASURES																				
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio</p> <p>Notes</p>	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<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>1.29</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			1.29	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Current Ratio is:																				
1.29	50	50.00																		
	10																			
	0																			
		50.00																		
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>11</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:				50			10		11	0	0.00			0.00
Result	Points Possible	Points Earned																		
No. of Days Cash:																				
	50																			
	10																			
11	0	0.00																		
		0.00																		
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Notes</p>	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>The two scores shown reflect a difference between results of the calculation using support units, consistent with past annual reports, and actual enrollment numbers. If the former were used, the score received for this measure would be 30, contributing to a lower overall financial accountability rating. Regardless, this measure does not carry material concern as to the overall financial status of the school at this time, nor does it impact the school's ability to operate under its current performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td>94% / 97.6%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			94% / 97.6%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Variance is:																				
94% / 97.6%	50	50.00																		
	30																			
	0																			
		50.00																		
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<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>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 instances of non-compliance documented	50	50.00		0				50.00						
Result	Points Possible	Points Earned																		
No instances of non-compliance documented	50	50.00																		
	0																			
		50.00																		

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>50</p> <p>10</p> <p>-12.90%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<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>			
<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>	<p>Points Earned</p> <p>50.00</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 "falls far below standard" (1.72) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. In addition, subordinated bonds, totalling \$5,798,156, with no principal or interest payments due until 2049 has been eliminated from the calculation. The subordinated bonds have no effect on current or upcoming cash flow.</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>\$ (155,812)</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<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>0.38</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<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>			

NCS --- LOGITUDINAL 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	15.00	15.00	0.00		
Proficiency	2a	75	68.09	0.00	0.00		
	2b	75	62.74	36.25	42.55		
	2c	75	56.23	39.58	39.28		
Growth	3a	100	83.94	0.00	0.00		
	3b	100	61.80	0.00	0.00		
	3c	100	67.77	0.00	0.00		
	3d	75	48.57	0.00	0.00		
	3e	75	43.61	0.00	0.00		
	3f	75	46.09	0.00	0.00		
	3g	100	78.47	0.00	0.00		
College & Career Readiness	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	5.52	12.39	40.18		
Total Possible Academic Points Received		1050	707.80	103.22	122.01	0.00	0.00
% of Possible Academic Points for This School			67.41%	45.88%	61.00%	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
North Star Charter School (NCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	0	15		
	2b	25	0	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	15	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	375.00	355.00	365.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	88.75%	91.25%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	10	50	50		
	1b	50	10	10	0		
	1c	50	N/A	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	0	0		
	2b	50	0	0	50		
	2c	50	50	30	0		
	2d	50	0	50	0		
Total Possible Financial Points Received		400	120.00	240.00	200.00	0.00	0.00
% of Possible Financial Points for This School			34.29%	60.00%	50.00%	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	Good Standing		
Operational	Honor	Good Standing	Honor		
Financial	Critical	Remediation	Remediation		

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

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

Alison Consoletti, The Center for Education Reform



North Star 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	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 – June 30, 2018	
Grades Served	K – 12	
Enrollment	Approved: 1020	Actual: 982

School Leadership (2014-2015)	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Chris Tiel	Director
Dan Hullinger	Director
Sherawn Reberry	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum Administrator

	School	Surrounding District	State
Non-White	██████	17.36%	23.59%
Limited English Proficiency	██	5.18%	8.52%
Special Needs	██████	9.87%	10.43%
Free & Reduced Lunch	██	29.08%	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)	██████

**Meridian Area Grades K-12
ELA Percentage Proficient/Advanced**



Meridian Area Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: 10/9/14 - 6/30/18 Date Executed: 10/9/2014

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.

NSCS --- 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	11%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	33%	36.25
	2c				75	33%	39.58
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	22%	12.39
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							103.22
% of Possible Academic Points for This School							45.88%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					225		
TOTAL POINTS RECEIVED							103.22
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							45.88%

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%	0.00
	2b	25	6%	25.00
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%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	355.00
% OF POSSIBLE OPERATIONAL POINTS				88.75%

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

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

NSCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	88.75%	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	45.88%	61% - 79% of points possible		46% - 64% of points possible	60.00%
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible				Points Earned
		5	25				
		4	20				
		3	15				
		2	0				
		1	0				0
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible				Points Earned
		Reward	25				
		None	15				15
		Focus	0				
		Priority	0				
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		63.00	20-37	18	41-64	24	36
			0-19	19	1-40	40	0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		67.40	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							40
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							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. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							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. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							

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

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0			0	
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0			0	
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		66.70	0-13	13	1-70	70
Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.		12					

NSCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS		Result	Points Possible	Points Earned
Measure 1	Is the school ***? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			0.00
Notes	<p>North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	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.			
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	
	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	25.00
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?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes	The school's annual fiscal update, due February 17, 2015, was submitted 3/27/15. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.			0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school's annual dashboard report, due 11/28/14, was submitted 12/2/14.			15.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

NSCS --- OPERATIONAL FRAMEWORK

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

NSCS --- 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>1.65</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			1.65	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Current Ratio is:																				
1.65	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>21</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		21	10	10.00		0				10.00
Result	Points Possible	Points Earned																		
No. of Days Cash:																				
	50																			
21	10	10.00																		
	0																			
		10.00																		
Notes																				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td>95.72%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			95.72%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Variance is:																				
95.72%	50	50.00																		
	30																			
	0																			
		50.00																		
Notes																				
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default or delinquency noted in audit	50	50.00		0				50.00						
Result	Points Possible	Points Earned																		
No default or delinquency noted in audit	50	50.00																		
	0																			
		50.00																		
Notes																				

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>50</p> <p>10</p> <p>-17.02%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<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>			
<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>50</p> <p>30</p> <p>1.5</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<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, 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>50</p> <p>\$44,974</p>	<p>Points Possible</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>30.00</p> <p>30.00</p>
<p>Notes</p> <p>The most recent year's cash flow trend was negative. NSCS had a one-time facility capital expenditure in FY15 which caused a negative cash flow trend.</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>1.13</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>50.00</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>			

NSCS --- LOGITUDINAL 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	15.00	15.00			
Proficiency	2a	75	68.09	0.00			
	2b	75	62.74	36.25			
	2c	75	56.23	39.58			
Growth	3a	100	83.94	0.00			
	3b	100	61.80	0.00			
	3c	100	67.77	0.00			
	3d	75	48.57	0.00			
	3e	75	43.61	0.00			
	3f	75	46.09	0.00			
	3g	100	78.47	0.00			
College & Career Readiness	4a	50	0.00	0.00			
	4b1 / 4b2	50	50.00	0.00			
	4c	50	5.52	12.39			
Total Possible Academic Points Received		1050	707.80	103.22	0.00	0.00	0.00
% of Possible Academic Points for This School			67.41%	45.88%	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
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	0			
	2b	25	0	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	15			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	375.00	355.00	0.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	88.75%	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	10	50			
	1b	50	10	10			
	1c	50	N/A	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	0			
	2b	50	0	0			
	2c	50	50	30			
	2d	50	0	50			
Total Possible Financial Points Received		400	120.00	240.00	0.00	0.00	0.00
% of Possible Financial Points for This School			34.29%	60.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



North Star Charter School
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 - June 30, 2018	
Grades Served	K - 12	
Enrollment	Approved: 1020	Actual: 981

	School	Surrounding District	State
Non-White	██████	16.61%	22.56%
Limited English Proficiency	█	3.87%	6.24%
Special Needs	██████	9.14%	9.46%
Free & Reduced Lunch	██████	29.78%	47.07%

School Leadership	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Chris Tiel	Director
Dan Hullinger	Director
Sherawn Reberry	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum 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: North Star Charter School Year Opened: 2003 Operating Term: 10/9 /14 - 6/30/18 Date Executed: 10/9/2014

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.

NORTH STAR 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	2%	20.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	68.09	75	7%	68.09
	2b	75	8%	62.74	75	7%	62.74
	2c	75	8%	56.23	75	7%	56.23
Growth	3a	100	11%	83.94	100	10%	83.94
	3b	100	11%	61.80	100	10%	61.80
	3c	100	11%	67.77	100	10%	67.77
	3d	75	8%	48.57	75	7%	48.57
	3e	75	8%	43.61	75	7%	43.61
	3f	75	8%	46.09	75	7%	46.09
	3g	100	11%	78.47	100	10%	78.47
College & Career Readiness	4a				50	5%	0.00
	4b1				50	5%	50.00
	4c				50	5%	5.52
Total Possible Academic Points		900	100%		1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				652.29			707.80
% of Possible Academic Points for This School				72.48%			67.41%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				N/A			N/A
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				652.29			707.80
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				72.48%			67.41%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	14%	10.00
	1b	50	14%	10.00
	1c	0	0%	0.00
Sustainability Measures	1d	50	14%	50.00
	2a	50	14%	0.00
	2b	50	14%	0.00
	2c	50	14%	50.00
	2d	50	14%	0.00
TOTAL FINANCIAL POINTS		350	100%	120.00
% OF POSSIBLE FINANCIAL POINTS				34.29%

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.

NORTH STAR 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	93.75%	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	67.41%	80% - 89% of points possible		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	
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	34.29%

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20	20			
		3	15				
		2	0				
Notes		1	0	20			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
Notes				15			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		█	57-75	19	90-100	11	68
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes				68			
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	63
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes				63			
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	56
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes				56			

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. 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.	89.72	76-100	25	85-100	16	84
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						84	
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. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	76.08	76-100	25	85-100	16	0
		51-75	25	70-84	15	62	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						62	
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. 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.	79.66	76-100	25	85-100	16	0
		51-75	25	70-84	15	68	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
Notes						68	
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
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	56.00	57-75	19	66-99	34	0
		38-56	19	43-65	23	49	
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.	20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	
Notes						49	
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
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	50.00	57-75	19	66-99	34	0
		38-56	19	43-65	23	44	
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	
Notes						44	

Measure	Standard	Result (Percentile)	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?		57-75	19	66-99	34	0
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.	53.00	38-56	19	43-65	23	46
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		20-37	18	30-42	13	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile. 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							46
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	73.30	76-100	25	70-100	31	78
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	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.		0-25	25	1-30	30	0
Notes							78
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	5	50				
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity		3-4	30			
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity		2	10			
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty		1	0			0
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	5	50				50.00
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		3-4	30			
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)		2	10			
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		1	0			0
Notes							50

NORTH STAR CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				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.						
Notes	The score accurately reflects the SDE's graduation rate records. However, the low rate is due to a missed appeals window and does not accurately reflect the school's graduation rate. Historically, North Star has achieved very high graduation rates.	29.70	0-13	13	1-70	70	6

NORTH STAR CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>			<hr/> 0.00
Notes	<p>North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
Notes	<p>The FY14 audit cites two material weaknesses, which it observes are common for entities of this size: lack of adequate governmental accounting experience on staff to prepare annual financial statements in accordance with governmental accounting principles, prepare all accrual entries, and maintain the depreciation schedule; and inadequate segregation of duties.</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: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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


NORTH STAR 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	
				<u>25.00</u>
Notes				

NORTH STAR CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>		50	
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	Current ratio is 1.08 and trend is negative	10	10.00
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	10.00
Notes				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		50	
	Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	20 days cash	10	10.00
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	10.00
Notes				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	0.00
Enrollment variance data is unavailable due to the timing of the authorization transfer from district to PCSC. If the school met standard on this measure, the total financial score would be 30% of the total possible points rather than 20%; therefore, the financial accountability rating of Critical would remain unchanged.				
Notes				
Measure 1d Default	Default	Result	Points Possible	
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	See note	50	50.00
	Does Not Meet Standard: Not applicable		0	
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.			50.00
FY14 audit notes (p18) that NCSC "was not in compliance with some of the bond covenants and faced difficulties with debt service, and consequently these bonds were called in May 2014 and refunded by issuance of [other] refunding bonds."				
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues			50	
	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>		10		
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"	Agg = (22.5%) Total = (25.9%)	0	0.00	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.				0.00
Notes					
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets			50	
	Meets Standard: Debt to Asset Ratio is less than 0.9		30		
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		0	0.00	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0				0.00
Some of the school's liability is comprised of subordinated debt, which the school does not anticipate repaying. However, even subordinated debt remains a debt of the school until it is forgiven; additionally, the corresponding asset is reflected in the ratio.					
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash		0		
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-year is \$219,253 and each year is positive	50	50.00	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30		
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0		50.00
Notes					
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			50	
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1				
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	0.00	
	Falls Far Below Standard: Not Applicable				0.00
Ratio as calculated reflects only principal and interest paid in FY14; however, the school also paid \$571,982 in debt service fees. When these fees are added to the calculation, the ratio is (0.05).					



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

Alison Consoletti, The Center for Education Reform

North Star Charter School
Pre-Renewal Site Visit Report

November 8, 2017

Public Charter School

North Star Charter School
839 N Linder Road
Eagle, ID 83616
(208) 939-9600

Authorizer

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

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Kirsten Pochop, PhD: Senior Accountability Program Manager, Idaho Public Charter School Commission

PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. North Star Charter School (NSCS) 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: Meets

Evidence: Interviews with stakeholders

Detail: All stakeholders understand and could articulate the mission of teaching to the top and offering IB programs for high school students in a caring environment. Teachers consistently implement the key design elements such as intellectual confidence and character leadership. Last year, the administration renewed their focus on character leadership by sponsoring a training in the Positive Behavioral Interventions and Supports (PBIS) program. The use the Star system in the elementary grades and the Pride system in the middle and high school grades to reward and incentivize positive behavior.

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

Rating: Meets

Evidence: Classroom visits

Detail: In almost all of the classrooms, there was a laser like focus on inquiry-based instruction, with direct instruction used to provide necessary context for students. Math and science instruction was student centered and project or problem focused.

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

Rating: Exceeds

Evidence: Classroom visits, interviews with stakeholders, ISAT scores

Detail: According to conversations and observations, students are taught to the highest level. For students who struggle, teachers ensure that they receive consistent and targeted interventions. Some students attend school early for extra help. To assess students, the school uses benchmark and classroom assessments to determine skill levels, which allows students to

learn at their instructional level. The school uses instructional aides to assist with providing targeted intervention.

All stakeholders, including the board and parents, stress that the culture of high expectations is what drew them to the school. Consistently high test scores in math, ELA, and science confirm that the culture and educational strategy at North Star has been successful.

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

Rating: Exceeds

Evidence: Interviews with stakeholders and classroom observations

Detail: The curriculum is reviewed regularly by the administration, with the feedback of teachers. While the curriculum is rigorous, it is flexible enough so that diverse learners are able to master skills and concepts. Furthermore, the IB curriculum is aligned with the school's mission of teaching to the top of the class. Pieces of the IB curriculum are used throughout the school, helping to maintain consistency from Kindergarten through 12th grade.

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

Rating: Meets

Evidence: Classroom visits

Detail: Classroom instruction was rigorous. Particularly in math and science, students participated in group activities that challenged them to problem solve to find solutions.

It is apparent that teachers deliver purposeful content, but it is not as clear if students understand the lesson objectives and are cognizant of the material that they are expected to master. Most teachers had written essential questions and student friendly learning targets on the board, but there was little evidence that teachers were unpacking these targets with students. Teachers did not regularly use debriefing sessions, exit tickets, or other similar evaluative measures to assess the learning targets.

On the other hand, in some classrooms, teachers and students were well versed in the learning targets for the lesson at hand. Administrators stressed that they see the value of learning targets and are currently addressing this issue.

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

This measure was not evaluated and does not represent an area of concern.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Interviews with administration and parents, classroom visits

Detail: Classroom observations demonstrated ample opportunities for students to engage in discussion and in cooperative group work. In addition, the pull-out sessions for struggling students allowed these students to have additional opportunities to engage with the material.

PROGRAM DELIVERY: INSTRUCTION

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: NSCS has personnel policies that were written to reflect their previous authorizer, the West Ada School District. NSCS has been revisiting these policies to update them to fit their needs. The school works to hire qualified personnel, but there has been some turn over in staff last year.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Interviews with stakeholders

Detail: Administrative leadership at the school is strong. All stakeholders, from the parents to the teachers to the board, agree that this is a significant strength of the school. North Star has an elementary and a secondary administrator. The academic leaders have been with the school for several years. The business manager is new this year.

The school has done a good job of growing leaders from within. With their strong focus on PD and the collaborative team approach, they continue to fill the leadership pipeline.

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

Rating: Meets

Evidence: Interviews with teachers and administration

Detail: A continuous improvement plan and a rotating PD plan have been implemented. The administration and teachers were enthusiastic about PD and continuous learning. Teachers stated that they have the opportunity to attend PD that meets their professional needs. Teachers participate in monthly PLCs by subject areas and they meet regularly with their grade level colleagues.

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: Interviews with administration and teachers

Detail: Teachers, with the guidance of the administration, have implemented consistent student progress monitoring. Teachers explained that they use data from assessments to drive classroom instruction. For example, students are grouped by ability in the elementary grades for math and ELA based on assessment data. Teachers revisit this data weekly and thus groupings are flexible based upon student need.

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

Rating: Exceeds

Evidence: Classroom visits, interviews with stakeholders

Detail: Above all else, the founders of North Star aimed to provide a safe learning environment for students. Staff and parents describe the environment as family oriented, a community, and supportive on all levels. The evaluation team noted the kind and caring environment throughout the building. In regards to safety, the administration explained that they have been working on safety policies and seen significant improvements in this area. Furthermore, they stressed that safety comes from “knowing your students” and being aware of problems before they escalate into larger incidents.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating: Meets

Evidence: Interview with special education team

Detail: The school has hired two, highly qualified special education teachers (one which serves as the director). These teachers collaborate on a consistent basis with the general education teachers and attend PLCs. Differentiated curriculum is used to meet the individual needs of students.

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

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

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

Rating: Approaches

Evidence: Interviews with board and administration

Detail: Since the school does not offer a nutrition program, they do not collect data on FRL student rates. It is likely that the school is not demographically representative of the neighboring district. The board and administration were willing to look into this area to find more formal ways in which they could ensure that their entire student population is well served.

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

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

ORGANIZATIONAL CAPACITY

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

Rating: Meets

Evidence: Interviews with stakeholders

Detail: Staff used the following words to describe the school climate: culture, community, family, supportive. The teachers understand to whom they need to go to get support and what their role is in implementing the mission. The teachers noted that the administrators are crucial components of the well-functioning organizational culture.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Interviews with parents, board, and administration

Detail: Communication occurs between home and school through emails, website, and teacher communication. Parents feel comfortable speaking to administrators if they have concerns in any area, though they usually consult with the classroom teacher first. Teachers were open to parental feedback and parents were thankful for teacher responsiveness to their concerns. Parents also mentioned that the school counselor was a helpful source of information about particular student concerns.

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

Rating: Meets

Evidence: Interviews with parents

Detail: NSCS has a parent organization that helps support the school. Parents are very active in the school and are eager to volunteer for all PTA events and fundraisers. It was unclear how much the administration was using parental feedback to drive school improvement.

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Classroom observations

Detail: The facility supports the needs of each of the instructional levels: elementary, middle school, and high school. The classrooms are generally large and the science labs are fully equipped.

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

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

GOVERNANCE

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

Rating: Meets

Evidence: School website and interview with board

Detail: The school board's meeting notes and agendas are posted online. The board receives meeting materials in advance of all meetings.

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

Rating: Meets

Evidence: Interviews with board and business manager

Detail: As discussed earlier, NSCS has been working on revising their current policies from fiscal to personnel to fit the needs of their school.

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

Rating: Meets

Evidence: Board interview

Detail: The school has a unique structure in that the board chair is also the CEO of the school. Thus, there is some overlap between the role of governance and management for this particular individual. However, the board in general is a strong oversight body and updates its priorities yearly. Priorities range from establishing a new sports complex to creating strategies around maintaining steady high school enrollment to establishing new policies. Five of the seven board seats are currently filled. They are actively recruiting an expert in education.

Has the school's board developed a strategic plan?

This measure was not rated and does not represent an area of concern

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Board interview

Detail: The board expressed a whole-hearted commitment to academic excellence. While the board does not have an academic expert in their ranks, they are able to provide strong academic oversight because they lean on their very capable administrative staff in this area. The administration provides regular updates on the academic progress of students. However, the board could improve on their academic oversight of subpopulations.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Board interview

Detail: The board is skilled in school operations, but they noted that they are currently working on implementing regular performance reviews using the Danielson method for their administrative staff.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Approaches

Evidence: Interview with board

Detail: The board monitors the budget vs. actuals on a quarterly basis and is currently working on revising financial policies. They have recently appointed a financial expert to serve on the board; this will likely help the board to provide improved oversight in this area.

With the school's recent financial turmoil and low cash reserves, it is concerning that the board seems relatively unaware of the school's financial situation. The board explained that they would like to build their cash reserves, which are low, but did not list this as a key priority.

Does the school maintain appropriate internal controls and procedures?

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

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

Rating: Approaches

Evidence: Interviews with the board and business manager, financial audit

Detail: Due to the school's large and fairly steady enrollment, the school has been able to pay its current bills. While the school's cash reserve has increased slightly in the past year, it is still very low for a school of this size. It was unclear if cash flow projections are prepared and monitored.

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

Rating: Approaches

Evidence: Interviews with board and business manager

Detail: The school has met their enrollment projections. The board and business manager have not examined monthly operational expenses as compared to their current reserve/ financial cushion.

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

Rating: Approaches

Evidence: Interviews with board and business manager

Detail: The board examines the budget on a quarterly basis, a limited schedule that may lead to difficulties in addressing unexpected financial variances promptly. The school leadership did not appear to have a financial plan or strategy for how they would weather an unforeseen expense or an unexpected drop in revenues.

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:

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Organizational Capacity

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

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

Are there effective communication channels between stakeholders?

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

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

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

Does the school facility support high quality teaching and learning?

PCSC Site Visit Evaluation Rubric

<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>				

PCSC Site Visit Evaluation Rubric

Governance

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

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

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

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

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

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

Notes:

Does the school maintain appropriate internal controls and procedures?

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

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

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

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

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

Notes:

PCSC Site Visit Evaluation Rubric

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 9th day of October, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Star 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 April 22, 2002, Joint School District No. 2 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2003; 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;

WHEREAS, on October 9, 2014, the Authorizer, Joint School District No. 2, and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer;

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 2003. 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 **October 9, 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: **North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.**
- B. Grades Served.** The School may serve students in **kindergarten through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.
- Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.
- A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.
- The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.
- In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.

- 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 1,020 students. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 839 N Linder Rd, Eagle, Idaho, 83616. 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: within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix J.
- 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 **October 9, 2014.**

Alan Reed

Chairman, Idaho Public Charter School Commission

James C. Miller

Chairman, **North Star Charter School Board**

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

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

School Overview

SUMMARY

North Star Charter School Inc. (NSCS) was established in 2003 as a K-6 program (later becoming a K-8) based on the Harbor School Method of instruction and discipline, a model that incorporates high expectations for intellectual achievement as well as behavior. We have evolved from our Harbor “roots” to a school that uses newer methods and technological tools, but still adhere to some of the philosophical concepts from Harbor. With that said, NSCS’s educational philosophy, from kindergarten through senior graduation, promotes high expectations and a school culture that supports achievement.

The school expanded in 2007, with the addition of the High School grades. The hallmark of this addition was the clear articulation that a goal of “college readiness” will be achieved by our students regardless of their career aspirations. In order to achieve this goal, NSCS became the first public school in Idaho to offer the prestigious International Baccalaureate (IB) Diploma Program which is administered by the International Baccalaureate Organization. The program helps develop the student’s intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. In addition, the IB learner profile and CAS (Creativity, Activity, Service) program interface with NSCS’s Character Program.

Along with the IB program, NSCS provides a unique learning opportunity throughout our curriculum with an emphasis on the use of technology and an economics/business thread that is interwoven at all grade levels.

The charter includes the following commitments:

- 90% of all 3rd grade students who have attended NSCS for two or more consecutive years will score a “3” on the Idaho Reading Indicator (IRI).
- Within 16 months of graduation, 75% or more of seniors will be enrolled in a post-secondary program.
- Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school-wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

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 NSCS was approved by the Idaho Public Charter School Commission (PCSC) in October 2014, changing the school’s authorizer from West Ada School District to the Commission.

Leadership

Name	Title	Term
William J. Russell	Chairperson	7/16-7/18
Bruce Dukelow	Vice Chairperson	7/16-7/18
Abe Lloyd	Treasurer/Director	7/17-7/19
Jenna Balch	Secretary/Director	7/17-7/19
Jon Gittings	Director	7/16-7/18
Katie Upchurch	Parent Rep	6/17-6/18
Melissa Andersen	Administrator	N/A
Shay Davis	Administrator	N/A
Marcia Jedry	Finance	N/A

Academic Performance Summary

NSCS has achieved strong academic outcomes. The school's ISAT proficiency rates are well above state average.

In all demographic categories for which the SDE collects data (non-white, LEP, and special needs), NSCS's student population is less diverse than the surrounding districts.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic*	The school's annual performance reports, provided in Exhibits F1, F2, and F3, include details regarding proficiency rates, graduation rates, and outcome comparisons with surrounding districts and the state.
2013-2014	Good Standing	
2014-2015**	N/A	
2015-2016**	N/A	

*NSCS has elected to opt out of Mission-Specific measures for this Performance Certificate term

**Due to significant and ongoing changes in the state's school accountability, results for the academic section of this framework are not included in the 2015 and 2016 Annual Reports.

KEY DESIGN ELEMENTS

Element	Evident?
The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.	yes
Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.	yes
A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.	yes
The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.	yes
In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.	yes

Operational Performance Summary

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating	The school's annual performance reports, provided in Exhibits F1, F2, and F3 contain details including the nature of any operational shortcomings and contextual information, when applicable.
2013-2014	Honor	
2014-2015	Honor	
2015-2016	Honor	

ENROLLMENT HISTORY

The enrollment history shown is for the years NSCS has been authorized by the Commission.

Year	Enrollment
2013-14	972
2014-15	977
2015-16	955
2016-17	975

BOARD AND ADMINISTRATIVE TURNOVER

NSCS experienced significant administrator turnover prior to 2013-14. Much of our stability and academic growth has occurred in the past three years with the retention of our two school administrators. Overall, Board membership has remained somewhat stable, although currently the Board has two open seats. Our Board of Directors is continually recruiting new members to balance the professional expertise present on the Board.

Financial Performance Summary

NSCS has remained financially stable since the restructuring of its long term debt and changing its authorizer to the Idaho Public Charter School Commission in 2014. We continue to partner with the Commission to find common ground with the way finances are reported.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating	The school's annual performance reports, provided in Exhibits F1, F2, and F3 contain details including the nature of any operational shortcomings and contextual information, when applicable.
2013-2014	Critical	
2014-2015	Remediation	
2015-2016	Remediation	

Renewal Process Summary

NSCS

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	10/9/14	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the School did provide a response
2015-16 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2016; the School did provide a response
Renewal Process Orientation Meeting	3/2017	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.
PCSC issues Renewal Application and Guidance	5/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/17	The School did provide auxiliary performance data.
Pre-Renewal Site Visit	10/25/17	Two independent reviewers joined PCSC staff for a one-day site visit to the School.
2016-17 Annual Report Issued to the School	11/15/17	A draft of the report was issued in November 2017; the School is in the process of providing a response.
Renewal Application Received from School	12/15/17	The statutory deadline for renewal applications is December 15.

North Star Charter School



ANNUAL PERFORMANCE

REPORT 2015-2016

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

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

Alan Reed, Chairman
Tamara Baysinger,
Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

Mission Statement	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 – June 30, 2018	
Grades Served	K – 12	
Enrollment	Approved: 1020	Actual: 960

School Leadership (2015-2016)	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Sherawn Reberry	Director
Abe Lloyd	Director
Kelly Cross	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum Administrator

	School	Surrounding District	State
Non-White	██████	19.03%	23.84%
Limited English Proficiency	██████	5.21%	8.61%
Special Needs	██████	9.17%	9.76%
Free & Reduced Lunch	██████	23.14%	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 2015)	██████

West Ada Area Grades K-12
Math Percentage Proficient/Advanced



West Ada Area Grades K-12
 ELA Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: 10/9 /14 -6/30/18 Date Executed: 10/9/2014

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.

ACADEMIC MS Points	Measure	Possible Elem /	% 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	0%	0.00
	2c				75	0%	0.00
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	0%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received						0.00	
% of Possible Academic Points for This School							0.00%

Due to significant and ongoing changes in the state's school accountability system, results for the academic section of this framework are not included in this 2016 Annual Report. Please see the School Overview for academic comparison data.

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term. Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					200		
TOTAL POINTS RECEIVED							0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							0.00%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	0.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	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.

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	Possible Earned	Range	% of Points Possible	Range	% of Points
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		80% - 89% of points possible	91.25%	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	Due to statewide changes to the school accountability system, no Academic & Mission-Specific designation is included in this report.	61% - 79% of points possible		46% - 64% of points possible	
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.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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

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

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.	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
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers? Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	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
Notes							
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. Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.	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
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time? Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.	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
Notes							

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				<u>0</u>			
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.		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.)		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.)		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.		0				
Notes				<u>0</u>			
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.		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.		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.		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.		0				
Notes				<u>0</u>			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							<u>0</u>

NSCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

Measure 1 Is the school ***?

Exceeds Standard:

Meets Standard:

Result Points Points Earned

0.00

Notes North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	No instances of non-compliance documented	25	25.00
			0	
	Notes			25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
	Notes			25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
	Notes		See note	0.00
			25.00	

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

Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result Possible	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

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

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

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

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

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

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a Current Ratio Current Ratio Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Notes	Current Ratio: Current Assets divided by Current Liabilities	Current Ratio is:		
		1.29	50	50.00
			10	
			0	50.00
Measure 1b Unrestricted Days Cash Unrestricted Days Cash Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does 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. Notes	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	No. of Days Cash:		
		11	0	0.00
			10	
				0.00
Measure 1c Enrollment Variance Enrollment Variance Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. <i>The two scores shown reflect a difference between results of the calculation using support units, consistent with past annual reports, and actual enrollment numbers. If the former were used, the score received for this measure would be 30, contributing to a lower overall financial accountability rating. Regardless, this measure does not carry material concern as to the overall financial status of the school at this time, nor does it impact the school's ability to operate under its current performance certificate.</i> Notes	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Variance is:		
		94% / 97.6%	50	50.00
			30	
			0	50.00
Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments. Notes	Default	No instances of non-compliance documented		
			50	50.00
			0	
				50.00

Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
Total Margin and Aggregated 3-Year Total Margin	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Aggregated 3-Year Totals:	50	0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.	-12.90%	10	0.00
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Ratio is: 0.88	50 30 0	50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.72) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. In addition, subordinated bonds, totalling \$5,798,156, with no principal or interest payments due until 2049 has been eliminated from the calculation. The subordinated bonds have no effect on current or upcoming cash flow.			50.00
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible	Points Earned
Cash Flow	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi-Year Cumulative is: \$ (155,812)	50 30 0	0.00
Notes				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	Ratio is: 0.38	50 0	0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			0.00

NSCS --- LOGITUDINAL RESULTS

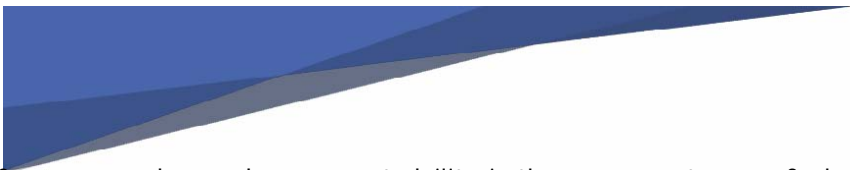
ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00	0.00		
	1b	25	15.00	0.00	0.00		
Proficiency	2a	75	68.09	0.00	0.00		
	2b	75	62.74	0.00	0.00		
	2c	75	56.23	0.00	0.00		
Growth	3a	100	83.94	0.00	0.00		
	3b	100	61.80	0.00	0.00		
	3c	100	67.77	0.00	0.00		
	3d	75	48.57	0.00	0.00		
	3e	75	43.61	0.00	0.00		
	3f	75	46.09	0.00	0.00		
	3g	100	78.47	0.00	0.00		
College & Career Readiness	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	5.52	0.00	0.00		
Total Possible Academic Points Received		1050	707.80	0.00	0.00	0.00	0.00
% of Possible Academic Points for This School			67.41%	0.00%	0.00%	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 EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	0	15		
	2b	25	0	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	15	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	0		
Total Possible Operational Points Received		400	375.00	355.00	365.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	88.75%	91.25%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	10	50	50		
	1b	50	10	10	0		
	1c	50	N/A	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	0	0		
	2b	50	0	0	50		
	2c	50	50	30	0		
	2d	50	0	50	0		
Total Possible Financial Points Received		400	120.00	240.00	200.00	0.00	0.00
% of Possible Financial Points for This School			34.29%	60.00%	50.00%	0.00%	0.00%

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



"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

North Star 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	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 – June 30, 2018	
Grades Served	K – 12	
Enrollment	Approved: 1020	Actual: 982

School Leadership (2014-2015)	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Chris Tiel	Director
Dan Hullinger	Director
Sherawn Reberry	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum Administrator

	School	Surrounding District	State
Non-White	████	17.36%	23.59%
Limited English Proficiency	█	5.18%	8.52%
Special Needs	████	9.87%	10.43%
Free & Reduced Lunch	█	29.08%	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)	████

Meridian Area Grades K-12
 ELA Percentage Proficient/Advanced



Meridian Area Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: 10/9 /14 - 6/30/18 Date Executed: 10/9/2014

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.

ACADEMIC	MS Points	Measure	Possible Elem /	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability		1a				25	0%	0.00
		1b				25	11%	0.00
Proficiency		2a				75	0%	0.00
		2b				75	33%	0.00
		2c				75	33%	0.00
Growth		3a				100	0%	0.00
		3b				100	0%	0.00
		3c				100	0%	0.00
		3d				75	0%	0.00
		3e				75	0%	0.00
		3f				75	0%	0.00
		3g				100	0%	0.00
College & Career Readiness		4a				50	0%	0.00
		4b1 / 4b2				50	0%	0.00
		4c				50	22%	0.00
Total Possible Academic Points						1050	100%	
- Points from Non-Applicable						825		
Total Possible Academic Points for This School						225		
Total Academic Points Received								0.00
% of Possible Academic Points for This School								0.00%

Due to significant and ongoing changes in the state's school accountability system, results for the academic section of this framework are not included in this 2015 Annual Report. Please see the School Overview for academic comparison data.

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					225		
TOTAL POINTS RECEIVED							0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	355.00
% OF POSSIBLE OPERATIONAL POINTS				88.75%

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

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

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points	Range	% of Points	Range	% of Points
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		80% - 89% of points possible		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	Due to statewide changes to the school accountability system, no Academic & Mission-Specific designation is included in this report.	61% - 79% of points possible		46% - 64% of points possible	
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.	0% - 30% of points possible		0% - 60% of points possible	88.75%	0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	Exceeds Standard: School received five stars on the Star Rating System	5	25				
	Meets Standard: School received three or four stars on the Star Rating System	4	20				
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15				
	Falls Far Below Standard: School received one star on the Star Rating System	2	0				
		1	0	0			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	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				
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Reading	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.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							
Measure 2b ISAT / SBA % Proficiency	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Math	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.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		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.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0
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
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth.		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
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?						
	Exceeds Standard: At least 85% of students are making adequate academic growth.		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
Notes							0

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	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 Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	5	50				
		3-4	30				
		2	10				
		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. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
		3-4	30				
		2	10				
		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. Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
		3-4	30				
		2	10				
		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. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.		39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
			0-13	13	1-70	70	0
	Notes						0

NCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1	Is the school ***?	Result	Points Earned
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>-----</p>		
Notes	<p>North Star Charter School (NCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NCS has been advised to spend the initial Certificate term developing and testing Mission-</p>		<hr/> <p>0.00</p>

INDICATOR 1: EDUCATIONAL PROGRAM

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes				0.00
<p>The school's annual fiscal update, due February 17, 2015, was submitted 3/27/15. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.</p>				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result Possible	Points	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result Possible	Points	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		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 11/28/14, was submitted 12/2/14.			15.00

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

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

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

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

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

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

INDICATOR 1: NEAR-TERM MEASURES

Measure 1a **Current Ratio: Current Assets divided by Current Liabilities**

Current Ratio

Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*

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.

Notes

Result	Points Possible	Points Earned
Current Ratio is:		
1.65	50	50.00
	10	
	0	
		50.00

Measure 1b **Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**

Unrestricted Days Cash

Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*

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.

Notes

Result	Points Possible	Points Earned
No. of Days Cash:		
	50	
21	10	10.00
	0	
		10.00

Measure 1c **Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**

Enrollment Variance

Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.

Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.

Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.

Notes

Result	Points Possible	Points Earned
Variance is:		
95.72%	50	50.00
	30	
	0	
		50.00

Measure 1d **Default**

Default

Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

Does Not Meet Standard: Not applicable

Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.

Notes

Result	Points Possible	Points Earned
No default or delinquency noted in audit		
	50	50.00
	0	
		50.00

Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
Total Margin and Aggregated 3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	50	0.00
			10	
		-17.02%	0	0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	<p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	50	0.00
			30	
		1.5	0	0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
Cash Flow	<p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	50	30.00
		\$44,974	0	30.00
Notes	The most recent year's cash flow trend was negative. NSCS had a one-time facility capital expenditure in FY15 which caused a negative cash flow trend.			
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	Ratio is:	50	50.00
		1.13	0	50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

NCS --- LOGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	N/A			
	1b	25	15.00	N/A			
Proficiency	2a	75	68.09	N/A			
	2b	75	62.74	N/A			
Growth	2c	75	56.23	N/A			
	3a	100	83.94	N/A			
Growth	3b	100	61.80	N/A			
	3c	100	67.77	N/A			
	3d	75	48.57	N/A			
	3e	75	43.61	N/A			
	3f	75	46.09	N/A			
	3g	100	78.47	N/A			
College & Career Readiness	4a	50	0.00	N/A			
	4b1 / 4b2	50	50.00	N/A			
	4c	50	5.52	N/A			
Total Possible Academic Points Received		1050	707.80	0.00	0.00	0.00	0.00
% of Possible Academic Points for This School		67.41%	N/A	0.00%	0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are excluded due to statewide school accountability system changes.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	0			
	2b	25	0	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	15			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	375.00	355.00	0.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	88.75%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	10	50			
	1b	50	10	10			
	1c	50	N/A	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	0			
	2b	50	0	0			
	2c	50	50	30			
	2d	50	0	50			
Total Possible Financial Points Received		400	120.00	240.00	0.00	0.00	0.00
% of Possible Financial Points for This School			34.29%	60.00%	0.00%	0.00%	0.00%

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



"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

North Star Charter School



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
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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	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.	
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 	
School Contact Information	Address: 839 N Linder Rd, Eagle, Idaho, 83616	Phone: 208-939-9600
Surrounding District	Meridian School District	
Opening Year	2003	
Current Term	October 9, 2014 - June 30, 2018	
Grades Served	K - 12	
Enrollment	Approved: 1020	Actual: 981

	School	Surrounding District	State
Non-White	██████	16.61%	22.56%
Limited English Proficiency	█	3.87%	6.24%
Special Needs	██████	9.14%	9.46%
Free & Reduced Lunch	██████	29.78%	47.07%

School Leadership	Role
James Miller	Chair
William Russell	Vice Chair
Bruce Dukelow	Secretary
Roy Ledesma	Treasurer
Chris Tiel	Director
Dan Hullinger	Director
Sherawn Reberry	Director
Melissa Andersen	Secondary Administrator
Shay Davis	Elementary Administrator
Sheri Drain	Curriculum 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: North Star Charter School Year Opened: 2003 Operating Term: 10/9 /14 - 6/30/18 Date Executed: 10/9/2014

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.

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	2%	20.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	70.30	75	7%	70.30
	2b	75	8%	69.74	75	7%	69.74
	2c	75	8%	48.57	75	7%	48.57
Growth	3a	100	11%	93.43	100	10%	93.43
	3b	100	11%	65.27	100	10%	65.27
	3c	100	11%	66.17	100	10%	66.17
	3d	75	8%	42.94	75	7%	42.94
	3e	75	8%	41.86	75	7%	41.86
	3f	75	8%	42.40	75	7%	42.40
	3g	100	11%	85.58	100	10%	85.58
College & Career Readiness	4a				50	5%	1.00
	4b1				50	5%	50.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				661.26			712.26
% of Possible Academic Points for This School				73.47%			67.83%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				N/A			N/A
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				661.26			712.26
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				73.47%			67.83%

North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	14%	10.00
	1b	50	14%	10.00
	1c	0	0%	0.00
	1d	50	14%	0.00
Sustainability Measures	2a	50	14%	0.00
	2b	50	14%	0.00
	2c	50	14%	50.00
	2d	50	14%	0.00
TOTAL FINANCIAL POINTS		350	100%	70.00
% OF POSSIBLE FINANCIAL POINTS				20.00%

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points	Range	% of Points	Range	% of Points
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered.</p>	55% - 74% of points possible		80% - 89% of points possible	93.75%	65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	67.83%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned	
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	5	25		
Overall Star Rating		4	20	20.00	
	Exceeds Standard: School received five stars on the Star Rating System.	3	15		
	Meets Standard: School received three or four stars on the Star Rating System.	2	0		
	Does Not Meet Standard: School received two stars on the Star Rating System.	1	0		
	Falls Far Below Standard: School received one star on the Star Rating System.			<hr/>	
				20.00	
Notes					

		Result	Points Possible	Points Earned	
Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Reward	25		
State Designations		None	15	15.00	
	Exceeds Standard: School was identified as a "Reward" school.	Focus	0		
	Meets Standard: School does not have a designation.	Priority	0		
	Does Not Meet Standard: School was identified as a "Focus" school.			<hr/>	
	Falls Far Below Standard: School was identified as a "Priority" school.			15.00	
Notes					

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	Are students achieving reading proficiency on state examinations?						
ISAT / SBA % Proficiency							
Reading			57-75	18	90-100	11	70.30
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.					<hr/>	
						70.30	
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	Are students achieving math proficiency on state examinations?						
ISAT / SBA % Proficiency							
Math			57-75	18	90-100	11	69.74
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.					<hr/>	
						69.74	
Notes							

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.	38.57	38-56	18	65-89	25	48.57
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						48.57	
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	89.72	76-100	25	85-100	16	93.43
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							93.43
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.	76.08	51-75	25	70-84	15	65.27
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							65.27
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.	79.66	51-75	25	70-84	15	66.17
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							66.17
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	56.00	38-56	18	43-65	23	42.94
	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	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							42.94
<hr/>							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	50.00	38-56	18	43-65	23	41.86
	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	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							41.86
<hr/>							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.	53.00	38-56	18	43-65	23	42.40
	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	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							42.40
<hr/>							
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.	73.30	76-100	25	70-100	31	85.58
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
Notes							85.58

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Are students participating successfully in advance opportunity coursework?

Coursework

Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity

Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity

Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity

Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv. Oppty

Notes

Result	Points Possible	Points Earned
5	50	
3-4	30	
2	10	
1	0	1.00
		1.00

Measure 4b1
College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)

Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)

Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Notes

Result	Points Possible	Points Earned
5	50	50.00
3-4	30	
2	10	
1	0	
		50.00

Measure 4b2
College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.

Notes

Result	Points Possible	Points Earned
5	50	
3-4	30	
2	10	
1	0	

Measure 4c
Graduation Rate

Are students graduating from high school?

Exceeds Standard: At least 90% of students graduated from high school.

Meets Standard: 81-89% of students graduated from high school.

Does Not Meet Standard: 71%-80% of students graduated from high school.

Falls Far Below Standard: Fewer than 70% of students graduated from high school.

Notes

Result (Percentage)	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
39-50	12	90-100	11	0.00
26-38	13	81-89	9	0.00
14-26	13	71-80	10	0.00
29.70	0-13	13	1-70	70
				0.00

MISSION-SPECIFIC GOALS			
Measure 1	Is the school ***?	Result	Points Earned
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>-----</p>		<hr/> 0.00
Notes	<p>North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-</p>		

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>	Meets	25	25.00
Notes			0	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	
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>		No instances of non-compliance documented	25	25.00
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			15	
Notes			0	25.00

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

Notes

Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result Possible	Points	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
				0.00

Notes

The FY14 audit includes two findings: lack of adequate governmental accounting experience on staff to prepare annual financial statements in accordance with governmental accounting principles, prepare all accrual entries, and maintain the depreciation schedule; and inadequate segregation of duties.

GOVERNANCE AND REPORTING

Measure 3a Governance Requirements	Is the school complying with governance 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 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> <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> <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>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

Measure 3b Reporting Requirements	Is the school complying with reporting 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 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> <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> <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>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

Measure 4a Student Rights	Is the school protecting the rights of all students?	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 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> <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> <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>	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	
				25.00
Notes				

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	
				25.00
Notes				

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	
				25.00
Notes				

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

ADDITIONAL OBLIGATIONS

Measure 6a **Is the school complying with all other obligations?**
Additional Obligations

Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.

Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.

Notes

Result	Points Possible	Points Earned
No instances of non-compliance documented	25	25.00
	0	
		25.00

Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
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:</i> For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.			50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		Current ratio is 1.08 and trend is negative	10	10.00
Falls Far Below Standard: Current ratio is less than or equal to 0.9.			0	<hr style="width: 100%; border: 0.5px solid black;"/>
Notes				10.00

Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note:</i> Schools in their first or second year of operation must have a minimum of 30 Days Cash.			50	
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.		21 days cash	10	10.00
Falls Far Below Standard: Fewer than 15 Days Cash.			0	<hr style="width: 100%; border: 0.5px solid black;"/>
Notes				10.00

Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.			50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.			30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.			0	<hr style="width: 100%; border: 0.5px solid black;"/>
Notes				0.00
<i>Enrollment variance data is unavailable due to the timing of the authorization transfer from district to PCSC. If the school met standard on this measure, the total financial score would be 30% of the total possible points rather than 20%; therefore, the financial accountability rating of Critical would remain unchanged.</i>				

Measure 1d Default	Default	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.			50	
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.		See note	0	0.00
Notes				0.00
<i>FY14 audit notes (p18) that NCSC "was not in compliance with some of the bond covenants and faced difficulties with debt service, and consequently these bonds were called in May 2014 and refunded by issuance of [other] refunding bonds."</i>				

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.	Aggregate is (16.9%) and most recent Total is (21.9%)	0	0.00
				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		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Ratio is 1.5	0	0.00
				0.00


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>	Multi-year is \$219,253 and each year is positive	50	50.00
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
				50.00

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		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1	Ratio is .12	0	0.00
	Falls Far Below Standard: Not Applicable			
				0.00

Notes
Ratio as calculated reflects only principal and interest paid in FY14; however, the school also paid \$571,982 in debt service fees. When these fees are added to the calculation, the ratio is 0.08.



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

Alison Consoletti, The Center for Education Reform

North Star Charter School

Pre-Renewal Site Visit Report

November 8, 2017

Public Charter School

North Star Charter School
839 N Linder Road
Eagle, ID 83616
(208) 939-9600

Authorizer

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

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

PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. North Star Charter School (NSCS) 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: Meets

Evidence: Interviews with stakeholders

Detail: All stakeholders understand and could articulate the mission of teaching to the top and offering IB programs for high school students in a caring environment. Teachers consistently implement the key design elements such as intellectual confidence and character leadership. Last year, the administration renewed their focus on character leadership by sponsoring a training in the Positive Behavioral Interventions and Supports (PBIS) program. The use the Star system in the elementary grades and the Pride system in the middle and high school grades to reward and incentivize positive behavior.

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

Rating: Meets

Evidence: Classroom visits

Detail: In almost all of the classrooms, there was a laser like focus on inquiry-based instruction, with direct instruction used to provide necessary context for students. Math and science instruction was student centered and project or problem focused.

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

Rating: Exceeds

Evidence: Classroom visits, interviews with stakeholders, ISAT scores

Detail: According to conversations and observations, students are taught to the highest level. For students who struggle, teachers ensure that they receive consistent and targeted interventions. Some students attend school early for extra help. To assess students, the school uses benchmark and classroom assessments to determine skill levels, which allows students to

learn at their instructional level. The school uses instructional aides to assist with providing targeted intervention.

All stakeholders, including the board and parents, stress that the culture of high expectations is what drew them to the school. Consistently high test scores in math, ELA, and science confirm that the culture and educational strategy at North Star has been successful.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Exceeds

Evidence: Interviews with stakeholders and classroom observations

Detail: The curriculum is reviewed regularly by the administration, with the feedback of teachers. While the curriculum is rigorous, it is flexible enough so that diverse learners are able to master skills and concepts. Furthermore, the IB curriculum is aligned with the school's mission of teaching to the top of the class. Pieces of the IB curriculum are used throughout the school, helping to maintain consistency from Kindergarten through 12th grade.

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

Rating: Meets

Evidence: Classroom visits

Detail: Classroom instruction was rigorous. Particularly in math and science, students participated in group activities that challenged them to problem solve to find solutions.

It is apparent that teachers deliver purposeful content, but it is not as clear if students understand the lesson objectives and are cognizant of the material that they are expected to master. Most teachers had written essential questions and student friendly learning targets on the board, but there was little evidence that teachers were unpacking these targets with students. Teachers did not regularly use debriefing sessions, exit tickets, or other similar evaluative measures to assess the learning targets.

On the other hand, in some classrooms, teachers and students were well versed in the learning targets for the lesson at hand. Administrators stressed that they see the value of learning targets and are currently addressing this issue.

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

This measure was not evaluated and does not represent an area of concern.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Interviews with administration and parents, classroom visits

Detail: Classroom observations demonstrated ample opportunities for students to engage in discussion and in cooperative group work. In addition, the pull-out sessions for struggling students allowed these students to have additional opportunities to engage with the material.

PROGRAM DELIVERY: INSTRUCTION

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: NSCS has personnel policies that were written to reflect their previous authorizer, the West Ada School District. NSCS has been revisiting these policies to update them to fit their needs. The school works to hire qualified personnel, but there has been some turn over in staff last year.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Interviews with stakeholders

Detail: Administrative leadership at the school is strong. All stakeholders, from the parents to the teachers to the board, agree that this is a significant strength of the school. North Star has an elementary and a secondary administrator. The academic leaders have been with the school for several years. The business manager is new this year.

The school has done a good job of growing leaders from within. With their strong focus on PD and the collaborative team approach, they continue to fill the leadership pipeline.

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

Rating: Meets

Evidence: Interviews with teachers and administration

Detail: A continuous improvement plan and a rotating PD plan have been implemented. The administration and teachers were enthusiastic about PD and continuous learning. Teachers stated that they have the opportunity to attend PD that meets their professional needs. Teachers participate in monthly PLCs by subject areas and they meet regularly with their grade level colleagues.

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: Interviews with administration and teachers

Detail: Teachers, with the guidance of the administration, have implemented consistent student progress monitoring. Teachers explained that they use data from assessments to drive classroom instruction. For example, students are grouped by ability in the elementary grades for math and ELA based on assessment data. Teachers revisit this data weekly and thus groupings are flexible based upon student need.

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

Rating: Exceeds

Evidence: Classroom visits, interviews with stakeholders

Detail: Above all else, the founders of North Star aimed to provide a safe learning environment for students. Staff and parents describe the environment as family oriented, a community, and supportive on all levels. The evaluation team noted the kind and caring environment throughout the building. In regards to safety, the administration explained that they have been working on safety policies and seen significant improvements in this area. Furthermore, they stressed that safety comes from “knowing your students” and being aware of problems before they escalate into larger incidents.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating: Meets

Evidence: Interview with special education team

Detail: The school has hired two, highly qualified special education teachers (one which serves as the director). These teachers collaborate on a consistent basis with the general education teachers and attend PLCs. Differentiated curriculum is used to meet the individual needs of students.

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

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

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

Rating: Approaches

Evidence: Interviews with board and administration

Detail: Since the school does not offer a nutrition program, they do not collect data on FRL student rates. It is likely that the school is not demographically representative of the neighboring district. The board and administration were willing to look into this area to find more formal ways in which they could ensure that their entire student population is well served.

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

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

ORGANIZATIONAL CAPACITY

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

Rating: Meets

Evidence: Interviews with stakeholders

Detail: Staff used the following words to describe the school climate: culture, community, family, supportive. The teachers understand to whom they need to go to get support and what their role is in implementing the mission. The teachers noted that the administrators are crucial components of the well-functioning organizational culture.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Interviews with parents, board, and administration

Detail: Communication occurs between home and school through emails, website, and teacher communication. Parents feel comfortable speaking to administrators if they have concerns in any area, though they usually consult with the classroom teacher first. Teachers were open to parental feedback and parents were thankful for teacher responsiveness to their concerns. Parents also mentioned that the school counselor was a helpful source of information about particular student concerns.

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

Rating: Meets

Evidence: Interviews with parents

Detail: NSCS has a parent organization that helps support the school. Parents are very active in the school and are eager to volunteer for all PTA events and fundraisers. It was unclear how much the administration was using parental feedback to drive school improvement.

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Classroom observations

Detail: The facility supports the needs of each of the instructional levels: elementary, middle school, and high school. The classrooms are generally large and the science labs are fully equipped.

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

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

GOVERNANCE

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

Rating: Meets

Evidence: School website and interview with board

Detail: The school board's meeting notes and agendas are posted online. The board receives meeting materials in advance of all meetings.

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

Rating: Meets

Evidence: Interviews with board and business manager

Detail: As discussed earlier, NSCS has been working on revising their current policies from fiscal to personnel to fit the needs of their school.

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

Rating: Meets

Evidence: Board interview

Detail: The school has a unique structure in that the board chair is also the CEO of the school. Thus, there is some overlap between the role of governance and management for this particular individual. However, the board in general is a strong oversight body and updates its priorities yearly. Priorities range from establishing a new sports complex to creating strategies around maintaining steady high school enrollment to establishing new policies. Five of the seven board seats are currently filled. They are actively recruiting an expert in education.

Has the school's board developed a strategic plan?

This measure was not rated and does not represent an area of concern

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Board interview

Detail: The board expressed a whole-hearted commitment to academic excellence. While the board does not have an academic expert in their ranks, they are able to provide strong academic oversight because they lean on their very capable administrative staff in this area. The administration provides regular updates on the academic progress of students. However, the board could improve on their academic oversight of subpopulations.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Board interview

Detail: The board is skilled in school operations, but they noted that they are currently working on implementing regular performance reviews using the Danielson method for their administrative staff.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Approaches

Evidence: Interview with board

Detail: The board monitors the budget vs. actuals on a quarterly basis and is currently working on revising financial policies. They have recently appointed a financial expert to serve on the board; this will likely help the board to provide improved oversight in this area.

With the school's recent financial turmoil and low cash reserves, it is concerning that the board seems relatively unaware of the school's financial situation. The board explained that they would like to build their cash reserves, which are low, but did not list this as a key priority.

Does the school maintain appropriate internal controls and procedures?

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

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

Rating: Approaches

Evidence: Interviews with the board and business manager, financial audit

Detail: Due to the school's large and fairly steady enrollment, the school has been able to pay its current bills. While the school's cash reserve has increased slightly in the past year, it is still very low for a school of this size. It was unclear if cash flow projections are prepared and monitored.

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

Rating: Approaches

Evidence: Interviews with board and business manager

Detail: The school has met their enrollment projections. The board and business manager have not examined monthly operational expenses as compared to their current reserve/ financial cushion.

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

Rating: Approaches

Evidence: Interviews with board and business manager

Detail: The board examines the budget on a quarterly basis, a limited schedule that may lead to difficulties in addressing unexpected financial variances promptly. The school leadership did not appear to have a financial plan or strategy for how they would weather an unforeseen expense or an unexpected drop in revenues.

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

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

Idaho Public Charter School Commission Auxiliary Renewal Data Form

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

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

Guidance for Form Submission

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

fields / detail we would expect to see in your documentation.

Student ID #	Student Name	Grade	IRI Score	Scored 3	Notes
TOTALS	Students			Scored 3	Percent Scored 3/ proficient

- F. Clearly label and attach all supporting documentation files.
- G. Any supporting documentation files containing individually-identifiable student data must be submitted through the secure server. Secure submission guidance may be found in the *PCSC Renewal Application and Guidance*.

► Examples

Subject Area	Issue	Attached Documentation
Academic/ K-3 Reading Success	Our K – 3rd grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet providing student level Fall and Spring IRI results for <i>all</i> students from the 2013-14, 2014-15, and 2015-16 school years. You may also separate the data by subgroup, such as ELA and SPED status.
Academic/ Growth for below grade-level students	Our high school has a sizable population of below grade level students who show significant growth after one year of attending the school.	Attachment B: Excel spreadsheet with <i>all</i> high school students' (those at grade level and for those below grade level) grade level assessment results at both the beginning of the school year and at the end of the school year.
Academic/ Math Success	Students who have been enrolled at our school for two years or more are much more likely to reach grade level benchmarks on the math MAP exam.	Attachment C: Excel spreadsheet of <i>all</i> students who took the math MAP exam. Include students' scores as well as the number of years or parts of years that the student had been consecutively enrolled at your school.

► Auxiliary Data

Subject Area	Issue	Attached Documentation
Academic/K-3 Reading Success	North Star K-3 students are showing gains in reading as demonstrated by their IRI scores.	Excel spreadsheet displays Fall and Spring IRI results for all students from the 2014-2015, 2015-2016, and 2016-2017 school years.
Elementary Climate Survey	Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school –wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.	The Elementary CSCI Presentation shows that students scored a 4.33 (out of a 5.0 scale) on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

Secondary Climate Survey	Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school –wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.	The Secondary CSCI Presentation shows that students scored a 3.83 (out of a 5.0 scale) on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.
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North Star Charter School
Continuous Improvement Plan

North Star Charter School District No. 493

Melissa Andersen, Superintendent

839 N. Linder Rd.

Eagle, Idaho 83616

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Activity Summary by Funding Source

Activity Summary by School

Idaho Code Section 33-320 33-320.

CONTINUOUS IMPROVEMENT PLANS AND TRAINING.

(1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall: (i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; (ii) Set clear and measurable targets based on student outcomes; (iii) Include a clearly developed and articulated vision and mission; (iv) Include key indicators for monitoring performance; and (v) Include a report of progress toward the previous year's improvement goals.

(c) The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.

(d) The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

(3) The plan must be made available to the public and shall be posted on the school district or charter school website.

(4) Of the moneys appropriated in the public schools educational support program, up to six thousand six hundred dollars (\$6,600) shall be distributed to each school district and public charter school to be expended for training purposes for district superintendents and boards of trustees, public charter school administrators and boards of directors. Funds shall be distributed on a reimbursement basis based on a process prescribed by the superintendent of public instruction. Qualified training shall include training for continuous improvement processes and planning, strategic planning, finance, superintendent evaluations, public charter administrator evaluations, ethics and governance.

(5) The state board of education shall be granted rulemaking authority to establish appropriate procedures, qualifications and guidelines for qualified training providers and shall prepare a list of qualified training providers within the state of Idaho.

Overview

North Star Charter School Mission Statement:

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21st century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21st century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and Directors of the North Star Charter School community. We focus on a shared vision of educational excellence and character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

North Star Charter School Vision Statement:

North Star students will mature as confident architects of their future and thrive at every level of their education and careers.

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12th grades, high standards for teaching and learning can be achieved. We promote and train effective teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

Overview of NSCS

NSCS was established in 2003 as a K-8 charter school to provide parents with an alternative choice in public education. We were authorized by the Meridian School District until October 2014 when we were approved to move our charter to the state. NSCS determines our own curriculum, school schedule and policies based on statutes from the Idaho State Department of Education.

The school’s charter articulates the vision of the school’s founders to think critically and to become virtuous citizen leaders in our local and world community. The school’s basic philosophical and academic design was centered on research-based curricular models with proven records of success.

In 2007, the charter was amended to add NSCS’s 9th – 12th grade high school, with an emphasis on business and economics. In 2009 we earned our International Baccalaureate designation and became an IB World School.

Student Demographics

Grade Level	Current Enrollment as of 9/15/17
K	85
1	84
2	84
3	90
4	91
5	96
6	105
7	97
8	96
9	48
10	44
11	27
12	20
Total	967

2016-17	Hispanic	Asian	Pacific Island	White	Black	Am. Indian	Unclass.	Other	LEP	Special Ed.
#	█	█	█	█	█	█	█	█	█	█
	█	█	█	█	█	█	█	█	█	█

Student Achievement

During the 2016-2017 school year NSCS participated in the ISAT summative assessment through the Smarter Balance Consortium.

The ISAT summative assessment is important component of the statewide student assessment systems as stated in the board rule 08.02.03- Rules Governing Thoroughness. The ISAT tests administered to students in grades 3-11 to provide ongoing monitoring of individual, school, district, and state progress. One component of the ISAT is the required participation in English Language Arts/ Literacy and Mathematics. Proficiency on the ISAT verifies that an Idaho Student has met Idaho Core Standards in these content areas.

Academic proficiency is more than test scores. Competency in all academic areas is the goal for every child.

ISAT Summary:

Overall we are above the state achievement level which is good news and have seen growth from Spring 2016 to Spring 2017 (see below). We do however recognize that we have work to do to continue to raise student scores and make sure students are prepared for college and careers after NSCS.

ELA/Literacy

Spring 2015	% Proficient	Spring 2016	% Proficient	Spring 2017	% Proficient	Growth
3rd Grade	83		56		68	
4th Grade	57		66	-17	62	+6
5th Grade	67		58	+1	79	+13
6th Grade	61		72	+5	57	-1
7th Grade	65		66	+5	78	+6
8th Grade	65		78	+13	73	+7
9th Grade	84		94	+29	91	+13
10th Grade	81		96	+12	91	-3

Mathematics

Spring 2015	% Proficient	Spring 2016	% Proficient	Spring 2017	% Proficient	Growth
3rd Grade	75		69		78	
4th Grade	66		78	+3	74	+5
5th Grade	68		61	-5	74	-4
6th Grade	68		77	+9	68	+7
7th Grade	54		78	+10	83	+6
8th Grade	41		63	+9	73	-5
9th Grade	55		63	+22	65	+2
10th Grade	50		76	+21	65	+2

College and Career Readiness

Our goal is that all students at North Star Charter School will be prepared for college, career and citizenship. We will develop and emphasize practices throughout the K-12 program to give students the academic opportunities to be successful in one or more post-secondary options (2 or 4 year college, accredited vocational school or program, military service branch, and/ or mission).

The K-5 program at North Star is represented by evidence-based curricula and through student participation and collaboration in a successful, spiraling curriculum, and the “teach to the top” philosophy that has helped North Star students report some of the highest state-mandated, year-end assessment results in the state of Idaho. North Star believes that when teachers design lessons around teaching to the advanced student (teaching to the top), all students in the classroom benefit from and accelerate their learning.

In North Star’s secondary program (grades 6-12), three areas of focus were identified: international issues, economics, and business. International-mindedness requires staff and students alike to look beyond the community we live in – to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. The business and economics strand extends from the

introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

Middle students have access to Career Information Systems (CIS). Students begin the development of a portfolio that includes interest inventories, career and college research.

High School students at North Star also have access to CIS. All sophomores take the PSAT, and all juniors take the SAT and ASVAB. Our juniors also have National Merit Scholar opportunities through PSAT. Our students score above the State averages each year for both SAT and ACT. North Star also provides a scholarship and FAFSA information sessions for our families. High school students are also allowed the opportunity to attend local college fairs. During senior year, colleges visit for recruitment purposes and students are allowed college visitations.

IB Results

The numbers in the chart reflect the percentage of students who have passed an IB exam and earned the prestigious IB Diploma.

Year	English	Math SL	Math Studies	History HL	Bio HL	Spanish	Music	Art	Comp Sci	Diploma
2011	75%	80%	40%	55%	13%	100%	100%	NA	NA	56%
2012	80%	100%	31%	4%	10%	36%	NA	NA	NA	4%
2013	90%	x	x	43%	0%	x	NA	NA	NA	0%
2014	82%	38%	50%	65%	18%	100%	NA	NA	NA	50%
2015	100%	83%	0%	75%	10%	100%	100%	NA	NA	71%
2016	100%*	70%	90%	71%	0%	94%	33%	NA	NA	22%
2017	100%	75%*	91%	90%	5%	100%*	91%	100%	0%	63%

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	North Star Elementary will develop and implement a bus/loading/drop off plan to avoid having buses traveling through the playground.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	North Star will implement a formal written security and crisis management plan to include emergency evacuation procedures and appropriate training for stakeholders.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$7850
3	North Star will develop and implement a focused teacher training program with a consistent 'electronic data bucket' to ensure that teachers understand how to use data to evaluate and interpret student needs for instructional purposes.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$10,850
4	North Star will develop and implement a comprehensive Technology Use Plan.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$19,200
5	North Star Charter School will develop and implement a comprehensive curriculum plan that includes a formalized process for the regular review, alignment and refinement of the school's curriculum.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Application for Charter Renewal

North Star Charter School

839 N. Linder Rd.

Eagle, ID 83616

Submitted by:

North Star Administration Team (NSAT)

Melissa Andersen, Secondary Principal

Shay Davis: Elementary Principal

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Approved by School Board: December 13, 2017

Application Submission Date: December 14, 2017

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Mission and Key Design Elements

North Star Charter School's (NSCS) mission is to provide students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship. The mission of our school is met through our beliefs, culture, key design elements, and curriculum. One key design element of NSCS is to provide a safe, supportive environment with challenging academic content. When there is a low threat level and the content is highly challenging, accelerated learning takes place.

In grades K-5, the Idaho State Standards serve as the starting point of instruction and is enhanced with unifying themes and other creative methods. Traditional core curriculum areas including language, social studies, science, physical education, and mathematics remain strongly emphasized. The core curriculum is enhanced with American history study, introduction to business/economics, as well as music and art. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time. NSCS's K-5 curriculum has an emphasis on business and economics that makes NSCS unique. The focus on business and economics is purposely woven into the fabric of the K-5 curricula, and is considered to be a core foundational skill for NSCS students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives.

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. NSCS emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the International Baccalaureate (IB Diploma Program) and to promote a continuum of education.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, and how to read and write at a college level.

A key element at NSCS is our partnership among its students, parents, and faculty. A child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children. Teachers have the right to teach in an orderly environment without fear of violence. NSCS's dedication and commitment to providing a safe learning environment for every student is core to what NSCS provides its community of students.

Professional development focuses teachers on learning related to school culture and climate. Administration and staff learn how to develop a healthy school culture through attending Positive Behavior Interventions and Systems (PBIS) training, book studies and discussions related to fostering and maintaining a healthy school climate and culture.

Major Successes and Challenges: Since its opening, NSCS has maintained full elementary classes with large waitlists. Over the past two years, the middle school enrollment has stabilized due to strengthening curriculum, scheduling changes and retention of strong teachers. NSCS continues to focus on increasing enrollment in the high school grades through evolving curriculum. This is the result of data collection, community awareness, directed marketing campaigns and stronger communication with students, parents and faculty.

Overall, NSCS continues to do very well in the area of State testing with above State average results in all areas as shown in figures 1-18. NSCS will continue to focus on growth in the areas of reading fluency (IRI), math, ELA and science ISAT testing to ensure the highest number possible of students will reach a score of proficient or advanced.

An area that NSCS has made significant improvement over the past four year is our financial stability. Enrollment is a key factor in financial stability. Enrollment has remained stable, thus enabling the School to provide a solid education with the materials necessary to educate our students. An area of improvement will be to continue to restore cash reserves.

NSCS has worked extremely hard to create a unique culture that the school is very proud to present to prospective students and families. An example of the culture change that Administration has instituted as a priority is the value of VOICE and empowerment. This culture change affects all aspects of the School, including leaders, teachers, students and parents. In 2015, Administration contracted with TVAIC (Teacher Voice and Aspirations International Center) to develop this philosophy within everything that we do from teaching to decision making. NSCS experience has been referenced in three books related to VOICE, one case study and the Academic Administrators participated with Executive Director, Dr. Lisa Lande in a VOICE presentation at Learn Forward, an International conference in Canada the winter of 2016. NSCS continues to work with Dr. Lande.

Over the past three years, NSCS has developed a curriculum renewal process and made great strides to put strong researched based curriculum into the hands of our teachers. This new curriculum has been supported by professional development and two on-staff support units called, “Coordinators of Teacher and Student Success”.

Summary of Four Central Questions

NSCS has done well in the areas of academic achievement. Our school’s scores have been above the State level in all State testing areas and we continue to focus on the growth of each student regardless of their current level of performance.

NSCS is organizationally sound and compliant with applicable laws and regulations and has scored honor ranking the past two years on our performance certificate.

NSCS continues to make improvements in the areas of being a fiscally sound, viable organization. Over the past three years the Commission’s annual performance report shows steady growth in the financial portions of the report. Growing from 120.0 total points earned (34.9%) in 2013-2014 to 240.0 (60%) total points earned on the draft report of 2016-2017.

NSCS’s plan for the next performance certificate term will ensure that the School continues to provide an excellent education for the students and an exciting working environment that results in the retention of strong teachers and staff.

William J. Russell

Board Chairman

Melissa Andersen

Secondary Administrator

Shay Davis

Elementary Administrator

Is the school an academic success?

NSCS has made a commitment to holding students to a higher standard and consistently striving for academic success. In evaluating the school’s success in meeting our goals and objectives, NSCS will accomplish the following goals (measurable standards):

Goal 1: 90% of all 3rd graders who have attended NSCS for two or more consecutive years will score a “3” on the Idaho Reading Indicator (IRI). The IRI measures the reading fluency of students grade K-3.

In the Spring of 2017, NSCS performed an analysis to determine how many 3rd graders, who have been attending NSCS for two or more consecutive years, were proficient on their Idaho Reading Indicator Test (IRI) results. Proficient is defined as students having achieved a score of “3”. The School was delighted to find that 94% of 3rd graders who had been at the School for at least two years tested as proficient.

Figure 1 describes how all of NSCS’s students, regardless of how long they have attended our school, in grades K-3rd have performed on IRI assessment from 2014-2016. The overall percent of students who were proficient on the IRI improved each school year from 83% in 2014, to 84% in 2015, and 89% in 2016.

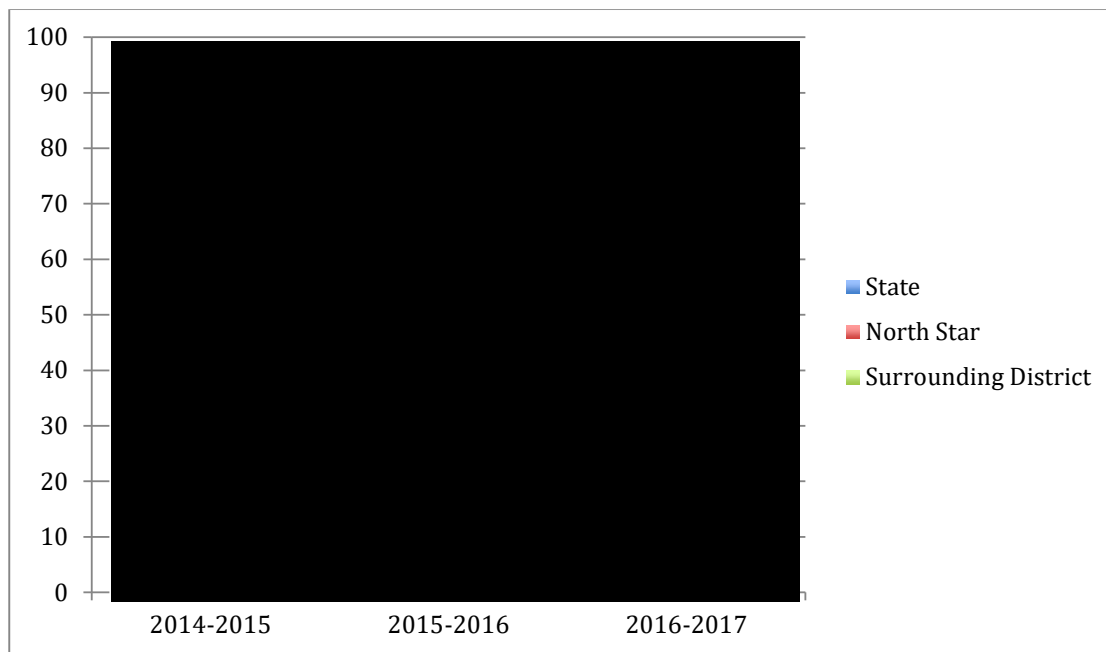


Figure 1: NSCS’s K-3rd grade average percent of students proficient on the Idaho Reading Indicator Test from school years 2014-2016 compared to surrounding area as well as state.

Goal 2: Within 16 months of graduation, 75% or more seniors will be enrolled in a postsecondary program.

NSCS utilized the Idaho Go-On rates (www.idahoedrends.org/data#college_going) to determine the percentage of students that graduate NSCS and enroll in post-secondary education. This information is not present on the web site, so NSCS utilized the State Report Card to determine graduation rates in place of the Go-On rates. Figure 2 displays data on school years 2014 & 2015. The overall percent of students who graduated each school year was 91% in 2014 and 96% in 2015. The 2016 school year data is not available at this time.



Figure 2: NSCS's percent of students who graduated from school years 2014-2015 compared to surrounding area as well as state.

Goal 3: Students will demonstrate an appreciation and respect for diversity as demonstrated by a school-wide average of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Survey. Spring of 2017 students, parents and school personnel were given the Comprehensive School Climate Inventory to evaluate and report on progress towards this MSES. Figure 3 displays data of a score of 4.33 by students, 4.33 by school personnel, 4.33 by parents at the Elementary level (3rd -5th) and 3.83 by students, 4.17 by school personnel, and 3.83 by parents at the Secondary level (6th -12th).

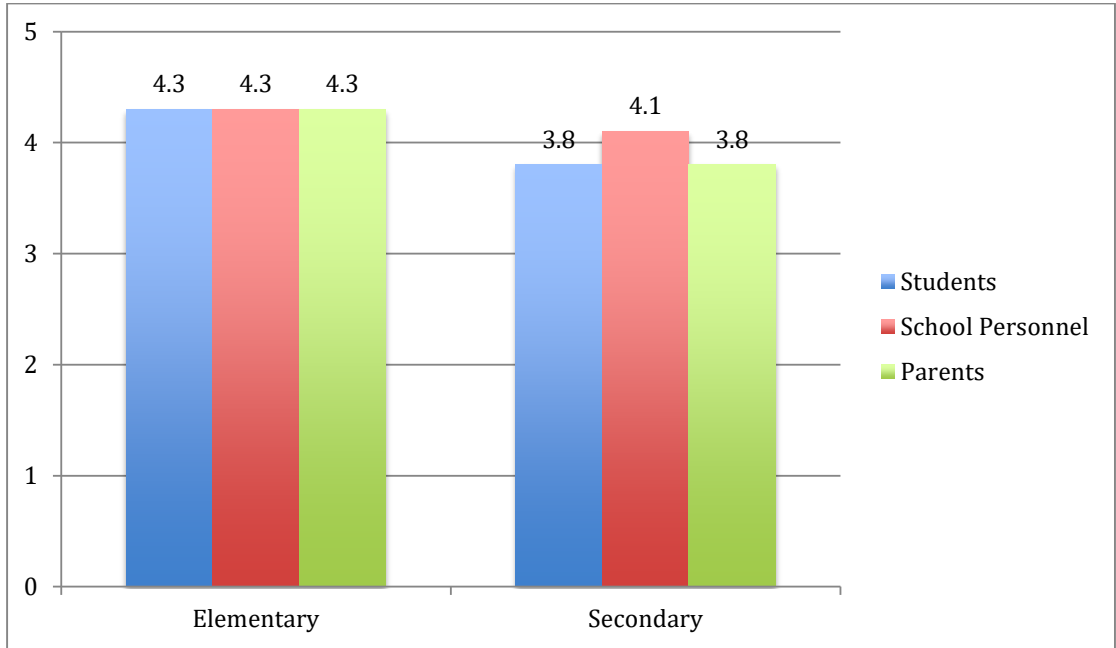


Figure 3: NCS's Comprehensive School Climate Inventory conducted in the Spring of 2017.

NCS is committed to being a school where student success is a top priority. If it is ever determined that, based on student performance, the school is in need of improvement, NCS will develop a plan that will focus on improving school and staff capacity to increase student achievement. NCS has proven to show student success with their ISAT scores.

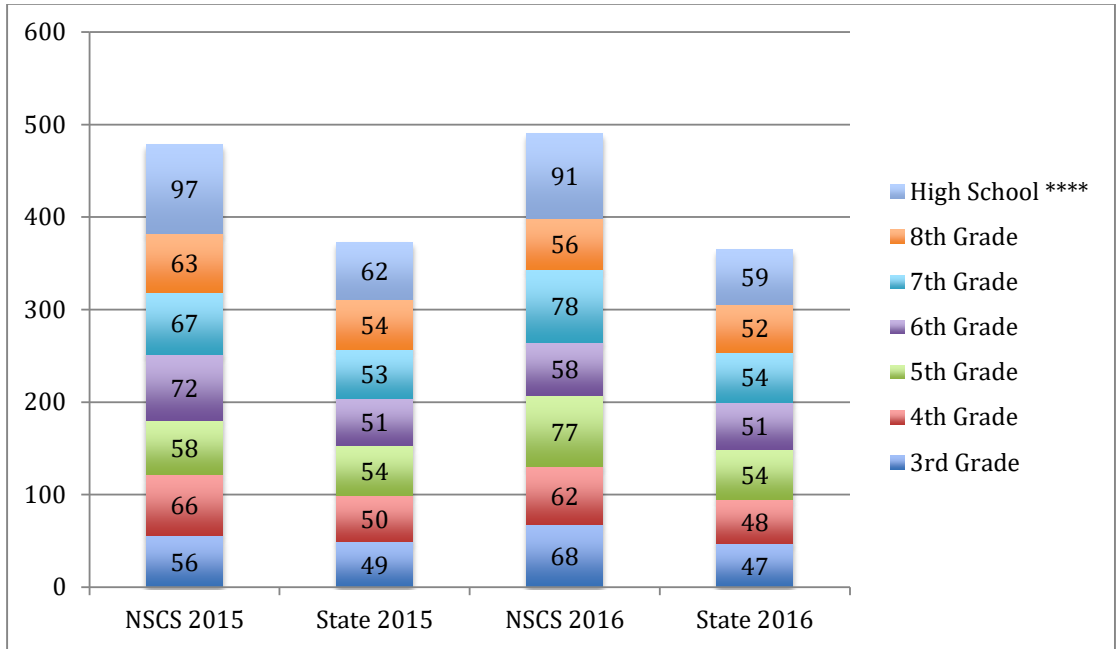


Figure 4: NCS and the State's percentage of students proficient in the academic area of English Language Arts. This data was taken from the Idaho State Report Card and **** ISAT Online Reporting System.

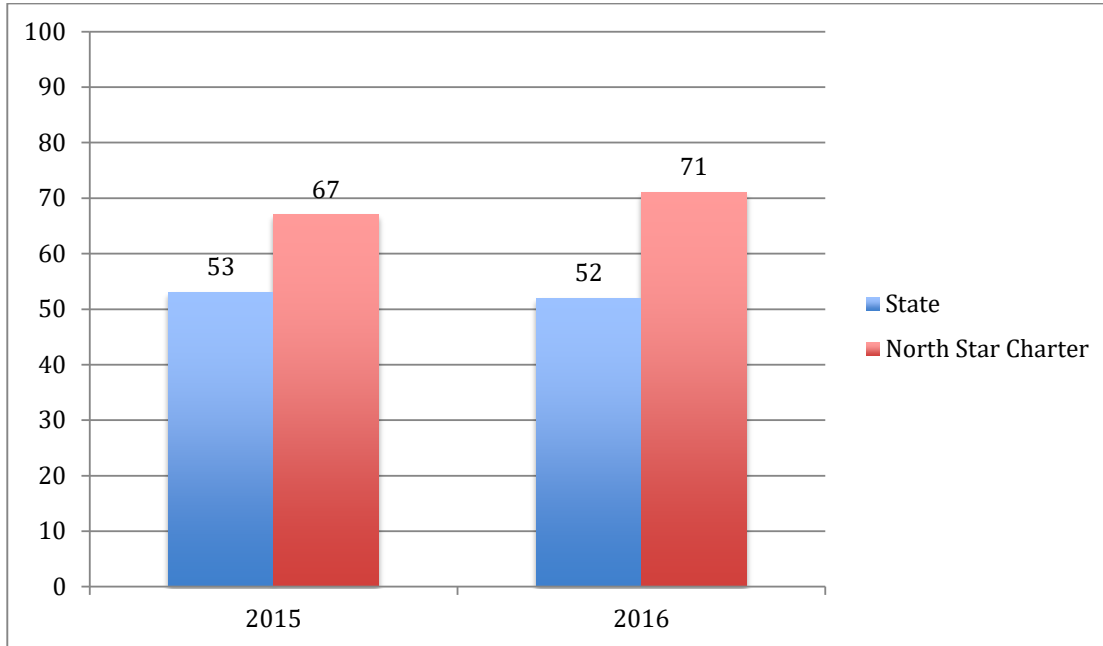


Figure 5: NSCS and the State’s overall percentage of students proficient in the academic area of English Language Arts.

The data in Figure 4 from the 2015 school year was retrieved from Idaho Report Card and the Online Reporting System for the ISAT. NSCS was above the state average in all seven grade levels tested using the ISAT in the area of ELA. In the 2016 school year, NSCS was above the state average in all seven grade levels. The data in Figure 5 shows that during the 2015 school year, NSCS had an overall average of 67% of their students who were proficient in the academic area of ELA, which was 14% higher than the state average of 53% proficient. During the 2016 school year, NSCS has an overall average of 71% of their students who were proficient in the academic area of ELA, which was 19% higher than the state average of 52% proficient.

The percentage of students proficient or advanced on the ISAT at NSCS is comparative to surrounding schools. Figure 6 shows that in 2014 NSCS ranked 9th out of 50 schools in our surrounding area in the area of ELA on the ISAT. Figure 7 shows that in 2015 NSCS ranked 12th out of 48 schools in our surrounding area in the area of ELA on the ISAT. These data points show that we are doing well academically compared to other surrounding schools and the overall state average.



Figure 6: NSCS's 2014 ISAT ELA scores being compared to other schools in the surrounding area as well as the state.



Figure 7: NSCS's 2015 ISAT ELA scores being compared to other schools in the surrounding area as well as the state.

NSCS also participated in the Idaho State Achievement Test (ISAT) in the academic area of mathematics. Figure 8 displays NSCS's percent of students in each grade level who were proficient compared to the statewide proficiency on the ISAT in each grade level in the area of math for the 2015 and 2016 school years. Figure 9 displays the overall percentage of students proficient at NSCS and the State in the area of mathematics.

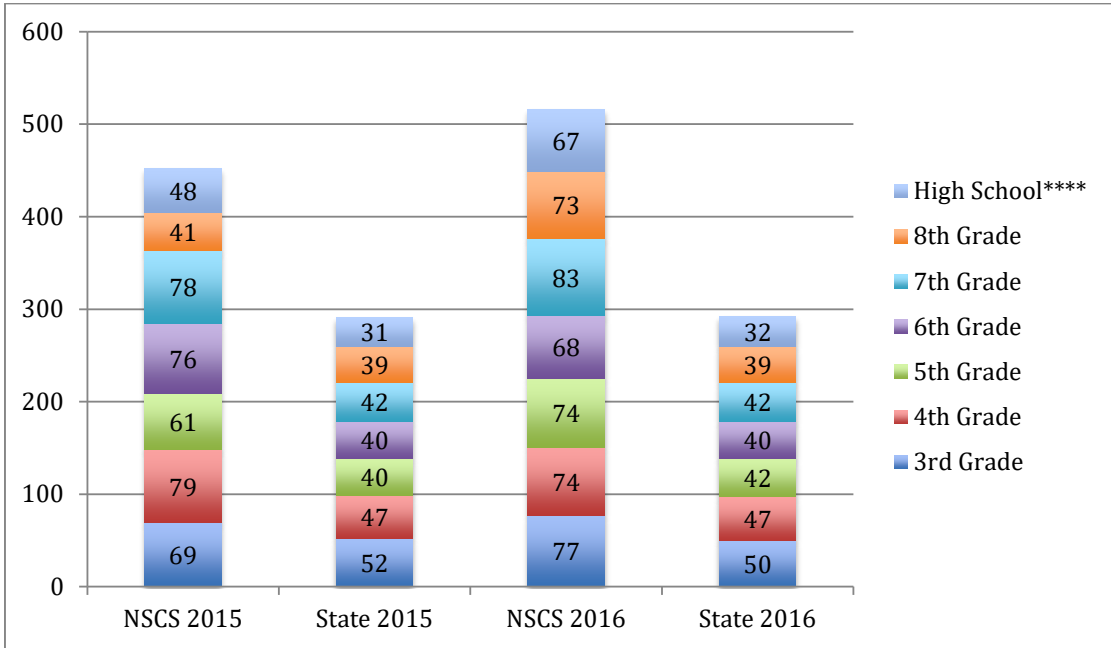


Figure 8: NSCS and the State’s percentage of students proficient in the academic area of Mathematics. This data was taken from the Idaho State Report Card and **** ISAT Online Reporting System.

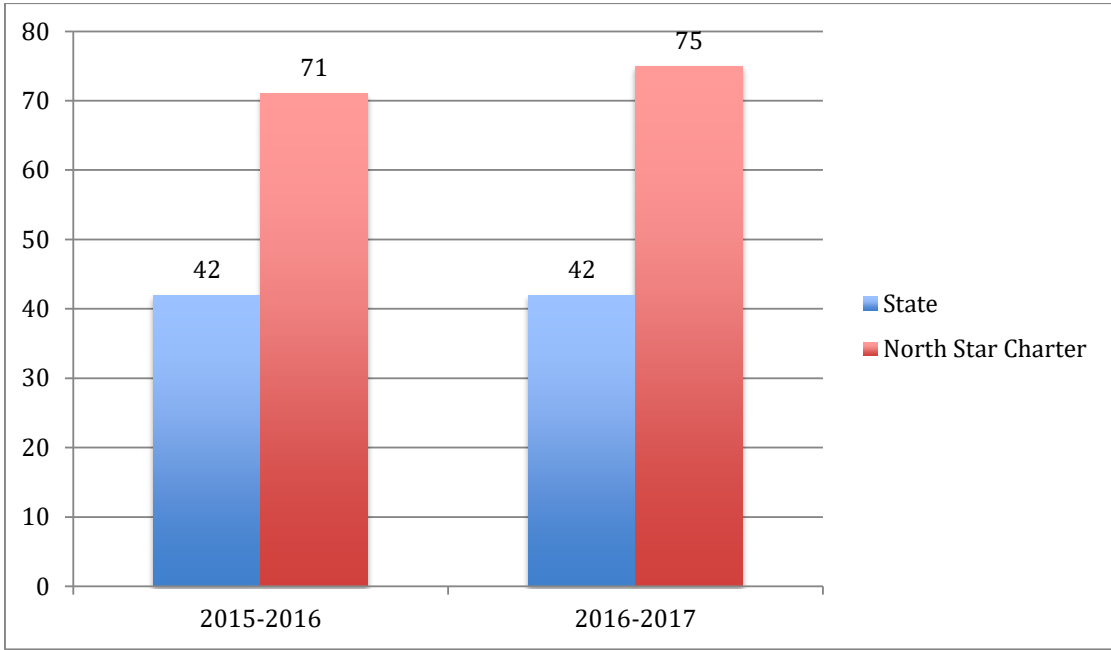


Figure 9: NSCS and the State’s overall percentage of students proficient in the academic area of Math.

The data in figure 8 shows that during the 2015 and 2016 school years, NSCS was above the state average in all seven grade levels tested. The data in figure 9 shows that during the 2015 school year, NSCS had an overall average of 71% of their students who were proficient in the academic area of math which is 29% higher than the state average of 42% proficient. During the 2016 school year, NSCS had an overall average of 75% of their students who were proficient in the academic area of math, which was 33% higher than the state average of 42% proficient.

The percentage of students proficient or advanced on the ISAT at NSCS is comparative to surrounding schools. Figure 10 shows that in 2014, NSCS ranked 12th out of 51 schools on the number of students’ proficient or advanced in the academic area of Math on the ISAT. Figure 11 shows that in 2015, NSCS ranked 5th out of 48 schools on the number of students’ proficient or advanced in the academic area of Math on the ISAT. These data points show we are doing well academically compared to surrounding schools and the overall state average in the academic area of math.

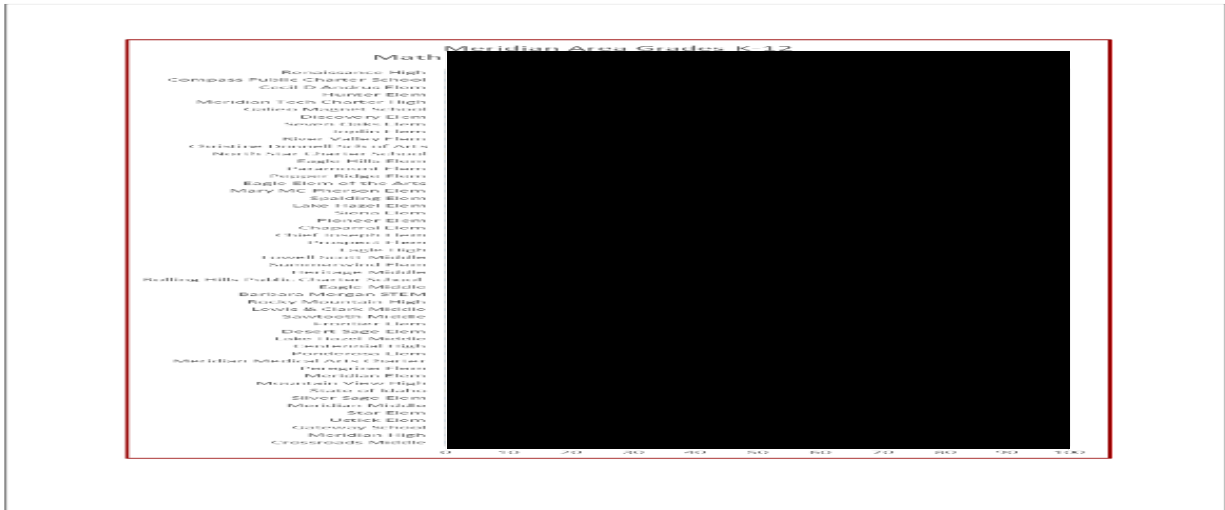


Figure 10: NSCS’s 2014 ISAT Math scores being compared to other schools in the surrounding area as well as state.



Figure 11: NSCS’s 2015 ISAT Math scores being compared to other schools in the surrounding area as well as state.

- NSCS’s curriculum has an emphasis on business and economics that makes NSCS unique.
- In grades K-5, each year students participate in Junior Achievement of Idaho (JA) in the spring. JA provides programming in schools to help students build skills in financial literacy, career readiness and entrepreneurship. The key to the program is that they are delivered through the help of volunteers (typically NSCS parents) who work alongside the teacher to schedule and present the material. In 2016, elementary principal, Shay Davis received Junior Achievement’s Principal of the Year for her support of JA and her dedication to ensure all of her elementary students receive this wonderful program.

- In grades 6-8, students have business and economic content integrated into their ELA and Social Studies classes.
- In High School, NSCS is in its fourth year of DECA (Delta Epsilon Chi and Distributive Education Clubs of America) which is a student organization focused on business, economics, finance and entrepreneurship. The goal of the club is to use classroom content and transfer that knowledge in a competitive situation at the regional, state, and international levels. In addition, NSCS high school students attend the International Economic Summit in the fall and spring. During the 2015-2016 school year, NSCS had a first place team. During the 2016-2017 school year, NSCS had the overall summit winner/champion. Classes that are offered at the High School level that enhance the DECA and Economic Summit activities include: Economics, IB Business Management, Theory of Knowledge, and Business I.

NSCS juniors have consistently scored above the cut score indicating college and readiness and above the State of Idaho average. While NSCS scores have been high on the ELA portion of the test, our upward trend grew with retention of highly skilled math teachers and strengthening our curriculum.

Year	NSCS	State of Idaho
2015	1544	1353
2016	1138	999
2017	1170	1006

Figure 12: The 2016 SAT reflects a change in scoring from a perfect score of 2400 to 1200.

Another key design element of NSCS is our emphasis on the ongoing development of the whole person. We do this through character development. NSCS is in year two of implementing Positive Behavioral Intervention and Supports (PBIS) school wide. PBIS is evidence-based prevention of negative behaviors by defining and teaching positive social expectations.

In the elementary school students are acknowledged for their positive behavior, both socially and academically, by defining and demonstrating STAR behavior. STAR stands for **S**afe and Ready, **T**omorrow's Leaders, **A**spiring Thinkers, and **R**elationship Builders. We see a STAR student as someone who is not only doing what is expected, but is going above and beyond to demonstrate these characteristics. When identified students are rewarded with a STAR card, which they turn in at the office for a prize of their choice.

In the secondary school, we acknowledge positive behavior by defining and teaching PRIDE. Our PRIDE character traits are **P**ositive Attitude, **R**esponsibility, **I**ntegrity, **D**etermination, and **E**xcellence. NSCS School faculty gives students PRIDE tickets, which they in turn use to purchase items in our Husky PRIDE store.

In all grades, K-12, PBIS is used with students who demonstrate problem behaviors. PBIS allows teachers to provide consistent consequences and collect data by recording the behaviors for students in our information management system.

NSCS's counseling program provides social-emotional and academic support to students in grades K-12. NSCS currently has two full time counselors that serve students in grades K-5 (elementary) and grades 6-12 (secondary). All students receive support through one-on-one counseling, group counseling, and classroom guidance lessons, which help students deal with life stressors. NSCS counselors also provide academic supports, which include 504 (as defined by the Rehabilitation Act of 1973) accommodation plans, access to resources, and communication with families.

The NSCS Elementary counselor provides social-emotional supports by utilizing character counts lessons, improving problem solving skills, and promoting the PBIS, STAR behavior initiatives.

In grades 6-8, the Secondary Counselor provides weekly guided lesson plans focusing on social and emotional development, and career awareness. Students participate in a variety of activities aimed at supporting student self-esteem, self-awareness, and organizational strategies aimed at supporting and creating a safe school-learning environment. These activities support the school climate by giving students direct and indirect access to counseling strategies and often result in follow up interactions or interventions. These include individual and group conversations, and parent communication. During the high school years (9-12), students participate in a leadership class and the IB program takes seriously the importance of life outside the world of scholarship by requiring their Creativity, Action and Service (CAS) project for the Diploma Program.

NCSC's academic outcomes on the IRI, ISAT, SAT, and its emphasis on Business/Economics and Charter /Leadership development have been respectable. NSCS continues to increase their testing scores compared to surrounding schools and the state's averages, while achieving high rankings in state competitions.

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

The Annual Performance Report for 2017 rated the school organizationally with “Honors” as it has in three of the past four years, with the remaining year rating in “Good Standing”. However, the Annual Performance Report evaluation of Operational Framework for 2017 judges all categories to be Exceeds Standards, maximum available points earned, with one exception. The exception is Item 2b, GAAP, for which the Report (wrongfully, in our opinion and respectfully) awards zero points by way of a Does Not Meet Standards determination. The actual wording of the standard is “Is the School following Generally Accepted Accounting Principles (GAAP)?”

Because this is the only issue identified by the Commission as a subject otherwise characterized by “Exceeds Standards” scoring, and because the NSCS response to the draft performance evaluation is due the same day as this application, we will take a moment to discuss this item in greater depth. It is our opinion that the scoring as to this matter should be adjusted.

The Note explaining this judgement asserts: “Two, significant deficiencies were identified in the audit related to internal controls. These include a lack of sufficient controls to identify material misstatements in various funds and lack of sufficient controls to ensure all bank accounts are reconciled in a timely manner.”

The “two deficiencies” referred to are reported in the NSCS Report on Audited Basic Financial Statements and Additional Information for the year ended June 30, 2017 (“Audit Report”). Specifically, that matter is reported in the section of the Audit Report titled Federal Reports, in a letter titled “Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards.”

The Commission inexplicably failed to report the Management’s Response to Findings, which are included as an integral part of the Audit Report. The response was as follows and needs to be noted in the Performance Report:

“2017-001: Material Audit Adjustments.

Management will look at the current controls and put controls in place to make sure that items are being recorded correctly in the accounting system to prevent misstatements on the trial balance from happening.

2017-002: Reconciliations

Management will put procedures in place to make sure that all banking accounts are reconciled monthly to the trail balance. Bank statements and reconciliations will be reviewed to make sure this is being completed.”

Management immediately addressed the two specific deficiencies related to internal controls. These deficiencies can be traced directly to a recent change-over in staffing in the finance department. That the deficiencies are related to short-term communication issues during the transition from Mr. Coburn to Ms.

Jedry is evident by comparison to past reports. Previous audit reports did not identify such deficiencies. The nature of the deficiencies makes it evidence that this is a transition problem. A score of zero on this item is altogether inappropriate.

Procedures were immediately put in place to ensure all items are correctly recorded in the accounting system which prevents any further errors/misstatements from happening on the trial balance. Bank reconciliations of all accounts are happening on a regular monthly basis and being reviewed by management each month and provided to the Treasurer, Finance Committee and Board for review as well.

The deficiencies no longer exist and it is our opinion, respectfully, that the scoring must not be based on a transitional condition which existed in the past but no longer exists.

There is a critical sequencing fact that the Commission needs to consider. This application describes conditions effective December 15, 2017, but the Audit Report which describes the two deficiencies is effective June 30, 2017. Conditions have changed, and the deficiencies have been remedied. Thus, the answer to this question (related to the deficiencies) no longer exists at the date of this application. To consider what was true five-and-a-half months ago as true today is simply wrong and cannot be applied in the context of this application.

NSCS will, properly, always continue to improve on internal controls. In fact, NSCS had already assigned two board members to work on improving internal controls generally (without knowing the two items in the Audit report) before the Audit was completed or submitted. The Board deemed the transition in financial management (from a long-standing and very experienced Finance Director to a new Finance Director) to be an appropriate time for a “continuous improvement” approach to financial controls. Internal controls have been discussed in more than one Board meeting, including an executive session that occurred before the content of the Audit Report was known to the Board. Board minutes from the meetings at which the auditor’s report was presented are available.

As one very important additional aspect of continuous improvement, the Board determined to use the introduction of a new Finance Director to evaluate professional outsourcing, with appropriate procedures, to bolster financial management and provide best practices and state of the art tools to support account efficacy and internal controls. This approach may also reduce expenses and render a more efficient approach to financial management. Additionally, this may present an opportunity to introduce new and more advanced reporting to management and the Board. NSCS issued an RFP in the fall and has received responses. The recommendations of management are due to be presented to the Board at the January meeting, where the board will determine if outsourcing is appropriate and if so, what level of assistance will be provided.

NSCS respectfully asks to maintain an objection to the scoring of this item on additional technical and legal grounds. The item is described as “Is the school following Generally Accepted Accounting Principles (GAAP)?” The two deficiencies referenced in the scoring notes do not, as we understand it, relate to GAAP compliance. The Audit Report did not, as we understand it, indicate any failure in compliance with GAAP. In fact, it opined that GAAP was followed. The deficiencies occurred in a management letter that is unrelated to GAAP and is instead directly built upon standards under Federal Government Accounting Standards, which is an entirely different set of standards. The items in the

management letter do not reflect GAAP non-compliance as the score indicates when compared to the question.

With regard to governance, NSCS is currently interviewing another potential Board Member and will continue to look for opportunities to add to our skill reservoir in filling two remaining seats.

In response to input from the Commission, the Board is returning to a complete monthly financial briefing. For the past year, we have done summary briefings at two of every three Board meetings, with complete briefings on a quarterly basis. While we are confident that this has allowed sufficient financial oversight and monitoring of cash flow projections given an active Finance Committee, we recognize the Commission's concern.

Board involvement is very active, with various Board members sitting on active Academic Excellence, Finance, Development and Policy committees in addition to general oversight by the Chair as provided for in the Bylaws of NSCS. We have been able to match skill sets and interest with needs on a highly functional level.

We continue to solicit stakeholder input and to do so in a way that gives insight into satisfaction levels. Keeping in mind that NSCS is a public school where parents come with an expectation of state funding as opposed to their own spending, we did not, as of three years ago, really entertain any kind of "culture of giving" at NSCS. A little over three years ago, we engaged a Director of Development to start reaching out to parents, staff and the community to solicit economic participation. We have seen the growth of this involvement as a real indicator of satisfaction: parents do not give more money if they are unhappy. Last Fiscal year, we raised \$145,768 from parents, students, employees and local businesses. This Fiscal year (July 1 to Nov 30) so far, the pace is increasing and the amount raised is \$96,574 with much more to come this year.

In that regard, we recently undertook to survey parents and other donors with regard to matters of giving. As we see it, the report provides very real evidence that we have a strong base of satisfaction.

We also see retention as an indicator of satisfaction. In the early grades, we have extremely strong retention, including whole family commitment to the school. In upper grades, retention issues relate not to satisfaction but to programmatic choices particularly focused on student desire to undertake the rigor of International Baccalaureate Diploma Program (IB DP). We are working on developing alternatives that would allow a non-IB DP student to remain.

From January through March, NSCS administrators hold several information and tour presentations to share with potential families about our school and the programs offered. We spread the word about these informational events through emails to current families (asking them to pass the word on to their extended family and friends), our roadside Reader Board located on Linder Road and our school website. We also ran radio advertisements prior to the lottery March 2017. Our goal is to increase interest in attending NSCS and to share as much information as possible to help families make a good decision if NSCS is the right fit for their child. This is also done with the desire to draw in a wider demographic in order to increase diversity.

Although last year there was a higher amount of teacher turnover than typical, exit interviews showed good reasons such as retirement, relocation and two teachers who made the decision to stay at home with

their children. As teaching positions become available at NSCS, administrators post these openings on SchoolSpring, a digital job posting site frequented by people seeking jobs within Education, as early in the process as possible in order to bring in strong applicants. Administration convenes a hiring team to include teachers, counselors and if needed, other staff members. Our goal is to find the best person both for instructing the students at a high level, but also to find the best fit culturally. When NSCS is recruiting to fill a position, it is critical to find candidates who will integrate well within the positive team environment we have worked so hard to develop over the past several years. The candidates must understand the importance of building relationships with staff, students and parents.

Is the School a fiscally sound, viable organization?

The financial status of NSCS has improved in recent years after the bond restructuring completed during the 2013/14 school year normalized the financial condition of the school. The School is proactively seeking cost saving measures that will not compromise mission or student service in all expense categories. We have achieved cost savings in the areas of insurance, equipment, banking and others, and will continue in this regard. This will in turn help to continue to build reserves as well as aide in planning for future expenditures. We are also seeking to enhance revenue through recruitment and philanthropic outreach strategies.

The school's enrollment is strong. We are fully solvent and slowly but surely building reserves. Our fundraising and philanthropic efforts have been stellar (beyond, we believe, Idaho's other charter schools) and we are creating an active "culture of giving" in our community and among our stakeholders. Last Fiscal year, we raised \$145,768 from parents, students, employees and local businesses. This Fiscal year to date (July through November of 2017) the pace is increasing and the amount raised is \$96,574 with much more to come this year. We have been able to commence improvements to our playground and sports facilities.

The NSCS Financial Accountability Rating score has doubled between 2014 and 2017. As we have discussed before, we believe and contend that the improvement has actually been greater than that, as we believe that certain aspects of the scoring (mixing of cash-based accounting and accrual-based accounting and the approach to scoring based on reserves in the context of assured but episodic state funding) distort NSCS's actual financial condition. We hope that can be resolved before the scoring is determined for 2017/18 and we believe that with proper resolution of those issues the NSCS's score will improve even more. Note that we also believe the score should improve even in the absence of resolution of scoring questions.

At year end, the audited financial statement demonstrated cash account amounts for Cash and Cash Equivalents at \$416,000 and Restricted Cash at \$300,206. This represents a 61% increase over the same period a year ago.

On a GAAP basis, the school's 2016-2017 Total Revenue was \$5,867,067 (an 11% increase over prior year), an amount which surpassed the Final Budgeted Amount by \$168,330. The school's 2016-2017 Actual Total Expenditures were \$5,371,069 (an 8% increase over prior year), resulting in an Excess of Revenue over Expenditures of \$495,998 (a 59% increase over prior year). Debt service was \$477,857. This represented approximately an 8% increase over debt service from the prior year. Debt service in 2017 included a principal payment of \$50,000, while there was no principal payment in 2016.

The Auditors' report included no "going concern" opinion, indicating any concerns regarding financial solvency. But for the pension issue involving PERSI, the opinion was an unmodified opinion.

One particular item merits additional discussion. The Annual Performance Review Item 1b withholds 40 of 50 points based on Unrestricted Days Cash on hand. The scoring is arbitrarily simplistic particularly in light of the State's funding program. Days Cash on Hand is an appropriate measure if funding is uncertain, as in a retail business. In a government program, where funds are transferred on a known

schedule and are reliable, there is no rational need for 30-60 days of taxpayer cash to just sit in an account to satisfy an arbitrary scoring schedule. That is a waste of taxpayer money. So long as we do not run out of cash, and NSCS does not do so, there does not need to be a 30 or 60 day reserve pending the next big infusion of State money.

Note that this item arbitrarily chooses a single day of the year (the day of lowest cash on hand) to score for the whole year. In 364 out of 365 days of the year, the NSCS cash on hand can reasonably be presumed to be higher than the "26" day score upon which the evaluation is made. That said, the day's cash on hand improved over the prior year by 236%

There is no evidence that NSCS has had any cash flow problem in the last 2-3 years. The negative score based on the arbitrary standard is arbitrary, inappropriate and lacks fundamental due process. NSCS's total cash position at 6/30/2017 was \$716,206, a 61% increase over the prior year and a 97% increase over the 2013-14 school year (the first year NSCS was authorized by the Commission). This cash increase per annum represents a compound growth rate over this period of approximately 25%.

We urge the Commission to reconsider the scoring standard as to this item. Essentially, one day's difference in cash on hand can cause the school to suffer an 80% loss of scoring points. And this one day might be the only day of the year that the condition exists. Such an approach to scoring does not further the goals of either the school or the Commission.

What is the school's plan for its next performance certificate term?

Overall Goal:

NSCS will continue to provide students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship. The school is committed to continuous growth both academically and behaviorally. The school will continue to strengthen our curricula through all our grades in all content areas teaching students to be critical thinkers in a positive environment. The school will continue to be strong financial stewards of taxpayer funds and use our annual state funding to effectively support all academic initiatives.

Specific Goals:

1. Teacher Development Goal - NSCS goal is to continue developing strong curricula with well written and articulated learning targets/essential questions and corresponding formative and summative assessments to measure their growth and mastery. NSCS teachers will continue to develop and grow in their use of learning targets and essential questions, utilizing formative assessments to ensure students understand what they are expected to know. NSCS students continually score well on standardized tests at all grade levels. The Board will continue to support the professional development of our teachers.
2. Student Demographics Goal - During 2018-2019 registration, as a starting point, we will include a form similar to Free and Reduced Lunch (FRL) to gain data to help us better understand our demographic and furthermore use the information in grant opportunities. NSCS will work to develop a better understanding of our student demographics. Currently, the school does not collect data on FRL student rates; therefore the school does not offer a nutrition program. This data will enable Administration to look into more formal ways to ensure the entire student population is better served.
3. Financial Learning Goal – NSCS has a goal of establishing strong financial awareness and acuity within the Board and all members of the Administration (NSCS Administration Team/NSAT). The school went through a significant financial restructuring four years ago. The financial restructuring was complex and all encompassing. Since the restructuring the school has undergone significant staff turnover at the administration level. Most recently, with the retirement of its Finance Director a void has created the need for all members of Administration to become knowledgeable in all aspects of financial operations. In addition, there has been a significant turnover on the Board in the past two years. The staff and Board turnover has resulted in a significant loss of institutional history. Therefore, there is a need for strong financial oversight and reporting to the Board. Over the next two years, it is imperative that all members of NSAT become financially adept at understanding, interpreting, and reporting the financial system in order to make corrective actions in a timely manner, establish and measure key financial metrics in support of various stakeholders, including the school, the PCSC, bondholders, parents and students. The Board is committed to supporting NSAT in attaining these skills so they too can be better informed and gain assurance that the long term financial objectives are being met. Some of those objectives are planning a strategy to weather unforeseen expenses or drop in revenues and long range financial planning.

4. Curriculum Development Goal - NSCS will continue the development and implementation of a comprehensive curriculum plan that includes a formalized process for the regular review, alignment and refinement of the school's curriculum. Three years ago, NSCS began a curriculum cycle for math by vertically aligning content in grades 5-10 to the Idaho State Standards using College Preparatory Math. Two years ago we added Bridges for elementary grade K-4. Our math department head meets regularly with math teachers to maintain fidelity with our vertical and horizontal alignment. We began a similar process with English Language Arts (ELA) two years ago with teachers working on the vertical alignment and identifying common content area vocabulary teachers use to make sure they are using the terms consistently to add depth to students' knowledge. Science has followed a similar timeline to ELA. The next content area we will add to the cycle in the coming year is Social Studies.

5. Enrollment Goal - NSCS will increase enrollment of secondary grades, particularly high school. NSCS conducted a survey this fall to ascertain why families leave or decide to stay during popular transition times: from 5th to 6th, 8th to 9th, and 10th to 11th. Using this data, we are planning curricular changes for the coming year, while staying true to the intent of our charter. Our admin team has also fine-tuned our marketing using the survey data to focus on our small school and college preparatory environment. These two factors are appealing to our families who choose to stay, and those who come to us in the 6th and 9th grade years.

6. Positive Behavior and Intervention and System (PBIS) Goal - Our goal for the next performance term is to implement Tier Two Positive Behavior Intervention and systems which will focus on a targeted group (support for SOME students), and Tier 3 (individual support for a FEW students) by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Tier 2 and 3 are more specific to children who have more extreme need to support and change behavior. NSCS will further implement the PBIS program in both the elementary and secondary school. PBIS is a multi-tiered approach to social, emotional and behavior support for all students. Currently, the school has implemented many portions of Tier One in grades K-12 which focuses on effectively teaching appropriate behavior to all children. PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior which aligns perfectly with the school's high expectations for behavior. PBIS also helps to encourage a safe, positive environment to learn and work. Our implementation of Tier One has united our staff in using common language, common practices, and consistent application of positive and negative reinforcement NSCS will send their K-5 and 6-12 PBIS teams to any conferences and workshops offered in order to continue the growth process in this very important program.

7. Crisis Management Goal - NSCS will continue to develop our complete Crisis Management plan. Over the past year, the school has made great progress in updating and developing our crisis management plan. The school has hired a former Marine and retired policeman to be our Safe School Officer. He heads the safety team which includes a teacher, counselors and administration. The Safety Team connects with nearby high school's Safety Resource Officers and community law enforcement to make sure all safety processes are best practices and relevant. The school will continue to review all areas of crisis management to include but not limited to fire drills, lockdowns, suicide prevention, and threat assessment. NSCS also believes a large part of crisis management is cultivating a safe culture and building relationships with students, families and staff so that there is a connectedness that will help identify the needs of the people we serve. We will send staff to the appropriate conventions and workshops to increase building knowledge of crisis management.

8. Administration Evaluation Goal - NSCS Board of Directors will implement a 360 degree evaluation process for administration. Administration has been evaluated by the Board using the Danielson Framework for the past few years as required by the state. The goal will be accomplished by adding more layers in addition to the framework. The Board plans to implement a 360 Evaluation for each administrator which will include: academic goals pertaining to state testing, specific goals chosen for each administrator by the Board to reflect on areas of needed growth, self- evaluation and reflection; surveys given out to all teachers and all parents Administration works with for additional feedback, strategic planning; and administration team building components. The Board strongly believes this 360 degree evaluation review will be a much more relevant process that will truly help each administrator grow in their practice.

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.

NSCS's auxiliary data submission included the following:

- NSCS Supplementary Data Form -- The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- IRI Data for Kindergarten through Grade 3 – one spreadsheet documents IRI scores from 2014-15 SY to 2016-17 SY.

The data demonstrates that, for students who are enrolled in the school for two consecutive years, IRI proficiency is 94%.

- Elementary School Climate Survey – Spring 2017, all elementary students assessed

Students scored a 4.33 out of 5 in the “respect for diversity” rating category.

- Secondary School Climate Survey – Spring 2017, all secondary students assessed

Students scored a 3.83 out of 5 in the “respect for diversity” rating category.

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

Idaho Public Charter School Commission Auxiliary Renewal Data Form

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

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

Guidance for Form Submission

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

► Auxiliary Data

Subject Area	Issue	Attached Documentation
Academic/K-3 Reading Success	North Star K-3 students are showing gains in reading as demonstrated by the their IRI scores.	Excel spreadsheet displays Fall and Spring IRI results for all students from the 2014-2015, 2015-2016, and 2016-2017 school years.
Elementary Climate Survey	Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school – wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.	The Elementary CSCI Presentation shows that students scored a 4.33 (out of a 5.0 scale) on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.
Secondary Climate Survey	Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school – wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.	The Secondary CSCI Presentation shows that students scored a 3.83 (out of a 5.0 scale) on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

2016-2017				2015-2016				2014-2015				
State ID	Grade	R-CBM	Proficiency	State ID	Grade	R-CBM	Proficiency	State ID	Grade	LSF	R-CBM	Proficiency
539864617	3	54	1 - Intensive	539864617	2	35.00	1 - Intensive	539864617	2	81.00	27.00	1 - Intensive
731814183	3	94	2 - Strategic	731814183	2	61.00	1 - Intensive	731814183	1	68.00	22.00	1 - Intensive
343637125	3	92	2 - Strategic	343637125	2	81.00	2 - Strategic	343637125	1	83.00	45.00	2 - Strategic
862364438	3	94	2 - Strategic	862364438	2	58.00	1 - Intensive	862364438	1	52.00	31.00	2 - Strategic
824482122	3	104	2 - Strategic	824482122	2	86.00	2 - Strategic	824482122	1	41.00	43.00	2 - Strategic
458838862	3	116	3 - Benchmark	458838862	2	85.00	2 - Strategic	458838862	1	90.00	51.00	2 - Strategic
367585927	3	112	3 - Benchmark	367585927	2	70.00	2 - Strategic	367585927	1	94.00	32.00	2 - Strategic
512349961	3	111	3 - Benchmark	512349961	2	68.00	2 - Strategic	512349961	1	99.00	25.00	1 - Intensive
537285776	3	155	3 - Benchmark	537285776	2	82.00	2 - Strategic	537285776	1	75.00	37.00	2 - Strategic
869518574	3	111	3 - Benchmark	869518574	2	101.00	3 - Benchmark	869518574	1	70.00	50.00	2 - Strategic
338457837	3	173	3 - Benchmark	338457837	2	136.00	3 - Benchmark	338457837	1	73.00	108.00	Benchmark
343728287	3	251	3 - Benchmark	343728287	2	208.00	3 - Benchmark	343728287				3 - Benchmark
314461261	3	183	3 - Benchmark	314461261	2	152.00	3 - Benchmark	314461261	1	58.00	92.00	Benchmark
385756523	3	129	3 - Benchmark	385756523	2	128.00	3 - Benchmark	385756523	1	83.00	56.00	Benchmark
679474542	3	177	3 - Benchmark	679474542	2	185.00	3 - Benchmark	679474542	1	45.00	136.00	Benchmark
333144822	3	119	3 - Benchmark	333144822	2	293.00	3 - Benchmark	333144822	1	48.00	58.00	Benchmark
788417257	3	142	3 - Benchmark	788417257	2	111.00	3 - Benchmark	788417257	1	62.00	72.00	Benchmark
375563619	3	135	3 - Benchmark	375563619	2	98.00	3 - Benchmark	375563619	1	65.00	82.00	Benchmark
695282894	3	157	3 - Benchmark	695282894	2	133.00	3 - Benchmark	695282894	1	86.00	113.00	Benchmark
848643234	3	212	3 - Benchmark	848643234	2	212.00	3 - Benchmark	848643234	1	66.00	170.00	Benchmark
278885532	3	146	3 - Benchmark	278885532	2	128.00	3 - Benchmark	278885532	1	65.00	68.00	Benchmark
374256849	3	162	3 - Benchmark	374256849	2	146.00	3 - Benchmark	374256849	1	76.00	144.00	Benchmark
753528637	3	167	3 - Benchmark	753528637	2	120.00	3 - Benchmark	753528637				
629356793	3	275	3 - Benchmark	629356793	2	219.00	3 - Benchmark	629356793				
342635451	3	187	3 - Benchmark	342635451	2	125.00	3 - Benchmark	342635451	1	80.00	111.00	Benchmark
552448846	3	181	3 - Benchmark	552448846	2	194.00	3 - Benchmark	552448846	1	60.00	149.00	Benchmark
322376433	3	218	3 - Benchmark	322376433	2	173.00	3 - Benchmark	322376433	1	63.00	182.00	Benchmark
356465896	3	206	3 - Benchmark	356465896	2	171.00	3 - Benchmark	356465896	1	54.00	132.00	Benchmark
368831543	3	145	3 - Benchmark	368831543	2	109.00	3 - Benchmark	368831543	1	43.00	88.00	Benchmark
548427854	3	131	3 - Benchmark	548427854	2	102.00	3 - Benchmark	548427854	1	49.00	47.00	2 - Strategic
358638658	3	141	3 - Benchmark	358638658	2	117.00	3 - Benchmark	358638658	1	62.00	91.00	Benchmark
747262635	3	161	3 - Benchmark	747262635	2	119.00	3 - Benchmark	747262635				
331354649	3	157	3 - Benchmark	331354649	2	134.00	3 - Benchmark	331354649	1	58.00	152.00	Benchmark
433497166	3	129	3 - Benchmark	433497166	2	123.00	3 - Benchmark	433497166	1	67.00	44.00	2 - Strategic
667388763	3	175	3 - Benchmark	667388763	2	125.00	3 - Benchmark	667388763	1	64.00	58.00	Benchmark
335418164	3	221	3 - Benchmark	335418164	2	210.00	3 - Benchmark	335418164	1	80.00	208.00	Benchmark
464787568	3	145	3 - Benchmark	464787568	2	122.00	3 - Benchmark	464787568	1	50.00	81.00	Benchmark
386318655	3	175	3 - Benchmark	386318655	2	123.00	3 - Benchmark	386318655	1	56.00	108.00	Benchmark
257956864	3	118	3 - Benchmark	257956864	2	106.00	3 - Benchmark	257956864	1	50.00	58.00	Benchmark
338415437	3	123	3 - Benchmark	338415437	2	99.00	3 - Benchmark	338415437	1	62.00	60.00	Benchmark
391781781	3	158	3 - Benchmark	391781781	2	136.00	3 - Benchmark	391781781	1	59.00	85.00	Benchmark
321654829	3	155	3 - Benchmark	321654829	2	127.00	3 - Benchmark	321654829	1	97.00	82.00	Benchmark
264899283	3	128	3 - Benchmark	264899283	2	103.00	3 - Benchmark	264899283	1	88.00	74.00	Benchmark
366847654	3	197	3 - Benchmark	366847654	2	163.00	3 - Benchmark	366847654	1	69.00	107.00	Benchmark
824782317	3	202	3 - Benchmark	824782317	2	171.00	3 - Benchmark	824782317				
327672529	3	193	3 - Benchmark	327672529	2	168.00	3 - Benchmark	327672529	1	65.00	74.00	Benchmark
235883318	3	117	3 - Benchmark	235883318	2	109.00	3 - Benchmark	235883318	1	73.00	65.00	Benchmark

MEASURABLE STANDARDS

NSCS is committed to holding students to a higher standard, and consistently striving for academic success.

In evaluating the school's success in meeting mission-based goals and objectives, the school is utilizing both standards-based and performance-based assessments. For those students who have attended NSCS for more than the prescribed timeframe stated they will accomplish the following goals:

- 90% of all 3rd grade students who have attended NSCS for two or more consecutive years will score a "3" on the Idaho Reading Indicator (IRI).
- Within 16 months of graduation, 75% or more of seniors will be enrolled in a post-secondary program.
- Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school-wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

517557954	3	169	3 - Benchmark	517557954	2	153.00	3 - Benchmark	517557954	1	71.00	131.00	3 - Benchmark
343637968	3	161	3 - Benchmark	343637968	2	113.00	3 - Benchmark	343637968	1	67.00	96.00	3 - Benchmark
972517765	3	187	3 - Benchmark	972517765	2	139.00	3 - Benchmark	972517765	1	65.00	99.00	3 - Benchmark
256775849	3	162	3 - Benchmark	256775849	2	125.00	3 - Benchmark	256775849				3 - Benchmark
512682472	3	236	3 - Benchmark	512682472	2	198.00	3 - Benchmark	512682472	1	63.00	161.00	3 - Benchmark
568388784	3	138	3 - Benchmark	568388784	2	142.00	3 - Benchmark	568388784	1	51.00	70.00	3 - Benchmark
157334127	3	210	3 - Benchmark	157334127	2	188.00	3 - Benchmark	157334127	1	77.00	169.00	3 - Benchmark
566735367	3	162	3 - Benchmark	566735367	2	127.00	3 - Benchmark	566735367	1	64.00	135.00	3 - Benchmark
574196589	3	180	3 - Benchmark	574196589	2	160.00	3 - Benchmark	574196589	1	73.00	110.00	3 - Benchmark
545639572	3	230	3 - Benchmark	545639572	2	175.00	3 - Benchmark	545639572	1	59.00	70.00	3 - Benchmark
844632373	3	120	3 - Benchmark	844632373	2	94.00	3 - Benchmark	844632373	1	70.00	150.00	3 - Benchmark
268896289	3	199	3 - Benchmark	268896289	2	177.00	3 - Benchmark	268896289				3 - Benchmark
766393134	3	214	3 - Benchmark	766393134	2	278.00	3 - Benchmark	766393134	1	59.00	67.00	3 - Benchmark
572547563	3	119	3 - Benchmark	572547563	2	116.00	3 - Benchmark	572547563	1	59.00	67.00	3 - Benchmark
922981496	3	125	3 - Benchmark	922981496	2	101.00	3 - Benchmark	922981496	1	61.00	92.00	3 - Benchmark
548466597	3	184	3 - Benchmark	548466597	2	167.00	3 - Benchmark	548466597	1	70.00	139.00	3 - Benchmark
155549978	3	114	3 - Benchmark	155549978	2	92.00	3 - Benchmark	155549978	1	70.00	51.00	2 - Strategic
268154952	3	165	3 - Benchmark	268154952	2	150.00	3 - Benchmark	268154952	1	66.00	112.00	3 - Benchmark
867758359	3	211	3 - Benchmark	867758359	2	181.00	3 - Benchmark	867758359	1	61.00	167.00	3 - Benchmark
582722277	3	157	3 - Benchmark	582722277	2	141.00	3 - Benchmark	582722277	1	35.00	122.00	3 - Benchmark
214344259	3	189	3 - Benchmark	214344259	2	178.00	3 - Benchmark	214344259	1	81.00	137.00	3 - Benchmark
599763348	3	139	3 - Benchmark	599763348	2	115.00	3 - Benchmark	599763348	1	51.00	57.00	3 - Benchmark
697251565	3	146	3 - Benchmark	697251565	2	110.00	3 - Benchmark	697251565	1	61.00	45.00	2 - Strategic
173294624	3	185	3 - Benchmark	173294624	2	156.00	3 - Benchmark	173294624				3 - Benchmark
567879349	3	163	3 - Benchmark	567879349	2	101.00	3 - Benchmark	567879349	1	69.00	78.00	3 - Benchmark
548265593	3	143	3 - Benchmark	548265593	2	118.00	3 - Benchmark	548265593	1	69.00	62.00	3 - Benchmark
672531752	3	198	3 - Benchmark	672531752	2	182.00	3 - Benchmark	672531752	1	56.00	138.00	3 - Benchmark
535561518	3	152	3 - Benchmark	535561518	2	109.00	3 - Benchmark	535561518	1	63.00	54.00	3 - Benchmark
293928928	3	145	3 - Benchmark	293928928	2	114.00	3 - Benchmark	293928928	1	52.00	72.00	3 - Benchmark
667178854	3	120	3 - Benchmark	667178854	2	92.00	3 - Benchmark	667178854	1	56.00	56.00	3 - Benchmark
524849316	3	165	3 - Benchmark	524849316	2	119.00	3 - Benchmark	524849316	1	57.00	49.00	2 - Strategic
585574287	3	133	3 - Benchmark	585574287	2	108.00	3 - Benchmark	585574287	1	74.00	59.00	3 - Benchmark
599472983	3	180	3 - Benchmark	599472983	2	157.00	3 - Benchmark	599472983	1	51.00	127.00	3 - Benchmark
227465447	3	313	3 - Benchmark	227465447	2	266.00	3 - Benchmark	227465447	1	93.00	234.00	3 - Benchmark
532556172	3	133	3 - Benchmark	532556172	2	122.00	3 - Benchmark	532556172	1	65.00	75.00	3 - Benchmark

Proficient after 2 consecutive years @ North Star: 94%

The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for North Star Charter- Elementary, June 2017



The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# Respondents	% of Population Represented
Students	286*	280	97.90%
School Personnel	65*	18	27.69%
Parents	350*	104	29.71%

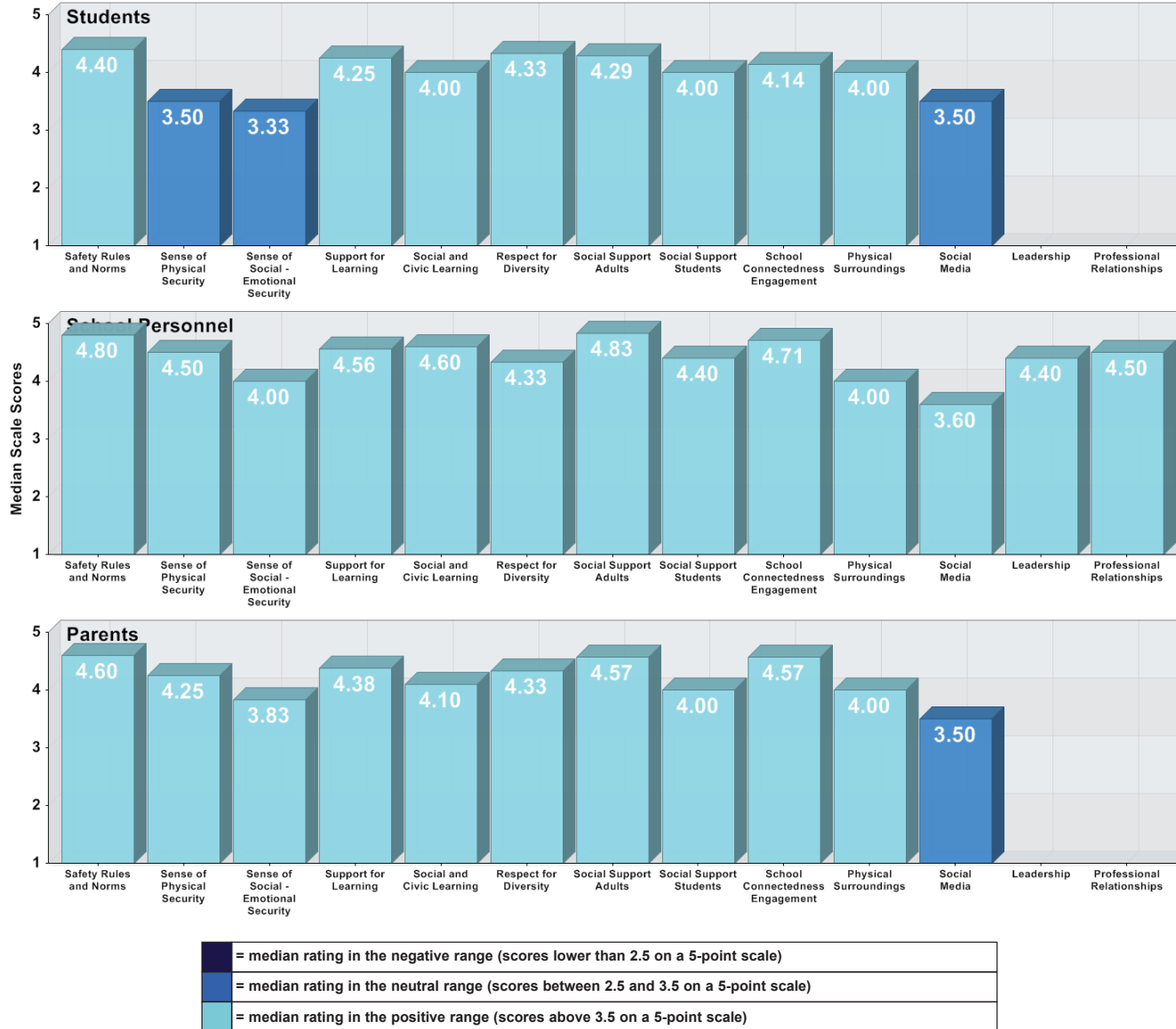
*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings—Positives, Negatives and Neutrals

School Climate Ratings - Positives, Negatives and Neutrals





II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Students

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.40	2%	10%	88%
Physical Security	3.50	10%	43%	47%
Social - Emotional Security	3.33	14%	53%	32%
Teaching and Learning				
Support for Learning	4.25	3%	13%	84%
Social and Civic Learning	4.00	3%	26%	71%
Interpersonal Relationships				
Respect for Diversity	4.33	12%		88%
Social Support - Adults	4.29	1%	12%	87%
Social Support - Students	4.00	1%	22%	77%
Institutional Environment				
School Connectedness Engagement	4.14	1%	14%	84%
Physical Surroundings	4.00	3%	26%	71%
Social Media				
Social Media	3.50	4%	55%	42%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — School Personnel

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.80	6%	94%	
Physical Security	4.50	11%	89%	
Social - Emotional Security	4.00	33%	67%	
Teaching and Learning				
Support for Learning	4.56	12%	88%	
Social and Civic Learning	4.60	11%	89%	
Interpersonal Relationships				
Respect for Diversity	4.33	100%		
Social Support - Adults	4.83	100%		
Social Support - Students	4.40	17%	83%	
Institutional Environment				
School Connectedness Engagement	4.71	100%		
Physical Surroundings	4.00	6%	17%	78%
Social Media				
Social Media	3.60	31%	69%	
Working Environment				
Leadership	4.40	18%	82%	
Professional Relationships	4.50	6%	94%	
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.60	6%	94%	
Physical Security	4.25	19%	81%	
Social - Emotional Security	3.83	2%	36%	62%
Teaching and Learning				
Support for Learning	4.38	14%	86%	
Social and Civic Learning	4.10	6%	94%	
Interpersonal Relationships				
Respect for Diversity	4.33	11%	89%	
Social Support - Adults	4.57	6%	94%	
Social Support - Students	4.00	19%	81%	
Institutional Environment				
School Connectedness Engagement	4.57	5%	95%	
Physical Surroundings	4.00	18%	82%	
Social Media				
Social Media	3.50	57%		43%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		






II. School Climate Overview

Comparative Ratings—Another View

Comparative Ratings — Another View

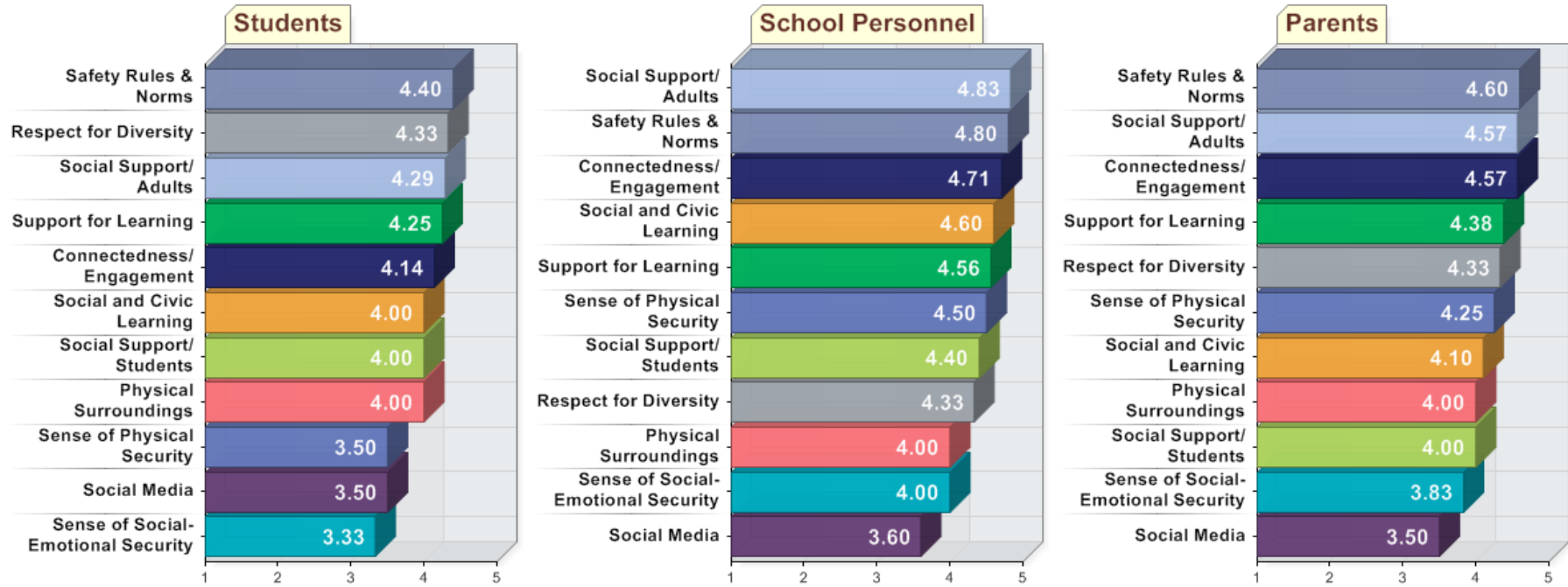
	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

	= median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= median rating in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Median Scale Scores - Rank Order





II. School Climate Overview

Group Differences

Comparative Rankings for Shared School Climate Dimensions

School Climate Dimensions	Students	School Personnel	Parents
Safety Rules & Norms	1	2	1
Respect for Diversity	2	8	5
Social Support / Adults	3	1	2
Support for Learning	4	5	4
School Connectedness / Engagement	5	3	2
Social and Civic Learning	6	4	7
Social Support / Students	6	7	8
Physical Surroundings	6	9	8
Sense of Physical Security	9	6	6
Social Media	9	11	11
Sense of Social-Emotional Security	11	9	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



IV. Detailed Findings

Scale Scores by Group

Comparative Ratings for Shared School Climate Dimensions

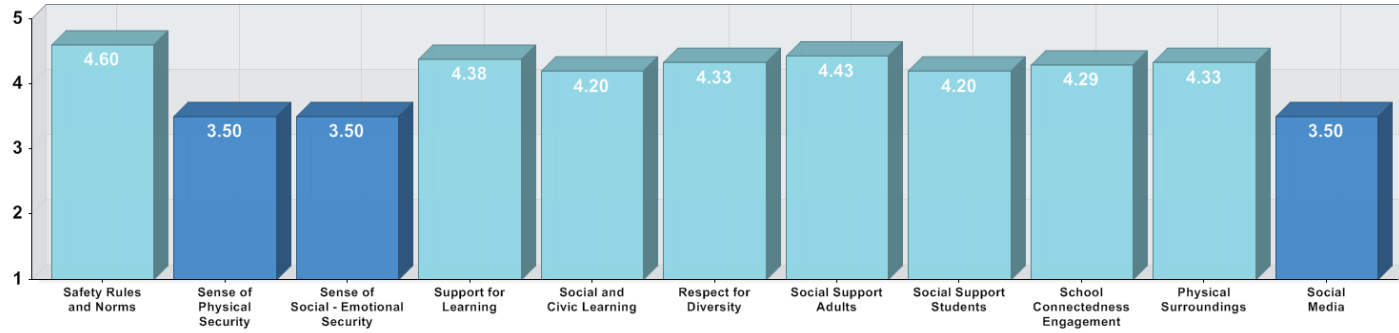
School Climate Dimension	Students			School Personnel			Parents		
	Med.	Min.	Max.	Med.	Min.	Max.	Med.	Min.	Max.
Safety Rules & Norms	4.40	1.00	5.00	4.80	3.20	5.00	4.60	2.80	5.00
Sense of Physical Security	3.50	1.00	5.00	4.50	3.50	5.00	4.25	2.50	5.00
Sense of Social-Emotional Security	3.33	1.33	5.00	4.00	3.00	5.00	3.83	1.83	5.00
Support for Learning	4.25	1.38	5.00	4.56	3.22	5.00	4.38	2.50	5.00
Social and Civic Learning	4.00	1.90	5.00	4.60	3.30	4.90	4.10	2.80	5.00
Respect for Diversity	4.33	2.67	5.00	4.33	3.67	5.00	4.33	3.00	5.00
Social Support/ Adults	4.29	2.00	5.00	4.83	3.83	5.00	4.57	2.86	5.00
Social Support/ Students	4.00	1.00	5.00	4.40	3.00	5.00	4.00	2.60	5.00
Connectedness/ Engagement	4.14	2.29	5.00	4.71	3.71	5.00	4.57	2.86	5.00
Physical Surroundings	4.00	1.50	5.00	4.00	1.67	5.00	4.00	2.50	5.00
Social Media	3.50	1.67	4.67	3.60	3.00	4.60	3.50	2.67	5.00
Leadership	N/A	N/A	N/A	4.40	2.70	5.00	N/A	N/A	N/A
Professional Relationships	N/A	N/A	N/A	4.50	3.38	5.00	N/A	N/A	N/A



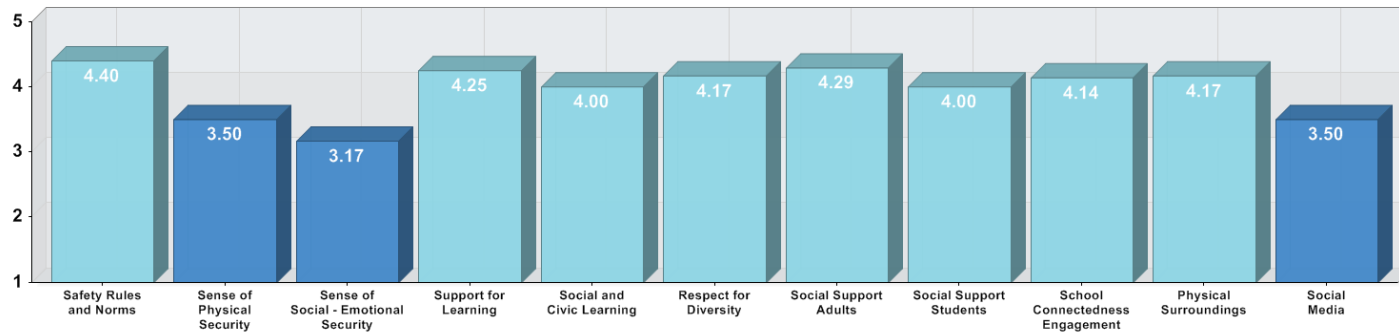
III. In-Depth Profiles

Sub-Group Ratings: Students

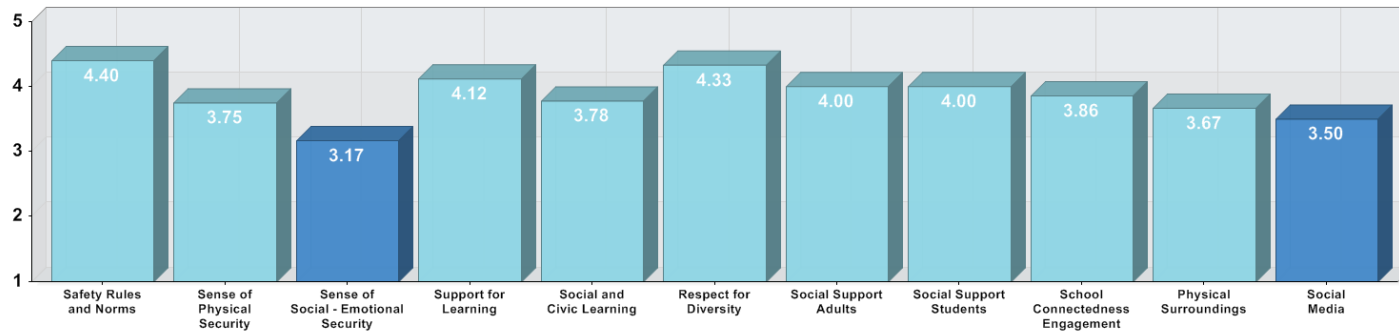
Student by Grade - Grade - 3 (89)



Student by Grade - Grade - 4 (88)



Student by Grade - Grade - 5 (91)



	= median rating in the positive range (scores above 3.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

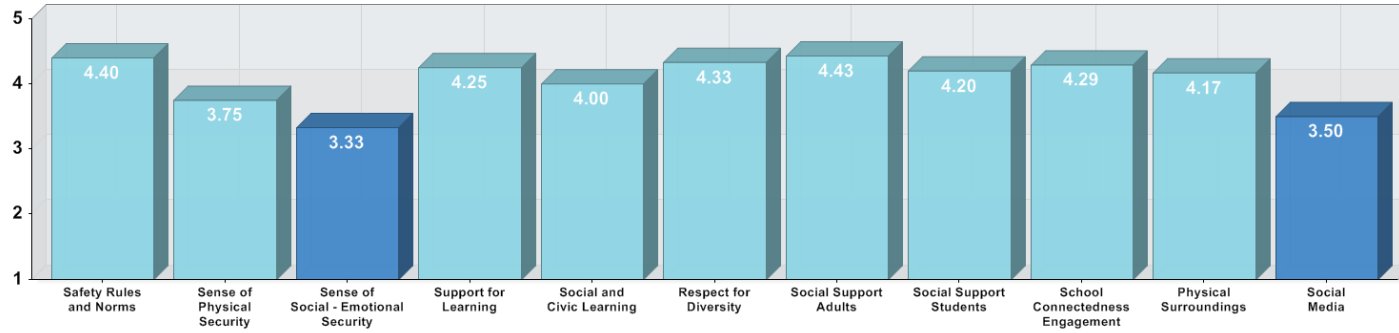
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



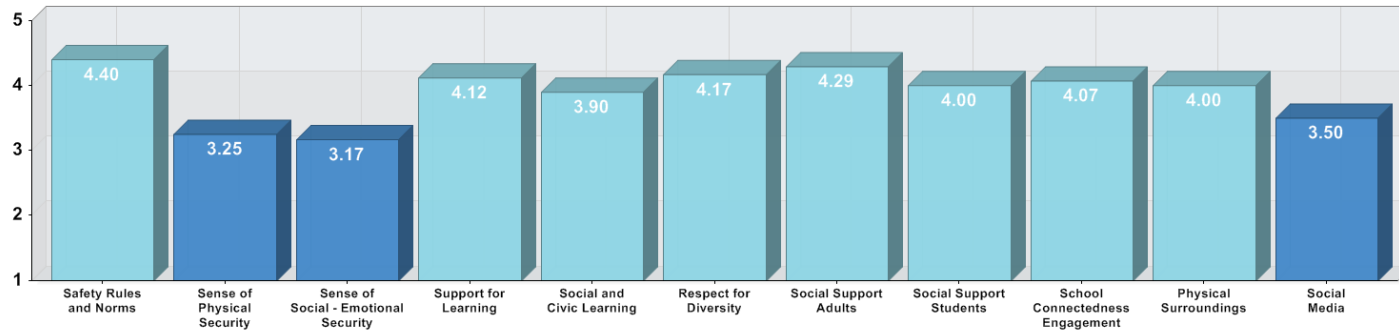
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Gender - Girl (154)



Student by Gender - Boy (124)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

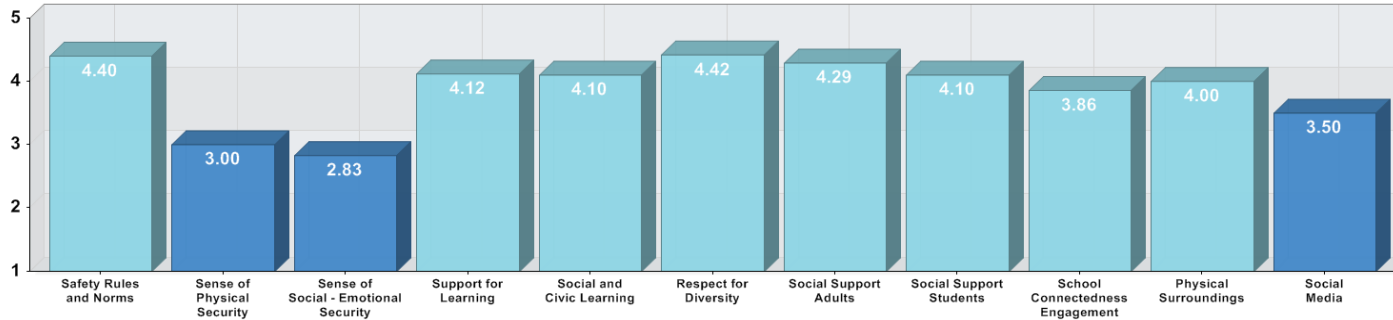
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



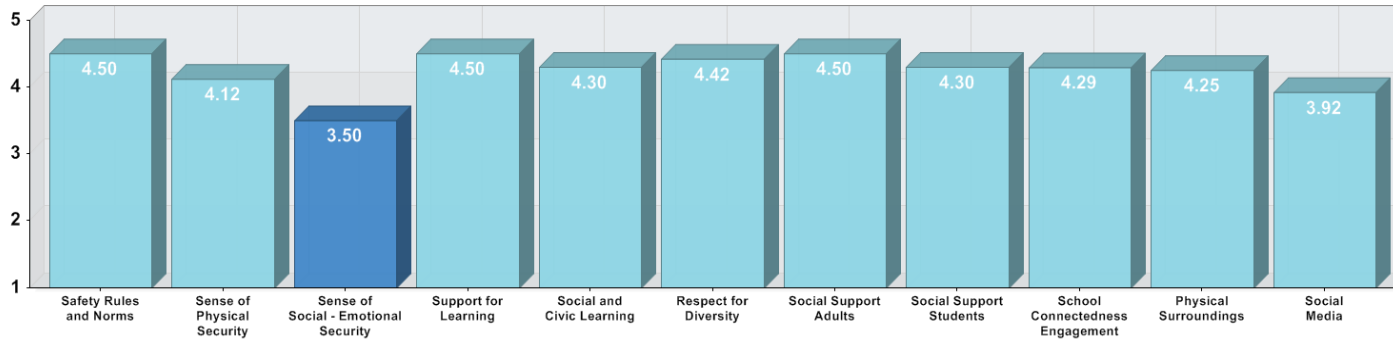
III. In-Depth Profiles

Sub-Group Ratings: Students

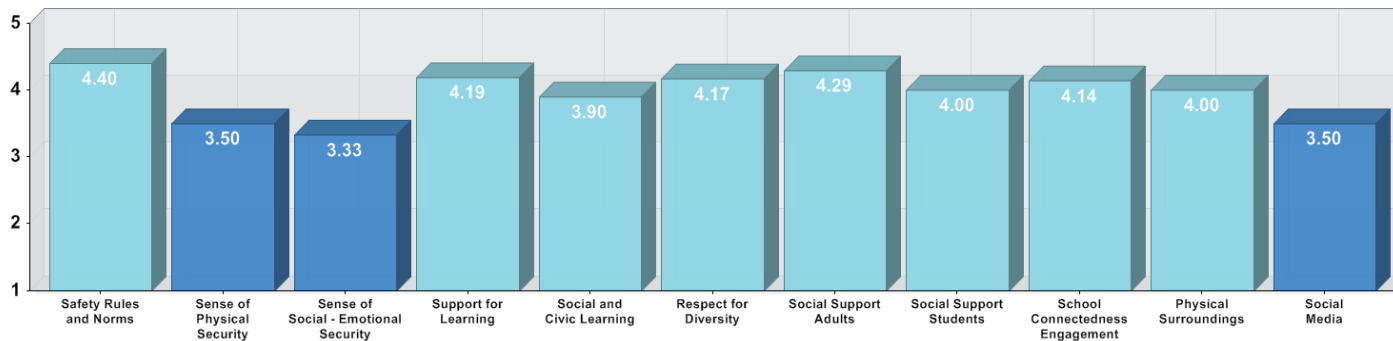
Student by Race/Ethnicity - Race/Ethnicity - American Indian / Alaskan Native (15)



Student by Race/Ethnicity - Race/Ethnicity - Asian / Pacific Islander (12)



Student by Race/Ethnicity - Race/Ethnicity - White / Caucasian (166)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

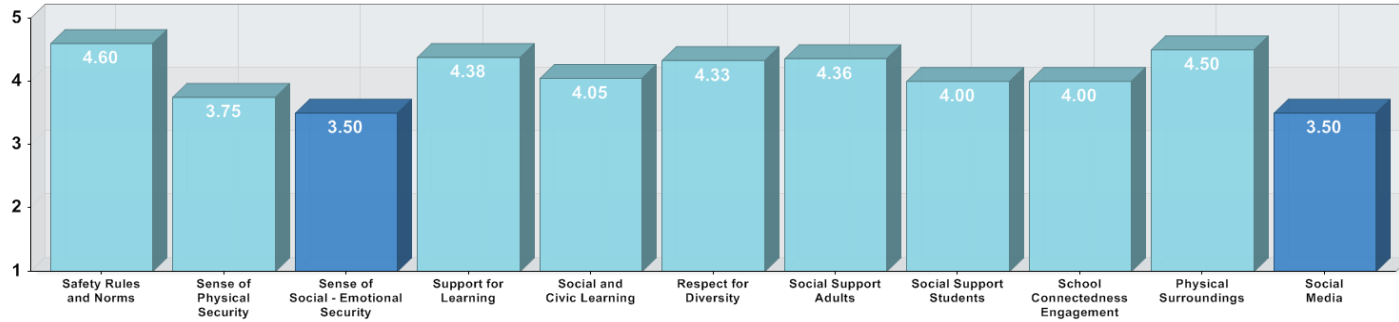
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



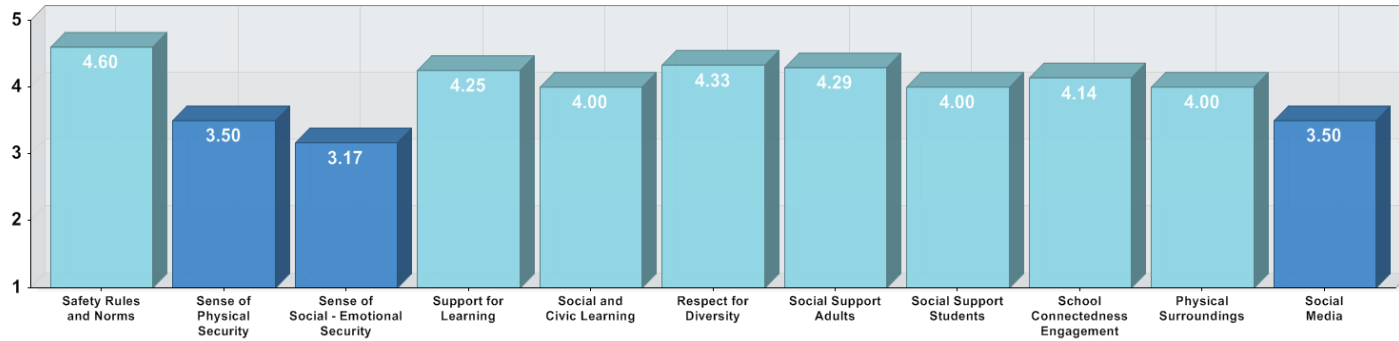
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Race/Ethnicity - Race/Ethnicity - Multiracial (14)



Student by Race/Ethnicity - Race/Ethnicity - Not Listed Above (64)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

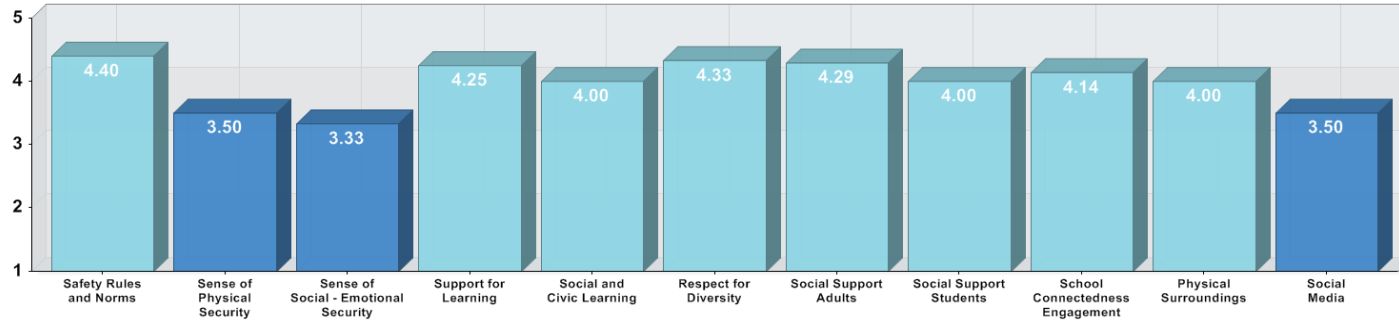
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



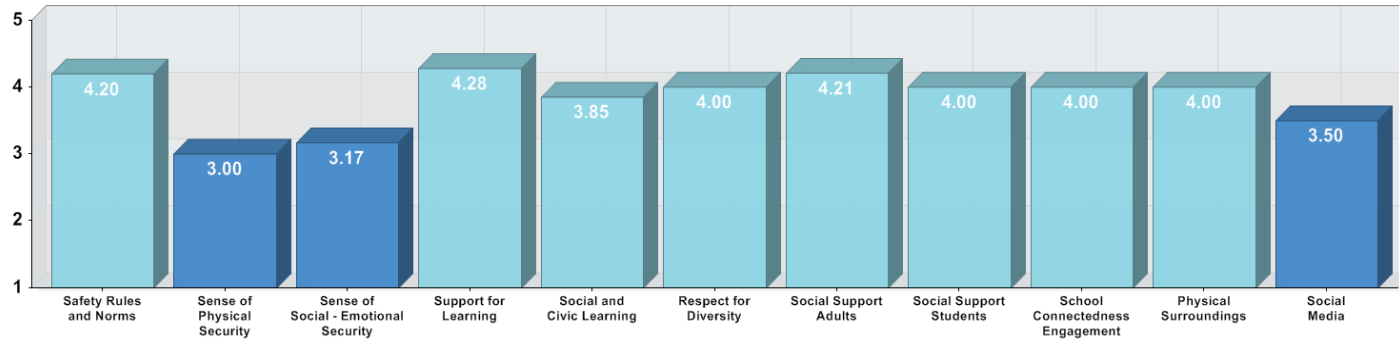
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by English First Language - English First Language - Yes (262)



Student by English First Language - English First Language - No (18)



 	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
 	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
 	= median rating in the positive range (scores above 3.5 on a 5-point scale)

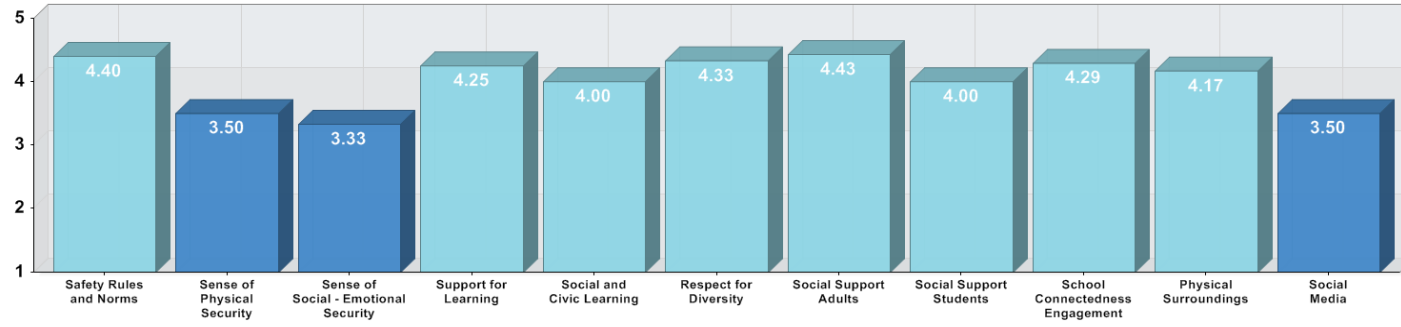
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



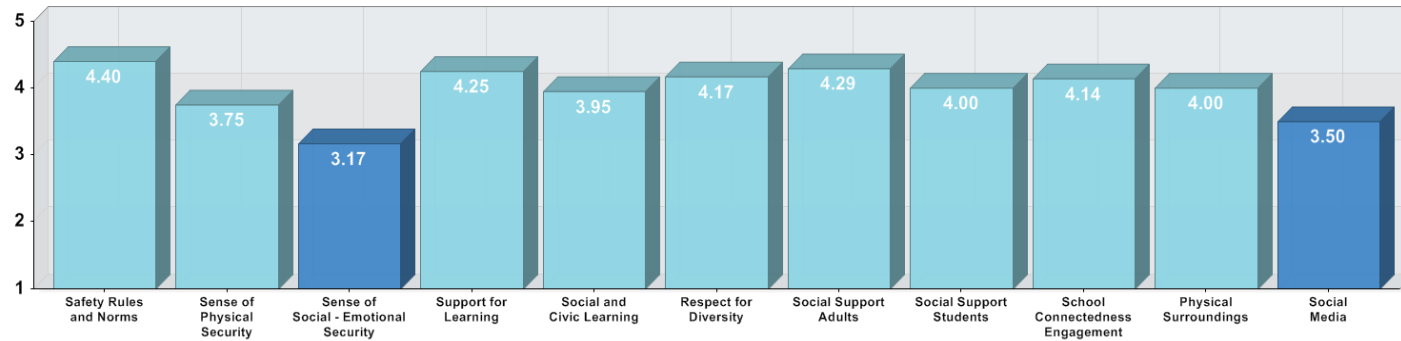
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Extra-Curricular Activities - Extra-Curricular Activities - Yes (148)



Student by Extra-Curricular Activities - Extra-Curricular Activities - No (132)



	= median rating in the positive range (scores above 3.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

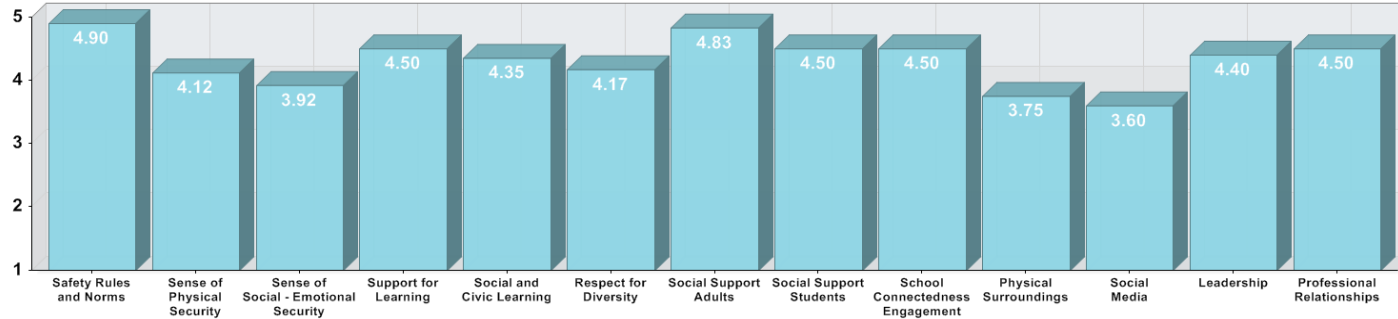
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



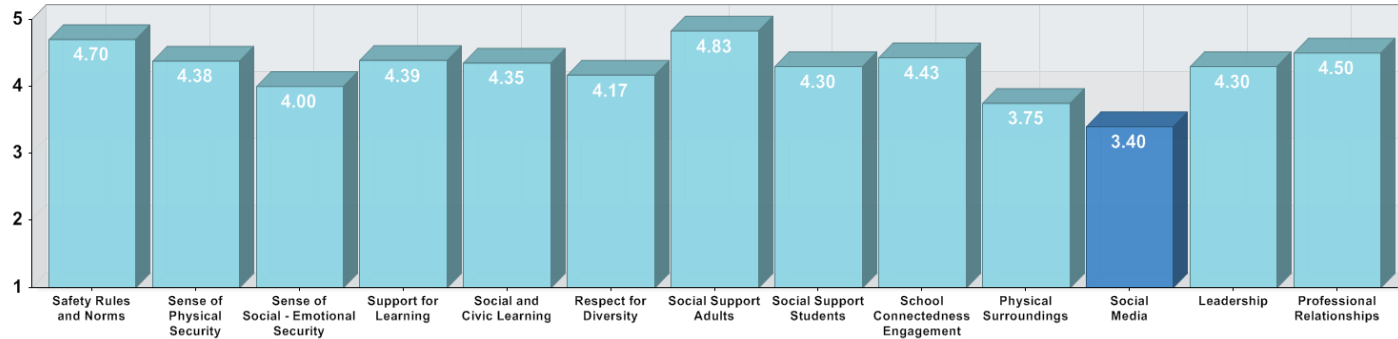
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Grade - Grade - 3 (10)



School Personnel by Grade - Grade - 5 (10)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

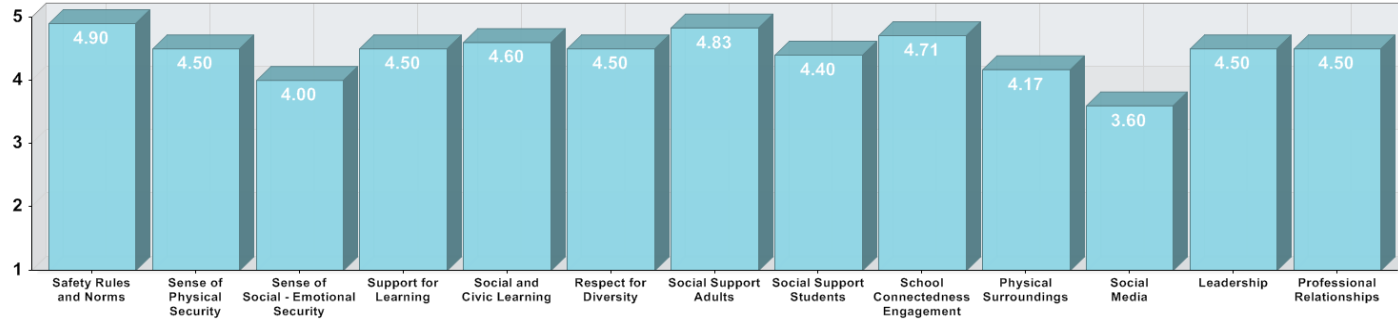
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Position - Position - Teacher (12)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

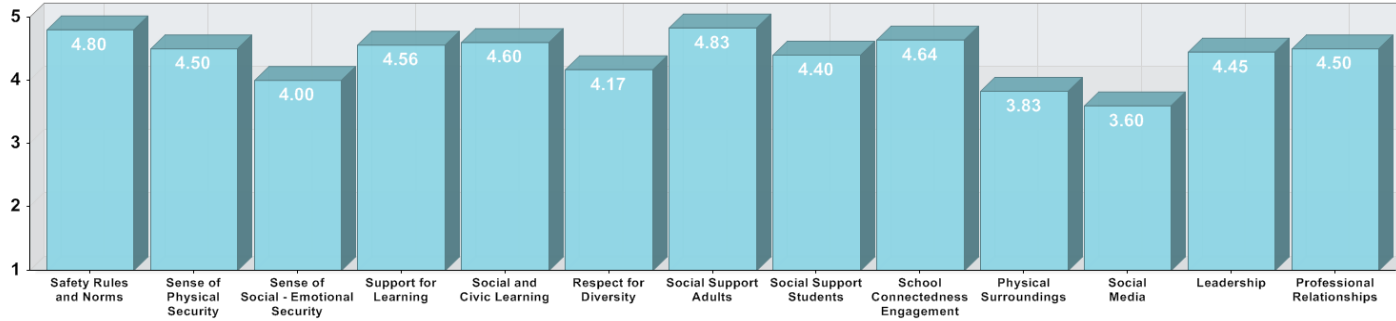
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Gender - Female (17)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

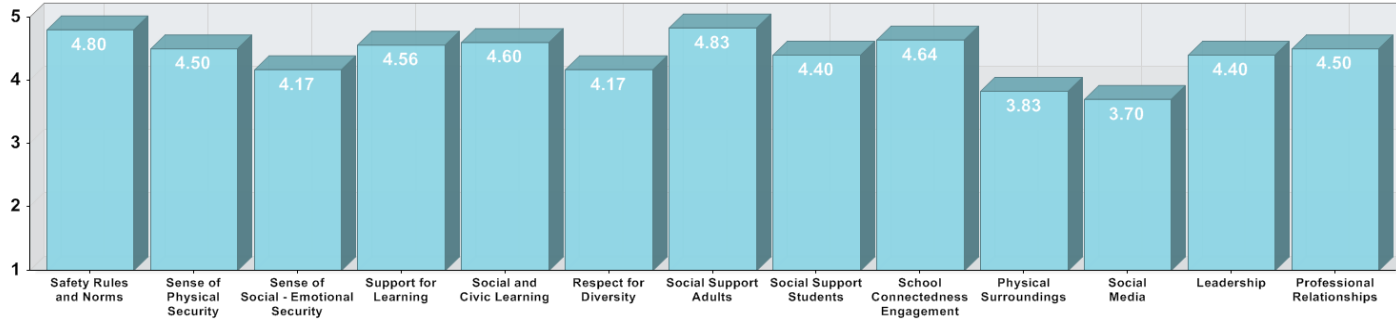
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Race/Ethnicity - Race/Ethnicity - White / Caucasian (15)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

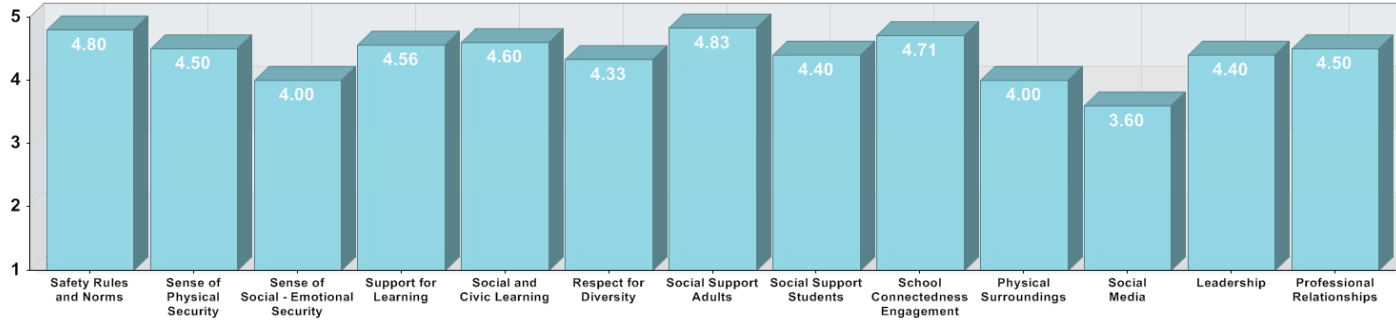
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Years Experience - Years Experience - 1 to 20+ Years (18)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

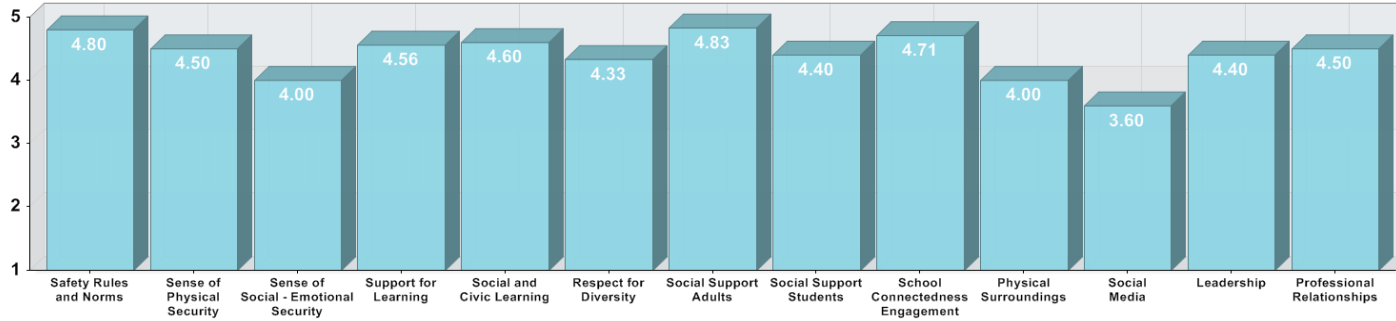
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Years Experience at this school - 1 to 10 Years (18)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

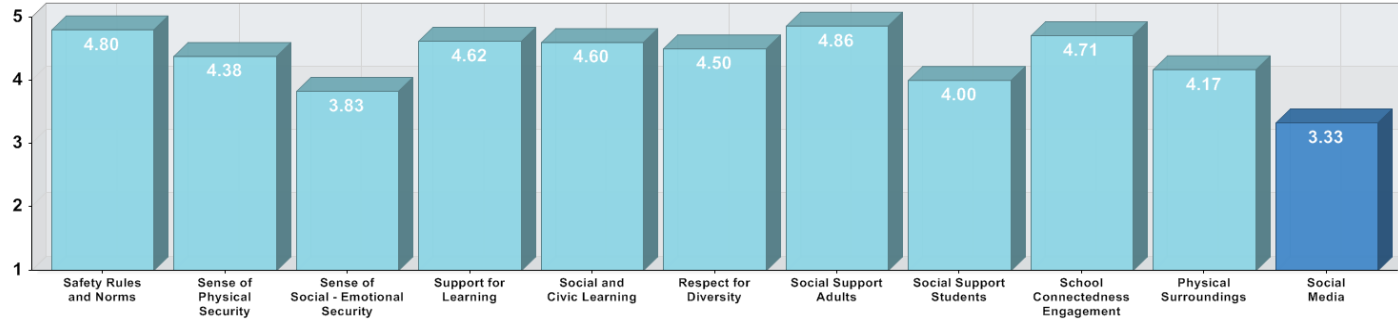
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



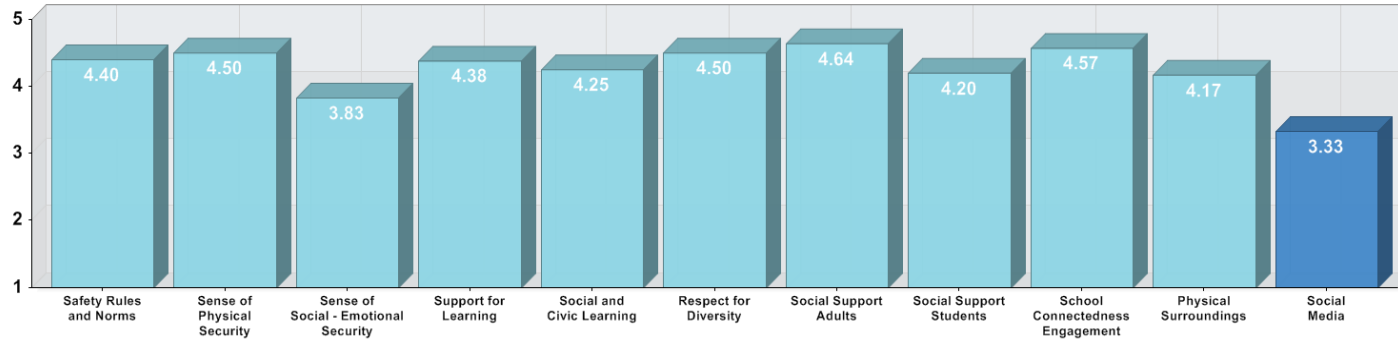
III. In-Depth Profiles

Sub-Group Ratings: Parents

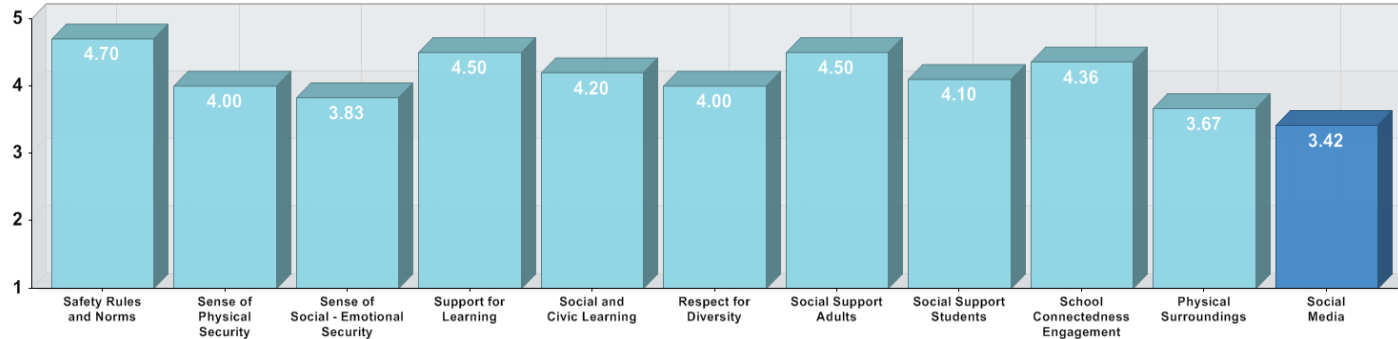
Parent by Child's Grade - Grade - K (22)



Parent by Child's Grade - Grade - 1 (18)



Parent by Child's Grade - Grade - 2 (20)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

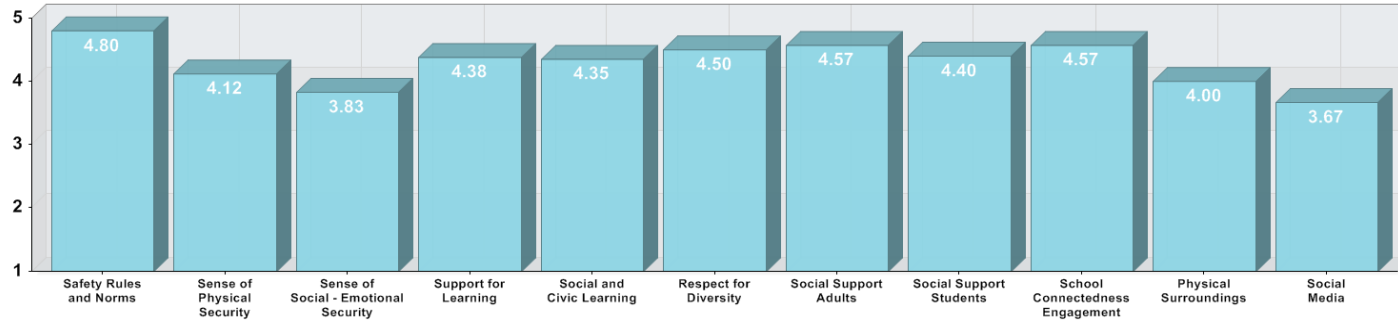
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



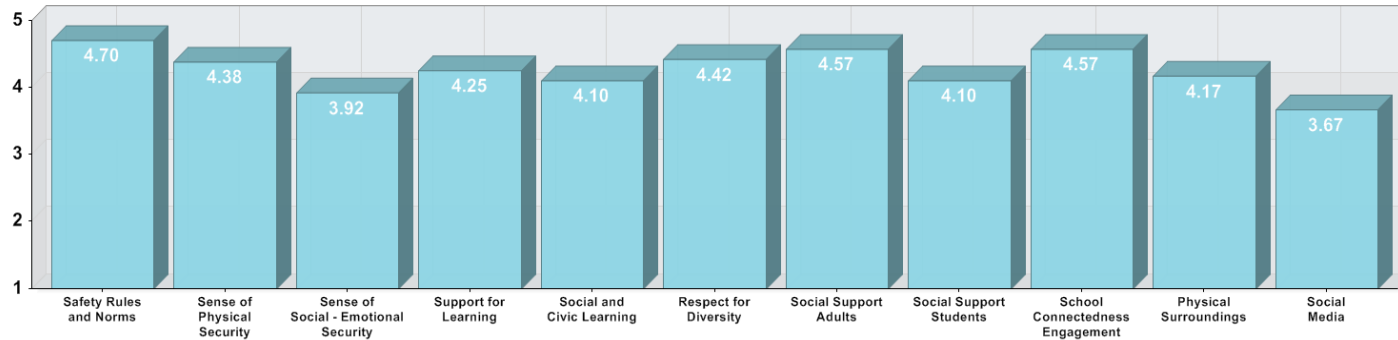
III. In-Depth Profiles

Sub-Group Ratings: Parents

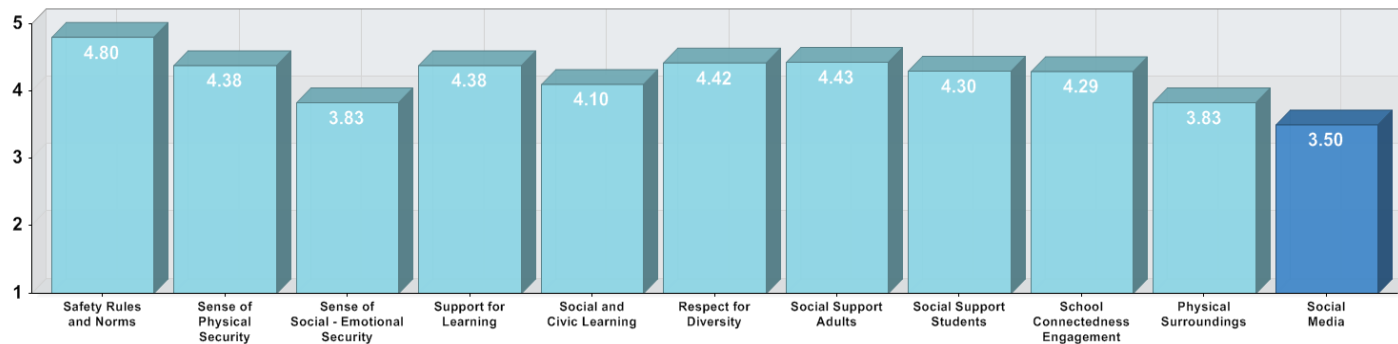
Parent by Child's Grade - Grade - 3 (20)



Parent by Child's Grade - Grade - 4 (27)



Parent by Child's Grade - Grade - 5 (22)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

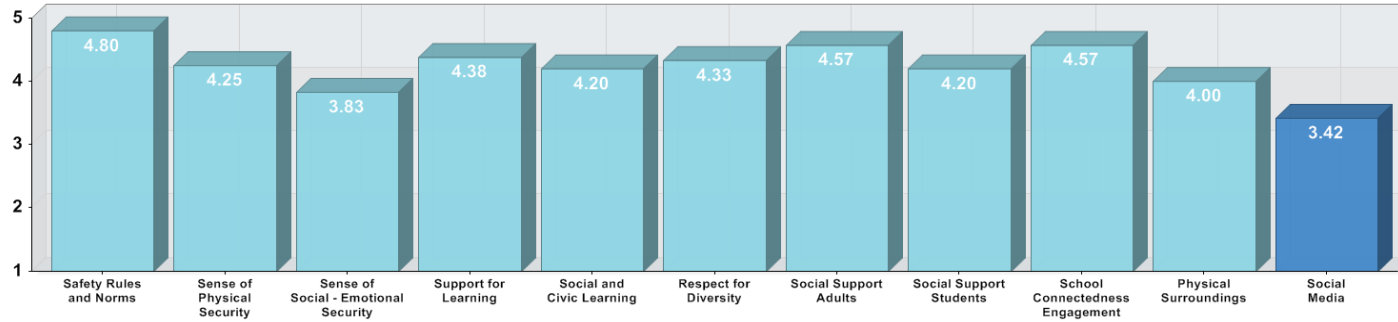
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.






III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Race/Ethnicity - Race/Ethnicity - White / Caucasian (89)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

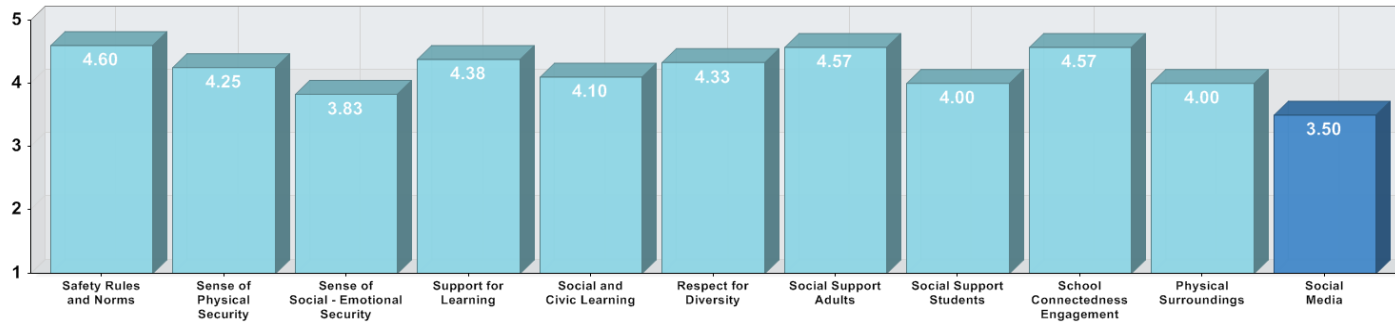
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's First Language English - Child's First Language English - Yes (102)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

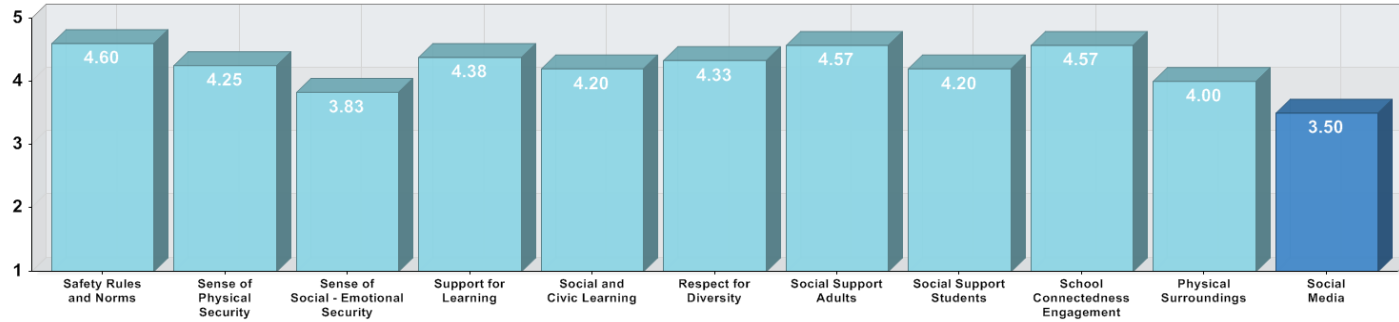
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Economic Status - Receive Reduced Price Meal Plan - No (100)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

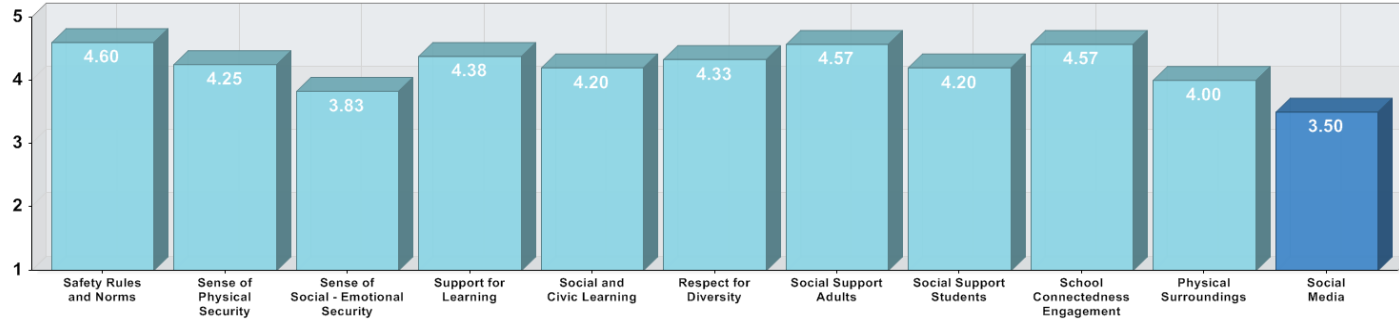
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by IEP - IEP - No (99)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

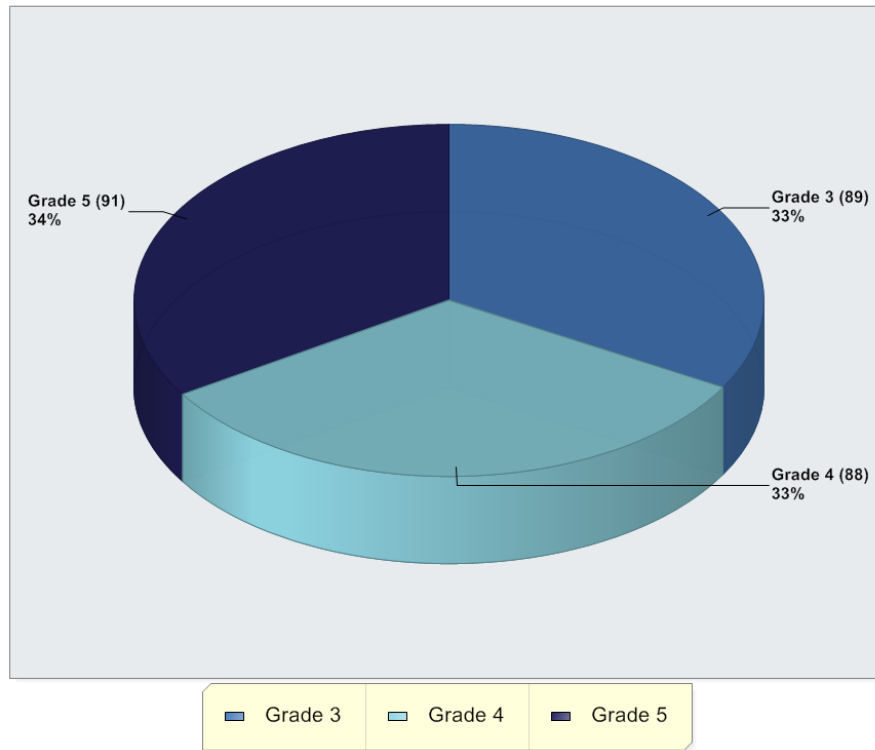
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



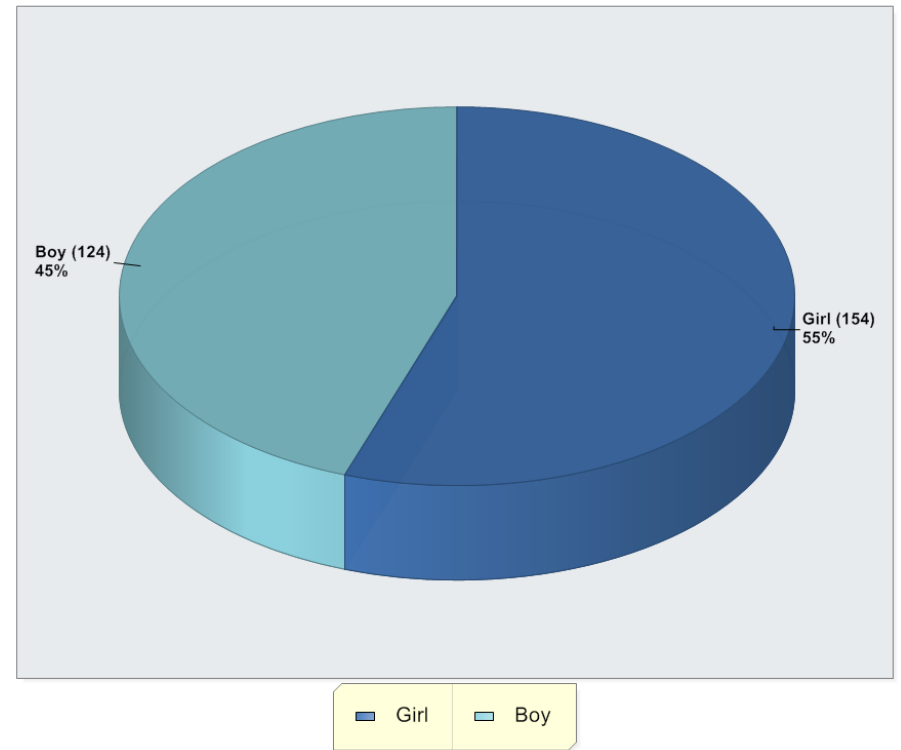
IV. Detailed Findings

Demographic Profiles

Students by Grade



Students by Gender

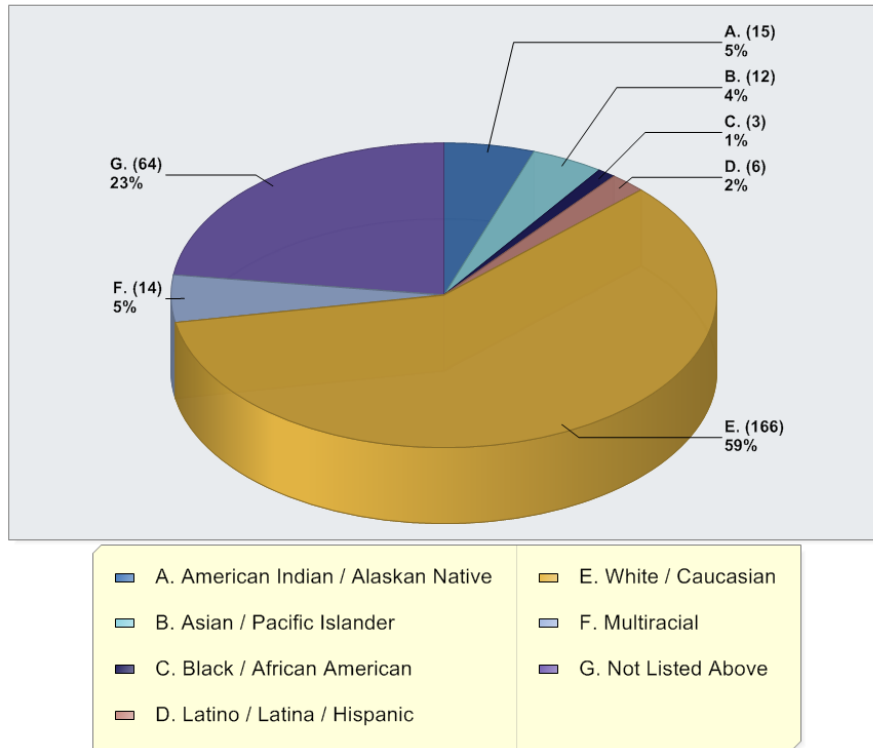




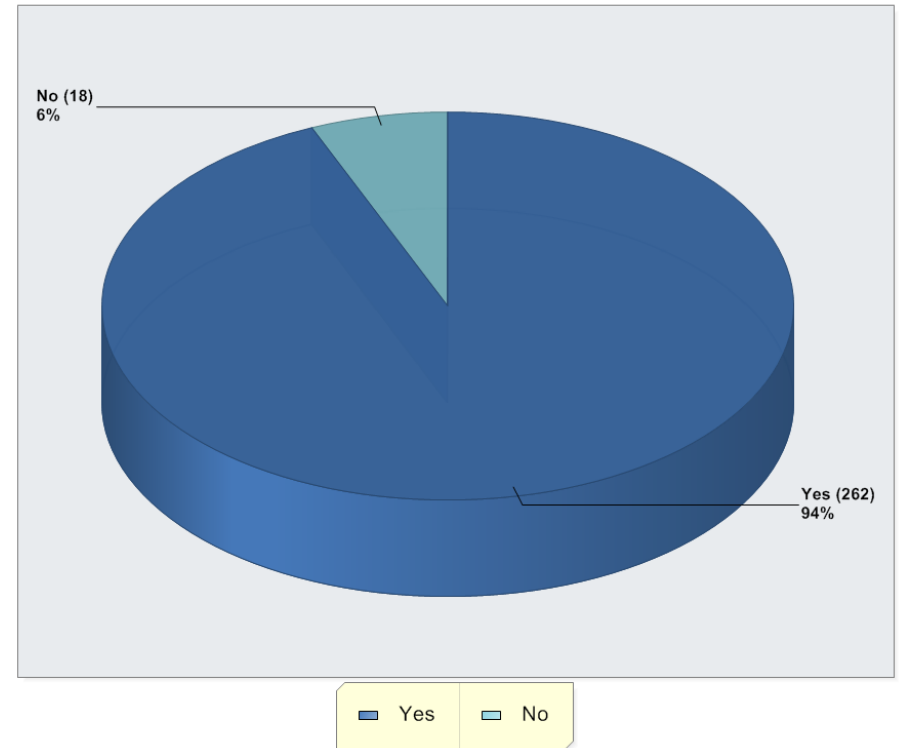
IV. Detailed Findings

Demographic Profiles

Students by Race/Ethnicity



Students by First Language - English

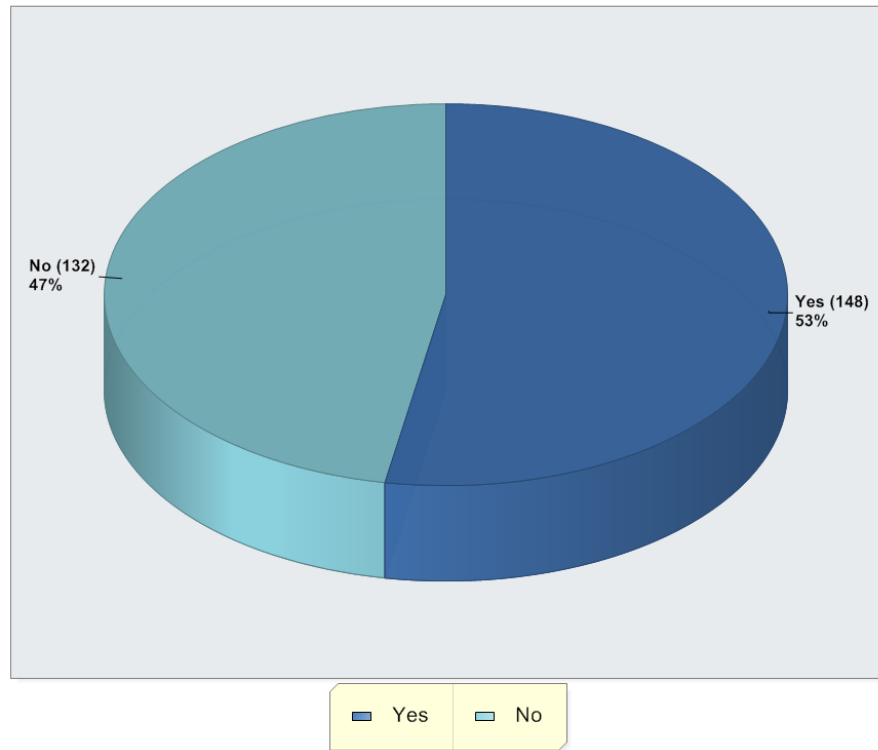




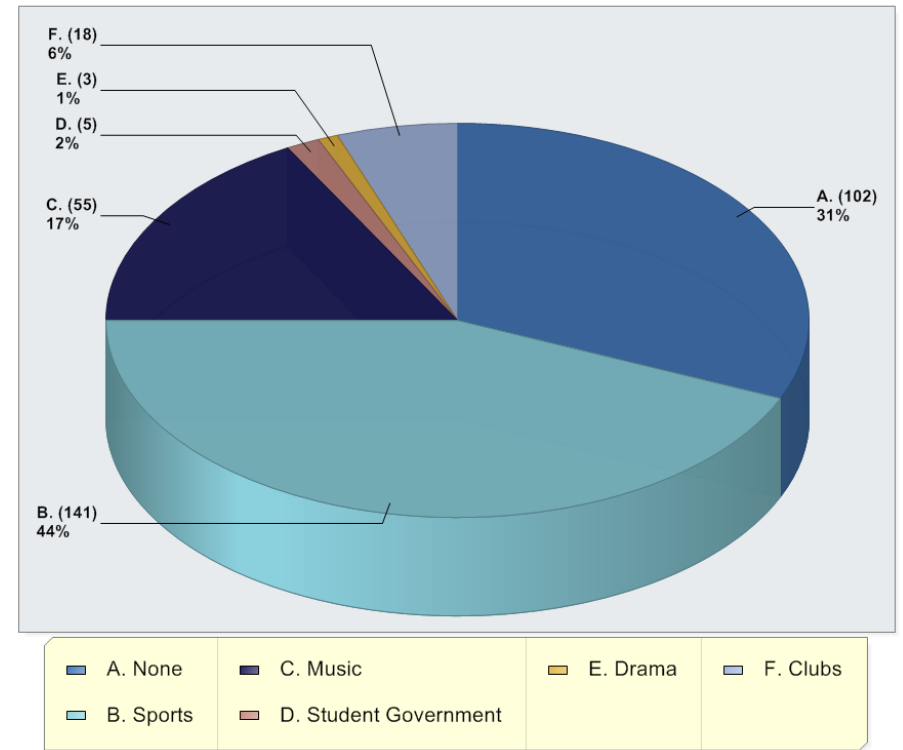
IV. Detailed Findings

Demographic Profiles

Students by Extra-Curricular Participation



Students by Extra-Curricular Activity

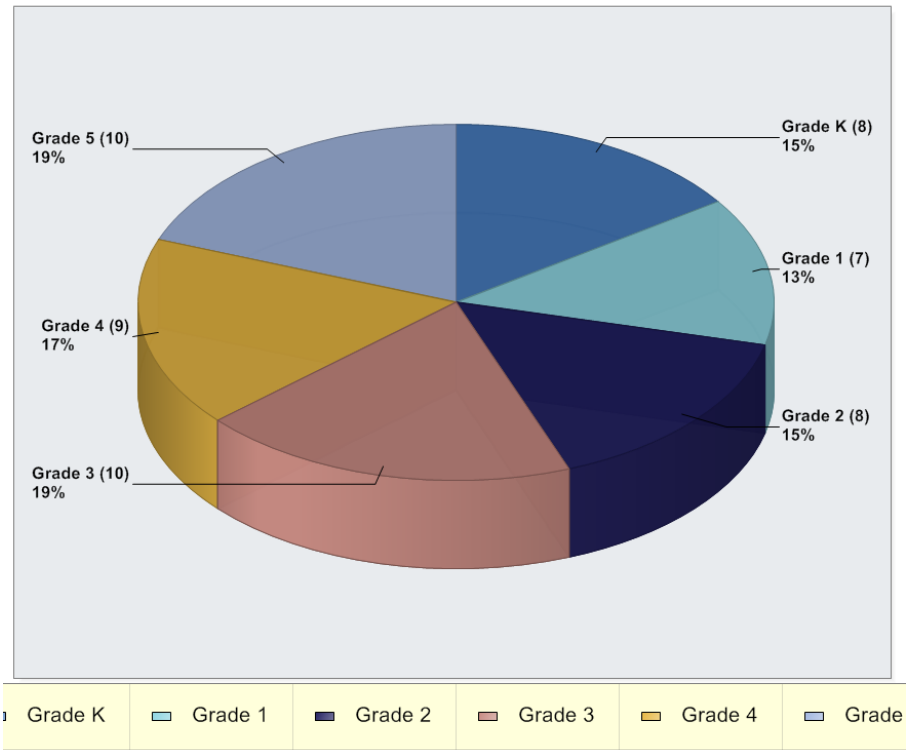




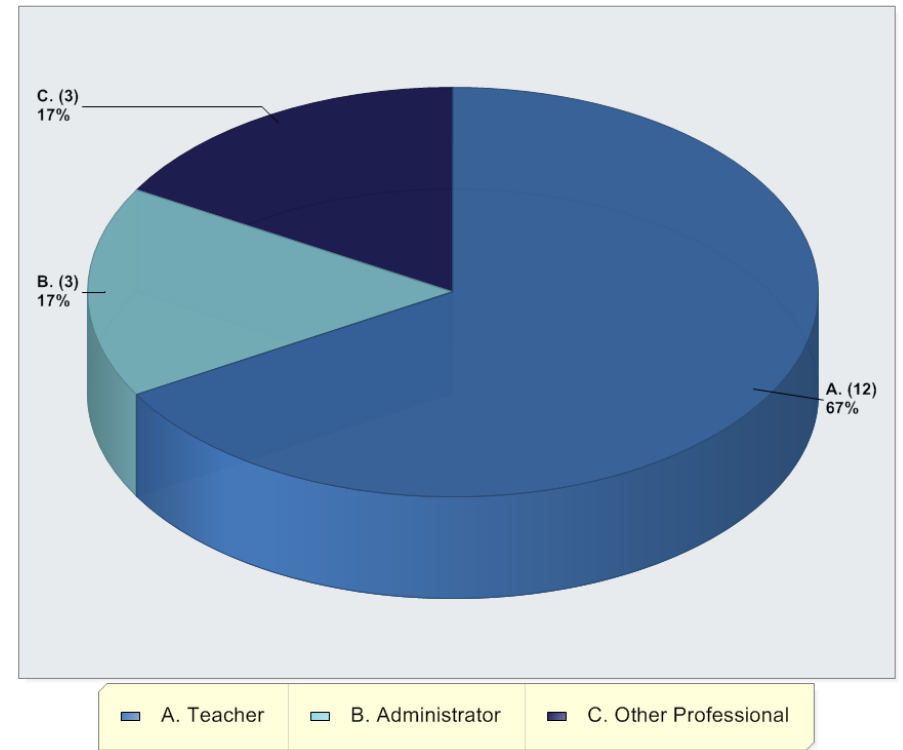
IV. Detailed Findings

Demographic Profiles

School Personnel by Grade



School Personnel by Position

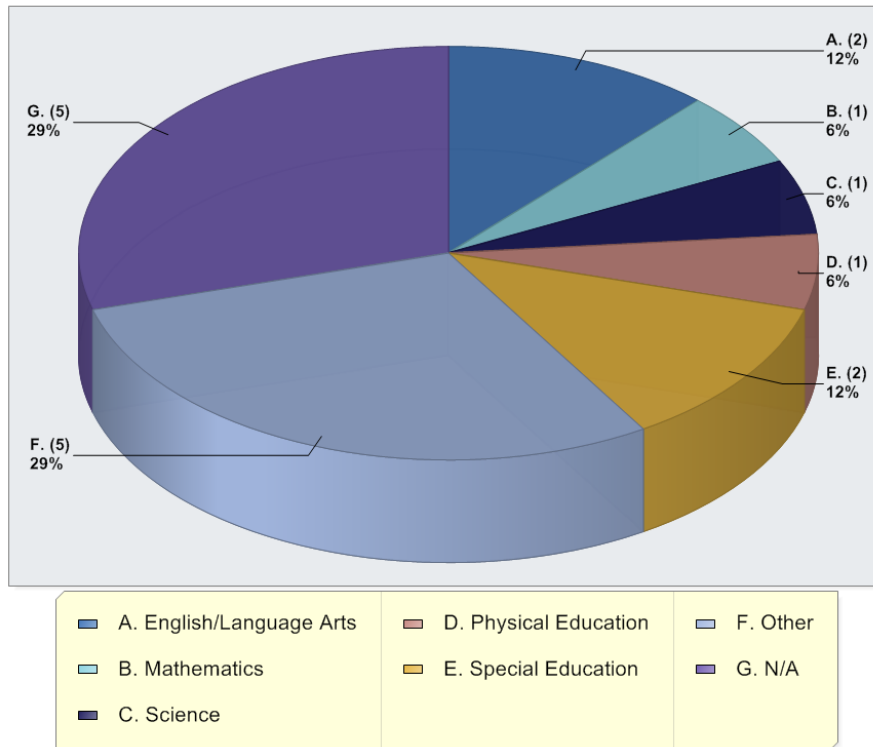




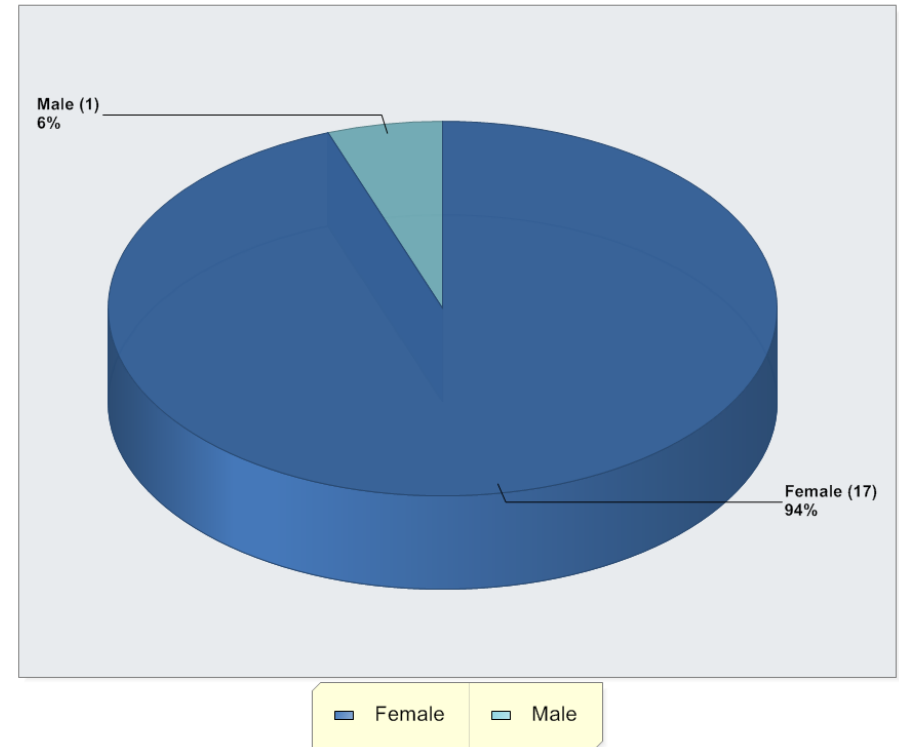
IV. Detailed Findings

Demographic Profiles

School Personnel by Department



School Personnel by Gender

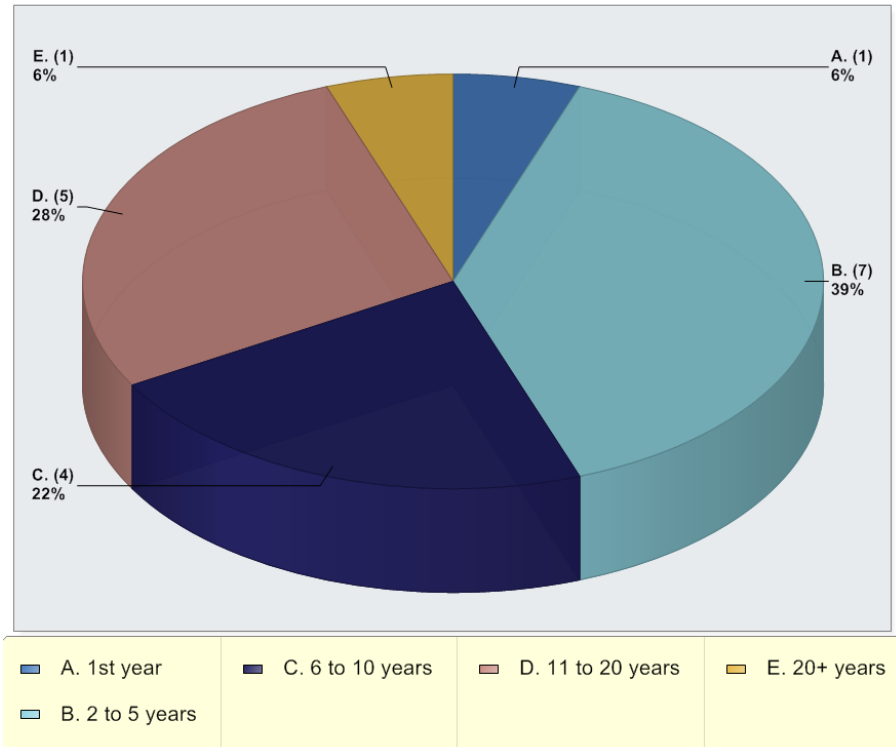




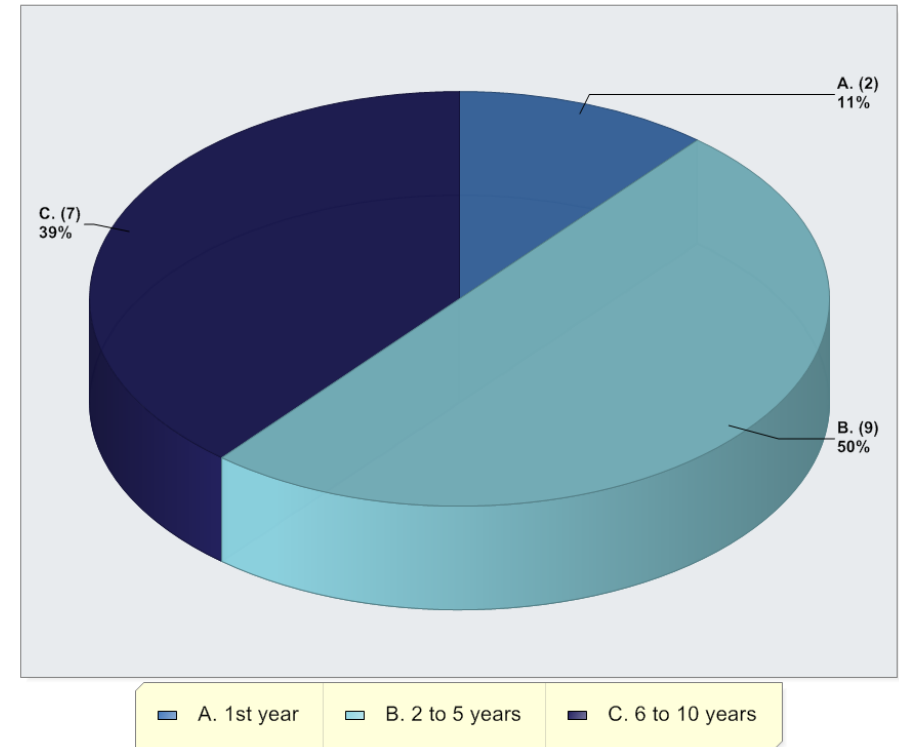
IV. Detailed Findings

Demographic Profiles

School Personnel by Years Experience



School Personnel by Years Experience at this school

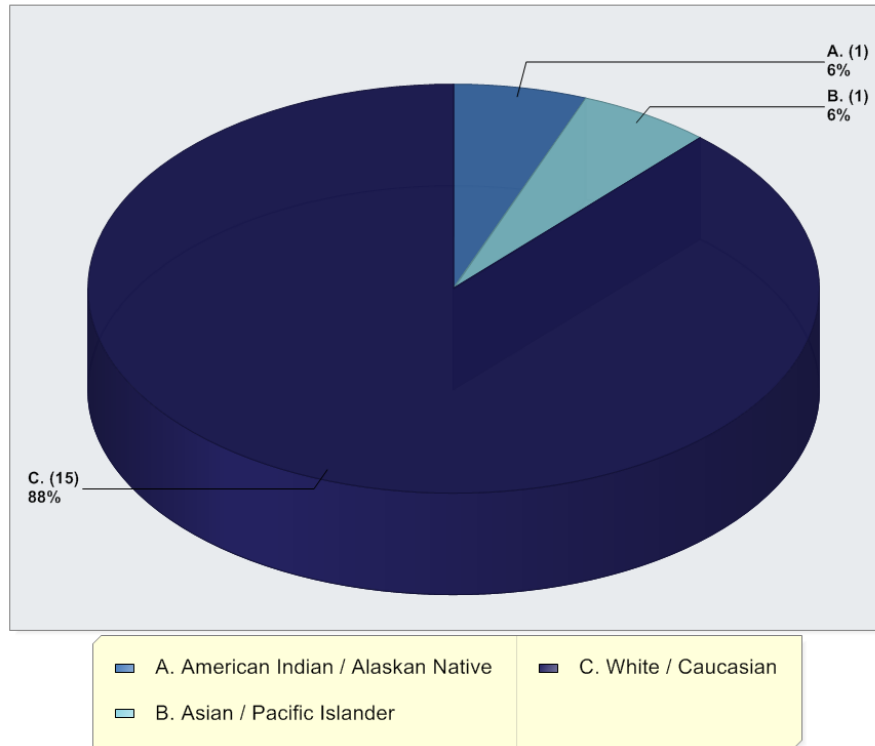




IV. Detailed Findings

Demographic Profiles

School Personnel by Race/Ethnicity

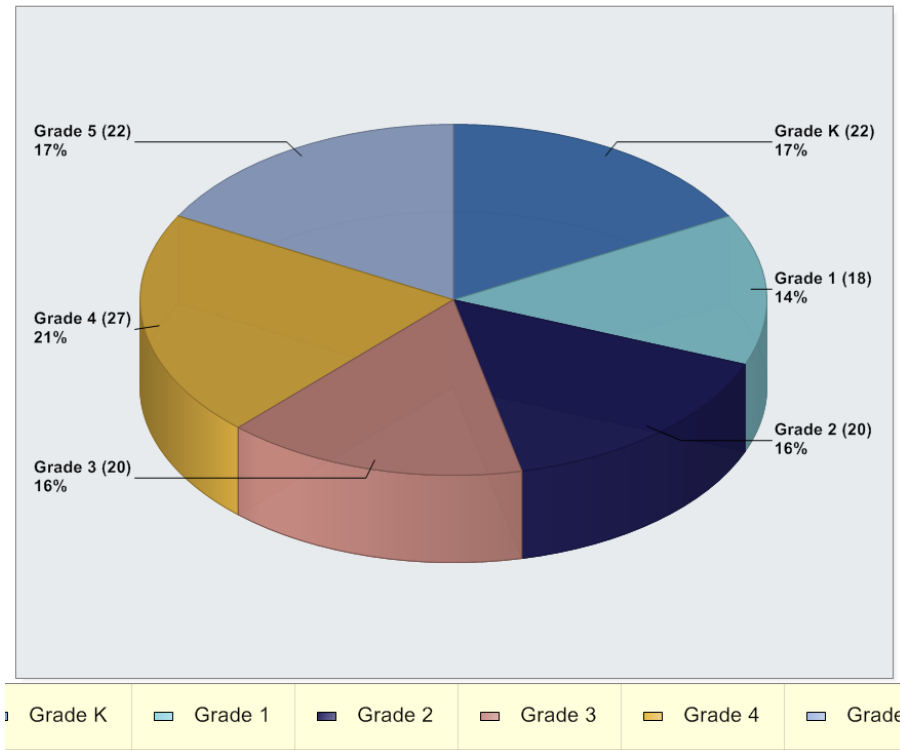




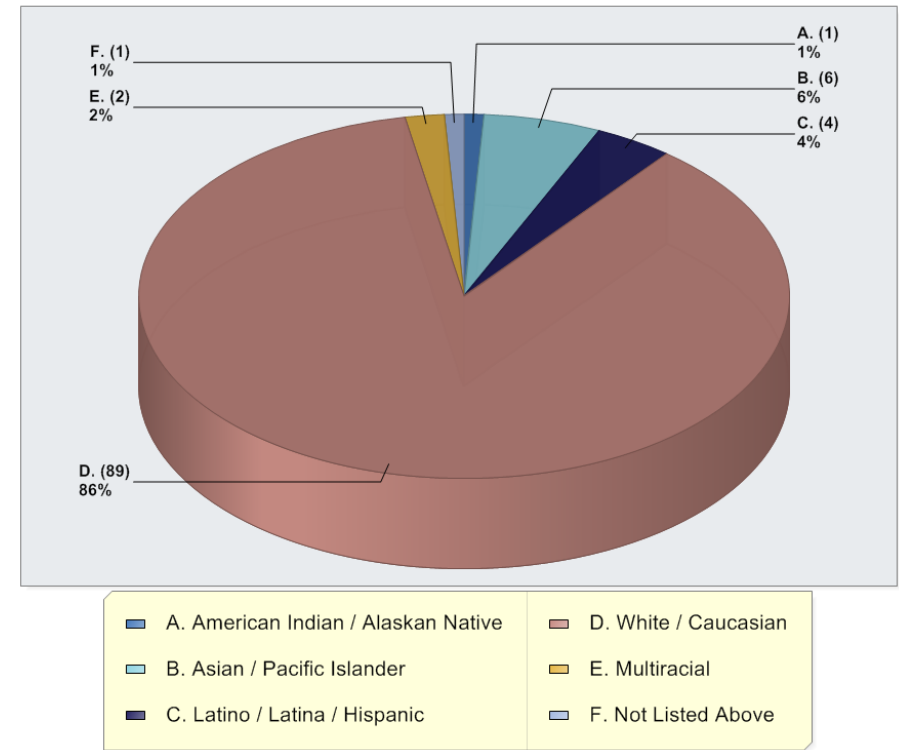
IV. Detailed Findings

Demographic Profiles

Parents by Grade



Parents by Race/Ethnicity

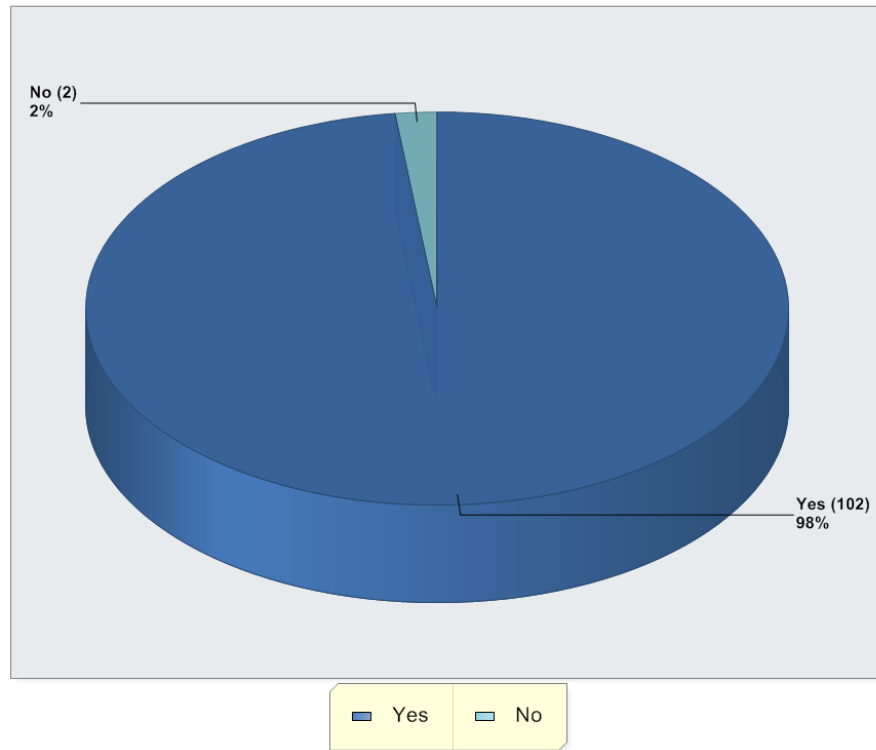




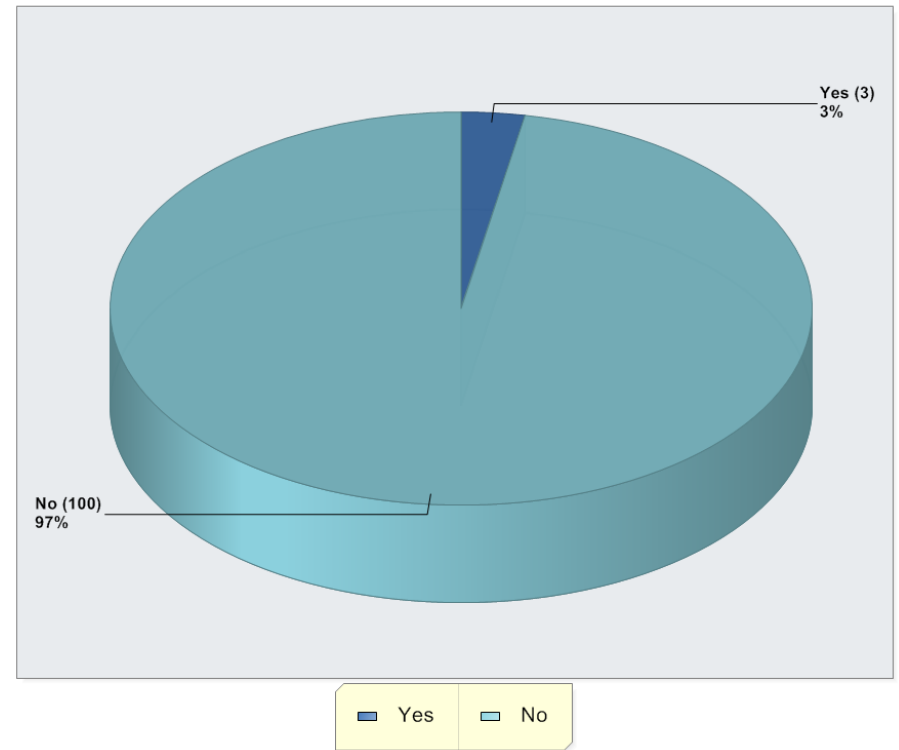
IV. Detailed Findings

Demographic Profiles

Parents by Child's First Language - English



Receive Reduced Price Meal Plan

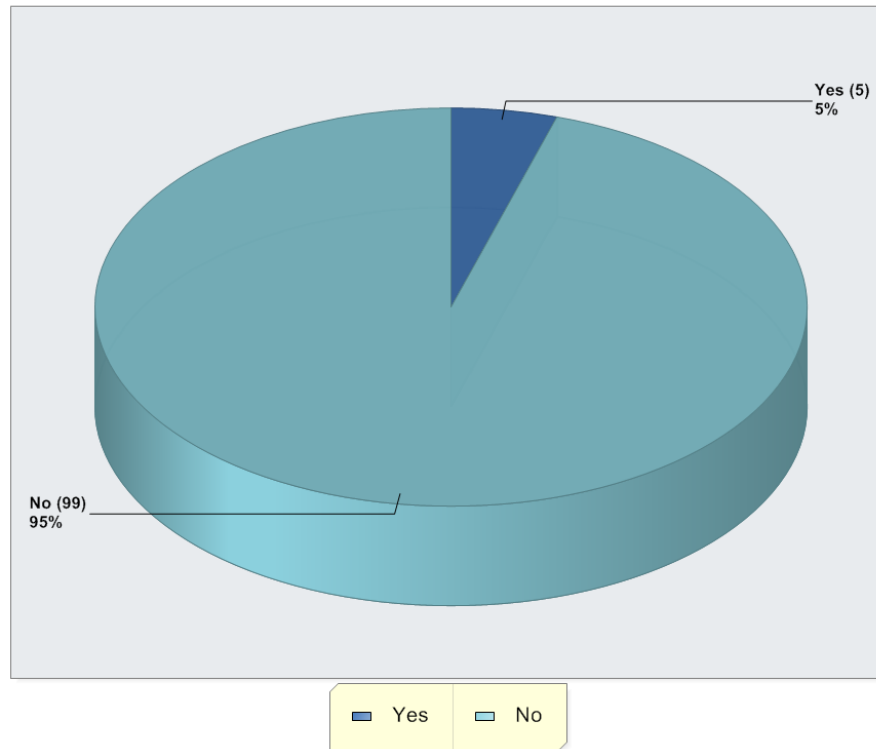




IV. Detailed Findings

Demographic Profiles

Parents by IEP





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The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for North Star Charter- Secondary, June 2017



The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# Respondents	% of Population Represented
Students	430*	399	92.79%
School Personnel	30*	24	80.00%
Parents	300*	91	30.33%

*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings—Positives, Negatives and Neutrals

School Climate Ratings - Positives, Negatives and Neutrals





II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Students

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.00	8%	18%	74%
Physical Security	4.00	5%	33%	62%
Social - Emotional Security	3.17	19%	46%	34%
Teaching and Learning				
Support for Learning	3.75	7%	34%	59%
Social and Civic Learning	3.30	19%	44%	37%
Interpersonal Relationships				
Respect for Diversity	3.83	7%	29%	65%
Social Support - Adults	3.86	8%	24%	68%
Social Support - Students	4.00	5%	19%	76%
Institutional Environment				
School Connectedness Engagement	3.71	10%	29%	62%
Physical Surroundings	3.67	11%	39%	50%
Social Media				
Social Media	3.42	7%	54%	39%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — School Personnel

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.20	100%		
Physical Security	4.50	17%	83%	
Social - Emotional Security	3.33	4%	50%	46%
Teaching and Learning				
Support for Learning	4.11	100%		
Social and Civic Learning	3.90	4%	30%	65%
Interpersonal Relationships				
Respect for Diversity	4.17	22%	78%	
Social Support - Adults	4.33	9%	91%	
Social Support - Students	4.20	100%		
Institutional Environment				
School Connectedness Engagement	4.14	4%	9%	87%
Physical Surroundings	3.67	9%	39%	52%
Social Media				
Social Media	3.20	5%	59%	36%
Working Environment				
Leadership	3.95	9%	27%	64%
Professional Relationships	4.13	4%	17%	79%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.00	1%	22%	77%
Physical Security	4.00	1%	22%	77%
Social - Emotional Security	3.50	7%	49%	44%
Teaching and Learning				
Support for Learning	3.88	7%	27%	67%
Social and Civic Learning	3.60	9%	35%	56%
Interpersonal Relationships				
Respect for Diversity	3.83	1%	31%	68%
Social Support - Adults	4.00	7%	18%	76%
Social Support - Students	4.00	2%	12%	85%
Institutional Environment				
School Connectedness Engagement	3.86	8%	20%	72%
Physical Surroundings	3.83	2%	36%	61%
Social Media				
Social Media	3.33	6%	62%	33%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		






II. School Climate Overview

Comparative Ratings—Another View

Comparative Ratings — Another View

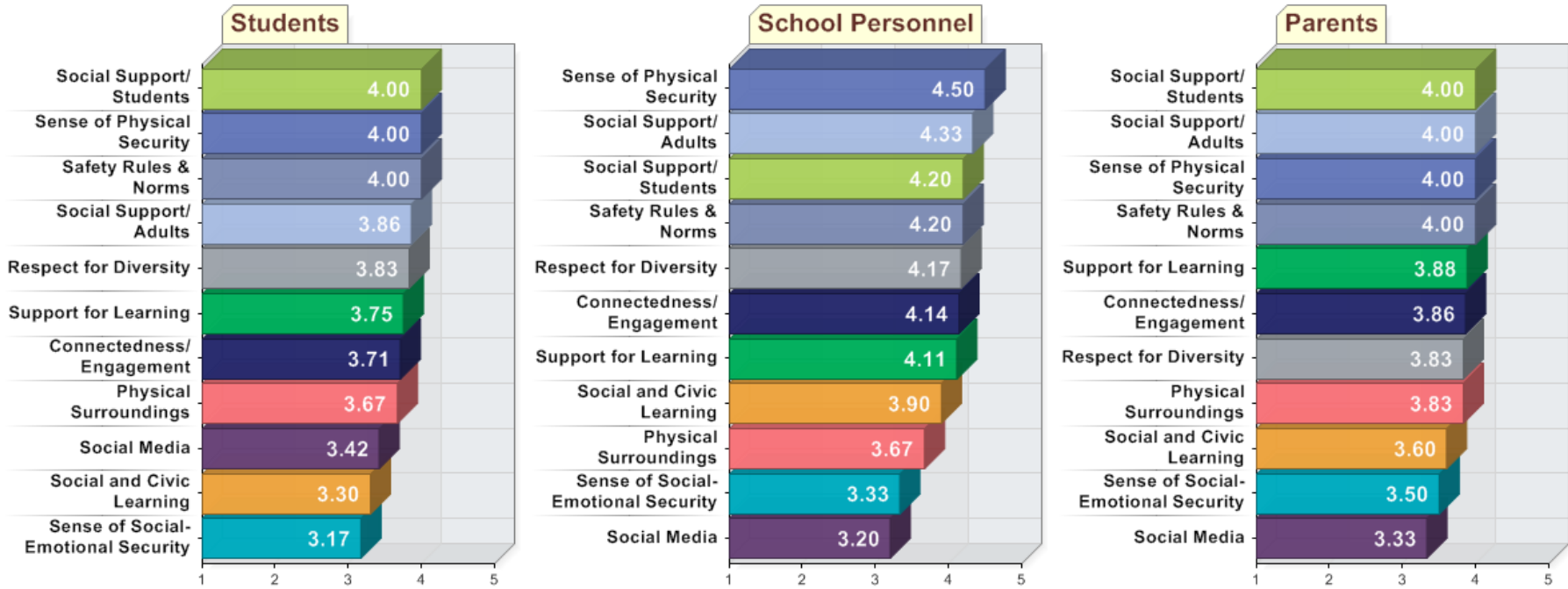
	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

	= median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= median rating in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Median Scale Scores - Rank Order





II. School Climate Overview

Group Differences

Comparative Rankings for Shared School Climate Dimensions

School Climate Dimensions	Students	School Personnel	Parents
Safety Rules & Norms	1	3	1
Sense of Physical Security	1	1	1
Social Support / Students	1	3	1
Social Support / Adults	4	2	1
Respect for Diversity	5	5	7
Support for Learning	6	7	5
School Connectedness / Engagement	7	6	6
Physical Surroundings	8	9	7
Social Media	9	11	11
Social and Civic Learning	10	8	9
Sense of Social-Emotional Security	11	10	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



IV. Detailed Findings

Scale Scores by Group

Comparative Ratings for Shared School Climate Dimensions

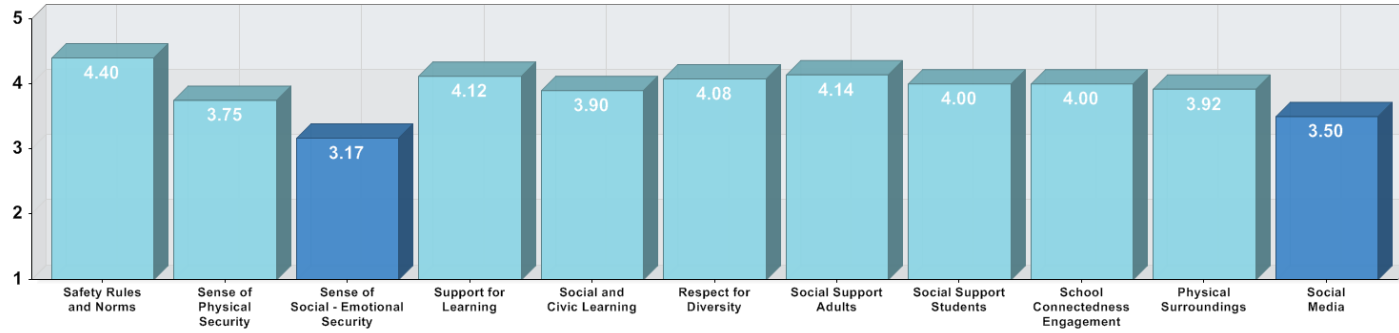
School Climate Dimension	Students			School Personnel			Parents		
	Med.	Min.	Max.	Med.	Min.	Max.	Med.	Min.	Max.
Safety Rules & Norms	4.00	1.00	5.00	4.20	3.60	5.00	4.00	1.60	5.00
Sense of Physical Security	4.00	1.00	5.00	4.50	3.00	5.00	4.00	2.25	5.00
Sense of Social-Emotional Security	3.17	1.00	5.00	3.33	2.33	4.50	3.50	1.50	5.00
Support for Learning	3.75	1.00	5.00	4.11	3.78	5.00	3.88	1.38	5.00
Social and Civic Learning	3.30	1.00	5.00	3.90	2.10	4.90	3.60	1.20	5.00
Respect for Diversity	3.83	1.00	5.00	4.17	2.83	5.00	3.83	2.00	5.00
Social Support/ Adults	3.86	1.00	5.00	4.33	3.00	5.00	4.00	1.29	5.00
Social Support/ Students	4.00	1.40	5.00	4.20	3.60	5.00	4.00	2.40	5.00
Connectedness/ Engagement	3.71	1.00	5.00	4.14	2.29	5.00	3.86	1.14	4.86
Physical Surroundings	3.67	1.00	5.00	3.67	1.83	4.67	3.83	1.83	5.00
Social Media	3.42	1.00	5.00	3.20	2.20	4.60	3.33	1.33	4.67
Leadership	N/A	N/A	N/A	3.95	1.30	5.00	N/A	N/A	N/A
Professional Relationships	N/A	N/A	N/A	4.13	2.13	5.00	N/A	N/A	N/A



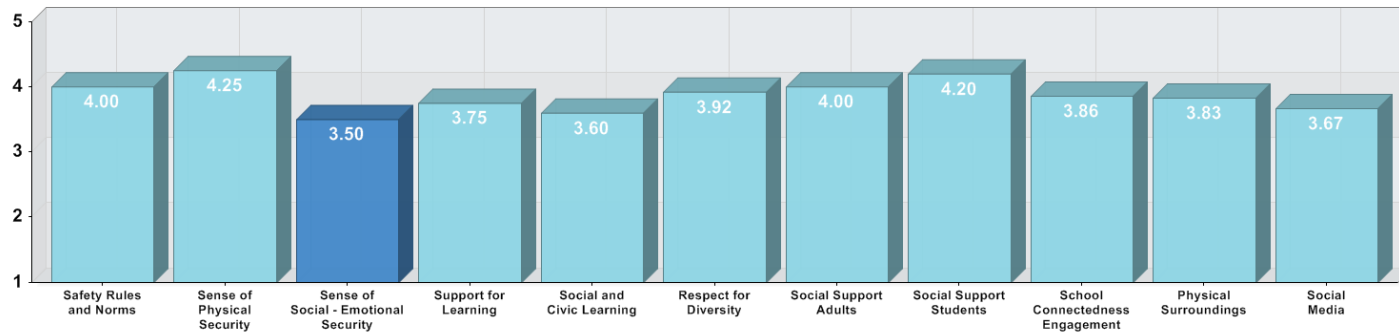
III. In-Depth Profiles

Sub-Group Ratings: Students

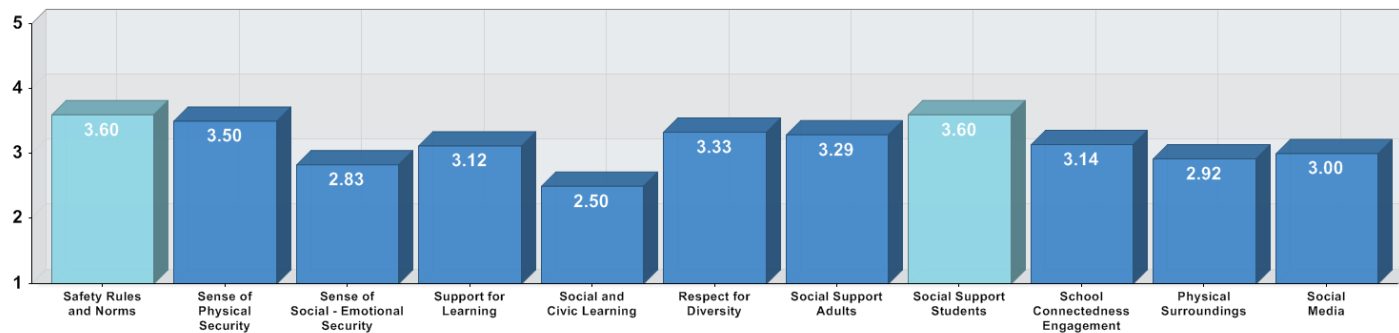
Student by Grade - Grade - 6 (98)



Student by Grade - Grade - 7 (89)



Student by Grade - Grade - 8 (74)



 	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
 	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
 	= median rating in the positive range (scores above 3.5 on a 5-point scale)

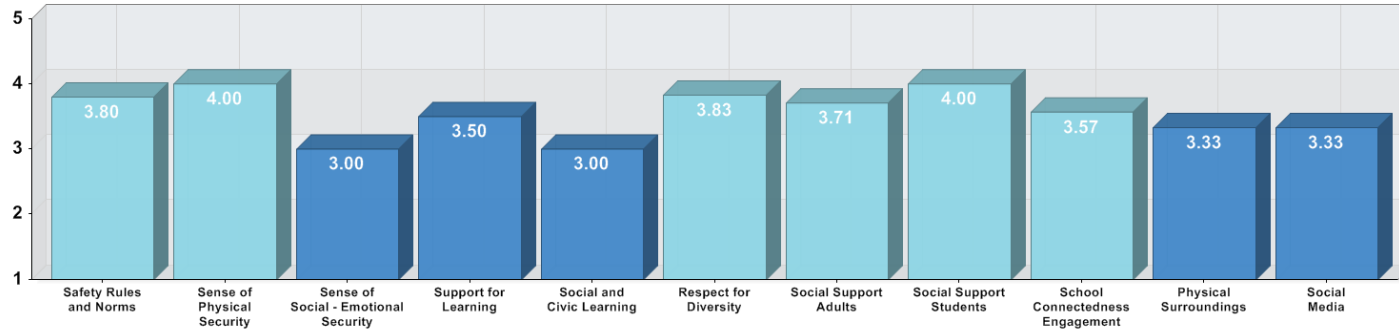
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



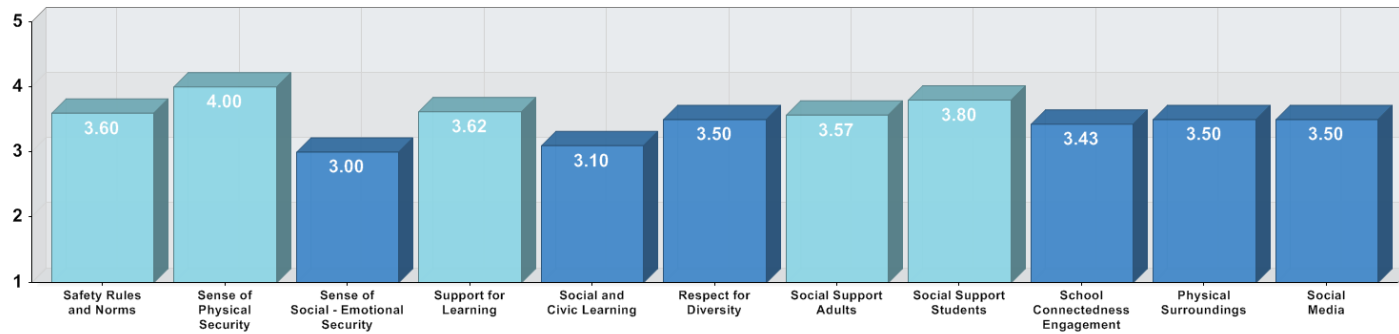
III. In-Depth Profiles

Sub-Group Ratings: Students

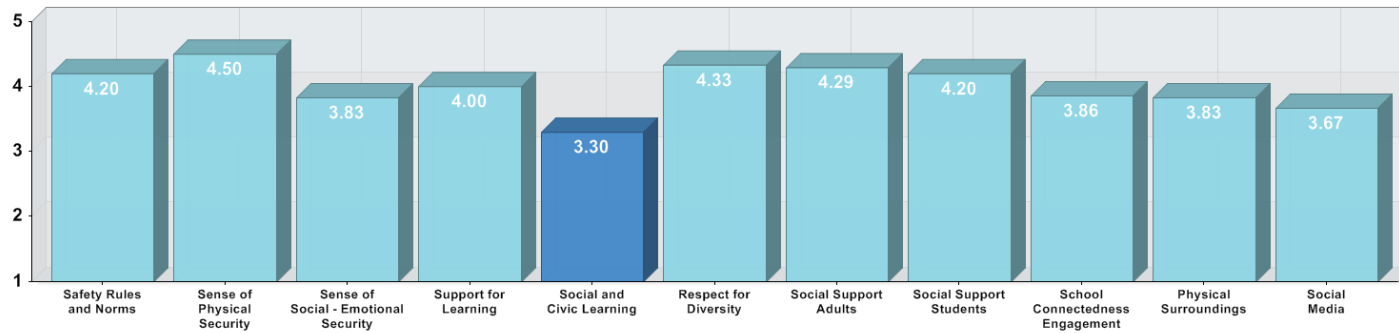
Student by Grade - Grade - 9 (51)



Student by Grade - Grade - 10 (39)



Student by Grade - Grade - 11 (19)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

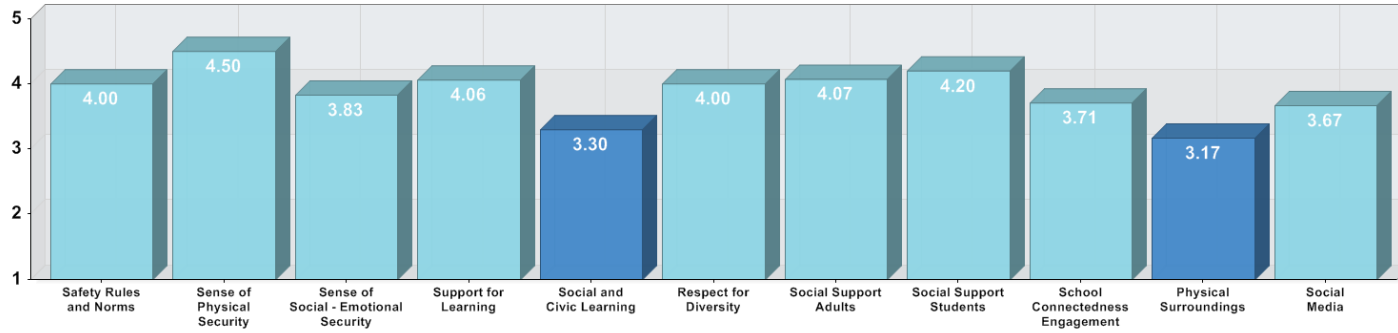
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Grade - Grade - 12 (22)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

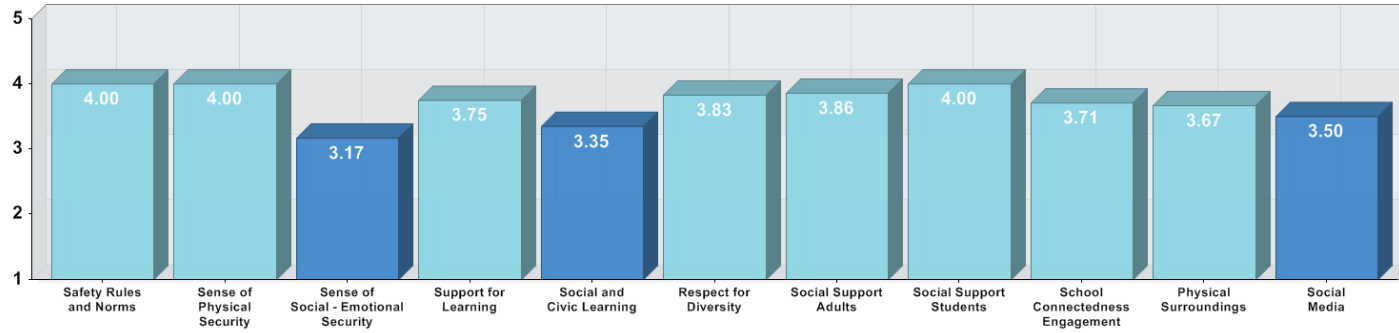
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



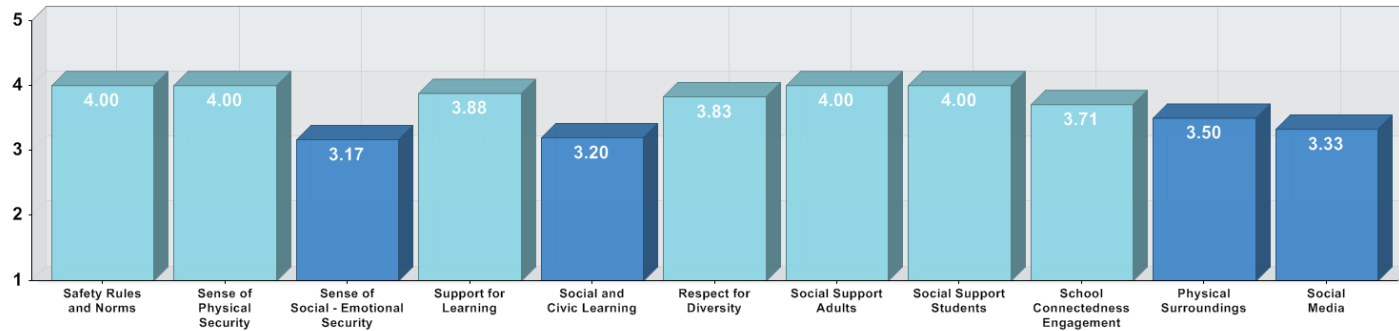
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Gender - Female (184)



Student by Gender - Male (214)



	= median rating in the positive range (scores above 3.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

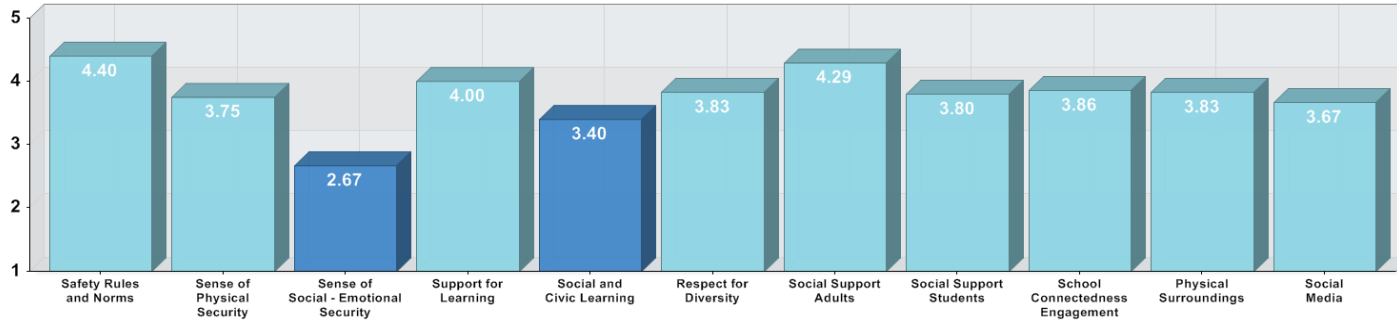
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



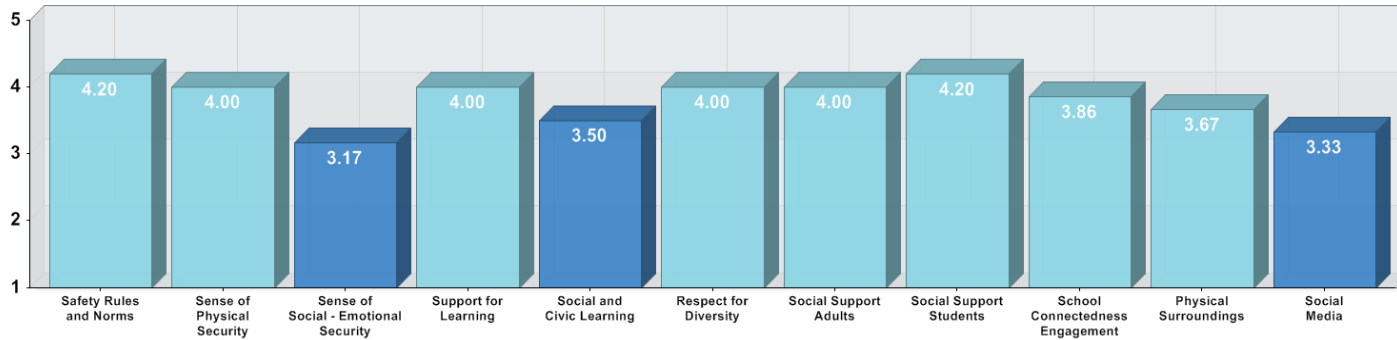
III. In-Depth Profiles

Sub-Group Ratings: Students

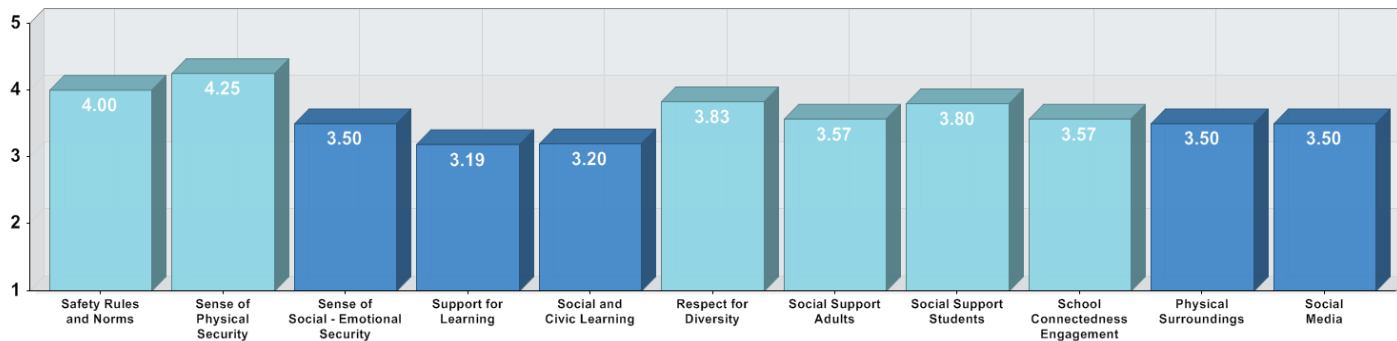
Student by Race/Ethnicity - Race/Ethnicity - American Indian / Alaskan Native (11)



Student by Race/Ethnicity - Race/Ethnicity - Asian / Pacific Islander (25)



Student by Race/Ethnicity - Race/Ethnicity - Latino / Latina / Hispanic (18)



 	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
 	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
 	= median rating in the positive range (scores above 3.5 on a 5-point scale)

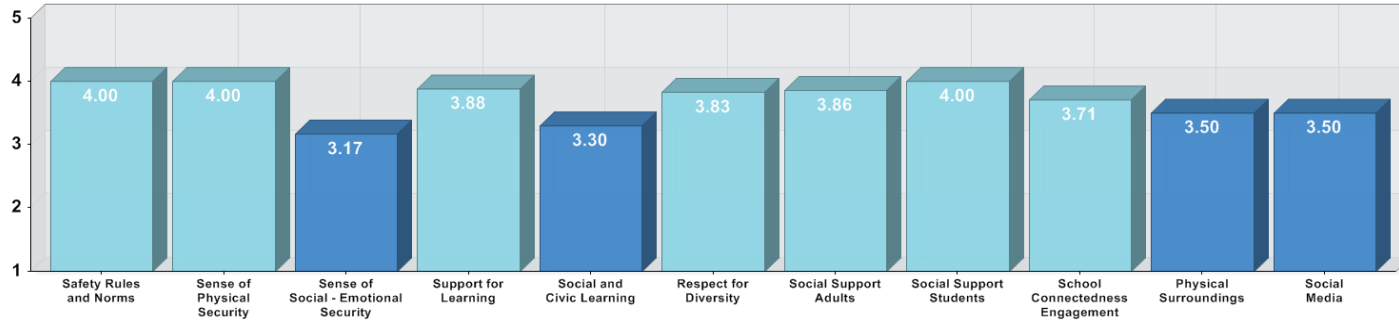
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



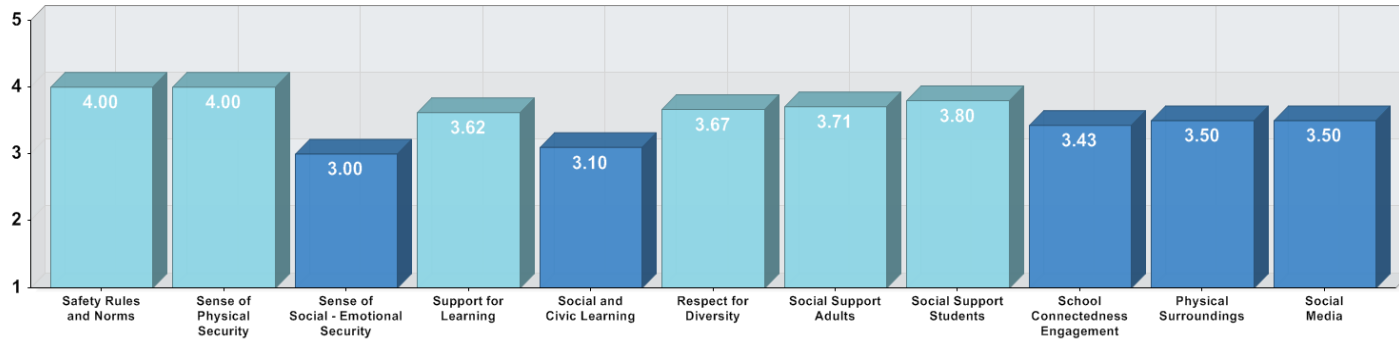
III. In-Depth Profiles

Sub-Group Ratings: Students

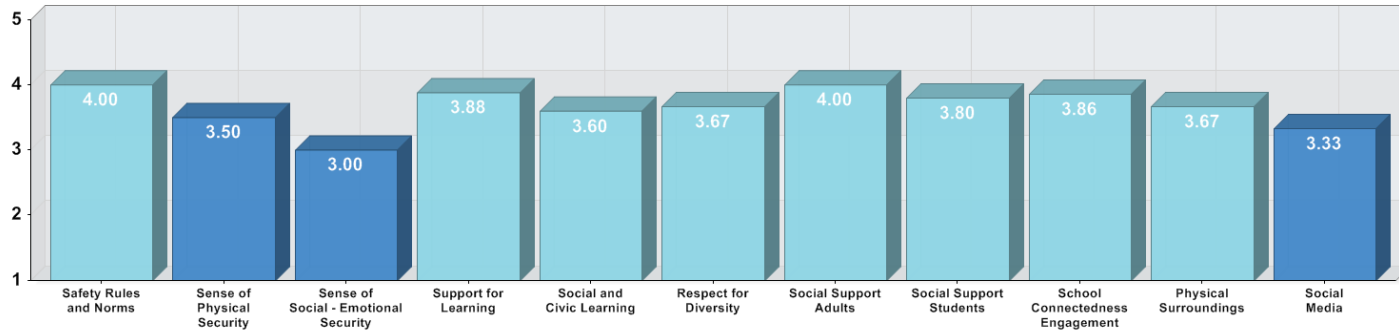
Student by Race/Ethnicity - Race/Ethnicity - White / Caucasian (252)



Student by Race/Ethnicity - Race/Ethnicity - Multiracial (35)



Student by Race/Ethnicity - Race/Ethnicity - Not Listed Above (52)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

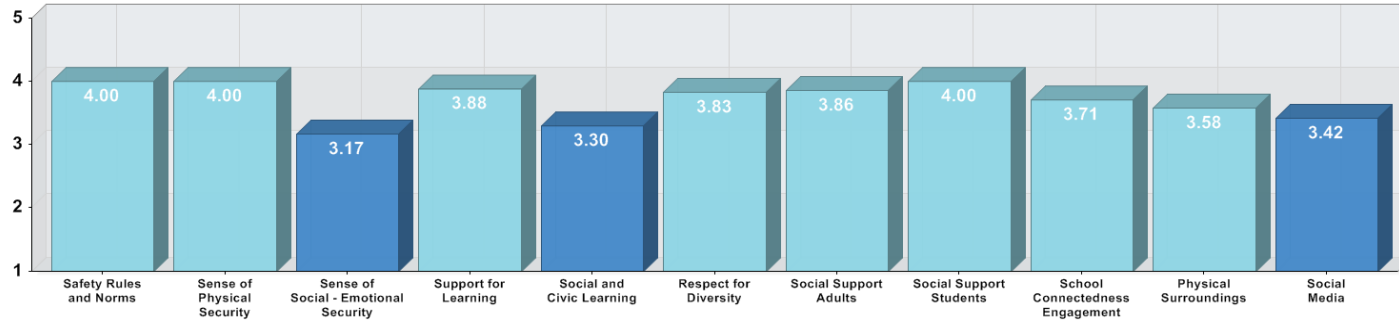
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



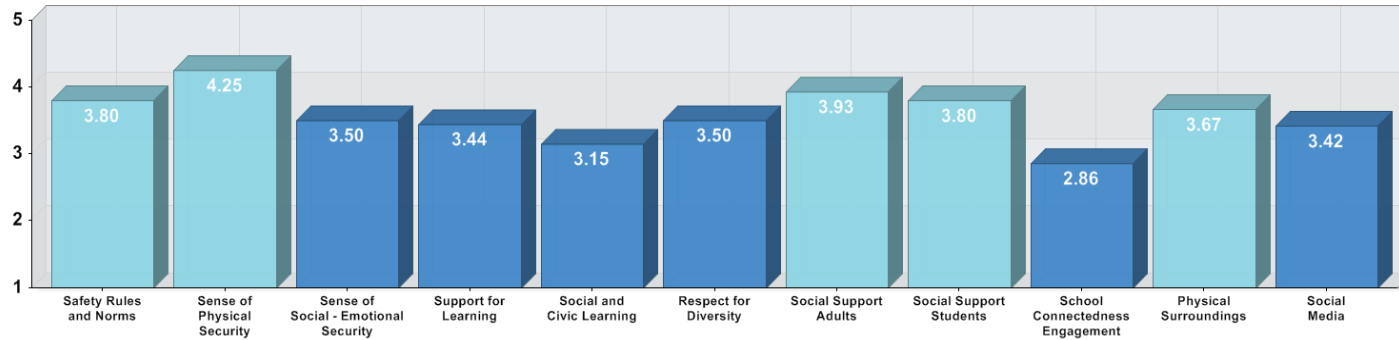
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by English First Language - English First Language - Yes (375)



Student by English First Language - English First Language - No (24)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

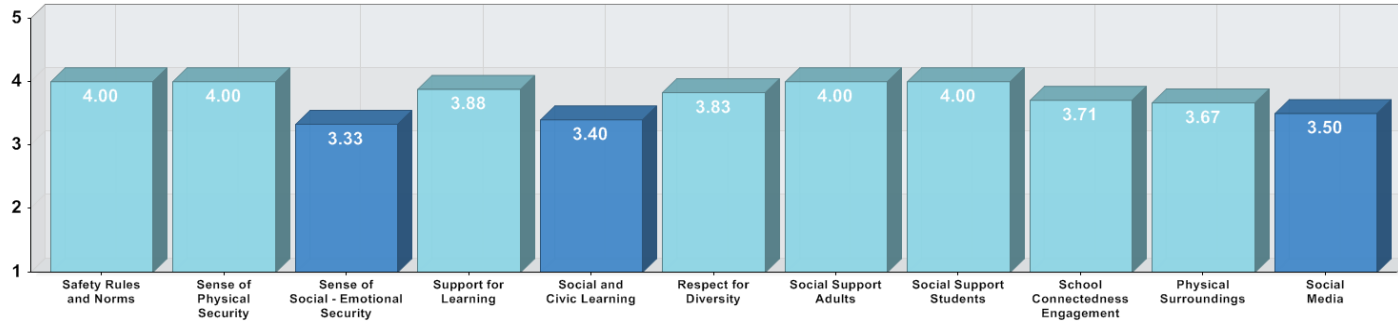
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



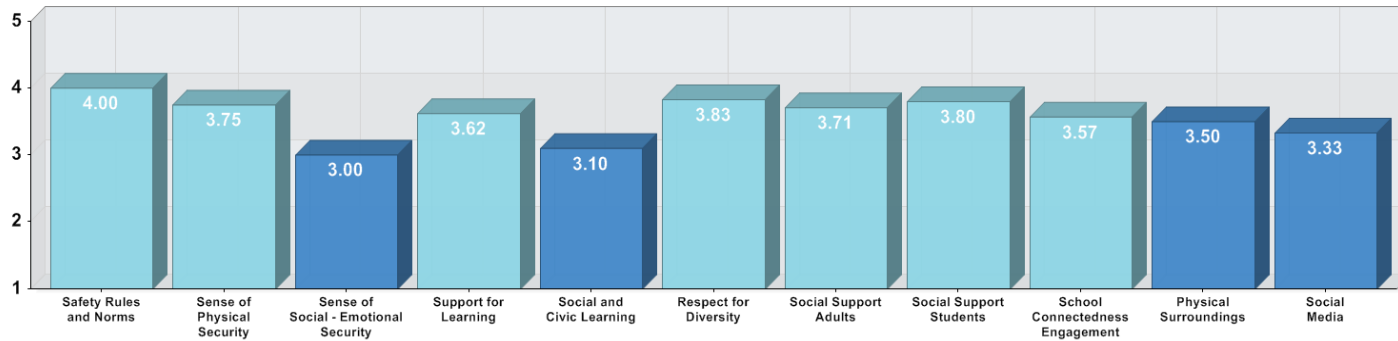
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Extra-Curricular Activities - Extra-Curricular Activities - Yes (220)



Student by Extra-Curricular Activities - Extra-Curricular Activities - No (178)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

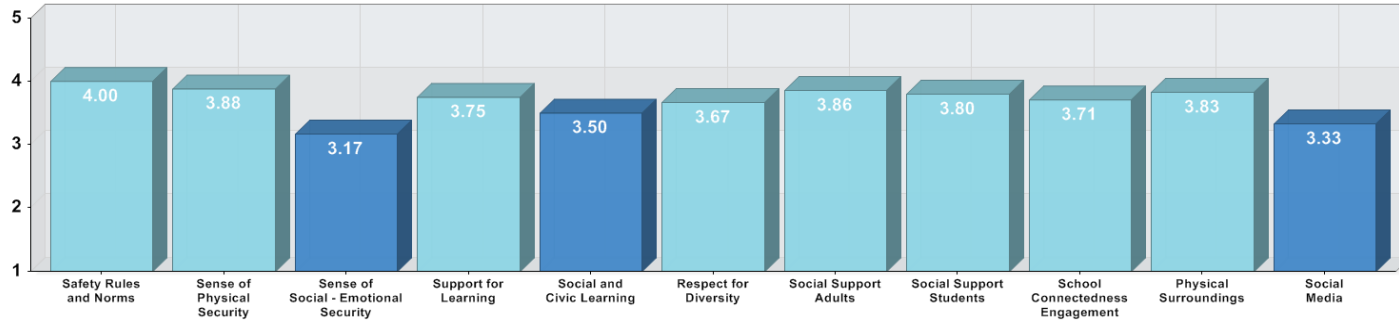
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



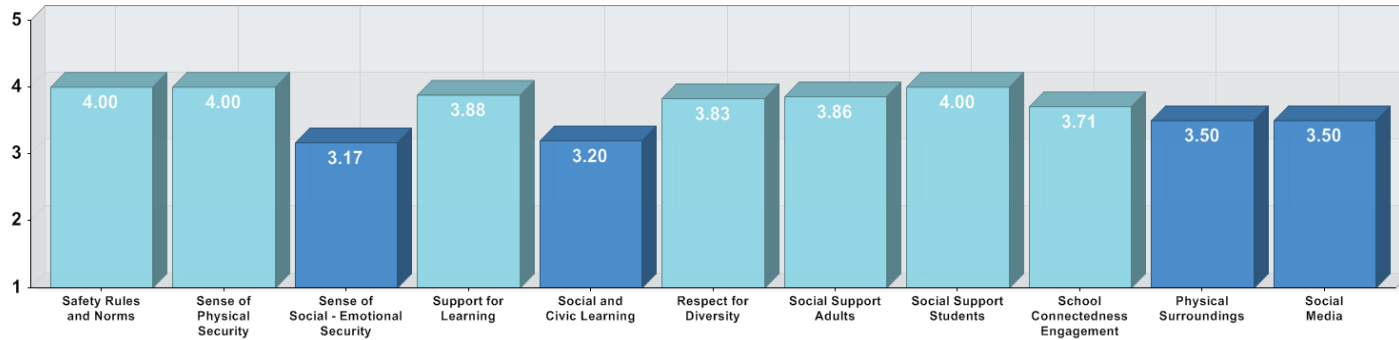
III. In-Depth Profiles

Sub-Group Ratings: Students

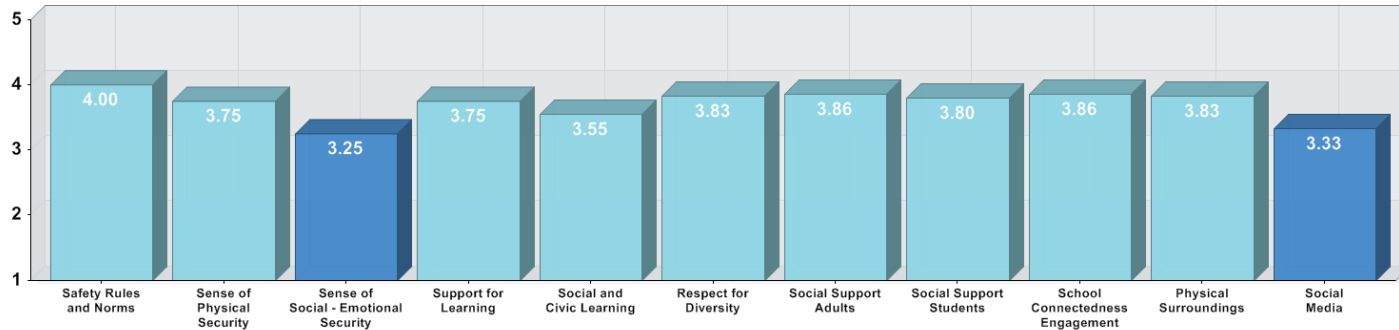
Student by Special Ed - Special Ed - Yes (23)



Student by Special Ed - Special Ed - No (326)



Student by Special Ed - Special Ed - Prefer not to answer (50)



	= median rating in the positive range (scores above 3.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)

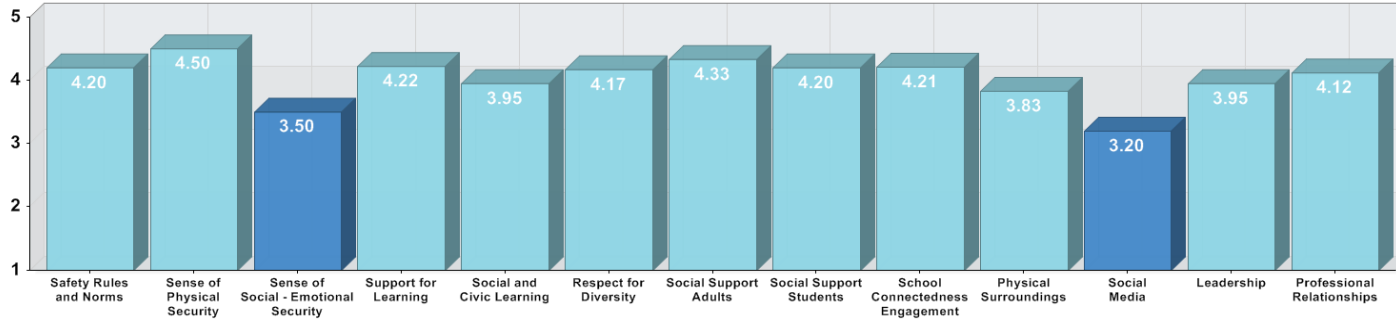
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Position - Position - Teacher (21)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

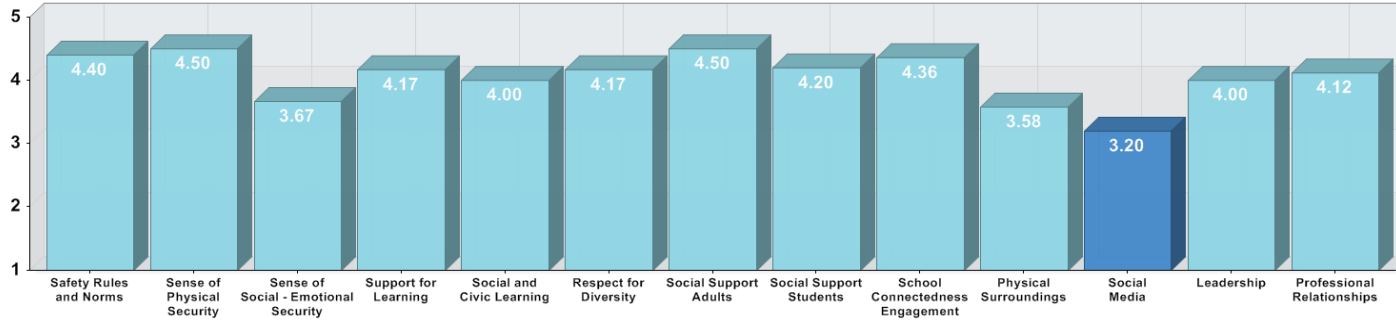
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Gender - Female (12)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

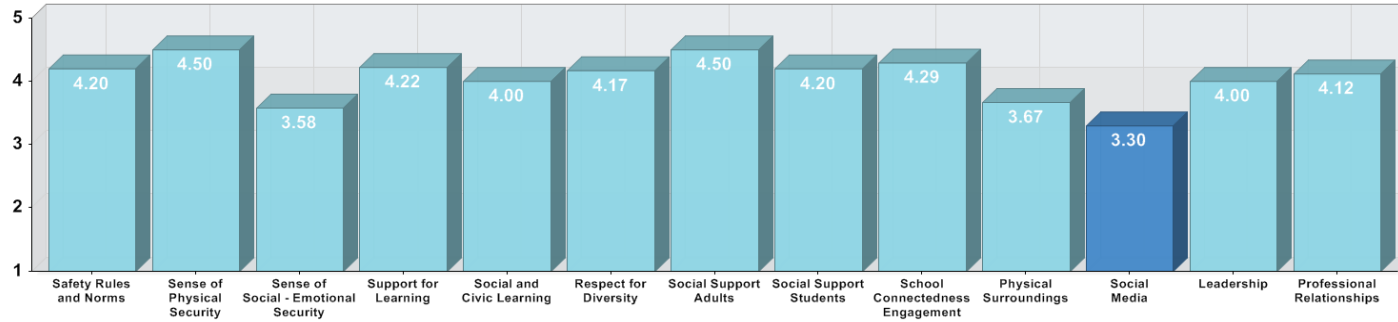
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Race/Ethnicity - Race/Ethnicity - White / Caucasian (22)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

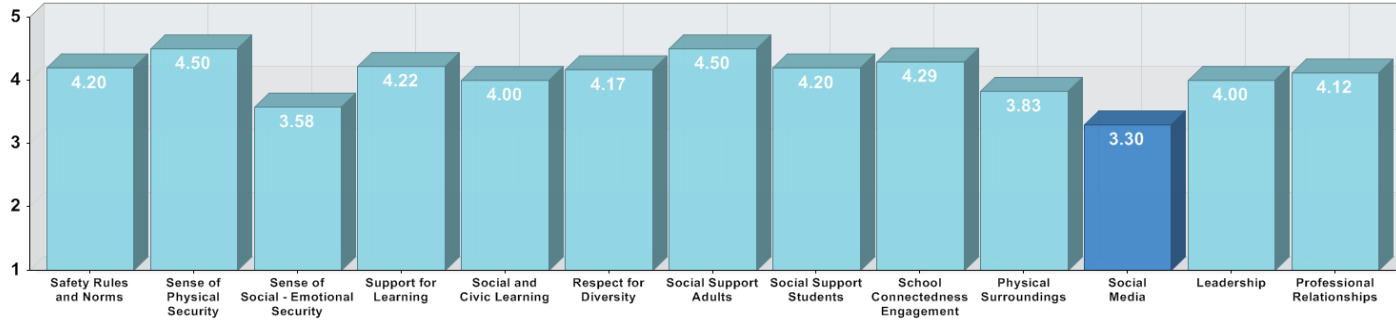
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Years Experience - Years Experience - 1 to 20+ Years (22)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

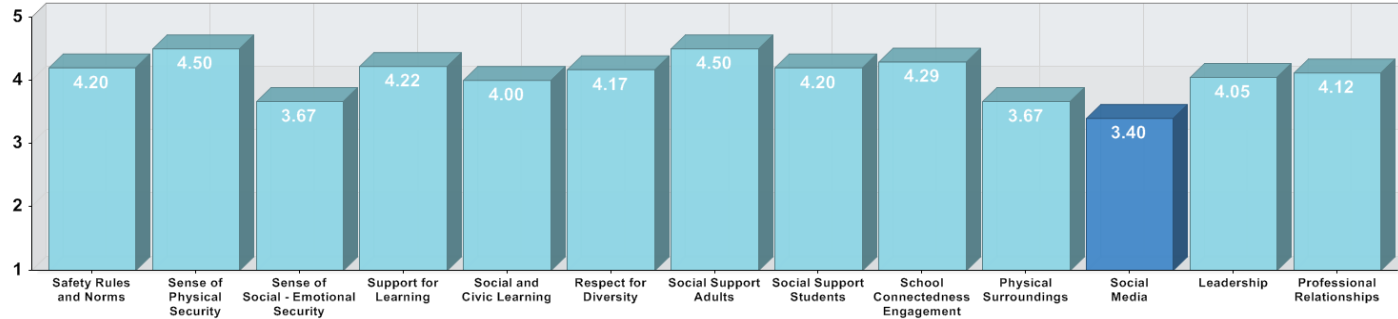
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Years Experience at this school - 1 to 20 Years (20)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

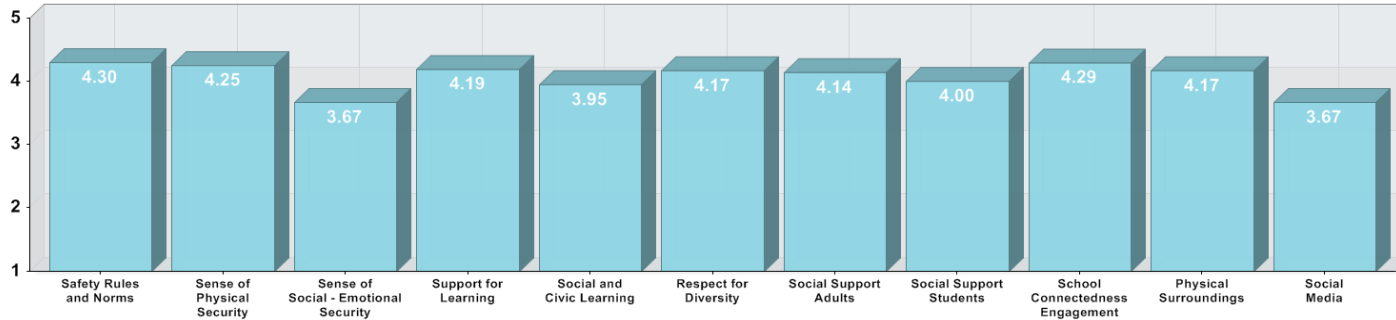
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



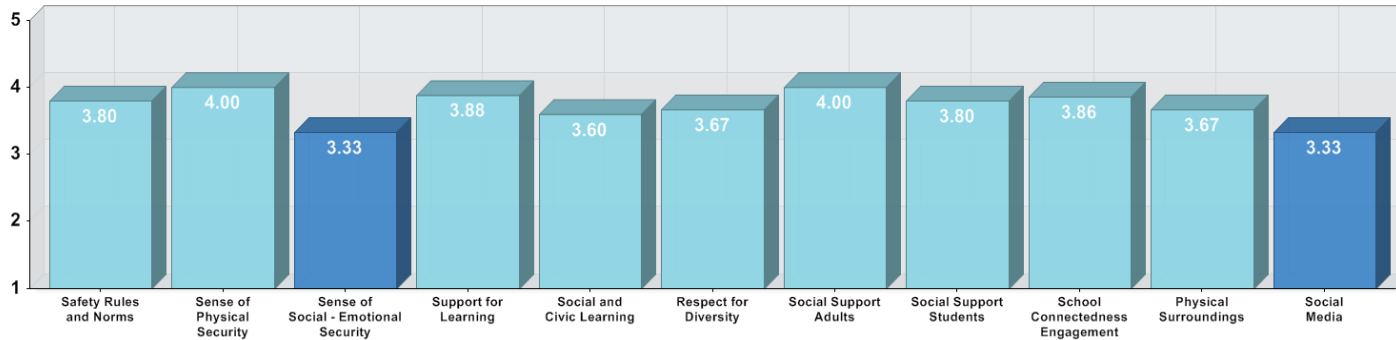
III. In-Depth Profiles

Sub-Group Ratings: Parents

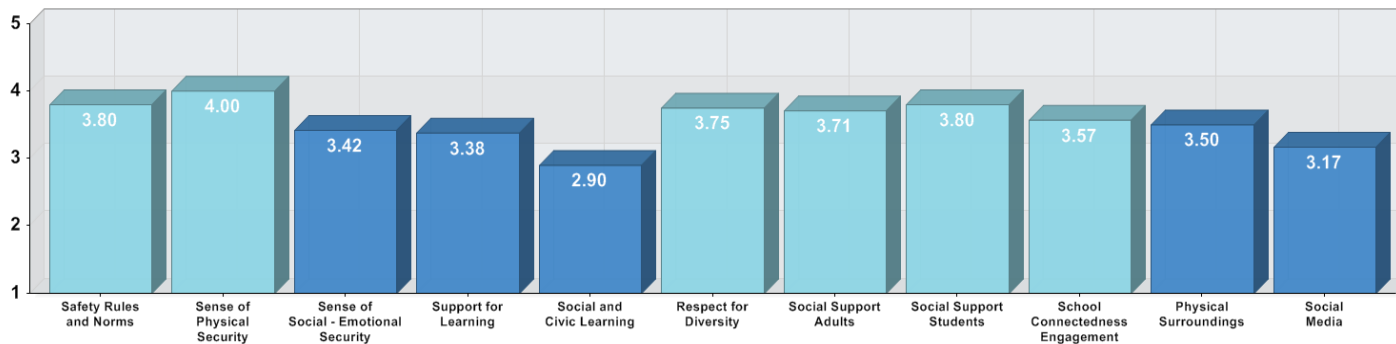
Parent by Child's Grade - Grade - 6 (24)



Parent by Child's Grade - Grade - 7 (23)



Parent by Child's Grade - Grade - 8 (23)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

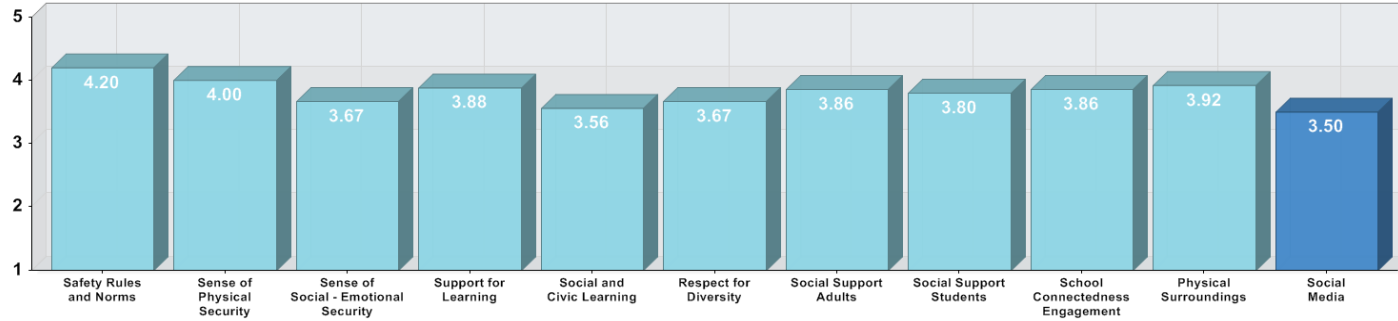
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's Grade - Grade - 9 (11)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

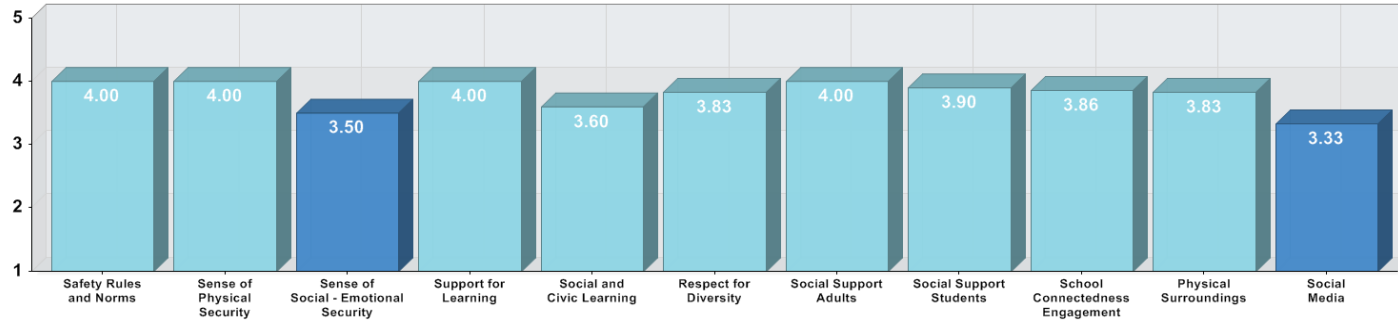
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Race/Ethnicity - Race/Ethnicity - White / Caucasian (72)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

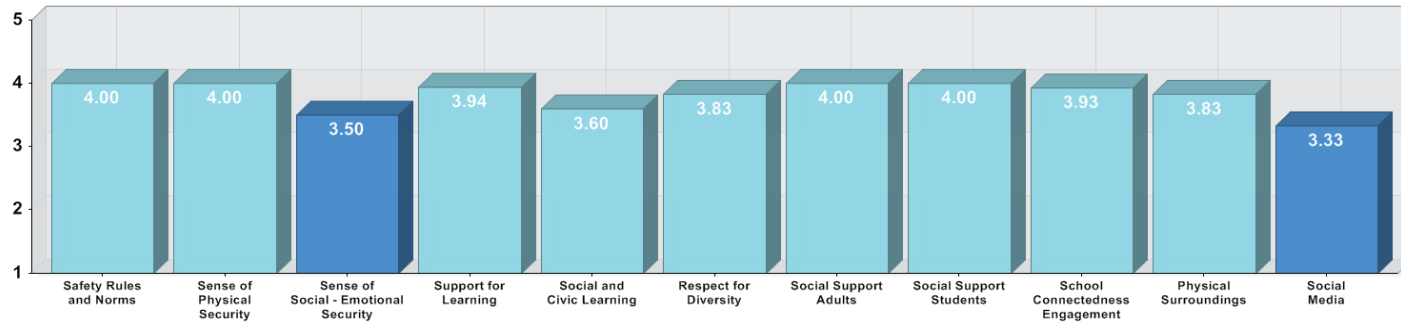
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's First Language English - Child's First Language English - Yes (85)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

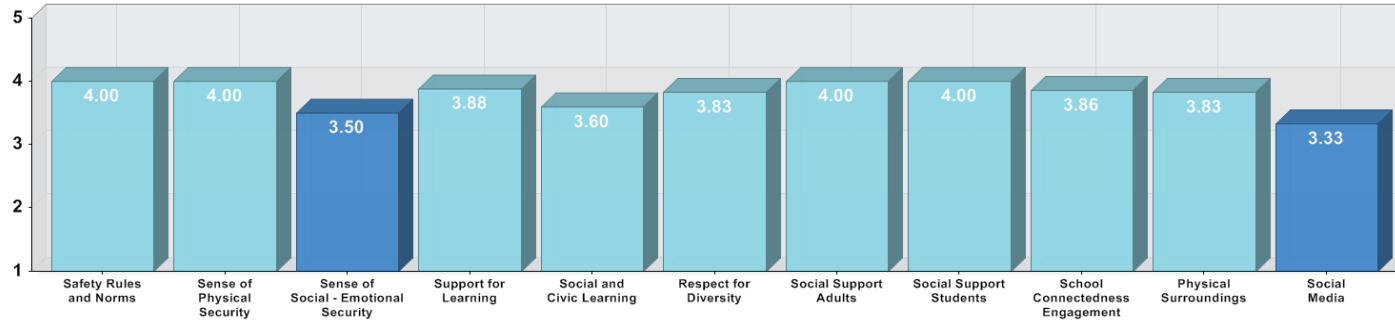
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.






III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Economic Status - Receive Reduced Price Meal Plan - No (82)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

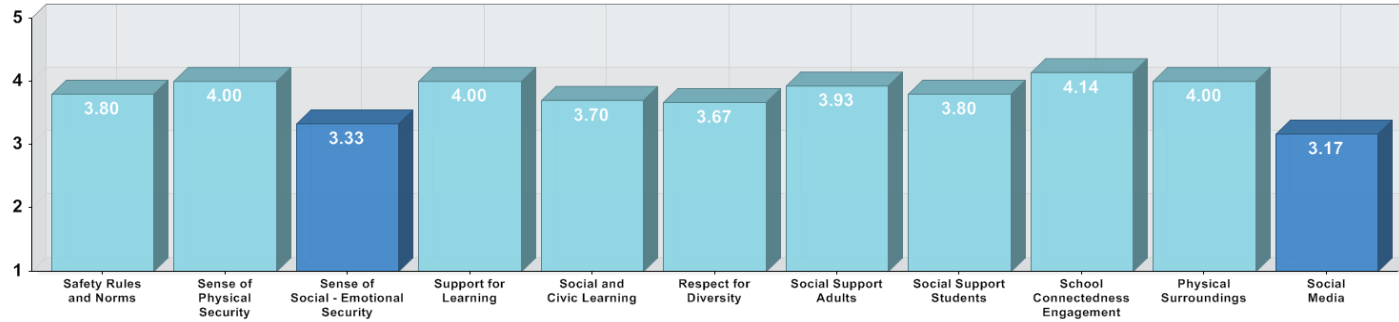
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



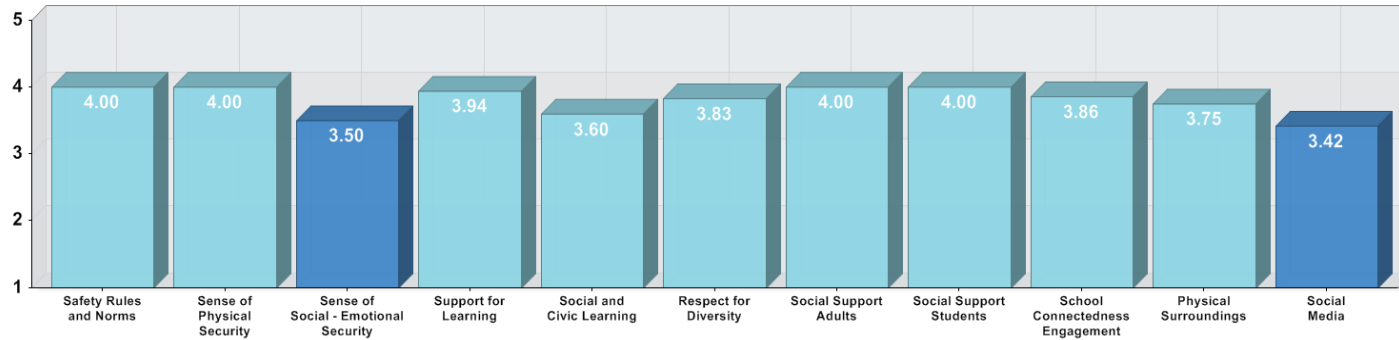
III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by IEP - IEP - Yes (12)



Parent by IEP - IEP - No (74)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

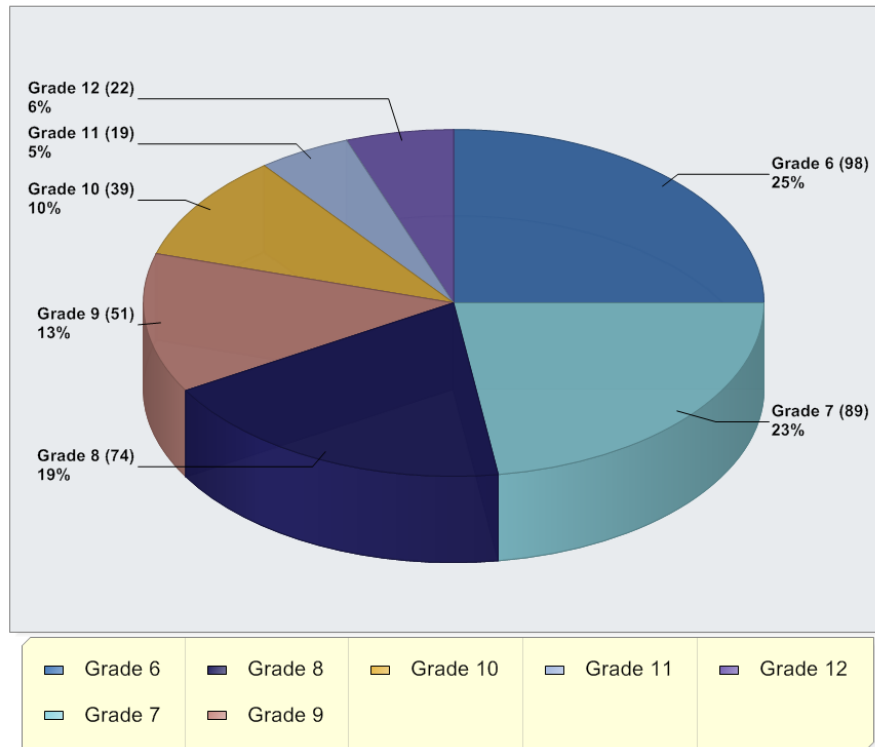
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



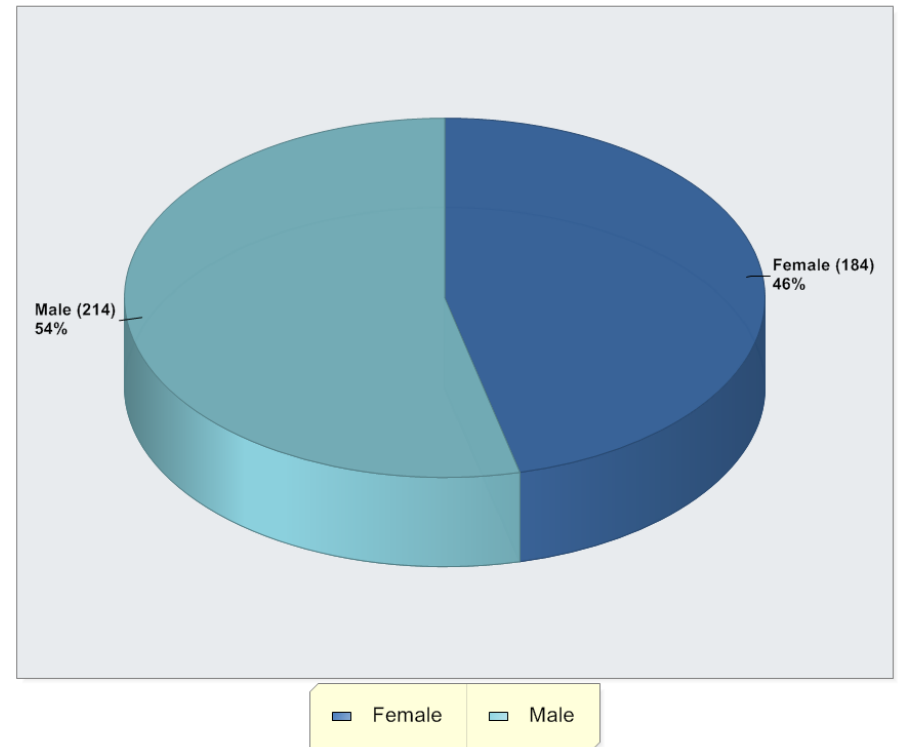
IV. Detailed Findings

Demographic Profiles

Students by Grade



Students by Gender

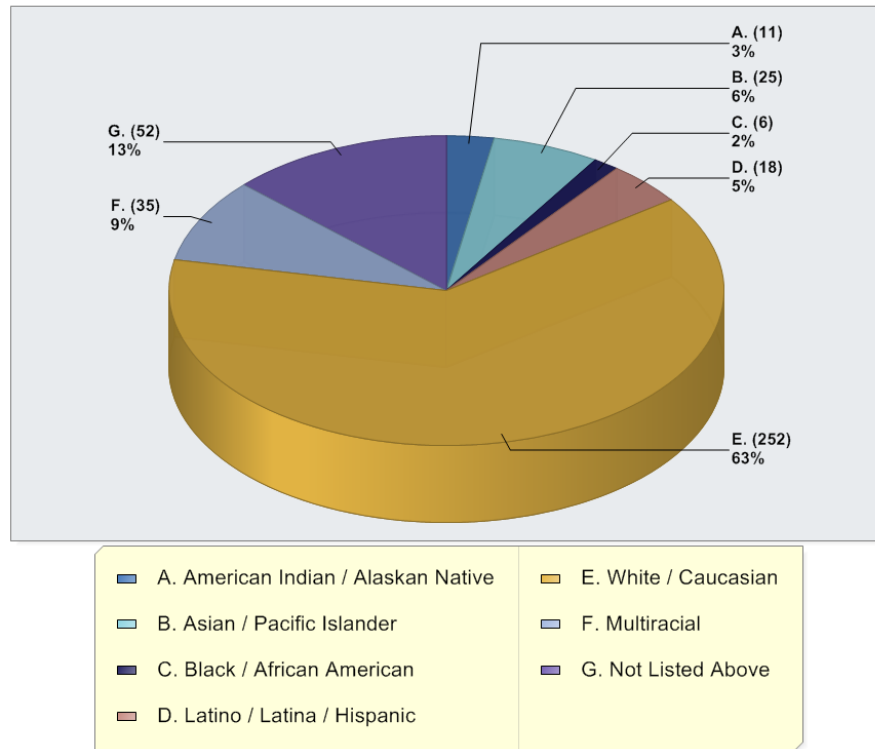




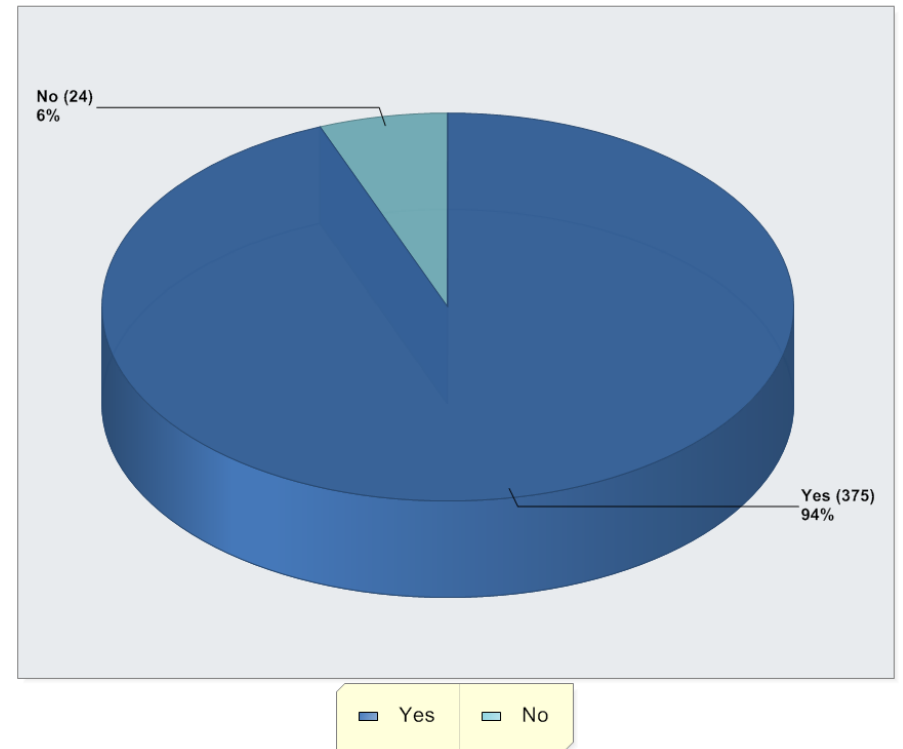
IV. Detailed Findings

Demographic Profiles

Students by Race/Ethnicity



Students by First Language - English

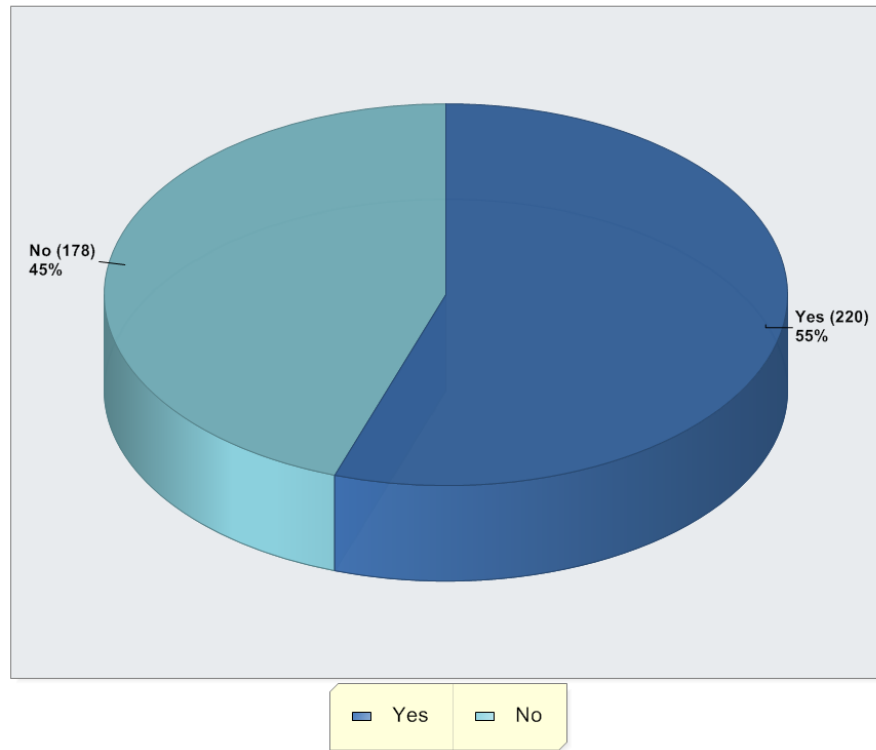




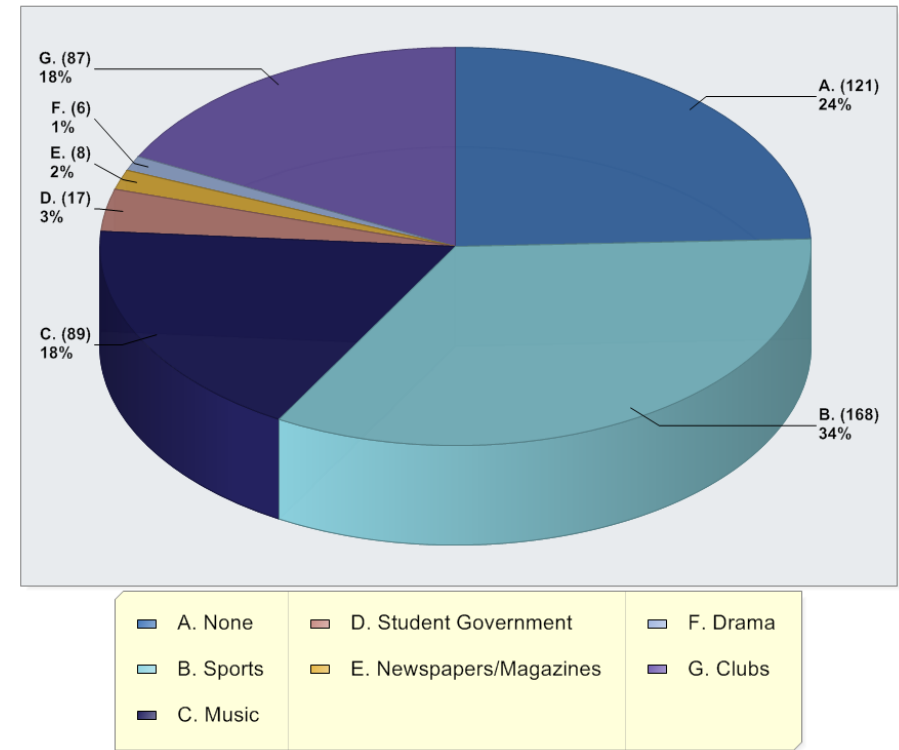
IV. Detailed Findings

Demographic Profiles

Students by Extra-Curricular Participation



Students by Extra-Curricular Activity

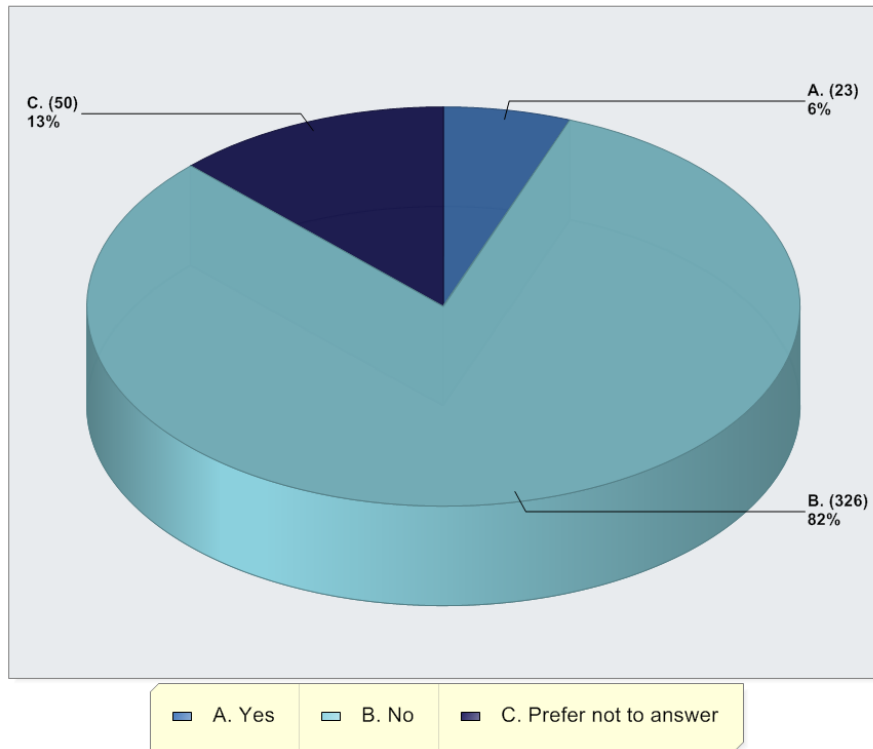




IV. Detailed Findings

Demographic Profiles

Students by Special Education Services

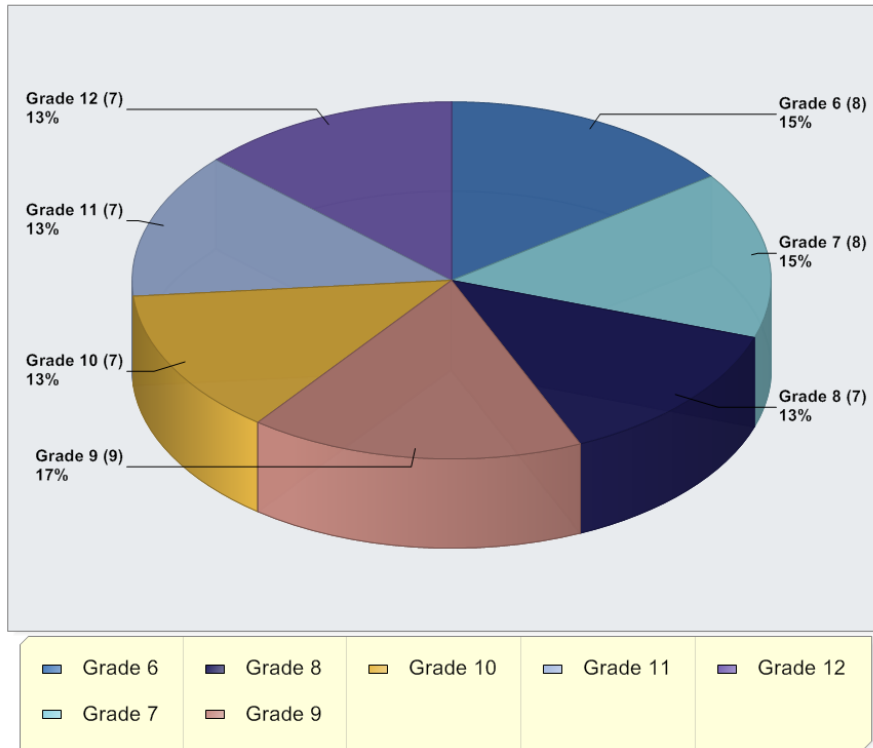




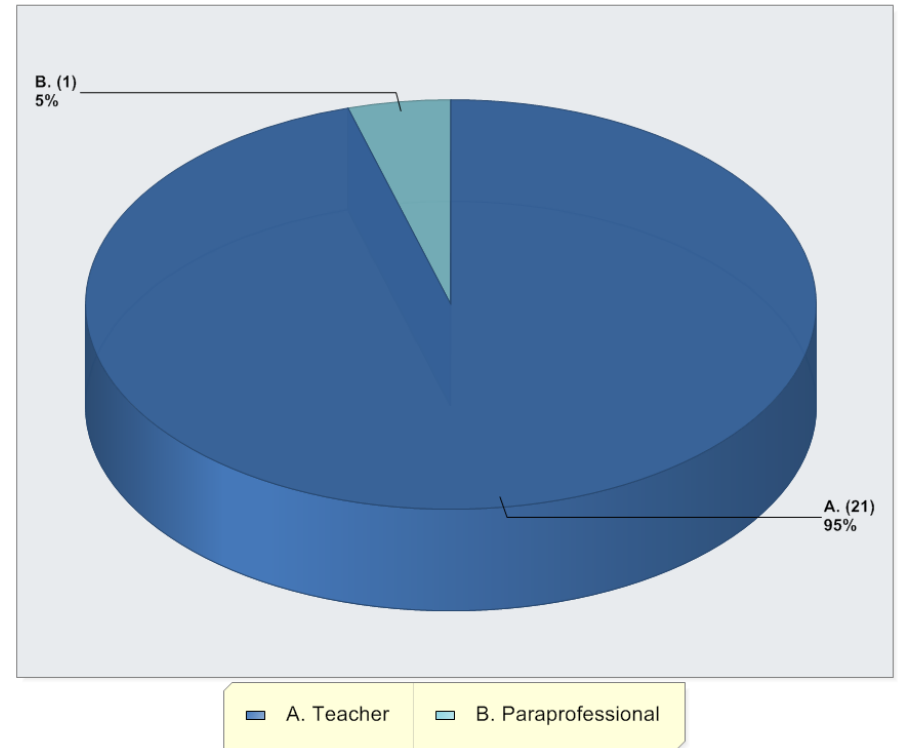
IV. Detailed Findings

Demographic Profiles

School Personnel by Grade



School Personnel by Position

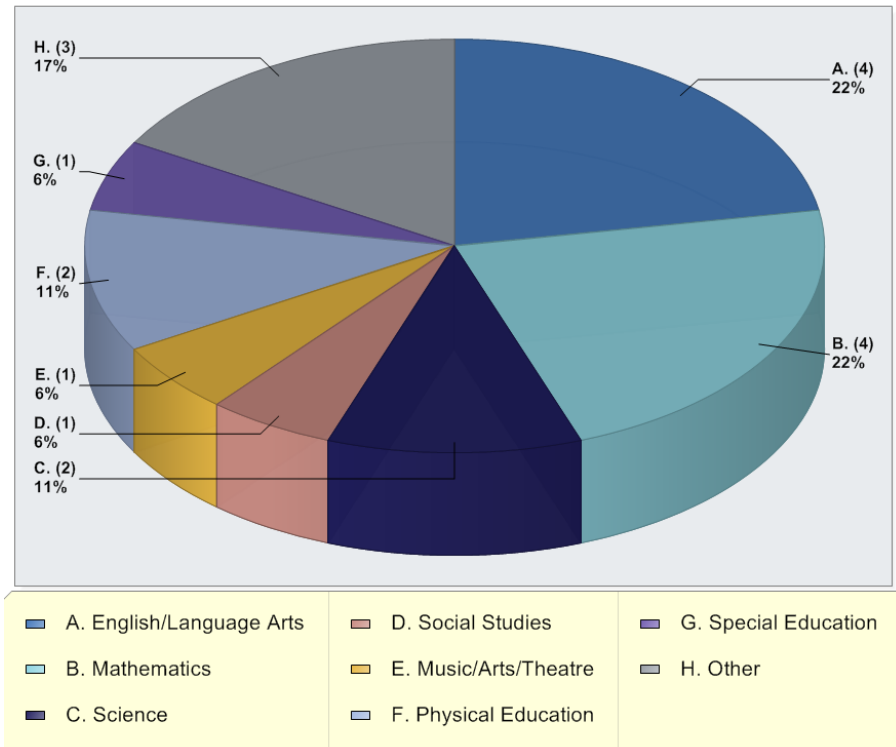




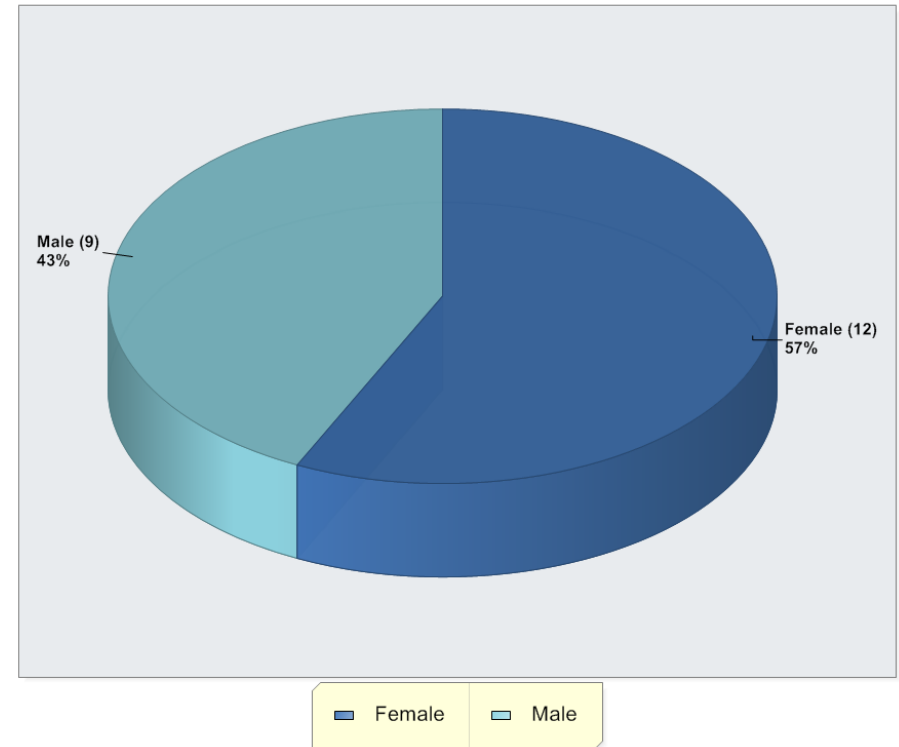
IV. Detailed Findings

Demographic Profiles

School Personnel by Department



School Personnel by Gender

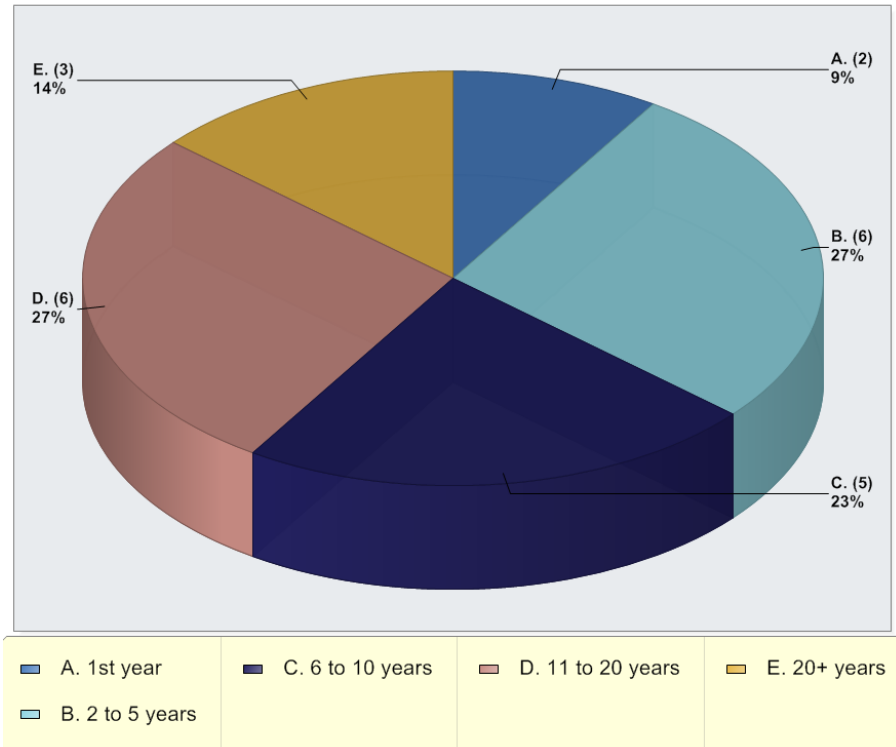




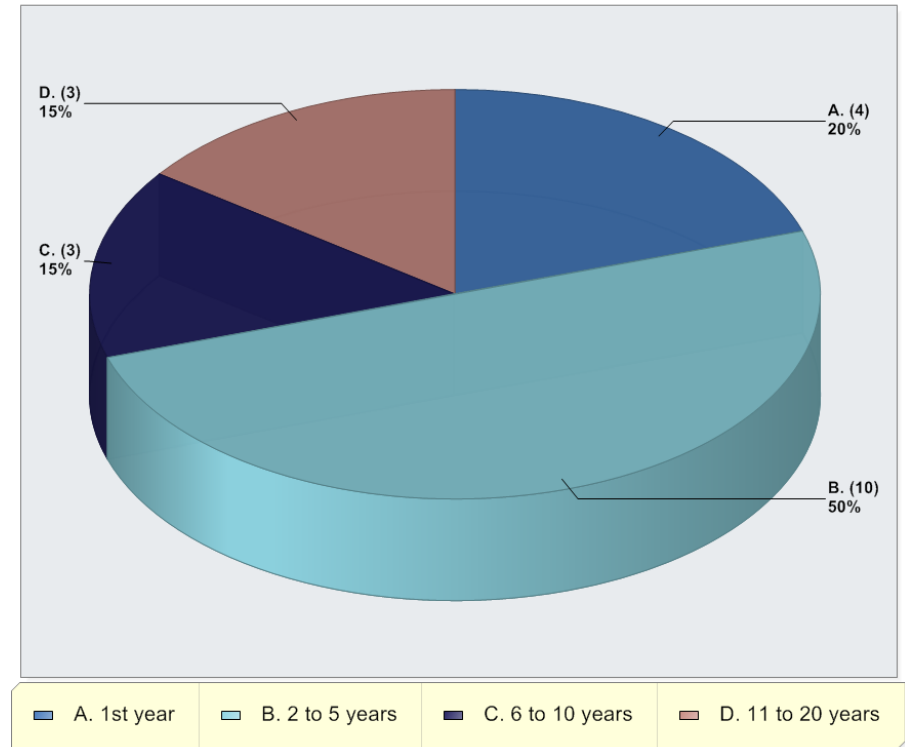
IV. Detailed Findings

Demographic Profiles

School Personnel by Years Experience



School Personnel by Years Experience at this school

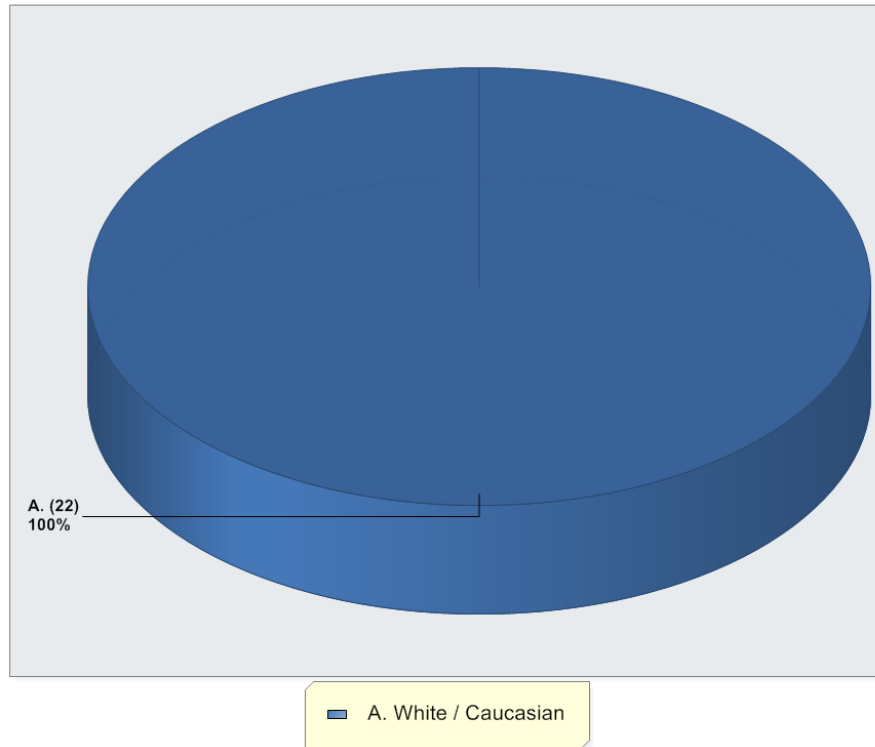




IV. Detailed Findings

Demographic Profiles

School Personnel by Race/Ethnicity

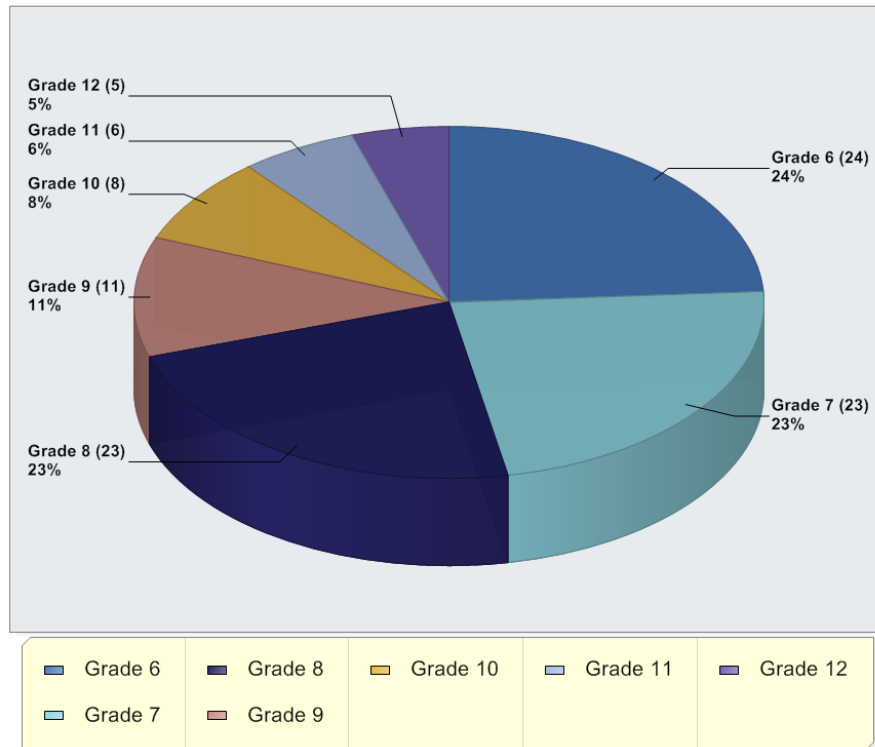




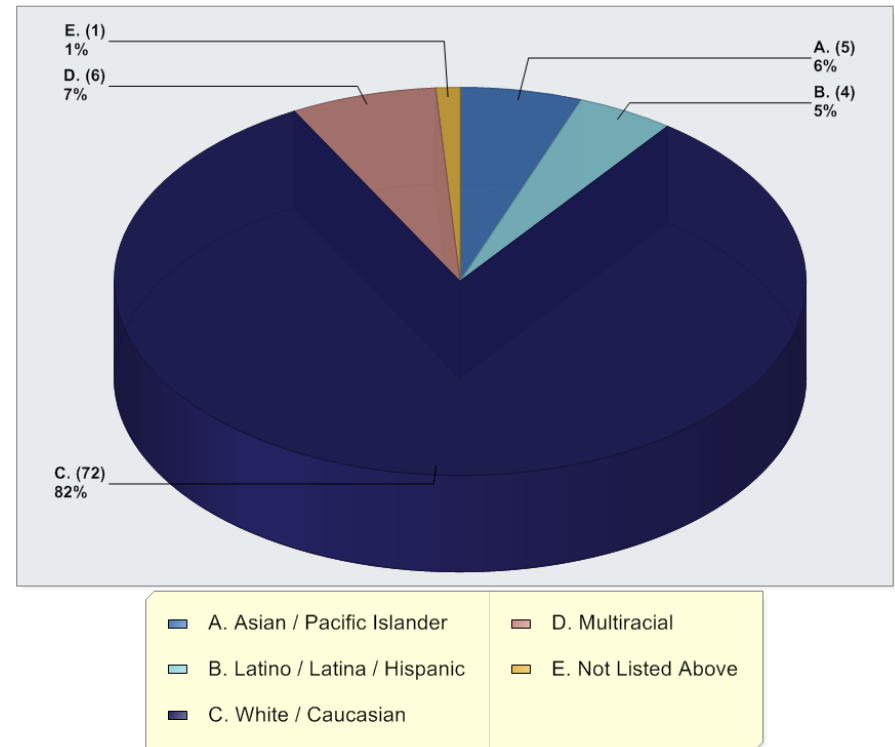
IV. Detailed Findings

Demographic Profiles

Parents by Grade



Parents by Race/Ethnicity

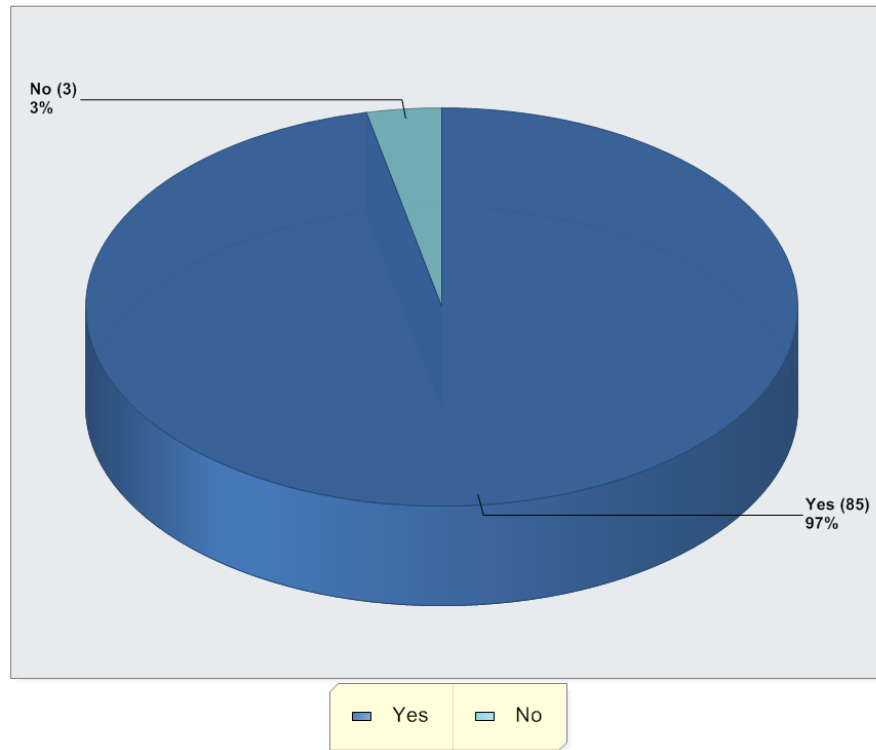




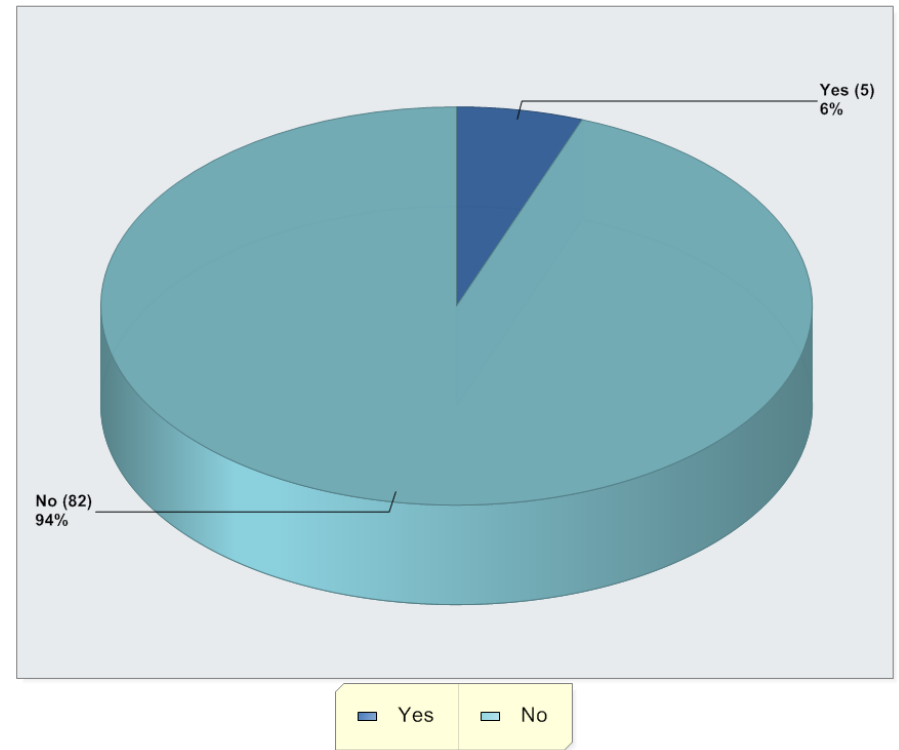
IV. Detailed Findings

Demographic Profiles

Parents by Child's First Language - English



Receive Reduced Price Meal Plan

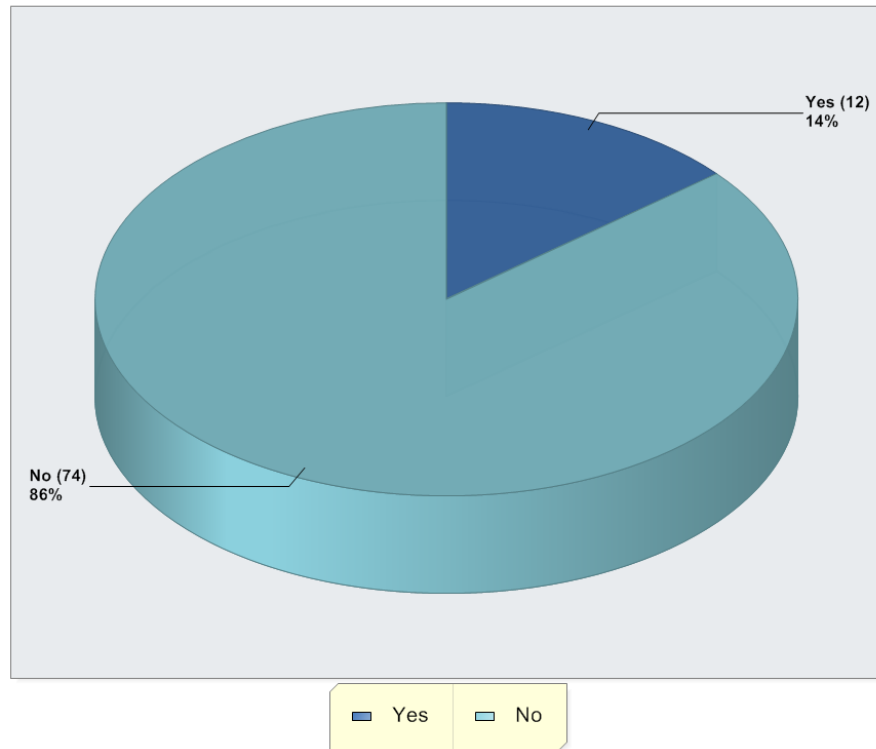




IV. Detailed Findings

Demographic Profiles

Parents by IEP





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