

## **RENEWAL RECOMMENDATION**

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

### Recommended Condition

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of TVCS's 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 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 proficiency in K-8 ELA:

While TVCS improves its criterion-referenced growth in math, TVCS shall maintain an ISAT ELA proficiency rate comparable to, or better than, the state average.

Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not TVCS agrees to fulfill the specific condition above, TVCS 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

The Village Charter School (TVCS) is a public charter school serving Boise area students in Kindergarten through 8<sup>th</sup> grade. TVCS focuses on character and leadership development, and provides differentiated instruction using the Limitless Learning Method.

The charter includes the following commitments:

- 80% of 3<sup>rd</sup> grade students with 90% or better attendance will score a 3 on the spring IRI.
- 80% of students with 90% or better attendance will be proficient or above on the ISAT in all subject areas.
- Students will show ongoing, positive growth on character development surveys.
- TVCS will achieve Lighthouse Status as a Franklin Covey school.

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 TVCS was approved by the PCSC in April 2010. The school opened in fall 2011.

## MISSION

The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.

## LEADERSHIP

Name	Title	Term
Ben Greenwood	Chairman	07/15 – 06/18
Rachael Smith	Vice Chairman	09/17 – 06/20
Jake Hays	Secretary	07/15 – 06/18
Brad Wright	Treasurer	09/17 – 06/20
Andrea Estes	Director	07/16 – 06/19
Adrian Castaneda	Director	09/17 – 06/18
Tony Richard	Administrator	N/A

## Academic Performance Summary

TVCS has struggled with academic outcomes throughout the current performance certificate term, including by comparison to the state and surrounding district. The school’s mission-specific outcomes supported low and declining academic proficiency rates to help the school achieve a “Good Standing” accountability designation in 2016. The school’s most recent ISAT outcomes indicate both low proficiency and low growth.

TVCS’s non-white and LEP student populations are less diverse than those of the state and surrounding district, while its special needs population is slightly higher. Because TVCS does not participate in the National School Lunch Program, FRL data is unavailable.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Remediation
2014-15**	Remediation
2015-16**	Good Standing
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 and 2015-16 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes general skewed low.

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

### KEY DESIGN ELEMENTS

Element	Evident?
Achieving and maintaining Lighthouse School status.	Partial
Teaching differentiation using the Limitless Learning Method.	No
Teaching effective leadership principles using the 7 Habits of Highly Effective People.	Yes
Teaching character development using the ACE Approach and Core Values.	Yes
Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.	Partial

## Operational Performance Summary

TVCS is working to address some operational struggles identified during the performance certificate term, and achieved a Good Standing operational accountability designation in 2017.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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
3 (2013-14)	550	278
4 (2014-15)	550	312
5 (2015-16)	550	324
6 (2016-17)	550	348

TVCS's enrollment has remained well below the maximum approved level throughout the life of the school, but has increased moderately during the performance certificate term.

### BOARD AND ADMINISTRATIVE TURNOVER

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

# Financial Performance Summary

TVCS has increasingly struggled with financial stability throughout the performance certificate term, and earned a Critical financial accountability rating in 2017. Outcomes of recent steps taken by the school to improve its financial status are not yet available.

## DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

## Renewal Process

### The Village Charter School

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 provide a response.
2016 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2015; the school did not provide a response.
Renewal Process Orientation Meeting	3/13/2017	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/14/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	9/21/2017	Two independent reviewers joined one PCSC staff member for a one-day site visit to the school.
2017 Annual Report Issued to School	11/15/2017	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal. The school was provided with its academic results on both the old and new performance frameworks, and selected the new framework for renewal consideration purposes.
Renewal Application Received from School	12/14/2017	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/12/2018	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.



**The Village Charter School**  
♦ ♦ ♦ ♦ ♦  
**ANNUAL PERFORMANCE REPORT**  
**2016-2017**

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

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>	The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Achieving and maintaining Lighthouse School status;</li> <li>• Teaching differentiation using the Limitless Learning Method;</li> <li>• Teaching effective leadership principles using the 7 Habits of Highly Effective People;</li> <li>• Teaching character development using the ACE Approach and Core Values; and</li> <li>• Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.</li> </ul>	
<b>School Contact Information</b>	Address: 219 N Roosevelt Boise, ID 83706	Phone: (208) 336-2000
<b>Surrounding District</b>	Boise School District	
<b>Neighboring District</b>	West Ada School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 8	
<b>Enrollment</b>	Approved: 550	Actual: 348

School Leadership (2016-2017)	Role
Ben Greenwood	Chairman
Rachel Smith	Vice Chairman
Jake Hays	Secretary
Jamia Byrns	Member
Andrea Estes	Member
Tony Richard	Administrator

	School	Surrounding District (Boise)	Neighboring District (West Ada)	State
<b>Non-White</b>	└──	24.98%	19.56%	25.64%
<b>Limited English Proficiency</b>	└──	8.18%	3.35%	5.56%
<b>Special Needs</b>	└──	10.68%	9.03%	9.62%
<b>Free &amp; Reduced Lunch</b>	└──	52.35%	27.64%	48.73%

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

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	21	50	0	50	0		
	1b	50	29	50	0	50	0		
District Proficiency Comparison	2a	50	21	50	0	50	0	50	0
	2b	50	26	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	24			50	0		
	3b	100	49			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	170	525	0	525	0	300	0
% of Academic Points			42%		0%		0%		0%

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	42%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

**ACADEMIC K-8**

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

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		50 0
			30 - 45 0
		X	15 - 29 21
			0 - 14 0
			21
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		50 0
			30 - 45 0
		X	15 - 29 29
			0 - 14 0
			29
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b>	<b>Do math proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.  The district average will be determined using the same grade set as is served by the public charter school.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>21</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">21</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	21		0 - 14	0			21
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<b>Notes</b>	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.																			
<b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.  The district average will be determined using the same grade set as is served by the public charter school.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>26</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">26</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	26		0 - 14	0			26
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ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	47	<p>76-100      0</p> <p>51-75        0</p> <p>26-50        0</p> <p>0-25         24</p> <hr/> <p>24</p>
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	68	<p>76-100      0</p> <p>51-75        0</p> <p>26-50        49</p> <p>0-25         0</p> <hr/> <p>49</p>
<b>Notes</b>			

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 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.



TVCS --- 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	The Village Charter School has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.					
	1b	25	0%	0.00						
Proficiency	2a	75	0%	0.00						
	2b	75	0%	0.00						
Growth	2c	75	0%	0.00						
	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									
	4b1 / 4b2									
	4c									
Total Possible Academic Points		900	0%							
- Points from Non-Applicable		750								
Total Possible Academic Points for This School		150								
<b>Total Academic Points Received</b>				<b>0.00</b>						
<b>% of Possible Academic Points for This School</b>				<b>0.00%</b>						

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	25	10%	0.00			
	2	25	10%	25.00			
Goal Selection Skills	3a	17	7%	0.00			
	3b	17	7%	0.00			
Adaptation Skills	3c	17	7%	0.00			
Total Possible Mission-Specific Points		100	40%				
<b>Total Mission-Specific Points Received</b>				<b>25.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>25.00%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>250</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>25.00</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>10.00%</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%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	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>330.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>82.50%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	50.00
Sustainability Measures	1d	50	13%	50.00
	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>100.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>25.00%</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.

TVCS ---- 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	
<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	82.50%	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		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	25.00%

TVCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 1</b>	<b>Is the school fostering all students' prosocial behavior and ability to control their emotional responses?</b>			
	<b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Prosocial Behavior Scale (SSIS) OR improved by at least one tier between the fall and spring benchmarks.		150	
	<b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.		120	
	<b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.		60	
	<b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.	0	0	0
				<b>0.00</b>
<b>Notes</b>	TVCS will administer the AIMSweb Social Skills Improvement System (SISS) Performance Screening Guides twice per year (fall and spring) to identified students' tier on the Prosocial Behavior Scale at the time of each administration. Results will be reported by the school to the PCSC by October 1 of each year. No school-wide pro-social source data was provided, thus the school receives a 0 on this measure.			
<b>Measure 2</b>	<b>Is the school fostering all students' motivation to learn?</b>			
	<b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.	85%	150	150
	<b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		120	
	<b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		60	
	<b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		0	
				<b>150.00</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

TVCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3a Is the school helping middle school students to improve their goal selection skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		100	
<p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		80	
<p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		50	
<p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>	0	0	0
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year. The school did not collect 7th grade data for this measure. Since an accurate score cannot be calculated, the school receives a 0 on this measure.		<u>0.00</u>

	Result	Points Possible	Points Earned
<p><b>Measure 3b Is the school helping middle school students to improve their planning skills?</b></p> <p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year. The school did not collect 7th grade data for this measure. Since an accurate score cannot be calculated, the school receives a 0 on this measure.</p>	<p></p> <p></p> <p></p> <p></p> <p>0</p>	<p></p> <p>100</p> <p>80</p> <p>50</p> <p>0</p>	<p></p> <p></p> <p></p> <p></p> <p>0</p> <hr/> <p><b>0.00</b></p>
<p><b>Measure 3c Is the school helping middle school students to improve their adaptation skills?</b></p> <p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year. The school did not collect 7th grade data for this measure. Since an accurate score cannot be calculated, the school receives a 0 on this measure.</p>	<p></p> <p></p> <p></p> <p></p> <p>0</p>	<p></p> <p>100</p> <p>80</p> <p>50</p> <p>0</p>	<p></p> <p></p> <p></p> <p></p> <p>0</p> <hr/> <p><b>0.00</b></p>

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>
	<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>	<p>No instances of non-compliance documented</p> <p>0</p>	<p>25</p> <p>0</p>	<p>25.00</p> <p>0</p>
Notes				
<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>
	<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>	<p>No instances of non-compliance documented</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25.00</p> <p>15</p> <p>0</p>
Notes				
<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>
	<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>	<p>No instances of non-compliance documented</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25.00</p> <p>15</p> <p>0</p>
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>			
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<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 treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		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>			
	<p><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.</p>		25	
	<p><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.</p>	See note	15	15.00
	<p><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.</p>		0	
				15.00
<b>Notes</b>				
The school's annual independent financial audit, due 10/17/16, was submitted 10/18/16. The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).				
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<p><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.</p>		25	
	<p><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.</p>	See note	0	0.00
<b>Notes</b>				
The audit did not identify material weaknesses or internal controls weaknesses; however, the audit did report significant issues of non-compliance, including a lack of policies related to federal awards, insufficient practices to support time and effort reporting, and inadequate staff personnel files, particularly with regard to certification documentation.				

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
<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.		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.	See note	15	15.00
	<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	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.			15.00
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>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	
<b>Notes</b>	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			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	
<b>Notes</b>				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	
<b>Notes</b>				25.00

TVCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
<b>Measure 6a Additional Obligations</b>	<b>Is the school complying with all other obligations?</b>			
	<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
				<b>0.00</b>
<b>Notes</b>	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of October 22, 2017.			

TVCS--- FINANCIAL FRAMEWORK

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>Current Ratio</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>	Current Ratio is:	50
	<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.		10
	<b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	0.55	0
<b>Notes</b>			<u>0.00</u> 0.00
<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>Unrestricted Days Cash</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>	No. of Days Cash:	50
	<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.	.74 days	0
<b>Notes</b>	Unrestricted days cash has steadily declined: 2014 - 76 days; 2015 - 34 days; 2016 - 0 days; 2017 .74 days.		<u>0.00</u> 0.00
<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>Enrollment Variance</b>			<b>Points Earned</b>
	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is:	50
	<b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.	97%	30
	<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.		0
<b>Notes</b>			<u>50.00</u> 50.00
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>
<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 Noted	50
	<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.		0
<b>Notes</b>			<u>50.00</u> 50.00

TVCS--- FINANCIAL FRAMEWORK

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.	<b>Result</b> Aggregated 3-Year Totals:  -15.39%	<b>Points Possible</b>  50 10 0  <hr/> <b>Points Earned</b>          0.00 <hr/> 0.00
<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</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	<b>Result</b> Ratio is:  1.1	<b>Points Possible</b>  50 30 0  <hr/> <b>Points Earned</b>          0.00 <hr/> 0.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.		
<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	<b>Result</b> Multi-Year Cumulative is:  -\$130,324	<b>Points Possible</b>  50 30 0  <hr/> <b>Points Earned</b>          0.00 <hr/> 0.00
<b>Notes</b>			
<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	<b>Result</b> Ratio is:  -1.40	<b>Points Possible</b>  50 0  <hr/> <b>Points Earned</b>          0.00 <hr/> 0.00
<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.		

TVCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	53.34	0.00	0.00		
	2b	75	41.79	15.82	14.44		
Growth	2c	75	43.46	28.68	25.53		
	3a	100	60.73	0.00	0.00	See New Framework	
	3b	100	24.17	0.00	0.00		
	3c	100	39.41	0.00	0.00		
	3d	75	37.41	0.00	0.00		
	3e	75	33.54	0.00	0.00		
	3f	75	75.83	0.00	0.00		
3g	100	43.33	0.00	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	483.01	59.49	39.97	0.00	0.00
% of Possible Academic Points for This School			53.67%	34.00%	26.64%	0.00%	0.00%

\*2013-14 Academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Prosocial Behavior	1	150	N/A	0.00	25	0	
Motivation	2	150	N/A	0.00	25	25	
Goal Selection Skills	3a	100	N/A	19.44	16.67	0	
Planning Skills	3b	100	N/A	19.44	16.67	0	
Adaptation Skills	3c	100	N/A	15.56	16.67	0	
Total Possible Mission-Specific Points Received		600	0.00	54.44	100.00	25.00	0.00
% of Possible Mission-Specific Points for This School			N/A	46.67%	100.00%	25.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	15	25	25	
	1c	25	25	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	0	15	
	2b	25	25	0	0	0	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	0	25	0	15	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	15	15	15	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	355.00	345.00	290.00	330.00	0.00
% of Possible Operational Points for This School			88.75%	86.25%	72.50%	82.50%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	0	0	
	1b	50	50	10	0	0	
	1c	50	30	30	0	30	
	1d	50	50	50	50	50	
Sustainability Measures	2a	50	0	0	0	0	
	2b	50	50	50	0	0	
	2c	50	30	0	0	0	
	2d	50	50	0	0	0	
Total Possible Financial Points Received		400	310.00	190.00	50.00	80.00	0.00
% of Possible Financial Points for This School			77.50%	47.50%	12.50%	20.00%	0.00%

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



# The Village Charter School



## ANNUAL PERFORMANCE REPORT

### 2015-2016



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 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>	The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Achieving and maintaining Lighthouse School status;</li> <li>• Teaching differentiation using the Limitless Learning Method;</li> <li>• Teaching effective leadership principles using the 7 Habits of Highly Effective People;</li> <li>• Teaching character development using the ACE Approach and Core Values; and</li> <li>• Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.</li> </ul>	
<b>School Contact Information</b>	Address: 219 N Roosevelt Boise, ID 83706	Phone: (208) 336-2000
<b>Surrounding District</b>	Boise School District	
<b>Neighboring District</b>	West Ada School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 8	
<b>Enrollment</b>	Approved: 550	Actual: 324

School Leadership (2015-2016)	Role
Lee Miller	Board Chair
Rachael Smith	Secretary
Jake Hays	Member
Andrea Estes	Member
Jane Wilde	Member
Ben Greenwood	Member
Jamia Byrns	Member
Anthony Richard	Administrator

	School	Surrounding District (Boise)	Neighboring District (West Ada)	State
<b>Non-White</b>	└──	24.05%	24.05%	23.84%
<b>Limited English Proficiency</b>	└──	12.39%	5.21%	8.61%
<b>Special Needs</b>	└──	11.22%	9.17%	9.76%
<b>Free &amp; Reduced Lunch</b>	└──	52.21%	23.14%	47.27%

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

## Boise Area Grades K-8 Math Percentage Proficient/Advanced



Boise Area Grades K-8  
ELA Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 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.

TVCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	30%	14.44			
	2c	75	30%	25.53			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
<b>Total Academic Points Received</b>				<b>39.97</b>			
<b>% of Possible Academic Points for This School</b>				<b>26.64%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	25	10%	25.00			
	2	25	10%	25.00			
Goal Selection Skills	3a	17	7%	16.67			
Planning Skills	3b	17	7%	16.67			
Adaptation Skills	3c	17	7%	16.67			
Total Possible Mission-Specific Points		100	40%				
<b>Total Mission-Specific Points Received</b>				<b>100.01</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>100.00%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>250</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>139.98</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>55.99%</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%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>290.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>72.50%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>50.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>12.50%</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.

TVCS ---- 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		85% - 100% of points possible	
<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	55.99%*	80% - 89% of points possible		65% - 84% of points possible	
*Although TVCS's mission-specific results raised the percentage of points earned into the Good Standing range, the school's academic results are very low and declined from last year, indicating that if the Star Rating System remained in use, it is unlikely that TVCS would earn the 3 stars necessary to be eligible for a Good Standing rating.						
<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	72.50%	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	12.50%



TVCS --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1a</b> 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	0					
Notes							
<b>Measure 1b</b> 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	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<b>Measure 2a</b> 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							
<b>Measure 2b</b> 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	0
	30.40	0-19	19	1-40	40	14	
Notes						14	

TVCS --- ACADEMIC FRAMEWORK

		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
		<b>48.70</b>	<b>20-37</b>	<b>18</b>	<b>41-64</b>	<b>24</b>	<b>26</b>
			0-19	19	1-40	40	0
							<u>26</u>
<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	<u>0</u>
<b>Notes</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>  <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	<u>0</u>
<b>Notes</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>  <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	<u>0</u>
<b>Notes</b>							

TVCS --- ACADEMIC FRAMEWORK

<p><b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b></p> <p><b>Are students making expected annual academic growth in reading compared to their academic peers?</b></p> <p><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>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b></p> <p><b>Are students making expected annual academic growth in math compared to their academic peers?</b></p> <p><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>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b></p> <p><b>Are students making expected annual academic growth in language compared to their academic peers?</b></p> <p><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.  <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.  <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.  <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b></p> <p><b>Is the school increasing subgroup academic performance over time?</b></p> <p><b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.  <b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.  <b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.  <b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						<b>0</b>
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INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity</b>  <b>Coursework</b>  <b>Notes</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				
				<b>0</b>			
<b>Measure 4b1</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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				
				<b>0</b>			
<b>Measure 4b2</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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				
				<b>0</b>			
<b>Measure 4c</b> <b>Graduation Rate</b>  <b>Notes</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.		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>0</b>

TVCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
<b>Measure 1</b> <b>Is the school fostering all students' prosocial behavior and ability to control their emotional responses?</b>  <b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Prosocial Behavior Scale (SSIS) OR improved by at least one tier between the fall and spring benchmarks. <b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks. <b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks. <b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	91%	150	150
		120	
		60	
		0	
			<u>150.00</u>
<b>Notes</b> TVCS will administer the AIMSweb Social Skills Improvement System (SISS) Performance Screening Guides twice per year (fall and spring) to identified students' tier on the Prosocial Behavior Scale at the time of each administration. Results will be reported by the school to the PCSC by October 1 of each year.			
<b>Measure 2</b> <b>Is the school fostering all students' motivation to learn?</b>  <b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	87%	150	150
		120	
		60	
		0	
			<u>150.00</u>
<b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.			

TVCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3a Is the school helping middle school students to improve their goal selection skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>	81%	100	100
<p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		80	
<p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		50	
<p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		0	
<p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>			<hr/> <b>100.00</b>

TVCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3b Is the school helping middle school students to improve their planning skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>	83%	100	100
		80	
		50	
		0	0
			<u>100.00</u>
Measure 3c Is the school helping middle school students to improve their adaptation skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>	82%	100	100
		80	
		50	
		0	
			<u>100.00</u>

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



		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>				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<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 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.		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.	See note	0	0.00
				0.00
<b>Notes</b>				
The school's FY16 independent audit, due October 15, 2015, was submitted November 10, 2015. The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).				
<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.		25	
	<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.	See note	0	0.00
<b>Notes</b>				
The audit indicates a going concern related to the sustainability of the school. According to the audit "if the Charter continues operating under the same enrollment numbers and with no other changes to operations, it could result in closure of the Charter". In addition, the audit noted concerns relating to the handling of cash receipts. This issue noted "Lack of proper support, inconsistent evidence of review, and failure to make timely deposits of cash receipts".				

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
<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.		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.	See note	0	
Notes	The school's mission-specific goal results, due October 1, 2015, were not submitted in a complete and accurate form until January 11, 2016. The school's iFARMS report, due to the SDE on October 31, 2015, had not been received as of November 9, 2015.			0.00
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>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</b> <b>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	
Notes				25.00
<b>Measure 4c</b> <b>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	
Notes				25.00
<b>Measure 4d</b> <b>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	
Notes				25.00

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.		25	
		See note	15	15.00
			0	
				15.00
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			
<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.		25	25.00
		No instances of non-compliance documented	25	25.00
			15	
			0	
			25.00	
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.		25	25.00
		No instances of non-compliance documented	25	25.00
			15	
			0	
			25.00	
Notes				

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

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>	Result	Points Possible	Points Earned
		Current Ratio is:		
Notes			50	
			10	
		0.36	0	0.00
				0.00
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>	Result	Points Possible	Points Earned
		No. of Days Cash:		
Notes	<p><a href="#">Unrestricted days cash declined from 76 days in FY14 to 34 days in FY15.</a></p>		50	
			10	
		0	0	0.00
				0.00
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>	Result	Points Possible	Points Earned
		Variance is:		
Notes			50	
			30	
		84.65%	0	0.00
				0.00
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>	Result	Points Possible	Points Earned
		No instances of non-compliance documented		
Notes			50	50.00
			0	
				50.00

TVCS--- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																	
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p>	<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>Aggregated 3-Year Totals:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>-6.12%</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:	50			10		-6.12%	0	0.00			0.00
Result	Points Possible	Points Earned															
Aggregated 3-Year Totals:	50																
	10																
-6.12%	0	0.00															
		0.00															
<p><b>Notes</b></p>	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>																
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p>	<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>Ratio is:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>1.21</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:	50			30		1.21	0	0.00			0.00
Result	Points Possible	Points Earned															
Ratio is:	50																
	30																
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		0.00															
<p><b>Notes</b></p>	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.</p>																
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p>	<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>Multi-Year Cumulative is:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>\$ (258,463)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:	50			30		\$ (258,463)	0	0.00			0.00
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	30																
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		0.00															
<p><b>Notes</b></p>																	
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p>	<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>Ratio is:</td> <td>50</td> <td></td> </tr> <tr> <td>-0.54</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:	50		-0.54	0	0.00			0.00			
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		0.00															
<p><b>Notes</b></p>	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>																

TVCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	53.34	0.00	0.00		
	2b	75	41.79	15.82	14.44		
	2c	75	43.46	28.68	25.53		
	2d	75	43.46	28.68	25.53		
Growth	3a	100	60.73	0.00	0.00		
	3b	100	24.17	0.00	0.00		
	3c	100	39.41	0.00	0.00		
	3d	75	37.41	0.00	0.00		
	3e	75	33.54	0.00	0.00		
	3f	75	75.83	0.00	0.00		
	3g	100	43.33	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	483.01	59.49	39.97	0.00	0.00
% of Possible Academic Points for This School			53.67%	34.00%	26.64%	0.00%	0.00%

\*2013-14 Academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.


MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Prosocial Behavior	1	150	N/A	0.00	25		
Motivation	2	150	N/A	0.00	25		
Goal Selection Skills	3a	100	N/A	19.44	16.67		
Planning Skills	3b	100	N/A	19.44	16.67		
Adaptation Skills	3c	100	N/A	15.56	16.67		
Total Possible Mission-Specific Points Received		600	0.00	54.44	100.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	46.67%	100.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	0		
	2b	25	25	0	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	0	25	0		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	15	15	15		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	355.00	345.00	290.00	0.00	0.00
% of Possible Operational Points for This School			88.75%	86.25%	72.50%	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	0		
	1b	50	50	10	0		
	1c	50	30	30	0		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	0	0		
	2b	50	50	50	0		
	2c	50	30	0	0		
	2d	50	50	0	0		
Total Possible Financial Points Received		400	310.00	190.00	50.00	0.00	0.00
% of Possible Financial Points for This School			77.50%	47.50%	12.50%	0.00%	0.00%

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



A decorative graphic consisting of overlapping blue triangles and trapezoids, creating a layered, geometric effect. It is positioned on the left side of the page, partially overlapping the text area.

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

Alison Consoletti, The Center for Education Reform



**The Village Charter School**  
♦♦♦♦♦  
**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>	The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Achieving and maintaining Lighthouse School status;</li> <li>• Teaching differentiation using the Limitless Learning Method;</li> <li>• Teaching effective leadership principles using the 7 Habits of Highly Effective People;</li> <li>• Teaching character development using the ACE Approach and Core Values; and</li> <li>• Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.</li> </ul>	
<b>School Contact Information</b>	Address: 219 N Roosevelt, Boise, ID 83706	Phone: (208) 336-2000
<b>Surrounding District</b>	Boise School District	
<b>Neighboring District</b>	West Ada School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 – June 30, 2018	
<b>Grades Served</b>	K – 8	
<b>Enrollment</b>	Approved: 550	Actual: 312

School Leadership (2014-2015)	Role
Lee Miller	Board Chair
Jani Knox	Vice Chair
Rachael Smith	Secretary
Andrea Estes	Member
Dave Lakhani	Member
Anthony Richard	Administrator

	School	Surrounding District (Boise)	Neighboring District (West Ada)	State
<b>Non-White</b>	L	23.64%	17.6%	23.59%
<b>Limited English Proficiency</b>	L	12.02%	5.18%	8.52%
<b>Special Needs</b>	L	10.91%	9.87%	10.43%
<b>Free &amp; Reduced Lunch</b>	L	48.80%	29.08%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	L
Percentage of Students Meeting or Exceeding Proficiency in Math	L
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	L
Graduation Rate (4-year cohort data from 2014)	N/A

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



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



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 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.

TVCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	9%	15.00			
	2a	75	0%	0.00			
Proficiency	2b	75	26%	15.82			
	2c	75	26%	28.68			
	3a	100	0%	0.00			
Growth	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
	4a						
College & Career Readiness	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
<b>Total Academic Points Received</b>				<b>59.49</b>			
<b>% of Possible Academic Points for This School</b>				<b>34.00%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	29	10%	0.00			
	2	29	10%	0.00			
Goal Selection Skills	3a	19	7%	19.44			
Planning Skills	3b	19	7%	19.44			
Adaptation Skills	3c	19	7%	15.56			
Total Possible Mission-Specific Points		117	40%				
<b>Total Mission-Specific Points Received</b>				<b>54.44</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>46.67%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>292</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>113.93</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>39.06%</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%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	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>345.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>86.25%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>190.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>47.50%</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.

TVCS --- 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	
<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	<b>86.25%</b>	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	<b>39.06%</b>	61% - 79% of points possible		46% - 64% of points possible	<b>47.50%</b>
<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	

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?  <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	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?  <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				
		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?  <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	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?  <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	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	16
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>52.90</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							

TVCS --- 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							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
Notes							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
Notes							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>	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							0

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity</b>  <b>Coursework</b>  <b>Notes</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	0			
<b>Measure 4b1</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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	0			
<b>Measure 4b2</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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	0			
<b>Measure 4c</b> <b>Graduation Rate</b>  <b>Notes</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.		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
0							

MISSION-SPECIFIC GOALS				
<b>Measure 1</b> <b>Is the school fostering all students' prosocial behavior and ability to control their emotional responses?</b>  <b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Prosocial Behavior Scale (SSIS) OR improved by at least one tier between the fall and spring benchmarks. <b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks. <b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks. <b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			150	
			120	
			60	
		0	0	0
			0.00	
<b>Notes</b> TVCS will administer the AIMSweb Social Skills Improvement System (SISS) Performance Screening Guides twice per year (fall and spring) to identified students' tier on the Prosocial Behavior Scale at the time of each administration. Results will be reported by the school to the PCSC by October 1 of each year. <a href="#">Spring AIMSweb data is unavailable due to a school data collection error.</a>				
<b>Measure 2</b> <b>Is the school fostering all students' motivation to learn?</b>  <b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks. <b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			150	
			120	
			60	
		0	0	0
			0.00	
<b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year. <a href="#">Spring AIMSweb data is unavailable due to a school data collection error.</a>				



TVCS --- MISSION-SPECIFIC FRAMEWORK

	Result	Points Possible	Points Earned
<p><b>Measure 3a</b> Is the school helping middle school students to improve their goal selection skills?</p> <p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.</p>	84.50	100	100.00
		80	
		50	
		0	
			<u>100.00</u>
<p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>			

TVCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3b Is the school helping middle school students to improve their planning skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>	79.3	100	100
		80	
		50	
		0	0
			<u>100.00</u>
Measure 3c Is the school helping middle school students to improve their adaptation skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p> <p><b>Notes</b> Results will be reported by the school to the PCSC by October 1 of each year.</p>		100	
	74.14	80	80
		50	
		0	
			<u>80.00</u>

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>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.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			0	
Notes				25.00
<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.	Result	Points Possible	Points Earned
			25	
		See note	15	15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			15.00
<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.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
Notes				25.00

		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>				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<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.		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	
				15.00
<b>Notes</b>				
<a href="#">The school's FY14 independent fiscal audit, due October 15, 2014, was submitted 10/20/14. The school's annual financial update, due February 17, 2015, was submitted 3/10/15.</a>				
<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.		25	
	<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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
<b>Notes</b>				
<a href="#">The 2014-15 fiscal audit noted deficiencies in internal controls, including inadequate segregation of duties and bank reconciliations not performed until after fiscal year-end. The auditor also stated that two, quarterly 941 payroll reports and several federal and state tax payments were delinquent. Time and effort reporting related to the school's compliance with certain federal programs was not accurately allocated.</a>				

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
<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
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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes				<hr/> 25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes				<hr/> 25.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes				<hr/> 25.00

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.		25	
		See note	15	15.00
			0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			
<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.		25	25.00
		No instances of non-compliance documented	15	
			0	
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.		25	25.00
		No instances of non-compliance documented	15	
			0	
Notes				

TVCS --- 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>	See note	25	25.00
			0	
Notes	<p>The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.</p>			25.00



TVCS--- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b>  <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</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:	<b>Points Earned</b>	
		1.66	50	50.00
			10	
Notes			0	
			50.00	
<b>Measure 1b</b>  <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</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:	<b>Points Earned</b>	
		34	10	10.00
			0	
Notes	Unrestricted days cash declined from 76 days in FY14 to 34 days in FY15.		10.00	
			10.00	
<b>Measure 1c</b>  <b>Enrollment Variance</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>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:	<b>Points Earned</b>	
		94.3%	30	30.00
			0	
Notes			30.00	
			30.00	
<b>Measure 1d</b>  <b>Default</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</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 default or delinquency noted in audit	<b>Points Earned</b>	
			50	50.00
			0	
Notes			50.00	
			50.00	

INDICATOR 2: SUSTAINABILITY MEASURES																
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p> <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> <p><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 a material effect on the standard outcome, lowering the result from "meets standard" (0.43) to "falls far below standard".</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Aggregated 3-Year Totals:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>-3.15%</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:	50			10		-3.15%	0	0.00			0.00
Result	Points Possible	Points Earned														
Aggregated 3-Year Totals:	50															
	10															
-3.15%	0	0.00														
		0.00														
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <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> <p><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 resulting in a "does not meet standard" (.92) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td>50</td> <td>50.00</td> </tr> <tr> <td>0.6</td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:	50	50.00	0.6	30			0				50.00
Result	Points Possible	Points Earned														
Ratio is:	50	50.00														
0.6	30															
	0															
		50.00														
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <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> <p><b>Notes</b></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-Year Cumulative is:</td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>\$ (122,733)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:	50			30		\$ (122,733)	0	0.00			0.00
Result	Points Possible	Points Earned														
Multi-Year Cumulative is:	50															
	30															
\$ (122,733)	0	0.00														
		0.00														
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <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> <p><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 a material effect on the standard outcome, lowering the result from "meets standard" (1.47) to "does not meet standard".</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td>50</td> <td></td> </tr> <tr> <td>0.32</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:	50		0.32	0	0.00			0.00			
Result	Points Possible	Points Earned														
Ratio is:	50															
0.32	0	0.00														
		0.00														

TVCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	15.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	53.34	0.00			
	2b	75	41.79	15.82			
	2c	75	43.46	28.68			
	3a	100	60.73	0.00			
Growth	3b	100	24.17	0.00			
	3c	100	39.41	0.00			
	3d	75	37.41	0.00			
	3e	75	33.54	0.00			
	3f	75	75.83	0.00			
	3g	100	43.33	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	483.01	59.49	0.00	0.00	0.00
% of Possible Academic Points for This School			53.67%	34.00%	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
Prosocial Behavior	1	150	N/A	0.00			
Motivation	2	150	N/A	0.00			
Goal Selection Skills	3a	100	N/A	19.44			
Planning Skills	3b	100	N/A	19.44			
Adaptation Skills	3c	100	N/A	15.56			
Total Possible Mission-Specific Points Received		600	0.00	54.44	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	46.67%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	15			
	2b	25	25	0			
Governance & Reporting	3a	25	25	25			
	3b	25	0	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	15	15			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	355.00	345.00	0.00	0.00	0.00
% of Possible Operational Points for This School			88.75%	86.25%	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	10			
	1c	50	30	30			
	1d	50	50	50			
Sustainability Measures	2a	50	0	0			
	2b	50	50	50			
	2c	50	30	0			
	2d	50	50	0			
Total Possible Financial Points Received		400	310.00	190.00	0.00	0.00	0.00
% of Possible Financial Points for This School			77.50%	47.50%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



# The Village Charter School



## 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](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Achieving and maintaining Lighthouse School status;</li> <li>• Teaching differentiation using the Limitless Learning Method;</li> <li>• Teaching effective leadership principles using the 7 Habits of Highly Effective People;</li> <li>• Teaching character development using the ACE Approach and Core Values; and</li> <li>• Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.</li> </ul>	
<b>School Contact Information</b>	Address: 219 N Roosevelt, Boise, ID 83706	Phone: (208) 336-2000
<b>Surrounding District</b>	Boise School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K - 8	
<b>Enrollment</b>	Approved: 550	Actual: 278



	School	Surrounding District	State
Non-White	L	21.82%	22.56%
Limited English Proficiency	L	8.33%	6.24%
Special Needs	L	10.84%	9.46%
Free & Reduced Lunch	L	43.54%	47.07%

School Leadership	Role
Lealand Miller	Board Chair
Jani Knox	Vice Chairman
Mike Garrett	Treasurer
Rachael Smith	Secretary
Dave Lakhani	Trustee
Susan Hansen	Trustee
Anthony Richard	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: The Village Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013  
Amended: 10/29/2014

### Introduction

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

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

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

### Performance Framework Structure

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

#### Academic:

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

#### Mission-Specific:

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

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

#### Operational:

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

**Financial:**

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

**Accountability Designations**

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

**Honor:**

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

**Good Standing:**

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

**Remediation:**

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

**Critical:**

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

THE VILLAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	15.00	25	1%	15.00
	1b	25	3%	15.00	25	1%	15.00
Proficiency	2a	75	8%	53.34	75	4%	53.34
	2b	75	8%	41.79	75	4%	41.79
	2c	75	8%	43.46	75	4%	43.46
	3a	100	11%	60.73	100	6%	60.73
Growth	3b	100	11%	24.17	100	6%	24.17
	3c	100	11%	39.41	100	6%	39.41
	3d	75	8%	37.41	75	4%	37.41
	3e	75	8%	33.54	75	4%	33.54
	3f	75	8%	75.83	75	4%	75.83
	3g	100	11%	43.33	100	6%	43.33
	College & Career Readiness	4a				50	3%
4b1 / 4b2					50	3%	0.00
4c					50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>483.01</b>			<b>483.01</b>
<b>% of Possible Academic Points for This School</b>				<b>53.67%</b>			<b>46.00%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	0	0%	0.00	Mission-specific data is not available for this reporting period.		
Motivation	2	0	0%	0.00			
Goal Selection Skills	3a	0	0%	0.00			
Planning Skills	3b	0	0%	0.00			
Adaptation Skills	3c	0	0%	0.00			
Total Possible Mission-Specific Points		0	0%		700	40%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>#DIV/0!</b>			<b>0.00%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>900</b>				<b>1750</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>483.01</b>			<b>483.01</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>53.67%</b>			<b>27.60%</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%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>355.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>88.75%</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%	0.00
	2b	50	13%	50.00
	2c	50	13%	30.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>310.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>77.50%</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.

THE VILLAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><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	
<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	88.75%	65% - 84% of points possible	77.50%
<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	53.67%	61% - 79% of points possible		46% - 64% of points possible	
<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	

THE VILLAGE CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Standard	Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?  <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	15			
		2	0				
		1	0	15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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.		57-75	19	90-100	11	0
			38.56	19	65-89	25	53
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
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.		57-75	19	90-100	11	0
			38.56	19	65-89	25	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  <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	43
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							

THE VILLAGE CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH								
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	<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	
		75.44	51-75	25	70-84	15	61	
			26-50	25	50-69	20	0	
			0-25	25	1-49	49	0	
						61		
Notes								
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	<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	
			47.37	0-25	25	1-49	49	24
						24		
Notes								
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	<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	
			60.53	26-50	25	50-69	20	39
				0-25	25	1-49	49	0
						39		
Notes								
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	<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.		57-75	19	66-99	34	0	
			42.50	38-56	19	43-65	23	37
				20-37	18	30-42	13	0
				0-19	19	1-29	29	0
						37		
Notes								
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	<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.		57-75	19	66-99	34	0	
			39.50	38-56	19	43-65	23	0
				20-37	18	30-42	13	34
				0-19	19	1-29	29	0
						34		
Notes								

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 3f</b> Norm-Referenced	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>						
<b>Growth in Language</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.	89.00	38-56	19	43-65	23	76
	<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
<b>Notes</b>							76
<b>Measure 3g</b> Subgroup Growth Combined Subjects	<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.	40.00	26-50	25	30-44	15	43
	<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>							43
<b>INDICATOR 4: COLLEGE AND CAREER READINESS</b>							
<b>Measure 4a</b> Advanced Opportunity	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>				<b>Points Earned</b>
<b>Coursework</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				0
<b>Notes</b>							
<b>Measure 4b1</b> College Entrance Exam Results	<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				0
<b>Notes</b>							
<b>Measure 4b2</b> College Entrance Exam Results	<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				0
<b>Notes</b>							
<b>Measure 4c</b> Graduation Rate	<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.		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>							0



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

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school fostering all students' prosocial behavior and ability to control their emotional responses?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSweb Prosocial Behavior Scale (SSIS) OR improved by at least one tier between the fall and spring benchmarks.		150	
	<b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.		120	
	<b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.		60	
	<b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring SSIS OR improved by at least one tier between the fall and spring benchmarks.		0	
				<b>0</b>
<b>Notes</b>	TVCS will administer the AIMSweb Social Skills Improvement System (SISS) Performance Screening Guides twice per year (fall and spring) to identified students' tier on the Prosocial Behavior Scale at the time of each administration. Results will be reported by the school to the PCSC by October 1 of each year.			
<b>Measure 2</b>	<b>Is the school fostering all students' motivation to learn?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		150	
	<b>Meets Standard:</b> 60%-80% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		120	
	<b>Does Not Meet Standard:</b> 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		60	
	<b>Falls Far Below Standard:</b> Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		0	
				<b>0</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

Measure 3a	Is the school helping middle school students to improve their goal selection skills?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
	<b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
	<b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
	<b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

Measure 3b	Is the school helping middle school students to improve their planning skills?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
	<b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
	<b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
	<b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

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

Measure 3c	Is the school helping middle school students to improve their adaptation skills?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		100	
	<p><b>Meets Standard:</b> 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		80	
	<p><b>Does Not Meet Standard:</b> 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		50	
	<p><b>Falls Far Below Standard:</b> Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.</p>		0	
				0
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

THE VILLAGE CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
<b>Measure 1a</b> Implementation of Educational Program	<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.	Result	Points Possible	Points Earned
		Meets	25	25.00
			0	
Notes		<u>25.00</u>		
<b>Measure 1b</b> Education Requirements	<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.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
Notes		<u>25.00</u>		
<b>Measure 1c</b> Students with Disabilities	<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.	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
Notes		<u>25.00</u>		

		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>			
	<p><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.</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 treatment of ELL students; 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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
<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>			
	<p><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.</p> <p><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.</p> <p><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.</p>		25	
		See note	15	15.00
			0	
				15.00
<b>Notes</b>	<p>The FY13 fiscal audit (due to the PCSC office on Nov 15, 2013) was submitted to the PCSC office 12/18/13. The FY14 fiscal audit (due Oct 15, 2013) was submitted 10/20/14; the school reports that this delay was due to staffing changes and an error on the part of the auditor. The FY14 budget was submitted very late to the SDE.</p>			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<p><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.</p> <p><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.</p>	See note	25	25.00
			0	
<b>Notes</b>	<p>The FY14 fiscal audit identifies a significant deficiency in internal control, which is less concerning than a material weakness but still merits the attention of school governance. The school reports that staffing changes impacted this issue, which should not continue to be a problem going forward.</p>			

GOVERNANCE AND REPORTING					
<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.	Result	Points Possible	Points Earned	
		No instances of non-compliance documented	25	25.00	
			15		
			0		25.00
Notes					
<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.	Result	Points Possible	Points Earned	
			25		
			15		
		See note	0	0.00	0.00
Notes	Multiple fall 2014 ISEE reports were submitted very late to SDE. The school reports that this is due to a staffing change and should not continue to be an issue in the future, as significant effort has been made to bring train new personnel as quickly as possible. The annual dashboard report (due to PCSC Nov 28, 2014) was submitted 12/1/14.				
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>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.	Result	Points Possible	Points Earned	
		No instances of non-compliance documented	25	25.00	
			15		
			0		25.00
Notes					

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes	<u>25.00</u>			
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes	<u>25.00</u>			
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p><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.</p>	No instances of non-compliance documented	25	25.00
	<p><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.</p>		15	
	<p><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.</p>		0	
Notes	<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.		25	
		See note	15	15.00
			0	
				15.00
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			
<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.		25	25.00
		No instances of non-compliance documented		
			15	
			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.  <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.		25	25.00
		No instances of non-compliance documented		
			15	
			0	
Notes			25.00	




THE VILLAGE CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

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

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b> <b>Current Ratio</b>	<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 equalis 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.	<b>Result</b>	<b>Points Possible</b>	
		Ratio is 2.96	50	<b>Points Earned</b>
			10 0	<u>50.00</u>
<b>Notes</b>				
<b>Measure 1b</b> <b>Unrestricted Days Cash</b>	<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.	<b>Result</b>	<b>Points Possible</b>	
		76 days cash	50	<b>Points Earned</b>
			10 0	<u>50.00</u>
<b>Notes</b>				
<b>Measure 1c</b> <b>Enrollment Variance</b>	<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 was affected by a change in facility plans for reasons beyond the school's control. It is anticipated that, in future years, enrollment variance will not be an issue.	<b>Result</b>	<b>Points Possible</b>	
		Variance is 92.67%	50 30	<b>Points Earned</b>
			0	<u>30.00</u>
<b>Notes</b>				
<b>Measure 1d</b> <b>Default</b>	<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.	<b>Result</b>	<b>Points Possible</b>	
		No default or delinquency noted in audit	50	<b>Points Earned</b>
			0	<u>50.00</u>
<b>Notes</b>				

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
<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.				
			50		
			10		
		Agg = 0.3% Total = (2%)	0	0.00	
<b>Notes</b> Two-year trend data is unavailable due to age of school. One-year trend data is negative, as is most recent year total margin.					
<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				
		Ratio is .34	50	50.00	
			30		
			0	50.00	
<b>Notes</b>					
<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		0		
			50		
		Multi-year is \$12,317; most recent is (\$8,763); previous year is positive	30	30.00	
			0	30.00	
<b>Notes</b>					
<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				
		See note	50	50.00	
			0		
				50.00	
<b>Notes</b> The school has only operating leases on its facilities.					

A decorative graphic consisting of a green triangle pointing to the right, with a gradient from a darker green on the left to a lighter green on the right.

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

Alison Consoletti, The Center for Education Reform

# The Village Charter School

## Pre-Renewal Site Visit Report

10/11/2017

**Public Charter School**

The Village Charter School  
1747 N. Fairmeadow Drive  
Boise, ID 83704  
(208) 336-2000

**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**

Suzanne Gregg: Education Consultant  
Mike Poe, Ed.D: Program Director Educational Leadership, NNU  
Kirsten Pochop, PhD: Senior Accountability Program Manager, PCSC

## PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. The Village Charter School (TVCS) 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: Classroom observations, interviews with board and teachers

Detail: The school staff is working diligently on continuing to create an environment that focuses on leadership opportunities that follow Covey's Seven Habits. According to one teacher, they are close to becoming certified in this area and teachers mentioned that the administrator "lives" the mission. Conversations with staff also centered on the significance of leadership capacity for students. Parents, board and, staff are all able to speak intelligently on the mission.

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

Rating: Approaches

Evidence: Classroom observations, interviews with board and administration

Detail: The charter emphasizes limitless learning, yet evaluators observed few inquiry or critical thinking opportunities. During the time of our visit there appeared to be one or two classrooms that were implementing practices aligned to school expectations. On the other hand, students were completing uniform assignments such as worksheets in multiple classroom visits. This uniformity was also evident in student work samples on the wall (in which student work products looked the same).

Administration and the EMO noted that they are currently working on making improvements in this area. Representatives from the EMO stated that less than half of the teachers are using inquiry-based approaches and project based learning.

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

Rating: Does not meet

Evidence: Annual reports, classroom visits, discussions with administrators



Detail: Academic scores from the past three school years are lower than state and district averages in ELA and significantly lower in math. There is no indication that structures were in place over the past several years to increase student achievement. However, through visiting with the school team there was indication that structures are being put into place (new benchmark testing, more aligned professional development, coaching opportunities through Veritas, and the principal now having more time for instructional leadership) to increase student achievement and student learning. The administrators did speak to a new benchmark assessment, administered three times per year, which would show where students are functioning at the time of each assessment and growth made. However, teachers seemed less aware of these new assessment opportunities.

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

Rating: Does not meet

Evidence: Interviews with administration, teachers, and classroom visits

Detail: The school is currently in a transition phase with the math curriculum. The administration dropped Singapore Math because they felt that even with support of extensive outside professional development, that it was not meeting the needs of their students. Consequently, school leaders implemented a new curriculum this year. Teachers believe that the curriculum is aligned from K-6. Teachers did not mention middle school alignment. It is not clear how the curriculum meets the needs of diverse learners because classroom visits did not demonstrate differentiated materials for these learners during the “snapshot” periods of observation.

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

Rating: Approaches

Evidence: Classroom visits

Detail: The delivery of the curriculum content varies from teacher to teacher, and the administration acknowledges that this is an area of concern. With the administrator’s increased focus on the classroom, he stated that he hopes to see improvement in this area. Most of the classrooms visited had weekly targets written on the board in the major subject areas. These targets included Common Core standards in smaller text in a pocket chart. However, it was unclear if teachers ensured that students understood and met these weekly targets.

Classroom observers saw little evidence of curriculum content delivery that required higher order or critical thinking skills. For example, students often worked independently in their workbooks, with teacher assistance. However, teachers did not seem practiced in asking problem-solving questions.

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

Rating: Approaches

Evidence: Interviews with administrators and teachers

Detail: The school is implementing a benchmark assessment system to adjust curriculum and strategies when necessary. They designed the benchmarking to help all learners succeed and identify those who are in need of early intervention as well as those who need extra challenges.

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

Rating: Approaches

Evidence: Classroom visits and administrator interview

Detail: Student engagement varied throughout the classrooms observed. The administration acknowledges that meaningful student engagement is lacking.

In some classrooms, teachers were engaged with students, frequently checking for understanding. In other classrooms, students were working on their own with little instruction from the teacher. Teachers would either circulate the room or sit at a table where students could come to for assistance. In most of the classrooms visited, it was not clear that the majority of the students were demonstrating mastery.

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

Rating: Approaches

Evidence: Interviews with staff, administration, and parents

Detail: For several years, the school has struggled with high turnover of staff. Staff, board, and administration attribute this to a lack of stability at the school, particularly regarding the facility. Since the school is now in a permanent location and an increased focused on academics, stakeholders believe this turnover will decrease. Teachers report increased satisfaction because of the quality of the new facility and reduced unrest overall. Last year, due to budgetary concerns, the board was forced to lay off administrative and support staff in the middle of the school year. This year, due to much higher enrollment and better fiscal management, staffing levels should remain steady.

**Does the school have leadership sustainability?**

Rating: Approaches

Evidence: Interview with board and administration

Detail: The school leadership plan has recently gone through a transition since the board has contracted with Veritas, the EMO, for administrative and business management services. The president of Veritas acts as the CEO of TVCS, while Tony Richard, the administrator, acts in a more traditional principal role, primarily focused on academics. The board has charged Veritas with turning around school operations.

The Board realized the importance of cultivating the leadership pipeline from within and hired a new vice principal who was formerly a teacher at the school. The vice principal receives high marks from all stakeholders, including parents, for his practical expertise and adept communication skills. For example, he is heading up the school safety program as they address safety issues in the new facility. He has successfully navigated the parent car drop-off procedure by negotiating with neighboring businesses, an especially complicated task considering the highly trafficked nature of the adjacent arterial.

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

Rating: Approaches

Evidence: Interviews with staff and administration

Detail: TVCS is not in session on Fridays and has designated this as a professional development day for teachers. Professional development goals are divided into grade-level groups. The implementation of professional development has been mixed, and the school has struggled to align professional development to instructional practices.

The most effective training, evident in classroom visits, was the Covey 7 Habits of Leadership. This year, staff mentioned that the primary focus is on math. They hope to increase student achievement in this area. However, the administrator expressed an interest in also focusing professional development on student engagement. It appears that the school may lack a cohesive and aligned professional development plan specific to the need of increasing teacher effectiveness and student achievement.

**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: Interviews with administrators and Veritas

Detail: The school has implemented a new benchmark system this year, Edmentum, which is aligned to the Common Core. Veritas reps explained that Edmentum will be offering a teacher training on the program. They also explained that they expect to see student growth through the implementation of these programs. However, teachers stated that they have not yet started using this program. When asked if academic changes have gone into effect since Veritas was brought on, one teacher noted that “nothing has really happened on the academics side.”

To implement this program, the school has recently purchased 150 chrome books. In addition, this new facility has full internet capability, which was not available in the prior building.

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

Rating: Meets

Evidence: Classroom visits, interviews with stakeholders

Detail: The school is strong in this area with a respectful environment seen from the top down. Parents reinforce that this is true, speaking of how safe their children feel at the school. Parents emphasized that teachers act with “sincerity and kindness.” Classroom management is strong and transitions are smooth. Children understand the routines and are kind to each other and respectful to adults.

**ACCESS AND EQUITY**

**Does the school offer adequate support for special populations?**

Rating: Approaches

Evidence: Visits with special education staff

Detail: The special education team is new this year and appear highly knowledgeable. The school is moving forward in a positive direction after past struggles in this area. Last year, the school was paying too much for contracted SpEd services. There appear to be adequate resources within the special education department.

For diverse learners, particularly more advanced students, the school plans to use paraprofessionals to make sure that students get extra support. For struggling students, they plan to provide more one-on-one assistance from the classroom teacher.

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

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

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

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

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

Rating: Approaches

Evidence: Interviews with administration and Veritas

Detail: TVCS has significantly increased student enrollment to approximately 465. Enrollment was in the mid to low 300s last year. Veritas has held several successful recruiting sessions throughout the past year at popular venues such as Roaring Springs, Jump Time, and the downtown Saturday Market. The administration spoke about there being renewed “energy” around recruitment. However, there remains concern regarding student retention. Several people during the visit stated there were still students moving out and other students coming

into the school. They are working toward keeping enrollment steady. In order to help address attrition concerns, the administration has been conducting exit interviews. Many parents have cited upheaval about the school location as a contributor to their decisions to pull children from the school.



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

Rating: Approaches

Evidence: Interviews with staff and administration

Detail: The recent changes to the administrative structure with Veritas in a CEO role has helped to create clarity around these roles. The board is also beginning to understand their role of governance instead of management. The teachers understand the mission of the school and their role in the organization. Professional development is an area in which the administration is attempting to provide more clarity and direction. Staff also feel that they have a voice in professional development.

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

Rating: Does not meet

Evidence: Interviews with the board, ESP, administration, and parents

Detail: This is an area that the board and administration acknowledge is in need of improvement. The board noted that the communication to families about the facility construction project was lacking. In addition, they do not currently have a school wide communication plan such as how frequently teachers should be interacting with parents. Parents, particularly those who are not frequently on-site, noted that they do not know how to reach out to their children's teachers. They also expressed a desire for regular parent-teacher conferences, which are not currently required. However, parents did note that communication from the administration had been strong regarding the new parking/drop-off plan.

Teachers stated they would like more outreach to parents regarding leadership training and the 7 Habits.

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

Rating: Approaches

Evidence: Interviews with parents, teachers, and administration

Detail: The PTO has a strong leader and all stakeholders agree that this has improved considerably. Teachers also noted that parents are more involved this year. Parents noted that improving the communication channel between the school and families would facilitate even greater parental involvement.

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

Rating: Meets

Evidence: Observations of the site and classrooms

Detail: The new facility has large classrooms that meet the needs of the teachers and students. The special education area is spacious and attractive.

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

Rating: Approaches

Evidence: Discussions with administrators and parents

Detail: TVCS is very close to meeting standard in this indicator. Parents and administration noted that safety policies were still being worked out for the new facility, which is located in a heavily trafficked area. Parents include members of the local police force who are helping the school to ensure the safety of all students. The administration is developing safety plans for lock down and addressing egress concerns. They also plan to purchase screens to cover the windows of the classrooms, including a red and green color coding system for the blinds to indicate if the classroom is in a safe status.

**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?**

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

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

This indicator 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: Approaches

Evidence: Interview with the board and administration

Detail: The board is making progress in this area and is moving away from micromanaging. In the past, they felt like they needed to provide more hands-on assistance to the administrator, particularly during the facility construction process. They had been in "survival mode" for several years. The board members stated that they are now learning how to "govern not manage" and beginning to focus more on policy. The board wants to ensure that the charter is fulfilled to the best of their abilities and become a true leadership school. They also want to ensure that gifted students' needs are met.

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

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

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

Rating: Approaches

Evidence: Board interview

Detail: The board needs more training in this area. The board would like to develop more expertise in academic oversight and hopes to find a board member with this specialized knowledge. The board does not yet have an understanding of what academic data they should be collecting and how to analyze this data. With increased expertise, the board will be able to approve academic goals for the school.

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

Rating: Approaches

Evidence: Board interview

Detail: The board has worked diligently to bring the facility project to fruition, showing great perseverance. They have also ensured that the administrator is regularly reviewed. This year, they are able to follow-up on the administrator reviews and take action where necessary. For example, they are working with the administrator to make sure that all teachers are evaluated in a timely fashion.

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

Rating: Approaches

Evidence: Board and business manager interviews

Detail: In the past, the board did not have the resources available to provide appropriate financial oversight. However, with Veritas assisting with the finances, the board is now better able to understand and monitor the financial status of the school. There continues to be concern, however, that TVCS fiscal staff needs significant oversight and assistance from Veritas. If/when the ESP contract is no longer in force, the school needs to ensure that fiscal staff understands the full financial picture of the school.

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

Evaluators do not have enough information to provide a full rating in this area. However, evaluators did learn that internal controls and procedures have been lacking in the past and that the school realizes that this area needs to be developed.

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

Rating: Approaches

Evidence: Interviews with administration, business managers, and Veritas

Detail: The school suffered from a significant and unforeseen cash flow deficit in the 2016-17 school year. Currently the school has a very small cash reserve. However, the school is currently on a stronger financial footing with the assistance of Veritas. The ESP has encouraged cost-cutting measures, particularly in the operations of SpEd and helped to set the school on course to be financially stable. Board members report that they now receive financial reports from Veritas, which help them to better understand the financial picture of the school.

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

Rating: Approaches

Evidence: Interviews with board, Veritas, and business managers

Detail: Since the school has met enrollment projections, revenue and funding projections appear reasonable. However, there is still some uncertainty due to the relatively high attrition rate. The debt payments are reasonable for the current school size.

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

Rating: Approaches

Evidence: Interviews with board, Veritas, and business managers

Detail: Since the move to the new facility and dramatic increase in enrollment, the school has developed more realistic long-term financial plans. In the past, enrollment projections had not been accurate, making long-range planning very difficult.

## 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:				

PCSC Site Visit Evaluation Rubric

**Organizational Capacity**

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

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

**Governance**

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

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

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

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

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

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



PCSC Site Visit Evaluation Rubric

<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 The Village Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 29, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; 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; and

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 2011. 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**

- A. School Mission.** The mission of the School is as follows:  
**The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.**
- B. Grades Served.** The School may serve students in **kindergarten through eighth grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Achieving and maintaining Lighthouse School status;**
  - **Teaching differentiation using the Limitless Learning Method;**

- Teaching effective leadership principles using the 7 Habits of Highly Effective People;
- Teaching character development using the ACE Approach and Core Values; and
- Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.

**D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

**E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

**A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

**B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

**D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

**E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the

Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 550 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

25 students per class in kindergarten and grade 1

30 students per class in grades 2 and 3

33 students per class in grades 4 – 8

TVCS may offer up to two kindergarten and two first grade classrooms in its first year of operation. The school may expand by one classroom per grade, per school year, up to two classrooms per grade in K-8. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

- 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.** 219 N. Roosevelt, Boise, ID 83706. 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 described in Appendix B.
- 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.

*Alan Reed*

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**Chairman, Idaho Public Charter School Commission**

*Sealan Mill*

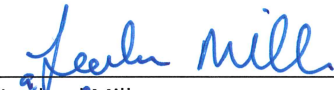
\_\_\_\_\_  
**Chairman, The Village Charter School Board**

IN WITNESS WHEREOF, the Authorizer and The Village Charter School (TVCS) have executed this Amendment to their Performance Certificate that increases their rate of expansion by adding up to 132 more students in the 2014-2015 school year via the option of offering two classes per grade for kindergarten through 8th grade. TVCS's overall enrollment caps will not change. This Amendment to TVCS's Performance Certificate is effective as of February 13, 2014.



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Alan Reed  
Chairman, Idaho Public Charter School Commission



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Leeland Miller  
Chairman of the Board, The Village Charter School

IN WITNESS WHEREOF, the Authorizer and The Village charter School (TVCS) have executed this Amendment to their Performance Certificate to modify the primary attendance area. This Amendment to TVCS's Performance Certificate is effective as of March 2, 2016.



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Alan Reed  
Chairman, Idaho Public Charter School Commission



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Lealan Miller  
Chairman of the Board, The Village Charter School

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

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




**APPLICATION FOR CHARTER RENEWAL**  
**THE VILLAGE CHARTER SCHOOL**  
**1747 FAIRMEADOW DRIVE**  
**BOISE, ID 83704**

School Contact:  
Anthony Richard, Lead Administrator  
208.794.5708  
[tonyrichard@thevillagecharterschool.org](mailto:tonyrichard@thevillagecharterschool.org)

Application approved by School Board: Thursday, December 14, 2017

Application submitted on: Friday, December 15, 2017

Signed by School Board Chairperson:

  
Benjamin E. Greenwood



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## EXHIBITS

- Exhibit A - Summary ISAT data, Students at TVCS 3 yrs
- Exhibit B - TVCS vs State scores
- Exhibit C - Student Population Data
- Exhibit D - 2.10.17 Cash Flow
- Exhibit E - 7.12.17 Cash Flow
- Exhibit F - Chart of ZES Findings
- Exhibit G - 5 Year Pro Forma
- Exhibit H - Audit Findings



## *EXECUTIVE SUMMARY*

The Village Charter School is a young charter with specific educational defining concepts. The school provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment. Helping children understand the key character developmental ideas promotes better citizens who can give back to their community as active adults. The 7 Habits of Highly Effective People is a known source of success. Integrating those habits daily into the curriculum and collaboration of our student body promotes an active school seeking to win-win in all areas of education. The Village Charter School is then adding a hands on approach with differentiation through our Limitless Learning Methods. Our data shows that students that stay with The Village for three years or more are excelling on the average above their peers and other state based test scores. We attribute this to the whole child concept of learning. Leadership and communication are life skills that will transform any child into a successful adult.

Some of the major challenges during the last five years are the determinations of finding the school's forever home and moving into that location. The continual roller-coaster ride and stakeholder dissatisfaction of not knowing and promises being broken was more than nearly 70 children's parents could handle. As the board sought out opportunities to move the school, experience after experience caused a continual source of frustration. As the school is working through the process, students are still gaining academic grounds and testing is occurring. The ability to continue functioning and placing the child's needs first has always been a priority at Village. Loss of students, change of locations, two campuses rather than one, limited supplies, and other hardships were all faced head-on and the result today is a strong, young yet mature charter school that is preparing to go to the next level of success.


Many positive items occurred throughout the last five years. The Village varied in attendance this last school year and experienced last minute recruitment despite the loss of stakeholders over the continued building plans being changed. The school received excellent ratings on their financials and operations for the beginning years. Just recently, TVCS was announced as a candidate school to host Lighthouse tours and be a Franklin Covey displayed school. This means that The Village could be toured and promoted on Franklin Covey's website for any school that is interested in seeing the program properly implemented. What an accomplishment for such a new school. When the founding board began The Village, they had to travel to Atlanta, Ga to see a model school. Now in Boise, Idaho, Franklin Covey will have a presence and The Village is the school that will promote that.


The four questions addressed in the renewal application are as follows, 1) Is the school an academic success? 2) Is the school organizationally sound and compliant with applicable laws and regulations? 3) Is the school fiscally sound? 4) If renewed, what is the school's plan for its next performance certificate term? First, TVCS believes the school is an academic success. We have many areas of growth and accomplishment needed, but overall students are gaining and growing within the classrooms. The ability to educate the whole child makes us unique with

parents. It truly gives our teachers and staff understanding to nurture the entire child and help them gain ground with math and reading.

Is the school organizationally sound and compliant with applicable laws and regulations? TVCS has not been doing well in this area for the last two years. However, the 2016-2017 school year produced a Green rating for operations within the school. It is important that we continue to change the expectation of our school and offer a more concise approach for monitoring deadlines and other necessary documents. Financially, The Village is beginning to flourish and move forward making extreme changes from the last two years. Having gained a positive cash flow and purchased their building with a bond, TVCS will be working to balance building a reserve and funding excellent education. The Board believes with the purchase of the school's forever home, a stabilization process will begin and the school will start to reach its fullest potential. Over the next five years, The Village Charter School will work to gain academic success, strong operational processes and a valued reserve. Making a difference in the lives of our students is our number one priority. Helping to continue shaping tomorrow leaders is a goal the school will always keep in site. During the next five-year transition, TVCS will make Lighthouse Status and represent Franklin Covey schools all across Idaho.

This application shares testament to the school's resiliency and persistent nature. Joining forces with a service provider, the board is seeking to have a better understanding on governance and oversight. Veritas Charter School Services offers accountability to ensure the school follows procedures that matches the policies approved. A checks and balance will enable the school to be successful. TVCS will continue to push onward and make a mark for the Boise community and offer choice in education for parents.

  
12/14/17  
Ben Greenwood, School Board Chairperson

  
Anthony Richard, Lead Administrator

# APPLICATION NARRATIVE

## 1. Is the school an academic success?

### State ISAT Performance

Starting by looking at data from this past school year,

### **THIRD Grade ISAT ELA Results for 2016-2017 Analysis for Students Attending TVCS 1st-3rd Grade (3 years)**

SUMMARY OF ISAT ELA DATA: Summarized scaled scores for students from 3<sup>rd</sup> grade; summarized achievement levels in 3<sup>rd</sup> grade 2017:

	ISAT Scale Score 3 <sup>rd</sup> Grade	Achievement Level 3 <sup>th</sup> Grade 2017
Q1	2399.5	2
Q2 Median	2456	3
Q3	2486	3.25
Q4 max	2545	4
Mean	2436.2	2.8

- The group consisted of 20 third grade students who attended TVCS in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades.
- The spring 2017 ELA ISAT data show 1/20 third graders was at Performance Level 1; 7/20 at Level 2; 7/20 at Level 3; and 5/20 at Level 4.
- More than 50% (12/20) of this group was proficient in ELA according to ISAT.
- 7/20 students were near proficient, and of this group, 4 students in this group have IEP's. One student in the group did not meet the achievement standards, and the same student has an IEP.

### **FOURTH Grade ISAT ELA Results for 2016-2017 Analysis for Students Attending TVCS 2nd-4th Grade (3 years)**

SUMMARY OF ISAT ELA DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 4<sup>th</sup> grade; summarized achievement levels in 4<sup>th</sup> and 3<sup>rd</sup> grades; calculated and summarized changes in achievement levels from 3<sup>rd</sup> to 4<sup>th</sup> grade.

	Difference ISAT Scale Score 3 <sup>rd</sup> to 4 <sup>th</sup> Grade	Achievement Level 4 <sup>th</sup> Grade 2017	Achievement Level 3 <sup>rd</sup> Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 4 <sup>th</sup> Grade
Q1	18	2	2	-1
Q2 Median	40	3	3	0
Q3	85	3	4	0
Q4 max	151	4	4	1
Mean	42	2.5	2.7	

- The group consisted of 21 fourth grade students who attended TVCS in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.
- The spring 2017 ELA ISAT data shows 3/21 fourth graders were at Performance Level 1; 7/21 at Level 2; 9/21 at Level 3; and 2/21 at Level 4.
- Between 3<sup>rd</sup> grade and 4<sup>th</sup> grade 7/21 dropped one ELA achievement level; 11/21 remained at the same achievement level; and 3/21 students improved by one achievement level.

Is there evidence of growth in ELA performance in this group of TVCS 4<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT ELA test scores vary from a low of 2001 points to a high of 2366 points. For the fifth grade the range for Level 1 is from 2056 to 2441, indicating a necessary growth in score in the course of learning. Assuming that cut scores were similar over the past three years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 50 points in the scale score increase from 3<sup>rd</sup> grade to 4<sup>th</sup> grade to maintain the achievement level. Example: in 2017, there is a 49 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the top of Level 1 for 4<sup>th</sup> grade. I used a benchmark of a 48 point increase from 3<sup>rd</sup> grade to 4<sup>th</sup> grade as a measure of maintenance growth during the 4<sup>th</sup> grade year of ELA instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fifth grade group, about 50% (9/21) showed score growth from 3<sup>rd</sup> to 4<sup>th</sup> grade greater than 50 points; 25% improved by more 85 points or more.
- The group analyzed did not include students with IEP’s.

**FOURTH Grade ISAT Math Results for 2016-2017  
Analysis for Students Attending TVCS 2nd-4th Grade (3 years)**

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SUMMARY OF ISAT MATH DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 4<sup>th</sup> grade; summarized achievement levels in 4<sup>th</sup> and 3<sup>rd</sup> grade; calculated and summarized changes in achievement level from 3<sup>rd</sup> to 4<sup>th</sup> grade.

	Difference ISAT Scale Score 3 <sup>rd</sup> to 4 <sup>th</sup> Grade	Achievement Level 4 <sup>th</sup> Grade 2017	Achievement Level 3rd Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 4 <sup>th</sup> Grade
Q1	25	2	2	-1
Q2 Median	32	2	2	0
Q3	56	3	3	0
Q4 max	103	4	4	1
Mean	42	2.3	2.5	

- The group consisted of 21 fourth grade students who attended TVCS in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.
- The spring 2017 math ISAT data show 4/21 fourth graders were at Performance Level 1; 8/21 at Level 2; 8/21 at Level 3; and 1/21 at Level 4.
- Between 3<sup>rd</sup> grade and 4<sup>th</sup> grade 7/21 dropped one math achievement level; 11/21 remained at the same achievement level; and 3 students improved by one achievement level.

Is there evidence of growth in math performance in this group of TVCS 4<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT test scores vary from a low of 2071 points to a high

of 2380 points. For the fifth grade the range for Level 1 is from 2095 to 2454, indicating a necessary growth in score in the course of learning math. Assuming that cut scores were similar over the past three years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 50 points in the scale score increase from 3<sup>rd</sup> grade to 4<sup>th</sup> grade to maintain the same achievement level. Example: in 2017, there is a 49 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the top of Level 1 for 4<sup>th</sup> grade. I used a benchmark of a 50-point increase from 3<sup>rd</sup> grade to 4<sup>th</sup> grade as a measure of maintenance growth during the 4<sup>th</sup> grade year of math. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fourth grade group, about 25% (6/21) showed score growth from 3<sup>rd</sup> to 4<sup>th</sup> grade greater than 50 points.
- The remaining 15 students did not make maintenance growth; 50% making less than 32 points growth.
- The group analyzed did not include students with IEP'.

**FIFTH Grade ISAT ELA Results for 2016-2017**  
**Analysis for Students Attending TVCS 3rd-5th Grade (3 years)**

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SUMMARY OF ISAT ELA DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 5<sup>th</sup> grade; summarized achievement levels in 5<sup>th</sup> and 3<sup>rd</sup> grade; calculated and summarized changes in achievement level from 3<sup>rd</sup> to 5<sup>th</sup> grade.

	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3rd Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade
Q1	55	2	1	0
Q2 Median	94	2.5	2	0
Q3	133	3	3	1
Q4 max	179	4	4	2
Mean	94	2.5	2.2	

- The group consisted of 25 students who have attended TVCS in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, including 2 students with IEP's that identify NO ISAT testing, and 1 student with unavailable data. The summarized results include data for 22 students. Two of the included students have IEP's with Exceptionality of 1. One student had extended absences for serious medical treatments in the winter and spring before ISAT testing.
- The spring 2017 ELA ISAT data show 5/22 fifth graders were at Performance Level 1; 5/22 at Level 2; 8/22 at Level 3; and 4/22 at Level 4.
- Between 3<sup>rd</sup> grade and 5<sup>th</sup> grade 1/22 dropped one ELA achievement level; 13/22 remained at the same achievement level; 7/22 students improved by one achievement level, and 1/22 improved by 2 levels.

Is there evidence of growth in ELA performance in this group of TVCS 5<sup>th</sup> graders?

The Idaho State Department of Education uses "cut scores" to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT ELA test scores vary from a low of 2001 points to a high of 2366 points. For the fifth grade the range for Level 1 is from 2056 to 2441, indicating a necessary growth in score in the course of learning. Assuming that cut scores were similar over the past three years,

can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 90 points in the scale score increase over two years, from 3<sup>rd</sup> grade to 5<sup>th</sup> grade, to shift from the top of one achievement level to the bottom of the next achievement level. Example: in 2017, there is a 75 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the bottom of Level 2 for 5<sup>th</sup> grade. I used a benchmark of a 90-point increase from 3<sup>rd</sup> grade to 5<sup>th</sup> grade as a measure of reasonable growth during two years of ELA instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fifth grade group, over 50% (12/22) showed score growth from 3<sup>rd</sup> to 5<sup>th</sup> grade greater than 90 points; 25% improved by 133 points or more.
- 25 % (4/22) of students improved scores by 55 to 93 points, and a remaining 6/22 showed small improvements.
- Included in the six who made small ELA improvements are two students who have IEP’s (Exceptionality 1) and one student who had extended absences for serious medical treatments.

**FIFTH Grade ISAT Math Results for 2016-2017**  
**Analysis for Students Attending TVCS 3rd-5th Grade (3 years)**

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SUMMARY OF ISAT MATH DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 5<sup>th</sup> grade; summarized achievement levels in 5<sup>th</sup> and 3<sup>rd</sup> grade; calculated and summarized changes in achievement level from 3<sup>rd</sup> to 5<sup>th</sup> grade.

	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3rd Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade
Q1	61	1	1	-1
Q2 Median	92	2	2	0
Q3	130	2	2.75	1
Q4 max	191	4	4	1
Mean	88			

- The group consisted of 25 students who have attended TVCS in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, including 2 students with IEP’s that identify NO ISAT testing, and 1 student with unavailable data. The summarized results include data for 22 students. Two of the included students have IEP’s with Exceptionality of 1. One student had extended absences for serious medical treatments in the winter and spring before ISAT testing.
- The spring 2017 math ISAT data show 10/22 fifth graders were at Performance Level 1; 7/22 at Level 2; 1/22 at Level 3; and 4/22 at Level 4.
- Between 3<sup>rd</sup> grade and 5<sup>th</sup> grade, 6/22 dropped one math achievement level; 9/22 remained at the same achievement level; and 7 students improved by one achievement level.

Is there evidence of growth in math performance in this group of TVCS 5<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT test scores vary from a low of 2071 points to a high of 2380 points. For the fifth grade the range for Level 1 is from 2095 to 2454, indicating a necessary growth in score in the course of learning math. Assuming that cut scores were similar over the past three

years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 90 points in the scale score increase over two years, from 3<sup>rd</sup> grade to 5<sup>th</sup> grade, to shift from the top of one achievement level to the bottom of the next achievement level. Example: in 2017, there is a 75 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the bottom of Level 2 for 5<sup>th</sup> grade. I used a benchmark of a 90-point increase from 3<sup>rd</sup> grade to 5<sup>th</sup> grade as a measure of reasonable growth during two years of math instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fifth grade group, 50% showed score growth from 3<sup>rd</sup> to 5<sup>th</sup> grade greater than 92 points; 25% improved by 130 points or more. (75% positive gains)
- 25% of students improved scores by 61 to 91 points, and a remaining 6/22 showed small improvement. This group included one student who had extended absences for serious medical treatments.
- One of the included IEP students improved by 106 points and shifted from level 1 to 2. The other student with IEP improved the score by 80 points but stayed at level 1.

**Summary ISAT ELA Results for 2016-2017  
Analysis for Students Attending TVCS 3<sup>rd</sup>-5<sup>th</sup> Grade**

	Whole tested 5 <sup>th</sup> grade group n=22				Removed 3 students n=19 (2 with IEP's, 1 with medical absences)			
	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3 <sup>rd</sup> Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3 <sup>rd</sup> Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade
Q1	55	2	1	0	70.5	2	2	0
Q2 Median	94	2.5	2	0	99	2	3	0
Q3	133	3	3	1	133.5	3	3	1
Q4 max	179	4	4	2	179	4	4	2
Mean	94	2.5	2.2		103	2.4	2.7	

SUMMARY OF ISAT ELA DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 5<sup>th</sup> grade; summarized achievement levels in 5<sup>th</sup> and 3<sup>rd</sup> grade; calculated and summarized changes in achievement level from 3<sup>rd</sup> to 5<sup>th</sup> grade.

- The group consisted of 25 students who have attended TVCS in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, including 2 students with IEP's that identify NO ISAT testing, and 1 student with unavailable data.
- The summarized results include data for 22 students. Two of the included students have IEP's with Exceptionality of 1. One student had extended absences for serious medical treatments in the winter and spring before ISAT testing.
- The spring 2017 ELA ISAT data show 5/22 fifth graders were at Performance Level 1; 5/22 at Level 2; 8/22 at Level 3; and 4/22 at Level 4.
- Between 3<sup>rd</sup> grade and 5<sup>th</sup> grade 1/22 dropped one ELA achievement level; 13/22 remained at the same achievement level; 7/22 students improved by one achievement level, and 1/22 improved by 2 levels.

Is there evidence of growth in ELA performance in this group of TVCS 3<sup>rd</sup>-5<sup>th</sup> graders?

The Idaho State Department of Education uses "cut scores" to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT ELA test scores vary from a low of 2001 points to a high of 2366 points. For the fifth grade the range for Level 1 is from 2056 to 2441, indicating a necessary growth in score in the course of learning. Assuming that cut scores were similar over the past three years,



can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 90 points in the scale score increase over two years, from 3<sup>rd</sup> grade to 5<sup>th</sup> grade, to shift from the top of one achievement level to the bottom of the next achievement level. Example: in 2017, there is a 75 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the bottom of Level 2 for 5<sup>th</sup> grade. I used a benchmark of a 90-point increase from 3<sup>rd</sup> grade to 5<sup>th</sup> grade as a measure of reasonable growth during two years of ELA instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fifth grade group, over 50% (12/22) showed score growth from 3<sup>rd</sup> to 5<sup>th</sup> grade greater than 90 points; 25% improved by 133 points or more.
- 25% (4/22) of students improved scores by 55 to 93 points, and a remaining 6/22 showed small improvements.
- Removing students with exceptionality (2 IEP, one extended medical absence), made little difference to the group summary.

### Summary ISAT Math Results for 2016-2017 Analysis for Students Attending TVCS 3rd-5th Grade

SUMMARY OF ISAT MATH DATA: Calculated and summarized changes in scaled scores for each student from 3<sup>rd</sup> grade to 5<sup>th</sup> grade; summarized achievement levels in 5<sup>th</sup> and 3<sup>rd</sup> grade; calculated and summarized changes in achievement level from 3<sup>rd</sup> to 5<sup>th</sup> grade.

	Whole tested 5 <sup>th</sup> grade group n=22				Removed 3 students n=19 (2 with IEP's, 1 with medical absences)			
	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3rd Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Difference ISAT Scale Score 3 <sup>rd</sup> to 5 <sup>th</sup> Grade	Achievement Level 5 <sup>th</sup> Grade 2017	Achievement Level 3rd Grade 2017	Changes of Achievement Levels 3 <sup>rd</sup> to 5 <sup>th</sup> Grade
Q1	61	1	1	-1	63.5	1	1	-0.5
Q2 Median	92	2	2	0	93	2	2	0
Q3	130	2	2.75	1	139.5	3	2.5	1
Q4 max	191	4	4	1	191	4	4	1
Mean	88	2	2		93.5	2	2.1	

- The group consisted of 25 students who have attended TVCS in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, including 2 students with IEP's that identify NO ISAT testing, and 1 student with unavailable data.
- The summarized results include data for 22 students. Two of the included students have IEP's with Exceptionality of 1. One student had extended absences for serious medical treatments in the winter and spring before ISAT testing.
- The spring 2017 math ISAT data show 10/22 fifth graders were at Performance Level 1; 7/22 at Level 2; 1/22 at Level 3; and 4/22 at Level 4.
- Between 3<sup>rd</sup> grade and 5<sup>th</sup> grade 6/22 dropped one math achievement level; 9/22 remained at the same achievement level; and 7 students improved by one achievement level.

Is there evidence of growth in math performance in this group of TVCS 3<sup>rd</sup>-5<sup>th</sup> graders?

The Idaho State Department of Education uses "cut scores" to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT test scores vary from a low of 2071 points to a high of 2380 points. For the fifth grade the range for Level 1 is from 2095 to 2454, indicating a necessary growth in score in the course of learning math. Assuming that cut scores were similar over the past three

years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 90 points in the scale score increase over two years, from 3<sup>rd</sup> grade to 5<sup>th</sup> grade, to shift from the top of one achievement level to the bottom of the next achievement level. Example: in 2017, there is a 75 point increase from the top of Level 1 for 3<sup>rd</sup> grade to the bottom of Level 2 for 5<sup>th</sup> grade. I used a benchmark of a 90-point increase from 3<sup>rd</sup> grade to 5<sup>th</sup> grade as a measure of reasonable growth during two years of math instruction.

This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled fifth grade group, 50% showed score growth from 3<sup>rd</sup> to 5<sup>th</sup> grade greater than 92 points; 25% improved by 130 points or more.
- 25% of students improved scores by 61 to 91 points, and a remaining 6/22 showed small improvement.
- Removing students with exceptionalty (2 IEP, one extended medical absence) made a small change to the overall group summary.

### **SIXTH Grade ISAT ELA Results for 2016-2017 Analysis for Students Attending TVCS 4th-6th Grade**

SUMMARY OF ISAT ELA DATA: Calculated and summarized changes in scaled scores for each student from 4<sup>th</sup> grade to 6<sup>th</sup> grade; summarized achievement levels in 4<sup>th</sup> and 6<sup>th</sup> grade; calculated and summarized changes in achievement level from 4<sup>th</sup> to 6<sup>th</sup> grade.

	Whole tested 5 <sup>th</sup> grade group n=14			
	Difference ISAT Scale Score 4 <sup>th</sup> to 6 <sup>th</sup> Grade	Achievement Level 6 <sup>th</sup> Grade 2017	Achievement Level 4th Grade 2015	Changes of Achievement Levels 4th to 6th Grade
Q1	56	3	2	0
Q2 Median	93	3	3	0
Q3	129	3	3	1
Q4 max	189	4	4	2
Mean	93.9	2.9	2.7	

- The group consisted of 14 students who have attended TVCS in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. There were no students with IEP's in this group.
- The spring 2017 ELA ISAT data show 2/14 fifth graders were at Performance Level 1; 1/14 at Level 2; 8/14 at Level 3; and 4/15 at Level 4. 75% of the 6<sup>th</sup> grade group performed at proficient or above levels for ELA.
- Between 4th grade and 6<sup>th</sup> grade, about 75% (10/14), and 4/14 improved by one achievement level.

#### Is there evidence of growth in ELA performance in this group of TVCS 6<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT ELA test scores vary from a low of 2001 points to a high of 2366 points. For the fifth grade the range for Level 1 is from 2056 to 2441, indicating a necessary growth in score in the course of learning. Assuming that cut scores were similar over the past three years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 70 points in the scale score increase over two years, from 4<sup>th</sup> grade to 6<sup>th</sup> grade, to maintain an

achievement level. For example, in 2017, there is a 58 point increase from the upper score for Level 2 of 4<sup>th</sup> grade to the upper score for Level 2 of 6<sup>th</sup> grade. I used a benchmark of a 70-point increase from 4<sup>th</sup> grade to 6<sup>th</sup> grade as a measure of maintenance growth during two years of ELA instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled 6<sup>th</sup> grade group, more than 50% (9/14) showed score growth from 4<sup>rd</sup> to 6<sup>th</sup> grade greater than 70 points; 25% improved by 129 points or more.
- The scores of two students improved between 50 and 70 points, and three students showed no significant growth over the two years from 4<sup>th</sup> to 6<sup>th</sup> grade.

**SIXTH Grade ISAT Math Results for 2016-2017  
Analysis for Students Attending TVCS 4th-6th Grade**

SUMMARY OF ISAT MATH DATA: Calculated and summarized changes in scaled scores for each student from 4<sup>rd</sup> grade to 6<sup>th</sup> grade; summarized achievement levels in 4<sup>th</sup> and 6<sup>th</sup> grade; calculated and summarized changes in achievement level from 4<sup>rd</sup> to 6<sup>th</sup> grade. One student did not take the MATH ISAT in 2017, so those data were removed from the set.

	Tested 6 <sup>th</sup> grade group n=13			
	Difference ISAT Scale Score 4 <sup>th</sup> to 6 <sup>th</sup> Grade	Achievement Level 6 <sup>th</sup> Grade 2017	Achievement Level 4th Grade 2015	Changes of Achievement Levels 4th to 6th Grade
Q1	72	2	2	0
Q2 Median	91	2	2	0
Q3	115	3	3	1
Q4 max	185	4	4	1
Mean	93.3	2.5	2.5	0.4

- The group consisted of 13 students who have attended TVCS in 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> grades.
- The spring 2017 math ISAT data: 2/13 sixth graders were at Performance Level 1; 6/13 at Level 2; 2/13 at Level 3; and 4/13 at Level 4.
- Between 4<sup>th</sup> grade and 6<sup>th</sup> grade about 50% of students improved 6/13 improved one math achievement level; one student dropped a math achievement level, and 50% of students remained at the same achievement level.

Is there evidence of growth in math performance in this group of TVCS 5<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT test scores vary from a low of 2071 points to a high of 2380 points. For the fifth grade the range for Level 1 is from 2095 to 2454, indicating a necessary growth in score in the course of learning math. Assuming that cut scores were similar over the past three years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores on the ISDE website, it appears that a student would need on average increase of 70 points in the scale score increase over two years, from 4<sup>th</sup> grade to 6<sup>th</sup> grade, for a student to maintain an achievement level. Example: in 2017, there is a 67 point increase from the top of Level -2 for 4<sup>th</sup> grade to the top of Level 2 for 6<sup>th</sup> grade. I used a benchmark of a 70-point increase from 4<sup>th</sup> grade to 6<sup>th</sup> grade as a measure of reasonable growth during two years of math instruction. This amount of growth will not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Of the sampled sixth grade group, 75% made more than 70 points score growth from 4<sup>th</sup> to 6<sup>th</sup> grade; 50% improved by more than 90 points.
- About 25 % (3/13) of students made little to no growth.

**7, 8 Grades Combined ISAT Math  
Analysis for Students Attending TVCS 2015-2017**

SUMMARY OF ISAT MATH DATA: Calculated and summarized changes in scaled scores for each student in the 2017 7<sup>th</sup> and 8<sup>th</sup> grade classes; summarized achievement levels in 2015 and 2017; calculated and summarized changes in achievement level from 2015 to 2017 grade.

Combined 7,8 grade Students N=20				Combined 7,8 grade Students (STUDENTS WITH IEPs NOT INCLUDED) N=16			
Difference ISAT Scale Score 2015-2017	Achievement Level 2017	Achievement Level 2015	Changes of Achievement Levels 2015-2017	Difference ISAT Scale Score 2015-2017	Achievement Level 2017	Achievement Level 2015	Changes of Achie- Levels 2015-2017
51	1	1	0	69	2	1	0
95	2	2	0	100	2	2	1
123	3	2	1	126	4	2	1
169	4	4	2	169	4	4	2
81.4	2.2	1.8		97.4	2.5	1.9	0.6

- The group consisted of 7 seventh grade, and 13 eighth grade students who have attended TVCS 2015, 2016, and 2017. There were 4 students with IEP's in this group. One student did not fully participate in 2017 testing and so that data was not included.
- The spring 2017 math ISAT data included 7/20 students at Performance Level 1; 7/20 at Level 2; 1/20 at Level 3; and 5/20 at Level 4.
- About 50% (9/20) of the students increased at least one performance level from 2015-2017. One student decreased a performance level over this time and the remaining 10 students maintained static performance levels.
- Removing the 4 students who had IEP's, removed low performance data.

Is there evidence of growth in math performance in this group of TVCS 7-8<sup>th</sup> graders?

The Idaho State Department of Education uses “cut scores” to define ISAT achievement levels. For example, in 2017, the third grade Level 1 ISAT test scores vary from a low of 2071 points to a high of 2380 points. For the fifth grade, the range for Level 1 is from 2095 to 2454, indicating a necessary growth in score in the course of learning math. Assuming that cut scores were similar over the past three years, can we suggest what the expected growth of score is needed for a student to maintain or improve the achievement level?

Using the 2017 cut scores for 7<sup>th</sup> and 8<sup>th</sup> grades on the ISDE website, it appears that a student would need on average increase of between 30 and 55 points in the scale score over two years, from 2015 to 2017 to maintain the achievement level made in 2015. Example: in 2017, there is a 39 point increase from the top of Level 2 for 5<sup>th</sup> grade to the top of Level 2 for 7<sup>th</sup> grade.

I used a benchmark 50-point increase from 2015 to 2017 as a measure of maintenance growth during two years of math instruction for 7<sup>th</sup> and 8<sup>th</sup> graders. This amount of growth might not be sufficient to catch a student up from below grade level to proficient grade levels, but it does indicate important progress.

- Scale scores of 75% (15/20) students increased by more than 50 points from 2015-2017. Scores of 50% students increased by more than 95 points.

Overall, looking at the levels of performance in ELA and Math for grades 3-8 in respect to the students as they have progressed through the school from 2015-2017, there has been growth overall, although as pointed out it has not always been sufficient to bring learners to a level of “proficient” for their grade level (See Exhibit A).

The elementary data can be summarized that over 81-86% of all third AND fourth grade students are at the median or above in their math and reading growth levels. 5<sup>th</sup> grade math carries 55% at median or higher and reading is at 77%. As an elementary school, The Village has worked hard to keep students progressing forward. The middle school carried different numbers as the 6<sup>th</sup> graders did extremely well on the Math ISAT testing. 12/13 students or 92% of the sixth grade class is at the media level or higher. This is very good and indicates a continued forward growth progression from these students at TVCS. The 7 and 8<sup>th</sup> grade class only carried 13/20 from long time attenders. This represents 65%. As a whole, TVSC is making forward progress on the growth and success of the total student. By tracking every child throughout the school year next year, growth and success will become a clear picture and the school can make the necessary adjustments to ensure the success of a child for the next level.

The efficacy of a school, however, cannot be solely measured by the degree to which a child has been successful on a yearly assessment. In looking at the school as having multiple key facets that foster success in children, it is evident based on safe schools reports to the state regarding incidents of behavior and from testimonials from former students and their families, that the culture of the school has brought about the creation and maintenance of a safe learning environment in which children regardless of their capabilities are encouraged to build on their strengths, demonstrate leadership, and genuinely appreciate the diversity in others. It is upon the strength of the community created within the school, that has proven enduring in the face of adversity. Challenges ranging from fiscal and site limitations, to unforeseen setbacks with the planning and implementation of the acquisition of a permanent site, have collectively refined the will of both staff and school community to not only succeed, but to flourish as a learning community.

#### *Challenges and Adaptations:*

The Village Charter School has weathered considerable challenges over the past six years of operation. Many of the challenges were sufficient enough in nature to cause the closure of a less determined school community, and as such the school and its faculty have evolved over time and continue to do so going forward into the new year. In addition to targeting academic and mission specific goal improvement, the school staff and school board have specifically met head on the challenges associated with obtaining a permanent home for the school, personnel shifts, and fiscal shortfalls caused in part by theft and loss of enrollment.

Opening in 2011, the founders and school staff were ambitious in their outlook to obtain a permanent home for the school within two years after opening the doors to the community. Filled with hope and dedication, the school navigated a series of bond attempts and real estate acquisitions that kept resulting in a failure to achieve the desired goal. Impeding the success to acquire real estate, were the very real challenges associated with county and city ordinances, bonding constrictions with investors, and the availability of affordable property in which to build or renovate a structure. Time and again when the promise of a new location was put before the school community, the process would eventually unravel. Any other charter school would likely have closed after the multiple failed attempts, but not TVCS. Determined and imaginative, the school board was able to finally secure property and backing for the purchase through negotiations with a national organization dedicated to building school sites based on the strong culture exhibited by new charters, and through them the school was eventually able to obtain a

bond and finally purchase a building and renovate the structure to allow for a school to opened in August of 2017.

AS TVCS has weathered physical site challenges, they have encountered several employee challenges including embezzlement, fiscal management issues in specific departments, and frequent teacher turnover. However, this year 2016-2017, represents a new year in the system. Personnel have bought in to the vision and dream and are excited about the future of The Village Charter School. They saw first-hand what happens when a group of individuals come together as a unit. Once individuals put their eyes on the common goal, the school had less bickering or complaining. The faculty responded with enthusiasm and embraced the new required mantra of success for the school. Together Everyone Achieves More. (T.E.A.M.) Good communication to the staff helped serve as a reminder that we are all in this challenge, together.

Some of the fiscal challenges brought real concern to all stakeholders at The Village Charter School. The school board recognized there was a problem and they called in a recovery specialist who could analyze where the school was financially and make recommendations to the board that the school continue onward or if the school shuts down and how that would look. After an intensive review, it was determined the school had good life still in her, but necessary changes would have to be made or the school would go under. The willingness to shift duties, reorganize helpers, have people carry additional duties for stipends indicated the resilience this school had shown for the last six years. Once the short plan was followed, all employees felt what happened at the Village was for the greater good. Some employees choose to leave, while others were phased out.

Some of the enrollment challenges faced at The Village were the unwillingness of stakeholders to listen and hear their board and the process that it went through to bring the school a new building. Some understood and embraced the changes but the negative ones knew the best options was to move on. Another enrollment challenge faced by the people was the relocation of the school. Through relocation, applications of interested parties had to be vetted to determine if the family would still be interested in The Village Charter even after it relocated. The majority of families said, “Yes!” Therefore, TVCS relocated and moved both schools under one roof.

### **Demographic Data on Performance Framework vs. Surrounding Districts**

\*No data provided on the Annual Performance Report

Year	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Category	School	School	School	Surrounding Districts (Boise/West Ada)	Surrounding Districts (Boise/West Ada)	Surrounding Districts (Boise/West Ada)	State	State	State
Non-White	18.50%	17.63%	16.98%	21.82%/*	23.64%/17.60%	24.05%/24.05%	22.56%	23.59%	23.84%
LEP	0%	0%	0%	8.33%/*	12.02%/5.18%	12.39%/5.21%	6.24%	8.52%	8.61%
Special Need	11.03%	13.14%	11.73%	10.84%/*	10.91%/9.87%	11.22%/9.17%	9.46%	10.43%	9.76%
Free & Reduced Lunch	33.81%	28.85%	16.98%	43.54%/*	48.80%/29.08%	52.21%/23.14%	47.07%	49.62%	47.27%

In respect to the overall demographics of the school, TVCS has proven to be a home for a fairly diverse population, although in respect to meeting the needs of children with special needs, it has continued to be recognized in the community as being a safe and supportive instructional environment for children with Autism. As a result, in 2016-17, the population of students being identified and supported with special needs increased to over 19%, as more families with special needs children have sought out the school. Although not represented in the table above, this information can be verified through review of ISEE submissions by the school. Note: For the 2016-17 school year there were 67+ students with active IEPs. In comparison to other school districts in the Treasure Valley, TVCS service to families in

the valley and the State of Idaho overall, is almost double. Also, with respect to percentages reported for Non-White families, the school has taken steps to aggressively go out and introduce the school to families newly arrived from outside the United States and has sought to broaden ties to the Hispanic-American community. Completion of a three-year program with PBIS (Positive Behavior Intervention Support) and the inherent application of the principles taught daily to children involving the 7 Habits associated with the Covey Lighthouse Foundation, have collectively created a very safe and welcoming environment for all children at the school and has fostered not just tolerance but true acceptance of others within the minds and hearts of students and faculty at the school. As such, visitors of the school often comment on how the school “feels nice” after they have spent some time moving about the campus.

*Mission Specific Objectives:*

**Mission Specific Measures 2013- 2017** \*No data provided on the Annual Performance.

	13-14	14-15	15-16	16-17
Mission Specific Category				
Measure 1: Is the school fostering all students’ prosocial behavior and ability to control their emotional responses?	*	(85.57)* *	91.0%	(93.15%)
Measure 2: Is the school fostering all students’ motivation to learn?	*	(87.54)* *	87.0%	85.43%
Measure 3A: Is the school helping middle school students to improve their goal selection skills?	*	84.40%	81.0%	(91.66%)
Measure 3B: Is the school helping middle school students to improve their planning skills?	*	79.30%	83.0%	(87.50%)
Measure 3C: Is the school helping middle school students to improve their adaptation skills?	*	74.14%	82.0%	(100%)

The school continues to work toward the goal of achieving a 100% success rate in respect to its mission specific measures. Movement in the direction of achieving the goal is noted; however, with the increase of students having some challenges with emotional management as a result of medical conditions, the goal may not be achieved as quickly as was previously hoped for by the TVCS instructional team. Regardless, the combination of in class instruction involving, PBIS strategies, 7 Habits, ACE (Accountable, Considerate, and Equipped), and Step-It-Up 2 Thrive, have collectively created a multilayered support net that is fostering a unique and enhanced supportive learning experience for children attending the school. A reflection of the impact our mission specific measures have on children can be noted in the letters and emails staff receive from students long after they have left the school, in which the young adults attest to their ability to adjust and achieve goals in their new high school environments. Parents and guardians alike also return to the school often to express how much their children or wards have been able to succeed because of the lessons and values they learned while previously attending TVCS.

**ISAT 2.0 Academic Measures 2013-2017**

\*\*Data not submitted as assessment outcomes for ISAT 2.0 were not reported by the State of Idaho. (ISAT 2.0 Pilot Year)\*\*Data not submitted as assessment outcomes for ISAT 2.0 Science were not reported by the State of Idaho. (ISAT 2.0 Pilot Year for Science.)

ELA 2014-15	% Adv	% Prof	% B	% BB	ELA 2015-16	% Adv	% Prof	% B	% BB	ELA 2016-17	% Adv	% Prof	% B	% BB
TVCS	19.9	33.6	29.5	17.1	TVCS	16.2	32.5	25.4	25.9	TVCS	17.4	32.8	25.6	24.1
State	17.9	33.2	26.0	22.9	State	19.4	33.5	24.8	22.2	State	19.0	33.0	24.6	23.4
Math 2014-15	% Adv	% Prof	% B	% BB	Math 2015-16	% Adv	% Prof	% B	% BB	Math 2016-17	% Adv	% Prof	% B	% BB
TVCS	9.6	22.9	28.9	38.6	TVCS	8.1	22.3	34.5	35.0	TVCS	11.9	23.2	32.0	33.0
State	15.2	24.1	31.4	29.3	State	17.3	24.4	30.5	27.9	State	18.1	23.7	29.5	28.7
Science 2014-15	% Adv	% Prof	% B	% BB	Science 2015-16	% Adv	% Prof	% B	% BB	Science 2016-17	% Adv	% Prof	% B	% BB
TVCS	33.3	33.3	19.6	13.7	TVCS	21.8	38.2	25.5	14.5	TVCS	38.5	32.7	15.4	13.5
State	29.7	29.6	22.6	18.1	State	30.5	30.6	22.5	16.3	State	30.8	30.3	21.7	17.3

IRI Fall 2014-15	% Lvl 3	% Lvl 2	% Lvl 1	IRI Fall 2015-16	% Lvl 3	% Lvl 2	% Lvl 1	IRI Fall 2016-17	% Lvl 3	% Lvl 2	% Lvl 1
TVCS	70.9	15.2	13.9	TVCS	65.1	22.1	12.8	TVCS	60.0	24.0	16.0
State	58.2	23.9	17.9	State	58.6	23.3	18.1	State	58.7	22.9	18.4
IRI Spring 2014-15	% 3	% 2	% 1	IRI Spring 2015-16	% 3	% 2	% 1	IRI Spring 2016-17	% 3	% 2	% 1
TVCS	71.8	12.6	15.5	TVCS	63.5	16.9	19.6	TVCS	77.1	7.0	15.9
State	72.1	15.4	12.5	State	71.9	15.3	12.7	State	73.0	14.5	12.4

Note: All data obtained from State Department of Idaho K-12 Report Card.

- 2016-17 results show TVCS outperformed state score in percentage of students achieving a Level 3 performance with the IRI.
- 2016-17 results show TVCS outperformed state score in percentage of students either in the “advanced” or “proficient” level of performance in the area of science.
- 2016-17 results show TVCS roughly equal to state score in percentage of students either in the “advanced” or “proficient” level of performance in the area of language arts.

In respect to the overall levels of achievement in academic measures as measured by the ISAT, the school has struggled particularly in mathematics. However, in the curricular areas of science and language arts, the school has had for the most part growth near or above state levels of proficient achievement. One factor that has had a key limiting impact on the school has been the use of limited technology resources to acquire and utilize school wide. The situation has further been exasperated by inadequate facilities that have hampered use of internet and wireless services in the classroom. Regardless, teachers and administration have taken advantage of State sponsored programs such as Idaho Core and the close proximity of Boise State University faculty, to expand their knowledge and skill sets, which in turn has had a positive impact on the overall academic growth of children at the school.

Upon review of the data, growth has occurred at the school in the three critical curricular areas. (See Exhibit B). In many instances, the differences between State levels of performance and that of the school are minimal. Granted the expectation is for the school to be far above State levels of proficiency; however, the reality is there is still inspired work to be done. In particular, the recent adoption of an Idaho Standard based instructional program known as Origo Stepping Stones for grades K-5 and use of



Manga Math 2-8<sup>th</sup> grade will allow younger students the interaction and classroom technology introduction for math learning. The middle school will also use Manga math along with Pearson's resourcing for both textbook and online workshops which aligns with state standards. All students K-8<sup>th</sup> grade will be accessing the Study Island programs that both assess and give lessons for student measured growth. These math interventions should create a firm scaffolding for meeting the needs of all learners struggling with mathematics at the school, while enabling proficient and advanced learners move even more quickly through challenging curriculum. In particular, the relocation to a new school site with adequate wireless access and the inclusion of another 150 laptops at the school for student use, should help teachers enhance student learning and academic achievement in all subject areas.

The Village Charter School was founded upon the concept of providing an educational environment that would foster the leadership potential existing within every child. To accomplish this goal the school adopted the "7 Habits for Highly Effective People" developed by the Covey Foundation, and has continued to develop policies and practices inherent in bringing about leadership growth with youth enrolled at the school. As part of the program, the school embarked on achieving a designation as a "Lighthouse" school with the Covey Foundation, and has presently attained the second tier of a three-tier process to achieve the "sought after" goal. It is anticipated that by the conclusion of 2018, the school will attain its designation as a Lighthouse school, and thus become the first school in the Treasure Valley to do so.

#### **TVCS Mission Specific Objectives Commentary**

The Village Charter School has devoted considerable time and effort over the past five years developing a foundational set of practices that inspire our students to take on challenges they normally might avoid because of the fear of failure and overall lack of confidence. To help with this process, the school has worked closely with the Leader In Me coaching team from the Covey Foundation, and has utilized the Step-It-Up 2 Thrive Program developed in collaboration with Stanford University to facilitate teacher guided learning experiences for children in grades K-8 at the school. The culmination of our effort, can be seen in the pro-social and motivation to learn performance levels of our learners each year, and more acutely in the overall outcomes in middle school indicators identifying student goal setting, planning, and adapting to challenges.

Unfortunately, this past year we did have a data collection issue that was not caused by teacher error, but rather the result of a system upgrade from the organization that resulted in our not being able to upload data in a timely manner. This of course skewed our results overall; however, the performance of our learners was still captured for our personal records, and this information is represented below.

Additionally, we did experience one instance in which our seventh-grade class comprised of eighteen students did not have their data submitted by their teacher. As a result of her oversight, we were not able to include her data in overall mission specific objectives for the middle school. Furthermore, this resulted in the invalidation of the overall performance levels of the other classes in the middle school program. A truly unfortunate outcome, as even without the contribution of seventh grade student achievement levels to Mission Specific Measures 3a, 3b, and 3c, the overall middle school performance in each area would still "meet the standard" as noted below:

#### **Mission Specific Performance Measures - Key Points**

##### **Measure 1: Prosocial Behavior**

- (All classes completed. Grade 6 was locked out because Review 360 changed their process and went to a new system, this data for grade 6 only was not available.)
- Level of overall performance was "exceeds standard." (93.15%)
- Even without 6<sup>th</sup> grade performance results and taking a score of zero, the score achieved for this indicator would be 78.50% placing the overall performance level in the "meets standard" range which is 60-80%.

**Measure 2: Motivation to Learn**

- (7<sup>th</sup> grade teacher failed to conduct Fall assessment but did conduct Spring assessment. All other grades submitted.)
- Level of overall performance was “exceeds standard.” (85.43%)
- Even without 7<sup>th</sup> grade performance results, the score achieved for this indicator would be 78.50% placing the overall performance level in the “meets standard” range which is 60-80%.

**Measure 3a: Goal Selection Skills**

- (7<sup>th</sup> grade teacher failed to conduct the assessments. Grades 6 and 8 were submitted.)
- Level of overall performance was “exceeds standard.” (91.66%)
- Even without 7<sup>th</sup> grade performance results and taking a score of zero, the score achieved for this indicator would be 65.15% placing the overall performance level in the “meets standard” range which is 60-75%.

**Measure 3b: Planning Skills**

- (7<sup>th</sup> grade teacher failed to conduct the assessments. Grades 6 and 8 were submitted.)
- Level of overall performance was “exceeds standard.” (87.50%)
- Even without 7<sup>th</sup> grade performance results and taking a score of zero, the score achieved for this indicator would be 63.63% placing the overall performance level in the “meets standard” range which is 60-75%.

**Measure 3c: Adaptation Skills (Shifting Gears)**

- (7<sup>th</sup> grade teacher failed to conduct the assessments. Grades 6 and 8 were submitted.)
- Level of overall performance was “exceeds standard.” (100%)
- Even without 7<sup>th</sup> grade performance results and taking a score of zero, the score achieved for this indicator would be 65.15% placing the overall performance level in the “meets standard” range which is 60-75%.

It is important to note as well, procedures have been modified in reporting of student performance data to insure accurate and timely reporting of data for performance measures. Previously there was a single check for data entry made by the IT coordinator to verify submission of data, and then a report was run for school administration once in the fall and once in the spring.

Present protocol is to have a data collection report run monthly by the IT coordinator and the outcomes given to school administration for immediate review. Teaching staff are then contacted if there is any failure of data collection on their part, be it for mission specific performance measures or for other curriculum-based measures required of staff.

As a final component to maintain with fidelity the overall promise put forth by the school to its patrons and students, strong evidence exists within the study put forth in this document that youth attending the school for three or more years are making significant growth and are at the median or above for academic achievement in the areas of math, science, and language arts. Granted children who arrive at the school for a year or less may not see as many gains as their peers; however, this is a transitory outcome. More so, with the advent of a permanent location becoming a reality for the school in 2017, the overall population of the school will become much more stable and this will result in better performance outcomes on state assessments at the end of each school year.

In all, the school has maintained a focus on what is important by staying true to the reasons for its coming into existence, and as such the retention of students at the school for multiple years has continued to steadily climb to a present rate of roughly 80% with an ongoing target of 100% being the ultimate goal to achieve in the future.

## **2. Is the school organizationally sound and compliant with applicable laws and regulations?**

### *Concerns Noted in the Operational Annual Performance Review*

There seem to be three common themes that data shows from the Performance Review 2015 and 2016 that are affecting the effectiveness of the Operations for The Village Charter School. Financial Management and Oversight, Governance and Reporting along with additional obligations for reporting, and school environment are the three categories earmarked for needed improvement. After studying this section and seeing that it affects both the 2015 and 2016 Performance Review, the board and Veritas felt having a service provider responsible for meeting deadlines and holding the school accountable in the day to day activities would alleviate the negative ratings and point values being received in the yearly Performance Reviews. The 2017 rating has since been given and the school earned a green rating in operations. Since Veritas Charter School Services came onboard in January 2017, the school board has indicated expectations of a green rating upon the completion of that school year, as well. The rating for 2016-2017 will not yet reflect the full changes implemented by the board and Veritas; however, improvement was being worked on during this past school year. To meet the expectation from the charter school commission, deadlines must be met, without exception, in a timely manner. The fiscal management internal controls have been addressed through better procedures at the school level. Job descriptions and business office duties have been defined to allow for separation of duties in daily tasks. The Village Charter School is seeking to steadily improve even on the green rating over the next two years as it grows and stabilizes. Together, the board, the administration and Veritas Charter School Services are working diligently to this end.

### *Schools' Demographics and Enrollment*

The demographics of The Village Charter School in 2016 included 17% non-white children. The demographics for 2017 now includes 19.8% non-white children. Zero percent were Limited English Proficiency, while in 2017 Special Education Needs students makes up 18% of our student population. Our Title One percentage of student population is 21%. In comparing these statistics to the Boise and West Ada neighboring school districts, the Village has a 4% fewer non-white students than the average state public school. Our LEP student base is non-existent as compared to the surrounding district at just over 12%. West Ada only carries 5.21%, and the state averages 8.61%. This indicated that the LEP students typically are found around areas of population and work can be found. The Village Charter School has attempted to reach out to all families, including migrant worker's children; however, our lack of USDA supported lunch and breakfast and transportation limits the availability and ease that these students can participate in our school.

During the summer months, much recruiting was taking place for the Village Charter. We passed out flyers, sponsored major family events, sought Marketplace booths, set up at foster care events, and passed out flyers at Wal-Mart. All of these efforts have attempted to reach children from diverse backgrounds. We have sponsored a free event at Jump Time, Roaring Springs, along with a carnival at the school, each attempting to reach a population to let them know that The Village is a choice for their child's education. This school wants to embody a community feel. A safe environment and nurturing adults who truly care about their students is part of the learning community experience as students flourish at The Village Charter School.

The diversity of our school plays an important role in the educational experience of our students as they learn from their peers. In the past, The Village struggled in bringing diversity to our campus, thus affecting the collaborative nature and background knowledge a child has and can learn about from other students. Test scores from subgroups are very close to that of the surrounding districts. A broader student base means a larger student base from which to pull as students discuss life events. The test scores in 3<sup>rd</sup> - 8<sup>th</sup> grades run below the district average which parallels the diversity levels. A more diverse population could benefit TVCS. The Village had 120 new students attend the school this Fall 2017. The diversity we received was a much broader collection of students that better represented our community. This was an exciting accomplishment for the school.

### *Organizational Capacity*

The Village Charter school has restructured its staff and school personnel. By doing so, they have found additional financial resources and have offered a more streamlined process. Some of those restructurings include administration, business office and teacher assistants. They have also reevaluated the personnel and contractors in the Special Education department. By auditing the files and student IEPs, we were able to directly ensure all children were receiving the services they were required to obtain for a quality education. This helped the school become efficient with the appropriate staffing in that department and also proved to be a beneficial change for the school overall. At the recommendation of Veritas, The Village Charter School board decided to reorganize the administrative structure within the school. Formerly, the Special Education Coordinator/Director was also acting as the Dean of Students. This person holding this position was not able to be highly effective and the oversight of specific areas became difficult to maintain due to the numerous responsibilities. In turn, The Village Charter School has hired a dedicated Special Education Coordinator that will ensure student services, IEPs and classroom integration are occurring and making a positive difference for each child. The duties of a Dean of Students will be given to a new position, Assistant Principal. This staff member can offer more support to the teachers and classrooms. Because the school has grown to 431 students submitted in ICEE 2017-2018 school year (See Exhibit C), separating those support systems and duties will allow the staff members in each role to be most effective. This will provide a better opportunity for data to be analyzed and tracked, effective support can be offered to teachers, and adjustments can be made for areas of needed academic improvement.

The Village has achieved a good balance of staff and student involvement. This school year Village was running a ratio of 10:1. TVCS has 46 staff members for 431 students. This operational ratio of student to educational staff allows staff to meet individualized educational needs and helps students begin to flourish in their academic pursuits. Additional support has been given to the teachers through SPED staff and paras in classrooms that indicated the need for that support. Upon further review this past spring, the board, in combination with the administration and Veritas, determined that a restructuring of classroom paras and other support could help make the teaching staff more effective in the delivery of the teaching process. Therefore, in classrooms where students did not achieve the desired growth levels, we have placed additional support and will be assisting and tracking both the teachers' progress and the students' academic growth. As a school, we want to employ highly effective teachers. When data can be tracked to determine student growth and teacher effectiveness, a new dimension is added to the operations level of a school. Teachers will know exactly where they stand on effective educational delivery, students and parents can understand and review student growth levels for grade level and common core mastery, and administration can make quality decisions on the most effective teaching practices for the students in their school. It is believed this operational practice will create a greater balance in both the classroom and the students' overall academic progress.

### *Board Oversight and Governance*

#### **Board Membership**

##### **Board Chair: Ben Greenwood**

*B.S. Biology, Boise State University; B.S. Chemistry, Boise State University.*

Born and raised in Boise, Idaho, Ben is an Idaho native who has a vested interest in education opportunities for all children in the community through improved school choice. Appointed in June, 2015, TVCS is the first school board with which he has participated. He has been employed at Micron Technology, Inc. for the last 10 years as an Analytical Chemist. Ben Greenwood lead the school through its acquisition of the Fairview property.

**Board Vice Chair: Rachael Smith**

As a founder of TVCS, Rachael has been involved since its inception in 2009, has served as Secretary and Vice Chairman and is currently serving her third term on the Board. She has written and received several grants on behalf of The Village Charter School totaling over \$475,000. She has served as a representative as part of the Idaho Leads team, which focuses on bettering education in all of Idaho. In July 2013, she was invited to Washington DC to advocate for better education choices for families for the National Parents for Public School Options. Rachael is passionate about education and bettering educational opportunities for all students, including increasing school choice for all families. When she is not involved in education, she enjoys being involved in the community and volunteers in leadership capacities for her church and supporting her five children in many of their activities. Her oldest child graduated from TVCS and she currently has three children attending TVCS.

**Board Treasurer: Brad Wright**

*B.B.A. Accountancy, Boise State University; B.S. Biology, Boise State University*

Brad is an Idaho native who enjoys spending his free time fly fishing and exploring the northwest. He attended Boise State University and earned a Bachelor's of Science in Biology. After graduation, he began working for the Idaho Department of Fish and Game where his work focused on salmon and steelhead. After several years in fisheries science he decided to return to school and earned a Bachelor's of Business Administration in Accountancy. He currently works as a tax accountant with the Nichols Accounting Group in Nampa. Brad believes that charter schools offer the community more choices in education and greater flexibility in curriculum.

**Trustee: Jake Hayes**

*B.B.A. Computer Information Systems, Boise State University*

Jake has lived in Boise since 1991 where he attended and graduated both high school and college. He has 10 years experience as a business manager/entrepreneur in technology and has experience working through challenges faced by startup organizations. Jake's educational background includes an FAA certification as a Certified Flight Instructor. Having 2 children of his own attend TVCS, his passion is to promote positive change in K-12 education, and believes strongly in the Charter School model. He has served the community in various other roles including as a Mock Interview Facilitator for Global Talent Idaho working to help integrate skilled new Americans into professional roles.

**Trustee: Andrea Estes**

Andrea studied elementary education at BSU, then moved to Southeast Asia to co-lead a faith-based organization for 3 years with her husband. She home-educated her own kids for several years with the support of a home-education focused charter school in Boise. She greatly values the philosophy and community of TVCS, believes there is leadership in every child and is serving on the TVCS board for her second term.

**Trustee: Adrian Castaneda**

*B.S. Electronics Engineering of Technology, DeVry University*

Adrian has worked in a variety of fields ranging from technical, sales, marketing and is experienced in the non-profit world as well. Adrian utilizes a unique perspective of technology engineering to address inefficiencies and improve project management. His diverse knowledge in many applications has supported a variety of administrative functions such as marketing and

communications, operations, finance, web design and IT. He is a systemic thinker with a consistent eagerness to help and a can-do attitude. Adrian was appointed to the TVCS board in October 2017 and is looking forward to becoming involved with the school's philosophy to teaching the students in the 7 habits and becoming integral components in their communities as they grow. Adrian is married and has two remarkable girls, Aunna and Alenna. They currently reside in Canyon County.

"The probability that we may fall in the struggle ought not to deter us from the support of a cause we believe to be just." — Abraham Lincoln

Over the last several years, the governing body of TVCS has experienced many trials and milestone accomplishments. They faced each challenge head on and proactively worked together to resolve the financial and operational issues that threatened to burden this young school. The three major hurdles the school board faced were finishing the construction project started in 2014, stabilize enrollment with a final move to the new facility, and providing the administration and teaching staff with support for stronger academic achievement. The 2017 year was dedicated to accomplishing these tasks and allowing The Village Charter to move forward in a positive position.

Battling unforeseen delays, loss of investor groups, hindrances within the County Highway department and other unexpected challenges, the school board moved forward with firm resolve to complete the building project in a cost-effective manner. Partnering with American Charter Developers, (ACD) the facility not only was completed in time for the 2017-2018 school year, but a public bond was obtained by The Village to better the financial position of the school.

The second milestone presented and overcame was the stabilization of the stakeholder environment. For several years these families heard, The Village is moving, The Village is moving and much like the boy that cried wolf, it harmed the integrity of the process. Families left or choose to move on, because they truly could not be disappointed again. However, once ACD came onboard with the building project, The Village began offering tangible evidence of success and near completion. This challenge was overcome through community recruitment and stakeholder perception. An environment of excitement was established and the school actually experienced an influx of 120 students (25% growth).

The final piece of the Village puzzle was the need to place focus on the Academics of the school and offer support both to the Administration and teaching staff. The Board, with the support of Tony Richard, contracted with Veritas Charter Services to manage the operations of the school allowing Tony Richard to focus on the academics of the school. One of our key teachers, Pat Griffin was also hired as his vice principal. This transition has been a huge step forward in our leadership. With the construction project behind us, a sustainable leadership structure within the school, the Board is now able to focus on oversight and governance through policies and procedures.

### *School Leadership*

The leadership team of The Village Charter School is led by Anthony (Tony) Richard. He has been at the school for four years and brings a dedicated stability to both staff and stakeholders. Mr. Richards' role was largely filled with day to day business operations while attempting to run the academic portions of the school. When evaluated by an outside agency, it was recommended that a more effective approach for the school would be to split out the operations/finance of the school from the academic components of TVCS. Therefore, with recommendations from Veritas, the board hired a financial specialist with over 15 years of experience in Idaho public school coding and accounting. Mrs. Lisa Thompson has added a stable assurance to the operations portion of this company that the Idaho school laws and codes will be followed in a timely manner. The final piece of the leadership puzzle was the addition of Veritas Charter School Services. Specializing as a service provider, Veritas was able to, with board approval, restructure personnel and budgets to increase classroom effectiveness. Veritas stabilized the operations and financial portions of the school. Charged by the board to uphold the vision and mission of the school, Veritas has assisted, led and supported student growth and recruitment, set up data tracking

for students, offered financial and operational procedures that match the board policies, and implemented a more streamlined approach to using contracted Special Education services. When Veritas was brought in, the school was over budget nearly \$350,000. This company, led by Lori Manning, was able to make a plan that would restructure the cash flow, be within budgeted means, and actually end the year 2016-2017 school year with a projected \$24,000 (see Exhibit D). With strong internal controls and all staff, administration, board, and Veritas working together, the school ended even higher than projected at \$44,000 on June 30, 2017 (see Exhibit E). The school was also able to qualify for a public bond that enabled them to purchase their building site rather than carry a long-term lease purchase. Veritas provided the financials, guarantees, and performance that the bond company needed to consider the project. Again, working together as a leadership team, The Village Charter School was successful in turning around a difficult situation and begin a new process of academic, financial, and operational success.

School Safety is always an area of concern for public schools. The ability to provide a safe and protected environment in the least restrictive manner is always a challenge for any school. The Village Charter School has an effective arrival and dismissal action plan. The school requires background checks on all volunteers and staff members. Fingerprinting is also a part of the safety plan for staff. Veritas Charter School Services has compiled a form for volunteers and contractors to use as they enter the school building allowing the school to verify the identity of all adults coming into contact with the students in the building. Inclement weather safety, cross walk, and field trip (off campus trips) are all addressed in the staff handbook giving employees and leadership an understanding of appropriate protocol for emergencies that could occur in a school day. The ability to plan ahead makes TVCS a more effective institution and alleviates the concern parents or stakeholders could have concerning school responses in crisis.

The Village Charter School is filled with stakeholders who are committed to being involved. It has endured changes and growth over the last five years, yet truly embodies the school spirit of working together. Parents, teachers and students work diligently for the sake of the educational pursuits this school has committed to provide. As a Covey school, representing leadership for the next generation, TVCS has many distinguished experiences that make a difference in the educational provisions being offered to the children. Parents and Stakeholders agree as they are pleased that their children are gaining a quality education and learning effective life leadership concepts.

An area of stakeholder frustration that has occurred over the last two years was tied to the decision to move The Village Charter School into its own new/remodeled campus. The 2014 board voted to build a school with an organization that offered high interest long-term lease purchase options. Little did the school realize that the actual completion of that commitment would take 3.5 years. During this time, The Village experienced some stakeholder dissatisfaction. Parents and community alike felt the school was not delivering on the building it claimed to be providing. The turmoil of this long process carried ramifications that cost the school nearly 70 students who unenrolled or chose not to start the 2016-17 school year. Some of these families were already part of the Village while others were new families who left the Village for not making good on its promised new building. This was a difficult transition for the school and caused people to move cautiously with the belief that TVCS would actually follow through on the promise of providing a better school facility for the staff and students. However, the majority of parents and staff remained steadfast to the goals of being successful in the completion of a centralized location. The board had another school developer come in and buy out the contract from the company that was not meeting the appropriate deadlines. This developer felt it was best to help the school transition in securing a public bond and be bought out. It was a win-win for the school and the developer, American Charter Development. As this process is coming to a close and the school has closed on its mortgage, moved out of one of its current buildings, and is preparing to move all items on site to the new campus, the stakeholder satisfaction level is one of excitement and anticipation. Veritas began to not only repair the school's financial and operational condition, but has worked very hard through marketing and recruitment events to create a new sense of family and community. Three major events were held over a three-month period, and upwards of 600 participants came to each of these events! Families began to see

renderings of the buildings, heard about the financial viability of the school and saw the success of both academics and leadership training. It was an excellent rebuilding period that offered a repair for the lack of performance in showing a completion to the announced project in 2014. After 3.5 years, the Village Charter School is proud to announce the location and combination of both campuses into one campus. The school has grown from 336 to 431 from Spring 2017 to Fall 2017. The growth and progress of this school has created an anticipation with our stakeholders that the best is yet to come for The Village Charter School!

### **3. Is the school a fiscally sound, viable organization?**

#### *Concerns - Financial Status:*

The Village Charter School worked very hard to overcome a deficit that was reported in the 2016 audit for year end June 2016. The school encountered new building contractual issues and the cost to repair and maintain the now extended lease depleted the school reserves. The starting budget for school year 2016-2017 began with a negative balance of approximately \$140,000. Because of the inability to complete the building project in the stated time and the timeline changes the board was required to make toward relocating, around 70 stakeholders got dissatisfied and left the school. This found The Village in a financial crunch that was nearly insurmountable. In January 2017, the Village Board made a proactive move to have an outside group help evaluate their financial status and determine if the school could remain viable. A full report was written and given to them. If the school followed the specific set of action steps, then TVCS would not only be viable but would begin to flourish.

Step by step, the board enacted the recommendations given to them and hired Veritas Charter School Services to maintain and help service the school through the action plan (See Exhibit F). A five-year pro forma was created, a plan for student growth and retention, staff projections, and budget cuts were all addressed in the analysis. Lori Manning, CEO of Veritas and sole proprietor of ZES Corp, had recreated a new cash flow analysis that removed the negative \$350,000 projected ending year balance from the current budget to a positive \$24,000 with all bills paid and debts removed! Mrs. Manning helped the school seek bond financing that would allow The Village Charter School ownership of the building, rather than a long-term lease. With action plan in hand, along with the monthly verifications of the plan being fulfilled, the bond company responded with a credit approval and was willing to consider financing for the once distressed school.

The Village Charter School closed on its bond in May 2017. With news that the school had purchased the building and would be relocating into its forever home, stakeholders began to get excited for the future of TVCS. Large events were strategically planned and carried out during April, May and June to rebuild community and promote recruitment within the school. ZES, a crisis intervention company owned solely by Lori Manning, had created a growth pattern that would not only allow the school to break even, but carry a surplus of \$144,511 at the completion this 2017-2018 school year (See Exhibit G). This was a huge change from where the school had been for the previous two years.

Also, worthy to state, this overview five-year plan is built on an ADA of 93%. TVCS carries a higher ADA than this number; however, with growth and a new student body, it is best to figure conservatively. The plan will take the school from a negative cash balance at end of year 2016 to a 17% reserve on gross revenues over five years (e.g. \$627,336) (See Exhibit G). Thus, making The Village Charter School both fiscally responsible and financially sound.

#### *Concerns: Notes in the Performance Review*

According to the Performance Review, the audit was turned in late two years in a row. This has been addressed with new expectations being given to the auditing firm. We have prepared all records and are closing out the school year to have everything in place despite the move. The Expenditure postings were corrected this year with the Business Manager posting items within the 45-day window, as cited in the Performance Review 2016. This is being overseen by Veritas starting July 1, 2017. All postings will need to meet the state requirements with an accounting being given to the board. The miscoding of funds



has been rectified by hiring of Lisa Thompson. Lisa has over 25 years in governmental accounting. Six of those years were with the city of Caldwell as Finance Director and 19 years with Caldwell School District as the Business Manager. Mrs. Thompson has joined the Village team and together Veritas, Lisa Thompson and the Board are working to correct any outstanding issues or potential pitfalls. Lisa Thompson brings experience for maintaining federal MOEs (Maintenance of Effort) and working with federal programs. The lack of our documentation and proper coding for the MOEs was an area that the annual performance report addressed. The Village Charter School was not coding employee time and money effectively nor by state/federal requirements. Her expertise and addition to the team adds depth to the financial and business operations at The Village. Late deadlines and postings are a large concern for the school. Starting with the 2017-2018 school year, the deadlines will be monitored and overseen by both Veritas and the school board. It is important that Village Charter make an immediate impact and turn around to receive a positive rating for the 2017-2018 school year.

#### *Audit Findings*

The audit cited the same things that the performance review indicated. A chart addressing these areas of concern is in the exhibit section of this document (See Exhibit H). Issues found from 2015 were internal controls and separation of duties. These items have been rectified and a better job description delineating all business office staff and their roles has helped this inconsistency. It was not a repeat offense for the following school year. Using appropriate GAAP principles is a necessity with accounting and the addition of Veritas and Lisa Thompson has ensured that The Village Charter School has qualified professionals helping to stabilize the business, accounting, coding, and other operational duties. Bank reconciliations are being done monthly, and the expenditure postings are occurring in a timely manner as well. It is the hope of The Village Charter School board that both the operations and financial portions of the school's ratings will be listed in the green status for the Performance Review of 2017-2018. Currently the 2016-2017 Performance review only listed operations as a green status. The school recognizes it takes time for positive changes to factor into ratings, but the steps and assurances have been put in place to offer the school a more stabilized approach that will free up the time and resourcing that enables the classrooms to pursue both academic and student growth necessary for a successful school year.

There were many issues discovered, but a recovery plan was made and immediately enacted. Veritas, spearheaded by Lori Manning, determined the school had to make internal organizational restructuring and needed better vendor controls. The school was over-staffed and change was required. Veritas Charter School Services agreed to work with Village Charter, and together with the board, administration, and support service began to level the school. Veritas had access to resources and support that helped to alleviate the burden and slowly the school was able to move through the shortages. Through stabilizing the financial portions of the school, The Village Charter School is now applying more monetary resources towards classroom and curriculum needs. Money has been earmarked to allow programs that will directly address the deficits being found in math and reading. Curriculum that is blended is being added into the teachers' hands to allow for a more varied approach on learning with a Limitless Learning Method.

The ability to work with the whole child in leadership, core academics, and through electives makes education powerful because the child experiences the learning. The adopted budget for 2017-2018 carries more money earmarked for the classroom and teacher usage than ever before. Under Veritas's recommendations, academic investment is the most important investment for school. A combination of better financial and academic decisions will allow The Village Charter School an opportunity to excel over the next few years. It is the team's desire to be a top 10 and above our local school district school by 2020 in the Performance Rating. This is a worthy goal and very obtainable as the systems in place begin to yield obtainable results.

#### *Future Financial Status*

The pro forma is a five-year document that blueprints where the school intends to go. "Where there is no vision, the people perish." -King Solomon. By having the student enrollment, debts, facility

costs, and expenses prepared, the charter school is able to predict, with accuracy, what the outcomes will look like. This was the same concept used in creating the emergency plan that The Village enacted in January 2017 and was successful in implementing. Lori Manning was able to predict with accurate success the overall achievement and necessary direction the school would take as it followed this plan step by step. Internal controls allowed the school to complete the 2016-2017 school year with additional reserves (See Exhibit E). Therefore, the five year pro forma created by Mrs. Manning is felt to be accurate based on the evidence of completion for the spring of 2017.

According to the five-year pro forma, The Village Charter School will have just over \$144,511 in reserves at the end of 2017-2018 (See Exhibit G). The student numbers to create this five year pro forma were based on minimal growth after year one. It is actually natural matriculation that reaches the capacity levels for the school. This means the school is not hindered by the need to recruit students, other than kindergarten children, after this first year. The flow of students moving from one year to the next occurs without recruiting whole classes. In a transient or newly recruited population, the remediation of students' is high. Students experiencing gapping of the Idaho standards have a difficult time remediating these little deficits along the way. With the new individualized tracking system, The Village will have data on every child that is being educated by us and will know where these cracks in their learning have occurred. We will know which state standard/s they have not mastered versus the ones they understand. Over time, by working with the same students, the growth for these students will be evidenced in the testing results through ISAT, and we will be able to accurately predict their outcomes on standardized testing and graduation potential. The second advantage of having the same students for long periods of time means we can have data that gives teachers a fair baseline on the learning and growth measurements needed to promote a child to the next level. Watching both teachers and children excel means more fair evaluations for classroom effectiveness, creating a learning environment truly driven by data, and helping parents understand the academic measured success of their students. Once decisions are based on facts, then the system can be perfected to offer the most value for the least amount of financial resourcing. In turn, this gives additional resourcing for the extras that exceed our academic and mission commitments. This is the value add that Veritas CCS is proving to be in the system of success. It allows Mr. Tony Richard, Principal, to focus on the academic pursuits of his building.

Another area of financial support that the operations and finance side of the organization was able to contribute was the purchase of 150 Chromebook devices. This will enable a true blended learning model and better academics across the board. The ability to purchase these and not have to wait an entire school year will leapfrog the school forward to a more academically sound successful academic year. The curriculum additions included with the Limited Learning process means students can learn at a pace effective for them. These devices are currently active and running in our learning community today!

The bond financing through Tortoise Financial is a public bond with a flux rate between 7-9% over five years. The payment for the bond dropped the expected long-term original lease payment and does not include any escalators as the long-term ACD lease required. It places the school in a much stronger financial position in the long run. Owning our forever home is an achievement that The Village Charter School began working on since 2014. To see that completed and finalized, is progress and a strong point of satisfaction from our current and incoming stakeholders. Most believe The Village Charter has turned a corner in moving the school to the next level and building a reputation for promoting tomorrows leaders today. Our elemental designs will be better achieved because of the stabilization of the organization through stronger financial and operational decisions and blue prints. Focusing on teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable and developing students' critical thinking skills is one of the key designs that The Village was created to implement. Having the financial resources to do so will create a successful school. The public bonding was a contributing factor to this progress.

Seeing the cash reserves as they have been submitted on the pro forma and understanding the success of those reserves over a five-year time period gives the school confidence it is moving forward with success. To end the year, 2017-2018 with \$144,511, and begin the new school year with a steady start and cash in the bank will help the long-term transition and solidarity for the school. The school year

2018-2019 will be complete with a reserve cash flow of \$325,368 and 2019-2020 will complete that year with \$485,860 in the bank. The long-term goal that the school is working towards is 60 days cash on hand. Building these reserves is a good step in the right direction for meeting that goal (See Exhibit G).

#### **4. If renewed, what is the school's plan for its next performance certificate term?**

##### *Plans for Future of The Village Charter School*

The Village Charter School is seeking to be a school that is challenging, offers hands-on curriculum that cultivates critical thinkers and confident leaders while in a safe and supportive and loving environment. Working to have better operational and financial oversight and accountability, The Village wants to ensure growth academically in all of its students. Understanding that the success of the school is tied to all three areas of Performance, The Village school board has made great strides to challenge and promote strong governance in each individual area. A relatively new school, TVCS is adding layers or dimensions within the school framework that holds everyone accountable for their actions. Students, teachers, admin and vendors alike must fulfill their obligations to be successful, as a school.

The board has placed Veritas Charter School Services over the Business and Academic accountability of the school. Having expectations of monthly summary reporting, the governance and board participation is a much higher quality than it was just several months ago. The school board is working hard to keep a balanced approach by managing the school through policies and oversight, evaluations, and data on performance. Asking hard questions is the board's job. Giving the correct and data-based answers belongs to the Administration and Service Provider. The Village board has cast a vision of financial prosperity, academic excellence, and complete transparency for its stakeholders. Goals of student growth, academic increases, and smoother operations are all being integrated into the long-term vision and planning for the school.

The school finished the 2016-17 school year with 329 students and has increased enrollment to 431 students that would allow the school to finish the year with a surplus for 2017-2018. The Village Charter School wants to make a difference in the lives of students and families. Being able to properly prepare for every child is part of that strategic plan to ensure a smooth transition entering a new building and increasing the student population by 25%.

The goal for the school is to carry all three categories (Operations, Academics, and Financials) as a green rating by 2020. Another worthy goal is to track 100% of all students in our school building to better serve their needs academically. The final goal is to achieve a sixty (60) day reserve within six years 2023. Each of these strategic items is important for the longevity of the school. The Village Charter School is committed to being the best charter school in Boise, Idaho.

##### *Addressing Academic Concerns*

The school board wants a more transparent ability to review data and items that have sensitive materials. It was determined that a secure online database holding valuable and important documents was needed to keep up with these items. Therefore, Epicenter is being launched to use with documents that need reporting or safeguarding. The use of Easy CBM will give the school a tremendous advantage of following every student's progress. To see his/her increase in math and reading will offer parents transparency for the education their students receive in school. Data is revealing and allows stakeholders to make good decisions based on that information. Through knowing each student's deficit or increase, a school can determine the effectiveness of a teacher or the curriculums being used to present Idaho standards. There is a sense of security knowing what is actually happening in a classroom. It also gives tutors, teacher, paras and parents information to better review and help fill the gaps of learning that every child experiences. Easy CBM can help students who struggle and fall below their peers and it can promote and encourage children who are gifted and need to be pushed in a classroom. It gives everyone evaluation based on common core standards and is most effective for kindergarten

through 8<sup>th</sup> grade students. The Village is pleased to offer this type of data tracking beginning this fall. Experienced in this program and reading data, Veritas will help the school use the information to decipher and make classroom adjustments as necessary. Reports will be given to the board regularly as well as parents for their individual students.

Another area of correction that The Village is making heading into the 2017 school year is a firmer math curriculum that gives teachers alignment to the Idaho standards and offers a blended learning capability. Resources like Manga Math and Khan Academy will also be strategically used as student's progress. Because of the dedicated technology the school now has access to use, blended learning models like this will be more available and offer classroom teachers resources they never before had when teaching at The Village. An emphasis on reading and novel studies are being added into the ELA component for The Village reading scores. Students learn by doing and experiencing. The board wants to ensure that all grade levels have access to literature and age-appropriate novel studies. Having the financial resources to allow the students to have books in hand and valuable technology resources is just one of many changes that The Village has made over the last six months.

#### *Addressing Operational Concerns*

Operational timelines are imperative to the success of any organization. Implementing a checks and balances, thorough oversight, and valuable feedback will make any school better. The Village is committed to making the appropriate changes for success to be achieved. Meeting deadlines and having better communication with our authorizer is an immediate change that has been enacted. Veritas Charter School Services is responsible for having all deadlines compiled and given to both the school and the board. One of the very first operational deadlines is the renewal application and meeting all upcoming deadlines. Student recruitment is another area that experienced vast change. A marketing plan was developed that involved creating excitement in the current student body as well as adding new students to the school for the fall school year. Managing the timely manner in which the school move would occur to the new campus was another operational timeline required strategic planning. Training of the staff and teachers for the new procedures in-house with the Business Office has occurred this Fall during teacher in-service days. This will allow all staff to be on the same page with updated employment handbooks, expectations, and deadlines. The school board wants a smooth transition and clear expectations communicated to all employees and families for operational processes.

Expecting to receive a green in operations for the 2018 school year, the board wants a green mark in all three categories by 2020, if not before. Meeting deadlines are the largest areas of deficit that must be rectified within the operational portion of the school. Charged with the completion of this task, Veritas will be handling the reporting and deadlines. Veritas is contracted to move the school into a green rating.

#### *Addressing Financial Concerns*

As discussed and given in other sections, The Village believes it takes healthy finances to make a school viable and academically sound. Having turned around a deficit budget year, overcome over expenditures and readjusted staffing and vendor contracts, The Village is working to make necessary improvements and moving the school to a strong financial position. This school wants to make a difference in their community. Giving back through excellent education takes dedicated funds and is an investment. The five-year plan that has been adopted by the board shows a commitment to not only funding our students and teachers, but also protecting the financial position of the school making it a strong pillar in the community for many years to come. Finishing the first year on the adopted plan, 2017-2018, indicates there will be \$144,511 left in reserves. Every year has a reserve that allows the school to build a protection from emergencies. The Village will be functioning from a strong financial position. With enrollment already fulfilled for the 2017-2018 school year plan, The Village is meeting the timelines having been given from the contractor, ZES, and is on track to be successful in its next steps towards the plan.

# TVCS - Exhibit A - Summary ISAT data

EXCEPTIONALITY				MATH ISAT				ELA ISAT				Final Change 12/15								
	14/15	15/16	16/17	2015 LEVEL AND Scale Score	2016 LEVEL AND Scale Score	2017 LEVEL AND Scale Score	SCALE SCORE DIFFERENCE 15-16	Final Score 12/15	2015 LEVEL AND Scale Score	2016 LEVEL AND Scale Score	2017 LEVEL AND Scale Score		SCALE SCORE DIFFERENCE 15-16							
	1	2	3			2	2406				2	2401								
	1	2	3			3	2450				2	2410								
	1	2	3			3	2488				4	2497								
	1	2	3			1	2328				1	2205								
	1	2	3			2	2423				3	2486								
	1	2	3			4	2517				3	2475								
	1	2	3			3	2453				3	2469								
	1	2	3			2	2423				2	2420								
	1	2	3			2	2396				4	2405								
	1	2	3			3	2492				3	2459								
	1	2	3			2	2423				2	2375								
	1	2	3			3	2443				4	2523								
	1	2	3			2	2423				2	2386								
	1	2	3			3	2480				4	2496								
	1	2	3			3	2461				3	2461								
	1	2	3			3	2484				4	2545								
	1	2	3			3	2480				3	2453								
	1	2	3			2	2391				2	2377								
	1	2	3			2	2400				2	2395								
	2	2	3			3	2486				3	2486								
	2	3	4		1	2350	1	2369	19	0	1	2290	2	2441	151	1				
	2	3	4		3	2436	2	2482	46	-1	3	2445	3	2502	57	0				
	2	3	4		2	2409	2	2465	56	0	4	2490	3	2508	18	-3				
	2	3	4		2	2426	2	2464	38	0	4	2501	3	2518	15	-1				
	2	3	4		1	2319	2	2418	99	1	1	2307	1	2358	51	0				
	2	3	4		4	2506	3	2536	30	-1	4	2521	4	2555	34	0				
	2	3	4		2	2432	3	2535	103	1	2	2430	1	2402	-28	-1				
	2	3	4																	
	2	3	4		3	2470	3	2498	28	0	2	2399	3	2501	104	1				
	2	3	4		2	2408	2	2452	44	0	3	2432	4	2533	101	1				
	2	3	4		2	2410	2	2440	30	0	2	2423	2	2417	-6	0				
	2	3	4		1	2344	1	2355	11	0	2	2389	2	2437	48	0				
	2	3	4		4	2508	3	2531	23	-1	3	2427	2	2466	29	-1				
	2	3	4		3	2436	2	2461	25	-1	2	2371	2	2464	93	0				
	2	3	4		3	2477	3	2519	42	0	3	2477	3	2530	53	0				
	2	3	4		4	2517	4	2549	32	0	4	2494	3	2517	23	-1				
	2	3	4		2	2412	3	2488	76	1	4	2493	3	2510	17	-1				
	2	3	4		4	2507	3	2539	32	-1	3	2510	3	2516	6	0				
	2	3	4		3	2443	3	2532	89	0	2	2412	2	2439	27	0				
	2	3	4		3	2441	2	2443	2	-1	3	2476	3	2516	40	0				
	2	3	4		2	2381	1	2363	-18	-1	2	2378	2	2463	85	0				
	2	3	4		1	2304	1	2380	76	0	1	2304	1	2406	102	0				
	3	4	5	3	2468	2	2466	58	-1	3	2500	4	2538	4	2594	94	1			
	3	4	5	1	2302	1	2314	1	12	0	1	2352	1	2349	1	2404	52	0		
	3	4	5	1	2365	2	2439	2	2503	138	1	3	2477	2	2464	2	2500	23	-1	
	3	4	5	1	2369	2	2426	2	2475	106	1	x	x	2	2443	2	2492	49	0	
	3	4	5	2	2435	2	2468	1	2415	-20	-1	3	2485	3	2485	3	2524	39	0	
	3	4	5	1	2330	1	2367	1	2421	191	0	1	2387	1	2367	1	2421	134	0	
	3	4	5				na	na	na	na	na	na	na	na	na	na	na	na	na	na
	3	4	5	1	2340	1	2381	1	2420	80	0	1	2343	1	2327	1	2371	28	0	
	3	4	5	2	2392	1	2404	1	2429	37	-1	2	2395	2	2445	3	2534	139	1	
	3	4	5	3	2440	2	2454	4	2605	165	1	2	2392	3	2498	3	2542	150	1	
	3	4	5	4	2556	3	2519	4	2604	48	0	4	2560	4	2559	4	2638	78	0	
	3	4	5	1	2251	1	2365	1	2342	91	0	x	x	1	2272	1	2371	99	0	
	3	4	5	2	2413	2	2426	1	2443	30	-1	3	2474	3	2487	4	2588	114	1	
	3	4	5	2	2420	1	2401	-19	-1	-1	2	2369	3	2502	2	2501	133	0		
	3	4	5	2	2399	2	2477	2	2493	94	0	1	2352	1	2410	3	2509	157	2	
	3	4	5	1	2329	1	2378	49	1	0	2	2515	142	1	2	2392	3	2512	133	0
	3	4	5	1	2299	1	2298	1	2398	99	0	1	2303	1	2334	1	2354	51	0	
	3	4	5	3	2486	3	2514	4	2579	93	1	3	2458	4	2581	3	2521	63	0	
	3	4	5	2	2398	2	2428	3	2539	141	1	2	2431	3	2488	2	2494	63	0	
	3	4	5	3	2456	2	2463	2	2525	69	-1	4	2504	2	2625	4	2620	116	0	
	3	4	5	4	2513	3	2521	4	2617	104	0	3	2461	3	2532	3	2545	84	0	
	3	4	5				na	na	na	na	na	na	na	na	na	na	na	na	na	na
	3	4	5	1	2346	1	2389	2	2491	145	1	2	2390	3	2486	3	2569	179	1	
	3	4	5	1	2352	1	2372	1	2430	78	0	1	2361	1	2414	2	2455	94	1	
	3	4	5				na	na	na	na	na	na	na	na	na	na	na	na	na	na
	4	5	6	2	2444	2	2473	2	2540	96	0	2	2423	3	2539	3	2539	116	1	
	4	5	6	2	2443	3	2546	2	2527	84	0	3	2523	3	2608	85	0			
	4	5	6	1	2378	2	2483	2	2499	121	1	1	2399	3	2588	189	2			
	4	5	6	4	2569	4	2596	3	2599	30	-1	3	2493	3	2562	69	0			
	4	5	6	3	2510	3	2563	4	2623	113	1	4	2571	4	2713	140	0			
	4	5	6	1	2370	1	2335	1	2385	15	0	1	2392	1	2395	3	2395	3	0	
	4	5	6	3	2546	4	2596	4	2731	185	1	4	2534	4	2701	167	0			
	4	5	6	2	2454	2	2491	3	2569	115	1	3	2498	4	2621	123	1			
	4	5	6	2	2412	2	2456	2	2503	91	0	3	2499	3	2551	52	0			
	4	5	6	2	2445	3	2530	x	na	na	na	4	2539	2	2621	83	-2			
	4	5	6	1	2391	2	2462	2	2480	89	1	2	2430	3	2570	131	1			
	4	5	6	1	2351	1	2368	1	2341	-10	0	2	2456	3	2542	86	1			
	4	5	6	3	2503	4	2592	4	2625	122	1	3	2491	3	2590	99	0			
	4	5	6	2	2437	2	2488	2	2509	72	0	1	2407	1	2389	-18	0			
	5	6	7	3	2530	3	2551	4	2651	123	1	3	2533	3	2601	68	0			
	5	6	7	2	2509	2	2489	x	x	x	2	2500	3	2566	3	2562	53	1		
	5	6	7	3	2532	3	2556	4	2653	121	1	x	x	3	2535	3	2570	x	x	
	5	6	7	1	2377	1	2320	1	2355	-22	0	x	x	2	2461	1	2394	x	x	
	5	6	7																	
	5	6	7	4	2619	4	2624	4	2719	100	0	4	2605	3	2613	4	2652	47	0	
	5	6	7																	
	5	6	7	1	2303	1	2328	1	2374	71	0	x	x	1	2326	1	2343	x	x	
	5	6	7	2	2461	2	2519	2	2533	72	0	2	2461	2	2521	2	2533	72	0	
	5	6	7	1	2438	1	2441	2	2538	100	1	2	2456	2	2487	3	2564	106	1	
	6	7	8	1	2434	2	2522	2	2532	98	1	2	2477	1	2465	2	2534	57	0	
	6	7	8	1	2287	1	2367	1	2321	34	0	x	x	1	2344	1	2430	86	0	
	6	7	8	3	2561	3	2630	4	2730	169	1	3	2610	3	2627	3	2656	46	0	
	6	7	8	1	2427	2	2529	1	2484	57	0	2	2459	1	2453	2	2538	79	0	
	6	7	8	1	2381	1	2340	1	2367	-14	0	x	x	1	2431	1	2460	29	0	
	6	7	8	2	2560	3	2618	2	2576	20	0	3	2578	3	2593	3	2642	64	0	
	6	7	8	1	2386	2	2522	2	2532	146	1	2	2458	2	2541	2	2523	65	0	
	6	7	8	1	2379	1	2483	1	2503	124	0	x	x	3	2604	3	2576	72	0	
	6	7	8	2	2529	3	2595	3	2620	91	1	3	2540	3	2576	3	2649	109	0	

**TVCS - Exhibit B - TVCS vs State scores**

**Testing Result Comparison With State Performance**

ELA	% Adv	% Prof	% B	% BB	ELA 2015-16	% Adv	% Prof	% B	% BB	ELA 2016-17	% Adv	% Prof	% B	% BB
2014-15	19.9	33.6	29.5	17.1	TVCS	16.2	32.5	25.4	25.9	TVCS	17.4	32.8	25.6	24.1
State	17.9	33.2	26.0	22.9	State	19.4	33.5	24.8	22.2	State	19.0	33.0	24.6	23.4

Math	% Adv	% Prof	% B	% BB	Math 2015-16	% Adv	% Prof	% B	% BB	Math 2016-17	% Adv	% Prof	% B	% BB
2014-15	9.6	22.9	28.9	38.6	TVCS	8.1	22.3	34.5	35.0	TVCS	11.9	23.2	32.0	33.0
State	15.2	24.1	31.4	29.3	State	17.3	24.4	30.5	27.9	State	18.1	23.7	29.5	28.7

Science	% Adv	% Prof	% B	% BB	Science 2015-16	% Adv	% Prof	% B	% BB	Science 2016-17	% Adv	% Prof	% B	% BB
2014-15	33.3	33.3	19.6	13.7	TVCS	21.8	38.2	25.5	14.5	TVCS	38.5	32.7	15.4	13.5
State	29.7	29.6	22.6	18.1	State	30.5	30.6	22.5	16.3	State	30.8	30.3	21.7	17.3

IRI Fall	% Lvl 3	% Lvl 2	% Lvl 1	IRI Fall 2015-16	% Lvl 3	% Lvl 2	% Lvl 1	IRI Fall 2016-17	% Lvl 3	% Lvl 2	% Lvl 1
2014-15	70.9	15.2	13.9	TVCS	65.1	22.1	12.8	TVCS	60.0	24.0	16.0
State	58.2	23.9	17.9	State	58.6	23.3	18.1	State	58.7	22.9	18.4
IRI Spring	% 3	% 2	% 1	IRI Spring 2015-16	% 3	% 2	% 1	IRI Spring 2016-17	% 3	% 2	% 1
2014-15	71.8	12.6	15.5	TVCS	63.5	16.9	19.6	TVCS	77.1	7.0	15.9
State	72.1	15.4	12.5	State	71.9	15.3	12.7	State	73.0	14.5	12.4

Note: All data obtained from State Department of Idaho K-12 Report Card.

- 2016-17 results show TVCS outperformed state score in percentage of students achieving a Level 3 performance with the IRI.
- 2016-17 results show TVCS outperformed state score in percentage of students either in the “advanced” or “proficient” level of performance in the area of science.
- 2016-17 results show TVCS roughly equal to state score in percentage of students either in the “advanced” or “proficient” level of performance in the area of language arts.

TVCS - Exhibit C - Student Population Data

<b>17-18</b> <b>Village Charter School</b> 1747 N Fairmeadow Dr, Boise ID 83704 Generated on 12/12/2017 08:34:41 PM Page 1 of 1	<b>Student Enrollment Summary Report</b> Effective Date: 12/12/2017 Enrollment Types: P, S, N Total Race/Ethnicities: 7 of 7 Total Schools: 1 Race/Ethnicity Source: Federal Male/Female/Total: 226/205/431
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**Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)**

Village Charter School								
Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
G1	1/5/6	-	-	-	-	22/18/40	2/2/4	25/25/50
G2	1/8/9	-	-	-	-	25/17/42	1/0/1	27/25/52
G3	0/3/3	0/1/1	0/1/1	-	-	21/18/39	2/2/4	23/25/48
G4	3/3/6	1/0/1	-	1/2/3	-	25/22/47	2/1/3	32/28/60
G5	3/2/5	-	1/0/1	1/1/2	-	30/17/47	1/0/1	36/20/56
G6	2/6/8	-	0/1/1	2/1/3	-	24/16/40	0/2/2	28/26/54
G7	3/0/3	-	-	1/3/4	1/0/1	16/9/25	1/1/2	22/13/35
G8	0/1/1	-	-	-	-	9/10/19	-	9/11/20
KA	0/1/1	-	-	1/0/1	-	10/14/24	1/0/1	12/15/27
KP	-	-	0/1/1	-	-	11/12/23	1/4/5	12/17/29
All Grades	13/29/42	1/1/2	1/3/4	6/7/13	1/0/1	193/153/346	11/12/23	226/205/431

**Student Population Excluding White not of Hispanic Origin**

<u>School</u>	<u>Total</u>	<u>Percentage</u>
Village Charter School	85	19.72%

TVCS - Exhibit D - Cash Flow 2.10.17

Cash Flow Projection for Village Charter Submitted January 2017

1/6/17	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
Beginning Cash	2,931.59	214,601.15	400,251.69	233,979.66	85,910.93	135,580.71	(29,974.00)		124,470.54			61,581.17
cash												
Local	200.27	67.77	5,484.00	4,548.38	41.45	4,585.00	500.00	49,295.00	11,295.00	11,295.00	11,295.00	11,295.00
State	319,642.00	319,642.50	20,899.00	16,175.00	243,184.00	5,599.42	28,630.40	247,810.54		128,848.46	240,595.17	13,233,743
Federal		8,100.00	20,709.58				29,452.00	8,000.00	36,910.59	18,379.42		
Ret Deferment												
Total Revenues	319,842.27	327,810.27	47,092.58	20,723.38	243,225.45	10,184.42	58,582.40	305,105.54	48,205.59	158,522.88	251,890.17	143,632.43
Decrease In Cash												
Salaries	80,412.82	61,855.82	96,116.42	96,895.29	104,057.99	101,670.46	99,000.00	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00
Bene fits	20,863.21	22,791.91	33,440.29	32,151.89	33,330.79	32,015.90	31,528.55	30,564.00	30,564.00	30,564.00	30,564.00	30,564.00
Support Services	33,460.80	50,161.34	58,078.37	39,744.93	55,284.89	42,052.77	78,698.00	60,071.00	60,071.00	49,000.00	69,745.00	60,071.00
Transportation												
Debt Service												
Total Expenditure	134,736.83	134,809.07	187,635.08	168,792.11	192,673.67	175,739.13	209,236.55	180,635.00	180,635.00	169,564.00	190,309.00	180,635.00
Change in cash/(increase)/decrease	185,105.44	193,001.20	(140,542.50)	(148,068.73)	50,551.78	(165,554.71)	(150,644.15)	124,470.54	(132,429.41)	(11,041.12)	61,581.17	(37,002.57)
Cash Adjustments/Actuals	26,564.12	(7,350.66)	(25,729.53)		(882.00)							
Ending Cash	214,601.15	400,251.69	233,979.66	85,910.93	135,580.71	(29,974.00)	(180,618.14)	124,470.54	(7,958.87)	(11,041.12)	61,581.17	24,578.60



### TVCS - Exhibit E - Cash Flow 07.12.17

The Village Charter School Cash Projection	7/16/2017	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
<b>TOTAL</b>	<b>2,931.59</b>	<b>2,931.59</b>	<b>214,601.15</b>	<b>400,251.69</b>	<b>233,979.66</b>	<b>85,910.93</b>	<b>135,580.71</b>	<b>(25,072.77)</b>	<b>9,425.38</b>	<b>176,483.50</b>	<b>19,971.66</b>	<b>29,455.84</b>	<b>178,658.39</b>
Beginning Cash													
Increase in Cash													
Local	215,512.72	200.27	67.77	5,484.00	4,548.38	41.45	4,585.00	6,788.23	57,344.16	20,731.23	45,735.60	32,531.02	37,455.61
State	1,737,460.95	319,642.00	319,642.50	20,899.00	16,175.00	243,184.00	-	-	295,283.99	4,000.00	151,872.49	339,748.97	27,013.00
Federal	94,178.99	-	8,100.00	20,709.58	-	-	5,599.42	-	48,346.79	-	-	11,423.20	-
Line of Credit	-	-	-	-	-	-	141,000.00	-	-	-	-	-	-
<b>Total Revenues</b>	<b>2,188,152.66</b>	<b>319,642.27</b>	<b>327,810.27</b>	<b>47,092.58</b>	<b>20,723.38</b>	<b>243,225.45</b>	<b>10,184.42</b>	<b>147,788.23</b>	<b>400,974.94</b>	<b>24,731.23</b>	<b>197,608.09</b>	<b>383,703.19</b>	<b>64,468.61</b>
Decrease in Cash													
Salaries	932,353.30	80,412.82	61,855.82	96,116.42	96,895.29	104,057.99	101,670.46	55,729.57	70,587.68	65,689.66	61,069.52	69,746.98	68,521.09
Benefits	507,762.42	20,863.21	22,791.91	33,440.29	32,151.89	33,330.79	32,015.90	53,052.35	57,684.54	55,616.98	53,372.47	57,044.72	56,397.37
Support Services	715,085.50	33,460.80	50,161.34	58,078.37	39,744.93	55,284.89	37,151.54	4,508.16	105,644.60	59,936.43	90,170.38	107,708.94	73,235.12
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>2,155,201.22</b>	<b>134,736.83</b>	<b>134,809.07</b>	<b>187,635.08</b>	<b>168,792.11</b>	<b>192,673.67</b>	<b>170,837.90</b>	<b>113,290.08</b>	<b>233,916.82</b>	<b>181,243.07</b>	<b>204,612.37</b>	<b>234,500.64</b>	<b>198,153.58</b>
Change in Cash(Increase/Decrease)	<b>32,951.44</b>	<b>185,105.44</b>	<b>193,001.20</b>	<b>(140,542.50)</b>	<b>(148,068.73)</b>	<b>50,551.78</b>	<b>(160,653.48)</b>	<b>34,498.15</b>	<b>167,058.12</b>	<b>(156,511.84)</b>	<b>(7,004.28)</b>	<b>149,202.55</b>	<b>(133,684.97)</b>
Cash Adjustments/Accruals	<b>9,090.39</b>	<b>26,564.12</b>	<b>(7,350.66)</b>	<b>(25,729.53)</b>	<b>-</b>	<b>(882.00)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,488.46</b>	<b>-</b>	<b>-</b>
<b>Ending Cash</b>	<b>44,973.42</b>	<b>214,601.15</b>	<b>400,251.69</b>	<b>233,979.66</b>	<b>85,910.93</b>	<b>135,580.71</b>	<b>(25,072.77)</b>	<b>9,425.38</b>	<b>176,483.50</b>	<b>19,971.66</b>	<b>29,455.84</b>	<b>178,658.39</b>	<b>44,973.42</b>
<b>STATE PAYMENTS</b>	<b>TOTAL</b>	<b>Jul-16</b>	<b>Aug-16</b>	<b>Sep-16</b>	<b>Oct-16</b>	<b>Nov-16</b>	<b>Dec-16</b>	<b>Jan-17</b>	<b>Feb-17</b>	<b>Mar-17</b>	<b>Apr-17</b>	<b>May-17</b>	<b>Jun-17</b>
State Support	1,459,621.96	319,642.00	319,642.00			243,184.00			249,413.99			327,739.97	
Charter School Facilities	128,784.49								2,691.00		128,784.49		
Inst. Improvement System	3,370.00								4,000.00			679.00	
IT Staffing	5,000.00											1,000.00	
Leadership Premiums	19,315.00												19,315.00
Professional Development	26,651.00												5,319.00
Remediation	6,835.00								6,835.00		21,332.00		
Safe & Drug Free	6,270.00								3,135.00		1,756.00		
School Facilities Funding	20,899.00			20,899.00									1,379.00
Technology in the Classroom	36,539.00								29,205.00			7,330.00	
IRI/ERI Reading Initiative	-												
Secondary Counseling	5,000.00									4,000.00			1,000.00
Literary Proficiency	16,157.00				16,157.00								
Gifted and Talented	3,000.00											3,000.00	
<b>TOTAL</b>	<b>1,737,442.45</b>	<b>319,642.00</b>	<b>319,642.00</b>	<b>20,899.00</b>	<b>16,157.00</b>	<b>243,184.00</b>	<b>-</b>	<b>-</b>	<b>295,283.99</b>	<b>4,000.00</b>	<b>151,872.49</b>	<b>339,748.97</b>	<b>27,013.00</b>

TVCS - Exhibit F - Chart of ZES Findings

<i>Area</i>	<i>Concern</i>	<i>Action Taken</i>
<i>Budget</i>	<p>The School's budget was ineffective and did not equip the school to function in a balanced and efficient manner. The ADA and salary spending was grossly over and needed to be revamped and restructured. The salary structure for the 2016-2017 school year ran an 81% of the gross revenues. This is the surplus deficit that is causing the school to not meet its current budget. Areas of corporate contracts needed to be reevaluated and renegotiated.</p>	<p>The new budget created provided a better balance across the functional areas of the school to better balance all their operational needs. The salary level for the 2017-2018 school year has a percentage actual of 53%. This is within the means for sustaining a large school that carries a service provider. All corporate contracts were evaluated and renegotiated or dropped. Several areas where services were being duplicated were readjusted to better fit the school's ability to function on a balanced budget and end the 2017-2018 school year with reserve left over.</p>
<i>Governance</i>	<p>This school has a Board that truly does want to create a school that is a strong educational and community influence. It became apparent to us quickly as we began to investigate that some of the basic foundational structure that needed to be put in place was lacking. For too long the Board of Directors has been directly influential in the everyday operations of the school and has been functioning in a very reactionary manner, instead of creating a vision and building policies that support and strengthen that vision. When you are functioning from crisis to crisis it is very difficult to guide your organization in a focused and proactive manner.</p> <p>When we had the opportunity to meet with the Board it was important for the Board to see that the school has a future. They have created a school and a program that has life, it is just struggling now due to operational struggles and lack of procedures that provide support and restraint when it comes to the school budget.</p>	<p>The Village Charter School is a school that strives to cultivating critical thinkers and developing strong leaders. For TVCS to truly be successful and have a strong future the Board needed to begin to be proactive in how the approach the policies and directives they put in place. A new Employee Handbook was created to allow the Board to better guide, communicate and govern in a proactive manner. For any organization to truly live and survive the leaders must be able to look beyond their current circumstances and see the potential of what it is capable of. It is our goal to help the Board to see this potential and then begin to work a plan towards that goal. It is through Board policies and communication that the Board can begin to work a plan not only to help strengthen this school but to develop it into an organization that is truly developing strong leaders.</p>

TVCS - Exhibit F - Chart of ZES Findings

<i>Leadership</i>	<p>The Principal's largest struggle is managing the business and financial operations of TVCS. He has not had appropriate training nor has he been mentored in this capacity. This weakness is evidenced in the lack of stability in the business office and financial operations of the school. The issues in these areas have been numerous and the communication of these issues has been inconsistent.</p> <p>However, one area in which he is consistent is that of pursuing academic excellence at TVCS.</p>	<p>As a Service Provider Veritas will be able to provide the Principal with the business management and financial support his has been lacking. Veritas will be providing Business office and Operational oversight, as well as, HR services for TVCS. This will take pressure off the Principal and allow training and mentoring to occur while not losing focus on the academics.</p>
<i>Operations</i>	<p>The Village Charter School is lacking in several operational areas which is influencing the school's ability to function in a streamlined, efficient and consistent manner. When you have areas such as policies and procedures which are lacking, then you begin to see the organization decline not only financially but it can also influence staffing and loyalty.</p>	<p>The Village Charter School has a policy manual, some procedures and operational forms, however, it is our goal to create documents that better communicate policies and procedures that are a manageable size and easy to navigate. The new policy manual that has been presented to the Board is meant to help them begin to take a more proactive stance. It was this goal that caused us to break it up into various sections. These sections cover items such as a general overview of the school mission and vision, employment and hiring, policies and procedures, workplace responsibilities, and compensation. The school's new procedure manual and operational forms have been created to support the new handbook.</p>

TVCS - Exhibit F - Chart of ZES Findings

<p><i>Academics</i></p>	<p>When one considers the academic portion of an educational institution, academics is probably first and foremost what is considered the standard by which that institution is measured. According to the Annual Performance Report (draft) distributed by the Idaho Public Charter School Commission, TVCS received a 55.99% green (good) academic rating for the 15-16 school year. [<i>*Note: The good range is 55-74.</i>]</p> <p>TVCS is on a 12-week grading period (trimester) and issues standards-based report cards each 12 weeks. There is no student data-tracking system used across the board for all students to measure growth throughout the year or between years.</p>	<p>Academic oversight will be put in place providing training, professional development, evaluations and program implementation to assist in expanding and strengthening the current academic program. This will also assist Administration to better evaluate and assist struggling Teachers and make sure all the academic needs of the students are being met. Also, a student evaluation system called I-Ready will be implemented to assist in monitoring where children are academically and then assist as Teachers strive to fill in gaps where skills are lacking</p>
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TVCS - Exhibit G - 5 year Pro Forma

The Village Charter School

	16-17	480	525	550	550	
<b>STUDENT COUNT (ADM)</b>	<b>364</b>	<b>446</b>	<b>488</b>	<b>512</b>	<b>512</b>	93%
Number of Students - K-8	351.00	480.00	525.00	550.00	550.00	
Number of Students - 9-12						
Per student reimbursement rate - K-8	\$ 4,840.54	\$ 4,990.00	\$ 5,000.00	\$ 5,040.00	\$ 5,100.00	
Per student reimbursement rate - 9-12	\$ -					
<b>Total Students</b>	<b>351</b>	<b>480</b>	<b>525</b>	<b>550</b>	<b>550</b>	
<b>REVENUE</b>	<b>\$ Amount</b>					
Beginning Balance	\$ -	\$ 4,982	\$ 144,511	\$ 325,368	\$ 485,860	
State ADM Funding	\$ 1,397,297	\$ 2,227,536	\$ 2,441,250	\$ 2,577,960	\$ 2,608,650	
LOAN	\$ 200,000					
IDEA Basic	\$ 39,000	\$ 46,000	\$ 47,000	\$ 50,000	\$ 50,000	IDEA
State EC Funding	\$ -					
Food Service (net)	\$ -					
Federal Grants	\$ 42,963	\$ 53,000	\$ 54,000	\$ 55,000	\$ 55,000	Title I and II
After Care	\$ -					
Medicaid Billing- Misc. Revenue	\$ 133,000	\$ 145,000	\$ 152,000	\$ 167,000	\$ 167,000	Medicaid Reimbursements
Other Revenue - Please Specify	\$ 217,574	\$ 280,000	\$ 286,000	\$ 302,000	\$ 302,000	all state add ons
<b>Total Revenue</b>	<b>2,029,834</b>	<b>2,756,518</b>	<b>3,124,761</b>	<b>3,477,328</b>	<b>3,668,510</b>	42983 33658
<b>EXPENDITURES</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	
<b>1. Administration, Instruction, &amp; Support:</b>						
Total salaries	\$ 1,021,000	\$ 1,097,862	\$ 1,130,797	\$ 1,203,213	\$ 1,239,309	All staff salaries 500 3% raise 16101
Employee Benefits	\$ 341,000	\$ 359,874	\$ 359,874	\$ 402,097	\$ 402,097	All staff benefits
Workers compensation insurance	\$ 7,685	\$ 7,685	\$ 8,000	\$ 8,422	\$ 8,422	
	67%	53%	48%	46%	45%	
Office Supplies (Paper, Postage, etc.)	\$ 25,000	\$ 17,000	\$ 17,000	\$ 25,000	\$ 25,000	
Purchased Services & Training (Contracted Services, Accounting Services, Legal, Consultants, etc.)	\$ 60,000	\$ 88,000	\$ 92,000	\$ 104,893	\$ 104,893	Contractual
Contracted Services	\$ 50,000	\$ 248,086	\$ 268,222	\$ 283,676	\$ 297,286	Contractual
Curriculum & Resource Mat	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	
Library Resources/Software	\$ -					
SAIS Software	\$ -					
Auditor Fees	\$ 7,500	\$ 9,000	\$ 9,500	\$ 10,500	\$ 10,500	
Total Administration, Inst	1,537,185	1,852,507	1,910,393	2,062,801	2,112,507	
	76%	67%	61%	59%	58%	
<b>EXPENDITURES</b>						
<b>2. Operations &amp; Maintenance #DIV/0!</b>						
Legal	\$ 12,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000	
Supplies-GT and Classroom	\$ 14,000	\$ 50,000	\$ 50,000	\$ 60,000	\$ 60,000	
Marketing/Advertising	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	Additional Curriculum items
Property/Casualty/Liability Ins	\$ 12,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000	
Utilities (Electric, Gas, Water)	\$ 21,000	\$ 51,000	\$ 51,000	\$ 51,000	\$ 51,000	
Phone/Communications/Inte	\$ 15,000	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000	
Contracted Transportation	\$ -					
Contracted Food Services	\$ -					
Student Furniture & Other Eq	\$ 8,000	\$ 14,000	\$ 15,000	\$ 16,000	\$ 16,000	
Office Furniture & Other Eq	\$ 5,000	\$ 4,000	\$ 4,500	\$ 5,000	\$ 5,000	
Student Technology Equipment/Laptops/carts	\$ 18,000	\$ 22,000	\$ 25,000	\$ 25,000	\$ 25,000	
Office Technology Equipment	\$ 6,667	\$ 5,000	\$ 5,500	\$ 6,667	\$ 6,667	
Other Leases/Loans (Secured)	\$ 14,000	\$ 12,000	\$ 13,000	\$ 14,000	\$ 14,000	
Maintenance (including Supp	\$ 36,000	\$ 40,000	\$ 44,000	\$ 40,000	\$ 40,000	
Other Leases/Loans (Secured)	\$ 228,000	\$ 337,500	\$ 450,000	\$ 450,000	\$ 450,000	
Other Costs-SPED services	\$ 104,000	\$ 175,000	\$ 181,000	\$ 203,000	\$ 203,000	July, August, September no rent (October 1)
Other Reserves						
Miscellaneous-DEBT PAYM	\$ 7,000					
Total Operations & Maint	#DIV/0!	759,500	889,000	928,667	928,667	
	#DIV/0!	28%	28%	27%	25%	
Total Expenditures	#DIV/0!	2,612,007	2,799,393	2,991,468	3,041,174	
	#DIV/0!	95%	90%	86%	83%	
Total Revenues	\$ 2,029,834	\$ 2,756,518	\$ 3,124,761	\$ 3,477,328	\$ 3,668,510	
<b>Budget Balance (Revenues-Expenditures)</b>	<b>#DIV/0!</b>	<b>\$ 144,511</b>	<b>\$ 325,368</b>	<b>\$ 485,860</b>	<b>\$ 627,336</b>	
		17-18	18-19	19-20	20-21	

\*This Proforma may be amended to fit the anticipated needs of the charter school

TVCS - Exhibit H - Audit Findings

<p>6/30/2015 Independent Audit for the year ended June 30, 2015 Auditor's Findings (4):</p>	<p>6/30/2016 Independent Audit for the year ended June 30, 2016 Auditor's Findings (1):</p>	<p>6/30/2017 Independent Audit for the year ended June 30, 2017 Auditor's Findings (3):</p>
<p>2015-003 TIMELY AND COMPLETE REPORTING AND PAYMENT</p>	<p>2015-002 CASH and A/P</p>	<p>2015-002 CASH</p>
<p>2015-004 FED PROGRAMS</p>	<p>2015-001 CASH</p>	<p>2015-001 CASH</p>
<p>2015-005 FED PROGRAMS</p>	<p>2016-001 CASH</p>	<p>2016-001 CASH</p>
<p>2017-003 ISEE STAFFING DATA</p>	<p>2017-003 ISEE STAFFING DATA</p>	<p>2017-003 ISEE STAFFING DATA</p>
<p>2017-004 FED PROGRAMS</p>	<p>2017-004 FED PROGRAMS</p>	<p>2017-004 FED PROGRAMS</p>
<p>2017-005 FED PROGRAMS</p>	<p>2017-005 FED PROGRAMS</p>	<p>2017-005 FED PROGRAMS</p>
<p>2017-006 FED PROGRAMS</p>	<p>2017-006 FED PROGRAMS</p>	<p>2017-006 FED PROGRAMS</p>
<p>2017-007 FED PROGRAMS</p>	<p>2017-007 FED PROGRAMS</p>	<p>2017-007 FED PROGRAMS</p>
<p>2017-008 FED PROGRAMS</p>	<p>2017-008 FED PROGRAMS</p>	<p>2017-008 FED PROGRAMS</p>
<p>2017-009 FED PROGRAMS</p>	<p>2017-009 FED PROGRAMS</p>	<p>2017-009 FED PROGRAMS</p>



whole group n=22	math 3rd-5th	math 3rd level	math 5th level	math level ch
	-20	1	1	-1
	-19	1	1	-1
	30	1	1	-1
	37	1	1	-1
	48	1	1	-1
	58	1	1	-1
	69	1	1	0
	73	1	1	0
	78	1	1	0
	80	1	1	0
	91	2	2	0
	93	2	2	0
	94	2	2	0
	99	2	2	0
	104	2	2	0
	106	2	2	1
	138	3	2	1
	141	3	3	1
	142	3	4	1
	145	3	4	1
	165	4	4	1
	191	4	4	1
	na			na
	na			na
	na			na
	sum	42	43	
	median	2	2	0
	mean	1.909091	1.954545	
	mimimum	1	1	
	Q1	1	1	-1
median	Q2	2	2	0
	Q3	2.75	2	1
	Q4	4	4	1

2



5th grade n=22

		3rd-5th ELA	ELA 3rd level	ELA 5th level	ELA level ch
		23	1	1	-1
		28	1	1	0
		39	1	1	0
		49	1	1	0
		51	1	1	0
		52	1	2	0
		63	2	2	0
		63	2	2	0
		78	2	2	0
		84	2	2	0
		94	2	3	0
		94	2	3	0
		99	3	3	0
		114	3	3	0
		116	3	3	1
		132	3	3	1
		133	3	3	1
		134	3	3	1
		139	4	4	1
		150	4	4	1
		157	X	4	1
		179	x	4	2
					na
					na
					na
	sum	2071			
	median	94	2	3	0
	mean	94.13636	2.2	2.5	
	mimimum	23	1	1	
	Q1	54.75	1	2	0
median	Q2	94	2	2.5	0
	Q3	132.75	3	3	1
	Q4	179	4	4	2



	math 3rd-5th	math 3rd level	math 5th level	math level ch	
	-19	1	1	-1	
	30	1	1	-1	
	37	1	1	-1	
	48	1	1	-1	
	58	1	1	-1	
	69	1	1	0	
	73	1	1	0	
	78	1	1	0	
	91	2	2	0	
	93	2	2	0	
	94	2	2	0	
	99	2	2	0	
	104	2	2	0	
	138	3	2	1	
	141	3	3	1	
	142	3	4	1	
	145	3	4	1	
	165	4	4	1	
	191	4	4	1	
	Q1	63.5	1	1	-0.5
	Q2	93	2	2	0
	Q3	139.5	3	2.5	1
	Q4	191	4	4	1
	mean	93.52632	2	2.1	



removed IEP +student with medical absences n=19

	ELA	ELA 3rd level	ELA 5th level	ELA level ch
	23	1	1	-1
	51	1	1	0
	52	1	2	0
	63	2	2	0
	63	2	2	0
	78	2	2	0
	84	2	2	0
	94	2	3	0
	94	2	3	0
	99	3	3	0
	114	3	3	0
	116	3	3	1
	132	3	3	1
	133	3	3	1
	134	3	3	1
	139	4	4	1
	150	4	4	1
	157	X	4	1
	179	x	4	2
Q1	70.5	2	2	0
Q2	99	2	3	0
Q3	133.5	3	3	1
Q4	179	4	4	2
	102.8947	2.411765	2.736842	

2017 3rd grade only ISAT data

	math level	math score	ela level
	1	2328	1
	2	2406	2
	2	2423	2
	2	2396	2
	2	2423	2
	2	2423	2
	2	2391	2
	2	2400	2
	3	2450	3
	3	2488	3
	3	2453	3
	3	2453	3
	3	2492	3
	3	2443	3
	3	2480	3
	3	2461	4
	3	2484	4
	3	2480	4
	3	2486	4
	4	2517	4
Q1	2	2418.75	2
Q2	3	2451.5	3
Q3	3	2481	3.25
Q4	4	2517	4
MEAN	2.6	2443.85	2.8

ela score	remove IEP scores	math level	math score	ela level
2205				
2401		2	2406	2
2410		2	2423	2
2420		2	2396	2
2375		2	2423	2
2386		3	2450	3
2377		3	2488	3
2395		3	2453	3
2486		3	2453	3
2475		3	2492	3
2469		3	2443	3
2459		3	2480	3
2461		3	2461	4
2453		3	2484	4
2486		3	2480	4
2497		3	2486	4
2405		4	2517	4
2523	Q1	2.75	2438	2.75
2496	Q2	3	2457	3
2545	Q3	3	2484.5	4
2399.5	Q4	4	2517	4
2456	MEAN	2.8125	2458.438	3.0625
2486				
2545				
2436.2				

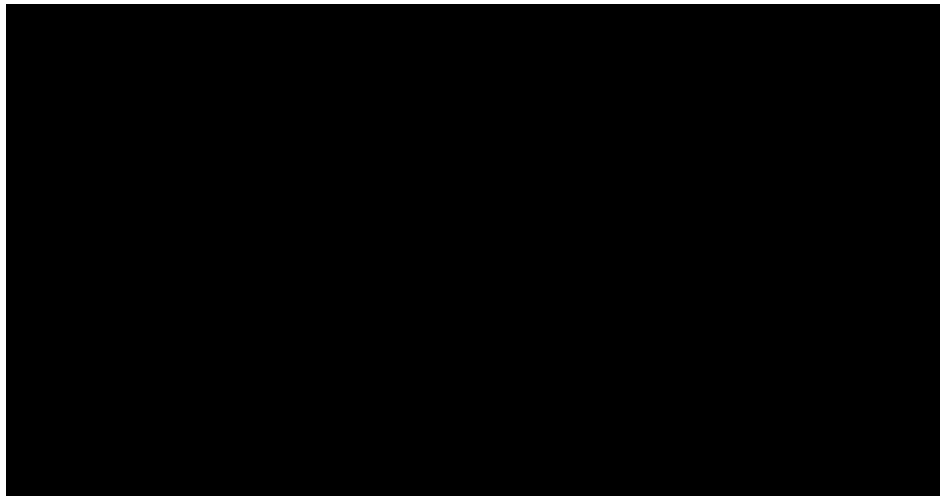
ela  
score



- 2401
- 2410
- 2420
- 2386
- 2486
- 2475
- 2469
- 2459
- 2461
- 2453
- 2486
- 2497
- 2405
- 2523
- 2496
- 2545
- 2417.5
- 2465
- 2488.5
- 2545
- 2460.75

MATH ISAT

	3rd		4th		score difference 4th-3rd	
	1	2350	1	2369	-18	-1
	1	2319	1	2355	2	-1
	1	2344	1	2363	11	-1
	1	2304	1	2380	19	-1
	2	2409	2	2482	25	-1
	2	2426	2	2465	25	-1
	2	2432	2	2464	28	-1
	2	2408	2	2418	30	0
	2	2410	2	2452	30	0
	2	2412	2	2440	32	0
	2	2381	2	2461	32	0
	3	2436	2	2443	38	0
	3	2470	3	2536	42	0
	3	2436	3	2535	44	0
	3	2477	3	2498	46	0
	3	2443	3	2533	56	0
	3	2441	3	2519	76	0
	4	2506	3	2488	76	0
	4	2508	3	2539	89	1
	4	2517	3	2532	99	1
	4	2507	4	2549	103	1
Q1	2	2408	2	2440	25	-1
Q2	2	2432	2	2465	32	0
Q3	3	2470	3	2532	56	0
Q4	4	2517	4	2549	103	1
MEAN	2.47619	2425.524	2.285714	2467.667	42.142857	







MATH ELA				score	level	change
				difference	3rd-4th	
				4th-3rd		
1	2290	1	2358	-28		-1
1	2304	1	2402	-6		-1
1	2307	1	2406	15		-1
2	2371	2	2441	16		-1
2	2378	2	2417	17		-1
2	2389	2	2437	18		-1
2	2399	2	2466	23		-1
2	2412	2	2464	27		0
2	2423	2	2439	29		0
2	2430	2	2463	34		0
3	2432	3	2502	40		0
3	2437	3	2508	48		0
3	2445	3	2518	51		0
3	2476	3	2503	53		0
3	2477	3	2530	57		0
4	2490	3	2517	85		0
4	2493	3	2510	93		0
4	2494	3	2526	101		0
4	2503	3	2516	102		1
4	2510	4	2555	104		1
4	2521	4	2533	151		1
2	2389	2	2439	18		-1
3	2432	3	2502	40		0
4	2490	3	2517	85		0
4	2521	4	2555	151		1
2.666667	2427.667	2.47619	2476.714	49.04762		



MATH ISAT DATA: 2017 6th graders attending TVCS 4th, 5th, 6th G

N=13, one student removed because did not do math test 2017

4th grade		5th grade		6th grade	
1	2378	1	2335	1	2385
1	2370	1	2368	1	2341
1	2391	2	2473	2	2540
1	2351	2	2483	2	2527
2	2444	2	2491	2	2499
2	2443	2	2456	2	2503
2	2454	2	2462	2	2480
2	2412	2	2488	2	2509
2	2437	3	2546	3	2599
3	2510	3	2563	3	2569
3	2546	4	2596	4	2623
3	2503	4	2596	4	2731
4	2569	4	2592	4	2625

Q1- lowest 25%	1	2391	2	2462	2	2499
Q2 median	2	2443	2	2488	2	2527
Q3	3	2503	3	2563	3	2599
Q4 maximum	4	2569	4	2596	4	2731
Mean	2.2	2453.8	2.5	2503.4	2.5	2546.3

3 grades	
change	change
scale score	level
17-'15	17-'15
-10	-1
15	0
30	0
72	0
84	0
89	0
91	0
96	1
113	1
115	1
121	1
122	1
185	1

72	0
91	0
115	1
185	1
93.3	0.4

Q1- lowest 25%
Q2 median
Q3
Q4 maximum
Mean

ELA ISAT DATA: 2017 6th graders attendi			
N=14			
4th grade 2015		6th Grade 2017	
1	2399	1	2395
1	2392	1	2389
1	2407	2	2521
2	2423	3	2539
2	2439	3	2608
2	2456	3	2588
3	2523	3	2562
3	2493	3	2551
3	2498	3	2570
3	2499	3	2542
3	2491	3	2590
4	2571	4	2711
4	2534	4	2701
4	2539	4	2621
2	2427	3	2540
3	2492	3	2566
3	2517	3	2604
4	2571	4	2711
2.7	2481.7	2.9	2572.7

ing TVCS 4th, 5th, 6th Grades		
	change scale score 17-'15	change level 17-'15
	-18	-2
	-18	0
	3	0
	52	0
	69	0
	85	0
	86	0
	99	0
	116	0
	123	1
	131	1
	140	1
	167	1
	189	2
	56	0
	93	0
	129	1
	189	2
	93.9	0.4

MATH ISAT DATA: 2017 7th					
N=20					
	ISAT 2015		ISAT 2016		ISAT :
7th grade includes students with IEPs	1	2377	1	2320	1
	1	2303	1	2328	1
	1	2438	1	2441	2
	2	2461	2	2519	2
	3	2530	3	2555	4
	3	2532	3	2556	4
	4	2619	4	2624	4
8th grade includes students with IEPs	1	2434	1	2367	1
	1	2287	1	2340	1
	1	2427	1	2483	1
	1	2381	2	2522	1
	1	2386	2	2529	1
	1	2379	2	2522	2
	1	2398	2	2533	2
	2	2550	2	2486	2
	2	2529	3	2630	2
	2	2534	3	2618	2
	2	2498	3	2595	3
	2	2492	3	2572	4
	3	2561	3	2588	4

Q1- lowest 25%	1	2385	1	2473	1
Q2 median	2	2450	2	2526	2
Q3	2	2531	3	2576	3
Q4 maximum	4	2619	4	2630	4
Mean	1.8	2455.8	2.2	2506.4	2.2

MATH ISAT DATA: 2017 7th and 8th grad					
N=16					
	2015 (students with IEP's removed)		2016 (students with IEP's removed)		2017 (student removed)
7th grade without students with IEPs	1	2438	1	2441	2
	2	2461	2	2519	2
	3	2530	3	2555	4
	3	2532	3	2556	4
	4	2619	4	2624	4
	1	2434	1	2483	1
	1	2427	2	2522	1

8th grade includes students with IEPs	1	2386	2	2529	1
	1	2379	2	2522	2
	1	2398	2	2533	2
	2	2550	2	2486	2
	2	2529	3	2630	2
	2	2534	3	2618	2
	2	2498	3	2595	3
	2	2492	3	2572	4
	3	2561	3	2588	4

Q1- lowest 25%	1	2432	2	2521	2
Q2 median	2	2495	3	2544	2
Q3	2	2533	3	2590	4
Q4 maximum	4	2619	4	2630	4
Mean	1.9	2485.5	2.4	2548.3	2.5





2496	100	1	20	0
2532	100	1	25	0
2570	121	1	43.0	0
2532	123	1	95	0
2556	124	1	97	1
2529	131	1	97	1
2620	144	1	98	1
2730	146	1	100	1
2678	169	2	106	1

Q3
Q4 maximum
Mean

2531	69	0	-1	0
2547	100	1	23	0
2653	126	1	97	1
2730	169	2	106	1
2582.9	97.4	0.6	34.6	0.1

MATH ISAT DATA: 2017 7th and 8th graders

N=					
ISAT 2015		ISAT 2016		ISAT 2017	
2	2456	1	2326	1	2394
2	2461	2	2461	1	2343
2	2509	2	2521	2	2533
3	2533	2	2487	3	2601
4	2605	3	2538	3	2562
		3	2566	3	2570
		3	2535	3	2564
		3	2613	4	2652

change score	change level
17-'15	17-'15
47	0
53	0
68	0
72	1
108	1

MATH ISAT DATA: 2017 7th and 8th graders - STUDENTS WITH IEP'S REMOVED

						change score	change level
ISAT 2015 (students with IEP's removed)		ISAT 2016 (students with IEP's removed)		ISAT 2017 (students with IEP's removed)		17-'15	17-'15
2	2461	2	2521	2	2533	72	0
2	2456	2	2487	3	2601	100	0
3	2533	3	2538	3	2570	100	1
4	2605	3	2535	3	2564	121	1
		3	2613	4	2652	123	1
2	2460	2	2521	3	2564	100	0
3	2497	3	2535	3	2570	100	1

3	2551	3	2538	3	2601	121	1
4	2605	3	2613	4	2652	123	1
2.8	2513.8	2.6	2538.8	3.0	2584.0	103.2	0.6

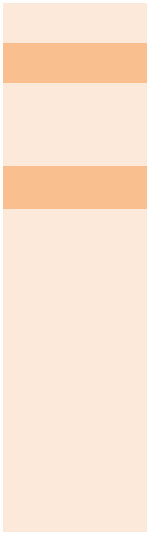
change score	change level
17-'16	'17-'16
-67	-1
-4	0
12	0
17	0
35	0
39	0
63	1
77	1

1	2434
3	2561
1	2427
2	2550
1	2386
1	2379
2	2529
2	2534
2	2498
2	2492
1	2398

change score	change level
17-'16	'17-'16
14	0
95	0
97	1
97	1
98	1
95	0
97	1

97	1
98	1
80.2	0.6

2	2522	2	2532	10	0
3	2630	4	2730	100	1
2	2529	1	2484	-45	-1
3	2618	2	2570	-48	-1
2	2522	2	2532	10	0
1	2483	1	2503	20	0
3	2595	3	2620	25	0
3	2572	4	2678	106	1
3	2588	2	2556	-32	-1
2	2533	1	2496	-37	-1
2	2486	2	2529	43	0













## 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.

TVCS's auxiliary data submission included the following:

- TVCS Supplementary Data Form - The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- Six spreadsheets with ISAT Data from 2015-2017 – ELA and Math (Attachment A)

The data show individual student scores on the ISAT in ELA and Math for up to three years. The school also calculated the growth in points for each student who took the test in two or more years. However, no detail was provided on what constitutes a one year expected growth rate on the ISAT ELA and Math. The 2017 third grade scores in ELA and Math and the 6<sup>th</sup> grade ELA scores were the strongest scores in the school's history, with over 50% of students in these classes scoring proficient on the ISAT.

- Enrollment and marketing spreadsheets (Attachment B)
  - Word document with an explanation of enrollment policies
  - 12 enrollment spreadsheets from March 2017 to July 2017 with numbers of students enrolled, re-enrolled, rejected, withdrawn, and undecided
  - Marketing Plan, including newsletter, communications, reinforcing brand efforts, facility tours etc.
  - Marketing budget and calendar for 2017 (two spreadsheets)
- TVCS ISAT aggregate scores in 2014-15 and 2015-16 compared to state scores (Attachment C)

In ELA, TVCS exceeded ELA state proficiency rates in 2014-15, but not in 2015-16. In Math for 2014-15 and 2015-16, the school's proficiency rates were lower than the state. In Science, TVCS exceeded state proficiency rates in 2014-15 and 2016-17.

- ZES Recommendations for improving school operations (Attachment D)

The document includes recommendations from Veritas (the CMO) in the following areas: budget, governance, leadership, operations, and academics.

- Auditor Findings (Attachment E)

Spreadsheet with auditor findings and the corrections made by staff in 2016 and 2017.

- Actual Cash Flow for Fiscal Year 2017 (Attachment F)

The cash flow document anticipates a \$27,013 balance on June 30, 2017.

- Projected Cash Flow for Fiscal Year 2017 (Attachment G)

The ending balances of the projected cash flow were fairly similar to the actual cash flow for FY 2017.

- I-Ready data tracking sample documents (Attachments H – J)

This information includes sample pages from the I-Ready student data tracking system, which the school has purchased to evaluate student learning.

- 5 year budget projections spreadsheet (Attachment K)

Budgets for the next five years are based on increasing student enrollment from 364 in 2016-17 to 512 in 2020-21. The school anticipates increasing fund balances over time.

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

# Idaho Public Charter School Commission

## Auxiliary Renewal Data Form

### ► Auxiliary Data

Subject Area	Issue	Attached Documentation
Academic/ Math & ELA Success	Students who have been enrolled at our school for three or more years are more likely to be at the median or above level for academic performance on the ISAT for both mathematics and language arts.	Attachment A: Excel spreadsheet providing student level of performance on the ISAT for multiple years with reference to specific students and level shifts in grades 3 through grade 8.
Enrollment Spreadsheets	Student enrollment has continually increased at the school, with a current enrollment of 483 students for the 2017-2018 school year. TVCS has a marketing plan in place with a budget to help continue to augment enrollment.	Attachment B: Excel spreadsheet showing enrollment figures for each grade level with current waiting lists. Inclusion of lottery results for 2017-18, enrollment and retention information, marketing plan and budget, and commentary on enrollment.
Village Versus State ISAT Scores	The school has continued to improve, especially in the areas of ELA and Science. Improvements in Mathematics are forthcoming as growth continues at the school.	Attachment C: Copy of state comparison information taken directly from the State Department of Education showing a comparison of ISAT performance over a three year period.
ZES Chart Findings	The school has made significant changes to academics, operations, leadership, governance, and budget, to address areas of concern and the actions to be taken to make needed course correction for enhancing improved future overall performance	Attachment D: Chart with breakdown of specific findings for the areas of- budget, governance, leadership, operations, and academics, with statements of specific actions taken and to be taken to improve the school overall.
Auditor Findings & Corrections	The school has weathered a series of financial curves resulting from issues of embezzlement to insuring checks and balances are in place to insure adequate supervision and time management of both accounts payable and receivable are done in a consistent manner year to year.	Attachment E: Copy of auditor finding and corrections that have been made by the school to insure all audits going forward are free from error findings that have been discovered in the past by an independent auditing agency. Auditor findings and corrections are for the 2016 school going forward.
Final Cash Analysis June 30, 2017	The school has struggled with cash flow challenges in the past. The restructuring of the school has resulted in a positive cash flow for 2016-17 and will continue to do so moving forward.	Attachment F: Excel spreadsheet of financials for 2016-17 school year illustrating the now positive cash flow for the school going forward into the 2017-2018 school year.
January Cash Flow Proposed for remediation	ZES was brought in to correct a negative deficit. Creating a plan that rectified the negative anticipated cash flow and projected a positive bal.	Attachment G: The original projection given to the board that showed Village could be viable and would make-up the starting negative balance of 2016-2017.

Tracking Student Performance Data Using I-Ready sample 1	The school has struggled with the development and implementation of an ongoing formative research-based academic tracking system.	Attachment H: I-Ready sample of tracking student interim performance levels that will allow for greater accuracy in tracking student academic progress in an ongoing manner.
Tracking Student Performance Data Using I-Ready sample 2	The school has struggled with the development and implementation of an ongoing formative research-based academic tracking system.	Attachment I: I-Ready sample of tracking student interim performance levels that will allow for greater accuracy in tracking student academic progress in an ongoing manner.
Tracking Student Performance Data Using I-Ready sample 3	The school has struggled with the development and implementation of an ongoing formative research-based academic tracking system.	Attachment J: I-Ready sample of tracking student interim performance levels that will allow for greater accuracy in tracking student academic progress in an ongoing manner.
Pro Forma 5 year projections	This is a five year projection of student numbers and budgeting to show surplus and academic investment	Attachment K: 5 year Projections of Village Charter School financials and Enrollment.







whole group  
n=22

	math 3rd-5th	math 3rd level	math 5th level	math level ch
	-20	1	1	-1
	-19	1	1	-1
	30	1	1	-1
	37	1	1	-1
	48	1	1	-1
	58	1	1	-1
	69	1	1	0
	73	1	1	0
	78	1	1	0
	80	1	1	0
	91	2	2	0
	93	2	2	0
	94	2	2	0
	99	2	2	0
	104	2	2	0
	106	2	2	1
	138	3	2	1
	141	3	3	1
	142	3	4	1
	145	3	4	1
	165	4	4	1
	191	4	4	1
	na			na
	na			na
	na			na
sum	1943	42	43	
median	92	2	2	0
mean	88.31818	1.909091	1.954545	
mimimum	-20	1	1	
Q1	60.75	1	1	-1
Q2	92	2	2	0
Q3	130	2.75	2	1
Q4	190	4	4	1

2

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[Empty box]

math 3rd-5th	math 3rd level	math 5th level	math level ch	
-19	1	1	-1	
30	1	1	-1	
37	1	1	-1	
48	1	1	-1	
58	1	1	-1	
69	1	1	0	
73	1	1	0	
78	1	1	0	
91	2	2	0	
93	2	2	0	
94	2	2	0	
99	2	2	0	
104	2	2	0	
138	3	2	1	
141	3	3	1	
142	3	4	1	
145	3	4	1	
165	4	4	1	
191	4	4	1	
Q1	63.5	1	1	-0.5
Q2	93	2	2	0
Q3	139.5	3	2.5	1
Q4	191	4	4	1
mean	93.52632	2	2.1	

5th grade n=22

3rd-5th ELA		ELA 3rd level	ELA 5th level	ELA level ch
23		1	1	-1
28		1	1	0
39		1	1	0
49		1	1	0
51		1	1	0
52		1	2	0
63		2	2	0
63		2	2	0
78		2	2	0
84		2	2	0
94		2	3	0
94		2	3	0
99		3	3	0
114		3	3	0
116		3	3	1
132		3	3	1
133		3	3	1
134		3	3	1
139		4	4	1
150		4	4	1
157	X		4	1
179	x		4	2
			na	
			na	
			na	
sum	2071			
median	94	2	3	0
mean	94.13636	2.2	2.5	
mimimum	23	1	1	
Q1	54.75	1	2	0
Q2	94	2	2.5	0
Q3	132.75	3	3	1
Q4	179	4	4	2

removed IEP +student with medical absences n=19

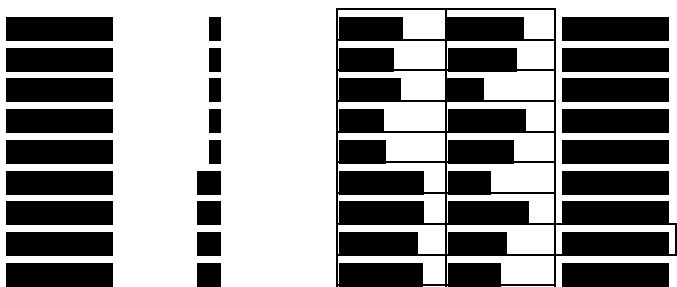
ELA	ELA 3rd level	ELA 5th level	ELA level ch	
23		1	1	-1
51		1	1	0
52		1	2	0
63		2	2	0
63		2	2	0
78		2	2	0
84		2	2	0
94		2	3	0
94		2	3	0
99		3	3	0
114		3	3	0
116		3	3	1
132		3	3	1
133		3	3	1
134		3	3	1
139		4	4	1
150		4	4	1
157	X		4	1
179	x		4	2
Q1		2	2	0
Q2		2	3	0
Q3		3	3	1
Q4		4	4	2
102.8947	2.411765	2.736842		

2017 3rd grade only ISAT data

math level	math score	ela level	ela score
1	2328	1	2205
2	2406	2	2401
2	2423	2	2410
2	2396	2	2420
2	2423	2	2375
2	2423	2	2386
2	2391	2	2377
2	2400	2	2395
3	2450	3	2486
3	2488	3	2475
3	2453	3	2469
3	2453	3	2459
3	2492	3	2461
3	2443	3	2453
3	2480	3	2486
3	2461	4	2497
3	2484	4	2405
3	2480	4	2523
3	2486	4	2496
4	2517	4	2545
Q1	2 2418.75	2	2399.5
Q2	3 2451.5	3	2456
Q3	3 2481	3.25	2486
Q4	4 2517	4	2545
MEAN	2.6 2443.85	2.8	2436.2

remove IEP scores	math level	math score	ela level	ela score
	2	2406	2	2401
	2	2423	2	2410
	2	2396	2	2420
	2	2423	2	2386
	3	2450	3	2486
	3	2488	3	2475
	3	2453	3	2469
	3	2453	3	2459
	3	2492	3	2461
	3	2443	3	2453
	3	2480	3	2486
	3	2461	4	2497
	3	2484	4	2405
	3	2480	4	2523
	3	2486	4	2496
	4	2517	4	2545
Q1	2.75	2438	2.75	2417.5
Q2	3	2457	3	2465
Q3	3	2484.5	4	2488.5
Q4	4	2517	4	2545
MEAN	2.8125	2458.438	3.0625	2460.75

MATH ISAT						MATH ELA						
		3rd		4th		score difference 4th-3rd			score difference 4th-3rd		level change 3rd-4th	
	1	2350	1	2369	-18	-1	1	2290	1	2358	-28	-1
	1	2319	1	2355	2	-1	1	2304	1	2402	-6	-1
	1	2344	1	2363	11	-1	1	2307	1	2406	15	-1
	1	2304	1	2380	19	-1	2	2371	2	2441	16	-1
	2	2409	2	2482	25	-1	2	2378	2	2417	17	-1
	2	2426	2	2465	25	-1	2	2389	2	2437	18	-1
	2	2432	2	2464	28	-1	2	2399	2	2466	23	-1
	2	2408	2	2418	30	0	2	2412	2	2464	27	0
	2	2410	2	2452	30	0	2	2423	2	2439	29	0
	2	2412	2	2440	32	0	2	2430	2	2463	34	0
	2	2381	2	2461	32	0	3	2432	3	2502	40	0
	3	2436	2	2443	38	0	3	2437	3	2508	48	0
	3	2470	3	2536	42	0	3	2445	3	2518	51	0
	3	2436	3	2535	44	0	3	2476	3	2503	53	0
	3	2477	3	2498	46	0	3	2477	3	2530	57	0
	3	2443	3	2533	56	0	4	2490	3	2517	85	0
	3	2441	3	2519	76	0	4	2493	3	2510	93	0
	4	2506	3	2488	76	0	4	2494	3	2526	101	0
	4	2508	3	2539	89	1	4	2503	3	2516	102	1
	4	2517	3	2532	99	1	4	2510	4	2555	104	1
	4	2507	4	2549	103	1	4	2521	4	2533	151	1
Q1	2	2408	2	2440	25	-1	2	2389	2	2439	18	-1
Q2	2	2432	2	2465	32	0	3	2432	3	2502	40	0
Q3	3	2470	3	2532	56	0	4	2490	3	2517	85	0
Q4	4	2517	4	2549	103	1	4	2521	4	2555	151	1
MEAN		2.47619	2425.524	2.285714	2467.667	42.142857	2.666667	2427.667	2.47619	2476.714	49.04762	





MATH ISAT DATA: 2017 6th graders attending TVCS 4th, 5th, 6th Grades							
N=13, one student removed because did not do math test 2017						change	change
4th grade		5th grade		6th grade		scale score	level
						17-'15	17-'15
1	2378	1	2335	1	2385	-10	-1
1	2370	1	2368	1	2341	15	0
1	2391	2	2473	2	2540	30	0
1	2351	2	2483	2	2527	72	0
2	2444	2	2491	2	2499	84	0
2	2443	2	2456	2	2503	89	0
2	2454	2	2462	2	2480	91	0
2	2412	2	2488	2	2509	96	1
2	2437	3	2546	3	2599	113	1
3	2510	3	2563	3	2569	115	1
3	2546	4	2596	4	2623	121	1
3	2503	4	2596	4	2731	122	1
4	2569	4	2592	4	2625	185	1

Q1- lowest 25%	1	2391	2	2462	2	2499	72	0
Q2 median	2	2443	2	2488	2	2527	91	0
Q3	3	2503	3	2563	3	2599	115	1
Q4 maximum	4	2569	4	2596	4	2731	185	1
Mean	2.2	2453.8	2.5	2503.4	2.5	2546.3	93.3	0.4

ELA ISAT DATA: 2017 6th graders attending TVCS 4th, 5th, 6th Grades							
N=14						change	change
4th grade 2015		6th Grade 2017		scale score	level	17-'15	17-'15
						17-'15	17-'15
1	2399	1	2395			-18	-2
1	2392	1	2389			-18	0
1	2407	2	2521			3	0
2	2423	3	2539			52	0
2	2439	3	2608			69	0
2	2456	3	2588			85	0
3	2523	3	2562			86	0
3	2493	3	2551			99	0
3	2498	3	2570			116	0
3	2499	3	2542			123	1
3	2491	3	2590			131	1
4	2571	4	2711			140	1
4	2534	4	2701			167	1
4	2539	4	2621			189	2

Q1- lowest 25%	2	2427	3	2540			56	0
Q2 median	3	2492	3	2566			93	0
Q3	3	2517	3	2604			129	1
Q4 maximum	4	2571	4	2711			189	2
Mean	2.7	2481.7	2.9	2572.7			93.9	0.4

MATH ISAT DATA: 2017 7th and 8th graders										
N=20										
	ISAT 2015			ISAT 2016			ISAT 2017			
	change score	change level	change score	change level	change score	change level	change score	change level	change level	
	17-15	17-15	17-16	17-16	17-16	17-16	17-16	17-16	17-16	
7th grade includes students with IEPs	1	2377	1	2320	1	2355	-48	0	-48	-1
	1	2303	1	2320	1	2374	-14	0	-46	-1
	1	2438	1	2441	2	2533	4	0	-45	-1
	2	2461	2	2510	2	2538	20	0	-17	-1
	3	2501	3	2551	4	2653	34	0	-32	0
	3	2532	3	2556	4	2653	57	0	10	0
	4	2632	4	2624	4	2719	58	0	20	0
	1	2454	1	2267	1	2321	73	0	14	0
8th grade includes students with IEPs	1	2287	1	2340	1	2484	72	0	30	0
	1	2427	1	2483	1	2367	91	0	25	0
	1	2381	2	2522	1	2509	96	0	37	0
	1	2386	2	2523	1	2496	100	1	35	0
	1	2379	2	2522	2	2532	100	1	43.0	0
	1	2388	2	2523	2	2520	121	1	46	0
	2	2550	2	2486	2	2532	123	1	95	0
	2	2529	3	2630	2	2556	124	1	97	1
	2	2534	3	2638	2	2526	131	1	97	1
	2	2498	3	2595	3	2620	144	1	98	1
	2	2492	3	2572	4	2730	146	1	100	1
	3	2501	3	2588	4	2878	169	2	106	1
Q1 - lowest 25%	1	2385	1	2473	1	2493	51	0	-1	0
Q2 - median	2	2460	2	2526	2	2538	95	0	26	0
Q3	2	2511	3	2576	3	2628	123	1	96	0
Q4 - maximum	4	2619	4	2630	4	2730	169	2	106	1
Mean	1.8	2455.8	2.2	2506.4	2.2	2537.2	81.4	0.5	30.8	0.1

MATH ISAT DATA: 2017 7th and 8th graders - students with IEPs removed										
N=16										
	2015 (students with IEPs removed)			2016 (students with IEPs removed)			2017 (students with IEPs removed)			
	change score	change level	change score	change level	change score	change level	change score	change level	change level	
	17-15	17-15	17-16	17-16	17-16	17-16	17-16	17-16	17-16	
7th grade without students with IEPs	1	2438	1	2441	2	2533	4	-1	-48	-1
	2	2461	2	2510	2	2538	20	0	-45	-1
	3	2501	3	2551	4	2653	57	0	-17	-1
	3	2532	3	2556	4	2653	58	0	-32	-1
	4	2632	4	2624	4	2719	72	0	10	0
	1	2454	1	2268	1	2321	91	0	10	0
8th grade includes students with IEPs	1	2427	2	2523	1	2501	98	0	14	0
	1	2386	2	2523	1	2496	100	1	20	0
	1	2379	2	2522	2	2532	100	1	25	0
	1	2388	2	2523	2	2520	121	1	43.0	0
	2	2550	2	2486	2	2532	123	1	95	0
	2	2529	3	2630	2	2556	124	1	97	1
	2	2534	3	2638	2	2526	131	1	97	1
	2	2498	3	2595	3	2620	144	1	98	1
	2	2492	3	2572	4	2730	146	1	100	1
	3	2501	3	2588	4	2878	169	2	106	1
Q1 - lowest 25%	1	2432	2	2521	2	2531	69	0	-1	0
Q2 - median	2	2495	3	2544	2	2547	100	1	33	0
Q3	2	2533	3	2590	4	2653	126	1	97	1
Q4 - maximum	4	2619	4	2630	4	2730	169	2	106	1
Mean	1.9	2485.5	2.4	2548.3	2.5	2582.9	97.4	0.6	34.6	0.1

MATH ISAT DATA: 2017 7th and 8th graders										
N=1										
	ISAT 2015			ISAT 2016			ISAT 2017			
	change score	change level	change score	change level	change score	change level	change score	change level	change level	
	17-15	17-15	17-16	17-16	17-16	17-16	17-16	17-16	17-16	
7th grade includes students with IEPs	2	2456	3	2536	3	2592	87	0	-63	-1
	2	2461	2	2461	3	2543	53	0	-4	0
	2	2509	2	2521	2	2533	68	0	-12	0
	3	2531	3	2487	3	2601	72	1	13	0
	4	2605	3	2538	3	2562	108	1	35	0
			3	2566	3	2570			38	0
			3	2535	3	2594			65	1
			3	2513	4	2552			77	1

1	2434	2	2522	2	2532	10	0
3	2561	3	2630	4	2730	100	1
1	2427	2	2529	1	2484	45	-1
2	2550	3	2618	2	2570	48	-1
1	2386	2	2522	2	2532	10	0
1	2379	1	2483	1	2500	20	0
2	2529	3	2595	3	2620	25	0
2	2534	3	2572	4	2678	106	1
2	2488	3	2588	2	2556	52	-1
2	2492	2	2533	1	2496	37	-1
1	2398	2	2486	2	2529	43	0



In an effort to build sustainability TVCS has taken a much more hands on approach to enrollment and retention for the 17/18 school year. We have started an ongoing enrollment and retention campaign that consists of both community and in house events. These events give the enrollment coordinator and administration an opportunity to interact with families and introduce new and potential families to the community that TVCS has built. Once a family has accepted a spot with TVCS they are given an enrollment packet and instructed to turn in the packet within 7 business days in order hold the spot. Once packets are received a records request is sent to the previous school within 24 hours in order to solidify enrollment. Parents are then invited to come and meet the teachers for their children's grade levels and invited to all of the events being held by TVCS, such as the school carnival and Title One Math Night.

The documents included show where we are with enrollment and retention in terms of numbers and then where families are in the enrollment funnel, blue families have completed enrollment, green families have accepted a spot but have not turned in completed applications, yellow families have been offered a spot but not yet responded, red families have declined their spot.

Included is also our marketing plan and marketing calendar for the 2017/2018 school year.



	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	
Re-Enrolled	0	39	44	42	42	48	36	23	21	
Rejected	0	1	0	0	3	3	2	5	2	
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	
Undecided	0	0	0	0	0	0	0	0	0	
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	142	36	30	15	23	16	23	13	4	
Accepted Via Email	49	13	17	7	18	10	13	8	2	
Application Returned	30	2	7	3	5	3	5	3	0	
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	
Rejected	12	4	2	2	1	0	1	1	0	
Percentage Enrolled	61%	15%	41%	43%	28%	30%	38%	38%	0%	
<b>Total</b>										
Re-Enrolled	0	39	44	42	42	48	36	23	21	
New Students	49	13	17	7	18	10	13	8	2	
Total	49	52	61	49	60	58	49	31	23	
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	
New Students	50	10	16	12	15	15	28	6	10	
Total	50	50	60	60	60	66	66	33	33	
<b>Students Needed</b>										
Re-Enrolled	0	1	0	0	3	3	2	5	2	
New Students	1	0	0	11	0	8	17	2	10	
Total	1	1	0	11	3	11	19	7	12	
<b>Capacity</b>										
Capacity +/- 478	50	50	60	60	60	66	66	33	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	42	45	51	38	27	23
Re-Enrolled	0	39	44	42	42	42	48	36	23	21
Rejected	0	1	0	0	0	3	3	2	5	2
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	0
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	142	36	30	15	23	16	23	13	4	
Accepted Via Email	71	12	16	7	18	10	13	8	2	
Application Returned	43	4	7	2	6	3	7	4	0	
Withdrawn/Cancelled	1	1	1	0	1	0	1	0	0	
Rejected	12	4	2	2	1	0	1	1	0	
Percentage Enrolled	61%	15%	41%	43%	28%	30%	38%	38%	0%	
<b>Total</b>										
Re-Enrolled	0	39	44	42	42	48	36	23	21	
New Students	49	13	17	7	18	10	13	8	2	
Total	49	52	61	49	60	58	49	31	23	
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	
New Students	50	10	16	12	15	15	28	6	10	
Total	50	50	60	60	60	66	66	33	33	
<b>Students Needed</b>										
Re-Enrolled	0	1	0	0	3	3	2	5	2	
New Students	1	0	0	11	0	8	17	2	10	
Total	1	1	0	11	3	11	19	7	12	
<b>Capacity</b>										
Capacity +/- 478	50	50	60	60	60	66	66	33	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	0
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	152	44	35	22	25	19	26	18	6	347
Application Returned	59	13	12	7	14	8	9	7	0	129
Accepted Via Email	6	7	3	2	4	4	4	2	3	35
Pending Offers	0	6	5	5	0	4	2	4	1	27
Waitlist	55	0	0	0	0	0	0	0	0	55
Withdrawn/Cancelled	5	0	2	2	2	0	0	0	0	11
Rejected	33	18	15	8	7	3	11	5	2	102
Percentage Enrolled										
<b>Total</b>										
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
New Students	59	13	12	7	14	8	9	7	0	129
Total	59	52	56	49	56	56	45	30	21	424
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	12	10	10	21	36	12	101
Total	0	0	0	12	10	10	21	36	12	101
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	0
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	154	48	35	22	26	19	29	18	6	357
Application Returned	59	20	12	9	14	10	10	8	0	142
Accepted Via Email	0	5	4	4	4	3	4	2	4	30
Pending Offers	0	5	4	2	1	3	4	3	0	22
Waitlist	56	0	0	0	0	0	0	0	0	56
Withdrawn/Cancelled	6	0	2	2	2	0	0	0	0	12
Rejected	33	18	15	8	7	3	11	5	2	102
<b>Total</b>										
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
New Students	59	20	12	9	14	10	10	8	0	142
Total	59	59	56	51	56	58	46	31	21	437
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	4	9	10	8	20	35	12	98
Total	0	0	4	9	10	8	20	35	12	98
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	0	0	0	0	0	0
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	155	52	36	24	26	23	30	20	6	372
Application Returned	59	20	12	9	15	13	10	8	0	146
Accepted Via Email	0	5	4	4	4	3	5	2	4	31
Pending Offers	0	9	4	2	1	4	4	4	0	28
Waitlist	57	0	0	0	0	0	0	0	0	57
Withdrawn/Cancelled	6	0	2	2	2	0	0	0	0	12
Rejected	33	18	15	8	7	3	11	5	2	102
<b>Total</b>										
Re-Enrolled	0	39	44	42	42	48	36	23	21	295
New Students	59	20	12	9	15	13	10	8	0	146
Total	59	59	56	51	57	61	46	31	21	441
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	4	9	9	5	20	35	12	94
Total	0	0	4	9	9	5	20	35	12	94
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	1	0	0	0	0	1
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	157	54	36	25	26	23	30	20	6	377
Application Returned	60	22	15	11	17	14	11	9	1	160
Accepted Via Email	0	3	3	2	1	2	5	4	3	23
Pending Offers	0	5	0	1	0	2	1	2	0	11
Waitlist	57	0	0	0	0	0	0	0	0	57
Withdrawn/Cancelled	9	7	6	4	3	2	3	0	0	34
Rejected	33	18	12	7	5	3	10	5	2	95
<b>Total</b>										
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
New Students	60	22	15	11	17	14	11	9	1	160
Total	60	61	59	53	58	62	47	32	22	454
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	1	7	8	4	19	34	11	84
Total	0	0	1	7	8	4	19	34	11	84
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	1	0	0	0	0	1
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	159	54	36	26	26	24	31	21	7	384
Application Returned	60	22	16	11	17	15	11	9	1	162
Accepted Via Email	0	2	2	2	0	0	2	1	0	9
Pending Offers	0	0	0	1	0	0	2	3	1	7
Waitlist	56	0	0	0	0	0	0	0	0	56
Withdrawn/Cancelled	10	8	6	5	3	3	5	3	3	46
Rejected	33	18	12	7	6	5	11	5	2	99
<b>Total</b>										
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
New Students	60	22	16	11	17	15	11	9	1	162
Total	60	61	60	53	58	63	47	32	22	456
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	7	8	3	19	34	11	82
Total	0	0	0	7	8	3	19	34	11	82
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	40	44	42	45	51	38	27	23	310
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
Rejected	0	1	0	0	3	3	2	5	2	16
Withdrawn/Cancelled	0	0	0	0	1	0	0	0	0	1
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	159	56	37	28	26	26	31	21	7	391
Application Returned	60	23	20	15	18	19	13	9	2	179
Accepted Via Email	0	2	0	0	0	0	2	1	0	5
Pending Offers	0	0	0	0	0	0	0	3	0	3
Waitlist	56	1	0	0	0	0	0	0	0	57
Withdrawn/Cancelled	12	8	6	5	3	3	5	3	3	48
Rejected	33	18	12	8	6	5	11	5	2	100
<b>Total</b>										
Re-Enrolled	0	39	44	42	41	48	36	23	21	294
New Students	60	23	20	15	18	19	13	9	2	179
Total	60	62	64	57	59	67	49	32	23	473
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	3	5	0	15	34	10	67
Total	0	0	0	3	5	0	15	34	10	67
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

Enrolled 49 New students since 4/17/17



	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	39	43	41	44	50	37	26	20	300
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
Rejected	0	1	0	0	2	3	2	5	2	15
Withdrawn/Cancelled	0	2	3	5	0	3	3	2	4	22
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	161	56	38	30	28	28	32	22	7	402
Application Returned	60	24	20	15	18	20	13	9	2	181
Accepted Via Email	0	3	3	2	0	0	2	2	0	12
Pending Offers	0	0	0	1	1	0	2	3	0	7
Waitlist	58	0	0	0	0	0	0	0	0	58
Withdrawn/Cancelled	12	8	6	6	3	3	5	3	3	49
Rejected	33	18	12	8	6	5	11	5	2	100
<b>Total</b>										
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
New Students	60	24	20	15	18	20	13	9	2	181
Total	60	61	61	52	61	65	46	30	19	455
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	8	5	1	20	36	14	84
Total	0	0	0	8	5	1	20	36	14	84
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	39	43	41	44	50	37	26	20	300
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
Rejected	0	1	0	0	2	3	2	5	2	15
Withdrawn/Cancelled	0	2	3	5	0	3	3	2	4	22
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	167	59	41	33	32	34	35	25	10	436
Application Returned	60	30	23	18	23	25	15	12	5	211
Accepted Via Email	0	0	0	0	0	0	0	0	0	0
Pending Offers	0	0	1	1	0	1	4	3	0	10
Waitlist	64	0	0	0	0	0	0	0	0	64
Withdrawn/Cancelled	13	8	6	9	3	3	5	3	3	53
Rejected	33	18	12	8	6	5	11	7	2	102
<b>Total</b>										
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
New Students	60	30	23	18	23	25	15	12	5	211
Total	60	67	64	55	66	70	48	33	22	485
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	7	2	0	20	35	13	77
Total	0	0	0	7	2	0	20	35	13	77
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	39	43	41	44	50	37	26	20	300
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
Rejected	0	1	0	0	2	3	2	5	2	15
Withdrawn/Cancelled	0	2	3	5	0	3	3	2	4	22
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	172	60	43	36	35	35	37	26	12	456
Application Returned	60	26	20	18	22	26	16	12	5	205
Accepted Via Email	0	1	3	2	3	1	2	2	0	14
Pending Offers	0	1	1	1	1	0	4	3	1	12
Waitlist	66	0	0	0	0	0	0	0	0	66
Withdrawn/Cancelled	13	11	8	10	4	3	5	3	4	61
Rejected	34	21	12	6	6	5	11	7	2	104
<b>Total</b>										
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
New Students	60	26	20	18	22	26	16	12	5	205
Total	60	63	61	55	65	71	49	33	22	479
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	5	1	0	17	31	11	65
Total	0	0	0	5	1	0	17	31	11	65
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

	KINDER	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	TOTALS
<b>Re-Enrollment</b>										
Current Enrollment	0	39	43	41	44	50	37	26	20	300
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
Rejected	0	1	0	0	2	3	2	5	2	15
Withdrawn/Cancelled	0	2	3	5	0	3	3	2	4	22
Undecided	0	0	0	0	0	0	0	0	0	0
Percentage Re-Enrolled	0	98%	100%	100%	93%	94%	95%	85%	91%	
<b>New Students</b>										
Lottery Applications	172	60	43	36	36	35	38	26	12	458
Application Returned	60	25	21	18	23	26	17	12	5	207
Accepted Via Email	0	2	2	0	2	1	2	2	0	11
Pending Offers	0	0	1	1	1	0	3	2	0	8
Waitlist	66	0	0	0	0	0	0	0	0	66
Withdrawn/Cancelled	13	12	8	10	4	3	5	3	4	62
Rejected	34	21	12	6	6	5	11	8	3	106
<b>Total</b>										
Re-Enrolled	0	37	41	37	43	45	33	21	17	274
New Students	60	25	21	20	23	26	17	12	5	209
Total	60	62	62	57	66	71	50	33	22	483
<b>Goals</b>										
Re-Enrolled	0	40	44	48	45	51	38	27	23	316
New Students	50	10	16	12	15	15	28	6	10	162
Total	50	50	60	60	66	66	66	66	33	517
<b>Students Needed</b>										
Re-Enrolled	0	0	0	0	0	0	0	0	0	0
New Students	0	0	0	5	0	0	16	33	11	65
Total	0	0	0	5	0	0	16	33	11	65
<b>Capacity</b>										
Capacity +/- 517	50	50	60	60	66	66	66	66	33	

# Marketing Plan

Student Recruitment, Retention and Community Outreach Action Plan AY 2016-2017

**School Name:** The Village Charter School

**Budgeted Enrollment Goal:** 400

**Retention / Project Return Goal:** 80%

**New Enrollment Needed:** 50

**Number on Wait List:** 0

**Student Count Dates:** 11/1/2016- 352 Students  
09/06/2016 - 311 Students  
12/1/2016, 02/01/2017

**Keys to Success** Internal communication  
Consistent, regular messaging  
Online outreach  
Grassroots outreach  
Expressing stability

**Define the Target Market:** School choice, alternative schooling families

Free, public charter school specializing in 7- habits leadership, limitless learning and whole-child development, part of a community

**Key Marketing Message:**

**Timeline of Events**

**\* Remember to put in benchmarks or triggers to remind you that IF you have not reached your Project Return Goal or Enrollment Goal You need to act**

Category	Tactics/What	Who	How	Cost	Timeline
<b>Branding</b>					
	Review possible branding and unique selling points of your school with staff	Tony, Rachael, Jake	Nov meeting, email		
	Finalize branding position and unique selling points	Rachael, Jake			
<b>Scheduling</b>					
	Create or add to master activity schedule (open houses dates)	Tony/Jennifer			
<b>Enrollment Process</b>					
	Set scheduled times for tours or informational visits	Tony/Jennifer			
	Develop written plan and Q cards for tours				
	Perform scheduled tours/ implement student involvement in tours	Tony/ Jennifer			
<b>Image/Facility</b>					
	Create a sales/admissions area that is inviting for visitors. This area should be stocked with literature about school for prospective parents	Jennifer			
	Create a stronger physical awareness in neighborhood - light pole banners, signage and flower pots along sidewalk leading to entrance	Staff Tony oversee			
<b>Reinforce Brand</b>					
Use as many opportunities as possible to communicate branding message and unique selling points. Ensure the message is the same on all material and that all staff understand and can communicate the message. Message can be printed on items that are currently used and may already be in budget for next year.					
	* Voice mail greeting, ads posted for open positions	Lynsey			
	* Stationary, forms, report cards, notes home, etc.	Tony			
	Weekly message home to parents	Tony			
	On face book and YouTube sites	Jennifer			

\* Remember to put in benchmarks or triggers to remind you that IF you have not reached your Project Return Goal or Enrollment Goal You need to act

Category	Tactics/What	Who	How	Cost	Timeline
<b>Web Site</b>					
	Ensure Website and Web parent is Update with current information on school	Jennifer/ Rachael			
	Student Enrollment Forms	Rachael			
	School activity calendar accessible	Jennifer with Nicole Stull			
	Link for press releases and news	Rachael			
	Incorporate branding statements	Jennifer			
<b>Communication System</b>					
	Create referral program for staff. Market to them as customers for they are a powerful referral base	Tony/Jennifer			
	Communicate unique selling points and goals to Parent Association, get their feedback and support	Tony			
	Develop a format (form) for success stories so that info can be shared on your flyers, website, etc	Jennifer/Lynsey			
	Develop an internal communication system where any staff can notify marketing personnel of upcoming activities, and success stories	Jennifer/Tony			
<b>Newsletter</b>					
	Create a print and online pdf version of student newsletter that is easily accessible by the public, board members, and press	Jennifer/ Tony			
	newsletter can also be used a leveraging tool for any businesses trying to reach your audience				
<b>External Communication System</b>					
	Develop one Press Releases for any and all newsworthy events, and pull articles from newsletter (tip sheets, quick facts for parents, etc.)	Jennifer			
	Monthly events for marketing purposes, to be determined on a month to month basis	Jennifer/ Tony			
	Contact all media get their fax or email of where to send press releases and the appropriate person to pitch educational and community story ideas to. Possibly affiliate with Media	Jennifer			
	Develop an e mail distribution list to send any activities, press releases. This list should include possible corporate sponsors, board members, community outreach partners and participants	Jennifer			
	Use staff expertise and hobbies to pitch response stories to press	Jennifer/ Tony			
	Get success stories and staff features placed in other companies and preschool newsletters and on their web sites	Jennifer/ PTO?			

\* Remember to put in benchmarks or triggers to remind you that IF you have not reached your Project Return Goal or Enrollment Goal You need to act

Category	Tatics/What	Who	How	Cost	Timeline
<b>Outreach Activities</b>					
	Goal: Engage in a minimum of 4 outreach activities per week.	Jennifer			
Example Message: We're In your Neighborhood					
Host a school fair in order to generate community awareness and student involvement through fundraising (raffle, candy, ect); Sell wrapping paper for Christmas					
<b>Middle School Recruitment Program</b>					
Develop partnership with local high school or middle school, they can host an event for eight graders at our school					
<b>Jump Start to Kindergarten Program</b>					
In addition to visiting preschools host special days where preschool children come to school for a half day preschool, have activity and story time with children, information session for parents, very basic testing process help parents gauge k5 readiness (start the enrollment process then)					
	Misc. outreach support (balloons, pencils and food for events, etc.)	Jennifer			
	Visit local preschools	Jennifer/ Tony			
	Participate in outreach activities/partnerships with local preschools	Jennifer/ Tony			
	Participate in outreach activities/partnerships	Jennifer/ Tony			
	Plan marketing and outreach Calendars monthly	Jennifer/ Tony			
<b>Grassroots Outreach</b>					
	Wal-Mart	Jennifer			
	Fred Meyer	Jennifer			
	YMCA	Jennifer			
	Boys and Girls Club	Jennifer			
	Winco	Jennifer			
	Direct Mail	Jennifer			
	Local Area Colleges	Jennifer			
	Housing Authoruty	Jennifer			
	Community Channel	Jennifer			
<b>Data Tracking/Retention</b>					
	Each time an inquiry made, respond within 24 hours with a call to the parent.	Jennifer			
	Call all inquiries made within the last two months, Follow up, are they enrolled somewhere else, are they having any specific challenges with their Childs education, how can we help. Follow up in January anyone who expresses further interest	Jennifer			
	Reconnect with all students who have withdrawn including those who did not come back in august, via phone call. Where are they now, why did they leave, are they having any challenges with their Childs education, how can we help	Jennifer			
	Anyone who expresses further interest send them a re-enrollment application or flyer to open house	Jennifer			

\* Remember to put in benchmarks or triggers to remind you that IF you have not reached your Project Return Goal or Enrollment Goal You need to act

Category	Tactics/What	Who	How	Cost	Timeline
<b>Retention</b>					
	Create at least 3 positive interactions before asking parents to come back year or before sending out re-enrollment applications	Jennifer			
	Communicate achievement to parents via parent web or personal call or letter to parents (objective: address any issues with previous years scores and concerns)	Jennifer			
	Parent Survey - let parents know we are interested in their opinion and ways to improve for upcoming year (objective: their opinion is valued), make this mandatory or a contest for the students to bring back in	Jennifer/ Tony			
	Open house, holiday event or awards ceremony for current parents only: create excitement	Jennifer/ Tony			
	Open re-enrollment to current parents: announce new improvements for next year and results of parent survey	Jennifer/ Tony			
	Class competition for return applications: replicate last year	Jennifer/ PTO?			
	Implement a sports program with tryouts for "next years team" in order to generate student retention	Tony/ Jennifer			
	Send communication to parents notify them of last chance to register before open enrollment	Jennifer/ Lynsey			
	Follow up call for those that did not respond after a reasonable period	Jennifer			
<b>Open Enrollment Season</b>					
	Send previous parents number of openings remaining or invite them to be on waiting list	Jennifer/ Lynsey			
	Maintain connection with newly enrolled families while they are on the waiting list over the summer and during the year	Jennifer			
	Put these students on mailing list or parent web to have access to information, invite them to all meetings, have them meet the parent association	Jennifer			
	Mail a communication once month until august to keep them in the loop. It can be info about uniforms, updates on school supplies, just something to keep TVCS on their minds as all other schools are in open enrollment season as well	Tony/ Jennifer			
	Host meet your teacher days for those that have been confirmed	Jennifer/ Lynsey/ Tony			



\* Remember to put in benchmarks or triggers to remind you that IF you have not reached your Project Return Goal or Enrollment Goal You need to act

Category	Tactics/What	Who	How	Cost	Timeline
<b>Advertising</b>					
	Meet with radio personnel to review current expenses, how many spots left, breakdown of pricing and also inquire about any added value incentives	Jennifer/ Jake			
	Redistribute advertising dollars to reach more targets than just radio, or make determination if radio works best	Jennifer/ Jake/ Tony			
	Direct Mail Campaign - send mailing to families OF ALL ETHNIC BACKGROUNDS with children ages 5 to 10 located w/in 10-15 mile radius of school. Average of 2,000 households	Jennifer/ Jake/ Tony			
	Local parks signage	Jennifer / PTO (class competition)			
	Local/ town news paper - focused on your population. Can use it to feature success stories and staff	Jennifer			
	Consider transportation vouchers	Board			
	Partner with agency - some families qualify for entrepreneurial training	Jennifer/ Board?			

**General Breakdown of Budget** (Categories may fluctuate a little)

Marketing Budget	Previous Years	Current Budget	2016 YTD Expenditures	Dates of expense
	Expenses			
Advertising:				
Radio				
TV				
Internet				
Bill Board				
Signs				
Flyers				
Direct Mail				
Phone Blast				
Magazines/ News Papers				
Public Relations				
School Events				
Events Students are active in outside of school hours				
Supporting Community Events				
Professional Photography				
Printing :				
Flyers				
Posters				
Postage				
Collateral Materials				
School Year Book				
Lanyards				
Pencils / Pen				
Grassroots Outreach Workers				
number of workers				
rate of pay				
Outreach/Event Support				
CB Contingency				
TOTAL	\$0.00	\$0.00	\$0.00	\$0.00

**2017/2018 Outreach Events**

- Kids Fun Fest April 29, 2017
- Babypalooza July 15, 2017
- Kids Discovery Expo October 7, 2017
- Capital City Market 3 Saturdays during summer 2017
- Treasure Valley Autism Society Walk August 2017
- Treasure Valley Downs Syndrom Walk October 2017
- Boo at The Zoo October 2017
- Western Idaho Fair August 2017

## *Board Meetings*

<b>Date</b>	<b>Time</b>	<b>Location</b>
-------------	-------------	-----------------

**Annual Meeting Date:**

## Marketing Budget Plan

Category	Estimated Quantity	Estimated Cost per Unit	Estimated Subtotal	Notes
<b>Communications</b>				
Promotional brochures	5,000	\$0.09	\$450.00	
Radio	1	\$500.00	-\$500.00	Credit
Website Design		\$0.00	\$0.00	Fee TBD
Social Media Marketing	10	\$50.00	\$500.00	
<b>Communications Costs Total</b>			<b>\$450.00</b>	
<b>Promotions</b>				
4/13/17 TVCS Jump Time Event	1	\$2,000.00	\$2,000.00	
6/28/17 TVCS Night Roaring Springs	1	\$1,600.00	\$1,600.00	Deposit Reimbursed in ticket sales
8/17/17 TVCS Summer BBQ	1	\$500.00	\$500.00	
10/28/17 TVCS Trunk or Treat	1	\$500.00	\$500.00	
<b>Promotions Costs Total</b>			<b>\$4,600.00</b>	
<b>Advertising</b>				
Mailings	15,000	\$0.04	\$600.00	
Postcards	15,000	\$0.03	\$450.00	
<b>Advertising Costs Total</b>			<b>\$1,050.00</b>	
<b>Public Relations</b>				
Capital City Market	1	\$25.00	\$25.00	Registration
Capital City Market	3	\$35.00	\$105.00	3 Saturday in Summer
4/29/17 Kids Fun Fest	1	\$200.00	\$200.00	
10/21/17 Kids Discover Expo	1	\$200.00	\$200.00	
Boo at the Zoo	1	\$300.00	\$300.00	
<b>Public Relations Costs Total</b>			<b>\$830.00</b>	
<b>ESTIMATED MARKETING GRAND TOTAL</b>			<b>\$6,930.00</b>	

# 2017

## IMPORTANT DATES

### JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

30 31

### SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 22

OPEN HOUSE Q&A

April 13

JUMP TIME RECRUITING EVENT

April 29

KIDS EXPO @ EXPO IDAHO

May 18

PTO SCHOOL CARNIVAL

May 25

LEADERSHIP DAY

May 27

BOOTH AT CAPITAL CITY MARKET

June 24

BOOTH AT CAPITAL CITY MARKET

June 28

ROARING SPRINGS NIGHT  
8PM- 11PM

July 4

TVCS 4TH OF JULY BBQ @ ANN MORRISON  
PARK

July 22

BOOTH AT CAPITAL CITY MARKET

August 17

BACK TO SCHOOL NIGHT & RIBBON  
CUTTING CEREMONY

October 21

KIDS DISCOVERY EXPO

October 28

TVCS TRUNK OR TREAT



**EXHIBIT**

**THE VILLAGE TESTING RESULTS vs STATE OF IDAHO**

**TVCS ELA**

ELA	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	19.9 %	33.6 %	29.5 %	17.1 %	86.4 %	16.2 %	32.5 %	25.4 %	25.9 %	99.0 %

**State ELA**

ELA	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	17.9 %	33.2 %	26.0 %	22.9 %	97.8 %	19.4 %	33.5 %	24.8 %	22.2 %	98.4 %

**TVCS Math**

Math	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	9.6 %	22.9 %	28.9 %	38.6 %	98.2 %	8.1 %	22.3 %	34.5 %	35.0 %	99.0 %

**State Math**

Math	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	15.2 %	24.1 %	31.4 %	29.3 %	97.8 %	17.3 %	24.4 %	30.5 %	27.9 %	98.3 %

**TVCS Science**

Science	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.3 %	33.3 %	-----	-----	94.4 %	30.1%	38.2 %	25.5 %	-----	98.2 %

**State Science**

Science	2014-2015					2015-2016				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	29.7 %	29.6 %	22.6 %	18.1 %	98.9 %	30.5 %	30.6 %	22.5 %	16.3 %	98.8 %

OVERVIEW OF ZES RECOMMENDATIONS FOR VILLAGE CHARTER SCHOOL

Area	Concerns	Action taken
Budget	<p>The School’s budget was ineffective and did not equip the school to function in a balanced and efficient manner.</p> <p>The ADA and salary spending was grossly over and needed to be revamped and restructured.</p> <p>The salary structure for the 2016-2017 school year ran an 81% of the gross revenues. This is the surplus deficit that is causing the school to not meet its current budget. Areas of corporate contracts needed to be reevaluated and renegotiated.</p> <p>Overstaffing and excessive vendor charges were problems in this system.</p> <p>No accountability found to review invoices and determine charges were correct.</p> <p>All vendors needed an audit and invoices needed a better description of services</p>	<p>The new budget created provided a better balance across the functional areas of the school to better balance all their operational needs. The salary level for the 2017-2018 school year has a percentage actual of 53%. This is within the means for sustaining a large school that carries a service provider.</p> <p>All corporate contracts were evaluated and renegotiated or dropped. Several areas where services were being duplicated were readjusted to better fit the school’s ability to function on a balanced budget and end the 2017-2018 school year with reserve left over.</p> <p>Recommended cuts and repositioning staff</p> <p>Recommended % based budgeting</p> <p>Recommended student growth to prepare for the building project the school was already involved in- Made a marketing plan w collaboration from leadership</p> <p>Audited all invoices and vendors finding discrepancies that saved the school thousands of dollars.</p>
Governance	<p>This school has a Board that truly does want to create a strong school that offers community influence.</p> <p>The board was missing distinct policies for which the school could create procedures. Board followed local school district policies if there were questions. (BOISE)</p> <p>Caused confusion and was not clearly defined (ie absences, days carried over, FTE status ect)</p> <p>For too long the Board of Directors has been directly influential in the everyday operations of the school and has been functioning in a very reactionary manner, instead of creating a vision and building policies that</p>	<p>The Village Charter School is a school that strives to cultivating critical thinkers and developing strong leaders. For TVCS to truly be successful and have a strong future the Board needed to begin to be proactive in how the approach the policies and directives they put in place.</p> <p>A new Employee Handbook was created to allow the Board to better guide, communicate and govern in a proactive manner.</p> <p>For any organization to truly live and survive the leaders must be able to look beyond their current circumstances and see the potential of what it is capable of. It is our goal to help the Board to see this potential</p>

OVERVIEW OF ZES RECOMMENDATIONS FOR VILLAGE CHARTER SCHOOL

	<p>support and strengthen that vision.</p> <p>When you are functioning from crisis to crisis it is very difficult to guide your organization in a focused and proactive manner.</p> <p>When we had the opportunity to meet with the Board it was important for the Board to see that the school has a future. The school would function better under a strict guideline of expectations and accountabilities at every level.</p> <p>School was struggling now due to inconsistencies with communication, lack of procedures, and understanding of roles for all leadership, including board.</p> <p>School was missing the check and balances for restraint when it comes to the school budget.</p> <p>Over expenditures were occurring, especially under the Special Education department, with no recourse.</p>	<p>and then begin to work a plan towards that goal.</p> <p>It is through Board policies and communication that the Board can begin to work a plan not only to help strengthen this school but to develop it into an organization that is truly developing strong leaders.</p> <p>Added checks and balances through various personnel and a service provider to ensure money is handled well.</p> <p>A monthly review was put in place check for over expenditure. Disclosure of every expenditure</p> <p>Board receives a Veritas Summary indicating all work accomplished by company</p>
Leadership	<p>The Principal's largest struggle was managing the business and financial operations of TVCS. He has not had appropriate training nor has he been mentored in this capacity. This weakness is evidenced in the lack of stability in the business office and financial operations of the school.</p> <p>The issues in these areas have been numerous and the communication of these issues has been inconsistent.</p> <p>However, one area in which he is consistent is that of pursuing academic excellence at TVCS.</p> <p>Strong Academic Leader but split into too many areas.</p>	<p>As a Service Provider Veritas will be able to provide the Principal with the business management and financial support he has been lacking.</p> <p>Veritas will be providing Business office and Operational oversight, as well as, HR services for TVCS.</p> <p>This will take pressure off the Principal and allow training and mentoring to occur while not losing focus on the academics.</p> <p>Split out Administrative positions and create separate leadership roles for 2017-2018.</p> <p>Better evaluations occurring annually or bi annually</p>
Operations	The Village Charter School is lacking in	The Village Charter School has a policy



OVERVIEW OF ZES RECOMMENDATIONS FOR VILLAGE CHARTER SCHOOL

	<p>several operational areas which is influencing the school’s ability to function in a streamlined, efficient and consistent manner.</p> <p>When you have areas such as policies and procedures which are lacking, then you begin to see the organization decline not only financially but it can also influence staffing and loyalty.</p> <p>Deadline issues found in audit</p> <p>Deadline issues found with Performance Framework</p> <p>No definition of job duties for Admin leadership positions- two admin and neither have adequate job descriptions Overlapping and cross over are occurring</p>	<p>manual, some procedures and operational forms, however, it is our goal to create documents that better communicate policies and procedures that are a manageable size and easy to navigate.</p> <p>The new policy manual that has been presented to the Board is meant to help them begin to take a more proactive stance.</p> <p>It was this goal that caused us to break it up into various sections. These sections cover items such as a general overview of the school mission and vision, employment and hiring, policies and procedures, workplace responsibilities, and compensation.</p> <p>The school’s new procedure manual and operational forms have been created to support the new handbook.</p> <p>A back office available on the website to allow teacher access to stored form ect....</p>
<p>Academics</p>	<p>When one considers the academic portion of an educational institution, academics is probably first and foremost what is considered the standard by which that institution is measured. According to the Annual Performance Report (draft) distributed by the Idaho Public Charter School Commission, TVCS received a 55.99% green (good) academic rating for the 15-16 school year. [<i>*Note: The good range is 55-74.</i>]</p> <p>No data tracking has occurred to give good remedies towards student deficits.</p> <p>TVCS is on a 12-week grading period (trimester) and issues standards-based report cards each 12 weeks. There is no student data-tracking system used across the board for all students to measure growth throughout the year or between years.</p>	<p>Academic oversight will be put in place providing training, professional development, evaluations and program implementation to assist in expanding and strengthening the current academic program.</p> <p>This will also assist Administration to better evaluate and assist struggling Teachers and make sure all the academic needs of the students are being met.</p> <p>Also, a student evaluation system called I-Ready will be implemented to assist in monitoring where children are academically and then assist as Teachers strive to fill in gaps where skills are lacking</p>

THE VILLAGE CHARTER SCHOOL #473

<p><b>6/30/2015</b> Independent Audit for the year ended June 30, 2015  <b>Auditor's Findings (4):</b></p>		<p><b>6/30/2016</b> Independent Audit for the year ended June 30, 2016  <b>Auditor's Findings (1):</b></p>		<p><b>6/30/2017</b></p>	
<p><b>6/30/2017 Comment:</b> Staffing of the school office for the 15-16 school year consisted of (1) a full-time registrar, (2) a full-time school administrator, and (3) a consultant with the Idaho Charter Network (working primarily off-site). Total of 3 FTE.</p>		<p><b>6/30/2017 Comment:</b> Staffing of the school office for the 16-17 school year consisted of (.50) a registrar for the first half of the school year, (2) a full-time school administrator, (3) a full-time business manager (trainee), (.33) a consultant with the Idaho Charter Network (working primarily off-site) for the first several months of the school year, (.66) a school finance consultant for the last nine months of the school year. Total of 3.5 FTE.  A charter management and operations consulting group was hired and participated on-site and off-site for the second half of the year.</p>		<p><b>2017-2018 Budget and Plan:</b> Staffing of the school office for the 17-18 year is (1) a full-time registrar, (2) a full-time school administrator, (3) a full-time business manager, (1) full-time receptionist/administrative assistant. Total 4 FTE. This should have a significant impact on the effectiveness of internal controls and improve reporting efficiency. ZES Consulting Group (a charter management and operations consultant) will be assisting with school business and finance operations.</p>	
<p><b>2015-001 CASH</b></p>	<p><b>Issue:</b> Lack of segregation of duties over cash and cash equivalents and the reporting of transactions in these accounts.</p> <p><b>Mgt Response:</b> (1) Dual-controls are being implemented, including review and signatures. (2) Bank Reconciliation will be conducted monthly, reviewed and signed</p>	<p><b>6/30/2017 Comment:</b> 2015-001, 2015-002 and 2016-01 (all relating to <b>CASH</b> internal controls.) Cash deposits are counted and summarized by a second party before being reviewed and prepared for deposit by the business manager. Deposits are reviewed by the school administrator. Bank reconciliations were prepared as personnel training occurred. Purchase orders, with prior approval have been in place.</p>			
<p><b>2015-002 CASH and A/P</b></p>	<p><b>Issue:</b> Lack of controls or has not consistently or timely implmented controls over completeness proper cutoff proper classification and rights and obligations of cash receipts and disbursements.</p> <p><b>Mgt Response:</b> Tri-party evaluation process involving the school administrator, school financial officer, and school board chairman - monthly:  (1) Bank reconciliations will be prepared monthly, reviewed and signed  (2) All cash deposits will be verified by the school finance officer, then reviewed and signed.  (3) All purchases by faculty through the school or by faculty on their own will first have to be given sproval by the school administrator. Packets will have a completed purchase order and receipts or invoices.</p>	<p><b>2016-001 CASH</b></p>	<p><b>Issue:</b> Lack of proper support, inconsistent evidence of review, and failure to make timely deposits of cash receipts.</p> <p><b>Mtg Response:</b> (1) The school contracted with an outside food service provider for the provision of meals to students. All payments for the purchase of food are made directly with the provider and school staff are not involved in any process of cash collection. This reduced the number of cash deposits by the school by 75%. (2) The school administrator will meet with the business manager during the first Wednesday of each month to all prior-month's deposits.</p>		
<p><b>2015-003 TIMELY AND COMPLETE REPORTING AND PAYMENT</b></p>	<p><b>Issue:</b> Timely filing of all state and federal payroll taxes and 941 payroll reports.</p> <p><b>Mgt Response:</b> The hiring of an individual competent with payroll is imperative. (1) All payroll and A/P checks to be signed by the school administrator and checked against a pre-determined roster of expenses and salaries. Reviewed and signed. (2) Any inconsistencies will be addressed and corrected prior to delivery to the Board Chair.</p>	<p><b>6/30/2017 Comment:</b> Corrections for 2015-03 has been in place for the 2015-16 and 2016-2017 Year.</p>			
<p><b>2015-004 FED PROGRAMS</b></p>	<p><b>Issue:</b> Policies and procedures in place are not sufficient to track employee time or provide semi-annual certification for time and effort reporting related to compliance requirements of certain federal programs and, therefore, accurately allocate salaries for federal programs.</p> <p><b>Mgt Response:</b> Utilize the OMB polisieys and procedures to direct the correct time and effort reporting practices for the school, in particular:  (1) Each employee submits to the school administrator a breakdown of duties on a daily basis.  (2) This submission occurs on a trimester basis, reviewed and signed.</p>				

The Village Charter School  
2016-2017 Cash Projection  
04/30/2017

The Village Charter School														
Cash Projection														
7/6/2017	TOTAL	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	
<b>Beginning Cash</b>	2,931.59	2,931.59	214,601.15	400,251.69	233,979.66	85,910.93	135,580.71	(25,072.77)	9,425.38	176,483.50	19,971.66	29,455.84	178,658.39	
Increase in Cash														
Local	215,512.72	200.27	67.77	5,484.00	4,548.38	41.45	4,585.00	6,788.23	57,344.16	20,731.23	45,735.60	32,531.02	37,455.61	
State	1,737,460.95	319,642.00	319,642.50	20,899.00	16,175.00	243,184.00	-	-	295,283.99	4,000.00	151,872.49	339,748.97	27,013.00	
Federal	94,178.99	-	8,100.00	20,709.58	-	-	5,599.42	-	48,346.79	-	-	11,423.20	-	
Line of Credit	-	-	-	-	-	-	-	141,000.00	-	-	-	-	-	
<b>Total Revenues</b>	<b>2,188,152.66</b>	<b>319,842.27</b>	<b>327,810.27</b>	<b>47,092.58</b>	<b>20,723.38</b>	<b>243,225.45</b>	<b>10,184.42</b>	<b>147,788.23</b>	<b>400,974.94</b>	<b>24,731.23</b>	<b>197,608.09</b>	<b>383,703.19</b>	<b>64,468.61</b>	
Decrease in Cash														
Salaries	932,353.30	80,412.82	61,855.82	96,116.42	96,895.29	104,057.99	101,670.46	55,729.57	70,587.68	65,689.66	61,069.52	69,746.98	68,521.09	
Benefits	507,762.42	20,863.21	22,791.91	33,440.29	32,151.89	33,330.79	32,015.90	53,052.35	57,684.54	55,616.98	53,372.47	57,044.72	56,397.37	
Support Services	715,085.50	33,460.80	50,161.34	58,078.37	39,744.93	55,284.89	37,151.54	4,508.16	105,644.60	59,936.43	90,170.38	107,708.94	73,235.12	
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Expenditures</b>	<b>2,155,201.22</b>	<b>134,736.83</b>	<b>134,809.07</b>	<b>187,635.08</b>	<b>168,792.11</b>	<b>192,673.67</b>	<b>170,837.90</b>	<b>113,290.08</b>	<b>233,916.82</b>	<b>181,243.07</b>	<b>204,612.37</b>	<b>234,500.64</b>	<b>198,153.58</b>	
<b>Change in Cash(Increase)Decrease</b>	<b>32,951.44</b>	185,105.44	193,001.20	(140,542.50)	(148,068.73)	50,551.78	(160,653.48)	34,498.15	167,058.12	(156,511.84)	(7,004.28)	149,202.55	(133,684.97)	
<b>Cash Adjustments/Accruals</b>	<b>9,090.39</b>	26,564.12	(7,350.66)	(25,729.53)	-	(882.00)	-	-	-	-	16,488.46	-	-	
<b>Ending Cash</b>	<b>44,973.42</b>	<b>214,601.15</b>	<b>400,251.69</b>	<b>233,979.66</b>	<b>85,910.93</b>	<b>135,580.71</b>	<b>(25,072.77)</b>	<b>9,425.38</b>	<b>176,483.50</b>	<b>19,971.66</b>	<b>29,455.84</b>	<b>178,658.39</b>	<b>44,973.42</b>	
<b>STATE PAYMENTS</b>														
<b>State Support</b>	1,459,621.96	319,642.00	319,642.00			243,184.00			249,413.99			327,739.97	-	
Charter School Facilities	128,784.49										128,784.49			
Instr Improvement System	3,370.00								2,691.00			679.00		
IT Staffing	5,000.00								4,000.00			1,000.00		
Leadership Premiums	19,315.00												19,315.00	
Professional Development	26,651.00										21,332.00		5,319.00	
Remediation	6,835.00								6,835.00					
Safe & Drug Free	6,270.00								3,135.00		1,756.00		1,379.00	
School Facilities Funding	20,899.00			20,899.00										
Technology in the Classroom	36,539.00								29,209.00			7,330.00		
IRI/ERI Reading Initiative	-													
Secondary Counseling	5,000.00									4,000.00			1,000.00	
Literary Proficiency	16,157.00				16,157.00									
Gifted and Talented	3,000.00											3,000.00		
<b>TOTAL</b>	<b>1,737,442.45</b>	<b>319,642.00</b>	<b>319,642.00</b>	<b>20,899.00</b>	<b>16,157.00</b>	<b>243,184.00</b>	<b>-</b>	<b>-</b>	<b>295,283.99</b>	<b>4,000.00</b>	<b>151,872.49</b>	<b>339,748.97</b>	<b>27,013.00</b>	

Cash Flow Projection for Village Charter Submitted January 2017

1/6/17		Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan -17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
Beginning Cash		2,931.59	214,601.15	400,251.69	233,979.66	85,910.93	135,580.71	(29,974.00)	.	124,470.54		.	61,581.17
cash													
	Local	200.27	67.77	5,484.00	4,548.38	41.45	4,585.00	500.00	49,295.00	11,295.00	11,295.00	11,295.00	11,295.00
	State	319,642.00	319,642.50	20,899.00	16,175.00	243,184.00	5,599.42	28,630.40	247,810.54	.	128,848.46	240,595.17	13,2337.43
	Federal		8,100.00	20,709.58	.	.		29,452.00	8,000.00	36,910.59	18,379.42		
	Re nt Deferment	.	.	.	.	.			.	.	.	.	.
	<b>Total Revenues</b>	<b>319,842.27</b>	<b>327,810.27</b>	<b>47,092.58</b>	<b>20,723.38</b>	<b>243,225.45</b>	<b>10,184.42</b>	<b>58,582.40</b>	<b>305,105.54</b>	<b>48,205.59</b>	<b>158,522.88</b>	<b>251,890.17</b>	<b>143,632.43</b>
Decrease InCash													
	Salaries	80,412.82	61,855.82	96,116.42	96,895.29	104,057.99	101,670.46	99,000.00	<b>90,000.00</b>	90,000.00	90,000.00	90,000.00	90,000.00
	Bene fits	20,863.21	22,791.91	33,440.29	32,151.89	33,330.79	32,015.90	31,528.55	30,564.00	30,564.00	30,564.00	30,564.00	30,564.00
	Support Services	33,460.80	50,161.34	58,078.37	39,744.93	55,284.89	42,052.77	78,698.00	60,071.00	60,071.00	49,000.00	69,745.00	60,071.00
	Transportation	.	.	.	.	.	.	.	.	.	.	.	.
	Debt Service	.	.	.	.	.	.	.	.	.	.	.	.
	<b>Total Expenditure</b>	<b>134,736.83</b>	<b>134,809.07</b>	<b>187,635.08</b>	<b>168,792.11</b>	<b>192,673.67</b>	<b>175,739.13</b>	<b>209,226.55</b>	<b>180,635.00</b>	<b>180,635.00</b>	<b>169,564.00</b>	<b>190,309.00</b>	<b>180,635.00</b>
Change in cash(Increase)Decrease		185,105.44	193,001.20	(140,542.50)	(148,068.73)	50,551.78	(165,554.71)	(150,644.15)	124,470.54	(132,429.41)	(11,041.12)	61,581.17	(37,002.57)
Cash Adjustments/Accruals		26,564.12	(7,350.66)	(25,729.53)	.	(882.00)	.	.	.	.	.	.	.
Ending Cash		<b>214,601.15</b>	<b>400,251.69</b>	<b>233,979.66</b>	<b>85,910.93</b>	<b>135,580.71</b>	<b>(29,974.00)</b>	<b>(180,618.14)</b>	<b>124,470.54</b>	<b>(7,958.87)</b>	<b>(11,041.12)</b>	<b>61,581.17</b>	<b>24,578.60</b>

# Performance by Grade & Class

Provides an at-a-glance view of student performance across a school. This saves schools time when measuring student growth and the extent of intervention needed in each grade.

Subject: Reading

## Grade K

- Window 1 - 09/06/2012 - 12/31/2012
- Window 2 - 01/01/2013 - 03/31/2013

Easy-to-read bar graphs chart student growth from one Diagnostic assessment to the next.

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Davis	61%	39%	42%	19%	402	25	25
	24%	76%	12%	12%	381	25	25
Miller	70%	30%	50%	20%	405	30	30
	17%	83%	0%	17%	390	30	30
Wilson	60%	40%	44%	16%	425	25	25
	76%	74%	24%	2%	383	25	25

## Grade 1

- Window 1 - 09/06/2012 - 12/31/2012
- Window 2 - 01/01/2013 - 03/31/2013

Indicates the percentage of students below, on, and above grade level.

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Carter	50%	50%	40%	10%	426	10	18
	30%	70%	25%	5%	397	10	18
Howard	63%	37%	33%	30%	432	25	25
	25%	75%	15%	10%	402	25	25
Parker	80%	10%	67%	23%	475	15	15
	50%	50%	40%	10%	411	15	15
Turner	60%	40%	30%	30%	428	16	16
	33%	67%	18%	15%	400	16	16

## Grade 2

- Window 1 - 09/06/2012 - 12/31/2012
- Window 2 - 01/01/2013 - 03/31/2013

Calculates the increase in scale scores between Diagnostic assessments as another way to measure progress.

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Brooks	50%	50%	30%	20%	453	19	19
	27%	73%	17%	10%	430	19	19
Cooper	71%	29%	64%	7%	500	34	34
	36%	64%	32%	4%	476	34	34
Price	50%	50%	45%	5%	452	15	15
	40%	60%	37%	3%	432	15	15
Ramirez	62%	38%	52%	10%	461	30	30
	15%	85%	8%	7%	436	30	30

## Grade 3

- Window 1 - 09/06/2012 - 12/31/2012
- Window 2 - 01/01/2013 - 03/31/2013

Detailed analysis at the teacher level supports effective distribution of support and resources.

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Barnes	80%	20%	40%	40%	540	22	22
	30%	70%	15%	15%	461	22	22
Flores	70%	30%	35%	35%	484	18	18
	54%	46%	34%	20%	464	18	18
Jenkins	67%	33%	30%	37%	477	29	29
	22%	78%	20%	2%	456	29	29
Washington	75%	25%	46%	29%	500	15	15
	25%	75%	13%	12%	441	15	15

# Student Response to Instruction

October 1, 2012 – May 10, 2013

Tells you how each student is performing in his/her individual online instruction. Use this report to monitor progress and measure growth in i-Ready's online lessons.

## Progress Summary

Domain	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			
	Early K	Mid K	Late K	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4	Early 5	Mid 5	Late 5	Early 6	Mid 6	Late 6	Early 7	Mid 7	Late 7	Early 8	Mid 8	Late 8	
Phonological Awareness	Tested Out																											
Phonics	Tested Out																											
High-Frequency Words	Tested Out																											
Vocabulary																												
Comprehension																												

Arrows quickly tell you how much progress a student has made. Since October, [redacted] has completed almost 2 grade levels of reading instruction!

## Detail by Domain

Overview	Lessons	Completed	Pass Rate	Time on Task	Domain Status
	98	110	89%	51h 29m	On
Phonological Awareness	No Activity				Off
Phonics	No Activity				Off
High-Frequency Words	No Activity				Off
Vocabulary	45	48	94%	18h 07m	On
Comprehension	53	62	85%	33h 22m	On

Easy to read chart indicates time spent and number of online lessons completed overall and by domain. Great for checking student homework or i-Ready usage in class.

## Detail by Lesson

Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/9/13	Identifying Theme in Literature RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details.	Pass	97%	34m	
4/5/13	Making Inferences from Informational Text RI.6.1 – Cite textual evidence to support inferences drawn from the text.	Pass	85%	46m	
4/2/13	Making Inferences About Characters in Literature RL.5.1 – Quote accurately from a text when drawing inferences from the text.	Pass	90%	28m	
3/29/13	Making Inferences About Characters in Literature RL.5.1 – Quote accurately from a text when drawing inferences from the text.	Fail	64%	15m	
3/26/13	Compare and Contrast RI.5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Pass	89%	24m	Yes
3/21/13	Main Idea RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Pass	100%	31m	

Provides greater detail about each lesson completed, including the Common Core and state standards aligned to each lesson.

Report includes additional lessons manually assigned by [redacted] teacher. If cell is blank, the lesson is part of [redacted] automated path.

Warning indicates that [redacted] has failed the lesson and will be asked to repeat the same online instruction, allowing for immediate remediation. [redacted] teacher will also receive an alert on the teacher homepage.

Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/8/13	Understanding the Relationship Between Words L.6.5.b – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Pass	93%	45m	
4/4/13	Using Print and Digital Reference Guides to Determine Word Meanings Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Pass	84%	20m	
3/27/13	Determining Word Meaning Using Greek and Latin Roots and Affixes L.6.4.b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Pass	81%	33m	Yes
3/22/13	Determining Word Meaning Using Context Clues L.6.4.a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Pass	90%	42m	

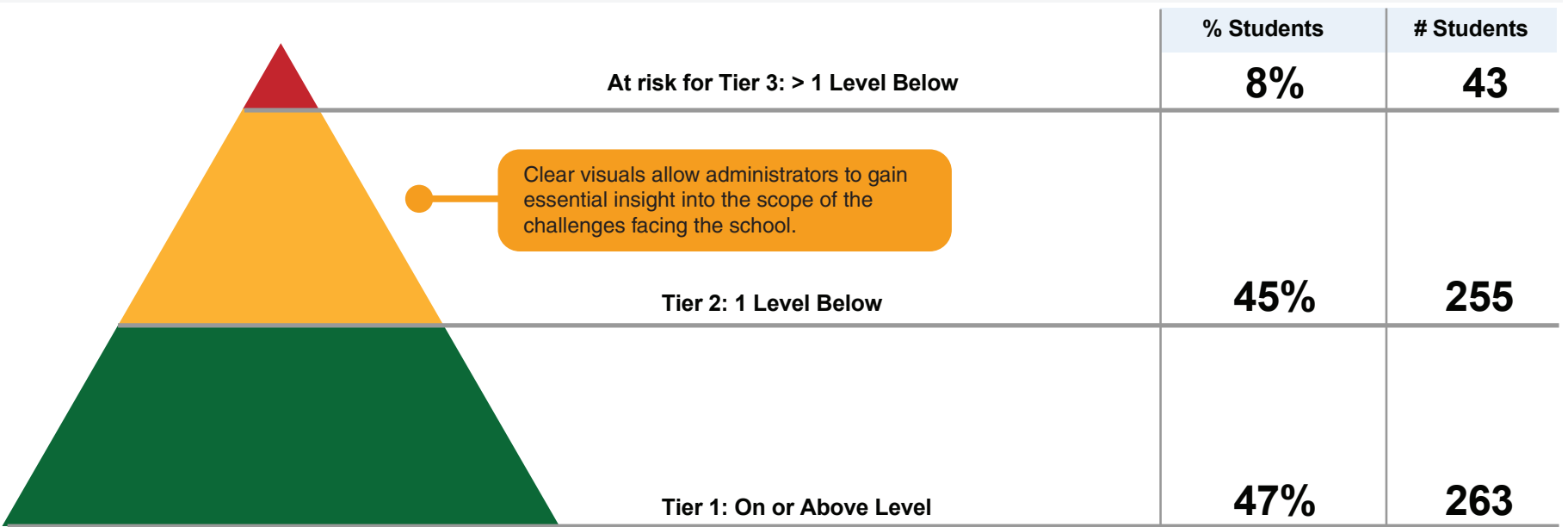
# Intervention Screener

Administrators use this report to review school-wide Diagnostic assessment results, allocate resources, and place students into RtI tiers.

## School Summary ?

Shows the distribution of all students in the school across performance tiers, including the percentage of students performing below, on, and above grade level.

561 out of 571 Students Tested in Standard View

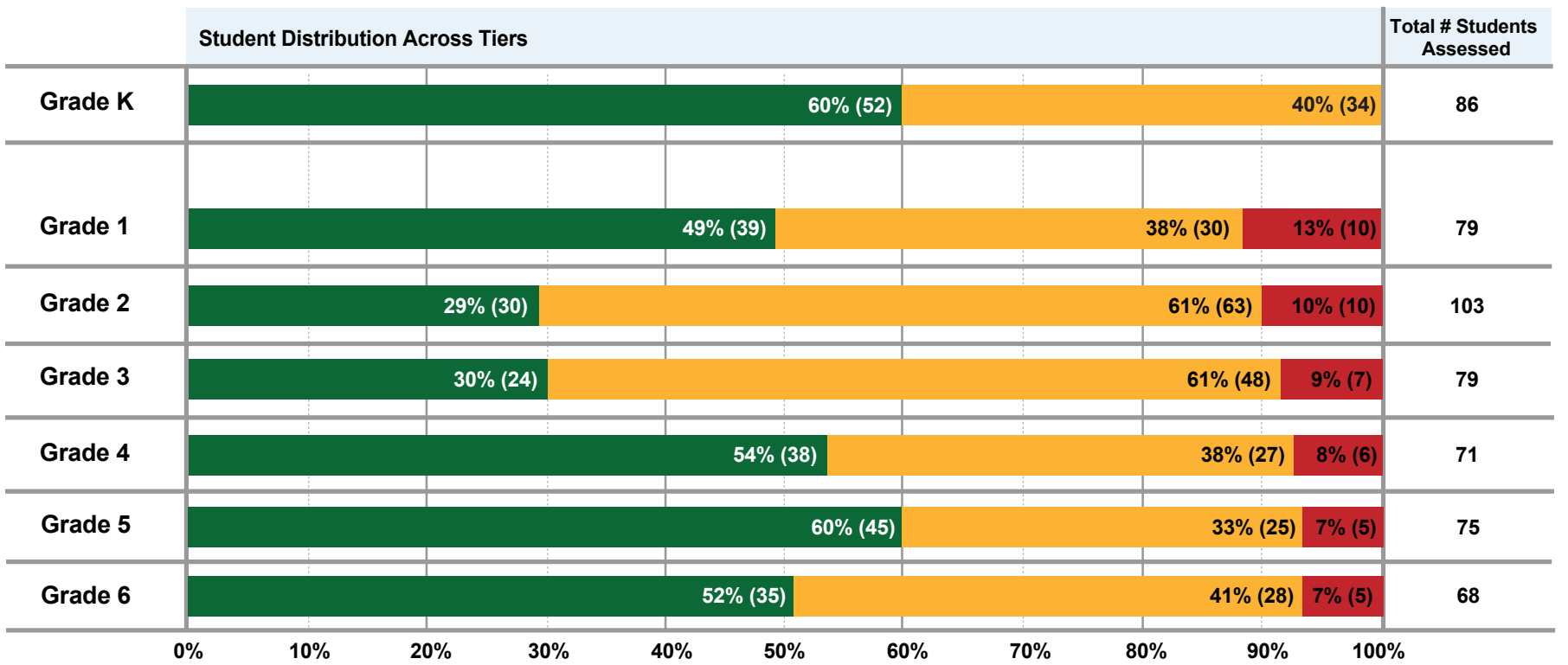


Clear visuals allow administrators to gain essential insight into the scope of the challenges facing the school.

## Detail by Grade ?

Provides distribution of students by grade in each RtI tier, supporting allocation of resources within the building.

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: >1 Level Below



## Detail by Student ?

Detailed analysis is also available at the student level—supports appropriate class placement and instructional groupings.

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Grade Below
 ■ At risk for Tier 3: >1 Level Below

Grade	Student	Overall Scaled Score	Placement	Tier	Teacher
Grade 1	[Redacted]	470	Mid 1	1	[Redacted]
Grade 1	[Redacted]	425	Early 1	1	[Redacted]
Grade 1	[Redacted]	402	Level K	2	[Redacted]
Grade 1	[Redacted]	399	Level K	2	[Redacted]
Grade 1	[Redacted]	328	Below K	3	[Redacted]

The Village Charter School

	16-17	480	525	550	550
<b>STUDENT COUNT (ADM)</b>	364	446	488	512	512
Number of Students - K-8	351.00	480.00	525.00	550.00	550.00
Number of Students - 9-12					
Per pupil reimbursement rate - K-8	\$ 4,840.54	\$ 4,990.00	\$ 5,000.00	\$ 5,040.00	\$ 5,100.00
Per pupil reimbursement rate - 9-12	#REF!				
<b>Total Students</b>	<b>351</b>	<b>480</b>	<b>525</b>	<b>550</b>	<b>550</b>
<b>REVENUE</b>	<b>\$ Amount</b>				
Beginning Balance	#REF!	\$ 4,982	\$ 208,011	\$ 373,368	\$ 507,860
State ADM Funding	\$ 1,397,297	\$ 2,227,536	\$ 2,441,250	\$ 2,577,960	\$ 2,608,650
LOAN	\$ 200,000				
IDEA Basic	\$ 39,000	\$ 46,000	\$ 47,000	\$ 50,000	\$ 50,000
State EC Funding	#REF!				
Food Service (net)	#REF!				
Federal Grants	\$ 42,963	\$ 53,000	\$ 54,000	\$ 55,000	\$ 55,000
After Care	#REF!				
Medicaid Billing- Misc. Revenue	\$ 133,000	\$ 145,000	\$ 152,000	\$ 167,000	\$ 167,000
Other Revenue - Please Specify	\$ 217,574	\$ 340,000	\$ 286,000	\$ 302,000	\$ 302,000
<b>Total Revenue</b>	<b>#REF!</b>	<b>2,816,518</b>	<b>3,188,261</b>	<b>3,525,328</b>	<b>\$ 3,690,510.00</b>
<b>EXPENDITURES</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
<i>1. Administration, Instruction, &amp; Support:</i>					
Total salaries	\$ 1,021,000	\$ 1,251,972	\$ 1,130,797	\$ 1,203,213	\$ 1,239,309
Employee Benefits	\$ 341,000	\$ 359,874	\$ 359,874	\$ 402,097	\$ 402,097
Workers compensation insurance	\$ 7,685	\$ 7,685	\$ 8,000	\$ 8,422	\$ 8,422
	#REF!	58%	47%	46%	45%
Office Supplies (Paper, Postage, etc.)	\$ 25,000	\$ 17,000	\$ 17,000	\$ 25,000	\$ 25,000
Purchased Services & Training (Contracted Services, Accounting Services, Legal, Consultants, etc.)	\$ 60,000	\$ 80,000	\$ 92,000	\$ 104,893	\$ 104,893
Contracted Services	\$ 50,000	\$ 248,086	\$ 268,222	\$ 283,676	\$ 297,286
Curriculum & Resource Materials	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Library Resources/Software	#REF!				
SAIS Software	#REF!				
Auditor Fees	\$ 7,500	\$ 9,000	\$ 9,500	\$ 10,500	\$ 10,500
Total Administration, Instruction, & Support	#REF!	1,998,617	1,910,393	2,062,801	2,112,507
	#REF!	71%	60%	59%	57%
<b>EXPENDITURES</b>					
<i>2. Operations &amp; Maintenance:</i>					
Legal	\$ 12,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000
Supplies-GT and Classroom	\$ 14,000	\$ 47,000	\$ 50,000	\$ 60,000	\$ 60,000
Marketing/Advertising	\$ 5,000	\$ 8,000	\$ 5,000	\$ 5,000	\$ 5,000
Property/Casualty/Liability Insurance	\$ 12,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000
Utilities (Electric, Gas, Water)	\$ 21,000	\$ 51,000	\$ 51,000	\$ 51,000	\$ 51,000
Phone/Communications/Internet	\$ 15,000	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000
Contracted Transportation	#REF!				
Contracted Food Services	#REF!				
Student Furniture & Other Equipment	\$ 8,000	\$ 14,000	\$ 22,000	\$ 16,000	\$ 16,000
Office Furniture & Other Equipment	\$ 5,000	\$ 14,000	\$ 5,000	\$ 5,000	\$ 5,000
Student Technology Equipment/laptops/carts	\$ 4,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Office Technology Equipment	\$ 6,667	\$ 5,000	\$ 5,500	\$ 6,667	\$ 6,667
Other Leases/Loans (Security, etc.)	\$ 14,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Maintenance (including Supplies)	\$ 36,000	\$ 40,000	\$ 44,000	\$ 40,000	\$ 40,000
	\$ 229,000	\$ 229,000	\$ 428,000	\$ 450,000	\$ 477,000
Other Costs-SPED services	\$ 104,000	\$ 109,890	\$ 181,000	\$ 203,000	\$ 203,000
Other Reserves					
Miscellaneous-DEBT PAYMENT	\$ 7,000				
Total Operations & Maintenance	#REF!	609,890	904,500	954,667	955,667
	#REF!	22%	28%	27%	26%
<b>Total Expenditures</b>	<b>#REF!</b>	<b>2,608,507</b>	<b>2,814,893</b>	<b>3,017,468</b>	<b>3,068,174</b>
	#REF!	93%	88%	86%	83%
<b>Total Revenues</b>	<b>#REF!</b>	<b>\$ 2,816,518</b>	<b>\$ 3,188,261</b>	<b>\$ 3,525,328</b>	<b>\$ 3,690,510</b>
<b>Budget Balance (Revenues-Expenditures)</b>	<b>#REF!</b>	<b>\$ 208,011</b>	<b>\$ 373,368</b>	<b>\$ 507,860</b>	<b>\$ 622,336</b>

93%

1

IDEA

Title I and II

Medicaid Reimbursements  
all state add ons

All staff salaries  
All staff benefits

500 3% raise

Contractual

7k gt 3k marketing

Added Stability Contract

17K building, 5K grounds 10K custodial 8K

July, August, September no rent (October 1)

\*This Proforma may be amended to fit the anticipated needs of the charter school