



IDAHO VIRTUAL ACADEMY

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ANNUAL PERFORMANCE REPORT

2013-2014

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

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Alan Reed, Chairman
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Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	<p>The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.</p>	
Key Design Elements	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child’s education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 	
School Contact Information	Address: 1965 S. Eagle Road Meridian, ID 83642	Phone: 208-322-3559
Surrounding District	State of Idaho	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2018	
Grades Served	K-12	
Enrollment	Approved: unlimited	Actual: 2,965

	School	Surrounding District	State
Non-White	10.83%	NA	22.56%
Limited English Proficiency	0.22%	NA	6.24%
Special Needs	9.81%	NA	9.46%
Free & Reduced Lunch	63.64%	NA	47.07%

School Leadership	Role
David Malnes	Chairman
Kerry Heninger	Member
Monica Robinson-Eckert	Member
Nathan Vore	Member
Kimber Tower	Member
Kelly Edginton	Head of School

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: Idaho Virtual Academy Year Opened: 2002 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

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

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

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC. The Alternative Framework was adopted by the PCSC on May 1, 2014.

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.

IDAHO VIRTUAL ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

GENERAL PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	15.00	25	2%	15.00
	1b	25	2%	15.00	25	2%	15.00
Proficiency	2a	75	5%	52.66	75	7%	52.66
	2b	75	5%	42.02	75	7%	42.02
	2c	75	5%	39.20	75	7%	39.20
Growth	3a	100	7%	64.33	100	10%	64.33
	3b	100	7%	34.39	100	10%	34.39
	3c	100	7%	38.06	100	10%	38.06
	3d	75	5%	40.30	75	7%	40.30
	3e	75	5%	32.85	75	7%	32.85
	3f	75	5%	37.00	75	7%	37.00
	3g	100	7%	52.70	100	10%	52.70
College & Career Readiness	4a				50	5%	30.00
	4b1				50	5%	30.00
	4c				50	5%	10.59
Total Possible Academic Points		900			1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				463.51			534.10
% of Possible Academic Points for This School				51.50%			50.87%

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Elem Math Interventions (K-5)	1				0	0%	0.00
Elem ELA Interventions (K-5)	2				0	0%	0.00
MS Math Interventions (6-8)	3				0	0%	0.00
MS ELA Interventions (6-8)	4				0	0%	0.00
HS Math Interventions (9-12)	5				0	0%	0.00
HS ELA Interventions (9-12)	6				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1050		
TOTAL GENERAL PROGRAM POINTS RECEIVED				463.51			534.10
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS				30.90%			50.87%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%	0.00	0	#DIV/0!	0.00
	1b	75	4%	0.00	0	#DIV/0!	0.00
Proficiency	2a	75	4%	0.00	0	#DIV/0!	0.00
	2b	75	4%	0.00	0	#DIV/0!	0.00
	2c	75	4%	0.00	0	#DIV/0!	0.00
Growth	3a	100	5%	0.00	0	#DIV/0!	0.00
	3b	100	5%	0.00	0	#DIV/0!	0.00
	3c	100	5%	0.00	0	#DIV/0!	0.00
	3d	75	4%	0.00	0	#DIV/0!	0.00
	3e	75	4%	0.00	0	#DIV/0!	0.00
	3f	75	4%	0.00	0	#DIV/0!	0.00
	3g	100	5%	0.00	0	#DIV/0!	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	#DIV/0!	0.00
	4b	100	5%	0.00	0	#DIV/0!	0.00
College & Career Readiness	5a				0	#DIV/0!	0.00
	5b1 / 5b2				0	#DIV/0!	0.00
	5c1 / 5c2				0	#DIV/0!	0.00
Total Possible Academic Points		1150	60%		0	#DIV/0!	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			0		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			#DIV/0!

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Math Interventions	1				0	#DIV/0!	0.00
ELA Interventions	2	Mission-specific data is not available for this reporting period.			0	#DIV/0!	0.00
Credit Recovery	3				0	#DIV/0!	0.00
Total Possible Mission-Specific Points		775	40%		0	#DIV/0!	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1925				0		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			#DIV/0!

IDAHO VIRTUAL ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

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%	15.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	EXEMPT	0%	0.00
	1b	EXEMPT	0%	0.00
	1c	EXEMPT	#VALUE!	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	EXEMPT	0%	0.00
	2b	EXEMPT	0%	0.00
	2c	EXEMPT	0%	0.00
	2d	EXEMPT	#VALUE!	0.00
TOTAL FINANCIAL POINTS		50	#VALUE!	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible	95.00%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	50.87%	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	5	25				
	Exceeds Standard: School received five stars on the Star Rating System.	4	20				
	Meets Standard: School received three or four stars on the Star Rating System.	3	15	15			
	Does Not Meet Standard: School received two stars on the Star Rating System.	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System.	1	0	15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.	84.60	38-56	19	65-89	25	53
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.	70.60	38-56	19	65-89	25	42
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.	66.90	38-56	19	65-89	25	39
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.	77.60	76-100 51-75	25 25	85-100 70-84	16 15	0 64
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		26-50 0-25	25 25	50-69 1-49	20 49	0 0
							0
							64
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.		76-100 51-75	25 25	85-100 70-84	16 15	0 0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	56.51	26-50 0-25	25 25	50-69 1-49	20 49	34 0
							0
							34
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.		76-100 51-75	25 25	85-100 70-84	16 15	0 0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	59.45	26-50 0-25	25 25	50-69 1-49	20 49	38 0
							0
							38
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	46.00	57-75 38-56	19 19	66-99 43-65	34 23	0 40
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		20-37 0-19	18 19	30-42 1-29	13 29	0 0
							0
							40
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		57-75 38-56	19 19	66-99 43-65	34 23	0 0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	39.00	20-37 0-19	18 19	30-42 1-29	13 29	33 0
							0
							33
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers? Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		57-75	19	66-99	34	0
			38-56	19	43-65	23	0
		42.00	20-37	18	30-42	13	37
			0-19	19	1-29	29	0
							37
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time? Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
		46.70	51-75	25	45-69	25	53
			26-50	25	31-44	14	0
			0-25	25	1-30	30	0
							53
Notes							
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty		5	50			
		3-4	30				30.00
			2	10			
			1	0			
							30
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		5	50			
		3-4	30				30.00
			2	10			
			1	0			
							30
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.		5	50			
			3-4	30			
			2	10			
			1	0			
							0
Notes							
Measure 4c Graduation Rate	Are students graduating from high school? Exceeds Standard: At least 90% of students graduated from high school. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.		39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
		57.00	0-13	13	1-70	70	11
							11
Notes							

MISSION-SPECIFIC GOALS			
Measure 1	Is the school addressing the academic needs of K-5 students struggling in Math?	Result	Points Possible
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		115
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		92
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		46
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		0
			0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		
Measure 2	Is the school addressing the academic needs of K-5 students struggling in English Language Arts (ELA)?	Result	Points Possible
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		115
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		92
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		46
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		0
			0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		

Measure 3	Is the school addressing the academic needs of middle school students struggling in Math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		120	
			96	
			48	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		120	
			96	
			48	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			

Measure 5	Is the school addressing the academic needs of high school students struggling in Math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		115	
			92	
			46	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			
Measure 6	Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		115	
			92	
			46	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible			Points Earned	
Overall Star Rating		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0				
						0.00	
Notes							
Measure 1b	How is the school performing in comparison to other alternative schools in the state?	Result	Points Possible			Points Earned	
Alternative School							
Performance Comparison	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75				
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.	65th percentile	50				
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.		15				
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0				
						0.00	
Notes							
Result provided for information only.							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Reading	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							
Measure 2b	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Math	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced	Are students making expected annual academic growth in reading compared to their academic peers?						
Growth in Reading	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3e Norm-Referenced	Are students making expected annual academic growth in math compared to their academic peers?						
Growth in Math	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT						
Measure 4a	Are students demonstrating engagement through regular attendance?	Result	Possible	Possible in this	Percentile	Percentile
Attendance		(Percentage)	Overall	Range	Targets	Points
	Exceeds Standard:			12	90-100	11
	Meets Standard:			13	81-89	9
	Does Not Meet Standard:			13	71-80	10
	Falls Far Below Standard:			13	1-70	70
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					0.00
Notes						0.00
INDICATOR 5: COLLEGE AND CAREER READINESS						
Measure 4b	Are students demonstrating engagement by successfully completing their courses?	Result	Possible	Possible in this	Percentile	Percentile
Course / Credit Completion		(Percentage)	Overall	Range	Targets	Points
	Exceeds Standard:			12	90-100	11
	Meets Standard:			13	81-89	9
	Does Not Meet Standard:			13	71-80	10
	Falls Far Below Standard:			13	1-70	70
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					0.00
Notes						0.00
Measure 5a	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned
Advanced Opportunity						
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50			
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30			
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10			
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0			
Notes						0.00

Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
							0.00
Notes							
Measure 5b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
							0.00
Notes							
Measure 5c1 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
4-year Cohort	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2.							0.00
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		39-50	12	90-100	11	0.00
	Meets Standard:		26-38	13	81-89	9	0.00
	Does Not Meet Standard:		14-26	13	71-80	10	0.00
	Falls Far Below Standard:		0-13	13	1-70	70	0.00
	Notes Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2. Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						

MISSION-SPECIFIC GOALS				
Measure 1	Is the school addressing the academic needs of students struggling in Math?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		275	
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		220	
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		110	
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		0	
				0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school addressing the academic needs of students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		275	
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		220	
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		110	
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		0	
				0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			

Measure 3	Is the school ensuring alternative high school students are making up for credit deficits?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		325	
	Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		260	
	Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		130	
	Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each year.			

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

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes				
The FY13 fiscal audit (due Nov 15, 2013) was submitted to PCSC on 12/18/13. The FY14 fiscal audit (due Oct 15, 2014) was submitted 10/23/14 due to a delay by the auditor. Going forward, IDVA intends to use a different auditor in the interest of avoiding delays.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	See note	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
				25.00
Notes				
FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected.				

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

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	Two conditions identified by the OIG on 8/7/14 noted that documentation regarding the Highly Qualified status of a number of teachers appeared inaccurate or could not be verified. Although final documentation is not yet available, the school appears to be working in good faith toward resolution of this issue. All IDVA teachers are Highly Qualified.			<u>15.00</u>
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

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

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

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Ratio is 1	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0
			<hr/> 0.00
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	18 days cash	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0
			<hr/> 0.00
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	91.28% variance	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0
			<hr/> 0.00
Measure 1d Default	Default	Result	Points Possible
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	No default or deficiency noted in audit	50
Notes			0
			<hr/> 50.00

INDICATOR 2: SUSTAINABILITY MEASURES															
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> <p><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> </tr> <tr> <td>Aggregated and total margins are 0</td> <td>10</td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible		50	Aggregated and total margins are 0	10		0	<table border="1"> <thead> <tr> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"><u>0.00</u></td> </tr> </tbody> </table>	Points Earned	<u>0.00</u>		
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Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> </tr> <tr> <td>Ratio is 1.0</td> <td>30</td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible		50	Ratio is 1.0	30		0	<table border="1"> <thead> <tr> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"><u>0.00</u></td> </tr> </tbody> </table>	Points Earned	<u>0.00</u>		
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Notes															
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> </tr> <tr> <td>Multi-year and most recent year are positive</td> <td>50</td> </tr> <tr> <td></td> <td>30</td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible		0	Multi-year and most recent year are positive	50		30		0	<table border="1"> <thead> <tr> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"><u>0.00</u></td> </tr> </tbody> </table>	Points Earned	<u>0.00</u>
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Notes															
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Operating leases only</td> <td>50</td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible	Operating leases only	50		0	<table border="1"> <thead> <tr> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"><u>0.00</u></td> </tr> </tbody> </table>	Points Earned	<u>0.00</u>				
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“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform