



Richard McKenna Charter High School



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
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).

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	The mission of Richard McKenna Charter High School is to prepare students for successful post-secondary education, training, and employment. We focus on developing strong reading, writing, math, and study skills in the context of a liberal arts education.	
Key Design Elements	<ul style="list-style-type: none"> • Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on: <ul style="list-style-type: none"> ○ Critical and Analytical Thinking ○ Hard Work, Respect, and Service ○ Presentations and Projects ○ Reflecting and Recording • Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth. • Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting. 	
School Contact Information	Address: 675 South Haskett Street, Mountain Home, ID 83647	Phone: 208-580-2449
Surrounding District	Mountain Home School District	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9 - 12	
Enrollment	Approved: 75 on-sight, unlimited online	Actual: 222

	School	Surrounding District	State
Non-White	18.54%	30.98%	22.56%
Limited English Proficiency	.56%	6.43%	6.24%
Special Needs	3.93%	12.66%	9.46%
Free & Reduced Lunch	36.24%	45.76%	47.07%

School Leadership	Role
Meg Warren	Chair
Don Dow	Vice Chair
Melody Landis	Director
Doug Mayne	Treasurer
Maralee Smith	Director
Larry Slade	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: Richard McKenna Charter High School- General Year Opened: 2002 Operating Term: 6/17/14-6/30/17 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.

RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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	7%	15.00
	1b	25	2%	15.00	25	7%	15.00
Proficiency	2a	75	5%	54.02	75	20%	54.02
	2b	75	5%	41.71	75	20%	41.71
	2c	75	5%	44.98	75	20%	44.98
	3a	100	7%	0.00	0	0%	0.00
Growth	3b	100	7%	0.00	0	0%	0.00
	3c	100	7%	0.00	0	0%	0.00
	3d	75	5%	0.00	0	0%	0.00
	3e	75	5%	0.00	0	0%	0.00
	3f	75	5%	0.00	0	0%	0.00
	3g	100	7%	0.00	0	0%	0.00
College & Career Readiness	4a				50	13%	0.00
	4b1 / 4b2				0	0%	0.00
	4c				50	13%	10.36
Total Possible Academic Points		900			375		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			375		
Total Academic Points Received				170.72			181.08
% of Possible Academic Points for This School				18.97%			48.29%

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED	
Reading skills improvement	1				0	0%	0.00	
English language skills improvement	2	Mission-specific data is not available for this reporting period.				0	0%	0.00
Math skills improvement	3				0	0%	0.00	
Study skills acquisition	4				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				375		
TOTAL GENERAL PROGRAM POINTS RECEIVED				170.72			181.08
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS				11.38%			48.29%

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	25	17%	0.00
	1b	75	4%	0.00	75	50%	0.00
Proficiency	2a	75	4%	0.00	0	0%	0.00
	2b	75	4%	0.00	0	0%	0.00
	2c	75	4%	0.00	0	0%	0.00
	3a	100	5%	0.00	0	0%	0.00
Growth	3b	100	5%	0.00	0	0%	0.00
	3c	100	5%	0.00	0	0%	0.00
	3d	75	4%	0.00	0	0%	0.00
	3e	75	4%	0.00	0	0%	0.00
	3f	75	4%	0.00	0	0%	0.00
	3g	100	5%	0.00	0	0%	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	0%	0.00
	4b	100	5%	0.00	0	0%	0.00
College & Career Readiness	5a				50	33%	0.00
	5b1 / 5b2				0	0%	0.00
	5c1 / 5c2				0	0%	0.00
Total Possible Academic Points		1150	60%		150	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			150		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				0	0%	0.00
English language skills improvement	2				0	0%	0.00
Math skills improvement	3				0	0%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points		775	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	1925				150		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	370.00
% OF POSSIBLE OPERATIONAL POINTS				92.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	300.00
% OF POSSIBLE FINANCIAL POINTS				75.00%

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	92.50%	85% - 100% of points possible	
<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	75.00%
<p>Remediation (General) 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	48.29%	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical (Alternative) 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	0.00%	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? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	5	25				
		4	20				
		3	15	15			
		2	0				
		1	0	15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0	15			
Notes							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		86.40	38-56	19	65-89	25	54
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		70.20	38-56	19	65-89	25	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		74.50	38-56	19	65-89	25	45
			20-37	18	41-64	24	0
			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.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes No result due to insufficient sample size.							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes No result due to insufficient sample size.							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes No result due to insufficient sample size.							0
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	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.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	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
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes No result due to insufficient sample size.							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	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.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	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
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes No result due to insufficient sample size.							0

Measure	Question	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
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	19	66-99	34	0	
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0	
	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	
	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	
Notes	No result due to insufficient sample size.							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0	
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0	
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0	
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0	
Notes	No result due to insufficient sample size.							
INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned	
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50					
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30					
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10					
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0	
Notes								
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned	
	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	
Notes	No result due to insufficient sample size.							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned	
	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	
Notes								
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0	
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0	
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0	
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		55.80	0-13	13	1-70	70	10
Notes								

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p>		175	
	<p>Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p>		140	
	<p>Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p>		70	
	<p>Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE).</p>		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 86%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		175	
	<p>Meets Standard: 66%-85% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		140	
	<p>Does Not Meet Standard: 46%-65% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		70	
	<p>Falls Far Below Standard: Fewer than 46% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

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? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5 4 3 2 1	25 20 15 0 0	0 0			
Notes							
Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.	Result 20th	Points Possible 75 50 15 0	Points Earned 0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage) 0	Points Possible 57-75 38-56 20-37 0-19	Possible in this Range 19 19 18 19	Percentile Targets 90-100 65-89 41-64 1-40	Percentile Points 11 25 24 40	Points Earned 0 0 0 0 0
Notes No result due to insufficient sample size.							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage) 0	Points Possible 57-75 38-56 20-37 0-19	Possible in this Range 19 19 18 19	Percentile Targets 90-100 65-89 41-64 1-40	Percentile Points 11 25 24 40	Points Earned 0 0 0 0 0
Notes No result due to insufficient sample size.							
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. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage) 0	Points Possible 57-75 38-56 20-37 0-19	Possible in this Range 19 19 18 19	Percentile Targets 90-100 65-89 41-64 1-40	Percentile Points 11 25 24 40	Points Earned 0 0 0 0 0
Notes No result due to insufficient sample size.							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
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
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
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.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
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.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

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
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
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	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
							0
Notes No result due to insufficient sample size.							
Measure 5c2 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
6-year Cohort	Exceeds Standard:		39-50	12	90-100	11	0
	Meets Standard:		26-38	13	81-89	9	0
	Does Not Meet Standard:		14-25	12	71-80	10	0
	Falls Far Below Standard:		0-13	13	1-70	70	0
							0
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							

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.</p>		215	
			172	
			86	
			0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Meets Standard: 60%-79% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Does Not Meet Standard: 40%-59% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p> <p>Falls Far Below Standard: Fewer than 40% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.</p>		230	
			184	
			92	
			0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. 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		
				<u>25.00</u>	
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		
		<u>25.00</u>			
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		
		<u>25.00</u>			
Notes					

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>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.</p> <p>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.</p> <p>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.</p>		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
<p>Notes</p> <p>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</p>				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
<p>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.</p>			25	
<p>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.</p>		See note	15	15.00
<p>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.</p>			0	
				15.00
<p>Notes</p> <p>FY13 fiscal audit (due Nov 15, 2013) was submitted 12/19/13.</p>				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
<p>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.</p>		See note	25	25.00
<p>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.</p>			0	
				25.00
<p>Notes</p> <p>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.</p>				

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.		25	
	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.	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 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				15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>	<p>No instances of non-compliance documented</p>	25	25.00	
<p>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.</p>		15		
<p>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.</p>		0		
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
<p>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.</p>	<p>No instances of non-compliance documented</p>	25	25.00	
<p>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.</p>		15		
<p>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.</p>		0		
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
<p>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.</p>	<p>No instances of non-compliance documented</p>	25	25.00	
<p>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.</p>		15		
<p>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.</p>		0		
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>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.</p> <p>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.</p>		25	
		See note	15	15.00
			0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			15.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	<p>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.</p> <p>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.</p> <p>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.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	<p>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.</p> <p>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.</p> <p>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.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00

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

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Ratio is 101.27	50	50.00
			10	
		0	50.00	
Notes				
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>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></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		195 days cash	50	50.00
			10	
		0	50.00	
Notes				
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is 125%	50	50.00
			30	
		0	50.00	
Notes				
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No default or delinquency noted in audit	50	50.00
			0	
			50.00	
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	<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></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>Agg = (2.9%) Total = (19%)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10		Agg = (2.9%) Total = (19%)	0	0.00			0.00			
	Result	Points Possible	Points Earned																	
		50																		
		10																		
Agg = (2.9%) Total = (19%)	0	0.00																		
		0.00																		
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>																				
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"																				
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.																				
Notes																				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is .019</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 colspan="2"></td> <td style="text-align: right;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is .019	50	50.00		30			0				50.00			
	Result	Points Possible	Points Earned																	
	Ratio is .019	50	50.00																	
		30																		
	0																			
		50.00																		
Meets Standard: Debt to Asset Ratio is less than 0.9																				
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0																				
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0																				
Notes																				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>0.00</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30		0	0	0.00			0.00
	Result	Points Possible	Points Earned																	
		0																		
		50																		
	30																			
0	0	0.00																		
		0.00																		
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>																				
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"																				
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative																				
Notes	Multi-year cash flow is negative, but trend is positive and the multi-year result is likely due to the facility payoff.																			
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>School has no debt</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	School has no debt	50	50.00		0				50.00						
	Result	Points Possible	Points Earned																	
	School has no debt	50	50.00																	
		0																		
		50.00																		
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1																				
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1																				
Falls Far Below Standard: Not Applicable																				
Notes																				



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

Alison Consoletti, The Center for Education Reform