

**RENEWAL RECOMMENDATION**

It is recommended that the charter of Connor Academy (CA) be renewed for a five (5) year term.

## School Overview

### SUMMARY

Connor Academy (CA) is a public charter school serving Pocatello area students in Kindergarten through 8<sup>th</sup> grade. The school is approved to serve high school grades, but does not do so at this time. CA focuses on providing a safe environment and character development in the context of a “teach to the high,” direct instruction methodology.

The petition for Connor Academy was approved by the PCSC in April 2005. The school opened in fall 2006.

### MISSION

The mission of The Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

### LEADERSHIP

Name	Title	Term
Annie Dixon	Chair	06/2016 – 06/2019
Mark Stenberg	Vice Chair	06/2017-06/2020
Curtis Nielson	Secretary	06/2018 – 06/2020
Dannis Adamson	Treasurer	06/2017 – 06/2020
Cali Johnson	Director	06/2018 – 06/2021
Bryce Hollingshead	Director	06/2018 – 06/2020
Amna Rahim	Director	06/2016 – 06/2019
Michael Mendive	Director	06/2016 – 06/2019
Karla Jensen	Director	06/2018 – 06/2019
Joel Lovstedt	Administrator	N/A

## Academic Performance Summary

CA has a history of strong academic outcomes throughout the performance certificate term.

CA’s student population is similar to that of the surrounding district with regard to special needs and limited English proficiency. It is less diverse than the surrounding district with regard to non-white ethnicity and free and reduced lunch eligibility.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Good Standing
2014-15**	Remediation
2015-16**	Remediation
2016-17	Good Standing
2017-18	Good Standing

The school’s annual performance reports, provided in Exhibit G, contain 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 generally skewed low.

### KEY DESIGN ELEMENTS

Element	Evident?
A safe environment for learning developed through a strong character education program emphasizing kindness and respect.	Yes
An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.	Yes
Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.	Yes

## Operational Performance Summary

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

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Good Standing
2016-17	Good Standing
2017-18	Honor

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

### ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
8 (2013-14)	400	276
9 (2014-15)	554	276
10 (2015-16)	554	485
11 (2016-17)	554	521
12 (2017-18)	554	530

### BOARD AND ADMINISTRATIVE TURNOVER

CA's administration has remained stable throughout the performance certificate term, and board membership reflects an appropriate rate of turnover.



## Financial Performance Summary

CA's financial performance has remained strong throughout the performance certificate term. The school's current Financial Accountability Rating currently sits two percentage points below an Honor rating due to a recent building purchase that impacts the school's debt service coverage ratio.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor
2016-17	Honor
2017-18	Good Standing

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

### Connor Academy

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	12/12/2013	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did/did not provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did/did not provide a response.
2015-16 Annual Report Issued to School	1/31/2017	A draft of the report was initially issued in December 2016; the school did/did not provide a response.
Updated Performance Certificate Executed by School and Authorizer	11/7/2017	The new performance framework was developed in response to state and federal accountability system changes. Extensive stakeholder feedback was considered prior to its adoption.
2016-17 Annual Report Issued to School	1/26/2018	A draft of the report was initially issued in December 2017; the school did/did not provide a response.
Renewal Process Orientation Meeting	4/18/2018	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	5/4/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/4/2018	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/16/2018	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	10/16/2018	A team of three, independent reviewers performed a one-day site visit to the school.
2017-18 Annual Report Issued to School	11/15/2018	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.
Renewal Application Received from School	12/19/2018	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

# CONNOR ACADEMY

## 2018 ANNUAL PERFORMANCE REPORT

### 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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators Handbook.</li> </ul>		
<b>School Location</b>	240 East Maple Street Pocatello, ID 83201	<b>School Phone</b>	208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School District		
<b>Opening Year</b>	2006		
<b>Current Term</b>	December 12, 2013- June 30, 2019		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	554	<b>Enrollment (Actual)</b>	530

SCHOOL LEADERSHIP	
Annie Dixon	Chairman
Mark Stenberg	Vice Chairman
Dannis Adamson	Treasurer
Curtis Nielson	Secretary
Cali Johnson	Member
Amna Rahim	Member
Michael Mendive	Member
Bryce Hollinshead	Member
Joel Lovstedt	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	14%	25%	21%	N/A
<b>Limited English Proficiency</b>	1%	6%	1%	N/A
<b>Special Needs</b>	11%	10%	11%	N/A
<b>Free and Reduced Lunch</b>	24%	47%	48%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	62%
Percentage of students meeting or exceeding proficiency in English Language Arts	58%
Percentage of students meeting or exceeding proficiency in Science	61%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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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		50	0	50	0		
	1b	50		50	0	50	0		
District Proficiency Comparison	2a	50		50	0	50	0	50	0
	2b	50		50	0	50	0	50	0
Criterion-Referenced Growth	3a	100				50	0		
	3b	100				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	272	525	0	525	0	300	0
% of Academic Points			68%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			CA has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
2d	25	25	2d		50	0	
Governance & Reporting	3a	25	25	Total Financial Points		400	330
	3b	25	25	% of Financial Points			83%
	3c	25	15				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	15	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.			
Additional Obligations	4b	25	25				
	5a	25	25				
Total Operational Points		400	380				
% of Operational Points			95%				

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%	68%	0%	55% - 74%	NA	80% - 89%	95%	65% - 84%	83%
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>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
			30 - 45
			15 - 29
			0 - 14
<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>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
			30 - 45
			15 - 29
			0 - 14
<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>Do math proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district 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 district average.</p>	50	
		30 - 45	
		15 - 29	
		0 - 14	
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Pocatello/Chubbuck School District will be used for comparison purposes.		
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district 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 district average.</p>	50	
		30 - 45	
		15 - 29	
		0 - 14	
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Pocatello/Chubbuck School District will be used for comparison purposes.		



ACADEMIC K-8

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

OPERATIONAL

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 charter and 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 charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		No instances of non-compliance noted	25	25
			15	
			0	
<b>Notes</b>		<hr/> 25		
<b>Measure 1b</b> <b>Educational Requirements</b>	<b>Is the school complying with applicable educational requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational 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 educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance noted	25	25
			15	
			0	
<b>Notes</b>		<hr/> 25		

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets 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 students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially 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, or 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 noted	25	25
Notes				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or 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.		No instances of non-compliance noted	25   15  0	25
<b>Notes</b>					
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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.  <b>Partially Meets Standard:</b> The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or 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	25   15  0	25
<b>Notes</b>		The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.			
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.		98%	25 15 0	25
<b>Notes</b>		Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p><b>Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25
			15
			0
Notes			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	No instances of non-compliance noted	25
			15
			0
Notes			25

OPERATIONAL

<p><b>Measure 3c</b> <b>Reporting Requirements</b></p>	<p><b>Is the school complying with reporting requirements?</b></p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p>	<p><b>Points Earned</b></p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
		<p>See note</p>	<p>15</p>	<p>15</p>
			<p>0</p>	
<p><b>Notes</b> The school's Continuous Improvement and Advising Plans were reported by the SBOE as late submissions.</p>		<hr/> <p>15</p>		
<p><b>Measure 3d</b> <b>Public Transparency</b></p>	<p><b>Is the school complying with public transparency requirements?</b></p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p>	<p><b>Points Earned</b></p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>No instances of non-compliance noted</p>	<p>25</p>	<p>25</p>
			<p>15</p>	
			<p>0</p>	
<p><b>Notes</b></p>		<hr/> <p>25</p>		

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes				25
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes				25

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT			
<b>Measure 4a</b>	<b>Is the school complying with transportation requirements?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Transportation</b>	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		
			25
		See note	15
			0
			15
<b>Notes</b>	The school offers an incomplete form of transportation, including working with the city to add a public bus stop near the school.		
<b>Measure 4b</b>	<b>Is the school complying with facilities requirements?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		
		No instances of non-compliance noted	25
			15
			0
			25
<b>Notes</b>			



OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. 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 all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25
			15
			0
Notes			25

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
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:</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>		3.43	50	50
Notes				10	
				0	50
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		2.85	50	50
Notes				10	
				0	50
Measure 1c 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 Not Meet:</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>		66 days	50	50
Notes				10	
				0	50
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No default noted	50	50
Notes				0	50

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: 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:</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.	See note   0	50   30   0	50   50   50	
<b>Notes</b>	Aggregated 3-year total margin is positive and most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<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:</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	0.8   0	50   30   0	50   50   50	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<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:</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:</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.	See note   0	50   30   0	30   30   30	
<b>Notes</b>	Multi-year cumulative cash flow is positive. FY17 is negative. FY16 is positive.				
<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:</b> Debt Service Coverage Ratio is less than 1.1	0.11	50   0	0   0	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

Connor Academy Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
State Proficiency Comparison	1a					
	1b					
District Proficiency Comparison	2a					
	2b					
Criterion-Referenced Growth	3a					
	3b					

**% of Possible Academic Points for this School**

**61%**

**68%**

OPERATIONAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Educational Program	1a -1d	100%	100%			
Financial Management	2a - 2c	87%	100%			
Governance & Reporting	3a - 3f	83%	93%			
School Environment	4a - 4b	50%	80%			
Additional Obligations	5a	100%	100%			

**% of Possible Operational Points for this School**

**85%**

**95%**

FINANCIAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	100%	100%			
Sustainability	2a - 2d	75%	65%			

**% of Possible Financial Points for this School**

**88%**

**83%**

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21
Academic	Good Standing	Good Standing			
Mission Specific	N/A	N/A			
Operational	Good Standing	Honor			
Financial	Honor	Good Standing			

# CONNOR ACADEMY

## 2017 ANNUAL PERFORMANCE REPORT

### 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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.</li> </ul>		
<b>School Location</b>	Address: 240 East Maple Street Pocatello, ID 83201	<b>School Phone</b>	Phone: 208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School Districts #25		
<b>Opening Year</b>	2006		
<b>Current Term</b>	December 12, 2013- June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	554	<b>Enrollment (Actual)</b>	521

**SCHOOL LEADERSHIP**

Mark Stenberg	Chairman
Annie Dixon	Vice Chairman
Brian Riley	Treasurer
Kent Reynolds	Secretary
Candee Carter	Member
Amna Rahim	Member
Michael Mendive	Member
Elizabeth Johnson	Member
Joel Lovstedt	Administrator

**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
<b>Non-White</b>	10%	26%	21%	N/A
<b>Limited English Proficiency</b>	0%	6%	1%	N/A
<b>Special Needs</b>	8%	10%	10%	N/A
<b>Free and Reduced Lunch</b>	0%	49%	48%	N/A

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	62%
Percentage of students meeting or exceeding proficiency in English Language Arts	54%
Percentage of students meeting or exceeding proficiency in Science	59%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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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	50	50		50			
	1b	50	33	50		50			
District Proficiency Comparison	2a	50	41	50		50		50	
	2b	50	25	50		50		50	
Criterion-Referenced Growth	3a	100	52			50			
	3b	100	45			50			
Norm-Referenced Growth	4a			100		50		50	
	4b			100		50		50	
Post-Secondary Readiness	5a			125		125		100	
Total Academic Points		400	246	525	0	525	0	300	0
% of Academic Points			61%		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			

Connor Academy has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	0
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	350
	3c	25	25	% of Financial Points			88%
	3d	25	0				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	340				
% of Operational Points			85%				

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%	61%	0%	55% - 74%	NA	80% - 89%	85%	65% - 84%	88%
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>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>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
<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>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>	X	50
			30 - 45
			15 - 29
			0 - 14
			33
<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>Do math proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district 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 district average.</p>		
			50
		X	30 - 45
			15 - 29
			0 - 14
			41
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Pocatello/Chubbuck School District will be used for comparison purposes.		
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district 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 district average.</p>		
			50
		X	30 - 45
			15 - 29
			0 - 14
			25
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Pocatello/Chubbuck School District will be used for comparison purposes.		

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)															
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b>	<b>Are students making adequate 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 in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<b>Result</b>  70	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>76-100</td> <td>0</td> </tr> <tr> <td>51-75</td> <td>52</td> </tr> <tr> <td>26-50</td> <td>0</td> </tr> <tr> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">52</td> </tr> </tbody> </table>	Points Possible	Points Earned	76-100	0	51-75	52	26-50	0	0-25	0		52
Points Possible	Points Earned														
76-100	0														
51-75	52														
26-50	0														
0-25	0														
	52														
Notes															
<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<b>Result</b>  65	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>76-100</td> <td>0</td> </tr> <tr> <td>51-75</td> <td>0</td> </tr> <tr> <td>26-50</td> <td>45</td> </tr> <tr> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">45</td> </tr> </tbody> </table>	Points Possible	Points Earned	76-100	0	51-75	0	26-50	45	0-25	0		45
Points Possible	Points Earned														
76-100	0														
51-75	0														
26-50	45														
0-25	0														
	45														
Notes															

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<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 charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance documented	25
Notes		15	0
			25
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational 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 educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
Notes		15	0
			25

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets 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 students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially 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, or 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
Notes				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or 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.	<b>Result</b>    See note	<b>Points Possible</b>  25  15  0	<b>Points Earned</b>    15
<b>Notes</b>	The school's annual independent audit, due to the PCSC on October 17, 2016, was submitted October 20, 2016.			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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.  <b>Partially Meets Standard:</b> The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or 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.	<b>Result</b>   No instances of non-compliance documented	<b>Points Possible</b>  25  15  0	<b>Points Earned</b>    25
<b>Notes</b>				
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.	<b>Result</b>  100%	<b>Points Possible</b>  25 15 0	<b>Points Earned</b>  25  25
<b>Notes</b>	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
<p><b>Measure 3a</b></p> <p><b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p> <p>No instances of non-compliance documented</p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <p>25</p> <hr/> <p>25</p>
<p><b>Measure 3b</b></p> <p><b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p> <p>No instances of non-compliance documented</p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <p>25</p> <hr/> <p>25</p>

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
<b>Notes</b>			15	0
				<hr/> 25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	0
<b>Notes</b>	<p>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. 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). These matters had not been remedied as of November 6, 2017.</p>		15	<hr/> 0



OPERATIONAL

<p><b>Measure 3e</b> <b>Credentialing &amp; Background Checks</b></p>	<p><b>Is the school meeting employee credentialing and background check requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p><b>Measure 3f</b> <b>Information Handling</b></p>	<p><b>Is the school handling information appropriately?</b></p> <p><b>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT			
<b>Measure 4a</b> <b>Transportation</b>	<b>Is the school complying with transportation requirements?</b>  <b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation. <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation 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, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	<b>Result</b>     See note	<b>Points Possible</b> 25 15 0 <hr/> 0
<b>Notes</b>	The school does not provide transportation.		
<b>Measure 4b</b> <b>Public Transparency</b>	<b>Is the school complying with facilities requirements?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	<b>Result</b>  No instances of non-compliance documented	<b>Points Possible</b> 25 15 0 <hr/> 25
<b>Notes</b>			

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. 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 all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	<b>Current Ratio: Current Assets divided by Current Liabilities</b>				
Current Ratio	<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:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		Current Ratio is: 2.91	50	50
Notes				10	
				0	50
Measure 1b	<b>Current Ratio: Cash divided by Current Liabilities</b>				
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		Cash Ratio is: 2.36	50	50
Notes				10	
				0	50
Measure 1c	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>				
Unrestricted Days Cash	<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 Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		No. of Days Cash: 125	50	50
Notes				10	
				0	50
Measure 1d	<b>Default</b>				
Default	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No Default Noted	50	50
Notes				0	50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>				
<b>Total Margin and Aggregated</b>			Aggregated 3-Year Totals:		
<b>3-Year Total Margin</b>	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p><b>Does Not Meet:</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>		9.57%	50	50
<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.			30	
				0	50
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>				
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>		Ratio is:		
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.86) to "Does Not Meet Standard" (.94). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		0.86	50	50
				30	
				0	50
Measure 2c	<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>Cash Flow</b>	<p><b>Meets Standard:</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:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>		Multi-Year Cumulative is:		
<b>Notes</b>				50	
				30	
			-\$833,701	0	0
					0

FINANCIAL

Measure 2d	Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	Ratio is: 1.82	50  0	50  <hr/> 50
<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.			



**CONNOR ACADEMY**  
♦♦♦♦  
**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  
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Alan Reed, Chairman  
Tamara Baysinger, Director

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



## School Overview

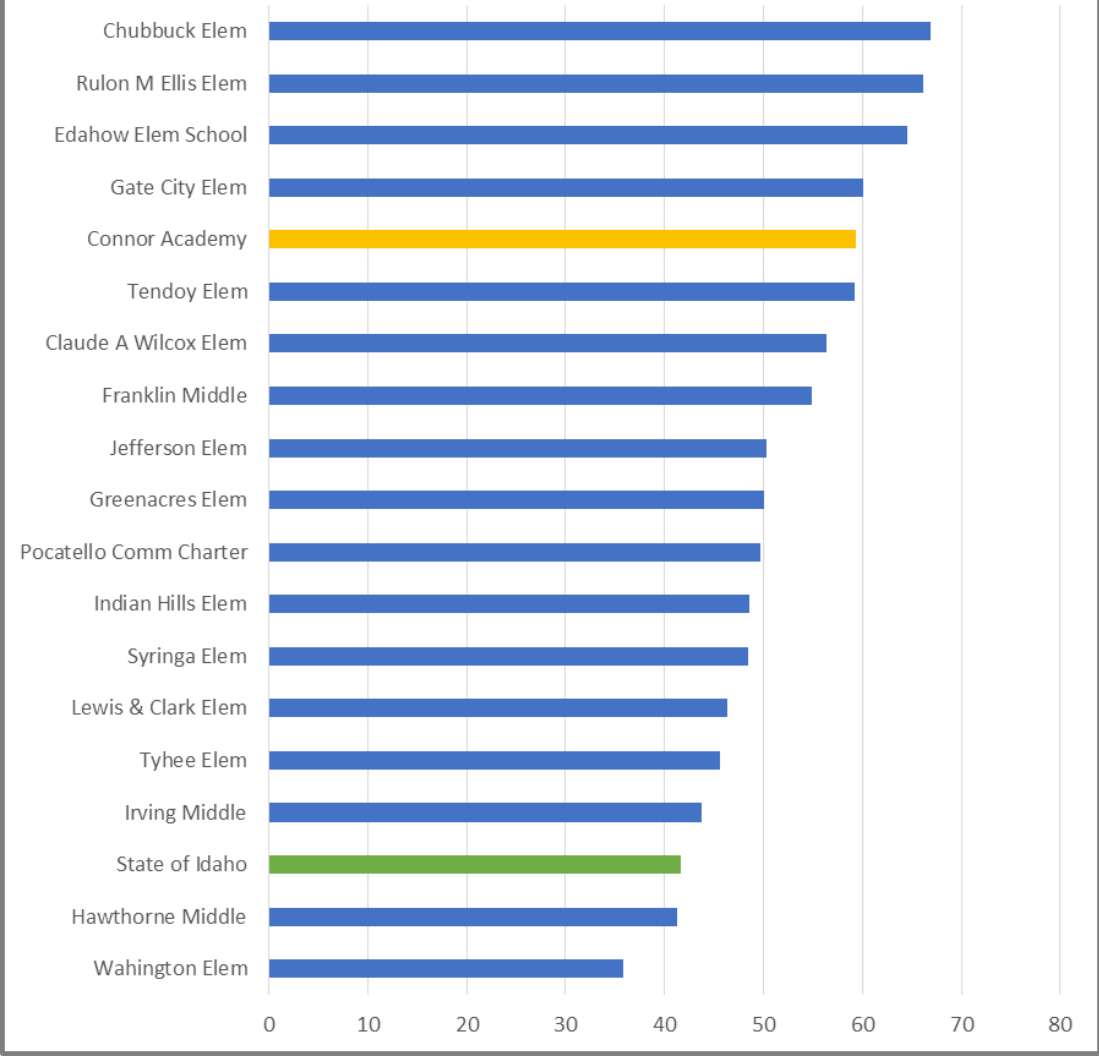
<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.</li> </ul>	
<b>School Contact Information</b>	Address: 240 East Maple Street Pocatello, ID 83201	Phone: 208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School District #25	
<b>Opening Year</b>	2006	
<b>Current Term</b>	December 12, 2013 - June 30, 2019	
<b>Grades Served</b>	K -12	
<b>Enrollment</b>	Approved: 554	Actual: 485

<b>School Leadership (2015-2016)</b>	<b>Role</b>
Mark Stenberg	Chair
Annie Dixon	Vice-Chair
Kent Reynolds	Secretary
Brian Riley	Treasurer
Candee Carter	Member
Amna Rahim	Member
Brett Lee	Member
Joel Lovstedt II	Administrator

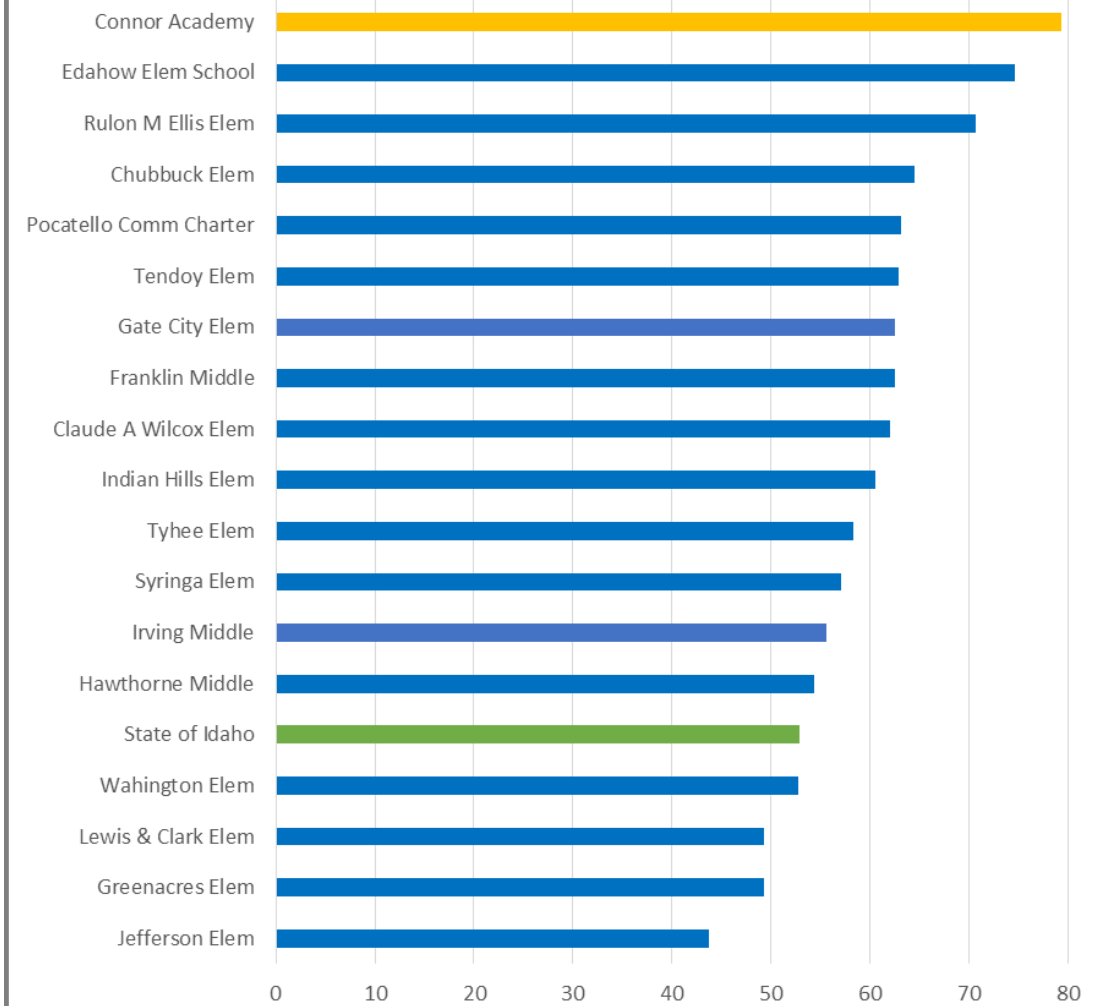
	School	Surrounding District	State
<b>Non-White</b>	8.66%	20.22%	23.84%
<b>Limited English Proficiency</b>	0.00%	1.13%	8.61%
<b>Special Needs</b>	9.28%	9.96%	9.76%
<b>Free &amp; Reduced Lunch</b>	37.32%	50.09%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	59.3%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	79.3%
Percentage of Students Meeting or Exceeding Proficiency In Science	60%
Graduation Rate (4-year cohort data from 2014)	N/A

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



### Pocatello Area Grades K-8 ELA Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Connor Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/19 Date Executed: 12/12/2013

### 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.

THE ACADEMY --- 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	50%	33.48			
	2c	75	50%	48.63			
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			
	4a						
College & Career Readiness	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
<b>Total Academic Points Received</b>				<b>82.10</b>			
<b>% of Possible Academic Points for This School</b>				<b>54.74%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Connor Academy (formerly known as The Academy at Roosevelt Center or The Academy) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>N/A</b>			
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>150</b>					
<b>TOTAL POINTS RECEIVED</b>				<b>82.10</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>54.74%</b>			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	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>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%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>400.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>100.00%</b>

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

THE ACADEMY --- 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	<b>100.00%</b>
<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>88.75%</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>54.74%</b>	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	



THE ACADEMY --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY								
<b>Measure 1a</b> <b>Overall Star Rating</b>	<b>Is the school meeting acceptable standards according to existing state grading or rating systems?</b>	<b>Result (Stars)</b>	<b>Points Possible</b>	<b>Points Earned</b>				
		5	25					
	<b>Exceeds Standard:</b> School received five stars on the Star Rating System	4	20					
	<b>Meets Standard:</b> School received three or four stars on the Star Rating System	3	15					
	<b>Does Not Meet Standard:</b> School received two stars on the Star Rating System	2	0					
	<b>Falls Far Below Standard:</b> School received one star on the Star Rating System	1	0					
<b>Notes</b>				0				
<b>Measure 1b</b> <b>State Designations</b>	<b>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>				
		Reward	25					
	<b>Exceeds Standard:</b> School was identified as a "Reward" school.	None	15					
	<b>Meets Standard:</b> School does not have a designation.	Focus	0					
	<b>Does Not Meet Standard:</b> School was identified as a "Focus" school.	Priority	0					
	<b>Falls Far Below Standard:</b> School was identified as a "Priority" school.							
<b>Notes</b>				0				
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY								
<b>Measure 2a</b> <b>ISAT / SBA % Proficiency</b> <b>Reading</b>	<b>Are students achieving reading proficiency on state examinations?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>	
			57-75	19	90-100	11	0	
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0	
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0	
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.					0		
<b>Notes</b>						0		
<b>Measure 2b</b> <b>ISAT / SBA % Proficiency</b> <b>Math</b>	<b>Are students achieving math proficiency on state examinations?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>	
			57-75	19	90-100	11	0	
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		59.30	20-37	18	41-64	24	33
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.			0-19	19	1-40	40	0
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.					0		
<b>Notes</b>						33		

THE ACADEMY --- 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
		79.30	38-56	19	65-89	25	49
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							49
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0

THE ACADEMY --- ACADEMIC FRAMEWORK

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>	<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
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 Coursework</b>	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	<b>0</b>			
Notes							
<b>Measure 4b1</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	<b>0</b>			
Notes							
<b>Measure 4b2</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	<b>0</b>			
Notes							
<b>Measure 4c</b> <b>Graduation Rate</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		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	<b>0</b>
Notes							

THE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS	
<b>Measure 1</b>	
<b>Exceeds Standard:</b>	
<b>Meets Standard:</b>	
<b>Does Not Meet Standard:</b>	
<b>Falls Far Below Standard:</b>	
<b>Notes</b>	
	<p>Connor Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. Connor Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Connor Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. Connor Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</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>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	25.00
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>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

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

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



		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>	
<hr/>				
<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>	
<hr/>				
<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>			
	<p><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.</p> <p><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.</p> <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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
Notes	<p>The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.</p>			15.00
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<p><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.</p> <p><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.</p> <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 safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	25.00
			15	
			0	
Notes				25.00
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<p><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.</p> <p><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.</p> <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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	25.00
			15	
			0	
Notes				25.00

THE ACADEMY --- 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 all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
Notes	<a href="#">The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code.</a>			0.00

THE ACADEMY --- 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>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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Current Ratio is:</td> </tr> <tr> <td>2.57</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			2.57	50	50.00		10			0				50.00	
Result	Points Possible	Points Earned																			
Current Ratio is:																					
2.57	50	50.00																			
	10																				
	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>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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td>61</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:			61	50	50.00		10			0				50.00	
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
61	50	50.00																			
	10																				
	0																				
		50.00																			
<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>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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td>100.63%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			100.63%	50	50.00		30			0				50.00	
Result	Points Possible	Points Earned																			
Variance is:																					
100.63%	50	50.00																			
	30																				
	0																				
		50.00																			
<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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	50	50.00		0				50.00							
Result	Points Possible	Points Earned																			
No instances of non-compliance documented	50	50.00																			
	0																				
		50.00																			

THE ACADEMY --- 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> <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 no material effect on the standard outcome.</p>	<p><b>Result</b> <b>Points Possible</b> <b>Points Earned</b></p> <p>Aggregated 3-Year Totals:</p> <p>5.53% 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</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> <p><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.</p>	<p><b>Result</b> <b>Points Possible</b> <b>Points Earned</b></p> <p>Ratio is:</p> <p>0.88 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</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> <p><b>Notes</b></p>	<p><b>Result</b> <b>Points Possible</b> <b>Points Earned</b></p> <p>Multi-Year Cumulative is:</p> <p>\$160,316 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</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> <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 no material effect on the standard outcome.</p>	<p><b>Result</b> <b>Points Possible</b> <b>Points Earned</b></p> <p>Ratio is:</p> <p>1.43 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

THE ACADEMY --- LONGITUDINAL RESULTS


ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	20.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	56.46	0.00	0.00		
	2b	75	56.46	37.46	33.48		
	2c	75	50.68	41.41	48.63		
	3a	100	68.33	0.00	0.00		
Growth	3b	100	69.48	0.00	0.00		
	3c	100	59.13	0.00	0.00		
	3d	75	39.48	0.00	0.00		
	3e	75	46.91	0.00	0.00		
	3f	75	52.70	0.00	0.00		
	3g	100	78.47	0.00	0.00		
	College & Career Readiness	4a					
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	613.10	93.86	82.10	0.00	0.00
% of Possible Academic Points for This School			68.12%	53.64%	54.74%	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
Connor Academy (formerly known as The Academy at Roosevelt Center or The Academy) has elected to opt out of Mission-Specific measures for this Performance Certificate							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

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

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

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

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.

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

Alison Consoletti, The Center for Education Reform



**CONNOR ACADEMY**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2014-2015**

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2016



## Introduction

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

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

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

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

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

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

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

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

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

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

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

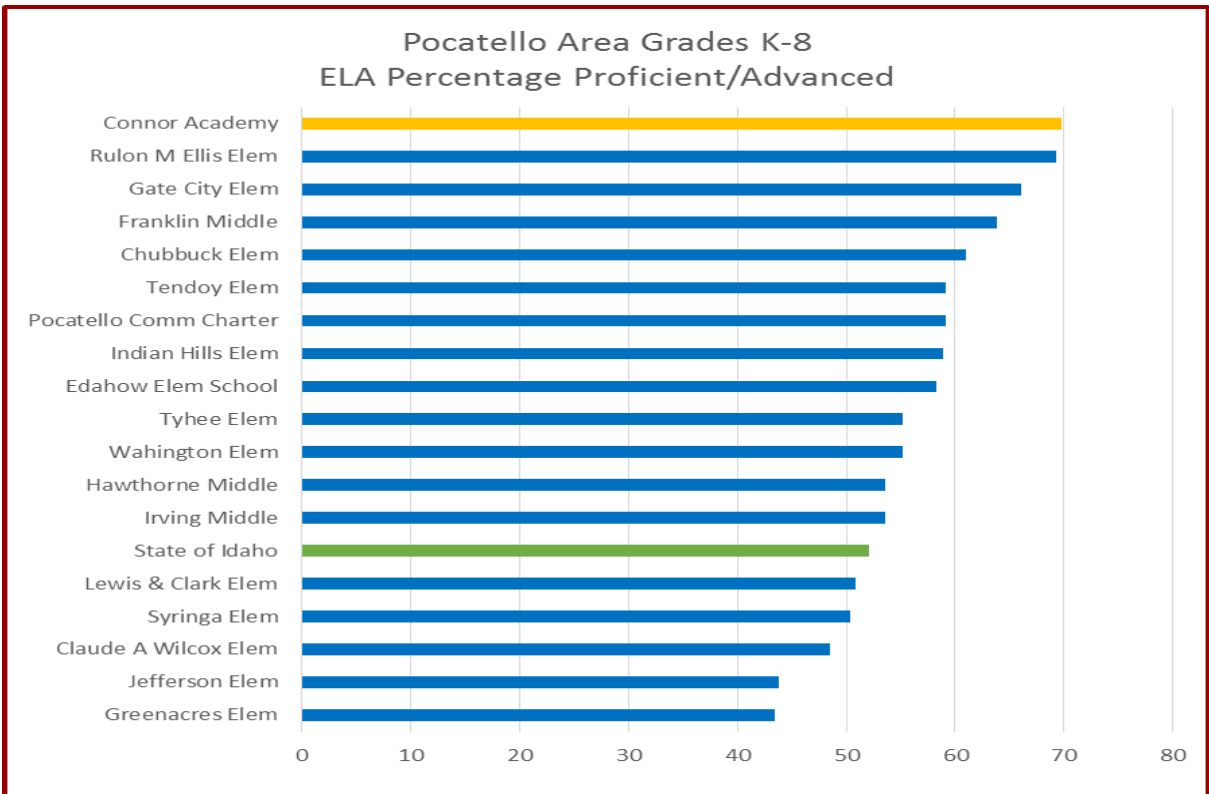
## School Overview

<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.</li> </ul>	
<b>School Contact Information</b>	Address: 240 East Maple Street Pocatello, ID 83201	Phone: 208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School District #25	
<b>Opening Year</b>	2006	
<b>Current Term</b>	December 12, 2013 - June 30, 2019	
<b>Grades Served</b>	K -12	
<b>Enrollment</b>	Approved: 554	Actual: 276

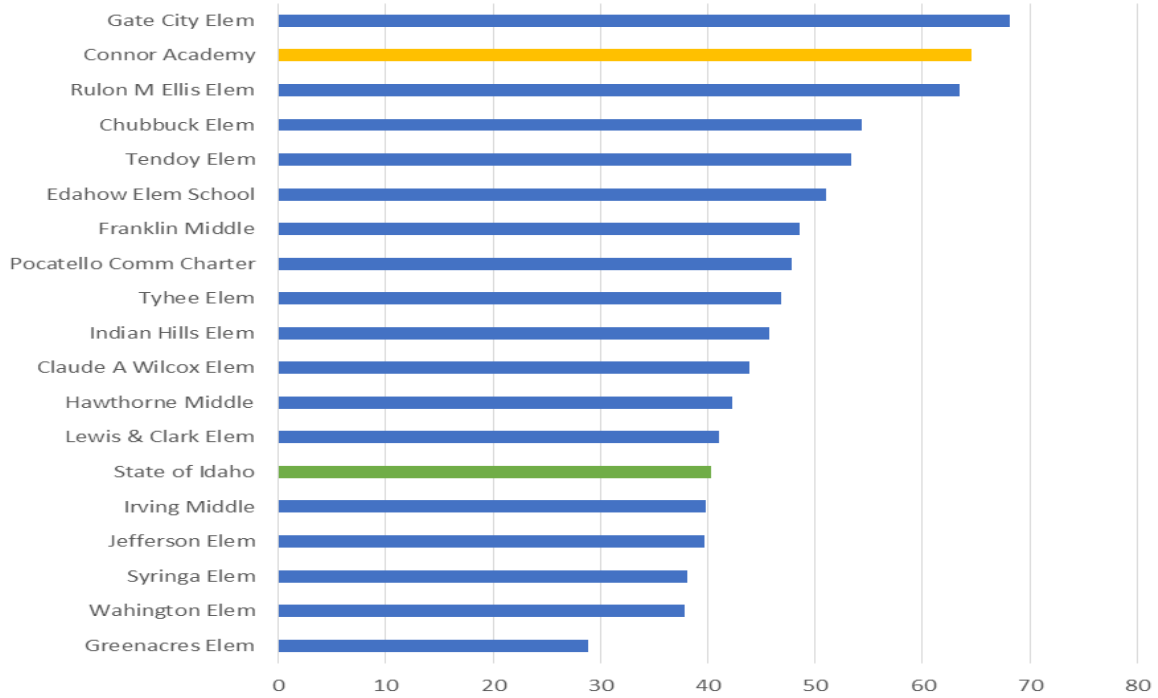
<b>School Leadership (2014-2015)</b>	<b>Role</b>
Mark Stenberg	Chair
Annie Dixon	Vice-Chair
Brian Riley	Treasurer
Kris Phelps	Secretary
Dennis Ketterman	Member
Amna Rahim	Member
Kent Riley	Member
Joel M. Lovstedt II	Administrator

	School	Surrounding District	State
<b>Non-White</b>	9.45%	19.66%	23.59%
<b>Limited English Proficiency</b>	0%	1.09%	8.52%
<b>Special Needs</b>	9.82%	10.84%	10.43%
<b>Free &amp; Reduced Lunch</b>	40.36%	50.61%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	64.60%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	69.80%
Graduation Rate (4-year cohort data from 2014)	N/A



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



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Connor Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/19 Date Executed: 12/12/2013

### 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.

THE ACADEMY --- 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	14%	15.00			
Proficiency	2a	75	0%	0.00			
	2b	75	43%	37.45			
	2c	75	43%	41.41			
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	100%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
<b>Total Academic Points Received</b>				<b>93.86</b>			
<b>% of Possible Academic Points for This School</b>				<b>53.63%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Connor Academy (formerly known as The Academy at Roosevelt Center or The Academy) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>N/A</b>			
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>175</b>					
<b>TOTAL POINTS RECEIVED</b>				<b>93.86</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>53.63%</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%	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%	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>365.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>91.25%</b>

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

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

THE ACADEMY --- 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	<b>91.25%</b>	85% - 100% of points possible	<b>95.00%</b>
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	<b>53.63%</b>	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	



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				15
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <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
		64.60	20-37	18	41-64	24	37
			0-19	19	1-40	40	0
					37		
Notes							

THE ACADEMY --- ACADEMIC FRAMEWORK (2014-2015 data)

		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
		69.80	38-56	19	65-89	25	41
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							41
Notes							
<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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							
<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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							
<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.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							

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

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

THE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS	
<b>Measure 1</b>	
<b>Exceeds Standard:</b>	
<b>Meets Standard:</b>	
<b>Does Not Meet Standard:</b>	
<b>Falls Far Below Standard:</b>	
<b>Notes</b>	
	<p>Connor Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. Connor Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Connor Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. Connor Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</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>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	25.00
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>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. <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. <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.	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. <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. <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.		25	
			15	
		See note	0	0.00
Notes	The school's FY14 independent fiscal audit, due October 15, 2014, was submitted 11/12/14. The school's annual financial update, due February 15, 2015, was submitted 4/13/15. The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. <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.		25	25.00
			0	
Notes				

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



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

THE ACADEMY --- OPERATIONAL FRAMEWORK

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

THE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
<p><b>Measure 1a</b></p> <p><b>Current Ratio</b></p> <p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p><b>Result</b></p> <p>Current Ratio is:</p> <p>8.42</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Earned</b></p> <p>50.00</p> <p>50.00</p>
<p><b>Measure 1b</b></p> <p><b>Unrestricted Days Cash</b></p> <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 Not Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p> <p>Notes</p>	<p><b>Result</b></p> <p>No. of Days Cash:</p> <p>419</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Earned</b></p> <p>50.00</p> <p>50.00</p>
<p><b>Measure 1c</b></p> <p><b>Enrollment Variance</b></p> <p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<p><b>Result</b></p> <p>Variance is:</p> <p>100.78%</p>	<p><b>Points Possible</b></p> <p>50</p> <p>30</p> <p>0</p>	<p><b>Points Earned</b></p> <p>50.00</p> <p>50.00</p>
<p><b>Measure 1d</b></p> <p><b>Default</b></p> <p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<p><b>Result</b></p> <p>No default or delinquency noted in audit</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p>	<p><b>Points Earned</b></p> <p>50.00</p> <p>50.00</p>

THE ACADEMY --- 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>	<p><b>Result</b></p> <p>Aggregated 3-Year Totals:</p> <p>7.94%</p>	<p><b>Points Possible</b></p> <p>50</p>
<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>Points Earned</b></p> <p>50.00</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>	<p><b>Result</b></p> <p>Ratio is:</p> <p>0.9</p>	<p><b>Points Possible</b></p> <p>30</p>
<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 restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>	<p><b>Points Earned</b></p> <p>30.00</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>	<p><b>Result</b></p> <p>Multi-Year Cumulative is:</p> <p>\$1,444,824</p>	<p><b>Points Possible</b></p> <p>50</p>
<p><b>Notes</b></p>	<p><b>Points Earned</b></p> <p>50.00</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>	<p><b>Result</b></p> <p>Ratio is:</p> <p>2.22</p>	<p><b>Points Possible</b></p> <p>50</p>
<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>Points Earned</b></p> <p>50.00</p>	

THE ACADEMY --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	20.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	56.46	0.00			
	2b	75	56.46	37.46			
	2c	75	50.68	41.41			
Growth	3a	100	68.33	0.00			
	3b	100	69.48	0.00			
	3c	100	59.13	0.00			
	3d	75	39.48	0.00			
	3e	75	46.91	0.00			
	3f	75	52.70	0.00			
	3g	100	78.47	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	613.10	93.86	0.00	0.00	0.00
% of Possible Academic Points for This School			68.12%	53.64%	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
Connor Academy (formerly known as The Academy at Roosevelt Center or The Academy) has elected to opt out of Mission-Specific measures for this Performance Certificate							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	25			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	0	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	15	15			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	365.00	365.00	0.00	0.00	0.00
% of Possible Operational Points for This School			91.25%	91.25%	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	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	50			
	2b	50	50	30			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	400.00	380.00	0.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	95.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**THE ACADEMY**  
♦♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2013-2014**

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
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Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed Spring 2015





## Introduction

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

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

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

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

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

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

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

## School Overview

<b>Mission Statement</b>	The mission of The Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.</li> </ul>	
<b>School Contact Information</b>	Address: 240 East Maple Street Pocatello, ID 83201	Phone: 208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School District #25	
<b>Opening Year</b>	2006	
<b>Current Term</b>	December 12, 2013 - June 30, 2019	
<b>Grades Served</b>	K -12	
<b>Enrollment</b>	Approved: 400	Actual: 276

	School	Surrounding District	State
Non-White	12.59%	19.01%	22.56%
Limited English Proficiency	0%	.87%	6.24%
Special Needs	7.19%	10.50%	9.46%
Free & Reduced Lunch	41.01%	51.79%	47.07%

School Leadership	Role
Mark Stenberg	Chair
Brian Riley	Vice-Chair
Dennis Ketterman	Treasurer
Annie Dixon	Secretary
Kris Phelps	Member
Kent Reynolds	Member
Amna Rahim	Member
Joel M. Lovstedt II	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 Academy Inc. Year Opened: 2006 Operating Term: 12/12/13 - 6/30/19 Date Executed: 12/12/2013

### 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.

THE ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	20.00	25	2%	20.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	56.46	75	7%	56.46
	2b	75	8%	56.46	75	7%	56.46
	2c	75	8%	50.68	75	7%	50.68
Growth	3a	100	11%	68.33	100	10%	68.33
	3b	100	11%	69.48	100	10%	69.48
	3c	100	11%	59.13	100	10%	59.13
	3d	75	8%	39.48	75	7%	39.48
	3e	75	8%	46.91	75	7%	46.91
	3f	75	8%	52.70	75	7%	52.70
	3g	100	11%	78.47	100	10%	78.47
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>613.10</b>			<b>613.10</b>
<b>% of Possible Academic Points for This School</b>				<b>68.12%</b>			<b>58.39%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
<p>The Academy at Roosevelt Center (ARC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. The ARC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. The ARC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. The ARC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>							
Total Possible Mission-Specific Points		0	0%		0	0%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>0.00%</b>			<b>0.00%</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>900</b>			<b>1050</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>613.10</b>			<b>613.10</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>68.12%</b>			<b>58.39%</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%	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%	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>365.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>91.25%</b>

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

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

THE ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	<b>91.25%</b>	85% - 100% of points possible	<b>100.00%</b>
<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	<b>68.12%</b>	80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	



INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
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	20			
		3	15				
		2	0				
		1	0	20			
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
		89.60	38.56	19	65-89	25	56
			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
		89.60	38.56	19	65-89	25	56
			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
		82.00	38.56	19	65-89	25	51
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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?  <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
		80.00	51.75	25	70-84	15	68
			26-50	25	50-69	20	0
			0-25	25	1-49	49	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?  <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
		80.69	51.75	25	70-84	15	69
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							

<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>Result (Percentage)</b>	<b>Points Possible</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 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 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 59 0 0	0 59 0 0	0 59 0 59
	<b>Notes</b>							
<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>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</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. <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 45.00 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 39 0 0	0 39 0 0	0 39 0 39
	<b>Notes</b>							
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>	<b>Are students making expected annual academic growth in math compared to their academic peers?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</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. <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 54.00 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 47 0 0	0 47 0 0	0 47 0 47
	<b>Notes</b>							
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</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. <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>nd</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.	57-75 61.00 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 53 0 0	0 53 0 0	0 53 0 53
	<b>Notes</b>							
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>	<b>Is the school increasing subgroup academic performance over time?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>	
	<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.	76-100 73.30 51-75 26-50 0-25	25 25 25 25	70-100 45-69 30-44 1-29	31 25 15 29	78 0 0 0	78 0 0 0	78 78 0 0
	<b>Notes</b>							

THE ACADEMY --- ACADEMIC FRAMEWORK (2012-13 data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a Advanced Opportunity</b>	<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				
<b>Notes</b>						<u>0</u>	
<hr/>							
<b>Measure 4b1 College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>			<b>Points Earned</b>	
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
<b>Notes</b>						<u>0</u>	
<hr/>							
<b>Measure 4b2 College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>			<b>Points Earned</b>	
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
<b>Notes</b>						<u>0</u>	
<hr/>							
<b>Measure 4c Graduation Rate</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		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>							<u>0</u>

THE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

**MISSION-SPECIFIC GOALS**

**Measure 1**

**Exceeds Standard:**

**Meets Standard:**

**Does Not Meet Standard:**

**Falls Far Below Standard:**

**Notes**

The Academy at Roosevelt Center (ARC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. The ARC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. The ARC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. The ARC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		
<p><b>Measure 2a</b> Financial Reporting and Compliance</p> <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <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> <p><b>Notes</b> FY13 fiscal audit (due Nov 15, 2013) was submitted 8/19/14 and FY14 fiscal audit (due Oct 15, 2014) was submitted 11/12/14. FY14 budget submitted late to SDE.</p>	<p><b>Result</b></p> <p>Points Possible</p> <p>Points Earned</p> <p>25</p> <p>15</p> <p>See note</p> <p>0</p> <p>0.00</p> <p>0.00</p>	<p>25</p> <p>15</p> <p>0</p> <p>0.00</p> <p>0.00</p>
<p><b>Measure 2b</b> GAAP</p> <p><b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b></p> <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> <p><b>Notes</b> The FY14 fiscal audit notes incomplete segregation of duties as a significant deficiency. It is acknowledged that complete segregation is difficult for entities of this size, but an effort should be made to mitigate this issue. Additionally, the FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.</p>	<p><b>Result</b></p> <p>Points Possible</p> <p>Points Earned</p> <p>See note</p> <p>25</p> <p>25.00</p> <p>0</p> <p>25.00</p>	<p>25</p> <p>25.00</p> <p>0</p> <p>25.00</p>
GOVERNANCE AND REPORTING		
<p><b>Measure 3a</b> Governance Requirements</p> <p><b>Is the school complying with governance requirements?</b></p> <p><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.</p> <p><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.</p> <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 governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p><b>Notes</b></p>	<p><b>Result</b></p> <p>Points Possible</p> <p>Points Earned</p> <p>No incidents of non-compliance documented</p> <p>25</p> <p>25.00</p> <p>15</p> <p>0</p> <p>25.00</p>	<p>25</p> <p>25.00</p> <p>15</p> <p>0</p> <p>25.00</p>
<p><b>Measure 3b</b> Reporting Requirements</p> <p><b>Is the school complying with reporting requirements?</b></p> <p><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:</p> <p><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.</p> <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 relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p><b>Notes</b></p>	<p><b>Result</b></p> <p>Points Possible</p> <p>Points Earned</p> <p>See note</p> <p>25</p> <p>25.00</p> <p>15</p> <p>0</p> <p>25.00</p>	<p>25</p> <p>25.00</p> <p>15</p> <p>0</p> <p>25.00</p>

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

THE ACADEMY --- OPERATIONAL FRAMEWORK


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	
	<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.	See note	15	15.00
			0	<u>15.00</u>
<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
	<b>Notes</b>		15	
			0	<u>25.00</u>
<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
	<b>Notes</b>		15	
			0	<u>25.00</u>
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>  <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.  <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.		25	25.00
	<b>Notes</b>		0	
				<u>25.00</u>



INDICATOR 1: NEAR-TERM MEASURES			25		
<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>Points Earned</b>			
	<b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Ratio is 3.96    50    50.00			
	<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.	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>Result</b> <b>Points Possible</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>	110 days cash    50    50.00			
	<b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	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>Result</b> <b>Points Possible</b> <b>Points Earned</b>			
	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	99.28% variance    50    50.00			
	<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.	30 0 <u>50.00</u>			
<b>Notes</b>					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>			
	<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit    50    50.00			
	<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 <u>50.00</u>			
<b>Notes</b>					

THE ACADEMY --- FINANCIAL FRAMEWORK

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>	Agg = 2.7% Total = .92%	50	50.00
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	<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.		0	
Notes				50.00
<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	Ratio is .2	50	50.00
	<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0		30	
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0	
Notes				50.00
<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>		0	
	<b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-year and recent years are positive	50	50.00
	<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative		0	
Notes				50.00
<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	See note	50	50.00
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1		0	
	<b>Falls Far Below Standard:</b> Not Applicable			
Notes	The school has only an operating lease for its facility.			50.00



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

Alison Consoletti, The Center for Education Reform

# Connor Academy

Pre-Renewal Site Visit Report

Evaluation Report

**October 26, 2018**

**Public Charter School**

Connor Academy  
10600 Philbin Rd.  
Pocatello, Idaho 83201  
208-232-1477

**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**

Dr. Margaret Chase, Associate Professor, Emeritus, Literacy, Language & Culture Department, Boise State University  
Dr. Suzanne Gregg, Education Consultant, Founding Member and Retired Education Director/Principal, Anser Charter School  
Tiffnee Hurst, Elementary Principal, Special Programs, American Heritage Public Charter School, Idaho Falls, Idaho

**PURPOSE OF EVALUATION**

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Connor Academy Public Charter School will be considered for renewal during the spring of 2019. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high-quality educational experience.

**MISSION AND KEY DESIGN ELEMENTS**

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

Rating: Exceeds

Evidence: Classroom observations, stakeholder interviews, documents review, website

Detail: The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method. During the site visit, it was very apparent all stakeholders understood and implemented the mission of the school. The core curriculum is consistent throughout all grade levels, providing students consistency in content, language, and structure. Students clearly understand expectations within the classroom and school. Key design elements of Connor Academy include: 1) A safe environment for learning developed through a strong character education program emphasizing kindness and respect. During student, administrator, board and parent interviews it was clear Connor Academy lived this key element. Evaluators observed kindness and respect in the classrooms and students carrying out expected routines, procedures and learning opportunities. 2) An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high. All classroom observation showed evidence of a high level of direct instruction showing participation in teacher/student responses. 3) Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators Handbook. During teacher interviews, teachers spoke to the fidelity of the education program. All teachers have been trained in the Harbor Essentials and could speak to the significance of consistency among all stakeholders and the impact on student achievement and character development.

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

Rating: Exceeds

Evidence: Classroom observations, documents review, stakeholder interviews

Detail: Consistency is evident across all grade levels, from the way math concept boards are used, to call-and-response protocols, to the manner in which students conduct themselves in the classrooms and hallways. Evaluators did not observe higher level thinking opportunities for students, but rather a skills and knowledge based program; although the instructional practices are tightly aligned to the charter.

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

Rating: Exceeds

Evidence: Classroom observations, teacher interviews, school documents

Details: Emphasis is placed on precision and correctness. Various curricular materials support a formulaic approach to learning (e.g. Shurley Method and Spalding for ELA and Saxon Math). Students learn a multitude of rhymes, jingles, and chants that serve as mnemonics for remembering specific bits of information and to stay focused on the task at hand.

**PROGRAM DELIVERY: CURRICULUM**

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: The curricular resources and materials used by teachers support the school's mission. School stakeholders pride themselves on regularly working one year ahead of each grade level and "teaching to the top" while bringing others up. With the strategic allocation of teacher assistants' time, students who are not "caught up" can use recess and lunch breaks to complete assignments.

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

Rating: Meets

Evidence: Classroom observations, student and teacher interviews

Detail: Precise language is used (e.g. subtrahend & minuend in a 3rd grade math class and pinophyta and abiotic in a 5th grade science class). Spiral curriculum in math (Saxon) allows for presentation and practice with specific skills over an extended period of time. Khan Academy resources are used for supplementary online math practice. Shurley Method and Spalding are used for K-6 ELA instruction. There are consistent expectations in quality, timeliness, and appearance of student work.

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

Rating: Meets

Evidence: Principal and teacher interviews

Detail: Curricular changes and adjustments may occur based on analysis of formal, normative assessment results, and teacher/administrative input. This year, based on assessment results, writing is a focus for grades 4-8.



**PROGRAM DELIVERY: INSTRUCTION**

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

Rating: Exceeds

Evidence: Teacher and Principal interviews

Detail: Teacher retention is impressively high and has been sustained over the years the school has been in existence. Three-day trainings in August, regular professional development time to discuss the school's charter, Harbor essentials, and techniques related to a direct instruction model help maintain consistency in the culture and instruction. All new teachers are paired with an experienced teacher for a two-year period. The principal uses professional development resources from The Master Teacher website to share with teachers. There is an expectation that some of these resources be discussed during collaborative meeting times. Teachers made the following comments related to the consistency of expectations: "Entire staff is trained the same, so there is consistency for students from year to year" and, "We all have the same expectations for excellence."

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

Rating: Approaches

Evidence: Classroom observations, teacher interviews

Detail: Connor Academy's foundational pedagogy is based upon direct instruction, so the majority of the talk is done by the teachers. Student talk is in the form of choral call-and-response and/or one student answering a teacher's question. Students work toward mastery of skills and knowledge. Students are consistently on task in expected classroom work and activities; however, the evaluation team questioned how effective these opportunities are for higher level student engagement and thinking.

**Does the school have leadership sustainability?**

Rating: Meets

Evidence: School Handbook, stakeholder interviews

Detail: The board and teaching staff stated they are very pleased with the principal's performance. While it is not clear that there is a succession plan in place, leadership at the board and staff levels, as well as the stability of the school, make it clear that the school would move forward in a positive, structured way in the event the current administrative personnel were to change for any reason.

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

Rating: Meets

Evidence: Teacher and Principal Interviews

Detail: Three-day trainings in August, regular professional development time to discuss the school's charter, Harbor essentials, and techniques related to a direct instruction model help maintain consistency in the culture and instruction. All new teachers are paired with an experienced teacher for a two-year period. The principal uses professional development resources from The Master Teacher website to share with his teachers. Based on ISAT scores, teachers in grades 4-8 determined that more attention on developing students' writing skills was needed, so that is their chosen focus for the next 1-2 years. One teacher with some expertise in the area of writing development has been leading and guiding their professional learning community in this endeavor.

**PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

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

Rating: Meets

Evidence: Staff/Teacher interviews, demonstration of an on-line literacy program at grade 3, classroom observations

Detail: Connor Academy students take all required Idaho assessments (IRA, ISAT) and benchmark assessments three times per year. Regular tests are administered across all content areas to determine if students have learned the factual material presented to them through the concept board lessons. Teachers collect both formative and summative data in the classroom.

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

Rating: Exceeds

Evidence: Stakeholder interviews, classroom and school observations

Detail: Kindness and respect are the two qualities that are consistently used as the barometers for all actions and behaviors. Taking responsibility for actions is stressed and *Love and Logic* strategies are utilized.

**ACCESS AND EQUITY**

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

Rating: Meets

Evidence: Title One and Special Education Director interviews

Detail: The school is a Title One school, which provides targeted assistance for K-3 students in reading. The Title One teacher, with one full-time assistant, works with the 5 most struggling students in each classroom utilizing a pull-out program. The Title One teacher communicates regularly with general education teachers. When the general education teacher recognizes a need, a problem-solving meeting is held that includes the Title One teacher, the special education teacher, the general education teacher and the principal. A classroom Tier 1, 2 or 3 intervention is discussed, and the student is progress monitored weekly over 6 data points. The Problem-Solving Team meets again after the 6 data points have been collected in order to determine next steps. Istation is used to monitor reading progress. The Title One teacher and Principal share responsibility for all Federal Programs. The Title One teacher is also in charge of an after-school intervention reading program.

The special education director shared that students spend 50%, or more, of their time in the general education classrooms. A parent interviewed confirmed this when speaking about her special need’s child. Special education teachers meet on a regular basis with general education teachers. The school's philosophy is to teach to the highest academic level in the classroom, then provide supports and modifications through differentiation techniques for other students. The special education director stated they are in compliance with all state laws and regulations. The state has identified the school at a Level 2 in Results Driven Accountability (RDA) because the school “did not have any 4<sup>th</sup> or 8<sup>th</sup> grade (special education) students show growth on the ISAT”. Because teachers teach to the highest level, Gifted and Talented student needs are met in the general education classroom. The Special Education Director also has responsibility for students who are on 504 Plans.

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

Rating: Meets

Evidence: Charter school demographic information from another school in close proximity

Detail: According to another charter school in close proximity to Connor Academy, the following demographics were noted: 1) Non-white students - Connor Academy: 9%, Other Charter: 16%; SD: 16%, 2) Special Needs: Connor Academy: 9%, Other Charter: 16%, SD: 11%, 3) Free & Reduced Lunch: Connor Academy: 40%, Other Charter: 46%, SD: 50%.

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

Rating: Exceeds

Evidence: Attrition/Retention document

Detail: Connor Academy has been able to retain student enrollment and according to the Retention/Attrition form have 360 students on their waiting list. They have also increased enrollment by 8 students and in the previous year enrolled 13 new students as 13 students withdrew in the same year.

**ORGANIZATIONAL CAPACITY**

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

Rating: Exceeds

Evidence: Harbor Essentials for Educators and Parents, stakeholder interviews

Detail: The Harbor Essentials for both Educators and Parents is an indication of a well-functioning structure, a professional working climate and a safe environment for all. Various staff stated they worked in a positive and collaborative environment and have input into many decisions. This school year, one of the teachers is providing professional development in the area of writing for her 4th-6th grade colleagues. Students and parents stated there was no bullying in the school. Parents stated how they were able to communicate with administration and staff in an effective manner.

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: The administrator meets monthly at board meetings to report and communicate with all board members regarding the school. The board also provides opportunities for feedback through parent surveys and a public comment period during board meetings for patrons to sign in and talk to the board for up to three minutes. During the interviews, it was acknowledged there are “two-way communication mechanisms” between parents and the school including classroom newsletters, emails, phone calls, and a website. During the board interview, the board members were able to discuss the appropriate lines of communication the stakeholders take when there are comments, suggestions, or concerns.

**Does the school have procedures in place to facilitate parental involvement and understanding of student learning?**

Rating: Meets

Evidence: School Handbook, stakeholder interviews

Detail: Parents are asked to participate in 30 hours of volunteer work per year, which involves many flexible options for participation. Teachers communicate regularly through emails, classroom newsletters, and a school Facebook page. The school principal communicates through a monthly email to all parents. The school has an open-door policy for all parents who are encouraged to come to the school often, even if to just have lunch with their child.

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

Rating: Exceeds

Evidence: School/classroom observation

Detail: Connor Academy has a new facility that is located on seven acres. The classrooms are well sized and allow plenty of room for academic activities. The classrooms are equipped with projectors and have large windows that allow natural lighting in the classrooms. Technology is available for student and teacher use. The facility also houses a large gymnasium that provides opportunities for students to participate in physical activities. Connor Academy has a playground area with a playground structure, basketball hoops, and plenty of open space for students to be able to engage in physical activity during academic breaks.

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

Rating: Exceeds

Evidence: Facility observation, staff interviews

Detail: Connor Academy has worked hard to ensure students' safety by providing the students and staff with a new, well maintained facility. The facility has been equipped with a foyer area where visitors are greeted, magnetic doors that can be locked remotely, video cameras that can store up to two weeks of footage, and bullet proof film on the windows. The school is working, in conjunction with the Chubbuck Police Department, to ensure the safety of their students. All visitors are required to wear a badge and the scanning system will do a quick background check on all who enter the school. The school also has an elevator that is accessible for anyone who may need to use an alternate means to go between floors. Evaluators were asked to sign in and were given a visitor's lanyard to wear during the site visit. Although evaluators did not view documentation on safety inspections or fire and lockdown drills, it was stated during our debriefing session that the school is in compliance.

**GOVERNANCE**

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

Rating: Meets

Evidence: Board and principal interviews, board minutes

Detail: The board's agenda and minutes are posted on their website. The board has assigned different roles to each board member. Board members understand their roles and responsibilities. The board refers to themselves as a "working board" that provides appropriate oversight of the school and facilitates. The board is achieving its goals by putting their individual skills to work. The board receives training on a regular basis.

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

Rating: Meets

Evidence: School documents

Detail: According to board minutes, the board does have policies in place that establish the standards for overall management and governance of the school. According to the minutes, the Board reviews and updates the policies regularly. The school also has a Parent and Student Handbook as well as Harbor Essentials for both staff and parents.

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

Rating: Meets

Evidence: Principal and board interviews

Detail: Board members discussed how they consider themselves a "working board." They used this term because they are a governing board who works hard to protect the administrator's roles; but will also use their skills to help the school achieve all its goals. The majority of the board comes from the parent community. The board does have one non-voting member who is an administrator at another charter school in the area. At this time, the Board Chair meets with the school principal for his evaluation after input from all board members.

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

Rating: Meets

Evidence: Board and principal interview, school documents

Detail: Connor Academy has developed a Continuous Improvement Plan that contains financial, facilities, safety and security, employee and staff development, communication, student achievement, technology, school culture, and handbook development goals. The CIP plan is accessible through the Connor Academy website. In the area of student achievement, the CIP plan does contain data in the academic areas over the past three years.

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

This indicator was not rated and does not represent an area of concern. However, the board members appeared aware of students’ academic data. The CIP plan contains three years of data in the area of reading, English Language Arts, and Mathematics. The administrators, teachers, and board were all aware of the school's focus this year on writing.

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

Rating: Meets

Evidence: Interview with Business Manager, board members

Detail: The board stated they receive training in school operations. The board monitors the school's growth and facility needs. Since the school opened, the school has moved into a new facility that better fits their needs. The board has recently refinanced their loan on the current building. The board also evaluates the administrator on an annual basis. The Board Chair, after consulting with the board, meets with the administrator to go over his evaluation. The board determines 7 to 8 goals for the administrator to focus for the year. Members of the board stated they are always willing to help the administrator reach his goals. If goals are met, the administrator is rewarded with an end of year bonus.

**GOVERNANCE: FINANCIAL**

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

Rating: Meets

Evidence: Board, Business Manager and Bluum interviews

Detail: Connor Academy has contracted with Bluum to oversee their financial records and processes. The school has a business manager who helps oversee the HR records and processes. The administrator works closely with the business manager and Bluum to ensure all financial processes are accurate. The board has adopted fiscal policies that align to EDGAR standards. Two current board members have financial backgrounds. One of the current board members was able to help the school research and drive the process for refinancing their building. Board members were able to articulate the financial position of the school and was able to describe the process used monthly to review the school's financial position.

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

Rating: Meets

Evidence: Board, Business Manager and Bluum interviews

Detail: Connor Academy has a set of comprehensive, written fiscal policies and procedures that meet the EDGAR standards. The administration, business manager, and Bluum work closely to ensure all transactions are completed in accordance with the law. There are checks and balances in place to ensure proper handling of all financial decisions. Every month, the Board is apprised of the financial decisions through detailed 2M and other worksheets provided by Bluum.

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

Rating: Exceeds

Evidence: Board, Business Manager and Bluum interviews, budget summaries

Detail: Connor Academy has sufficient cash on hand (170 days). Board members stated their school is established, and their finances are stable and not dependent on variable income from fundraising.

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

Rating: Exceeds

Evidence: Business Manager and board Interviews, Attrition/Retention records

Detail: Connor Academy has met enrollment projections and has full classes for all grade levels K-8. The school also has an extensive waitlist of 366 students. The school has built a budget based off of realistic expectations for future enrollment.

**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: Exceeds

Evidence: Board and Business Manager interviews, budget summaries

Detail: Connor Academy has hired Marc Carignan, Bluum CFO to help oversee fiscal operations and develop a long-range financial plan. The school has developed a five-year financial projection and has outlined clear budgetary objectives. Board members and the school leader contribute to the budget process as appropriate. Bluum prepares a monthly report presented to the Board showing financial conditions, including a 2M report. The Board asks questions regarding the finances and keeps a close eye on the percentage that has been spent in each category compared to how far along it is into the fiscal year. The Board will meet close to the end of the fiscal year and adjust the budget when and where appropriate. The Board recently completed looking at the school's long-range fiscal plan when they refinanced their building this year.



## Idaho PCSC Pre-Renewal Site Visit Rubric

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

### Mission, Key Design Elements & School Culture

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

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

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

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

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

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

**Program Delivery: Curriculum**

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

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

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

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

PCSC Site Visit Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				

**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:

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

<p>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.</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 student engagement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding student engagement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.</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 school's 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 demonstrate an adequate demographic representation of the surrounding district(s)?</b>				
Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				
<b>Does the school have a strong, steady retention rate for students?</b>				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

**Organizational Capacity**

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

<p>Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for 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. The school has a clear process to act upon parental feedback to drive school improvement. 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 and understanding of student learning?**

<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.</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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PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

**Governance**

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

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

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

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

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

<p>Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has clear policies and procedures 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 receives training in K-12 oversight and actively seeks expertise when needed. 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 expectations 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 receives training in school operations and actively seeks expertise when needed. 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.

PCSC Site Visit Evaluation Rubric

Notes:

**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 budget reports and audits. All members actively participate in strategic planning and foundational development as appropriate and 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 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and The Academy Inc., also referred to as The Academy at Roosevelt Center or ARC (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 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

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

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. 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 **December 12, 2013**, and shall continue through **June 30, 2019**, 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 mission of The Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.
- B. **Grades Served.** The School may serve students in grade Kindergarten through grade 12<sup>th</sup> grade.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- A safe environment for learning developed through a strong character education



program emphasizing kindness and respect.

- An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.
- Instructional fidelity aligned with principles set forth in the *Harbor Essentials for Educators* handbook.

**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 554 students. For kindergarten through 8<sup>th</sup> grade, each grade may contain up to two classes per grade level. There shall be no more than 30 students per class in kindergarten and 1<sup>st</sup> grade and no more than 35 students per class in 2<sup>nd</sup> through 8<sup>th</sup> grade. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Grade	Cap
K	48

1	56
2	60
3	60
4	66
5	66
6	66
7	66
8	66

Per-grade enrollment caps for high school will be determined mutually between the school and the authorizer prior to the first enrollment lottery that includes high school grades.

- 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.** 240 East Maple Street, Pocatello, Idaho. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. **Attendance Area.** The School’s primary attendance area is as follows: The primary attendance area is conterminous with Pocatello/Chubbuck School District #25.
- 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 **December 12, 2013**.



\_\_\_\_\_  
**Chairman, Idaho Public Charter School Commission**



\_\_\_\_\_  
**Chairman, The Academy Inc. School Board**

IN WITNESS WHEREOF, the Authorizer and Connor Academy have executed this Amendment to their Performance Certificate to modify the performance framework as adopted by the Public Charter School Commission on May 4, 2017. This Amendment to Connor Academy's Performance Certificate is effective as of November 7, 2017.



Alan Reed  
Chairman, Idaho Public Charter School Commission



Annie Dixon  
Chairman of the Board, Connor Academy

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

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

School: Academy at Roosevelt Center

Date: December 12, 2013

No conditions of authorization or renewal are applicable.



**Appendix B: Charter**

# Charter

for

The Academy at Roosevelt Center

240 East Maple Street, Pocatello, Idaho, 83201



Originally Approved: November, 2007  
By the Idaho State Charter School Commission

***Amendment Approved: 3/4/2010***

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## School Statements

*At their best, charter schools create innovative models of public education. The charter is innovative in the choice of curriculum, teaching method, approach to daily instruction, vision for the children's overall environment, and in methods of empowering parents to support their child's daily progress. District and school vision and mission statements serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. These guiding principles were collaboratively develop and are reviewed regularly. Vision, mission and policies are aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.*

## Vision

The vision of The Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

All students share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. The goal of the Academy is that students will become competent, confident, productive, and responsible citizens who possess the habits, skills, and attitudes to succeed in life and to be prepared for post-secondary education and satisfying employment. We envision students capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

## Mission Statement

The mission of The Academy at Roosevelt Center is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

## Philosophy

The philosophy of the Academy is grounded in the belief that *when there is a low threat and content is highly challenging, accelerated learning takes place*. Every child has the right to come to school without fear of taunting, teasing, bullying or violence. Parents have the right to expect a safe, kind school learning environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents, and teachers will experience peace of mind in The Academy setting.

## The Academy High School Model Grades 9-12

Current educational research indicates that higher levels of student learning are most likely to occur when the following are in place:

1. *A Clear Focus & Vision*
2. *Challenging Curriculum, Instruction, and Assessment Aligned to Harbor Methodology and Idaho Teaching Standards*
3. *High Expectations for Students and Staff*
4. *A Safe Environment Focused on Learning and Strong Character Development*
5. *Strong Instructional and Overall Leadership*
6. *\*High Quality Focused, Relevant, and Ongoing Professional Development*
7. *\*A Collaborative Spirit and Research Driven Collaborative Structures for Student Achievement AND Harbor Character Development*
8. *\*Meaningful Parent Involvement*
9. *\*Continuous Review and Improvement*

This amended charter for the Academy at Roosevelt school (k-12) will be written and organized to address and incorporate each of these items, and will be aligned to the following **Idaho Educational Thoroughness Standards**:

- a. *A safe environment conducive to learning is provided*
- b. *Educators are empowered to maintain classroom discipline*
- c. *The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.*
- d. *The skills necessary to communicate effectively are taught.*
- e. *A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.*
- f. *The skills necessary for the students to enter the work force are taught*
- g. *The students are introduced to current technology*
- h. *The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.*

This will be followed by those policies and procedures necessary to operate a public charter school within state and federal laws and regulations.

## Academic Programs & Partnerships

### Student Body

The target enrollment for The Academy is **400 Kindergarten - 12<sup>th</sup> grade** students. Approximately 50% of the students (200) will be in K-8 for an average class size of 22. The remaining 200 will be in grades 9-12, for 50 students/grade level. At the high school level, not all students will be in the same class at the same time (e.g. Algebra, Biology, Language Arts, etc.), so the actual average class size will be approximately 25.

### Pre-Kindergarten:

The Academy will implement a prekindergarten program focused on training head-start age students in the Harbor Methodology as much as age and attention will allow. Further, Harbor methodology will be blended with a Pre-kinder curriculum.

### Idaho Education Network:

The Academy High School will become a cohort with the Idaho Education Network sponsored and supervised by the Idaho State Department of Education.

### Intermountain Center for Education Effectiveness:

The Academy High School will become a cohort with the ICEE to offer professional development training in latest research based practices.

### Idaho State University

Students will be provided with concurrent/dual enrollment classes offered by Idaho State University.

# 1. A Clear Focus & Vision

## K-8

The vision of the Academy primary school is students, by being exposed to a successful spiraling curriculum, direct instruction, and the “teach to the high” philosophy, will become competent, confident, productive, and responsible young citizens who possess the habits, skills, and attitudes to succeed in life. Further, these scaffolds prepare our students for their secondary and post-secondary education, and satisfying employment. We envision students capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

## 9-12

The vision of the Academy High School will be to offer rigorous, challenging, and relevant core classes which will prepare every student for college readiness. Our resolve is to provide a high school education that will position our graduates as leaders and ahead of their peers entering initially into college. Regardless of their track of study in our high school, students will leave fully prepared for post-secondary education. Thoroughness Standards with their “goals” and “objectives,” to be civic leaders, contributing citizens, and critical thinkers, depends on students’ abilities to communicate effectively in speech and in writing, to apply (Language Arts, Mathematics, Science, etc.) to critical thinking and problem solving, and to internalize and demonstrate the value of family, community, and country. Recognizing the development of skills in these core academic areas as essential to our mission and vision for our school, classes in these subject areas (to be determined) must be taught at The Academy High School.





## 2. Challenging Curriculum, Instruction, and Assessments

### *Aligned to Harbor Methodology and Idaho Educational Thoroughness Standards (Standards D, E, F, G)*

#### Curriculum

The Academy at Roosevelt Center operates using the Harbor Method of instruction and curriculum. The curriculum is aligned with the Idaho State Achievement Standards for grades K-12. The academic objective of The Academy is to provide a complete educational foundation based on proven methods of instruction, using rich, challenging content. In addition to incorporating current Harbor Method principles into the High School experience, each High School (9-12) grade will have a theme and a focus (e.g. writing for understanding, inquiry & exploration, collaboration, and reading for knowledge). Threads of critical thinking, (employing not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and fairness) will be woven throughout the curriculum.

The Academy High School will participate in all testing required by the State Board of education and will meet the requirements of the NCLB Act to ensure that all students are taught by highly qualified teachers (Title 33, Chapter 52, 33-5205 and 33-5210) and that students meet relevant proficiency standards.

The Academy High School's graduation requirements will be aligned with the graduation requirements of Pocatello/Chubbuck School District #25 and will meet or exceed the minimum expectations set forth by the Idaho State Board of Education and 4-year university entrance requirements. Students at the Academy High School will prepare for post-secondary work experiences through job shadowing, internships, and apprenticeships within the local business community of Pocatello and neighboring communities. Students will also be required to do **40** hours of **civic leadership** through service learning, citizenship projects, and volunteerism within the community.

#### *Dual Enrollment --ref. Idaho Code 33-5205 (3)*

Students enrolled in the school shall be allowed to participate in dual enrollment with traditional schools as required by Idaho code 33-203. Dual enrollment options will be subject to district requirements as allowed in Idaho code 33-203.

The K-8 Curriculum is presented in a "spiraling fashion" so that students are exposed to key concepts multiple times throughout the school year. The expectation of students is mastery of both knowledge and skills. The K-8 curriculum is a comprehensive program that includes both traditional academic subjects taught in innovative ways, and additional curriculum areas that make The Academy even more unique. They are:

**Mathematics:** through daily practice, review, and application, the curriculum builds a solid early foundation in both facts and concepts. Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, there are concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students develop a high degree of mathematical literacy and qualitative proficiency, while viewing math as a tool for reasoning and problem solving in purposeful ways.



**Language Arts** The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature-based. Comprehension skills and vocabulary development are integrated within the literature program. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience (Harbor). Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository, and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.



**Social Studies & Community Service:** This curriculum includes instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.



**American History:** The purpose of this curriculum is to instill in our students a love and appreciation of history, particularly the history of America and its Constitution. Our students will be distinguished as historians in general and students of American history in particular. They will study the original founding documents, and the lives and writings of the Founders. They will understand their role and responsibilities as citizens of the United States.



**Science & Health:** The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand the facts and concepts and is in line with the Idaho State Standards.



**Music:** Studies have shown that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. Therefore, we will create a piano music lab within the first two years of The Academy's opening. In addition, The music curriculum for older students will focus on the development of fundamental musical skills, while also exposing students to local musical heritage and culture.



**Physical Education:** A flexible physical education program is designed to ensure that students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives. P.E. students are expected to participate in physical activities (as far as health will allow) that will teach them good sportsmanship, team play, and individual achievement. Physical education also includes diet and nutrition education.



**Foreign Language:** The study of a foreign language is an integral and distinguishing aspect of the Academy curriculum. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Concepts of foreign language are introduced in Kindergarten, with emphasis on the intermediate level learners (ages 9-13) with a gradual expansion in subsequent years, allowing students at the high school level to regulate their own foreign language acquisition. Spanish is the primary second language target.

## Harbor Method Instruction

Teachers are engaged in direct instruction throughout the day as well as other effective teaching techniques based on current educational research. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at The Academy using direct instruction with a built in monitoring approach, will keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers.

Teachers are engaged in the process of direct instruction throughout the day using a variety of proven teaching techniques. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at The Academy using direct instruction with a built in monitoring approach, can keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers.

## Assessment

Research demonstrates that student achievement increases when the school's goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. Curriculum, instruction, assessment, scheduling and professional development are designed and continually reviewed and improved based on available data. This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school's continual improvement plan.

Students will participate in a variety of formative and summative assessments to comply with state and federal requirements and to collect information about student progress toward educational goals. Assessments will range from small-scale assessments used in the classroom by teachers to obtain day-to-day information about student progress, through medium-scale assessments used to evaluate program effectiveness. Teachers and staff will actively seek out research based assessment tools that will improve their ability to analyze student progress and teaching effectiveness.



## Educational Thoroughness Standards

The Academy at Roosevelt Center will fulfill the thoroughness standards identified in Section 33-1612, Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

### Standard a. A safe environment conducive to learning is provided.

*Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.*

Objectives: The Academy will:

- Follow the general philosophy of the Harbor School Method.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parent's rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and hold inspections as required to ensure the safety of students and staff.
- Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

### Standard b. Educators are empowered to maintain classroom discipline.

*Goal: Create a positive teaching and learning environment with a emphasis on high expectation of behavior and performance.*

Objectives: The Academy will:

- Follow the general philosophy of the Harbor School method
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting
- Teach appropriate behaviors and foster responsible decision-making skills
- Establish and maintain consistent rules aligned throughout the school

## **Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.**

*Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.*

Objectives: The Academy will

- Follow the general philosophy of the Harbor School Method.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

## **Standard d The Skills necessary to communicate effectively are taught.**

*Goal: Teach students a range of effective communication skills appropriate for the 21<sup>st</sup> century.*

Objectives: The Academy will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

## **Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.**

*Goal: Develop an educated citizenry for the 21<sup>st</sup> century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.*

Objectives: The Academy will:



- Use the Idaho State Department of Education’s Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to, such examples as: Spalding’s method as detailed in Writing Road to Reading (language arts); The Shurley method (grammar) Teaching of math through direct instruction, math manipulatives, timed tests, and Saxon Math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personal Learning Goal for each student considering the student’s strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

## **Standard f. The skills necessary to enter the workforce are taught.**

*Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.*

Objectives: The Academy will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, responsible time management; assuming a fair share of the work load; and working cooperatively with others.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

- In grades 7 and 8, further enhance the ability of students to assess needs, prioritize in decision-making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum.
- Plan for further growth in career guidance and development as we expand into the high school grades.

### **Standard g. The students are introduced to current technology.**

*Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.*

Objectives: The Academy will:

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

### **Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.**

*Goal: Provide students with skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21<sup>st</sup> century.*

Objectives: The Academy will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

The Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.



### 3. High Expectations for Students, Highly-qualified & Effective Staff (Standards e, f)

Highly qualified teaching professionals implement these learning programs. All students share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. The goal of the Academy is that through an accelerated curriculum and a safe environment, our students will become competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for post-secondary education and satisfying employment. We hope that our students will be capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

To ensure that teacher applicants are highly qualified, The Academy uses a variety of evaluation factors, including years of classroom teaching experience, area(s) of endorsement, charter school experience, former employment referral, and other skills and experiences. Together these factors indicate potential success in working effectively in the unique charter school setting of the Academy.

All staff will be subject to background checks as required by state law and District policy. In addition the following qualifications are set for certified staff:

**Administration** – The first requirement for employment consideration as Administrator will be possession of a valid Idaho Administrator Certificate or the equivalent. Administrators must be highly principled, experienced educators with the following characteristics:

- significant experience developing and managing budgets
- experience writing and implementing curriculum, technology, and training/professional development
- a record of leadership and sound management
- a passion for helping students attain high standards
- strong interpersonal skills and experience in team building
- an understanding of the diversity and unique character of the school's community
- consistent and exceptional professional evaluations
- outstanding references from peers, former colleagues, parents, and members of the school community
- commitment and passion for student achievement, parent involvement, and innovation in education
- strong academic credentials, interpersonal skills, and work ethic
- strong positive professional references
- experience in special education and related issues

The administration reports to the Board of Directors and will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high

student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among The Academy at Roosevelt Center, the parents, and the community.

**Teacher Responsibilities:** The teaching staff must be drawn from people with the following qualities:

- All required teacher certification, unless waived by the board of the Academy. Waiver will only be considered temporary.
- “Highly Qualified” under NCLB
- Three to five years of classroom experience (preferred)
- Master of Arts in reading/math/technology (preferred)
- Technology certified (preferred)
- High grade point averages from high school and college
- Experience mentoring peers
- Experience in staff professional development
- Proficiency in standard technology applications (MS Office, Outlook, etc.)
- Consistently exceptional professional evaluation
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- Outstanding references from peers, former students, and parents.



Certified teachers, who have left the workforce but seek part-time employment, will be encouraged to apply. Local dancers, artists, actors, computer experts, and other consultants with special skills may be asked to participate as guests of the school in special instruction, events, outings or assemblies. The guests will be supervised by a member of the teaching staff that possesses a valid Idaho Teaching Certificate.

### **Responsibilities of the Board Clerk:**

- Working knowledge of the internet and other information technology services
- Working knowledge of commonly used software applications including, Microsoft Outlook, Word, PowerPoint, Excel, and other database management software
- Experience with school reporting tools and responsibilities
- Experience with not-for-profit human resource issues and practices
- Understanding of confidentiality of student records
- Experience with accounts payable and receivable
- Excellent organizational skills
- The ability to work on multiple tasks under time constraints
- A highly professional manner

## 4. A Safe Environment Focused on Learning & Strong Character Development (Standards a, c, h)

### *Character & Leadership Development:*

We intend to prioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Method of instruction and second, by studying the lives of great leaders. The Harbor Method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor Method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of the character education curriculum is simply being kind to one another.

The result of character education is a school that greatly reduces the incidents of teasing, taunting, bullying and negative peer pressure. The Academy students will help create a kinder community around them, whether at school, at home or in their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of western civilization as they have been refined and developed over generations.

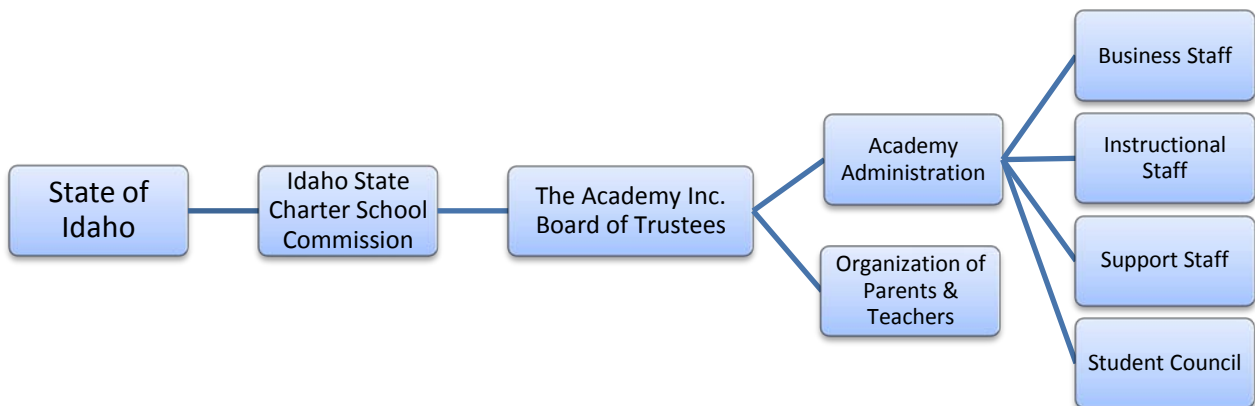
Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as employing a staff which models essential traits of good character. The staff at The Academy will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

## 5. Strong Instructional & Overall Leadership (Standard b)

### Charter School Governance

**The Board of Directors of The Academy** is made up of Idaho citizens committed to operating a safe, performance-based charter school in the Pocatello area. The governing body of The Academy Inc., an Idaho nonprofit corporation, is the Board of Directors for the school. The nine member Board of Directors consists of individuals who are a cross representation of professions and experiences both with and without students enrolled in The Academy. Board Directors are not employees of the charter school. The Board of Directors meets regularly to oversee the management, operation, activities, and affairs of the school. The Board of Directors defines, composes, and revises (as needed) the policies of The Academy and ensures compliance with its charter agreement and applicable laws and regulations. The Board of Directors will be subject to the provisions of the Idaho Open Meetings Act and the Idaho Public Records Act. Any Board member who works directly with students will be subject to background checks. *Please see Appendix C for Articles of Incorporation and By-laws of this nonprofit organization.* The Academy Board of Directors will comply with Idaho Code 33-5204(2) and will ensure that the commission is not liable for acts, omissions, debts, or other obligations. The Academy Board of Directors will purchase errors and omissions insurance for the protection of the school as well. It is anticipated that many Board members will be community members, other than parents, in order to further increase the level of the school’s accountability on testing and on results.

The following chart illustrates the organizational structure of the Academy



**School Administration** is expected to keep abreast of the latest educational research and to be involved in local, regional or state boards, committees and organizations to further the mission of the Academy or increase their academic leadership expertise.

Instructional Leadership at The Academy blends the following:

- Oversight of Harbor Methodology implementation and practice
- Driving the use of high-yield instructional strategies and research based best practices
- Training, implementation, and continuous of review of using all forms of data to drive decisions about students academic achievement and character development

Further, Administration oversees (and facilitates when needed) the effectiveness of training and coaching in the Spalding Model. Also, administration trains and coaches the staff when needed, regarding the different data resources available, and how to analyze the screeners, diagnostic, and class-roomed based data to inform themselves about students.

The administration at a Harbor school invites all colleagues to weigh in on certain decisions for students. Harbor teachers are “teacher-leaders” and work in collaboration with administration for the best interest of students’ character growth and academic achievement.

## 6. High Quality Focused, Relevant, & Ongoing Professional Development

To address the uniqueness of the program, The Academy provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. The Academy will contract with another established Harbor School, or fully trained and experienced site Harbor teachers, for training and mentoring services. All professional development days will include Harbor methodology, instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain harbor staff development exercises.

All Academy teachers are immersed in the Harbor method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor culture, the importance of pacing, and the reliability of high expectations for every student. Each Academy teacher will be assigned a "Mentor" teacher for ongoing training throughout the year. Workshops and in-service training will be scheduled as needed.

## 7. A Collaborative Spirit and Research Driven Collaborative Structures for Student Achievement & Harbor Character Development

The Academy will be accredited by the Northwest Association of Accredited Schools (NAAS). Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the high school can be trusted to provide a high-quality education. Accreditation is important for a school's diplomas to be recognized by four year universities. It is an ongoing, highly collaborative process that establishes those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support of teaching and learning.

The staff members of the academy do not work in professional isolation, but work together. The staff at The Academy collaborates regarding student achievement, behavior, and character development. The collaboration which takes place, or will take place at the Academy is as follows:

- Administrative coaching with teacher regarding instructional practices, student needs and situations, and implementing the Harbor Method with fidelity; Teachers, Education Assistants, and administration work together to provide Harbor culture and character growth for students
- The reading coach collaborates with teachers regarding their use of the Spalding model with what is effective and needs for improvement
- The faculty meets in staff meeting to collaborate about the effectiveness of Harbor Methodology, teaching practices, and the needs of students
- The administration is seeking to implement a collaborative model that will help teachers to maintain fidelity to the Harbor Method, accelerated learning, teaching to the high, and direct instruction, by asking these three questions:
  1. What are they supposed to be learning? (Standards, harbor curriculum, Pacing)
  2. How do we know they are getting it? (classroom based assessments, diagnostic assessment, attentiveness to the Spiraling curriculum)
  3. What are going to do if they do not get it? (Re-teach with fidelity to direct instruction, teaching to the high, identify interventions)

## 8. Meaningful Parent Involvement

High levels of parental support are critical to the successful implementation of a Harbor school program. Each family is expected to provide three hours monthly of volunteer time for the school. This volunteer time can constitute various types of different support activities such as assisting with lesson preparation, in-class aid, guest lectures, facilitating parent communication, lunch or recess supervision, or general office assistance.

Parent/teacher conferences are held in the fall trimester and again in the spring, however, parents are encouraged to communicate regularly with teachers and administration whenever a problem or concern regarding school operations arises. Parents are also included in all student disciplinary actions.

Parent Advisory committees regularly consult with the Administration. Such advisory committees will be encouraged to provide regular reports to the Board for consideration. The school community may form a Parent Teacher Organization to coordinate classroom and school volunteers, fundraising activities, and other volunteer services to advance the mission of The Academy.





## Continuous Review & Improvement

**Accreditation:** The Academy will be accredited by the Northwest Association of Accredited Schools (NAAS). Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the school can be trusted to provide a high-quality education. Accreditation is important for a school's diplomas to be recognized by four year universities.

It is an ongoing, highly collaborative process that establishes those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support of teaching and learning.

In order to maintain accreditation, the Academy will show that it meets all NAAS recognized Standards of Accreditation and continually works to improve student performance through an on-going self-study. Results of the self-study will be available to the public and will drive professional development activities.

**Instructional review:** Instructional practices as well as student achievement are reviewed regularly and evaluated for improvement. The AIMSWEB data tracking system allows staff to regularly review student growth driven by instruction. Teachers conduct classroom-based assessments and review them consistently as well as conduct "in-stride" evaluation of themselves and their students learning as they teach.

The Spalding model of instruction with the lead text, "The Writing Road to Reading," has a sound and consistent review and improvement process including training, modeling, coaching, review, and improvement goals. Teachers are coached to use the "Collins" model for curriculum and strategy implementation of: Model/Coach/Scaffold/Fade. Through coaching, teachers are encouraged to demonstrate to students using strong modeling, and fading as soon as possible.

The Academy promotes accelerated learning using rigorous curricula, the "teaching to the high" philosophy, and direct instruction pedagogy, all with fidelity. This system of teaching and learning calls for an assessment framework to provide tangible data and evidence continuous review and improvement. This framework for assessing this instruction and learning system will be analyzed further, and the staff team will soon collaborate regarding the best strategies for assessing and measuring the effectiveness of our system, and for implementing strategies for improvement where necessary.

**Teacher Evaluation:** Teachers are evaluated using the Domain-based model provided by the State of Idaho. The Administration creates plans of identifying best-practice teaching and improvement goals side by side with the teachers. Further, the administration observes and evaluates the implementation of the Harbor Method with fidelity as part of teacher evaluation.

## 9. Policies & Procedures

### Admission Procedures

The admissions process seeks to ensure that all potential families understand the mission and the unique nature of the school. The Academy will comply fully with Section 33-5205(3)(s), Idaho Code, in providing enrollment opportunities. The Academy at Roosevelt Center is inclusive and open to all eligible students as required by law. There will be no discrimination in the admission of students to the school on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. The Academy provides a free, appropriate public education (FAPE) to all of its students.

Upon admission of any student with special needs, the school will comply with all federal and states laws regarding the education of handicapped students. The school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

As a public charter school, The Academy is also committed to being open for enrollment to all students given enough capacity, as required by Idaho Open Enrollment laws.

**Equitable Selection Process** The Academy will provide for enrollment preferences. The preferences will follow ADAPA 08.02.04.203.06-.07. The Academy will scrupulously follow IDAPA 08.02.04.201, in establishing an application deadline, and IDAPA 08.02.04.203 in establishing admission procedures including, enrollment opportunities, enrollment deadline, requests for admission, admission preferences, priority of preferences for initial and subsequent enrollment periods, proposed attendance lists, equitable selection process/lottery, final selection list, and notification and acceptance processes. The Academy lottery process will be handled by a third party to ensure fairness to the community and compliance with Idaho Code.

### Financial & Programmatic Operations Audit

**Proposed Budget:** Please refer to Appendix B for a three-year budget plan. The attached budget provides evidence that the overall plan for The Academy at Roosevelt Center is fiscally sound.

**Administrative Audit:** The Academy shall have an annual financial audit as required by the state using Idaho Code to dictate the guidelines. The Academy will outsource the majority of its accounting and auditing services. Outsourcing will be done by certified professionals.

Annually, the school will issue an accountability report and/or annual report to detail its performance relative to its goals and objectives. This report describes deficiencies in performance, and offers corrective actions for remediation of these deficiencies.

Additionally, the school shall comply with any state requirements that might be implemented in the future.

## Disciplinary Procedures

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for the Academy at Roosevelt Center students. There is little tolerance for disrespect at The Academy. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by The Academy. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at the Academy is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified immediately.

### *Minor Disciplinary Actions*

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences may include, detention, in house suspension, a loss of privileges or parent conferences. Parents will be notified of any disciplinary actions taken.

### *Major Disciplinary Actions*

Major discipline problems will be referred to the administration or designee for appropriate consequences that may include detention, off-site suspension or referral to the Board of Directors or designee for expulsion. Parents will be notified of any disciplinary actions taken.

**Temporary Suspension:** Students who cannot abide by the school regulations and policies of The Academy or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the administration or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for and additional ten (10) school days.

**Expulsion:** The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate it's authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code.

The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those whose wish it to contest the hearing officers decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- A. Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- B. Extortion by means of force or threat to obtain money or property from another student
- C. Intimidation of any person with threat of bodily harm
- D. Causing or attempting to cause damage to school property
- E. Stealing or attempting to steal school property
- F. Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- G. Cursing, using profanity or vulgar language.
- H. Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- K. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the supervision of school authorities. (Use of prescribed drug authorized by a registered physician will not be a violation of this rule.)
- L. Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

**Re-enrollment to School Following Expulsion:** A student who has been expelled may appeal to the Board of Trustees to hear a petition for reenrollment in school. The Academy Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

**Disciplinary Procedures for Special Education Students:** The Academy adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

**Re-admittance to School Following Expulsion:** A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board which will make the final

decision. If the committee recommends “not to reinstate” the student may petition the Board for a hearing with the Board. The Academy and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

1. Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
2. The school administrator shall have the duty to contact the student’s parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
3. This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
4. Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
5. Upon formal adoption of the policies and procedures manual of The Academy (ARC) the Board shall also formally adopt this policy entitled “Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants”.

**Attendance Policy:** The State of Idaho provides by law for compulsory school attendance of all children between the ages of seven (7) and sixteen (16). Truancy is a violation of Idaho law. The Academy at Roosevelt Center has the responsibility to encourage student school attendance. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of daily attendance, this attendance record is to be placed in the student’s permanent record and kept on file indefinitely. The details of the specific attendance policy are found in the Academy’s policy and procedures manual.

**Employee Benefits:** All fulltime employees of The Academy at Roosevelt Center shall participate in PERSI. These Employees will contribute at the rates established by PERSI. All employees shall contribute to the Social Security System.

The Academy must make all employer contributions as required by PERSI, and Federal/State Social Security, and pay for Workman’s Compensation Insurance, and Unemployment Insurance, and any other payroll obligations of an employer in the State of Idaho. The members of an education association and non-union members of the school staff must have, as a minimum, the same salary and health benefits, which shall, in any event, be no less than the State’s allocation.

The Academy lies within the boundaries of School District #25. There are a number of attendance alternatives available to students who reside in these boundaries. School District #25 has an open enrollment policy so parents can choose which school best fits the needs of

their child. Since The Academy plans to eventually serve children in kindergarten through 12<sup>th</sup> grade, the following public alternatives are available:

- Elementary Schools (17): Chubbuck, Edahow, Ellis, Gate City, Greenacres, Head Start, Indian Hills, Jefferson, Lewis and Clark, Syringa, Tendoy, Tyhee, Washington, Wilcox, Lincoln, Early Childhood Center, Pocatello Community Charter School
- Middle Schools (4): Franklin, Hawthorne, Irving, Kinport Academy, Teen Parent
- High Schools (4): Century, Highland, Pocatello, Teen Parent Program and New Horizons.

Additionally the Pocatello Community Charter School provides a non-district, public school alternative for parents and students. It currently serves kindergarten through 8<sup>th</sup> grade.

**Employee Transfer Rights of Employment:** Employees of The Academy at Roosevelt Center are not employees of School District Twenty-five. Any current Pocatello School District employee who becomes an employee of The Academy, either certified or classified, will not be considered an employee of School District #25 and therefore, shall not have transfer rights. If an employee of The Academy returns to School District #25 as an employee they must, at that time, follow the District's employment procedures.

**Collective Bargaining:** The certified staff of The Academy at Roosevelt Center shall not be associated with any area school district for purposes of collective bargaining. The Academy ensures that the staff shall be considered a separate unit for purposes of collective bargaining as granted under Idaho Code.

**Dispute Resolution:** The Public Charter School Commission and the Board of Directors of The Academy at Roosevelt Center will resolve disputes relating to provisions of this charter by following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective action plan. Members of the public, parents, teachers, students, and others, may submit a complaint to the Board in writing and may deliver the same In person, by fax, e-mail, or regular U. S. mail to The Academy's administrative office

Instructions and procedures for members of the public, parents, teachers, students, and others to communicate are made available in the student handbook and on the School's website. Those making complaints are strongly urged to first submit their issue in writing directly to the involved party.

**Review, Response, & Disposition:** The Administration shall review any grievances, and notify the concerned individual in writing within 72 hours that the grievance has been received, and that the grievance shall be acted upon within one week. Parents may be confident that their concerns will be acknowledged immediately and acted upon in a timely manner. The administration has the duty to attempt to resolve any such matter in the time period stated.

Upon appeal to the Administration a hearing will be held within 10 business days, inviting all parties involved. The Administration will communicate a decision within one week of the hearing, along with a notice of rights to appeal.

If the matter is not resolved before the next meeting of the Board of Directors, the Administration will report the grievance to the Board. Within 72 hours of the meeting. The parent is notified in writing of any Board actions. The Chairman of the Board is permitted under the By-laws to convene an ad hoc board meeting to address a question that warrants immediate attention.

**Appeals:** Concerned individuals must be notified in writing of any decisions made by the Administration and informed that appeals may be made to the Board of Directors. Additionally, concerned individuals must be made aware of the full appeal process, including the fact that decisions of the Board of Trustees are considered final.

**Special Education:** To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, The Academy at Roosevelt Center provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, The Academy (~~ARC~~) adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Academy Director of Special Education is the Section 504 Rehabilitation Act Compliance Officer.

It is the intent of The Academy to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury. Before disabled children can be served, they must be identified.

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children with disabilities who live in the district from birth age through age 21.

The rules adopted by the Idaho Department of Education direct that in addition to a three-year intensive search, school districts must conduct an annual in-service effort to identify and provide services to children with disabilities.

Each year The Academy will make a concerted effort to identify children with disabilities. In-service training will provide a review of special education requirements, regulations and obligations so that The Academy is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.



The Academy asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services. All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request.

The Academy keeps a record of all persons who review confidential records with the exception of other educational agency personnel and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed. Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. The school has a process to resolve disagreements about information collected as explained in the Idaho Special Education Manual from the State Department of Education.

The Academy appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at The Academy is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- The Academy will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Academy, such evaluation may be contracted with a private provider.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention



necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. When necessary The Academy will contract with a private provider for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.
- In the event that the IEP team determines that the student's academic needs cannot be met on site, The Academy may contract with a local school district to provide services.
- Upon registration The Academy will provide a home-language survey and provide appropriate assessment to determine special needs. The Academy is committed to meeting the needs of children with disabilities. Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

**Other Special-Needs Student Services:** In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they are provided educational experiences that strive to meet those needs in the regular classroom. The Academy will identify gifted and talented students as recommended by the State Department of Education.

### **The Role of General Education Teachers in Regard to Special Education**

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities.

Classroom teachers will maintain a minimum monthly contact with the special education student's parent/guardian. The special education teacher will conference a minimum of 1 time per week with the general education teacher.

Teachers are invited to student's IEP conference. IEP meetings shall be held each spring and teachers will be given advanced notice of the date and time for these meetings.

Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results!

**Limited English Proficiency:** In addition, students attending The Academy with limited English proficiency (LEP), will be assessed by the IEP team to determine the extent to which they may require Title 1 services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language. In the event that the IEP team determines that the student's academic needs cannot be met on site, The Academy will contract with the Pocatello School district or another private provider to provide required services.

**Enrollment Opportunities:** To ensure that all potential families in the area are aware and understand the unique features of The Academy at Roosevelt Center, frequent opportunities for tours of The Academy will provide the community as well as interested families with diverse backgrounds and needs the chance to view the curriculum in action, closely inspect the books and materials, meet teachers and staff, and get any questions or concerns answered. A school website is also offered to answer families' questions. The boundaries of the primary attendance area for The Academy will be conterminous with the Pocatello/Chubbuck School District #25

**Public School Attendance Alternative:** If a student is eligible for enrollment and is selected through the lottery process as described by IDAPA 08.02.04 and chooses not to attend The Academy, they will have the opportunity to enroll in the appropriate public school district as afforded by Idaho Code. The Academy cannot ensure enrollment beyond our legal authorization and does not intend to ensure enrollment in any school public or private.

**Facilities:** The Academy occupies the Roosevelt Center in Pocatello, a well-know facility, centrally located in Pocatello and originally built and operated as a grade school for many years. The facility was declared "surplus property" by School District #25 in 2002 and was purchased by an investment group which offered the facility to The Academy on a lease basis.

**Facility Description** – The current facility has 12 classrooms, each with a broadband internet connection. The facility also has a combination cafeteria/gymnasium, an inviting playground, administrative offices, and an off-street parking area that provides ample parking for the school's staff and its visitors. The facility is located in a neighborhood environment and is zoned for educational use. The structure meets the requirements of the Uniform Building Code, Accessibility Standards (ADA), and the Uniform Fire Code for educational occupancy and safety. The building was refitted with new high-efficiency heating and air conditioning systems (HVAC), and the energy efficient thermo pane windows and Insulation has been upgraded. The electrical system in the building meets current electrical standards and has ample capacity for the additional load anticipated by computer and other educational equipment. The roof of the building is a PVC membrane style roof. The landlord discharges all structural and roof maintenance responsibilities.

With the expansion of the school charter to include 9-12<sup>th</sup> grades, a new facility is being designed which will accommodate the increase from 280 to 400 students.

**School Facility Impact& Effect** – It is anticipated that there will be little additional impact, if any, on the area immediately adjacent to the facility since the structure has been in existence for many years and has been more or less continuously occupied throughout.

The new facility location has not yet been finalized but will comply with all relevant zoning and other municipal requirements.

**Facility Administrative Services:** Facility administrative services purchased by the school will be provided either by contract or by staff as determined by the Board. Students also participate on a limited basis in facility care and light maintenance in order to instill pride and ownership of the facility. Students participate in such duties as cleaning of the whiteboards, straightening the classrooms, emptying the garbage cans, dust-mopping the gym floor, picking up the playground, and so forth. Any contracts entered into by the school will be public record and will be available for inspection upon request.

**Civil Liability:** The Academy at Roosevelt Center has liability insurance and insures its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss of any kind no matter the cause. Additionally, both the facility provider and The Academy insures their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name the Academy as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and The Academy shall provide to each other certificates of insurance evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and shall maintain the same throughout any contract period. To the extent it is covered by insurance The Academy shall indemnify its employees, parents, students, agents, servants, customers, invitees, the facility provider, the chartering entity, or any other person entering the facility under express or implied invitation, against death, injury, or damage to or loss of property caused by virtue of the Academy's negligence or misconduct.

The Academy shall operate its business in conformance with all local, state and federal environmental laws. Any chemicals, agents or compounds stored on site shall be properly contained with appropriate warning and emergency procedures and labeling in place. The Academy shall contain contaminants and manage hazardous substances in a manner as to protect all building and grounds from pollutants, potential risks and assumes responsibility for said risks. Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

**Child Nutrition:** The Academy will operate a full service kitchen at its new location and will participate in the federally assisted National School Lunch Program as an independent provider. Hot lunch will be offered to students at full price, and free and reduced price lunches to those students who qualify under federal guidelines.

**Weapons Policy:** Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any explosive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

Academy at Roosevelt Center maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property or who has a weapon in his/her possession while on school property or at a school function shall be immediately referred to the administrator for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the Governing board of The Academy for expulsion.

**Transportation:** The Academy at Roosevelt Center will not provide transportation to and from school for its students. An organization has been started by parents of students of the Academy to help parents form car pools.

Parents also have the option of using the Pocatello Regional Transit system. The bus route has stops on Maple Street, in front of the school at :17 and :56 after each hour. Parents may also independently contract with private transportation providers.

## **Appendix C: Pre-Opening Requirements**

**Idaho Public Charter School Commission**  
**Pre-Opening Requirements for Newly Approved Public Charter Schools**

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 <sup>st</sup> Year Cash Flow	Update the 1 <sup>st</sup> Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 <sup>st</sup> day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

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

**The Academy Inc.  
Resolution**

We the duly constituted Board of Trustees of The Academy Inc., an Idaho General Non Profit Corporation in good standing, organized on January 26, 2005 do hereby resolve as follows:

WHEREAS The Academy Inc is seeking 501(c)(3), tax exempt status; and . .

WHEREAS there were omissions in The Academy Inc.'s original Articles of Incorporation; and . . .

WHEREAS a motion passed authorizing the execution of this resolution listing all current voting members of the board and a majority of those board members having attached their signatures to this resolution . . .

WE DO HEREBY RESOLVE that the Articles of Incorporation be amended to provide for the inclusion of articles required by the Internal Revenue Service for 501(c)(3) status, on this the 14<sup>th</sup> day of March 2006.

Signed,

  
\_\_\_\_\_  
Annie Dixon, Chairman of the Board

  
\_\_\_\_\_  
Paul Hathaway, Board Member

\_\_\_\_\_  
Steve Brown, Board Member

  
\_\_\_\_\_  
Cathy McMurtrey, Board Member

  
\_\_\_\_\_  
Gretchen Tower, Board Member

\_\_\_\_\_  
Kitty Pumphrey, Board Member



**ARTICLES OF AMENDMENT  
(Non-profit)**

To the Secretary of State of the State of Idaho  
Pursuant to Title 30, chapter 3, Idaho Code, the undersigned  
non-profit corporation amends its articles of incorporation as  
follows:

1. The name of the corporation is:  
The Academy Inc.

2. The text of each amendment is as follows:

**Article 2: a.** The Academy Inc. is organized exclusively for educational purposes under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**b.** No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this article. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except regarding legislation pertaining to the operating, licensing, etc. of charter schools; and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**Article 3:** The street address of the registered office is: 240 E. Maple, Pocatello, ID 83201; and the registered agent at such address is Annie Dixon.

**Article 6:** The mailing address of the corporation shall be 240 E. Maple, Pocatello, ID 83201

**Article 7:** The corporation does not have voting members

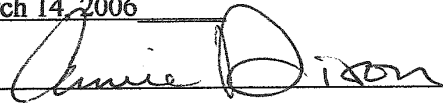
3. The date of the adoption of the amendments was March 14, 2006

4. The manner of adoption :

Pursuant to section 30-3-90, Idaho Code, each amendment was adopted by the board of directors.

- a. The number of directors entitled to vote was: 6  
b. The number of directors that voted for each amendment was 4  
c. The number of directors that voted against each amendment was: 0

Dated: March 14, 2006

Signature: 

Typed Name: Annie Dixon

Capacity: President



# ARTICLES OF INCORPORATION (Non-Profit)

## FILED EFFECTIVE

(Instructions on back of application)

2005 JAN 26 PM 2: 08

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

**Article 1:** The name of the corporation shall be:

The Academy Inc.

**Article 2:** The purpose for which the corporation is organized is:

To operate a non-profit charter school

**Article 3:** The street address of the registered office is: 2241 Tonja Lane, Pocatello, Idaho 83201

and the registered agent at such address is: James Brainard

**Article 4:** The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

James Brainard 2241 Tonja Lane, Pocatello, Idaho 8301

Annie Dixon, 1820 Syringa, Pocatello, Idaho 83201

Jill Kirkham, 924 South 4th Avenue, Pocatello, Idaho 83201

**Article 5:** The name(s) and address(es) of the incorporator(s):

James Brainard 2241 Tonja Lane, Pocatello, Idaho 8301

**Article 6:** The mailing address of the corporation shall be:


2241 Tonja Lane

**Article 7:** The corporation (  does  does not ) have voting members.

**Article 8:** Upon dissolution the assets shall be distributed:

The Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute the remaining assets to one or more public schools, including charter schools.

Signatures of all incorporators:

 James P. Brainard  
 TypedName: \_\_\_\_\_  
 \_\_\_\_\_ TypedName: \_\_\_\_\_  
 \_\_\_\_\_ TypedName: \_\_\_\_\_  
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**ARTICLES OF AMENDMENT  
(Non-profit)**

To the Secretary of State of the State of Idaho  
Pursuant to Title 30, chapter 3, Idaho Code, the undersigned  
non-profit corporation amends its articles of incorporation as  
follows:

1. The name of the corporation is:  
The Academy Inc.

2. The text of each amendment is as follows:

**Article 2:** a. The Academy Inc. is organized exclusively for educational purposes under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

b. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this article. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except regarding legislation pertaining to the operating, licensing, etc. of charter schools; and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

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**Article 6:** The mailing address of the corporation shall be 240 E. Maple, Pocatello, ID 83201

**Article 7:** The corporation does not have voting members

3. The date of the adoption of the amendments was March 14, 2006

4. The manner of adoption :

Pursuant to section 30-3-90, Idaho Code, each amendment was adopted by the board of directors.

- a. The number of directors entitled to vote was: 6  
b. The number of directors that voted for each amendment was 4  
c. The number of directors that voted against each amendment was: 0

Dated: March 14, 2006

Signature: 

Typed Name: Annie Dixon

Capacity: President



# ARTICLES OF INCORPORATION (Non-Profit)

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The Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute the remaining assets to one or more public schools, including charter schools.

Signatures of all incorporators:

James P. Brainard

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Web Form

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non-profit corporation amends its articles of incorporation as  
follows:

1. The name of the corporation is:  
The Academy Inc.

2. The text of each amendment is as follows:

**Article 2: a.** The Academy Inc. is organized exclusively for educational purposes under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**b.** No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this article. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except regarding legislation pertaining to the operating, licensing, etc. of charter schools; and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**Article 3:** The street address of the registered office is: 240 E. Maple, Pocatello, ID 83201; and the registered agent at such address is Annie Dixon.

**Article 6:** The mailing address of the corporation shall be 240 E. Maple, Pocatello, ID 83201

**Article 7:** The corporation does not have voting members

3. The date of the adoption of the amendments was March 14, 2006

4. The manner of adoption :

Pursuant to section 30-3-90, Idaho Code, each amendment was adopted by the board of directors.

- a. The number of directors entitled to vote was: 6  
b. The number of directors that voted for each amendment was 4  
c. The number of directors that voted against each amendment was: 0

Dated: March 14, 2006

Signature: 

Typed Name: Annie Dixon

Capacity: President



# ARTICLES OF INCORPORATION (Non-Profit)

## FILED EFFECTIVE

(Instructions on back of application)

2005 JAN 26 PM 2: 08

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

**Article 1:** The name of the corporation shall be:

The Academy Inc.

**Article 2:** The purpose for which the corporation is organized is:

To operate a non-profit charter school

**Article 3:** The street address of the registered office is: 2241 Tonja Lane, Pocatello, Idaho 83201

and the registered agent at such address is: James Brainard

**Article 4:** The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

James Brainard 2241 Tonja Lane, Pocatello, Idaho 8301

Annie Dixon, 1820 Syringa, Pocatello, Idaho 83201

Jill Kirkham, 924 South 4th Avenue, Pocatello, Idaho 83201

**Article 5:** The name(s) and address(es) of the incorporator(s):

James Brainard 2241 Tonja Lane, Pocatello, Idaho 8301

**Article 6:** The mailing address of the corporation shall be:

2241 Tonja Lane

**Article 7:** The corporation (  does  does not ) have voting members.

**Article 8:** Upon dissolution the assets shall be distributed:

The Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute the remaining assets to one or more public schools, including charter schools.

Signatures of all incorporators:

James P. Brainard  
TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

TypedName: \_\_\_\_\_

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corpforms\corp\_forms\starts\inc\ncprofit.p05  
Revised 07/2002

IDAHO SECRETARY OF STATE  
01/26/2005 05:00  
CK: 4009 CT: 105559 BH: 789470  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 20.00 = 20.00 NON EXPEDI # 3

Web Form

C 158514

## *By-Laws for “The Academy Inc”*

### **ARTICLE I**

#### **OFFICES**

**Section 1. Registered Office.** The registered office of the Corporation shall be at 240 E. Maple, Pocatello, Idaho 83201.

**Section 2. Additional Offices.** The Corporation may also have offices at such other places, within the State of Idaho, as the Board of Trustees may from time to time determine or as the business of the Corporation may require.

### **ARTICLE II**

#### **MEMBERSHIP**

The Corporation shall have no members. Any action which would otherwise require either approval by a majority of the members or approval by the members shall require approval only by the Board of Trustees. Pursuant to the Idaho Not-for-Profit Corporations Law, all rights which otherwise would vest in the members, including, without limitation, the right to elect directors, shall vest in the Board of Trustees.

### **ARTICLE III**

#### **DIRECTORS**

**Section 1. *General Powers; Number, Tenure.*** The business of the Corporation shall be managed by its Board of Trustees, which may exercise all powers of the Corporation and perform lawful acts and things for and on behalf of the Corporation. Within the limits specified in this Article III, Section 1, the number of directors shall be nine (9). Their membership shall be constituted as follows: three (3) members shall be appointed by the outgoing Board of Trustees, four (4) members shall be elected by charter school community. The remaining two seats are intended to be filled as follows; one (1) member may be appointed by the School District 25 Board of Trustees, and one (1) member may be appointed by the Idaho State University Dean of the College of Education. If these organizations do not choose to fill these seats they may be filled at the discretion of the outgoing Board of Trustees. If the voting membership of the Board of Trustees is an even number, then the Chairman shall abstain from voting. All appointments and elections are subject to the procedures outlined in the Academy’s “*Policy and Procedure Manual, Election Procedures*”.

The directors shall be elected at the annual meeting of the Board of Trustees, except as provided in Section 2 of this Article III, and each director elected shall hold office until his successor is elected and shall qualify. Appointments to the Board of Trustees shall be made no later than the conclusion of the annual meeting.

**Section 2. *Vacancies.*** If any vacancies occur in the Board of Trustees, or if any new directorships are created, they may be filled by vote of a majority of the directors then in office, although less than a quorum, or by a sole remaining director. Each director chosen shall hold office until the next annual meeting of the Board of Trustees and until his successor is duly elected and shall qualify. If there are no directors in office, any officer may call a special meeting of officers in accordance with the provisions of the Certificate of Incorporation or these Bylaws, at which meeting such vacancies shall be filled.

**Section 3. *Removal: Resignation.***

(a) Except as otherwise provided by law or the Certificate at Incorporation, any director or directors may be removed, with or without cause, by the affirmative vote of a majority of the Board of Trustees, then entitled to vote at an election of directors and may elect a successor or successors to fill any resulting vacancy or vacancies for the unexpired terms of any removed director or directors.

(b) Any director may resign at any given time by giving written notice to the Board of Trustees, the Chairman of the Board, the Chairman or the Secretary of the Corporation. Unless otherwise specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Trustees or the designated officer. It shall not be necessary for a resignation to be accepted before it becomes effective.

(c) Any director or directors, failing to attend three (3) or more regularly scheduled board meetings in a fiscal school year (August 1 to July 31) shall be removed from the board. Reinstatement may occur by the affirmative vote of a majority of the Board of Trustees.

**Section 4. *Place of Meetings.*** The Board of Trustees may hold meetings, both regular and special, within the State of Idaho.

**Section 5. *Annual Meeting.*** Annual meetings of the Board of Trustees, commencing with the year **2006**, shall be held **at the time of the last regular meeting in May**, or at such other date and time as shall, from time to time, be designated by the Board of Trustees and stated in the notice of the meeting. At such annual meeting, the Board of Trustees shall elect directors and officers, and transact such other business as may properly be brought before the meeting.

**Section 6. *Regular Meetings.*** Regular meetings of the Academy Board of Trustees shall be held monthly, on a uniform day of a uniform week as determined at the annual meeting. (Idaho Code 33-510)

**Section 7. *Special Meetings.*** Special meetings of the Board of Trustees may be called by the Chairman of the Board, Chairman or by 2 or more directors with at least 24 hours notice to each director (Idaho Statute 67-2342). Such notice shall be delivered personally or electronically.. Special meetings shall be called by the Chairman of the Board, Secretary or 2 or more directors in like manner and on like notice on the written/email request of one-half or more of the number of directors then in office. Any such notice need not state the purpose or purposes of such meeting except as provided in Article XI.

**Section 8. *Quorum: Adjournments.*** At all Meetings of the Board of Trustees, a majority of the directors then in office shall constitute a quorum for the transaction of business. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Trustees except as may be otherwise specifically provided by law or the Certificate of Incorporation. If a quorum is not present at any meeting of the Board of Trustees, the directors present may adjourn the meeting, until a quorum shall be present.

**Section 9. *Compensation.*** Directors shall not be entitled to compensation for their services as directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending directors' meetings. The compensation of directors may be on such basis as is determined by the Board of Trustees. Any director may waive compensation for any meeting. Any director receiving compensation under these provisions shall not be barred from serving the Corporation in any other capacity and receiving compensation and reimbursement for reasonable expenses for such other services.

**Section 10. *Action by Consent.*** Any action required or permitted to be taken at any meeting of the Board of Trustees may be taken without a meeting if a written consent to such action is signed by all members of the Board of Trustees and such written consent is filed with the minutes of its proceedings. **Section 11.**



*Meeting by Telephone or Similar Communications.* The Board of Trustees may participate in a meeting by means of conference telephone or similar communications equipment by means of which all directors participating in the meeting can hear each other, and participate in such meeting shall constitute presence in person by such director at such meeting.

**Section 12. *Executive Sessions.* The Board of Trustees may call executive sessions that shall conform to Idaho Statute 67-2345.**

## ARTICLE IV

### COMMITTEES

**Section 1. *Executive Committee.*** The Board of Trustees, by resolution adopted by a majority of the whole Board, may appoint an Executive Committee consisting of not more than 5 directors, one of whom shall be designated as Chairman of the Executive Committee. Each member of the Executive Committee shall continue as a member thereof until the expiration of his term as a director, or his earlier resignation, unless sooner removed as a member or as a director.

**Section 2. *Powers.*** Unless circumscribed by resolution of the Board appointing the Executive Committee or except as otherwise provided by law, the Executive Committee shall have and may exercise all of the powers and authority of the Board of Trustees in the management of the business and affairs of the Corporation (except to amend these Bylaws or any other matters which by law or these Bylaws requires approval of the Board of Trustees or of a majority thereof) and may authorize the seal of the Corporation to be affixed to all papers which may require it.

**Section 3. *Procedure; Meetings.*** The Executive Committee shall fix its own rules of procedure and shall meet at such times and at such place or places as may be provided by such rules or as the members of the Executive Committee shall provide. The Executive Committee shall keep regular minutes of its meetings and deliver such minutes to the Board of Trustees.

The Chairman of the Executive Committee, or, in his absence, a member of the Executive Committee chosen by a majority of the members present shall preside at meetings of the Executive Committee, and another member thereof chosen by the Executive Committee shall act as Secretary of the Executive Committee.

**Section 4. *Quorum.*** A majority of the Executive Committee shall constitute a quorum for the transaction of business. The affirmative vote of a majority of the members of the Executive Committee shall be required for any action of the Executive Committee; provided, however, that when an Executive Committee of one member is authorized under the provisions of Section 1 of this Article, such one member shall constitute a quorum.

**Section 5. *Other Committees.*** The Board of Trustees, by resolutions adopted by a majority of the whole Board, may appoint such other committee or committees as it shall deem advisable and with such functions and duties as the Board of Trustees shall prescribe.

**Section 6. *Vacancy; Changes; Discard.*** The Board of Trustees shall have the power at any time to fill vacancies in, to change the membership of, and to discharge any committee.

**Section 7. *Compensation.*** Members of any committee shall not be entitled to such compensation for their services as members but are entitled to such reimbursement for any reasonable expenses incurred in attending committee meetings as may from time to time be fixed by the Board of Trustees. Any member may waive compensation for any meeting. Any committee member receiving compensation under these

provisions shall not be barred from serving the Corporation in any other capacity and from receiving compensation aid reimbursement of reasonable expenses for such other services.

**Section 8. *Action by Consent.*** Any action required or permitted to be taken at any meeting of any committee of the Board of Trustees may be taken without a meeting if a written consent to such action is signed by all members of the committee and such written consent is filed with the minutes of its proceedings.

**Section 9. *Meetings by Telephone or Similar Communications.*** The members of any Committee designated by the Board of Trustees may participate in a meeting of such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in such meeting can hear each other and participation in such meeting shall constitute presence in person at such meeting.

## ARTICLE V

### NOTICES

**Section 1. *Form Delivery.*** Whenever, under the provisions of law, the Certificate of Incorporation or these Bylaws, notice is required to be given to any director, it shall not be construed to mean personal notice unless otherwise specifically provided, but such notice may be given in writing, by United States mail, or electronically, addressed to such director, at his/her address as it appears on the records of the Corporation, with postage thereon prepaid, as applicable. Such notices shall be deemed to be given at the time they are deposited in the United States mail, or by electronic time stamp when sent electronically. Notice to a director may also be given personally or electronically.

**Section 2. *Waiver.*** Whenever any notice is required to be given under the provisions of law, the Certificate at Incorporation or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed to be equivalent to such notice. In addition, any director who attended a meeting of the Board of Trustees, without protesting at the commencement of the meeting the tack of notice thereof to him, shall be conclusively deemed to have waived notice of such meeting.

## ARTICLE VI

### OFFICERS

**Section 1. *Designations.*** The officers of the Corporation shall be chosen by the Board of Trustees. The Board of Trustees may choose a Chairman of the Board a Vice Chairman, , a Secretary, a Treasurer, one or more Assistant Secretaries and/or Assistant Treasurers and other officers and agents as it shall deem necessary or appropriate. Any number of offices may be held by the same person, unless the Certificate of Incorporation or these Bylaws otherwise provide.

**Section 2. *Term of Office; Removal.*** The Board of Trustees at its annual meeting shall choose a Chairman, a Secretary and a Treasurer. The Board of Trustees may also choose other officers and agents as it shall deem necessary or appropriate. Each officer of the Corporation shall hold office until his successor is chosen. Any officer elected or appointed by the Board of Trustees may be removed, with or without cause, at any time by the affirmative vote of a majority of the directors then in office. Such removal shall not

prejudice the contract rights, if any, of the person so removed. Any vacancy occurring, prior to the annual meeting in any office of the Corporation may be filled for the unexpired portion of the term by the Board of Trustees.

**Section 3. Compensation.** The salaries of all officers of the Corporation shall be fixed from time to time by the Board of Trustees and no officer shall be prevented from receiving such salary by reason of the fact that he is also a director of the Corporation.

**Section 4. The Chairman of the Board.** The Chairman of the Board, if any, Shall be an officer of the Corporation and, subject to the direction of the Board of Trustees, shall perform such executive, supervisory and management functions and duties as may be assigned to him from time to time by the Board of Trustees. He shall, if present, preside at all meetings of the Board of Trustees.

**Section 5. The Chairman.** The Chairman shall be the chief executive officer of the corporation and, subject to the direction of the Board of Trustees, shall have general charge of the business, affairs and property of the Corporation and general supervision over its other officers and agents. In general, he shall perform duties incident to the office of Chairman and shall see that all orders and resolutions of the Board of Trustees are carried into effect. In addition to and not in limitation of the foregoing, the Chairman shall be empowered to authorize any change of the registered office or registered agent (or both) of the Corporation in the State of Idaho.

Unless otherwise prescribed by the Board of Trustees, the Chairman shall have full power and authority on behalf of the Corporation to attend, act and vote at any meeting of security holders of other corporations in which the Corporation may hold securities. At such meeting the Chairman shall possess and may exercise any and all rights and powers incident to the ownership of such securities which the Corporation might have possessed and exercised if it had been present. The Board of Trustees may from time to time confer like powers upon any other person or persons.

**Section 6. The Vice Chairman(s).** The Vice Chairman; if any (or in the event there be more than one, the Vice Chairmen in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Chairman or in the event at his disability, perform the duties and exercise the powers of the Chairman and shall generally assist the Chairman and perform such other duties and have such other powers as may from time to time be prescribed by the Board of Trustees.

**Section 7. The Secretary.** The Secretary shall attend meetings of the Board of Trustees and oversees the recording of all the votes and the proceedings of the meetings and shall perform like duties for the Executive Committee or other committees, if required. He shall give, or cause to be given, notice of all special meetings of the Board of Trustees, and shall perform such other duties as may from time to time be prescribed by the Board of Trustees, the Chairman of the Board or the Chairman, under whose supervision he shall act. He shall have custody of the seal of the Corporation, and he, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his signature or by the signature of such Assistant Secretary. The Board of Trustees may give general authority to any other Officer to affix the seal of the Corporation and to attest the affixing thereof by his signature.

**Section 8. The Assistant Secretary.** The Assistant Secretary, if any (or in the event there be more than one, the Assistant Secretaries in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Secretary or in the event of his disability, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as may from time to time be prescribed by the Board of Trustees.

**Section 9. The Treasurer.** The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep full and accurate accounts of receipts and disbursements in books belonging in such depositories as may from time to time be designated by the Board of Trustees. He shall disburse the funds of the Corporation as may be ordered by the Board of Trustees, taking proper vouchers for such disbursements, and shall render to the Chairman and the Board of Trustees, at regular

meetings of the Board, or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

**Section 10.** *The Assistant Treasurer.* The Assistant Treasurer, if any, shall, in the absence of the Treasurer or in the event of his disability, perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as may from time to time be prescribed by the Board of Trustees.

## ARTICLE VII

### INDEMNIFICATION OF DIRECTS, OFFICERS, EMPLOYEES AND AGENTS

**Section 1.** *General Indemnification.* Reference is made to the Idaho Not-for-profit Corporations Law. Particular reference is made to the class of persons (hereinafter called "Indemnities") who may be indemnified by an Idaho corporation, namely, any person (or the heirs, executors or administrators of such person) who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a director, officer, employee or agent of such corporation, or is or was serving the request of such corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, mist or other enterprise. The Corporation shall (and is hereby obliged to) Indemnify the indemnities, and each of them, in each and every situation where the Corporation is obligated to make such Indemnification pursuant to the aforesaid statutory provisions The Corporation Shall indemnify the indemnities, aid each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification, it being understood, that, before making such indemnification with respect to any situation covered under this sentence, the Corporation shall promptly make or cause to be made a determination as to whether each Indemnatee acted to good faith aid in a manner such Indemnatee reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnatee conduct was unlawful. No such indemnification shall 'be made (where not required by statute) unless it is determined that such Indemnatee acted in good faith and in a manner such Indemnatee reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnatee's conduct was unlawful.

**Section 2.** *Insurance.* The Board of Trustees may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against and incurred by him arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability under law.

**Section 3.** *Chapter 42 Taxes.* Notwithstanding the foregoing provisions of this Article VII, the Corporation shall not indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Code, then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in Section 4941(d) or 4945(d), respectively, of the Code.

## ARTICLE VIII

### INVESTMENTS

**Section 1. *Reinvestment.*** The Corporation shall have the right to hold, manage, invest and reinvest the property received by it, in the discretion of the Board of Trustees and without being restricted to the class of investments which any director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Code (as defined in Section 3 of Article VII).

**Section 2. *Commingling.*** Upon receipt of any property, the Board of Trustees may, subject to any limitations, property with any other assets of the Corporation or holds such property as a separate fund if, in the sole discretion of the Board of Trustees, such segregation is in the best interests of the Corporation.

## ARTICLE IX

### EXEMPT ACTIVITIES

Notwithstanding any other provision of these Bylaws, no director, officer, employee or other agent or representative of the Corporation shall take any action for or on behalf of the Corporation if such action is not permitted under Section 501(c)(3) of the Code (as defined in Section 3 of Article VII).

## ARTICLE X

### GENERAL PROVISIONS

**Section 1. *Fiscal Year.*** The fiscal year of the Corporation shall be as determined from time to time by the Board of Trustees, but shall initially be from August 1<sup>st</sup> to July 31<sup>st</sup>.

**Section 2. *Seal.*** The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal" and "Idaho".

**Section 3. *Invalid or Unenforceable Provisions.*** The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision were omitted.

**Section 3. *Conflict of Interest.*** Any member of the Board of Trustees of the Corporation may be present at or participate in a meeting of the Board of Trustees or a committee of the Board of Trustees which authorizes a transaction between a member of the Board of Trustees and the Corporation or between the Corporation and any other corporation, partnership, association, or other organization in which one (1) or more of its directors are directors, officers, general partners, trustees or other agents, or have a material financial interest, if:

- (a) The material facts of the transaction and the director's relationship or interest as to the transaction are disclosed or are known to the Board of Trustees or committee of the Board of Trustees, and the Board or committee in good faith authorizes, approves or ratifies the transaction

by the affirmative vote of a majority of the disinterested directors, even though the disinterested directors be less than a quorum; or

(b) The transaction is fair as to the Corporation at the time it is authorized, approved or ratified by the Board of Trustees or the committee. Interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Trustees or a committee which authorizes the contract or transaction.

**Section 4. *Public Records and Open Meetings.*** The Board of Trustees of the Corporation shall abide by the Public Records Act and Open Meetings Law of the State of Idaho.

## ARTICLE XI

### AMENDMENTS

The Board of Trustees shall have the power to make, alter and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the whole Board, provided that notice of the proposal to make, alter or repeal these Bylaws, or to adopt new bylaws, must be included in the notice of the meeting of the Board of Trustees at which such action takes place.

### SECRETARY'S CERTIFICATE

I, Mark Stenberg, Secretary of THE ACADEMY INC (the "Corporation"), an Idaho corporation, DO HEREBY CERTIFY that the foregoing is a true and correct copy of the Corporation's Bylaws as adopted by the Board of Trustees of the Corporation as of Tuesday January 8, 2013.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Corporate Seal of the Corporation as of Tuesday January 8, 2013.



## Appendix E: Board Roster

The Academy at Roosevelt Center  
November 25, 2014

<b>Board Member</b>	<b>Office</b>	<b>Term (MM/YY – MM/YY)</b>	<b>E-mail</b>	<b>Phone</b>
Dennis Ketterman	Member	05/2015	<a href="mailto:dennis.ketterman@academycharter.net">dennis.ketterman@academycharter.net</a>	208-282-4621
Amna Rahim	Member	05/2016	<a href="mailto:amna.rahim@academycharter.net">amna.rahim@academycharter.net</a>	208-220-3634
Annie Dixon	Vice-Chair	05/2017	<a href="mailto:annie.dixon@academycharter.net">annie.dixon@academycharter.net</a>	208-251-3010
Kris Phelps	Secretary	05/2017	<a href="mailto:kris.phelps@academycharter.net">kris.phelps@academycharter.net</a>	208-705-3054
Kent Reynolds	Member	05/2015	<a href="mailto:kent.reynolds@academycharter.net">kent.reynolds@academycharter.net</a>	208-220-2892
Brian Riley	Treasurer	05/2016	<a href="mailto:brian.riley@academycharter.net">brian.riley@academycharter.net</a>	208-241-1008
Mark Stenberg	Chair	05/2017	<a href="mailto:mark.stenberg@academycharter.net">mark.stenberg@academycharter.net</a>	208-380-2193

## **Appendix F: School Performance Framework**



# CONNOR ACADEMY

## [YEAR] ANNUAL PERFORMANCE REPORT

### 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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.</li> </ul>		
<b>School Location</b>	Address: 240 East Maple Street Pocatello, ID 83201	<b>School Phone</b>	Phone: 208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School Districts #25		
<b>Opening Year</b>	2006		
<b>Current Term</b>	December 12, 2013- June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	554	<b>Enrollment (Actual)</b>	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

ISAT PROFICIENCY RATES	
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	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			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	0	525	0	525	0	300	0
% of Academic Points			0%		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			#DIV/0!

Connor Academy has opted out of including Mission Specific Goals

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

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

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

**ACADEMIC K-12**

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

<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      Points Possible      Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50      0
	<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.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14      0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	0
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result      Points Possible      Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50      0
	<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.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14      0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	0

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate</b></p> <p><b>Comparison to District</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<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></td> <td>15 - 29</td> <td>0</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;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p><b>Notes</b></p>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			
<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate</b></p> <p><b>Comparison to District</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><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%.</p> <p><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.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<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></td> <td>15 - 29</td> <td>0</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;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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ACADEMIC K-12

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>Points Earned</b>
<b>Criterion-Referenced Growth</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>		<p>39-50      0</p> <p>26-38      0</p> <p>13-25      0</p> <p>0-12      0</p> <hr/> <p>0</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>Points Earned</b>
<b>Criterion-Referenced Growth</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>		<p>39-50      0</p> <p>26-38      0</p> <p>13-25      0</p> <p>0-12      0</p> <hr/> <p>0</p>
<b>Notes</b>			

ACADEMIC K-12

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



ACADEMIC K-12

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

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <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 charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational 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 educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets 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 students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially 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, or 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>		25	
Notes				0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p><b>Measure 2a</b></p> <p><b>Financial Reporting and Compliance</b></p> <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission 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>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-compliance with applicable laws, rules, regulations, or 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> <p>Notes</p>				25	
				15	
				0	0
<p><b>Measure 2b</b></p> <p><b>GAAP</b></p> <p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <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 option, an audit devoid of significant findings and conditions, material weakness, 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>Partially Meets Standard:</b> The school largely exhibits compliance 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. Any 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 failure to comply with applicable laws, rules, regulations, or 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.</p> <p>Notes</p>				25	
				15	
				0	0
<p><b>Measure 2c</b></p> <p><b>Enrollment Variance</b></p> <p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>				25	
				15	
				0	0

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p><b>Measure 3a</b></p> <p><b>Governance Requirements</b></p>	<p><b>Is the school complying with governance requirements?</b></p> <p><b>Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 3b</b></p> <p><b>Board Oversight</b></p>	<p><b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p><b>Information Handling</b></p> <p><b>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p><b>Transportation</b></p> <p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p><b>Public Transparency</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. 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 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	
			15	
			0	
Notes				0



FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<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:</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.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</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 Not Meet:</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.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Unrestricted Days Cash</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			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 Margins: 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</i>  <b>Does Not Meet:</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 30 0	0
Notes					
<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:</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			50 30 0	0
Notes					
<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:</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:</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.			50 30 0	0
Notes					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50 0	0
Notes					

## **Appendix G: Authorizer Policies**

## **Section I: (Reserved for General Governing Policies & Procedures)**

## **Section II: Oversight Policies and Procedures (Adopted June 13, 2013)**

### **A. Submission of Meeting Materials**

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **1. Petition Consideration Timeline**

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

#### **2. Standards for Petition Approval**

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

#### **3. Petition Evaluation Process**

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

## Section II: Oversight Policies and Procedures

### B. New Charter Petitions

#### 3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
  - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
  - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
  - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
  - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
  - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
  - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **3. Petition Evaluation Process**

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

### **C. Proposed Charter or Performance Certificate Amendments**

#### **1. Proposed Charter or Performance Certificate Amendment Consideration Timeline**

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
  - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

#### **2. Standards for Charter Amendment Approval**

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
  - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **2. Standards for Charter Amendment Approval**

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.



## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

#### **4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments**

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

## **Appendix H: Enrollment Policy**

The Academy, Inc.  
December 12, 2013

The Academy, Inc. will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

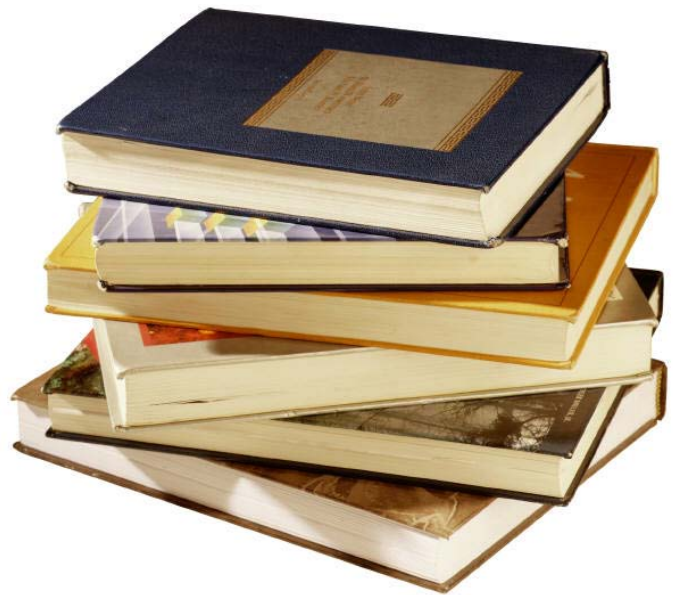
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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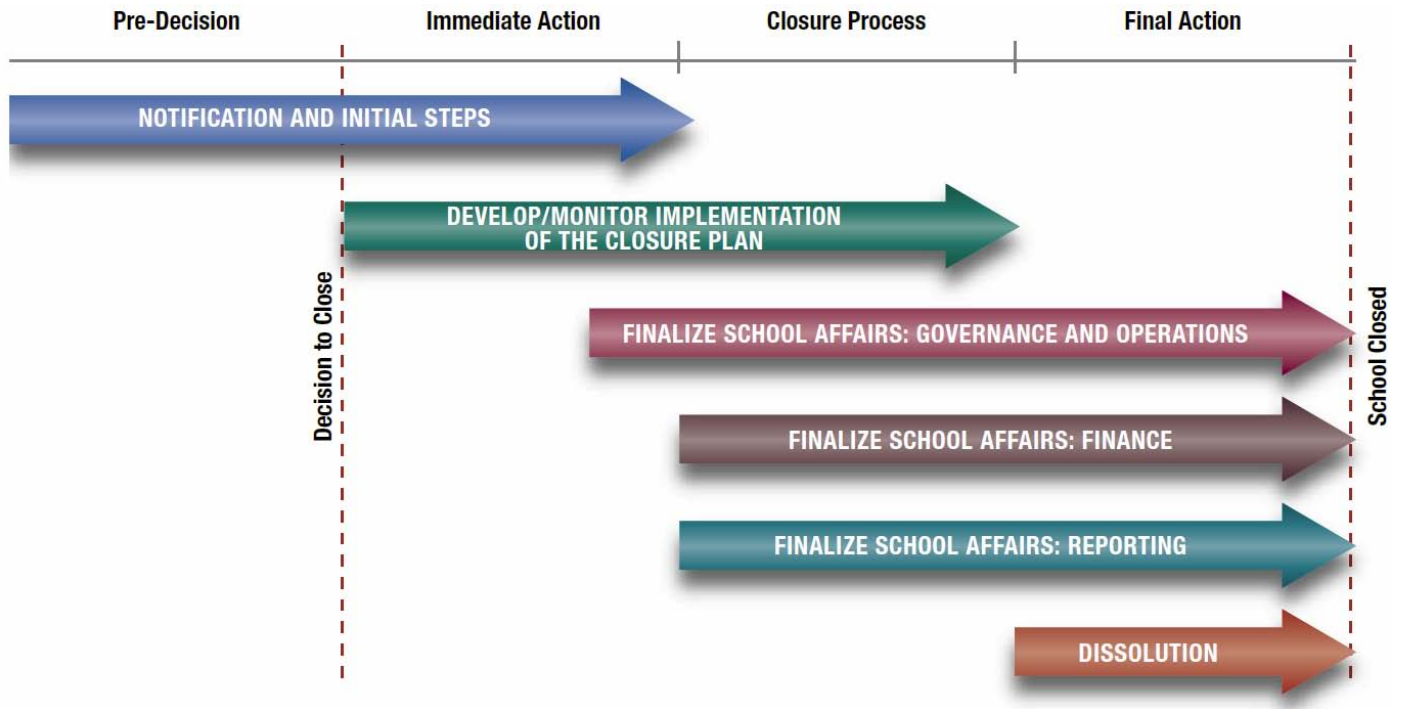
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure





## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> <li>A member of the PCSC staff</li> <li>A member of the SDE staff</li> <li>Charter school board chair</li> <li>Lead administrator from the charter school</li> <li>Lead finance person from the charter school</li> <li>Additional members as deemed appropriate</li> </ul> </li> <li>Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>Reassignment of students and transfer of student records.</li> <li>Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>Notification to entities doing business with the school.</li> <li>The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>Sale, dissolution, or return of assets.</li> <li>Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School</b> (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State</b> (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants</b> (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence</b> (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			



“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# **Application for Charter Renewal**

Connor Academy Charter School  
1295 Alpine Avenue, Chubbuck , Idaho, 83202

## **Contact Information:**

*Contact person:* Joel Lovstedt, Administrator

*Phone:* 208-220-7372

*Email:* Joel.lovstedt@academycharter.net

*Mailing Address:* 1295 Alpine Avenue, Chubbuck, Idaho, 83202

*Date of Application Approval by School Board:* 12/18/2018

*Application Submission Date:* 12/19/2018

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## Executive Summary

### *Mission and Key Design Elements*

The Academy Charter School exemplifies the best current research in its choice of curriculum, teaching method, and approach to daily instruction, vision for the children's overall environment, and in methods of empowering parents to support their child's daily progress.

The Academy Charter School is based on the Harbor School Method, a whole school approach designed to educate children to be capable and caring graduates ready for the next level of their education. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. What makes Harbor schools unique are the manner in which competent and caring professionals, accelerated instruction, and the school environment work together to create a way of being as a school. The Harbor School Method integrates elements from five key areas: School Leadership, School Culture, Parental Involvement, Instructional Fidelity, and Student Learning.

### *Major Successes & Challenges*

#### **Success: New Facility**

When the Academy opened its doors in 2006, it was housed in the Roosevelt Center, an eighty-year old, elementary school building abandoned by Pocatello School District 25. Even after extensive retrofitting, classroom space was limited and the layout of the school cumbersome and at odds with the mission of The Academy. In 2012 the Academy Board of Directors acquired 7 acres of land bordering the City of Chubbuck and in 2015 began construction of a new school building to house the Academy. The new building, named Connor Academy, was more than twice the size of the previous building and was designed to optimize the academic program of the Academy. It opened its doors in August 2015.

#### **Success: Increased Enrollment**

Prior to moving to the Connor Academy building, The Academy was limited to an enrollment of 270 k-8 students. With the new facility, our capacity grew to 560. The school opened the 2015 school year with an enrollment of just over 414 with the goal of reaching enrollment capacity within 3 years. For the 2017-2018 school year we successfully added a second 8<sup>th</sup> grade class and are now in our second year at enrollment capacity.

#### **Success: Greater Financial Stability**

The cost of the new facility was a strain on the Academy's financial resources and required support from Building Hope (a subsidiary of the Albertsons Foundation) in the form of a low

interest-rate loan. Adhering to a conservative budget, the Academy was able to save enough money to refinance its building loans two years early. The refinanced loans are very favorable to the school and will result in greater cash flow within 3 years.

### **Challenge: School Traffic Flow**

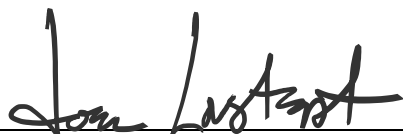
The new building was located outside of the city limits of Chubbuck and needed to be incorporated into the city to receive utilities and other city services. This required building a road to the building and planning and designing for the increased traffic flow along a county road. The original design proved to be insufficient for the traffic and an additional \$100,000 needed to be spent to expand the parking lot and add additional lanes.

### **Challenge: Hiring Qualified Staff**

To staff the new building required hiring 15 full-time teachers as well as additional support staff. With a pervasive shortage of qualified teachers in the state of Idaho, a comprehensive hiring/advertising plan was created to address this challenge. As a result, we had over 85 applicants to choose from and were able to hire excellent teachers.

### **Summary of Responses to Central Questions**

1. *Is the school an academic success?* Yes, although students in the Special Education subgroup score much lower on state proficiency tests.
2. *Is the school organizationally sound and compliant?* Yes. The school enjoys a very low turnover rate among full-time staff and administration. Board members are united in their desire to uphold the school charter and to receive additional training to better discharge their responsibilities. School safety improvements are made based on expert opinion and best practices.
3. *Is the school a fiscally sound, viable organization?* Yes. The school sets and adheres to a conservative budget that leads to a 2.5% or more carry-over each year. There have been no findings in financial audits.
4. *What is the school's plan for its next performance certificate term?* The school will finish development of current property (additional play area, parking, etc.) and will continue to refine and upgrade the academic and extra-curricular programs. Currently, the board is investigating the possibility of purchasing additional land adjacent and near the school property for future development.




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Joel Lovstedt  
Academy Administrator




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Annie Dixon  
Board Chair

## Application Narrative

### *Is the school an academic success?*

Yes, but there is room for growth. The Academy School Leadership Team has determined that for a student or class to be successful they must meet Annual Yearly Growth as defined by the State Department of Education. Students must also score at or above the 50th percentile on the current AIMSweb Norms Table. Student data are analyzed and reviewed to ensure appropriate implementation of needed interventions. To ensure expected growth, program intervention are initiated, evaluated and modified.

The Academy uses the following assessment tools for review and specific revision of program needs: Idaho State Annual Assessments, Idaho Reading Indicator (IRI), AIMSweb, and CORE Phonics Survey data. Both class averages and individual performance are analyzed and reviewed upon completion of fall, winter and spring testing. The Administrator, Special Education director, Title 1 director and classroom teachers meet, as a leadership team, to analyze assessments during Problem Solving Team Meetings, which occur approximately every 6 weeks.

Teachers at the Academy adhere to research-based, direct instruction models and strategies. Students at the Academy continue to achieve at or above the rates set by State of Idaho Department of Education. Many students exiting the Academy are prepared to enroll in honors courses when entering high school.

The Academy staff participates in research based training opportunities identified by students' needs reflected by assessment data. There are five full-day professional development days each calendar year as well as eighteen one-hour professional development sessions.

Academy parents are actively involved in the culture and academics of the school. It is recommended that each family perform two hours of volunteer activities for the Academy each month during the school year.

*Proficiency & Growth:* Typically, The Academy receives "Meets Standard" ISAT proficiency rates for ELA, and "Exceeds Standard" for Math. This disparity is an area of concern for administration and faculty. Teachers have been working in department meetings to better align the ELA curriculum, especially in writing.

*Sub-populations:* Title 1 funding is used to focus on reading skills and targets the bottom scoring students in K-3. The after school reading club works with 1<sup>st</sup> grade students struggling with reading. Title 1 funding is determined by the number of students qualifying for free and reduced lunch. Interestingly we are seeing a slow, year by year decline in the number of Title 1 students, and a corresponding increase in the number of students needing additional help with reading. This will be a continued area of investigation for the Academy.

Recently, the number of students receiving special education services has grown faster than school enrollment. Currently almost 12% of the student population has an IEP. In addition to higher numbers, the intensity of the interventions needed by these students has increased. To address this issue, we hired an additional full time Special Education teacher at the start of the 2018-2019 school year.

### Percent Proficient

Grade	ELA			Math		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
3 <sup>rd</sup>	54%	50%	55%	65%	72%	59%
4 <sup>th</sup>	56%	48%	48%	50%	63%	64%
5 <sup>th</sup>	59%	52%	63%	55%	45%	50%
6 <sup>th</sup>	63%	55%	57%	62%	63%	60%
7 <sup>th</sup>	59%	67%	61%	59%	67%	73%
8 <sup>th</sup>	72%	48%	67%	72%	66%	71%

In addition to the core curriculum, students at the Academy take Spanish, Music, Computers, PE, and Science Lab classes. Our growing list of after school extra-curricular activities include Lego Robotics, Reading Club, Volleyball, Basketball, Cross-country, Drone program and synchronized Dance Team (which earned 1<sup>st</sup> place in Idaho state and 2<sup>nd</sup> place Nationally in 2018)

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

The Academy board of directors sets the vision of the school, oversees the finances and sets policy. They are committed to honoring their oath of office to uphold the Constitution of the United States and to be in full compliance of the laws put forth by the State of Idaho. They seek additional training to improve their oversight and actively support the school mission. The administrator is responsible for the day-to-day operations of the school and for carrying out the board's vision. The school administrator acts as principal and superintendent and works with the faculty to accomplish the school goals. This structure facilitates prompt decision-making at all levels as the authority lines are clear and distinct. The school board meets monthly and observes all open meeting laws.

Student enrollment demographics are nearly identical to nearby traditional schools and are close to the overall demographics of Pocatello and Chubbuck. As noted previously there seems to be a year-to-year decline in the number of free-reduced lunch students. This is partially attributed to a greater number of applicants from neighborhoods nearest the school causing a higher percentage of enrollment from those areas.

In the 2018 Annual report, Measure 3c, regarding school compliance of reporting requirements, the Academy was identified as partially meeting the standards due to the late submission of the school improvement plan to the State Department of Education. There is no good excuse for this, other than to say that it was an oversight that will be remedied in the future.

Measure 3d, regarding Public Transparency was also identified as partially meeting the standards because posted expenditures were not current within 45 days. This was an error on the part of the visiting team. This had been a problem in previous years, but we made some staffing changes to prevent this from recurring. At the time of the visit, our website was in compliance. Our office staff contacted the Charter Commission office staff and were told that this was remedied in the draft report.

The Academy has a very low turnover of full time staff. No faculty have left the school in the past five years, with the exception of a teacher retirement in 2017. This consistency reinforces the school culture and unifies the collaborative efforts of the teachers. This also facilitates the training of new faculty members who have been hired as a result of school growth.

The Connor Academy school building, school grounds and elevator are inspected yearly by state building inspectors. All recommendations are addressed and reported back to the inspectors for approval. The Academy has partnered with the Chubbuck police department and Sheriff's office to address safety concerns stemming from different school tragedies across the nation. As a result of these partnerships, the Academy staff has undergone additional emergency preparedness/Active shooter training. Shatter proof safety film has been installed in all indoor windows, additional security doors and cameras have been installed, and changes to the emergency evacuation plans have been made. A safety committee has been formed and is tasked with researching ways to increase school safety.

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

The financial status of Connor Academy is strong, as reflected by obtaining the Accountability Designation of "Good Standing" on the draft 2018 Annual Performance Report Scoreboard. Connor achieved this status by scoring 89% and 83%, respectively, for both Operational and Financial outcomes, per the PCSC Chart below.



OPERATIONAL				FINANCIAL				
Measure	Points Possible	Points Earned	Measure	Points Possible	Points Earned			
Educational Program	1a	25	25	Near-Term	1a	50	50	
	1b	25	25		1b	50	50	
	1c	25	25		1c	50	50	
	1d	25	25		1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50	
	2b	25	25		2b	50	50	
	2c	25	25		2c	50	30	
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	0	
	3b	25	25					
	3c	25	15		% of Financial Points		400	330
	3d	25	0					
	3e	25	25					
	3f	25	25					
School Environment	4a	25	15	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.				
4b	25	25						
5a	25	25						
Additional Obligations								
Total Operational Points		400	355					
% of Operational Points			89%					

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%	68%	0%	55% - 74%	NA	80% - 89%	89%	65% - 84%	83%
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.

Additionally, there were no audit findings and no internal control findings identified in the 2017 and the 2018 Independent Audit reports, which have been submitted to the PCSC. The school has not experienced any under-enrollment issues. Strong wait lists are evidence the school's capacity to continue to secure its projected enrollment, which supports the school's projected revenues.

The lack of full points earned for Finance Measure 2c is due to construction cash on hand being counted in the computation. The low score dates back to 6/30/2015, when the school had a high cash balance due to construction loan proceeds being received before June 30, but construction being completed in July and August. The report correctly shows a negative multi-year cash flow based on the way the ratio is computed – but this ratio misrepresents “sustainability” as it counts not-operational cash as part of the metric. If the commission examines our cash balance over the past four years without the construction cash of \$1,236,457, the commission will see that Connor Academy has generated strong positive cash flows over the past three years:

Cash from audited financial statements – 06/30/18	\$1,447,961
Cash from audited financial statements – 06/30/17	\$ 866,701
Cash from audited financial statements – 06/30/16	\$ 571,877
Cash from audited financial statements – 06/30/15	\$ 463,945 (after deducting \$1,236,457 construction cash)

The lack of full points earned for Finance Measure 2d is due to the way the ratio is computed, which we propose is incorrect. This ratio is computed using the refinance cash outflows shown as “Debt Service – Principal” on page 8 of our audit without considering the “Proceeds from Debt” as a netting offset. The school refinanced its debt this year. Footnote E shows the details of the refinance. To determine the net principal payments for 2017/2018:

Look at the gross principal pay down:	\$5,084,621
Add fees added to the new loan:	\$ 169,783
Deduct the new loan:	<u>(5,120,000)</u>
This is the net, actual principal paid in 17/18:	<u>\$ 134,404</u>

The footnote also discloses the interest expense of \$279,901.

The revised computation should look as follows:

(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

Net Income:	\$484,748
Depreciation:	\$135,605
Interest expense:	<u>\$279,901</u>
Total Numerator:	<u>\$900,254</u>

Debt Service Principal	\$134,404
Annual Interest	\$279,901
Lease Payments	<u>\$ 0</u>
Total Denominator:	<u>\$414,305</u>

Correct Ratio: 2.17

We propose that the commission consider revising the computation, and the associated score, to reflect the true fiscal stability of Connor Academy.

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

It is the responsibility of the school board to set the vision of the Academy Charter School. Currently, the board is focusing on refining and improving the current academic program and looking at ways to responsibly expand our elective and after school programs. Looking ahead the school will complete the development of the current site through assorted site improvements and upgrades such as extended parking, more security access features and more playground equipment.

The Pocatello/Chubbuck area is expected to nearly double in population over the 10 years. In addition to local site improvements, over the next 5 years the board will explore the possibility of additional land purchases with the intent of expanding student facilities and services to the community.

## **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.

Connor Academy chose not to submit auxiliary data.