



# The Village Charter School



## ANNUAL PERFORMANCE REPORT

### 2016-2017

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2018

## Introduction

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

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

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

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

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

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

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

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2016-17 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

## School Overview

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

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

	School	Surrounding District (Boise)	Neighboring District (West Ada)	State
<b>Non-White</b>	15.23%	24.98%	19.56%	25.64%
<b>Limited English Proficiency</b>	0.57%	8.18%	3.35%	5.56%
<b>Special Needs</b>	12.36%	10.68%	9.03%	9.62%
<b>Free &amp; Reduced Lunch</b>	0.00%	52.35%	27.64%	48.73%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	35.1%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	50.3%
Percentage of Students Meeting or Exceeding Proficiency In Science	71.2%
Graduation Rate (4-year cohort data from 2016)	N/A

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

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

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

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

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

ACADEMIC K-8

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>21</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">21</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	21		0 - 14	0			21
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>29</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">29</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	29		0 - 14	0			29
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b>  <b>Math Proficiency Rate</b>  <b>Comparison to District</b>	<p><b>Do math proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>21</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">21</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	21		0 - 14	0			21
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<b>Measure 2b</b>  <b>ELA Proficiency Rate</b>  <b>Comparison to District</b>	<p><b>Do ELA proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>26</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">26</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	26		0 - 14	0			26
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td>47</td> <td>0-25</td> <td>24</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">24</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0	47	0-25	24			24
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<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td>68</td> <td>26-50</td> <td>49</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">49</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0	68	26-50	49		0-25	0			49
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## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

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

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

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

### Performance Framework Structure

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

#### **Academic:**

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

#### **Mission-Specific:**

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

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

#### **Operational:**

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

#### **Financial:**

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

## **Accountability Designations**

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

### **Honor:**

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

### **Good Standing:**

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

### **Remediation:**

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

### **Critical:**

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

TVCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED			
State/Federal Accountability	1a	25	0%	0.00	The Village Charter School has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.					
	1b	25	0%	0.00						
Proficiency	2a	75	0%	0.00						
	2b	75	0%	0.00						
	2c	75	0%	0.00						
Growth	3a	100	0%	0.00						
	3b	100	0%	0.00						
	3c	100	0%	0.00						
	3d	75	0%	0.00						
	3e	75	0%	0.00						
	3f	75	0%	0.00						
	3g	100	0%	0.00						
College & Career Readiness	4a									
	4b1 / 4b2									
	4c									
Total Possible Academic Points		900	0%							
- Points from Non-Applicable		750								
Total Possible Academic Points for This School		150								
<b>Total Academic Points Received</b>				<b>0.00</b>						
<b>% of Possible Academic Points for This School</b>				<b>0.00%</b>						

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

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>250</b>						
<b>TOTAL POINTS RECEIVED</b>		<b>25.00</b>					
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>10.00%</b>					

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>330.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>82.50%</b>

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

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

TVCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	82.50%	65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	25.00%

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

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

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

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

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



		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school's annual independent financial audit, due 10/17/16, was submitted 10/18/16. The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).			15.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
	Notes	The audit did not identify material weaknesses or internal controls weaknesses; however, the audit did report significant issues of non-compliance, including a lack of policies related to federal awards, insufficient practices to support time and effort reporting, and inadequate staff personnel files, particularly with regard to certification documentation.		

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.			15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>				<u>25.00</u>
<hr/>				
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>				<u>25.00</u>
<hr/>				
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>				<u>25.00</u>

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

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p><b>Is the school complying with all other obligations?</b></p> <p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>		25	
	<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	0	0.00
				0.00
Notes	<p>The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of October 22, 2017.</p>			

INDICATOR 1: NEAR-TERM MEASURES			
<b>Measure 1a</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</b>
<b>Current Ratio</b>	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	<b>Points Earned</b>
			50
			10
		0.55	0
			<u>0.00</u>
			0.00
<b>Notes</b>			
<b>Measure 1b</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</b>
<b>Unrestricted Days Cash</b>	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	<b>Points Earned</b>
			50
			10
		.74 days	0
			<u>0.00</u>
			0.00
<b>Notes</b>	Unrestricted days cash has steadily declined: 2014 - 76 days; 2015 - 34 days; 2016 - 0 days; 2017 .74 days.		
<b>Measure 1c</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	<b>Result</b>	<b>Points Possible</b>
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	<b>Points Earned</b>
		97%	50
			30
			0
			<u>50.00</u>
			50.00
<b>Notes</b>			
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>
<b>Default</b>	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No Default Noted	<b>Points Earned</b>
			50
			50.00
			0
			<u>50.00</u>
			50.00
<b>Notes</b>			

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>			
<b>Total Margin and Aggregated 3-Year Total Margin</b>	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals: -15.39%	50 10 0	0.00 <hr/> 0.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>			
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is: 1.1	50 30 0	0.00 <hr/> 0.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.			
Measure 2c	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>			
<b>Cash Flow</b>	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is: -\$130,324	50 30 0	0.00 <hr/> 0.00
<b>Notes</b>				
Measure 2d	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>			
<b>Debt Service Coverage Ratio</b>	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is: -1.40	50 0	0.00 <hr/> 0.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

TVCS --- LONGITUDINAL RESULTS

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

Total Possible Academic Points Received	900	483.01	59.49	39.97	0.00	0.00
% of Possible Academic Points for This School		53.67%	34.00%	26.64%	0.00%	0.00%

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

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

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	15	25	25	
	1c	25	25	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	0	15	
	2b	25	25	0	0	0	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	0	25	0	15	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	15	15	15	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	25	0	0	
Total Possible Operational Points Received	400	355.00	345.00	290.00	330.00	0.00	
% of Possible Operational Points for This School		88.75%	86.25%	72.50%	82.50%	0.00%	

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

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