

## RENEWAL RECOMMENDATION

It is recommended that the charter of North Valley Academy (NVA) be renewed for a five (5) year term, provided that NVA agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the PCSC.

### Recommended Conditions

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-two percent (52%) of NVA's continuously enrolled students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

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

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

2. Regarding academic growth in K-8 ELA:

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

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

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

3. Regarding academic growth in high school math:

By June 30, 2021, NVA's median student growth percentile in ISAT math, for continuously enrolled 10<sup>th</sup> grade students, will be thirty-six (36).

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 4a (Norm-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 4a (Norm-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

4. Regarding academic growth in high school ELA:

By June 30, 2021, NVA's median student growth percentile in ISAT ELA, for continuously enrolled 10<sup>th</sup> grade students, will be thirty-five (35).

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 4b (Norm-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 4b (Norm-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

For purposes of conditions 1, 2, 3, and 4 above, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

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

# School Overview

## SUMMARY

North Valley Academy (NVA) is a public charter school serving Gooding area students in Kindergarten through twelfth grade. NVA uses Core Knowledge curriculum in grades K-8 followed by a mastery-based, blended high school program. The school focuses on social studies, economics, and American exceptionalism with a goal of developing patriotic students who are prepared to participate in free market capitalism.

The charter includes the following commitments:

- 70% of students continuously enrolled throughout the school year will score proficient on the ISAT in all subject areas.
- 75% of students will improve their scores on all aspects of the ISAT, IRI, and ACT.
- 70% of K-3 students continuously enrolled throughout the school year will score proficient on the spring IRI.
- 75% of students continuously enrolled throughout the school year will achieve satisfactory progress in core subjects as measured by classroom assessment tools.

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 Valley Academy, Inc. was approved by the PCSC in December 2007. The school opened in fall 2008.

## MISSION

At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”

## LEADERSHIP

Name	Title	Term
MaryBelle Anderson	Chairman	07/17 – 07/20
Deby Infanger	Vice Chair	07/17 – 07/20
Jim Dalton	Treasurer	03/17 – 03/20
Doug Megargle	Director	07/17 – 07/20
Genie Bernal	Director	10/17 – 10/20
Jeff Klamm	Administrator	N/A

## Academic Performance Summary

NVA’s academic outcomes have declined throughout the current performance certificate term, including by comparison to the state and surrounding district. The school’s mission-specific outcomes have supported low academic proficiency rates to help the school achieve a “Remediation” accountability designation. The most recent ISAT data indicates both low proficiency and low growth in math and ELA.

NVA’s non-white and LEP populations are similar to those of the state but lower than those of the surrounding district. The school’s special needs and FRL populations are lower than those of both the state and the surrounding district, with the disparity between NVA’s and the surrounding district’s demographics being greater. NVA experiences relatively high student attrition during the school year.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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, 2015-16, and 2016-17 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.

### KEY DESIGN ELEMENTS

Element	Evident?
Focus on patriotic American values: - through daily teaching of the American Heritage Curriculum; -fostering a service centered and civic-minded culture; - emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and -helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.	Yes
Build a culture of respect: - by providing a controlled disciplinary environment; - requiring students and staff to adhere to a dress code; - exhibiting and expecting exemplary behavior from students and staff; and - implementing the character education program in the American Heritage Curriculum.	Yes
Provide a rigorous academic education: - by requiring the Core Knowledge Curriculum K-8; and - requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.	No
Support teacher growth and excellence	Partial

## Operational Performance Summary

NVA’s operational status has remained strong throughout the performance certificate term.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Good Standing
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
6 (2013-14)	442	230
7 (2014-15)	442	263
8 (2015-16)	442	247
9 (2016-17)	442	243

NVA’s enrollment has remained significantly lower than the approved level throughout the life of the school.

### BOARD AND ADMINISTRATIVE TURNOVER

NVA has experienced significant administrative turnover, having employed at least five different administrators during its initial ten years of operations. Board membership has remained relatively stable.

# Financial Performance Summary

NVA’s financial status has been strong for the majority of its performance certificate term, and is presently in Honor status.

## DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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 Valley Academy

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	10/10/2013	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 not provide a response.
2016 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2016; the school did not provide a response.
Renewal Process Orientation Meeting	3/10/2017	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/10/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/16/2017	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 old framework for renewal consideration purposes.
Renewal Application Received from School	12/15/2017	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/12/2018	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.



**North Valley Academy**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2016-2017**

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

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Alan Reed, Chairman  
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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](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."	
<b>Key Design Elements</b>	<p><b>Focus on patriotic American values:</b></p> <ul style="list-style-type: none"> <li>• through daily teaching of the American Heritage Curriculum;</li> <li>• fostering a service centered and civic-minded culture;</li> <li>• emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and</li> <li>• helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.</li> </ul> <p><b>Build a culture of respect:</b></p> <ul style="list-style-type: none"> <li>• by providing a controlled disciplinary environment;</li> <li>• requiring students and staff to adhere to a dress code;</li> <li>• exhibiting and expecting exemplary behavior from students and staff; and</li> <li>• implementing the character education program in the American Heritage Curriculum.</li> </ul> <p><b>Provide a rigorous academic education:</b></p> <ul style="list-style-type: none"> <li>• by requiring the Core Knowledge Curriculum K-8; and</li> <li>• requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.</li> </ul> <p><b>Support teacher growth and excellence</b></p>	
<b>School Contact Information</b>	Address: 906 Main Street Gooding, ID 83330	Phone: 208-934-4567
<b>Surrounding District</b>	Gooding School District	
<b>Opening Year</b>	2008	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 12	
<b>Enrollment</b>	Approved: 442	Actual: 243

School Leadership (2016-2017)	Role
Deby Infanger	Chairman
MaryBell Anderson	Vice Chairman
Jim Dalton	Member
Glade Woods	Member
Kristian Smith	Member
Sherri Jones	Administrator

	School	Surrounding District	State
<b>Non-White</b>	██████	33.46%	25.64%
<b>Limited English Proficiency</b>	██████	10.27%	5.56%
<b>Special Needs</b>	██████	11.40%	9.62%
<b>Free &amp; Reduced Lunch</b>	██████	72.46%	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)	██████

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Valley Academy Year Opened: 2008 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### 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.

NVA --- 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	22%	11.59
Growth	2c				75	22%	17.01
	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
College & Career Readiness	3g				100	0%	0.00
	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	15%	27.89
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
<b>Total Academic Points Received</b>							<b>56.48</b>
<b>% of Possible Academic Points for This School</b>							<b>28.24%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				10	3%	9.52
Average Portfolio Score - 1st	2				10	3%	9.52
Average Portfolio Score - 2nd	3				10	3%	9.52
Average Portfolio Score - 3rd	4				10	3%	9.52
Average Portfolio Score - 4th	5				10	3%	9.52
Average Portfolio Score - 5th	6				10	3%	9.52
Average Portfolio Score - 6th	7				10	3%	9.52
Average Portfolio Score - 7th	8				10	3%	9.52
Average Portfolio Score - 8th	9				10	3%	9.52
Average Portfolio Score - 9th	10				10	3%	9.52
Average Portfolio Score - 10th	11				10	3%	9.52
Average Portfolio Score - 11th	12				10	3%	9.52
Average Portfolio Score - 12th	13				10	3%	9.52
Total Possible Mission-Specific Points					133	40%	
<b>Total Mission-Specific Points Received</b>							<b>123.76</b>
<b>% of Possible Mission-Specific Points Received</b>							<b>92.79%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>333</b>
<b>TOTAL POINTS RECEIVED</b>	<b>180.24</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>54.07%</b>

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

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

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.

NVA --- 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><b>Honor</b> 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	95.00%
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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	54.07%	61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

NVA --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	<p>Is the school meeting acceptable standards according to existing state grading or rating systems?</p> <p><b>Exceeds Standard:</b> School received five stars on the Star Rating System  <b>Meets Standard:</b> School received three or four stars on the Star Rating System  <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System  <b>Falls Far Below Standard:</b> School received one star on the Star Rating System</p>	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
1	0						
Notes		0					
Measure 1b State Designations	<p>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</p> <p><b>Exceeds Standard:</b> School was identified as a "Reward" school.  <b>Meets Standard:</b> School does not have a designation.  <b>Does Not Meet Standard:</b> School was identified as a "Focus" school.  <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.</p>	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	<p>Are students achieving reading proficiency on state examinations?</p> <p><b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.  <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.  <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.  <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.</p>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes		0					
Measure 2b ISAT / SBA % Proficiency Math	<p>Are students achieving math proficiency on state examinations?</p> <p><b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.  <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.  <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.  <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.</p>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	12
Notes		12					



		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>	<b>Are students achieving language proficiency on state examinations?</b>						
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	█	0-19	19	1-40	40	17
<b>Notes</b>							<b>17</b>
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>							<b>0</b>
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>							<b>0</b>
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>							<b>0</b>

NVA --- ACADEMIC FRAMEWORK

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity Coursework</b>	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>			<b>Points Earned</b>	
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						<b>0</b>	
<b>Measure 4b1</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>			<b>Points Earned</b>	
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						<b>0</b>	
<b>Measure 4b2</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>			<b>Points Earned</b>	
	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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						<b>0</b>	
<b>Measure 4c</b> <b>Graduation Rate</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.	82.00	26-38	13	81-89	9	28
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							<b>28</b>

NVA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		52	
	<b>Meets Standard:</b> Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.7	50	50
	<b>Does Not Meet Standard:</b> Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 2</b>	<b>Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	15.7	50	50
	<b>Does Not Meet Standard:</b> Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 3</b>	<b>Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	16.5	50	50
	<b>Does Not Meet Standard:</b> Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 4</b>	<b>Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.3	50	50
	<b>Does Not Meet Standard:</b> Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 5</b>	<b>Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	19.2	50	50
	<b>Does Not Meet Standard:</b> Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 6</b>	<b>Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.9	50	50
	<b>Does Not Meet Standard:</b> Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 7</b>	<b>Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	16.7	50	50
	<b>Does Not Meet Standard:</b> Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
		Result	Points Possible	Points Earned
<b>Measure 8</b>	<b>Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.5	50	50
	<b>Does Not Meet Standard:</b> Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 9</b>	<b>Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	17.7	50	50
	<b>Does Not Meet Standard:</b> Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 10</b>	<b>Do the school's 9th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 9th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 9th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.7	50	50
	<b>Does Not Meet Standard:</b> Students in 9th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 9th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			



NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 11</b>	<b>Do the school's 10th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 10th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 10th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	18	50	50
	<b>Does Not Meet Standard:</b> Students in 10th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 10th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 12</b>	<b>Do the school's 11th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 11th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 11th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.2	50	50
	<b>Does Not Meet Standard:</b> Students in 11th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 11th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

Measure 13	Do the school's 12th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> Students in 12th grade earned an average evaluation point total of 21 to 24 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Meets Standard:</b> Students in 12th grade earned an average evaluation point total of 15 to 20 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Does Not Meet Standard:</b> Students in 12th grade earned an average evaluation point total of 9 to 14 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Falls Far Below Standard:</b> Students in 12th grade earned an average evaluation point total of 0 to 8 on the NVA 12th Grade Portfolio Reference Sheet</p>	17.1	50	50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			<u>50</u>

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?	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance documented	25	25.00
			0	
			<u>25.00</u>	
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
			<u>25.00</u>	
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
			<u>25.00</u>	
Notes				

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>				
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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/>				
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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

NVA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 October 22, 2017.			



NVA --- FINANCIAL FRAMEWORK

Measure	Standard	Result	Points Possible	Points Earned
<b>Measure 1a</b> Current Ratio	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet Standard:</b> 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. <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	Current Ratio is:  2.89	50  10  0	50.00   <hr/> 50.00
Notes				
<b>Measure 1b</b> Unrestricted Days Cash	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>  <b>Meets Standard:</b> 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> <b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	No. of Days Cash:  101	50  10  0	50.00   <hr/> 50.00
Notes				
<b>Measure 1c</b> Enrollment Variance	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>  <b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year. <b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year. <b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	Variance is:  88%	50 30 0	30.00  <hr/> 30.00
Notes				
<b>Measure 1d</b> Default	<b>Default</b>  <b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. <b>Does Not Meet Standard:</b> Not applicable  <b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	No Defalut Noted	50 10 0	50.00  <hr/> 50.00
Notes				

		Result	Points Possible	Points Earned
<b>Measure 2a</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>			
<b>Total Margin and Aggregated 3-Year Total Margin</b>	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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: 9.40%	50 10 0	50.00   <hr/> 50.00
<b>Notes</b>	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.			
<b>Measure 2b</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is: 0.44	50 30 0	50.00   <hr/> 50.00
<b>Notes</b>	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 "Meet Standard" (.44) to "Does Not Meet Standard" (.90). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			
<b>Measure 2c</b>	<b>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</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Cash Flow</b>	<p><b>Meets Standard (in one of two ways):</b> 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><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is: \$222,945	50 30 0	50.00   <hr/> 50.00
<b>Notes</b>				
<b>Measure 2d</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt Service Coverage Ratio</b>	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is: 3.37	50 0	50.00   <hr/> 50.00
<b>Notes</b>	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.			

NVA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00	0.00	0.00	
	1b	25	15.00	15.00	0.00	0.00	
Proficiency	2a	75	54.86	0.00	0.00	0.00	
	2b	75	45.89	11.97	11.54	11.59	
	2c	75	44.30	28.53	19.05	17.01	
Growth	3a	100	67.18	0.00	0.00	0.00	
	3b	100	79.69	0.00	0.00	0.00	
	3c	100	52.82	0.00	0.00	0.00	
	3d	75	50.22	0.00	0.00	0.00	
	3e	75	48.57	0.00	0.00	0.00	
	3f	75	53.52	0.00	0.00	0.00	
	3g	100	89.27	0.00	0.00	0.00	
College & Career Readiness	4a	50	0	0.00	0.00	0.00	
	4b1 / 4b2	50	0	0.00	0.00	0.00	
	4c	50	0	50.00	19.00	27.89	
Total Possible Academic Points Received		1050	626.31	105.50	49.59	56.48	0.00
% of Possible Academic Points for This School			69.59%	46.89%	24.80%	28.24%	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
Average Portfolio Score - K	1	52	N/A	10.71	9.52	9.52	
Average Portfolio Score - 1st	2	54	N/A	11.57	9.52	9.52	
Average Portfolio Score - 2nd	3	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 3rd	4	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 4th	5	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 5th	6	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 6th	7	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 7th	8	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 8th	9	54	N/A	10.71	5.33	9.52	
Average Portfolio Score - 9th	10	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 10th	11	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 11th	12	54	N/A	10.71	9.52	9.52	
Average Portfolio Score - 12th	13	54	N/A	10.71	9.52	9.52	
Total Possible Mission-Specific Points Received		700	0.00	140.09	119.57	123.76	0.00
% of Possible Mission-Specific Points for This School			N/A	93.39%	89.90%	93.05%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	15	25	25	
	1c	25	25	25	0	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	25	15	25	25	
	2b	25	25	25	25	25	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	25	25	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	0	0		
Total Possible Operational Points Received		400	400.00	380.00	350.00	375.00	0.00
% of Possible Operational Points for This School			100.00%	95.00%	87.50%	93.75%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50	50	
	1b	50	50	50	50	50	
	1c	50	50	50	50	30	
	1d	50	50	50	50	50	
Sustainability Measures	2a	50	0	50	50	50	
	2b	50	50	50	50	50	
	2c	50	0	50	50	50	
	2d	50	0	50	50	50	
Total Possible Financial Points Received		400	250.00	400.00	400.00	380.00	0.00
% of Possible Financial Points for This School			62.50%	100.00%	100.00%	95.00%	0.00%

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



**North Valley Academy**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2015-2016**

CONFIDENTIAL

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

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Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2017

## Introduction

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

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

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

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

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

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. 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](http://chartercommission.idaho.gov).

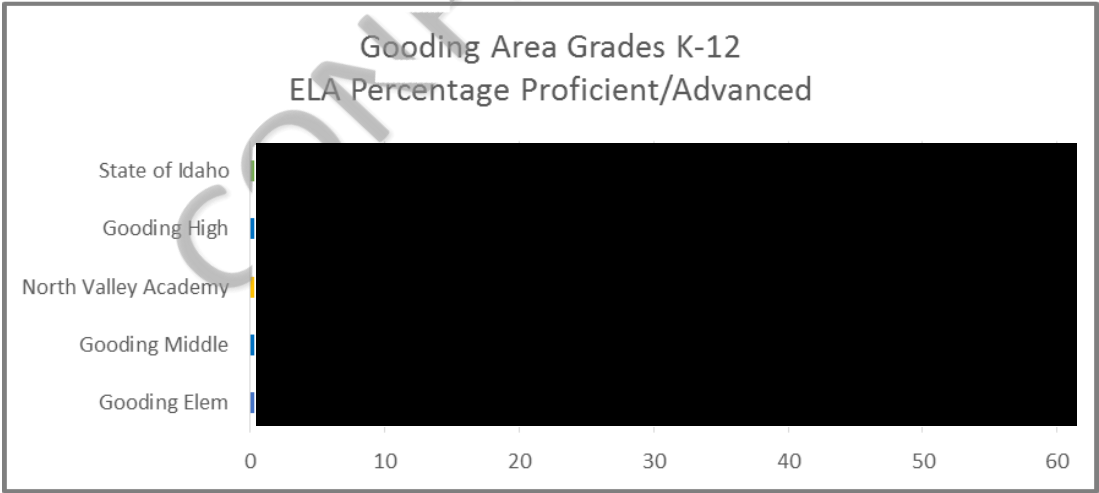
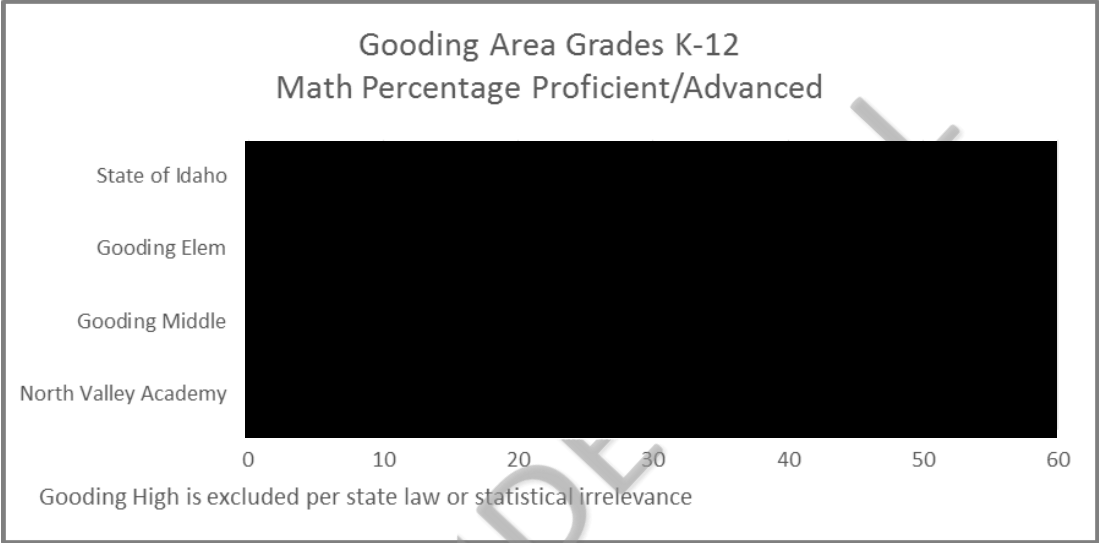
## School Overview

<b>Mission Statement</b>	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."	
<b>Key Design Elements</b>	<p><b>Focus on patriotic American values:</b></p> <ul style="list-style-type: none"> <li>• through daily teaching of the American Heritage Curriculum;</li> <li>• fostering a service centered and civic-minded culture;</li> <li>• emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and</li> <li>• helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.</li> </ul> <p><b>Build a culture of respect:</b></p> <ul style="list-style-type: none"> <li>• by providing a controlled disciplinary environment;</li> <li>• requiring students and staff to adhere to a dress code;</li> <li>• exhibiting and expecting exemplary behavior from students and staff; and</li> <li>• implementing the character education program in the American Heritage Curriculum.</li> </ul> <p><b>Provide a rigorous academic education:</b></p> <ul style="list-style-type: none"> <li>• by requiring the Core Knowledge Curriculum K-8; and</li> <li>• requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.</li> </ul> <p><b>Support teacher growth and excellence</b></p>	
<b>School Contact Information</b>	Address: 906 Main Street Gooding, ID 83330	Phone: 208-934-4567
<b>Surrounding District</b>	Gooding School District	
<b>Opening Year</b>	2008	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 12	
<b>Enrollment</b>	Approved: 442	Actual: 247

School Leadership (2015-2016)	Role
Deby Infanger	Board Chairman
MaryBelle Anderson	Vice Chairman
Glade Wood	Secretary
Michele Elliott	Treasurer
Al Cox	Director
Sherri Johns	Administrator

	School	Surrounding District	State
<b>Non-White</b>	██████	31.74%	23.84%
<b>Limited English Proficiency</b>	██████	16.77%	8.61%
<b>Special Needs</b>	██████	10.66%	9.76%
<b>Free &amp; Reduced Lunch</b>	██████	100.00%	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)	██████





## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Valley Academy Year Opened: 2008 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### 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.

NVA --- 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	22%	11.54
	2c				75	22%	19.05
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	15%	19.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
<b>Total Academic Points Received</b>							<b>49.59</b>
<b>% of Possible Academic Points for This School</b>							<b>24.80%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				10	3%	9.52
Average Portfolio Score - 1st	2				10	3%	9.52
Average Portfolio Score - 2nd	3				10	3%	9.52
Average Portfolio Score - 3rd	4				10	3%	9.52
Average Portfolio Score - 4th	5				10	3%	9.52
Average Portfolio Score - 5th	6				10	3%	9.52
Average Portfolio Score - 6th	7				10	3%	9.52
Average Portfolio Score - 7th	8				10	3%	9.52
Average Portfolio Score - 8th	9				10	3%	5.33
Average Portfolio Score - 9th	10				10	3%	9.52
Average Portfolio Score - 10th	11				10	3%	9.52
Average Portfolio Score - 11th	12				10	3%	9.52
Average Portfolio Score - 12th	13				10	3%	9.52
Total Possible Mission-Specific Points					133	40%	
<b>Total Mission-Specific Points Received</b>							<b>119.57</b>
<b>% of Possible Mission-Specific Points Received</b>							<b>89.65%</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>333</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>169.16</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>50.74%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	0.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
	3c	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
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>350.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>87.50%</b>

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

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.

NVA --- 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><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	100.00%
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; 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	87.50%	65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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	50.74%	61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

NVA --- 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?	Result (Stars)	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> School received one star on the Star Rating System	5	25				
		4	20				
		3	15				
		2	0				
1	0						
Notes				0			
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			
	<b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	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?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	12
			24.30	0-19	19	1-40	40
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0	
			38-56	19	65-89	25	0	
			20-37	18	41-64	24	0	
			40.10	0-19	19	1-40	40	19
								19
<b>Notes</b>								
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>								
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
<b>Notes</b>							0	
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
<b>Notes</b>							0	
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			76-100	25	85-100	16	0	
			51-75	25	70-84	15	0	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
<b>Notes</b>							0	

NVA --- ACADEMIC FRAMEWORK

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>	<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							0
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>	<b>Are students making expected annual academic growth in math compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							0
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							0
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>	<b>Is the school increasing subgroup academic performance over time?</b>						
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
<b>Notes</b>							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			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes					0		
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0		
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.	75.00	14-25	12	71-80	10	19
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
	Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.					



NVA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		52	
	<b>Meets Standard:</b> Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	16.21	50	50
	<b>Does Not Meet Standard:</b> Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50
<b>Measure 2</b>	<b>Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.79	50	50
	<b>Does Not Meet Standard:</b> Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 3</b>	<b>Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	15.83	50	50
	<b>Does Not Meet Standard:</b> Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 4</b>	<b>Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	15.72	50	50
	<b>Does Not Meet Standard:</b> Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 5</b>	<b>Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	20	50	50
	<b>Does Not Meet Standard:</b> Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50
		Result	Points Possible	Points Earned
<b>Measure 6</b>	<b>Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.45	50	50
	<b>Does Not Meet Standard:</b> Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 7</b>	<b>Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	19.11	50	50
	<b>Does Not Meet Standard:</b> Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50
<b>Measure 8</b>	<b>Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.32	50	50
	<b>Does Not Meet Standard:</b> Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			50

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 9</b>	<b>Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	14.88	28	28
	<b>Falls Far Below Standard:</b> Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>28</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 10</b>	<b>Do the school's 9th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>			
	<b>Exceeds Standard:</b> Students in 9th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 9th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.86	50	50
	<b>Does Not Meet Standard:</b> Students in 9th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 9th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>50</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 11</b>	<b>Do the school's 10th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 10th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 10th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.09	50	50
	<b>Does Not Meet Standard:</b> Students in 10th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 10th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>50</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 12</b>	<b>Do the school's 11th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 11th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 11th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.38	50	50
	<b>Does Not Meet Standard:</b> Students in 11th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 11th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>50</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

Measure 13	Do the school's 12th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> Students in 12th grade earned an average evaluation point total of 21 to 24 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Meets Standard:</b> Students in 12th grade earned an average evaluation point total of 15 to 20 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Does Not Meet Standard:</b> Students in 12th grade earned an average evaluation point total of 9 to 14 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Falls Far Below Standard:</b> Students in 12th grade earned an average evaluation point total of 0 to 8 on the NVA 12th Grade Portfolio Reference Sheet</p>		54	
		20.67	50	50
			28	
			0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM					
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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		
	<b>Notes</b>			<hr/> 25.00	
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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		
	<b>Does Not Meet Standard:</b> 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		<hr/> 25.00
<b>Notes</b>					
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Exceeds Standard:</b> 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.		25		
	<b>Meets Standard:</b> 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		
	<b>Does Not Meet Standard:</b> 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	<hr/> 0.00
<b>Notes</b>	In June 2016, the SDE reported its finding that a special education violation occurred during the 2015-16 school year.				



		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				25.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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	
	<b>Notes</b>			

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

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

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				<u>25.00</u>
Notes				
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				<u>25.00</u>
Notes				
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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	
				<u>25.00</u>
Notes				

NVA --- OPERATIONAL FRAMEWORK

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

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Current Ratio</b>	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:		
		2.06	50	50.00
			10	
			0	50.00
<b>Notes</b>				
<b>Measure 1b</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Unrestricted Days Cash</b>	<p><b>Meets Standard:</b> 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><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:		
		77	50	50.00
			10	
			0	50.00
<b>Notes</b>				
<b>Measure 1c</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:		
		99.80%	50	50.00
			30	
			0	50.00
<b>Notes</b>				
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Default</b>	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No instances of non-compliance documented	50	50.00
			10	
			0	
				50.00
<b>Notes</b>				

INDICATOR 2: SUSTAINABILITY MEASURES																				
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Aggregated 3-Year Totals:</td> <td></td> <td></td> </tr> <tr> <td>5.66%</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	Aggregated 3-Year Totals:			5.66%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
5.66%	50	50.00																		
	10																			
	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.																			
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9 <b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0 <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>0.56</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:			0.56	50	50.00		30			0				50.00
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Ratio is:																				
0.56	50	50.00																		
	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 "does not meet standard" (.91) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.																			
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>  <b>Meets Standard (in one of two ways):</b> 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> <b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-Year Cumulative is:</td> <td></td> <td></td> </tr> <tr> <td>\$123,584</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:			\$123,584	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Multi-Year Cumulative is:																				
\$123,584	50	50.00																		
	30																			
	0																			
		50.00																		
Notes																				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1 <b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1 <b>Falls Far Below Standard:</b> Not Applicable	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td></td> <td></td> </tr> <tr> <td>2.05</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	Ratio is:			2.05	50	50.00		0				50.00			
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NVA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED*	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
State/Federal Accountability	1a	25	25.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	54.86	0.00	0.00		
	2b	75	45.89	11.97	11.54		
	2c	75	44.30	28.53	19.05		
Growth	3a	100	67.18	0.00	0.00		
	3b	100	79.69	0.00	0.00		
	3c	100	52.82	0.00	0.00		
	3d	75	50.22	0.00	0.00		
	3e	75	48.57	0.00	0.00		
	3f	75	53.52	0.00	0.00		
	3g	100	89.27	0.00	0.00		
College & Career Readiness	4a	50	0	0.00	0.00		
	4b1 / 4b2	50	0	0.00	0.00		
	4c	50	0	50.00	19.00		
Total Possible Academic Points Received		1050	626.31	105.50	49.59	0.00	0.00
% of Possible Academic Points for This School			69.59%	46.89%	24.80%	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	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Average Portfolio Score - K	1	52	N/A	10.71	9.52		
Average Portfolio Score - 1st	2	54	N/A	11.57	9.52		
Average Portfolio Score - 2nd	3	54	N/A	10.71	9.52		
Average Portfolio Score - 3rd	4	54	N/A	10.71	9.52		
Average Portfolio Score - 4th	5	54	N/A	10.71	9.52		
Average Portfolio Score - 5th	6	54	N/A	10.71	9.52		
Average Portfolio Score - 6th	7	54	N/A	10.71	9.52		
Average Portfolio Score - 7th	8	54	N/A	10.71	9.52		
Average Portfolio Score - 8th	9	54	N/A	10.71	5.33		
Average Portfolio Score - 9th	10	54	N/A	10.71	9.52		
Average Portfolio Score - 10th	11	54	N/A	10.71	9.52		
Average Portfolio Score - 11th	12	54	N/A	10.71	9.52		
Average Portfolio Score - 12th	13	54	N/A	10.71	9.52		
Total Possible Mission-Specific Points Received		700	0.00	140.09	119.57	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	93.39%	89.90%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	0		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	15	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	0		
Total Possible Operational Points Received		400	400.00	380.00	350.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	95.00%	87.50%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	50	50		
	2b	50	50	50	50		
	2c	50	0	50	50		
	2d	50	0	50	50		
Total Possible Financial Points Received		400	250.00	400.00	400.00	0.00	0.00
% of Possible Financial Points for This School			62.50%	100.00%	100.00%	0.00%	0.00%

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





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

Alison Consoletti, The Center for Education Reform



**North Valley Academy**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2014-2015**

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://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](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."	
<b>Key Design Elements</b>	<p><b>Focus on patriotic American values:</b></p> <ul style="list-style-type: none"> <li>• through daily teaching of the American Heritage Curriculum;</li> <li>• fostering a service centered and civic-minded culture;</li> <li>• emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and</li> <li>• helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.</li> </ul> <p><b>Build a culture of respect:</b></p> <ul style="list-style-type: none"> <li>• by providing a controlled disciplinary environment;</li> <li>• requiring students and staff to adhere to a dress code;</li> <li>• exhibiting and expecting exemplary behavior from students and staff; and</li> <li>• implementing the character education program in the American Heritage Curriculum.</li> </ul> <p><b>Provide a rigorous academic education:</b></p> <ul style="list-style-type: none"> <li>• by requiring the Core Knowledge Curriculum K-8; and</li> <li>• requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.</li> </ul> <p><b>Support teacher growth and excellence</b></p>	
<b>School Contact Information</b>	Address: 906 Main St. Gooding, ID 83330	Phone: 208-934-4567
<b>Surrounding District</b>	Gooding School District	
<b>Opening Year</b>	2008	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 12	
<b>Enrollment</b>	Approved: 442	Actual: 263

School Leadership (2014-2015)	Role
Deby Infanger	Board Chairman
MaryBelle Anderson	Vice Chairman
Michele Elliott	Treasurer
Al Cox	Director
Glade Wood	Director
Sherri Johns	Administrator

	School	Surrounding District	State
<b>Non-White</b>	██████	32.69%	23.59%
<b>Limited English Proficiency</b>	██████	14.91%	8.52%
<b>Special Needs</b>	██████	10.79%	10.43%
<b>Free &amp; Reduced Lunch</b>	██████	97.28%	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)	██████

### Gooding Area Grades K-12 ELA Percentage Proficient/Advanced



### Gooding Area Grades K-12 Math Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Valley Academy Year Opened: 2008 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### 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.



NVA --- 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	7%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	11.97
	2c				75	20%	28.53
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	13%	50.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
<b>Total Academic Points Received</b>							<b>105.50</b>
<b>% of Possible Academic Points for This School</b>							<b>46.89%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				11	3%	10.71
Average Portfolio Score - 1st	2				12	3%	11.57
Average Portfolio Score - 2nd	3				12	3%	10.71
Average Portfolio Score - 3rd	4				12	3%	10.71
Average Portfolio Score - 4th	5				12	3%	10.71
Average Portfolio Score - 5th	6				12	3%	10.71
Average Portfolio Score - 6th	7				12	3%	10.71
Average Portfolio Score - 7th	8				12	3%	10.71
Average Portfolio Score - 8th	9				12	3%	10.71
Average Portfolio Score - 9th	10				12	3%	10.71
Average Portfolio Score - 10th	11				12	3%	10.71
Average Portfolio Score - 11th	12				12	3%	10.71
Average Portfolio Score - 12th	13				12	3%	10.71
Total Possible Mission-Specific Points					150	40%	
<b>Total Mission-Specific Points Received</b>							<b>140.09</b>
<b>% of Possible Mission-Specific Points Received</b>							<b>93.41%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>375</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>245.59</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>65.49%</b>

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

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

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.

NVA --- 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
<b>Honor</b> 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	95.00%	85% - 100% of points possible	100.00%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	65.49%	80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> 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	
<b>Critical</b> 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 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
			20-37	18	41-64	24	0
			0-19	19	1-40	40	12
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		<b>52.70</b>	<b>20-37</b>	<b>18</b>	<b>41-64</b>	<b>24</b>	<b>29</b>
			0-19	19	1-40	40	0
							<u>29</u>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> 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							
<b>Measure 3b</b> Criterion-Referenced Growth in Math	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> 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							
<b>Measure 3c</b> Criterion-Referenced Growth in Language	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> 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							

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

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity Coursework</b>	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
<b>Measure 4b1</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
<b>Measure 4b2</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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			
<b>Measure 4c</b> <b>Graduation Rate</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.	100.00	39-50	12	90-100	11	50
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.						50

NVA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		52	
	<b>Meets Standard:</b> Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	17.1	50	50
	<b>Does Not Meet Standard:</b> Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 2</b>	<b>Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet	21.8	54	54
	<b>Meets Standard:</b> Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				54
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 3</b>	<b>Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	15.3	50	50
	<b>Does Not Meet Standard:</b> Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 4</b>	<b>Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	19.6	50	50
	<b>Does Not Meet Standard:</b> Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			



NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 5</b>	<b>Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	15.7	50	50
	<b>Does Not Meet Standard:</b> Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 6</b>	<b>Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.3	50	50
	<b>Does Not Meet Standard:</b> Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 7</b>	<b>Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet	18.3	50	50
	<b>Does Not Meet Standard:</b> Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 8</b>	<b>Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.4	50	50
	<b>Does Not Meet Standard:</b> Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 9</b>	<b>Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	16.6	50	50
	<b>Does Not Meet Standard:</b> Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 10</b>	<b>Do the school's 9th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 9th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 9th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.5	50	50
	<b>Does Not Meet Standard:</b> Students in 9th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 9th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 11</b>	<b>Do the school's 10th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 10th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 10th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	15.6	50	50
	<b>Does Not Meet Standard:</b> Students in 10th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 10th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>50</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 12</b>	<b>Do the school's 11th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>		54	
	<b>Exceeds Standard:</b> Students in 11th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet			
	<b>Meets Standard:</b> Students in 11th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet	17.5	50	50
	<b>Does Not Meet Standard:</b> Students in 11th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 11th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	<u>50</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NVA --- MISSION-SPECIFIC FRAMEWORK

Measure 13	Do the school's 12th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> Students in 12th grade earned an average evaluation point total of 21 to 24 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Meets Standard:</b> Students in 12th grade earned an average evaluation point total of 15 to 20 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Does Not Meet Standard:</b> Students in 12th grade earned an average evaluation point total of 9 to 14 on the NVA 12th Grade Portfolio Reference Sheet</p> <p><b>Falls Far Below Standard:</b> Students in 12th grade earned an average evaluation point total of 0 to 8 on the NVA 12th Grade Portfolio Reference Sheet</p>		54	
		17.3	50	50
			28	
			0	
				50
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM					
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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		<hr/> 25.00
<b>Notes</b>					
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Exceeds Standard:</b> 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		
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	<hr/> 15.00	
<b>Notes</b>		<a href="#">The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.</a>			
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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		
	<b>Does Not Meet Standard:</b> 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	<hr/> 25.00	
<b>Notes</b>					

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				15.00
The school's FY14 independent fiscal audit, due October 15, 2014, was submitted 10/21/14.				
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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	
	<b>Notes</b>			

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

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

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				



		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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

NVA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	<p><b>Result</b></p> <p>Current Ratio is:</p> <p>2.04</p>	<p><b>Points Possible</b></p> <p>50</p>
Notes			<p><b>Points Earned</b></p> <p>50.00</p>
Measure 1b Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b></p> <p><b>Meets Standard:</b> 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><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	<p><b>Result</b></p> <p>No. of Days Cash:</p> <p>62</p>	<p><b>Points Possible</b></p> <p>50</p>
Notes			<p><b>Points Earned</b></p> <p>50.00</p>
Measure 1c Enrollment Variance	<p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	<p><b>Result</b></p> <p>Variance is:</p> <p>107.05%</p>	<p><b>Points Possible</b></p> <p>50</p>
Notes			<p><b>Points Earned</b></p> <p>50.00</p>
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<p><b>Result</b></p> <p>No default or delinquency noted in audit</p>	<p><b>Points Possible</b></p> <p>50</p>
Notes			<p><b>Points Earned</b></p> <p>50.00</p>

INDICATOR 2: SUSTAINABILITY MEASURES																				
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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>4.37%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			4.37%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
4.37%	50	50.00																		
	10																			
	0																			
		50.00																		
<b>Notes</b>	<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>																			
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> 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>0.63</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:			0.63	50	50.00		30			0				50.00
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<b>Measure 2c</b> <b>Cash Flow</b>	<p><b>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</b></p> <p><b>Meets Standard (in one of two ways):</b> 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><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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>\$227,012</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:			\$227,012	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Multi-Year Cumulative is:																				
\$227,012	50	50.00																		
	30																			
	0																			
		50.00																		
<b>Notes</b>																				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> 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>2.58</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	Ratio is:			2.58	50	50.00		0				50.00			
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NVA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	54.86	0.00			
	2b	75	45.89	11.97			
	2c	75	44.30	28.53			
Growth	3a	100	67.18	0.00			
	3b	100	79.69	0.00			
	3c	100	52.82	0.00			
	3d	75	50.22	0.00			
	3e	75	48.57	0.00			
	3f	75	53.52	0.00			
	3g	100	89.27	0.00			
College & Career Readiness	4a	50	0	0.00			
	4b1 / 4b2	50	0	0.00			
	4c	50	0	50.00			
Total Possible Academic Points Received		1050	626.31	105.50	0.00	0.00	0.00
% of Possible Academic Points for This School			69.59%	46.89%	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
Average Portfolio Score - K	1	52	N/A	10.71			
Average Portfolio Score - 1st	2	54	N/A	11.57			
Average Portfolio Score - 2nd	3	54	N/A	10.71			
Average Portfolio Score - 3rd	4	54	N/A	10.71			
Average Portfolio Score - 4th	5	54	N/A	10.71			
Average Portfolio Score - 5th	6	54	N/A	10.71			
Average Portfolio Score - 6th	7	54	N/A	10.71			
Average Portfolio Score - 7th	8	54	N/A	10.71			
Average Portfolio Score - 8th	9	54	N/A	10.71			
Average Portfolio Score - 9th	10	54	N/A	10.71			
Average Portfolio Score - 10th	11	54	N/A	10.71			
Average Portfolio Score - 11th	12	54	N/A	10.71			
Average Portfolio Score - 12th	13	54	N/A	10.71			
Total Possible Mission-Specific Points Received		700	0.00	140.09	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	93.39%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	15			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	400.00	380.00	0.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	95.00%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	50			
	2b	50	50	50			
	2c	50	0	50			
	2d	50	0	50			
Total Possible Financial Points Received		400	250.00	400.00	0.00	0.00	0.00
% of Possible Financial Points for This School			62.50%	100.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**North Valley Academy**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2013-2014**

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://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](https://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”	
<b>Key Design Elements</b>	<p><b>Focus on patriotic American values:</b></p> <ul style="list-style-type: none"> <li>• through daily teaching of the American Heritage Curriculum;</li> <li>• fostering a service centered and civic-minded culture;</li> <li>• emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and</li> <li>• helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.</li> </ul> <p><b>Build a culture of respect:</b></p> <ul style="list-style-type: none"> <li>• by providing a controlled disciplinary environment;</li> <li>• requiring students and staff to adhere to a dress code;</li> <li>• exhibiting and expecting exemplary behavior from students and staff; and</li> <li>• implementing the character education program in the American Heritage Curriculum.</li> </ul> <p><b>Provide a rigorous academic education:</b></p> <ul style="list-style-type: none"> <li>• by requiring the Core Knowledge Curriculum K-8; and</li> <li>• requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.</li> </ul> <p><b>Support teacher growth and excellence</b></p>	
<b>School Contact Information</b>	Address: 906 Main St. Gooding, ID 83330	Phone: 208-934-4567
<b>Surrounding District</b>	Gooding School District	
<b>Opening Year</b>	2008	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K - 12	
<b>Enrollment</b>	Approved: 442	Actual: 230

	School	Surrounding District	State
Non-White	██████	31.56%	22.56%
Limited English Proficiency	██████	9.99%	6.24%
Special Needs	██████	10.16%	9.46%
Free & Reduced Lunch	██████	60.20%	47.07%

School Leadership	Role
Al Cox	Director
MaryBelle Anderson	Vice Chair
Michelle Elliot	Treasurer
Debra Infanger	Chairman
Glade Wood	Secretary
Jaron Jensen	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 Valley Academy Year Opened: 2008 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### 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 VALLEY ACADEMY --- 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	2%	25.00	25	3%	25.00
	1b	25	2%	15.00	25	3%	15.00
Proficiency	2a	75	5%	54.86	75	8%	54.86
	2b	75	5%	45.89	75	8%	45.89
	2c	75	5%	44.30	75	8%	44.30
Growth	3a	100	7%	67.18	100	11%	67.18
	3b	100	7%	79.69	100	11%	79.69
	3c	100	7%	52.82	100	11%	52.82
	3d	75	5%	50.22	75	8%	50.22
	3e	75	5%	48.57	75	8%	48.57
	3f	75	5%	53.52	75	8%	53.52
College & Career Readiness	3g	100	7%	89.27	100	11%	89.27
	4a				0	0%	0.00
	4b1 / 4b2				0	0%	0.00
	4c				0	0%	0.00
Total Possible Academic Points		900			900		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			900		
<b>Total Academic Points Received</b>				626.31			626.31
<b>% of Possible Academic Points for This School</b>				69.59%			69.59%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				0	0%	0.00
Average Portfolio Score - 1st	2				0	0%	0.00
Average Portfolio Score - 2nd	3				0	0%	0.00
Average Portfolio Score - 3rd	4				0	0%	0.00
Average Portfolio Score - 4th	5				0	0%	0.00
Average Portfolio Score - 5th	6				0	0%	0.00
Average Portfolio Score - 6th	7				0	0%	0.00
Average Portfolio Score - 7th	8				0	0%	0.00
Average Portfolio Score - 8th	9				0	0%	0.00
Average Portfolio Score - 9th	10				0	0%	0.00
Average Portfolio Score - 10th	11				0	0%	0.00
Average Portfolio Score - 11th	12				0	0%	0.00
Average Portfolio Score - 12th	13				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
<b>Total Mission-Specific Points Received</b>				0.00			0.00
<b>% of Possible Mission-Specific Points Received</b>				0.00%			#DIV/0!
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		1500			900		
<b>TOTAL POINTS RECEIVED</b>				626.31			626.31
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				41.75%			69.59%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		400	100%	400.00
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		400	100%	250.00
<b>% OF POSSIBLE FINANCIAL POINTS</b>				62.50%

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

NORTH VALLEY ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	100.00%	85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	69.59%	80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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	62.50%
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	



INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result (Stars)	Points Possible			Points Earned	
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to the existing state grading or rating systems?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System. <b>Meets Standard:</b> School received three or four stars on the Star Rating System. <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System. <b>Falls Far Below Standard:</b> School received one star on the Star Rating System.	5 4 3 2 1	25 20 15 0 0			25	
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Result	Points Possible			Points Earned	
		Reward	25			15	
		Focus	0				
		Priority	0			15	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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	55
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							55
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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	46
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							46
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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	44
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							44
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH								
<b>Measure 3a</b> 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	
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	79.31	76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 67 0 0	67
	Notes							
	<hr/>							
<b>Measure 3b</b> 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	
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	87.00	76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 0 0 0	80
	Notes							
	<hr/>							
<b>Measure 3c</b> 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	
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	70.69	76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 53 0 0	53
	Notes							
	<hr/>							
<b>Measure 3d</b> 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	
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.	58.00	57-75 38-56 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 50 0 0	50
	Notes							
	<hr/>							
<b>Measure 3e</b> 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	
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.	56.00	57-75 38-56 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 49 0 0	49
	Notes							
	<hr/>							

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.	62.00	38-56	19	43-65	23	54
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							54

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
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.	86.70	76-100	25	70-100	31	89
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes							89

**INDICATOR 4: COLLEGE AND CAREER READINESS**

Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned
Coursework	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes	No result due to insufficient sample size.			0

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				0

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
	<b>Falls Far Below Standard:</b> 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	No result due to insufficient sample size.			0

NORTH VALLEY ACADEMY --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
<b>Notes</b>	<a href="#">No result due to insufficient sample size.</a>						<u>0</u>

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		52	
	<b>Meets Standard:</b> Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	<u>0</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 2</b>	<b>Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	<u>0</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
<b>Measure 3</b>	<b>Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	<u>0</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

Measure 4	Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 5	Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 6	Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

Measure 7	Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 8	Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 9	Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

Measure 10	Do the school's 9th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 9th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 9th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 9th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 9th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				<b>0</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 11	Do the school's 10th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 10th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 10th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 10th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 10th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				<b>0</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 12	Do the school's 11th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 11th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 11th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 11th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 11th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				<b>0</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			



NORTH VALLEY ACADEMY --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 13	Do the school's 12th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Students in 12th grade earned an average evaluation point total of 21 to 24 on the NVA 12th Grade Portfolio Reference Sheet		54	
	<b>Meets Standard:</b> Students in 12th grade earned an average evaluation point total of 15 to 20 on the NVA 12th Grade Portfolio Reference Sheet		50	
	<b>Does Not Meet Standard:</b> Students in 12th grade earned an average evaluation point total of 9 to 14 on the NVA 12th Grade Portfolio Reference Sheet		28	
	<b>Falls Far Below Standard:</b> Students in 12th grade earned an average evaluation point total of 0 to 8 on the NVA 12th Grade Portfolio Reference Sheet		0	
				<hr/> 0
<b>Notes</b>	Results will be reported by the school to the PCSC by June 15 of each year.			

NORTH VALLEY ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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
<b>Measure 1d</b> English Language Learners	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b> INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<b>Measure 2a</b> Financial Reporting and Compliance	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>				
<b>Measure 2b</b> GAAP	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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	
				25.00
<b>Notes</b>				

GOVERNANCE AND REPORTING			
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>		<hr/> <b>25.00</b>	
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>		<hr/> <b>25.00</b>	
INDICATOR 4: STUDENTS AND EMPLOYEES			
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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
	<b>Does Not Meet Standard:</b> 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
<b>Notes</b>		<hr/> <b>25.00</b>	

NORTH VALLEY ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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 VALLEY ACADEMY --- OPERATIONAL FRAMEWORK


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

NORTH VALLEY ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			25
Measure	Description	Result	Points Possible
Measure 1a Current Ratio	<b>Current Ratio: Current Assets divided by Current Liabilities</b>		<b>Points Earned</b>
	<b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Ratio is 1.48	50.00
	<b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equal 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	<b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.		0
Notes		50.00	
Measure 1b Unrestricted Days Cash	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>		<b>Points Earned</b>
	<b>Meets Standard:</b> 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>	39 days cash and one-year trend is positive	50.00
	<b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.		0
Notes		50.00	
Measure 1c Enrollment Variance	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>		<b>Points Earned</b>
	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 97.94%	50.00
	<b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.		30
	<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.		0
Notes		50.00	
Measure 1d Default	<b>Default</b>		<b>Points Earned</b>
	<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50.00
	<b>Does Not Meet Standard:</b> Not applicable		0
	<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
Notes		50.00	



INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
<b>Measure 2a</b> Total Margin and Aggregated 3-Year Total Margin	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>			50	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"				
	<b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		Agg = (1.6%) Total = (6.9%) See note	0	0.00
NVA's aggregated and total margins are impacted by the school's decision to use approximately \$97,000 in funds reserved from prior years for planned expenditures for facility repairs and a staff position. In the absence of the planned expenditures, the total margin would be (.01) and the aggregated margin would be .003.					0.00
Notes					
<b>Measure 2b</b> Debt to Asset Ratio	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		Ratio is .79	50	50.00
	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9			30	
	<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0			0	
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0				50.00
Notes					
<b>Measure 2c</b> Cash Flow	<b>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</b>			0	
	<b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>			50	
	<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"			30	
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative		Multi-year is (\$74,596); most recent year is positive and previous year is negative	0	0.00
NVA's cash flow results are impacted by the school's decision to use approximately \$97,000 in funds reserved from prior years for planned expenditures for facility repairs and a staff position, and do not represent cause for concern.					0.00
Notes					
<b>Measure 2d</b> Debt Service Coverage Ratio	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>			50	
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1				
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1		Ratio is (1.06) See note	0	0.00
	<b>Falls Far Below Standard:</b> Not Applicable				0.00
NVA's aggregated and total margins are impacted by the school's decision to use approximately \$97,000 in funds reserved from prior years for planned expenditures for facility repairs and a staff position. In the absence of the planned expenditures, the DSCR would be .37, so the score is not affected.					
Notes					



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

Alison Consoletti, The Center for Education Reform

# North Valley Academy

## Pre-Renewal Site Visit Report

11/16/2017

**Public Charter School**

North Valley Academy  
960 Main Street, Gooding, ID, 83330  
(208) 934-4567

**Authorizer**

Idaho Public Charter School Commission  
304 N 8<sup>th</sup> Street, Room 242, Boise, ID 83702  
(208) 332-1561  
[www.chartercommission.idaho.gov](http://www.chartercommission.idaho.gov)

**Evaluation Team**

Jenn Thompson, Finance and Resource Program Manager, Idaho Public Charter School Commission  
Shane Pratt, Principal, Rolling Hills Charter School  
Heather Dennis, Organization Manager, Anser Charter School

## PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. North Valley Academy 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 and Observations throughout Site Visit

Detail: The school's mission is to "create patriotic and educated leaders." All stakeholders know the mission of the school. Students and teacher engage in daily recitation of patriotic messages. The school has a robust, in-house developed character education program that is strongly connected to the school's mission.

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

Rating: Meets

Evidence: Classroom Observations

Detail: The school has developed a vertically aligned character education curriculum that is focused on the school's vision of developing patriotic leaders. The evaluation team observed the school's weekly Heritage assembly, a gathering of elementary and middle school students. This structure appears to be an effective means of supporting the mission of the school.

Elementary teachers were observed implementing math instruction in effective ways. The school implements an innovative approach to the senior project, requiring an entrepreneurial and career approach. The high school is implementing a mastery-based program; however, the evaluation team only observed high school students working independently on computers. Teachers did not seem to be engaged in active instruction during the observations.

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

Rating: Approaches

Evidence: Document Review, Teacher and Administrator Interviews

Detail: The school's academic performance is currently in remediation status (regardless of whether the new or old performance framework is applied). The school's academic proficiency

rate is slightly below the local district in math, and equal or slightly better than the local district in ELA. Growth is low in both subject areas.

The administration is aware of the low proficiency rate, and is taking steps to make improvements.

It is clear that the new principal has prioritized data analysis practices. This is evidenced by professional development and time allocated for teachers to collaboratively evaluate student data.

As the administrator is new to the position, he is working with mentors at the SDE to help structure the school's continuous improvement plan in a meaningful way. While this work is taking extra time, putting the school beyond the deadline for CIP submission, the school's administration is committed to transparency and authenticity in the process. The school's CIP appears to be focused on literacy and mathematics proficiency.

Additionally, after a months-long selection process, the school has implemented a new mathematics curriculum for grades K-12 this year. Teachers are aware that the school is focusing on improving math ISAT scores and seem pleased to have clear communication around a school-wide focus.

It appears that low literacy rates of students who transfer in to the secondary grades, as well as lack of access to free pre-school options in the community, present additional challenges for this school. These particular issues have not yet been addressed with any specific data tracking or targeted interventions.

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

Rating: Approaches

Evidence: Document Review, Administrator and Teacher Interviews

Detail: The school utilizes the Core Knowledge sequence, which provides vertical and horizontal alignment of core subjects, including ELA, math, science and social studies. In addition to the Core Knowledge sequence, the school has recently begun using the Engage NY common core mathematics structure. These tools provide strong, common-core aligned scaffolding for teachers when implemented with fidelity. Additionally, in response to academic deficiencies, the school has adopted new mathematics curriculum this school year.

While teachers appear committed to helping their students succeed, it was not clear that they are equally committed to implementing these particular programs.

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

Rating: Approaches

Evidence: Classroom Observations

Detail: The evaluation team observed a broad spectrum of instructional strategies across grade levels. While teachers were observed utilizing a variety of instructional strategies, the instructional approach from classroom to classroom was inconsistent. Some strategies resulted in greater student engagement than others. The school appears to be addressing the “what” (new curriculum) of their response to low academic proficiency, but may not yet have addressed the “how” (instructional strategies) with consistency.

High quality examples of instruction were observed in elementary classrooms in which students were engaged in high-level questioning practices and constructivist mathematics lessons. High quality examples of instruction were observed in secondary classrooms in which students were engaged in vocabulary-building.

Lesson objectives were presented to students in different ways throughout the building. Lesson plans are being collected by the administration for the first time this school year.

While the inconsistency of approach was apparent, the school has made some recent changes that are aimed at strengthening the student experience. Elementary teachers have begun team teaching this year. In this structure, students meet with their homeroom teacher in the morning



and the afternoon, and then rotate through the other teachers for instruction in core subjects. This practice, once established, may provide more consistency in delivery across grade bands.

Secondary teachers appear to be building their curriculum in an online platform to better facilitate a mastery approach; however, implementing a blended program presents different classroom management challenges that may not be adequately addressed with the existing professional development plan.

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

Rating: Meets

Evidence: Document Review

Detail: The principal provided a broad selection of curriculum structural materials at the end of the visit. These materials evidence teacher involvement in evaluation and feedback of curriculum. The principal welcomes feedback and collaboration.

**Does the school effectively provide opportunities for student engagement?**

Rating: Meets

Evidence: Classroom Observations

Detail: Students were more engaged in some classrooms than others. Age-appropriate classroom management strategies and active learning strategies were observed, though with some inconsistency. Students appear to understand the behaviors expected of them. Checks for learning were observed in elementary classrooms. The balance of teacher talk and student talk was inconsistent from classroom to classroom.

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

Rating: Approaches

Evidence: Business Manager Interview, Administrator Interview

Detail: The school has developed a salary schedule that is very competitive in comparison to surrounding districts. Other efforts to recruit highly trained teachers were not visible. Many of the school's teachers are ABCTE certified with little training.

However, the new principal seems to have a great deal of support from the staff. This is significant as there has been high turnover at the administrative level, which may have affected other staff turnover. The cohesion of the staff with this new principal suggests that this will be an area that improves for the school.

**Does the school have leadership sustainability?**

Rating: Meets

Evidence: Board and Administrator Interviews

Detail: While leadership sustainability can be difficult in a small school in a rural area, the board has adequately accommodated a planned transition in leadership. However, differentiation of roles and responsibilities between the layers of administration and the delegation of administrative duties among other staff do not appear to be defined consistently by all stakeholders, nor do they appear to exist in a written format. Please see the "Organizational Capacity" section of this report for more information.

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

Rating: Meets

Evidence: Strategic Plan

Detail: The principal provided a strategic plan that outlines goals, action plans, strategies, and measures of success for professional development goals in the areas of data analysis, mission alignment, and mathematics instruction.

**PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

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

Rating: Approaches

Evidence: Classroom Observations, Administrator Interview

Detail: The evaluation team observed some formative assessment in classrooms, but the approach did not appear to be school-wide. However, as the current principal is focused on data analysis, the evaluation team anticipates growth in this area.

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

Rating: Exceeds

Evidence: Classroom Observations, School Tour

Detail: The school culture appears positive and safe. Students follow dress code standards, behave respectfully in the hallways and in classrooms, and behavior management of students is appropriate and consistent throughout the school. The Heritage curriculum serves as an element of cultural consistency throughout the building. It is implemented well. The principal did indicate that implementing this in secondary classrooms is more difficult, but the teachers are making the necessary adjustments to engage older students in this process in ways that are meaningful to them.

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

Rating: Approaches

Evidence: Special Education Team Interview, Administrator Interview, Document Review

Detail: The school has no current findings in this area, and the evaluation team has no reason to believe that student needs are not being met appropriately. However, the school faces significant challenges in meeting the needs of their special education population, particularly in staffing and facilities. As the special education population is growing steadily at this school, finding the means to best address these challenges and serve students is of concern to the school administrator and is a topic discussed at board meetings.

Staffing of the special education team appears inadequate at this time, with a ratio of one certified teacher to more than 30 IEPs. In addition to one special education teacher, the school employs one full-time paraprofessional. The school also makes use of a few part-time or volunteer supports for specific students.

The certified teacher necessarily spends a large amount of time managing paperwork and reporting, leaving the full-time paraprofessional providing the bulk of direct student support. The paraprofessional works under the direction of the certified teacher and is pursuing a degree in special education.

In addition to meeting the needs of students with IEPs, the special education team serves in a social-emotional support role for students across the school, and provides limited professional development for regular education teachers. Most students participate in regular education classes, but regular education teachers appear to have limited access to assistance in accommodating or modifying curriculum.

The school building has two stories, but does not have an elevator. The school does not currently serve any students who require an elevator, and the administrator has a plan to move classrooms around to accommodate students should the need arise. This may not be a viable long-term solution. Additionally, the special education team is housed in a small room with workspace for 2-3 students at a single table. While this does not seem to be problematic currently, it does not appear that the school has sufficient space to support pull-out services should this need become greater in the future.

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

Rating: Approaches

Evidence: Panel Interviews, Document Review

Detail: The school does not have any findings in this area and appears to be meeting the needs of its students. Approximately 4.5% of the student population qualifies for ELL services. This is slightly lower than the local school district.

A clear understanding of the school's ELL program was not presented, though it was discussed with multiple stakeholders. Stakeholders were not certain whether the school employed a teacher with an ELL certification or what services were available to students.

A lack of understanding of the services available to students at the school may be contributing to the teachers' sense of struggle with differentiation at the classroom level.

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

Rating: Meets

Evidence: Document Review

Detail: The school appears to have a student population that is representative of the local school district. The school appears to be nearing community eligibility status with regard to its low-income population. Evaluating whether the school's enrollment process was equitable was not within the scope of the visit.

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

Rating: Approaches

Evidence: Document Review, Administrator and Teacher Interviews

Detail: The school is under-enrolled and has a high rate of student turnover during the school year. Most stakeholders expressed that families enroll because they want more structure and discipline within the school environment, while most families who un-enroll leave because of sports opportunities or because the students did not like the uniforms or the structured environment. It was not clear whether this information was anecdotal or based on formal exit data.

The school does not appear to have a formal process in place for increasing student retention, such as establishing attendance goals, or implementing family engagement strategies.

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

Rating: Approaches

Evidence: Administrative Team Interviews

Detail: The organizational structure of the school is complicated. In the short-term, the split-duty structure described below appears to adequately support the principal's transition from teacher to administrator; however, lack of clearly defined responsibilities for each role and vague definitions regarding the length of time each may be necessary as the principal grows more fully into an administrative position present particular challenges for this school.

Stakeholders appear unclear about how to define the different leadership roles and who is responsible for making various decisions. It does not appear that the school's community fully understands the organizational structure. A formal organizational chart was not provided to the evaluation team, and job descriptions do not appear to be fully developed for all positions with leadership duties.

The school's organizational structure includes a lead principal who works on site each day, but who also maintains some instructional duties. While staying engaged in the classroom is admirable, this practice often presents conflicts for an administrator, as administrative work generally requires flexibility of scheduling throughout the day. The school also employs a part-time superintendent in an advisory capacity. This primary duty of this position is to support the new principal's transition into administration. The superintendent indicated the intent to phase this position out in the near future.

The school utilizes high-level administrative assistants to take on large projects such as lunch management, accounting, and reporting, as well as a part-time, off-site CFO position who serves an advisory role similar to the superintendent. The principal relies on the established expertise of these positions to support the scope of school management work. It does not appear that a leadership team has been developed within the faculty to support implementation of professional development or curriculum implementation.

The new principal was recruited from within and has a passion for the mission of the school, as well as a great deal of background knowledge about the school's history. This, combined with a growth mindset and authentic support from the teachers, positions him for success. He is actively open to learning and sharing, and teachers described him as "humble," "approachable," and "open to feedback." These qualities of leadership are valued by the staff. Communication between the principal and the staff appears strong.

**Are there effective communication channels between stakeholders?**

Rating: Meets

Evidence: Parent Panel Interview

Detail: The complex organizational structure does not make it clear that decision-making follows a defined process. The leadership team does meet regularly with the board, and two-way communication tools are utilized with families.

Parents indicated that they receive frequent e-mails from the school. The website is current. Teachers regularly communicate with parents via phone calls, text messages, and newsletters. The principal is a positive presence in the building and in the community, encouraging strong professional relationships and allowing for casual feedback and support.

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

Rating: Meets

Evidence: Parent Panel Interview

Detail: The school has a parent-faculty association. Parents appear to be aware of opportunities to be involved in the school. As is common in communities with high populations of low-income families, family engagement is difficult. It was noted that the school is considering the potential impact of language barriers and work schedules on the school's low parental involvement rate.

**Does the school facility support high quality teaching and learning?**

Rating: Meets

Evidence: Observation, Administrator Interview

Detail: The facility is large, with generously sized classrooms, and many families have emotional ties to the building's history. Students and teachers take pride in the facility and classrooms are organized and well kept. However, the building is very old and require significant upgrades, including a new furnace. The facility upkeep and maintenance needs represent a financial strain for the school. The school regularly pursues grants to facilitate this work. An upcoming loan payoff will free up funds that can then be invested in building upgrades. It is clear that the school team is doing the best they can with meager resources.



**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: Document Review

Detail: Agendas and meeting minutes are posted on the school website. The board appears to abide by open meetings law with sufficient transparency.

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

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

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

Rating: Meets

Evidence: Board and Administrative Team Interviews

Detail: The board chair was the only board member able to attend the meeting. On behalf of the board, she demonstrates full alignment with the core values of the school and the charter. It appears that the board understands the role of governance. The board chair expressed that the board has a great deal of trust in the ability of the school principal.

**Has the school's board developed a strategic plan?**

Rating: Meets

Evidence: Strategic Plan

Detail: The school provided an incomplete draft of a Continuous Improvement Plan. A strategic plan with goals reaching into 2017 was also provided, but appeared not to have been updated recently. Given the recent change in administrative leadership, it appears that although these items may not have been addressed recently, work on them is underway.

**Does the school's board provide appropriate academic oversight?**

Rating: Approaches

Evidence: Board Interview, Document Review

Detail: It was unclear from the interview how the board provides oversight for academic performance. However, board meeting minutes evidence appropriate, governance-level review of academic data. It is clear that this is a task allocated appropriately to the new principal. The board's focus appears to be prioritized toward financial oversight.

**Does the school's board provide appropriate operational oversight?**

Rating: Approaches

Evidence: Board Meeting Minutes Review

Detail: The board regularly monitors the school's enrollment and facility needs, as well as its academic and financial status. A leadership evaluation plan appears to be in place, though it is unclear whether that process applies to one or both of the administrative positions.

Historically, the school has struggled with principal turnover. This position reports directly to the board. It is not clear whether the board has addressed potential contributors to this turnover, such as organizational structure, decision-making clarity, and administrative professional development plans.

**GOVERNANCE: FINANCIAL**

**Does the school's board provide appropriate financial oversight?**

Rating: Meets

Evidence: Business Manager Interview, Document Review

Detail: The board appears to provide appropriate financial oversight for the school. Meeting minutes suggest that the upkeep of the facility and increasing enrollment are primary areas of focus for the board. The business manager appears skilled at developing a budget for a school that has experienced large swings in enrollment, and the school has achieved honor status in this area on recent annual reports.

**Does the school maintain appropriate internal controls and procedures?**

Rating: Meets

Evidence: Business Manager Interview, Document Review

Detail: The business manager was able to explain the process for requesting and reimbursing funds and for board oversight monthly of all checks written. The financial information on the school's website is current. The school accurately reflects transactions and appears to have a good understanding of their various sources of revenue and how they can be utilized.

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

Rating: Meets

Evidence: Business Manager Interview, Document Review

Detail: The school has done a commendable job in using the very meager funding they receive. The school relies to a very small degree on fundraising and uses funds raised for targeted purchases, rather than to meet operating expenses. They have a small reserve, but given their situation, this reserve is impressive.

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

Rating: Meets

Evidence: Business Manager Interview, Document Review

Detail: The business manager explained a well-managed process for evaluating and projecting the school's revenue and expenses. NVA's debt level appears to be appropriate.

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

Rating: Meets

Evidence: Document Review, Business Manager Interview

Detail: The business manager was able to explain how the school monitors revenue and expenses, and how expenses are adjusted in light of revised revenue projections. The school ended the most recent fiscal year with a small, positive carryforward and substantial improvement in the financial status of their lunch program.

## Idaho PCSC Pre-Renewal Site Visit Rubric

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

### Mission, Key Design Elements & School Culture

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

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

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

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

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

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

**Program Delivery: Curriculum**

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

<p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum is reviewed and modified. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding curriculum.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding curriculum.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.</p>
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Notes:

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

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

PCSC Site Visit Evaluation Rubric

<b>Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?</b>				
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:				
<b>Does the school effectively provide opportunities for student engagement?</b>				
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

<b>Does the school have leadership sustainability?</b>				
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:				
<b>Does the school offer professional development that supports the schools goals and the needs of individuals?</b>				
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

<b>Does the school address and support the needs of English Language Learners (ELLs)?</b>				
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:				
<b>Does the school demonstrate an adequate demographic representation of the surrounding district(s)?</b>				
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:				
<b>Does the school have a strong, steady retention rate for students?</b>				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

**Organizational Capacity**

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

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

**Are there effective communication channels between stakeholders?**

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

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

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

**Does the school facility support high quality teaching and learning?**

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

**Governance**

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

<b>Has the school's Board developed a strategic plan?</b>				
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:				
<b>Does the school's Board provide appropriate academic oversight?</b>				
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:				
<b>Does the school's Board provide appropriate operational oversight?</b>				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				



PCSC Site Visit Evaluation Rubric

**Governance: Financial**

**Does the school's Board provide appropriate financial oversight?**

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

**Does the school maintain appropriate internal controls and procedures?**

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

PCSC Site Visit Evaluation Rubric

<b>Does the school maintain adequate financial resources to ensure stable operations?</b>				
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:				
<b>Is the school demonstrating strong short and long-term fiscal viability?</b>				
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:				
<b>Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</b>				
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 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Valley Academy, 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 December 20, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

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

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2008. 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 10, 2013**, 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**

**School Mission.** The mission of the School is as follows: At **North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”**

- A. Grades Served.** The School may serve students in **kindergarten through grade 12.**
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Focus on patriotic American values**
    - **through daily teaching of the American Heritage Curriculum;**
    - **fostering a service centered and civic-minded culture;**

- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
  - helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12.
- **Build a culture of respect**
    - by providing a controlled disciplinary environment;
    - requiring students and staff to adhere to dress code;
    - exhibiting and expecting exemplary behavior from students and staff; and
    - implementing the character education program in the American Heritage Curriculum.
  - **Provide a rigorous academic education**
    - by requiring the Core Knowledge Curriculum K-8; and
    - requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.
  - **Support teacher growth and excellence**
- C. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. 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 364 face-to-face students and 78 blended program students, for a total of 442 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
<b>Face to Face</b>	24	24	26	26	28	28	28	30	30	30	30	30	30	364
<b>Blended</b>	6	6	6	6	6	6	6	6	6	6	6	6	6	78
<b>Totals</b>	30	30	32	32	34	34	34	36	36	36	36	36	36	442

**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.** 906 Main Street, Gooding, Idaho. 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: Gooding School District

**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 10, 2013**.

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**Chairman, Idaho Public Charter School Commission**

*Deby Infanger*

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**Chairman, North Valley Academy School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Charter**

**Appendix C: Pre-Opening Requirements**

**Appendix D: Articles of Incorporation and Bylaws**

**Appendix E: Board Roster Appendix F: School Performance Framework**

**Appendix G: Authorizer Policies**

**Appendix H: Enrollment Policy**

**Appendix I: Public Charter School Closure Protocol**

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

Application for Charter Renewal

North Valley Academy Charter School 465

Jeff Klamm

Administrator

208-934-4567

[klammj@nvapatriots.us](mailto:klammj@nvapatriots.us)

906 Main St, Gooding, ID 83330

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## Executive Summary

### Mission and Key Design Elements

North Valley Academy's mission statement is to create patriotic, educated leaders. We believe in James Madison's statement, "The advancement and diffusion of knowledge is the only guardian of true liberty." The mission of our school is achieved through our beliefs, key design elements, rigorous curriculum, and hiring teachers who have a passion for this same mission.

One key design element of North Valley Academy is to provide a rigorous academic education. North Valley Academy has been and will continue to use Core Knowledge curriculum in grades K – 8 where the curricular emphasis is on a classic liberal arts education which fosters an appreciation for the great literature, music, art, and peoples of our world. Building on this foundation, all students participate in activities which increase their knowledge of and appreciation for American history and our heritage.

The students in high school continue to build upon their knowledge gained during those elementary years as they transition into a new learning environment. Our teachers have built rigorous curriculum partnering with IDLA and using resources from Engage New York, and CK 12 resources to build a well-rounded strong curriculum. We use a learning management system (BUZZ) in agreement with IDLA to deliver resources and content to students in addition to the content delivered by the teacher. Our high school has implemented a mastery based education that will provide individual students a choice for their educational goals allowing them to earn their high school diploma, dual credits, take AP classes, an Associate's Degree, and be career and college ready when they graduate.

North Valley Academy believes in holding students to high expectations and academic standards. Styles and rates of learning are taken into account. All students are provided with opportunities to be successful. Yet, expectations for achievement are not compromised. Our school will provide the curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs. The school will provide a rigorous academic education by requiring the Core Knowledge Curriculum in K – 8 and our standards based curriculum in our high school grades.

A key element that sets us apart from other schools is our emphasis on patriotic values. Our self-created American Heritage Curriculum teaches students about the history of America through verse, words, songs, and heroes like our Founding Father/Mothers. This curriculum also emphasizes to our students the importance of fostering a service centered and civic-minded culture and American exceptionalism as founded upon our Constitution and Bill of Rights. Our unique curriculum also helps students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K – 12. We provide a strong consumer math class for upper classmen to help prepare them for world they are about to enter. Through this curriculum we provide students opportunities to explore the world outside of their school with community service projects throughout the year. We encourage Juniors and Seniors to take a trip in where we travel to the

East Coast and see the relics and monuments that are talked about in our American Heritage Curriculum, like Paul Reeve's home and the Old North Church.

North Valley Academy is a building that has a culture of respect. We believe in teaching the basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work. The school teaches these values through our character development components which are embedded in the American Heritage Curriculum. Some of the programs used in this character education piece include "Great Expectations", Ron Clark's "Essential 55", "Cowboy Ethics", and other programs.

Supporting our teachers' growth and the success of students is a focus point for the school. We have professional development beginning before students arrive in the summer and continuing through weekly collaboration meetings and leadership opportunities during the year. North Valley Academy strives to provide teachers the opportunities to develop and maintain the skills necessary to be successful in the field of education. We care about students and we discuss students' growth and areas of concern during a portion of the weekly collaboration meetings.

## Major Successes and Challenges

North Valley Academy is proud to be a safe school that has provided a rigorous education for students for over 9 years now. Since opening in 2008 we have had numerous classes that have had waiting lists for student enrollment in our elementary classes and our senior class size has continued to grow each year.

Since the implementation of our Performance Certificate issued by the Charter Commission our school has continue to perform well on it from year to year. We have been given a positive report each year for our budget standing. North Valley Academy's math teacher and current principal is part of the State Superintendent's Math Working Group to help advise on state graduation requirements concerning math.

North Valley Academy has been accepted into the Idaho Mastery Education Network (IMEN). We work very closely to help development policy and procedures with this network of school. This opportunity has allowed our school to help bring Mastery Education to our state, as well as provide a network of support while heading up this new frontier in education. North Valley Academy was asked to present to the State Department of Education during the summer meeting in August to inform them about how Mastery Education was going in a small school.

## Summary of Four Central Questions

North Valley Academy is working to constantly improve their academic success. We are working to hire high quality teachers, provide strong, enriching curriculum, and provide opportunities for student success.

North Valley Academy is organizationally sound and compliant with applicable laws and regulations. North Valley Academy is constantly working to make sure all need reporting is submitted and posted to the public as directed on the school website.

North Valley Academy is a fiscally sound, viable organization. Our school has a fund balance due to our conservative fiscal operations.

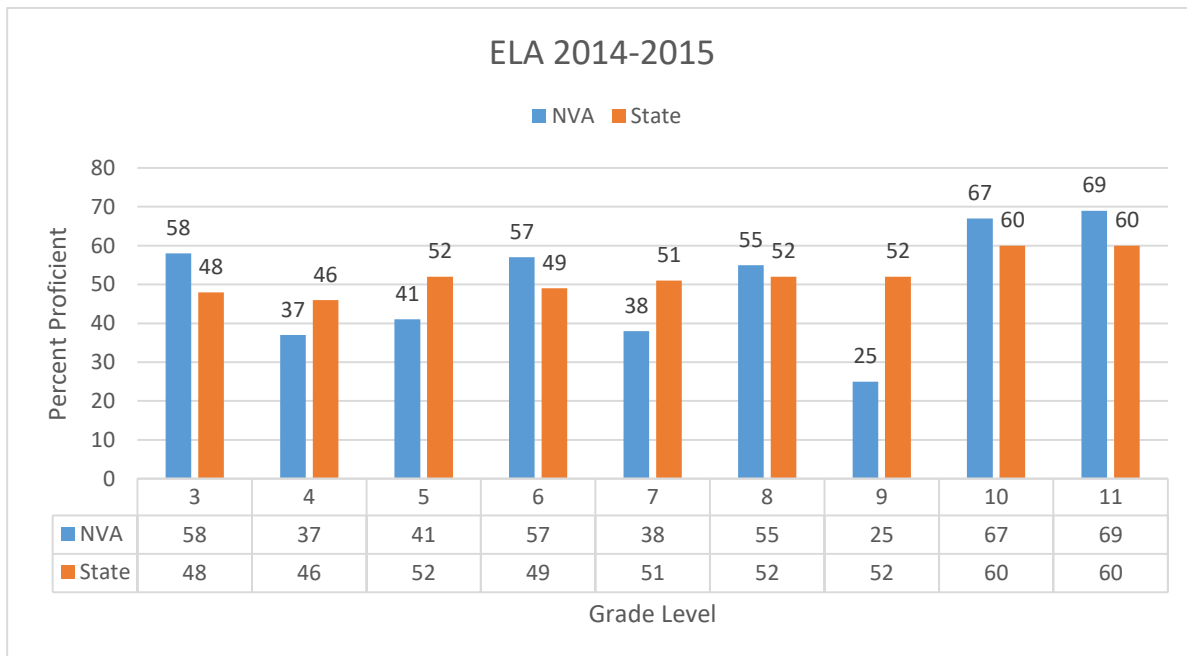
North Valley Academy's plan for the next performance certificate term will help our school continue to provide an excellent educational choice for the children in our community.



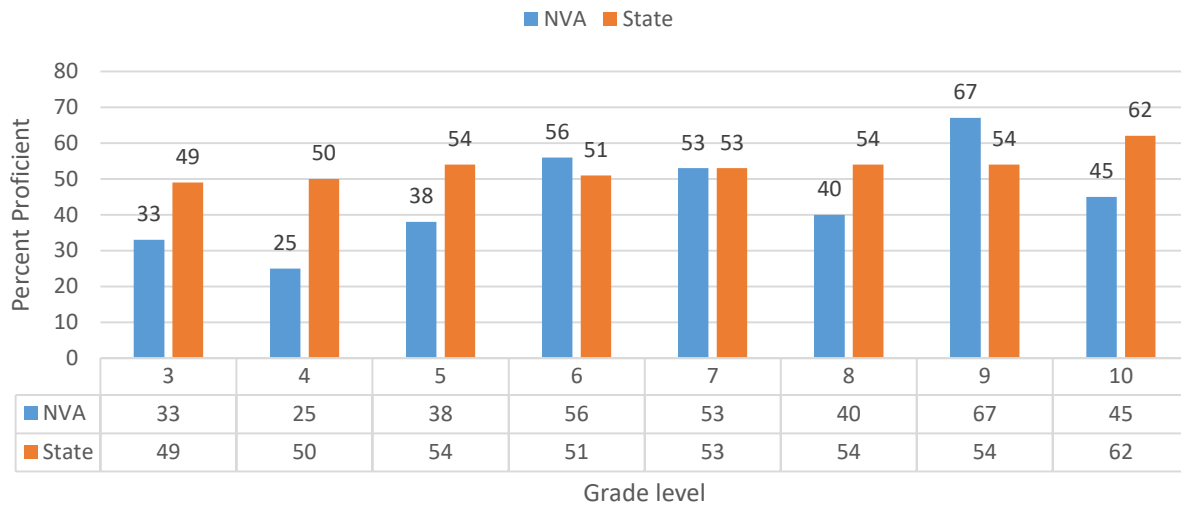
## Application Narrative

### Is the school an academic success?

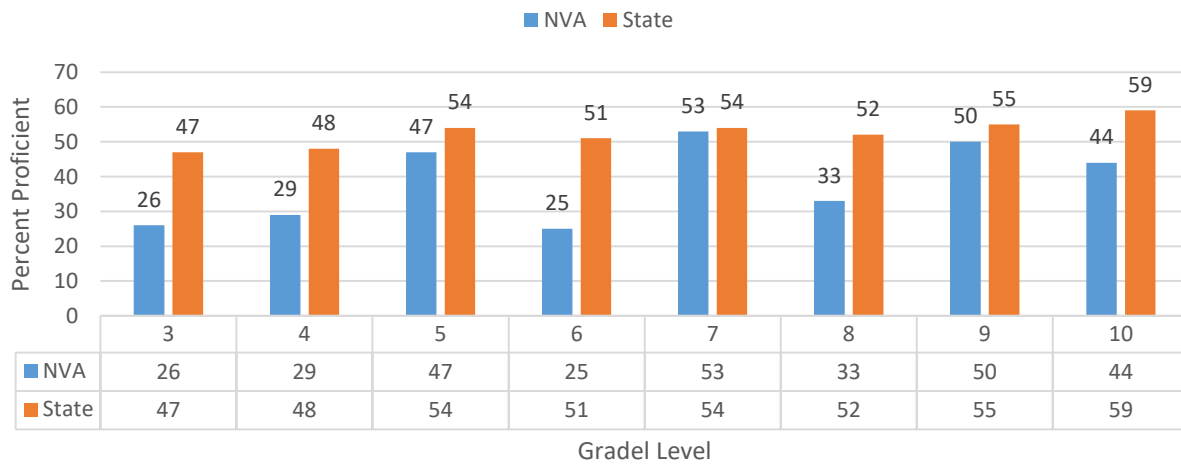
North Valley Academy is fully committed to being an academic success. We have the state test to use as an indicator of success. We must keep in mind that this test has no bearing on a student’s ability to graduate from high school or a student’s ability to enter college, therefore is there an issue of true validity to the test. This is the best indicator when looking at the largest majority of students in our school. We can also look at the states IRI test, our in house AIMS web benchmarking test, as well as college entrance exams like ACT and SAT. Another view could be post high school success to determine academic success. North Valley Academy is constantly working to improve its level of academic success and will continue that practice. We will look at data and use it to evaluate how effective our teachers and our curriculum is. Below is the data for the last three years of ELA testing as well as our ELA change for the last three years. Looking at the data we see that in 2014-2015 we had 5 grades above the state average and 4 grades below the state average. 2015-2016 we had 3 grades above or at the state average and 5 below the state average. 2016-2017 we had 8 grades below the state average. Seeing this decline is discerning as a school. A few complications could have been the change in the style of the testing as well as a large influx of special education students who are part of the testing. The school has seen a decrease in overall student population, but total special education caseload has risen. Seeing this as a problem we have changed some teaching setups in our school. We have a rotation model for grades 4 through 6 that allow a greater focus on math and English that we believe will improve our student success. We also have adopted Engage New York curriculum to supplement our Core Knowledge curriculum. That fourth graph does show classes, like the class of 2020, 2022, 2024 that have been shown to experience growth as a class.

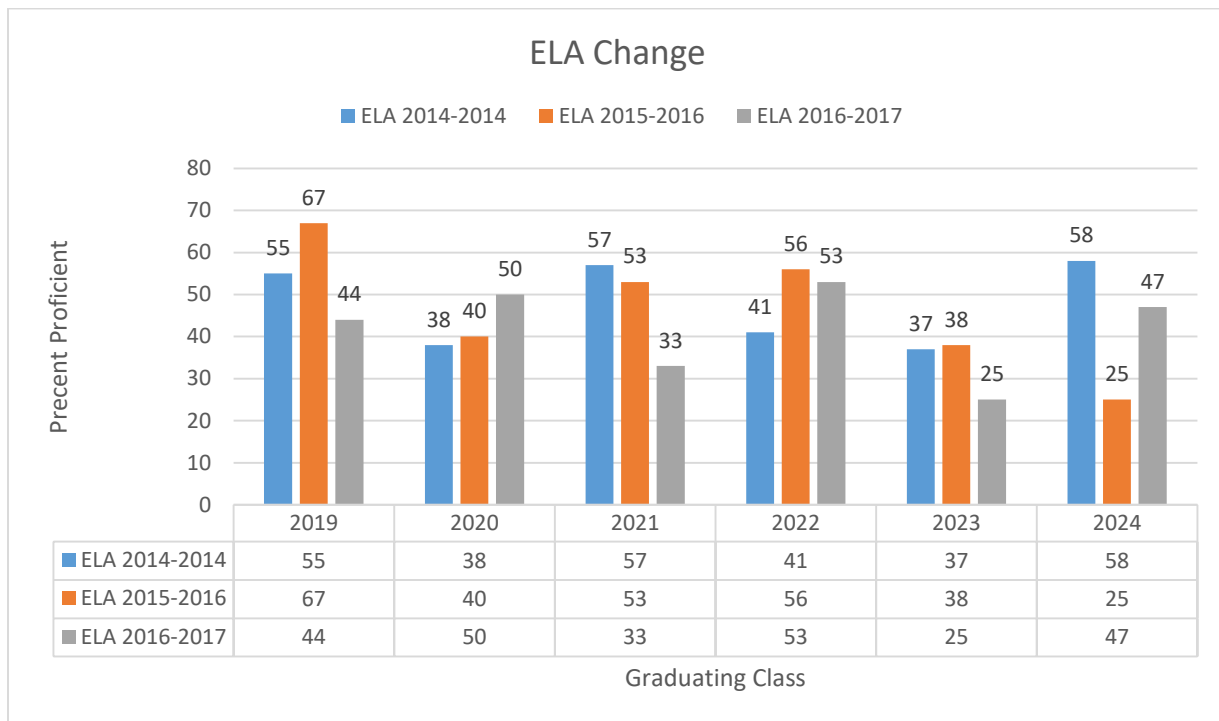


### ELA 2015-2016



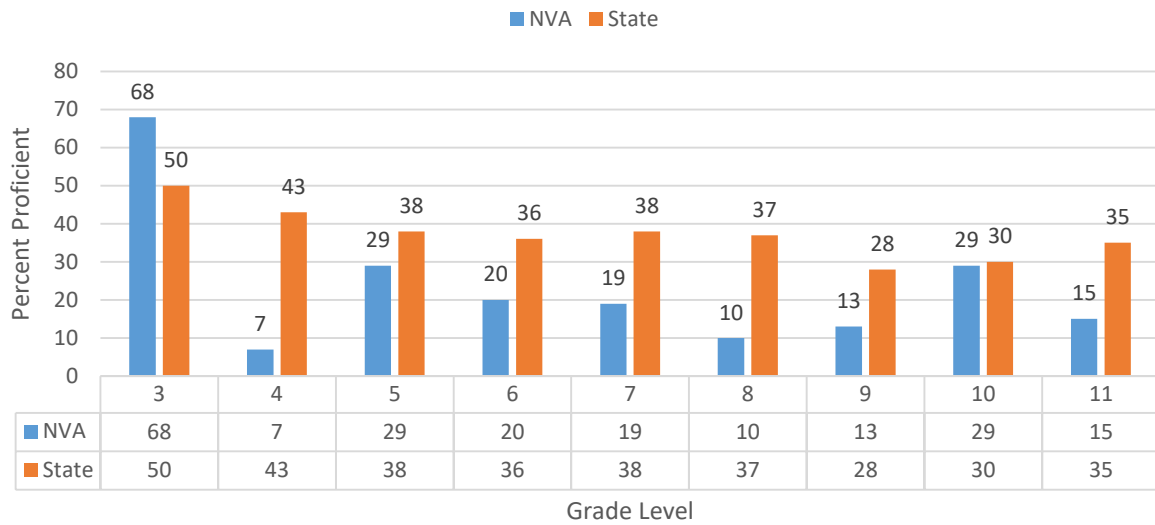
### ELA 2016-2017



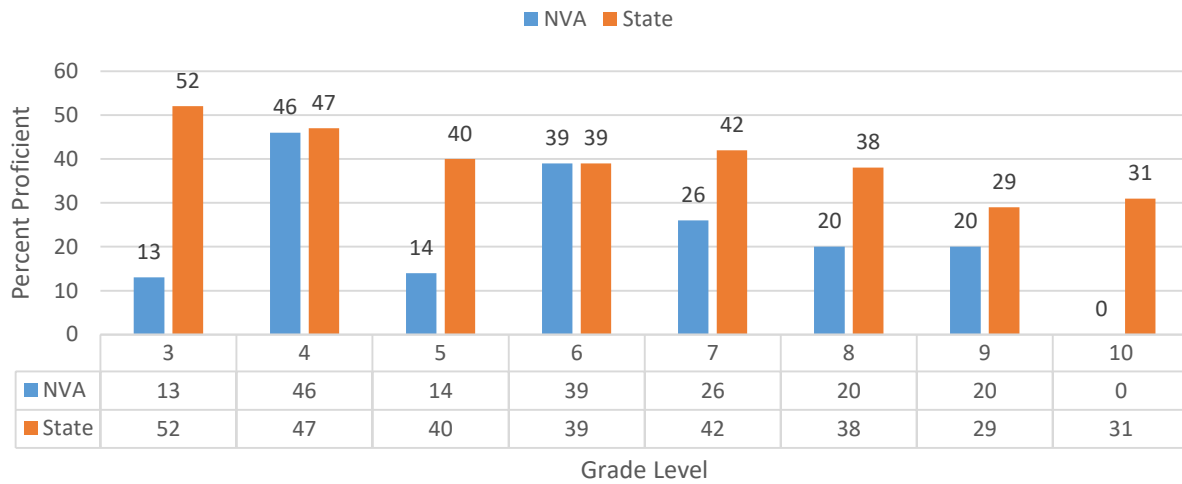


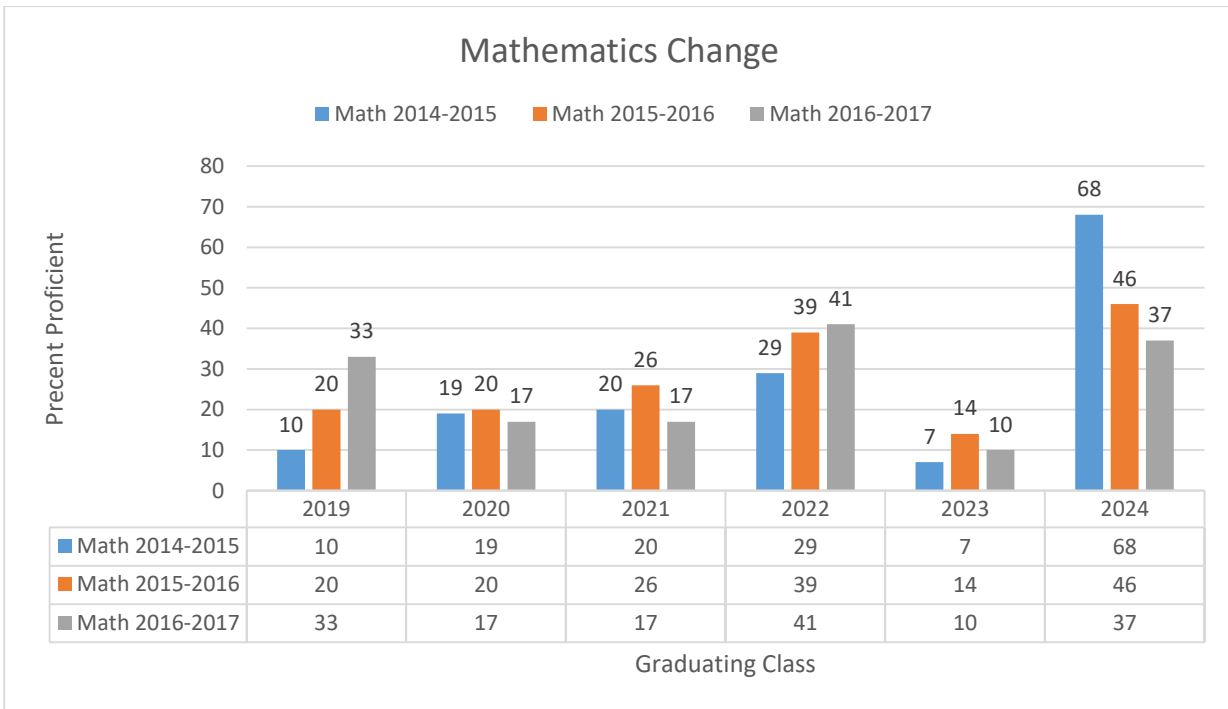
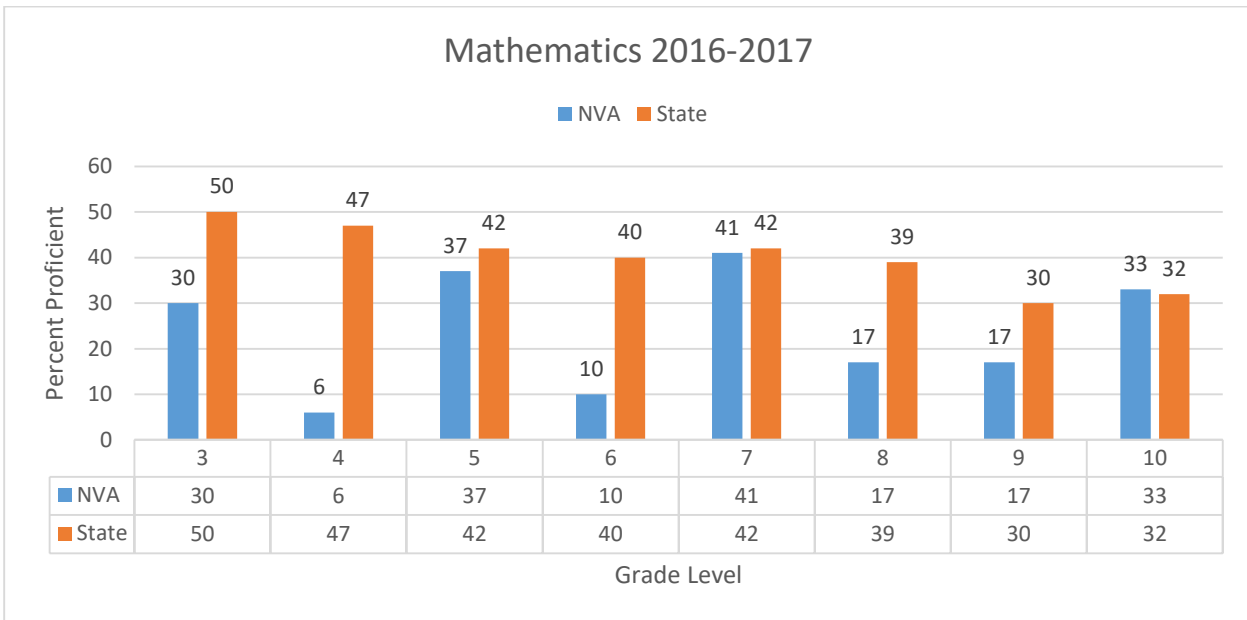
This second set of data is to show our mathematics scores over the past three years. Each of the last three years we have had one grade above or at the state average. We have seen some growth in our high school courses which would be the last graph, the class of 2019 through the class of 2022. We have an alarming worry with the class of 2024. This change indicates a strong education from grades K – 3 as they scored so high on the ISAT as third grades (18% above the state average) and then a slide downward to a 37% proficient compared to the 42% state average. We have taken this data and used it to revise our curriculum and method of instruction. We have, as discussed previously, changed grades 4 – 6 to be a rotation. We have adopted Engage New York math curriculum as well as purchased all of the manipulatives that go with this curriculum. We brought in trainers from the state level to lead professional development for the staff in math pedagogy. We are working hard to engage students in math and English while still providing a well-rounded style of education that will give our students the opportunity to be truly successful after completing high school.

### Mathematics 2014-2015



### Mathematics 2015-2016





North Valley Academy is going to work to get all students that attend here a chance at success in some way. We provide a safe environment that some students do not feel at home. We provide the food and nutrition that many students are lacking in the home. North Valley Academy will always work to provide a rigorous classical educational, but also North Valley Academy will work to provide students with the structure and template they need to be successful human beings. We are here to educate the student in preparing for life. We are here to positively support, push, and challenge each individual to be their best, to grow as a student and a person,

and to explore the world around them. We are successfully at providing a culture that is safe for students to learn in and a culture that cares about each student.

### Is the school organizationally sound and complaint with applicable laws and regulations?

North Valley Academy is complaint with applicable laws and regulations including all Federal Programs and Board Governance.

North Valley Academy has had leadership turnover since the school began its operation in 2008. Since inception Mrs. Gayle DeSmet has been the acting Head Administrator and for the last three years the school had the same leadership with Mrs. Sherri Johns as acting principal. Mrs. Johns has retired, but the school has hired from within the district. Mr. Jeff Klamm is the acting principal and has been with the school since 2011.

We are making sure to update all items and have all necessary reports submitted and made public when needed. The school is working to constantly make updates to the website to stay current.

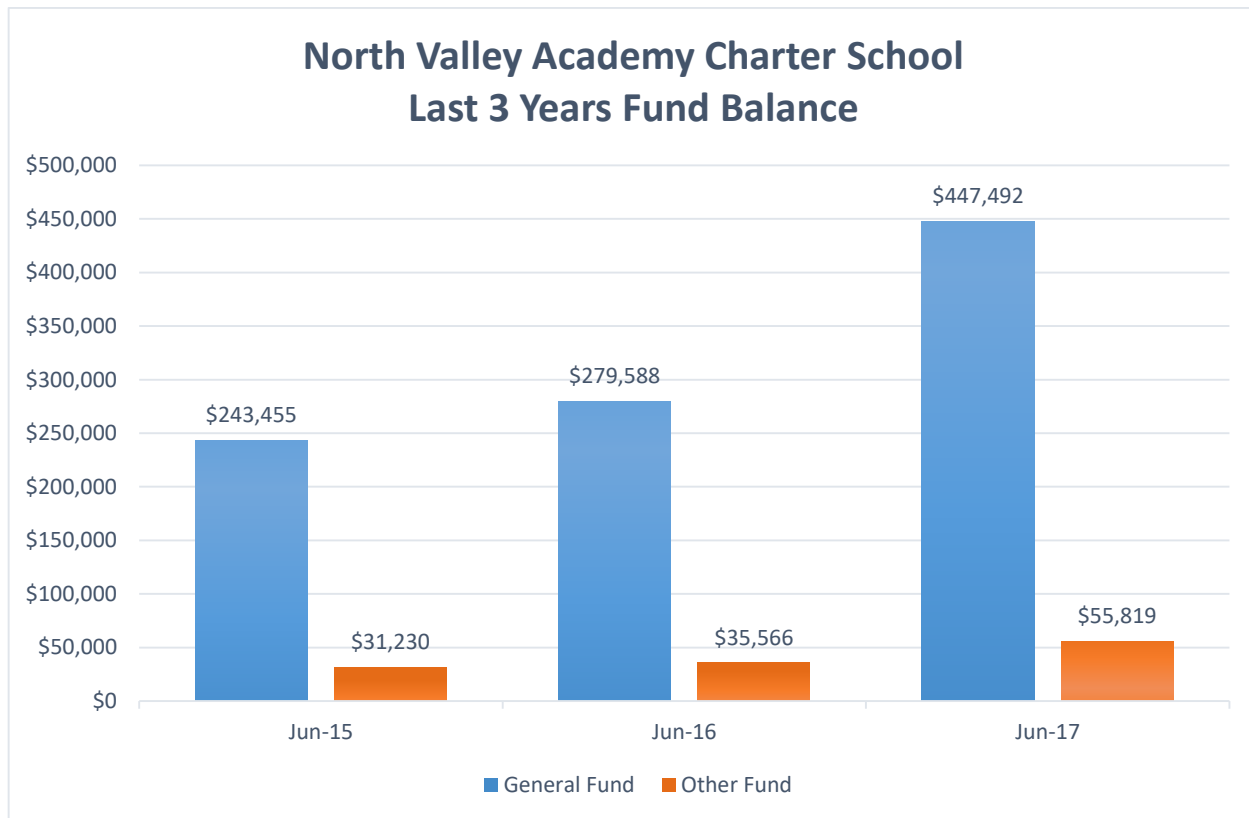
### Is the school a fiscally sound, viable organization?

North Valley Academy has been a successful in maintaining our funds by practicing conservative budgeting. We maintain the practice of growing our fund balance each year. The last three years are show below and show a growth in our fund balance. As we continue to practice a conservative style of spending we should have enough money to have at least 5 months of operating expenses. Our goal moving forward is to continue to stay fiscally sound. We are working to pay about the mortgage to the building and pay for necessary upgrades in a timely manner.

North Valley Academy has had to tighten our belt this year as we have seen a decrease in our student population for the 2017-2018 school year. We are aware of this problem and we are going to build a recruitment campaign to launch this spring in an effort to recruit more students. We are refreshing some older programs as well as adding more programs to draw students to NVA. Our biggest deficient is at the secondary program. We have created and maintained a successful orchestra program and we will continue this program moving forward. We have partnered with surrounding school districts to allow students to play sports. We have an e-sports club at North Valley Academy where we compete on a national level in the world most popular game, "League of Legends". We have an art club. We have joined the battle of the books, a reading competition with the surrounding districts. We are also looking at renewing our student council and also starting a National Honors Society.

As we keep to develop and maintain the programs we do have we will generate interest for high school students in the area. All of our extra programs as well as our curriculum and our Mastery Education Program will help us draw more students to our school.

North Valley Academy practices a conservative hiring process as well. We job share whenever possible to help assist in the success of keeping our expenses in this fiscal area as minimal as possible. With this conservative hiring practice we are allowed to offer a competitive salary for our staff that draws teachers to work at North Valley Academy.



### What is the school’s plan for it next performance certificate term?

North Valley Academy is going to continue to grow on its strong curriculum and promote its American Heritage Program that we have created. This school will continue to give parents and students an educational alternative in the form of a free, rigorous, and patriotic public charter school. We are going to change, refine, and continue to develop our high school with a truly blended mastery type environment that will help students prepare to be ready for a career or college upon graduating. North Valley Academy will strive for educational innovation to challenge teachers and students to reach greater achievement and expand college and career opportunities for our students. We will continue to have reasonable class sizes that provide the best chance for student teacher interaction that will lead to success. With our small close knit faculty parents and students will know that students are not just a number, but a valued member

of this school. All students have the right and the opportunity to be successful at North Valley Academy. North Valley Academy will continue to educate students about patriotism, character education, entrepreneurialism, community service, and strong work ethic as we add those concepts to each level and each class. The goal of North Valley Academy has been and will continue to be to provide students with a safe environment where they can learn core concepts in math, history, literature, grammar, writing, science, music, and art as well as learn how to socially interact with those. We will continue to educate students about manners, community service, and help them to grow into the amazing young men and women they will be.

1. Providing a Rigorous Education with Continued Emphasis on Student Achievement in Core Subjects. Student achievement in all areas are important to the success of our school. We understand how critical math, science, and English language arts to the school's mission to prepare its students for post-secondary education and future careers. North Valley Academy will continue to use Core Knowledge Curriculum in grades K – 8, with secondary offerings in history, social studies, and the arts that exceed state graduation requirements. The Board will continue to emphasize and support curricular activities that will lead students to meet or exceed proficiency in mathematics, science, and English language arts, with the goal of exceeding statewide average for the percentage of students testing as proficient or advanced as measured by grade level assessments. We will continue to challenge our students with critical thinking and projects that simulate their learning.
2. Growing and Refining Mastery-Base and Blended Programs. North Valley Academy is a leader in the statewide pilot for mastery education in Idaho. We work very closely with Kelly Brady and her team at the state level to work on implementing mastery education in Idaho. Implementation of the mastery program shows great promise for giving students the opportunity to direct some of their own learning in a more meaningful way, resulting in a deeper level of understanding. The Board will direct continued refinement of mastery programs, focusing on selection of high quality curriculum and better implementation of digital learning management systems. Through the implementation of the mastery program North Valley Academy is better suited to offer more courses for students. Teachers are free to offer more courses that are not able in a traditional schedule. The Board will direct continued education and training of teachers, parents, and students on how to better access and utilize available digital curriculum in a blended learning environment. The principal will lead professional development for staff and help to implement new levels of mastery level education with the staff to students.

Within the next year, the Board will work to ensure that 100% of students in the blended and mastery programs will have completed (with a passing grade) an introductory unit aimed at student success in a blended program. The Board and the principal will continue to support the professional development and faculty training on blended and digital learning, including mastery education, so that all teachers feel comfortable and competent in a blended, mastery learning environment. While teacher accountability is critical, accountability will be achieved by, among other means, working to increase teacher capacity through professional development. The Board will support training activities for faculty to emphasize gathering, analyzing, and reporting student data, in real time, to



inform instructional decisions, to better inform parents of individual student needs, and to make timely student interventions in all subject areas, with a focus on mathematics, science, English language arts, and other subjects critical to college and career readiness. North Valley Academy will work to show teachers, students, parents, and the community that in a blended learning environment the teacher is more involved and a bigger part of the learning for each student.

3. Institutionalizing Day to Day Management; Succession Planning: North Valley Academy has had a strong initial board that helped the school reach the point it is currently at. With many original board members retiring and new board members coming on board we do not have the same drive that we had when the school first began. The original board and the Head Administrator, Mrs. Gayle DeSmet have worked to hire an administrator for the day to day operations that will embody their ideas and vision for the school. The current principal, Mr. Jeff Klamm is dedicated to the school and helping to fulfill the mission and vision set out by the founders and presented in the Charter. Mr. Klamm has been with the school for the last 6 years as a teacher and leader in planning for the future. Mr. Klamm has applied for grants, led programs, staff development, and was in a leader in charge of helping in the completion of the WISE tool. He has relocated to Gooding to be closer to the school and has a desire to see the school be successful. He reaches out to the all avenues when a problem arises to get help and he is working to understand all aspects of the school. The Board has confidence the he has the drive to maintain and guide the mission and vision of the school in moving forward.
4. Recruiting and Retaining Staff. As with all schools in Idaho there is a shortage of teachers. A big effort to retain staff is made by the Head Administrator and the continued leadership she provides. Having a consistent Head Administrator is important to keeping teachers as well as keeping the same principal. There has been a principal change after the last year, but with the goal to retain the principal. The current principal has a good relationship with staff and will work to retain staff for years to come. We will look to provide assistance for teachers and other staff in furthering their education. The principal will work to create and maintain a positive culture of collegiality, professionalism, and shared vision. The principal will work with new and existing staff to create a culture where the tradition, vision, and goals of the Board and Founders are respected and perpetuated.

When turnover occurs, the principal will gather data on, assess, and report to the Board on the cause, to distinguish between turnover types, e.g., mobility (voluntary departure to another school), teacher attrition (leaving the profession), involuntary separation (non-renewal/termination), etc. The Board aspires to ensure that turnover doesn't impact school operations, but that turnover rates are lower than, or at least not dissimilar to, what other Idaho public schools experience.

5. Recruiting and Retaining Students. At North Valley Academy we will continue to advertising and promote our school to all the surrounding areas. We will use the methods we have for the past couple years in advertising the school through flyers and word of mouth. Starting this year North Valley Academy is going to work to have a greater

influence on the social media world, by promoting the students and the school through blogging, Facebook, and twitter. We will try to reach even more potential students in this manner.

North Valley Academy is committed to using mastery based education as it future to drawing in more students. Mastery based education will allow the school to offer more courses which will compete with surrounding schools. As the school does not have an athletic program we will work to grow other clubs in the school such as Art Club, National Honors Society, Orchestra program, and our e-sports club for League of Legends. We are dedicated to creating a well-rounded educational experienced for all who desire to come to NVA and work hard.

6. Grant Application and Administration, Fundraising, and Community Outreach. North Valley Academy Charter School has benefitted from private, state, and federal funds and grant programs. The school continues to seek out and utilize available funds to help it achieve its mission objectives and help students and staff achieve their academic and professional foals. The school will look for opportunities to leverage the bandwidth, talents, and energies of its existing staff to apply for and more efficiently administer private, state, and federal grants, particularly on key strategic initiatives such as high school mastery and blended learning, as well as core objectives including science, music, physical education, entrepreneurialism, and career readiness. North Valley Academy will continue to plan improvements to the school ahead of time in order to be able to budget the changes needed to the school to lessen the finical pains of emergency work.
7. Disseminating Successes for the benefit of other schools, teacher, and students. As part of the school's more proactive approach to public relations, the Board, through its Chairman, Head Administrator, and principal, will look for opportunities to bring North Valley Academy to the table on state and community discussion involving education. Over the next five years, the school will seek to become more of a "system player" in local and state education networks, to leverage the collective knowledge and experience of area educators to improve on (and not reinvent) the wheels of educational performance. The principal is and will continue to be a lead player in mastery based education in the IMEN program for the state. The principal is and will continue to be an active member of the state's Math Working Group to advise the Superintendent on the direction for future of Idaho students concerning math graduation requirements. The Board will ask the principal to be informed on and address potential legislative initiatives affecting education and to look for networking opportunities at community and professional gatherings. In addition, the Board hopes to memorialize the anecdotal evidence of student and teacher achievement and community impact. The School will strive to consistently compile and publish its portfolio of achievements, and those of its students and faculty. It will reach out in news releases, articles written by teachers and students, photographs and video, social media, and its own web site to communicate its successes. The school will also continue to nurture and maintain relationship American Heritage Charter School, and surrounding district especially Bliss schools, to share and build upon intellectual resources and collective experience.

## 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.

NVA's auxiliary data submission included the following:

- NVA Supplementary Data Form - The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- Cover Sheet explaining that the administrator was collecting this information for the first time
- Kindergarten IRI and school specific assessment data

The data demonstrates that 72% of the Kindergarten students met standard on the spring IRI. The school also assessed sight words, shape and number recognition, and counting.

- 1<sup>st</sup> grade IRI, Aimsweb, and school specific assessment data

The data demonstrates that 0% of the 1<sup>st</sup> grade students met standard on the Spring IRI. 91% of 1<sup>st</sup> grade students showed growth on the math Aimsweb assessment between winter and spring. No details was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed sight words, shape and number recognition, and counting.

- 2nd grade IRI, Aimsweb, and school specific assessment data

The data demonstrates that 55% of the 2<sup>nd</sup> grade students met standard on the Spring IRI. 50% of 2nd grade students showed growth on the math Aimsweb assessment between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed sight words and phonics.

- 3rd grade IRI, Aimsweb, ISAT and school specific assessment data

The data demonstrates that 61% of the 3rd grade students met standard on the Spring IRI. 78% of 3rd grade students showed growth on the math Aimsweb assessment between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed sight words and phonics.

- 4th grade Aimsweb, ISAT and school specific assessment data

88% of 4th grade students showed growth on the math Aimsweb and 94% of students showed growth between winter and spring on the reading assessment. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed sight words and phonics.

- 5th grade Aimsweb, ISAT and school specific assessment data

95% of 5th grade students showed growth on the math Aimsweb and 95% of students showed growth between winter and spring on the reading assessment. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 6th grade Aimsweb, ISAT and school specific assessment data

90% of 6th grade students showed growth on the math Aimsweb and 71% of students who took the reading assessment showed growth between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 7th grade Aimsweb, ISAT and school specific assessment data

82% of 7th grade students showed growth on the math Aimsweb and 100% of students showed growth in reading between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 8th grade Aimsweb, ISAT and school specific assessment data

88% of 8th grade students showed growth on the math Aimsweb and 59% of students showed reading growth between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 9th grade Aimsweb, ISAT and school specific assessment data

58% of 9th grade students showed growth on the math Aimsweb and 58% of students showed reading growth between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 10th grade Aimsweb, ISAT and school specific assessment data

75% of 10th grade students showed growth on the math CAP Aimsweb and 66% of students showed reading growth between winter and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 11th grade Aimsweb, ISAT and school specific assessment data

33% of 11th grade students showed growth on the math CAP Aimsweb and 93% of students demonstrated reading growth between fall and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

- 12th grade Aimsweb, ISAT and school specific assessment data

46% of 12th grade students showed growth on the math CAP Aimsweb and 46% of seniors showed growth on the reading assessment between fall and spring. No detail was provided on what constitutes an expected growth rate on the Aimsweb assessment. The school also assessed phonics.

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.

Student					
	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.

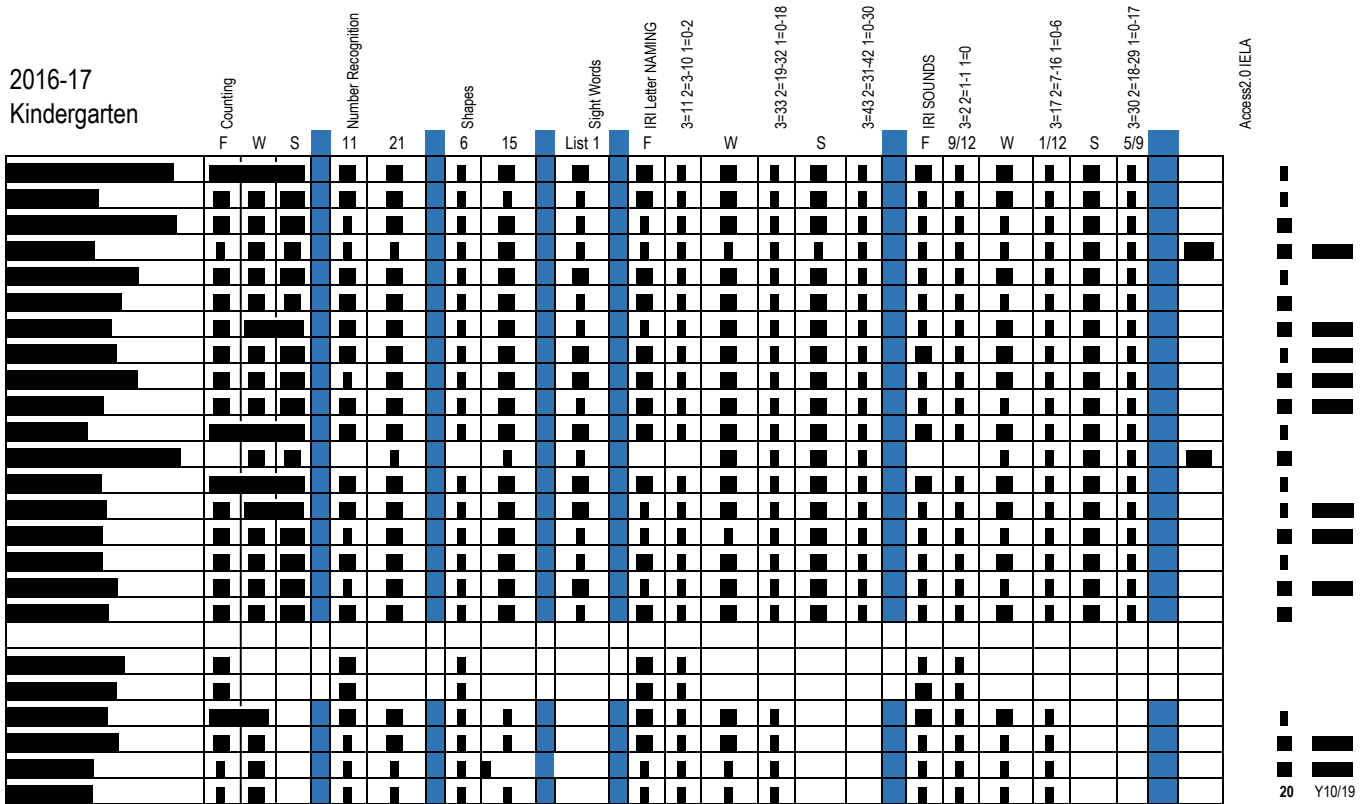
► Auxiliary Data

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



In this spreadsheet is the data from the past year at North Valley Academy. This spread sheet holds the data for (I believe) all the data we track at NVA. You will see AIMS math testing data. I want to highlight this as it is in our improvement plan and we are working on getting better at math schoolwide. The AIMS reading fluency data is here and highlighted for most grades. I am happy to see growth of some kind in almost all grades. I did not highlight ISAT data as I believe you already had that. If there are any problems or questions about this spreadsheet please let me know. This is my first time putting this together, any feedback you have would be great. I can fix or display more data if needed.

2016-17  
Kindergarten





In the green we have all students that have two data points showing some type of growth, many of them huge gains from the first testing in their AIMS math test.



In the green all 22 students showed some growth in their IRI reading test. 100% of students showed growth.

In the blue 21 of 22 students showed some type of growth in their AIMS math test. 95% of students showed growth.



In the green all 23 students showed some type of growth on their IRI reading test this past year. 100% of students showed growth.

In the blue 21 of 23 students showed some type of growth on their AIMS math tests. 91% of students showed growth.





In the green all 17 students showed growth in their reading fluency. 100% of students showed growth.

In the blue all 17 students showed growth in their AIMS math test. 100% of students showed growth.



In the green all students in the class showed growth in their reading fluency from AIMS. We have some students that moved from a 2 to 3 on the rating scale. 100% of students showed growth.

In the blue all students in the class showed growth in their AIMS math test. We had 8 students move on the scale from a 1 to a 2 or a 2 to a 3 with one of those students moving from a 1 to a 3. 100% of students showed growth.

2016-17 6th  
Grade

	Aims Comp	3=17 2=9-16 1=0-8	3=25 2=14-24 1=0-13	3=32 2=18-31 1=0-17	Core Phonics	E-K	Aims Reading	3=137 2=104-136 1=0-103	3=150 2=112-149 12=0-111	3=162 2=129-161 1=0-128	ISAT ELA	ISAT MATH	Access2.0 IELA						
	F	9/13	W	1/10	S	5/3	L 24	105	F	W	S	14/15	15/16	16/17	14/15	15/16	16/17	15/16	16/17
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In the green 17 of 21 students showed growth in their AIMS reading. 81% of students showed growth.

In the blue 19 of 21 students showed growth in their AIMS math. 90% of students showed growth.

2016-17 7th Grade

	Aims CAP					Aims Comp					Core Phonics	Aims Reading					ISAT ELA	ISAT MATH			ISAT Science	Permission slip					
	F 9/12	W 1/6	S 5/1	F 9/12	W 1/6	S 5/1	L 24	F 9/12	W 1/6	S 5/1		F 9/12	W 1/6	S 5/1		14/15	15/16	16/17	14/15	15/16	16/17	16/17					

In the green all 17 students showed some type of growth in their reading fluency. 100% of students showed growth.

In the blue 16 of 17 students showed some type of growth in their AIMS math tests. 94% of students showed growth.



2016-17 8th Grade

	F	9/9	W	1/6	S	5/1	F	W	S		L24		F	W	S	14/15	15/16	16/17		14/15	15/16	16/17			
Aims CAP 3=9 2=6-8 1=0-5																									
3=12 2=8-11 1=0-7																									
3=15 2=8-14 1=0-7																									
Aims Comp 3=18 2=8-17 1=0-7																									
3=22 2=12-21 1=0-11																									
3=27 2=14-26 1=0-13																									
Core Phonics																									
Aims Reading 3=139 2=113-138 1=0-112																									
3=152 2=123-151 1=0-122																									
3=162 2=131-161 1=0-130																									
ISAT ELA																									
ISAT MATH																									

In the green we have 15 of 17 students demonstrating growth in their AIMS reading test. 88% of students showed growth.

In the blue we have 15 of 17 students showing some type of growth in the AIMS math test. 88% of students showed growth.

# 2016-17 9th Grade

	Alms Math CAP					Alms Comp					Core Phonics	Alms Reading					ISAT ELA			ISAT MATH			Access 2.0 IELA			
	F	9/9	W	1/6	S	5/1	F	9/9	W	1/6	S	5/1	L 24	F	9/9	W	1/6	S	5/1	14/15	15/16	16/17	14/15	15/16	16/17	15/16
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[Redacted]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

In the green we see that we had 7 of 12 students show growth in the reading fluency for this past year. 58% of students showed growth.

In the blue we had some type of growth from 7 of 12 students in the two math areas that were tested. 58% of students showed growth.

2016-17 10th  
Grade

	F	9/9	W	1/6	S	5/1	F	W	S	F	T	S	14/15	15/16	16/17	14/15	15/16	16/17			PSAT						
Aims Math CAP 3=13 2=8-12 1=0-7							Aims Math Comp 3=22 2=14-21 1=0-13				Core Phonics(L)24		Aims Reading 3=157 2=132-156 1=0-131				ISAT ELA				ISAT MATH			ISAT Science			PSAT

Highlighted in green is the AIMS reading data. We have 7 of 9 students demonstrating growth throughout the year. 78% of students showed growth.

The first blue section from the AIMS Math data is the math processes piece and we have 7 of students demonstrating growth in this area. 78% of students showed growth.

The orange section is the Math comp data and that is the quick math skills. We had this entire grade demonstrating proficiency in this area with 6 out of 9 having growth. 67% of students showed growth.



In the middle data for this grade, I look at Aims Reading scores and of the 14 students that had been there all year, 13 of them improved and 1 stayed the same. All of my sped and title 1 students showed growth in this area. It is highlighted in the green for you. 93% of students showed growth.

The AIMS math cap and comp is highlighted in blue for you. Math is an area we struggle for the most part schoolwide and we have an improvement plan in place to work on this. All 3 sped students showed some type of growth throughout the year. The same for my title 1 students, some type of growth was shown throughout the year.



