Taylor's Crossing Public Charter School

ANNUAL PERFORMANCE REPORT

2014-2015

Idaho Public Charter School Commission
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Boise, Idaho 83702

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Alan Reed, Chairman
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Introduction

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

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

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

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

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

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

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

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

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

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

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

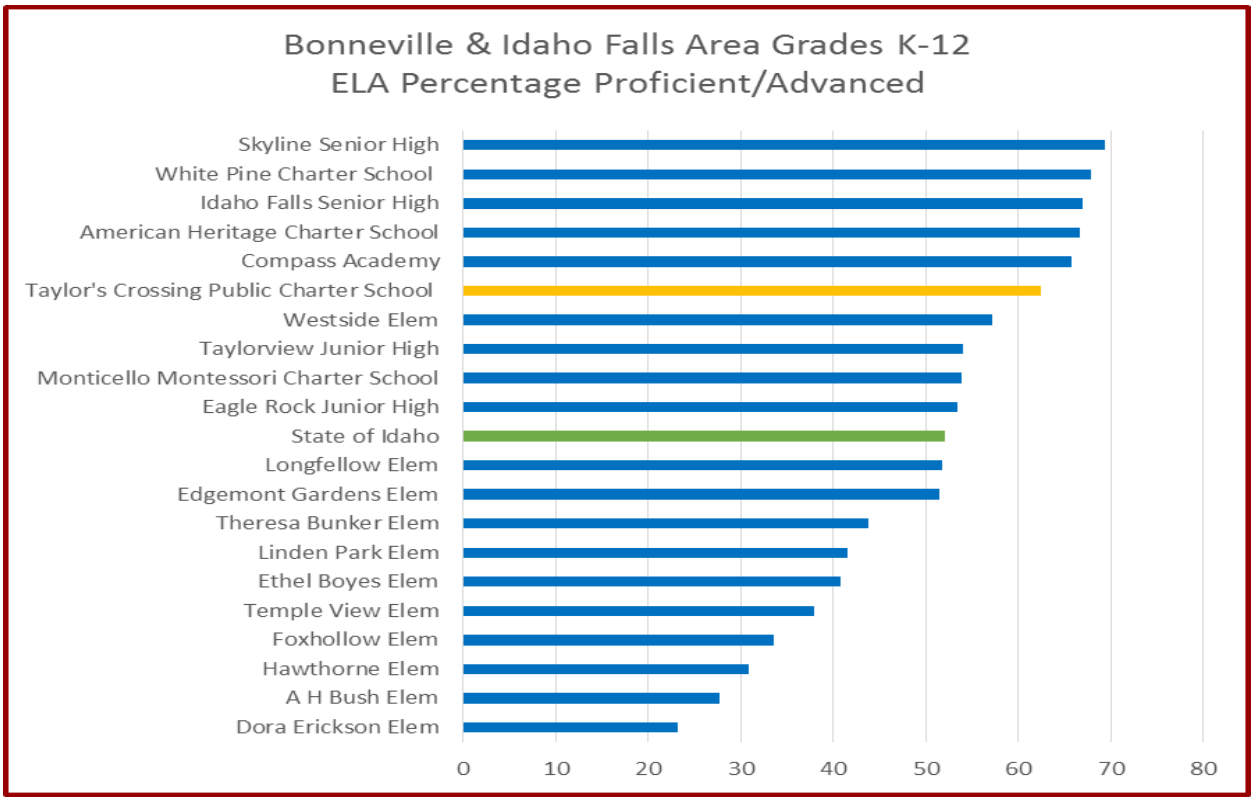
School Overview

Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.	
Key Design Elements	• School environment of kindness, respect, and responsibility. • School environment that provides physical, emotional, and academic safety. • Social studies program emphasizing and revering the constitution and our founding fathers. • Highly challenging academics, focused on reading, English, mathematics, and writing. • Emphasis on character development. • Emphasis on citizenship. • Emphasis on service to others. • Use of a positive reward system which encourages positive behavior.	
School Contact Information	Address: 1445 North Wood River Drive, Idaho Falls, ID 83401	Phone: (208)552-0397
Surrounding District	Idaho Falls School District	
Neighboring District	Bonneville School District	
Opening Year	2006	
Current Term	June 17, 2014 – June 30, 2019	
Grades Served	K – 12	
Enrollment	Approved: 440	Actual: 415

School Leadership (2014-2015)	Role
Matt Cardon	Chairman
Laila Kammerman	Secretary
Erica Radford	Vice President
Jared Taylor	Treasurer
Cameron Taylor	Member
Scott Gruwell	Member
David Montgomery	Member
Daniel Wendt	Administrator

	School	Surrounding District (Idaho Falls)	Neighboring District (Bonneville)	State
Non-White	8.17%	27.26%	17.08%	23.59%
Limited English Proficiency	0%	9.34%	4.58%	8.52%
Special Needs	7.45%	11.06%	10.39%	10.43%
Free & Reduced Lunch	72.36%	50.29%	42.74%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	52.2%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	62.4%
Graduation Rate (4-year cohort data from 2014)	92.3%


Bonneville & Idaho Falls Area Grades K-12
ELA Percentage Proficient/Advanced
Skyline Senior High
White Pine Charter School
Idaho Falls Senior High
American Heritage Charter School
Compass Academy
Taylor's Crossing Public Charter School
Westside Elem
Taylorview Junior High
Monticello Montessori Charter School
Eagle Rock Junior High
State of Idaho
Longfellow Elem
Edgemont Gardens Elem
Theresa Bunker Elem
Linden Park Elem
Ethel Boyes Elem
Temple View Elem
Foxhollow Elem
Hawthorne Elem
A H Bush Elem
Dora Erickson Elem
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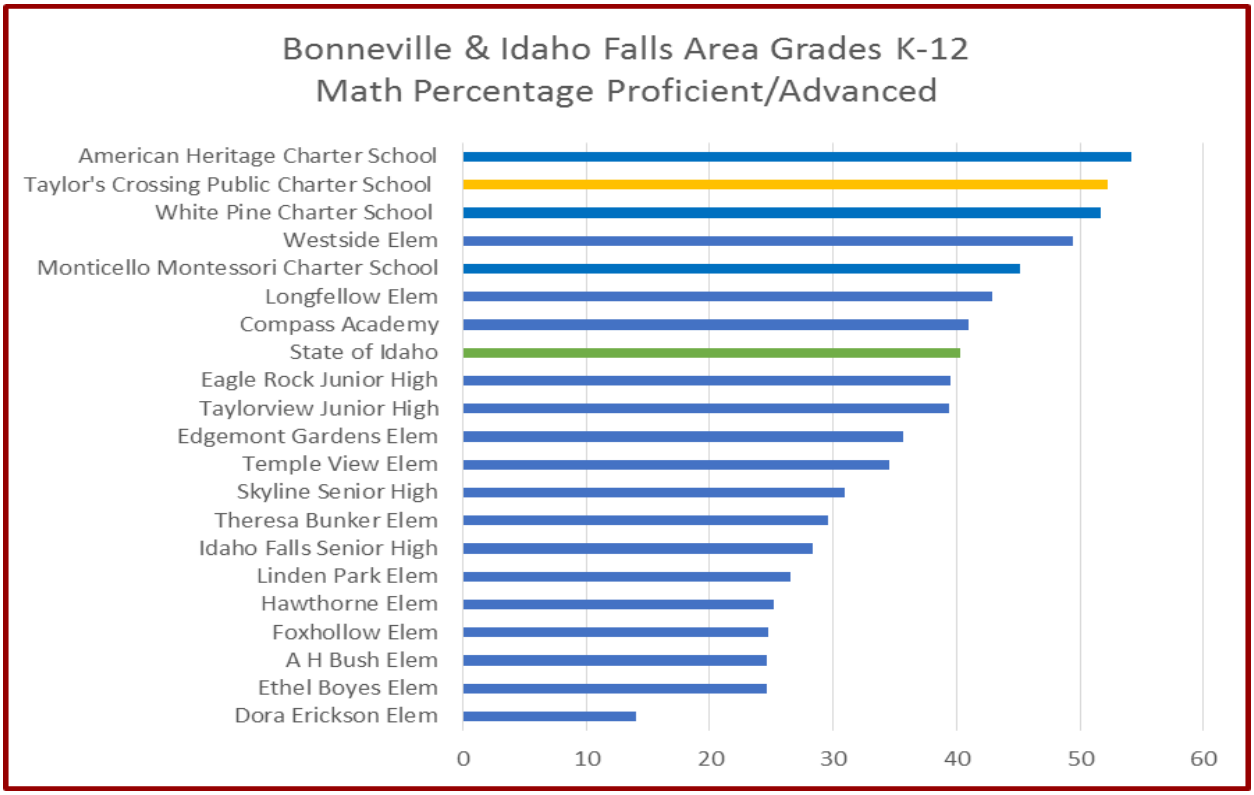
Bonneville & Idaho Falls Area Grades K-12
Math Percentage Proficient/Advanced
American Heritage Charter School
Taylor's Crossing Public Charter School
White Pine Charter School
Westside Elem
Monticello Montessori Charter School
Longfellow Elem
Compass Academy
State of Idaho
Eagle Rock Junior High
Taylorview Junior High
Edgemont Gardens Elem
Temple View Elem
Skyline Senior High
Theresa Bunker Elem
Idaho Falls Senior High
Linden Park Elem
Hawthorne Elem
Foxhollow Elem
A H Bush Elem
Ethel Boyes Elem
Dora Erickson Elem
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50
60

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Taylor's Crossing Public Charter School Year Opened: 2006 Operating Term: 6/17/14 - 6/30/19 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

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

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

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

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

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

Accountability Designations

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

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

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much 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.

TCPCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	7%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	0.00
	2c				75	20%	0.00
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g	Due to significant and ongoing changes in the state's school accountability			100	0%	0.00
College & Career Readiness	4a	system, results for the academic section of this framework are not			50	0%	0.00
	4b1 / 4b2	included in this 2015 Annual Report. Please see the School Overview for			50	0%	0.00
	4c	academic comparison data.			50	13%	0.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							**0.00**
% of Possible Academic Points for This School							**0.00%**

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Supportive Learning Environment (Elem)	1				23	6%	**0.00**
Supportive Learning Environ(MS-HS)	2				18	5%	**0.00**
Social and Emotional Safety (Elem)	3				23	6%	**0.00**
Social and Emotional Safety (MS-HS)	4				18	5%	**0.00**
Social and Civic Skills (Elem)	5				23	6%	**0.00**
Social and Civic Skills (MS-HS)	6				18	5%	**0.00**
U.S. Civics Knowledge (12th grade)	7				28	7%	**0.00**
Total Possible Mission-Specific Points					150	40%	
Total Mission-Specific Points Received							**0.00**
% of Possible Mission-Specific Points Received							**0.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	**375**
TOTAL POINTS RECEIVED	
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	

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

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

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

TCPCS --- 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
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	**91.25%**	85% - 100% of points possible	**95.00%**
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	Due to statewide changes to the school accountability system, no Academic & Mission-Specific designation is included in this report.	80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

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

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						0

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						0

Notes

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

INDICATOR 3: STUDENT ACADEMIC GROWTH

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

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

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

Notes

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
						0

Notes

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
						0

Notes

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
						0

Notes

INDICATOR 4: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity coursework?**			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes				**0**

		Result	Points Possible	Points Earned
Measure 4b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

		Result	Points Possible	Points Earned
Measure 4b2 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	**Are students graduating from high school?**						
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							**0**

MISSION-SPECIFIC GOALS

Measure 1 **Is the school providing a culture in which elementary students feel both challenged and supported academically?**

	Result	Points Possible	Points Earned
Exceeds Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning.		105	
Meets Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning.		84	
Does Not Meet Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning.		42	
Falls Far Below Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.	0	0	0
			0.00

Notes The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.

Measure 2 **Is the school providing a culture in which middle school and high school students feel both challenged and supported academically?**

	Result	Points Possible	Points Earned
Exceeds Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning.		85	
Meets Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning.		68	
Does Not Meet Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning.		34	
Falls Far Below Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.	0	0	0
			0.00

Notes The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.

Measure 3 **Is the school providing a culture in which elementary students feel socially and emotionally secure?**

	Result	Points Possible	Points Earned
Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.		105	
Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security.		84	
Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security.		42	
Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.	0	0	0
			0.00

Notes The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.

Measure 4	Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

Measure 5	Is the school successfully helping elementary students develop social and civic skills?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		105	
	Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.		84	
	Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.		42	
	Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

Measure 6	Is the school successfully helping middle school and high school students develop social and civic skills?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

Measure 7	Is the school fostering a strong knowledge base in U.S. Civics?	Result	Points Possible	Points Earned
	Exceeds Standard: 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		130	
	Meets Standard: 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		104	
	Does Not Meet Standard: 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		52	
	Falls Far Below Standard: Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.	0	0	0
				0.00
Notes	The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

		Result	Points Possible	Points Earned
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
				0.00
Notes	The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.			

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

GOVERNANCE AND REPORTING

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

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

INDICATOR 4: STUDENTS AND EMPLOYEES

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

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

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

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

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

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

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**	Current Ratio is:		
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	4.56	50	50.00
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**	No. of Days Cash:		
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	91	50	50.00
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**	Variance is:		
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	103.23%	50	50.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
				50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES

		Result	Points Possible	Points Earned
Measure 2a **Total Margin and Aggregated 3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues** **Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.* **Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" **Falls Far Below Standard:** Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Aggregated 3-Year Totals: 6.22%	50 10 0	50.00
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets** **Meets Standard:** Debt to Asset Ratio is less than 0.9 **Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0 **Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0	Ratio is: 0.92	50 30 0	30.00
				30.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.			

		Result	Points Possible	Points Earned
Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash** **Meets Standard (in one of two ways):** Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of operation must have positive cash flow.* **Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" **Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative	Multi-Year Cumulative is: $280,741	0 50 30 0	50.00
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)** **Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1 **Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1 **Falls Far Below Standard:** Not Applicable	Ratio is: 1.76	50 0	50.00
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

TCPCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	N/A			
	1b	25	15.00	N/A			
Proficiency	2a	75	63.95	N/A			
	2b	75	55.54	N/A			
	2c	75	51.90	N/A			
Growth	3a	100	82.38	N/A			
	3b	100	66.08	N/A			
	3c	100	58.48	N/A			
	3d	75	47.74	N/A			
	3e	75	51.04	N/A			
	3f	75	47.74	N/A			
	3g	100	72.70	N/A			
College & Career Readiness	4a	50	30.00	N/A			
	4b1 / 4b2	50	50.00	N/A			
	4c	50	0.00	N/A			
Total Possible Academic Points Received		**1050**	**712.55**	**0.00**	**0.00**	**0.00**	**0.00**
% of Possible Academic Points for This School			**71.25%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Supportive Learning Environment (Elem)	1	105	N/A	0.00			
Supportive Learning Environ(MS-HS)	2	85	N/A	0.00			
Social and Emotional Safety (Elem)	3	105	N/A	0.00			
Social and Emotional Safety (MS-HS)	4	85	N/A	0.00			
Social and Civic Skills (Elem)	5	105	N/A	0.00			
Social and Civic Skills (MS-HS)	6	85	N/A	0.00			
U.S. Civics Knowledge (12th grade)	7	130	N/A	0.00			
Total Possible Mission-Specific Points Received		**700**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
% of Possible Mission-Specific Points for This School			**N/A**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	0			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		**400**	**400.00**	**365.00**	**0.00**	**0.00**	**0.00**
% of Possible Operational Points for This School			**100.00%**	**91.25%**	**0.00%**	**0.00%**	**0.00%**

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

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

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

Alison Consoletti, The Center for Education Reform