

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION

STATE OF IDAHO

In the Matter of the Charter Renewal for:

IDAHO VIRTUAL HIGH SCHOOL, DBA  
RICHARD MCKENNA CHARTER SCHOOL,

Respondent.

Reference No. 21-52511

PRELIMINARY STATEMENT

Idaho Virtual High School, Inc. DBA Richard McKenna Charter School (hereinafter “RMCS”) has been in continuous operation since 2002 and was granted a Charter School Performance Certificate on February 7, 2017. That on November 15, 2021, the Director of the Idaho Public Charter School Commission issued their recommendation concerning whether or not RMCS’s Charter School Performance Certificate (“Certificate”) should be renewed for an additional five year period pursuant to I.C. 33-5209B. The Director’s recommendation was for renewal of the Certificate but with five conditions. The most significant of the conditions was not a condition but rather was a requirement that RMCS cease operation of both the virtual and alternative virtual high school programs by June 30, 2022. RMCS disagrees with all five of the listed conditions and asserts that the nature and character of its programs and the demographics of its student population has not been adequately or properly considered as part of the Director’s recommendation and conditions. RMCS believes that the comparison data utilized as the basis for the conditions included in the recommendation is vague, and not a fair or valid basis to make any decisions concerning RMCS. The overall aspect of all of the RMCS programs has not been

considered and the Director seems to ignore or give little if any weight to the areas where RMCS data compares favorably or better than other schools.

This matter does not involve any allegations concerning RMCS facilities, general operations, or financial concerns. RMCS is exemplary in all of those categories. In addition, RMCS is unique in that it does not accept Federal Funds and provides all of its educational services utilizing only money appropriated by the State of Idaho. That fact reinforces the financial integrity and acumen of the staff and Board of RMCS. This matter involves only academic performance issues and RMCS believes the recommendation of the Director to require a virtual high school program to cease operations solely for alleged performance reasons is unprecedented. To the knowledge of RMCS the recommendation to close the virtual programs solely based upon performance related comparisons is the only time that a financially solid school has been closed absent financial impropriety.

### **What is RMCS?**

RMCS is the epitome of what the legislature intended when it enacted the Public Charter Schools Act of 1998. (I.C. 33-5201 et seq). The legislative intent set out in I.C. 52-5202 provides for the creation of an educational process that makes available opportunities to students outside of a traditional school structure to increase learning opportunities and expand learning experiences utilizing innovative teaching methods, including virtual learning. It was also the intent of the legislature to expand students' choices in the types of educational opportunities that were then currently and typically found in the traditional school structure. It was clear that the legislature understood that a portion of the educational community was going unserved because of the lack of the opportunities available to them in the traditional school structure. If a student was not capable, for whatever reason, to thrive in the traditional school structure there were no

alternative opportunities for that student population to obtain a high school diploma. It is that portion of the student population that RMCS has been serving for the past 20 years and must continue to have the opportunity to serve in the future. Ceasing operations of the virtual programs could potentially take away from all of the current students the opportunity to graduate from high school. RMCS asserts that the demographics of the student population served by RMCS prevents a large segment of that population from assimilating back into a traditional system or for that matter even a traditional virtual program that does not provide the flexibility that the asynchronous individualized block class program offered by RMCS. In essence, based upon our knowledge of the students at RMCS the recommendation by the Director to require the virtual program to close will force a large portion of those students to drop out and stop trying to obtain a diploma. The recommendation to cease operations of the virtual programs assumes that the students will transfer and will have a higher graduation rate somewhere else. There is no basis for that assumption and RMCS believes that the recommendation will damage many students. A decision that causes even one student to not have the opportunity to graduate from high school is a decision that must be based upon data that is complete and unassailable.

RMCS has three distinct educational programs. The on-site program is a K-12 program that was developed as part of the 2017 Certificate and is finally at a stage where there are students at each grade level for the first time. RMCS also provides a virtual or online 9-12 alternative high school for at-risk students and a 9-12 virtual or online high school for students that do not meet the at-risk criteria<sup>1</sup>. The classification of the student in the alternative or regular virtual program is based on whether or not the student meets the requirements of being an at-risk student and if it is determined at any time during the block course that a student meets the criteria

---

<sup>1</sup> The at-risk criteria utilized by RMCS is attached as Exhibit ?.

they are then deemed to be in the alternative program. Approximately half or more of all of the students that enroll in RMCS' virtual program meet the at-risk criteria and as such are considered in the alternative school. We should not assume that all at-risk students have bad grades or are not on track for graduation. An easy example would be a student with straight A's who has a medical issue relating to his or her diabetes. That student's medical condition could place them in the at-risk category. However, the most common criteria stems from being behind in their studies or various social economic issues. Many students are coming from backgrounds where they have failed or do not fit into a traditional educational setting including traditional alternative on-site school programs. Many of the RMCS students have no place else to go and rather than drop out they choose to take a final shot at getting their high school degree at RMCS. Providing these at-risk students with an opportunity to continue their education after failing in the traditional setting is the essence of RMCS. Although RMCS hopes and works toward having every student graduate they are realistic and understand that the probability that they will achieve the same graduation rate or test scores as their comparison schools is remote. To require RMCS to meet those same standards when the demographics of their student population is substantially different sets RMCS up to fail and punishes the students that are and will in the future be successful at RMCS.

Shortly after the 2017 Certificate was issued a change in the administration occurred at RMCS. Dennis Wilson became the leader of the school and spent a year evaluating the RMCS programs. As a result of that evaluation and discussions with the State concerning graduation rates RMCS immediately initiated a committee to consider changes. The work of that committee led to a significant cultural change being implemented in the 2018-19 school year which RMCS



refers to as the early warning system (“EWS”)<sup>2</sup>. Establishing EWS and making the decision to use full time teachers in the core courses in the online programs allowed RMCS to better monitor each student in the virtual program to make sure that if they meet the at-risk criteria that they are provided extra support and consideration within the context of their classes. This constant monitoring process is believed to give each student the best chance to catch up and go as far as they choose to go toward graduation<sup>3</sup>. It also provides for a safety net that identifies potential new or recurring issues that if corrected will assist in the graduation of more students. The full effect of that program has yet to be measured given the pandemic and the fact it has only been in place for a few years. RMCS believes that the trends that it is seeing even in light of the pandemic and the effect that has had on students are positive and that upward trend justifies an additional five years to evaluate effectiveness of the EWS concept in assisting students to achieve higher graduation rates and test scores.

In essence, RMCS takes students that otherwise would be dropouts, because they have been unable to succeed in traditional programs, and provides them a potential safe and secure opportunity to succeed. The issue that faces the Commission is how do you define success? Is success only achieved if the student graduates or meets proficiency standards or should success be measured by other criteria? For example consider a student who is 17 years old and a year or more behind on their graduation track, i.e. they need two years of credits to graduate, and they

---

<sup>2</sup> The action or RMCS in immediately developing a strategy for improving graduation rates and implementing that strategy in less than a year establishes the seriousness that RMCS gives to this issue and its willingness to do whatever it takes to resolve issues once they are identified and the basis for the concern is clearly established. Using only a single year of data to determine whether or not the strategy is or can resolve the issue is not sufficient.

<sup>3</sup> Teachers have indicated that they are continually considering the list of at-risk criteria for each student they teach in an effort to help the student meet the highest educational level they can or want to achieve depending upon their circumstances. Programs in traditional educational settings or in most alternative schools do not go to that level of effort to assist the students in their programs. It would be a significant detriment to the current RMCS students to transfer to another school or program and once again fall through the cracks.

enroll at RMCS. It is highly speculative to anticipate that this student will attend RMCS for two years in order to graduate. By spending time at RMCS and obtaining additional credits and skills, has there not been a modicum of success even if they do not graduate? Many times as a student reaches 18, 19, or 20 they are working full time jobs and decide that a degree is not worth the effort or they feel that they have reached a skill level that will allow them to take the GED. The EWS program is designed to monitor those students and identify changing factors that if corrected will allow or convince that student to complete the credits necessary to graduate or to improve in the quality of their classwork. If they have attended RMCS and do not graduate, they are considered a dropout by the State and the RMCS graduation rate decreases even though RMCS has done everything possible to help the student and provide them the opportunity to advance their education and hopefully graduate. If they do not graduate RMCS is considered to have failed that student regardless of the overall success the student had while attending RMCS or the fact that outside factors such as pregnancy, addiction, homelessness, abuse, or mental or emotional issues and not the efforts of RMCS as the cause of their not graduating. These factors are much more prevalent in the demographics of RMCS students than a traditional school setting even if it involves alternative schools or virtual programs. That is a clear example of why a direct comparison of RMCS graduation rates to a regular on-site school or other virtual school that does not have the same demographics in their student population is neither appropriate nor fair<sup>4</sup>.

It is doubtful that in either of its virtual programs RMCS will ever be able to meet the graduation rate desired by the Director. To impose that requirement on RMCS given the

---

<sup>4</sup> It is safe to conclude that there is a significant percentage of the students that enroll at RMCS who if not at RMCS would be dropouts. The graduation of even one of these students should be deemed a success. To only look at whether or not the total graduation rate of RMCS meets the requirements of all Idaho schools or even traditional comparison schools ignores the RMCS success of taking potential dropouts and improving their education and skills and in some instances getting them a high school diploma.

demographics of its student population is arbitrary and is designed to make RMCS fail. The concept that every student who enrolls at RMCS is expected to or has an equal chance to graduate as a student enrolled at the RMCS comparison school is a fiction and must be recognized in the evaluation process and considered in making recommendations or establishing conditions in the renewed Certificate. Even if a student does not meet the at-risk criteria it does not mean that they are not significantly behind in credits required to graduate or do not struggle with their academics<sup>5</sup>. Virtually every student that enrolls in the RMCS virtual programs meets at least one of the overall at-risk criteria. Comparing the graduation rates of those students to schools where a small percentage of its students meet any of the at-risk criteria is not fair to RMCS. Shouldn't the consideration be whether or not RMCS is having success with students that if not at RMCS would be drop outs, rather than that RMCS is failing because it is not bringing up the graduation rates and proficiency scores to the same levels of schools that are not comparable to RMCS? The comparison schools have failed the students that come to RMCS and now in this evaluation process RMCS is being told that unless it does a better job than the traditional schools that failed the students that it must shut down its programs. Simple data driven decisions cannot and should never be the only criteria in providing opportunities for students in the State of Idaho who have struggled and now, with the help of RMCS, are attempting to get back on track. Some achieve their goal and some fail. RMCS is successful and its programs work. The evaluation process and this Commission must take that fact into consideration and not punish the students merely because a set of data does not meet an arbitrary standard.

---

<sup>5</sup> To be at risk for academic reasons a student must meet three of the first six listed criteria on Exhibit?. The vast majority of the RMCS students who enroll meet at least one but not three of those criteria and are always playing catch up. That is clearly not the case for most schools and programs.

Much of the data utilized in the comparisons of RMCS and other schools, programs, or statewide information relies upon the concept of continuous enrollment. That is a term that is very difficult to determine for the students at RMCS. Continuous enrollment is defined in IDAPA 08.02.03.112.05.d as:

- i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students.

That definition works within the context of a traditional on-site semester or trimester school or a synchronous block program but is difficult to apply to the programs offered by RMCS. It is very common for a RMCS student to enroll for a block in early August and then leave school at the end of that block only to come back into the program at least once and maybe twice for other blocks through the end of the summer session the next year. Since students in the virtual programs are allowed to register every Monday a student who takes a few weeks off after a block is completed will be shown on the RMCS records a withdrawal and reenrollment. How does the definition of being continuously enrolled apply in those situations? Overall, those students may have received four or six credits toward graduation during that 12 month period, but they are not considered to be continuously enrolled and in the State's eyes may be considered a dropout depending upon when they were last registered within the definition of continuously enrolled<sup>6</sup>. It

---

<sup>6</sup> When a student does not register for a six week block after completing the previous block they are listed on the RMCS ISEE reports as having withdrawn from school. If and when they return to register for another block their enrollment date is listed as the new date and is not related back to their previous attendance even if they have only been gone for a six week or less period.

is very possible that students are included in the data results even though they are not continuously enrolled.

At least 60% of the students at RMCS have been at the school and enrolled in one of the three programs for less than six months before the ISAT tests are given. In the virtual programs a 10<sup>th</sup> grader may have only been in the program for a single block or portion thereof before the ISAT tests are given. Given the low number of participants, a single person's score can have a profound effect on the RMCS comparison points<sup>7</sup>. Again, it is impossible to ascertain from the recommendation whether or not anything other than basic comparison of data points was the basis for the recommendation to discontinue a virtual program that provides an important safety net for students that otherwise would just drop out or are so far behind when they arrive that RMCS has not had the time and opportunity to assist them in bring the quality of their work and their proficiency up to an acceptable level.

RMCS utilizes an individual block program in its virtual schools. Students register for two courses for each block, which lasts six weeks. When a student first enrolls at RMCS they are provided a one week orientation program so that when the six week course begins neither the teacher nor the student is wasting time on issues concerning process as compared to education. The six week block program begins after the student completes the orientation process<sup>8</sup>.

The significant difference between the RMCS block program and the typical block program used in many on-site alternative schools is that it is asynchronous, whereas traditional

---

<sup>7</sup> Since there are only 12 students in the on-site senior class if one does not graduate RMCS cannot meet the standards required by the Directors criteria. This year we have a student that we know will not graduate because of a number of factors which includes the student's difficulty in dealing with in school learning and also an inability to do on-line learning.

<sup>8</sup> That means that the first block for the student after their initial enrollment will last a total of 7 weeks to allow for the orientation to be completed. RMCS makes sure that all of the educational contact time is beneficial and not dealing with procedural issues.

block programs are synchronous and require all of the students enrolled in that block to be present at a specific time. The asynchronous block program allows for students to self-direct and work at their own speed and at times that best fit their unique schedules and circumstances, so long as they complete each block and present their project within the overall six week time period based upon when they registered for that block. The process also allows for students to register for a block every Monday. If they decide to take a block class they do not need to wait weeks to begin that class. As such, RMCS students can and are at many different stages of a six week block course at any one time and can access the course on a daily schedule dictated by their circumstances. This allows the best possible flexibility for students who may have a child, are homeless, have a job, must help at home, or are traveling as a result of activities that prevent them from being in a traditional educational structure or able to utilize the traditional block class structure<sup>9</sup>. In addition, students can do a block program in less than six weeks if they have the inclination and ability. The teachers that participate in these asynchronous blocks are available for their students in ways and at times that are not available in a traditional block program or on-site class. The EWS process utilized by RMCS aides in helping students cope with their unique circumstances and continue their education. Oftentimes if the student was limited to attending a traditional setting at a specific time they would merely drop out. Providing a school structure that has the potential to save even one child from dropping out and continue to advance their education, even if they do not graduate, should always be supported by the State and considered to be a successful and worthwhile program.

---

<sup>9</sup> RMCS has had students that are on the rodeo circuit or are training for the Olympics, which requires them to travel to competitions. Giving them the opportunity to utilize the RMCS flexible block system is the only way they would ever have the opportunity to follow their dreams and also graduate from high school.

The significant changes that were implemented by RMCS in the 2018-19 school year and the effect of those changes seem to be having on the academic performance of RMCS have not yet been given a fair evaluation for many reasons. The effect of the use of a majority of full time teachers in the core courses and the implementation of the EWS began in the 2018-19 school year. It is RMCS's understanding that the State has only considered data for the years 2017-18 and 2018-19 and have not considered the current year or the previous two years. RMCS believes that additional data will justify the continuation of its virtual programs. Renewal of its Certificate to include allowing the virtual programs to continue in place for an additional five years would allow for the development of the data necessary to evaluate the effect of the changes implemented in 2018-19. RMCS does not object to reasonable conditions being established as part of a Certificate renewal so that all parties have a full and complete understanding of the criteria that will need to be met to have the programs continue upon the expiration of the renewed Certificate. Both RMCS and the State would be better served if there were a clear understanding of how the demographics of the student population will be considered, how the data will be compared, and what standards will be expected of RMCS in order to obtain a renewal in 2027. The use of discretion in establishing the standards and providing yearly input into what is good and what part of a program or result is of concern and why would be beneficial to both RMCS and to the Commission.

Eliminating the virtual programs as of June 30, 2022, will have a substantive and profound effect on all of the current students enrolled in the virtual programs and will certainly prevent many from ever graduating from high school. RMCS requires students to complete 46 credits to graduate. The majority of RMCS students who enroll are behind as much as a full year of credits or show a proficiency that is not at grade level. That is true for both students deemed at

risk and those that do not meet the at risk criteria. Since those students who are behind must not only attempt to catch up and get back on track but once on track they must move forward toward graduation or performing at grade level. For secondary students who are older and behind their individual circumstances (what caused them to be behind in the first place) often times prevent them from graduating regardless of what RMCS does or does not do. When their personal circumstances prevent graduation is always a wild card. The sooner they enroll at RMCS the better their chances are of improving. Generally, a student takes a total of six blocks, each of which consists of two classes, during a normal school year. Completing all six blocks equates to obtaining 12 credits, which is required to be on a graduation track. If a student begins their 11<sup>th</sup> grade year six credits behind, which is very normal, that student needs to take an additional three blocks on top of the twelve blocks necessary to stay on track to graduate. It is not feasible to believe that those three extra blocks can be taken in a single summer. This requires the student to continue during the summer after the graduation of their class to obtain the necessary credits to graduate. To close the RMCS virtual programs on June 30, 2022, would prevent all current students that were expecting to complete their graduation requirements during the summer of 2022 or the fall of 2022 from graduating.

Merely transferring to a new district in order to complete several classes is probably not feasible if the new district requires more than 46 credits to graduate. It is quite possible that a current RMCS student who needs only two credits at the end of this school year would be required to obtain as many as six to eight credits if the new district requires additional credits to graduate. That places a large number of students in a difficult position. Once again, the students that are most likely not to graduate will not because the program which provides the greatest opportunity to graduate is no longer available to them. Not only would they be required to find a



new program that meets their needs but also they would potentially need to stay in school an additional term or year to get the necessary credits. That would be a daunting thought to a student who is 19 years old and thought they would graduate during the summer of 2022. In addition, all of the students that can only make an asynchronous block program work for them will drop out and never graduate.

Dropping the virtual programs will also have a detrimental effect on the on-site graduation rate. RMCS has a student in a senior class of 12 students who has indicated that they will be two credits short to graduate this year and would only be able to graduate if the online program was available this summer. Having that student drop out would jeopardize the onsite program meeting its desired graduation rate.

Annual performance reports are provided to school districts by the Idaho Public Charter School Commission (“IPCSC”). One of the purposes for the annual report is “[t]o ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year. I.C. 33-5209 B(3) also provides:

The performance report shall summarize the public charter school’s performance record to date, based upon the data required by this chapter and the performance certificate, and shall provide notice of any weaknesses or concerns determined by the authorized chartering entity concerning the public charter school that may jeopardize its position in seeking renewal, if not timely rectified.

Due to the pandemic, the IPCSC suspended ratings on academic measures for the 2019-20 and 2020-21 school years. As a consequence the only data that was available for the recommendation of nonrenewal of the virtual programs is from 2017-18 and 2018-19 which does not take into consideration the effect of the institutional changes implemented in the 2018-19 school year as described herein and as part of the RMCS renewal application. Providing a recommendation that the virtual programs be closed down in November merely weeks before the renewal application

needs to be provided does not comply with the requirements of Idaho Code. Previous annual reports specifically do not contain any information that would or did identify performance concerns in a manner that allowed for RMCS to fully understand the issues at a time that would allow RMCS sufficient time to rectify any identified concerns. The unique fact of the pandemic and the problems it has created justifies keeping the virtual programs in place through a renewal of the Certificate merely to provide specific information of performance issues and allow RMCS to show that it can and will correct any of those issues over the next 5 years.

The administration at RMCS has no recollection of anyone from the Commission ever meeting or discussing with RMCS staff the RMCS academic programs prior to making the non-renewal recommendation. The Commission was at the school to confirm facility and operational information but never identified any deficiencies or provided any constructive input or otherwise how to correct any deficiencies and the method and manner that the unique demographics and programs provided by RMCS are taken into consideration as part of the ratings included in the annual reports. How can the conditions set out in the Director's recommendation be accepted unless it is shown that the unique aspects of RMCS are taken into consideration? The Performance Framework Structure contained in each Annual Report specifically sets out that in making authorizing decisions the PCSC "commits" to consider performance in the context of the communities and student demographics. RMCS has not seen any commitment on the part of the Director to do anything more than compare divergent data.

The decision to discontinue a program shown to have a profound beneficial effect on a portion of the educational community that is otherwise underserved and at risk to have a significant number of dropouts should be made only when the data and all other relevant information clearly and without dispute support such a conclusion. Using only two years of data

and failing to provide any meaningful input to RMCS in a manner and at a time that would allow it an opportunity to correct or explain any deficiencies mandates that the RMCS Charter be renewed in order to give RMCS a fair opportunity to prove that the SWIP changes made in 2018-19 will over time rectify any issues that the Director believes exist based only upon data from 2017 through 2019.

The graduation rates of RMCS's regular online program and its virtual online program exceeds the graduation rates of several virtual programs that have been recommended for renewal this year. See page ? of Exhibit ?. RMCS is at a loss to understand why those programs seem to be evaluated differently than RMCS. Those programs include Idaho Connects alternative program and the ISucceed Academy alternative program both of which had graduation rates of less than 10% and RMCS had a graduation rate in its alternative program of 17%-22% over the same period of time. Idaho Connects, ISucceed Academy, Idaho Career Technical Academy, and Kootenai Bridge all had graduation rates below that of RMCS in the regular online programs yet they are believed to have all been recommended for renewal. RMCS acknowledges that merely because one school is recommended for renewal does not mean that all comparable schools must be renewed. However, there must be consistency in what is important and what is not so that each school can have the opportunity to correct the deficiencies that are identified and to fully understand the data used and the basis for all such decisions. The RMCS graduation rate seems to be the most important, if not the sole reason, for the Condition 1 recommendation, but for other schools it seems to be ignored. A fair process of evaluation and recommendations requires a level and known playing field.

RMCS believes that the standard that the Commission must use in determining whether to accept, reject, or alter the conditions set out in the Notice and Acknowledgment of

Commission Director's Recommendation for Renewal of Charter With Conditions is whether or not the Director's conclusions are arbitrary or capricious. That standard is defined as:

"An agency's 'actions are considered arbitrary [or] capricious if made without a rational basis, or in disregard of the facts and circumstances, or without adequate determining principles.' Rouwenshorst v. Gem Cty., 168 Idaho 657, 485 P.3d 153, 158 (2021) (quoting Lane Ranch P'ship, 145 Idaho 87, 91, 175 P.3d 776, 780 (2007)).

"So long as the [] 'findings, conclusions and decisions are sufficiently detailed to demonstrate that it considered applicable standards and reached a reasoned decision, [the court will] find that the decision was not arbitrary [or] capricious and was based on substantial evidence. . . ." Id. (quoting Terrazas v. Blain Cnty. Ex rel. Bd. of Comm'rs, 147 Idaho 193, 204, 207 P.3d 169, 180 (2009)).

RMCS believes that inadequate consideration was given to the unique aspects of the RMCS programs and student demographics. Also the use of only two years of data that does not adequately reflect the actual current status of RMCS both from a graduation rate and proficiency standpoint constitutes a disregard of the facts and circumstances and therefore the Director's decision is arbitrary and capricious and must not be accepted.

### **Objections to Conditions 2-5.**

#### **Montessori - Conditions 2, 3 & 4**

Montessori is a mastery-based approach that sequences lessons and materials so that students can gain mastery before moving on to the next concept. Student growth is paced by the student's readiness rather than prescribed grade level standards. The Montessori program is in its fifth year of operation. The current 6<sup>th</sup> grade class is the first cohort of students who have been with the program since the 2016-17 school year. In 2019, this group of students took the ISAT for the first time as third graders. In 2020, due to COVID, no ISAT was administered.

Using baseline data from 2019, significant improvements have been implemented. The improvements implemented since 2019 have strengthened student performance in a number of ways.

Based on the 2019 baseline data, RMCS took the following steps:

- Trained teachers and aides with Orton-Gillingham approach (K-6)
- Since the implementation of Orton-Gillingham teacher training, student achievement scores on ISAT have risen from 13% in 2019 to 31% in 2021
- Increased Student Support Services (two Reading Intervention Specialists, school counselor, on-site speech therapist)
- Baseline data for the IRI in 2019 showed 15% growth while scores increased 18% in 2021 with significant improvement in spelling
- Implemented NWEA MAP as a growth assessment – See graphs sent from Julie Rice
- Implemented data teams
- IXL Math for grades 4-6
- Restructured our Early Childhood/Lower Elementary program
- 1:1 Technology
- Professional development
- National Center for Montessori in the Public Sector (NCMPS) school review

Most of the strategies implemented by Richard McKenna Montessori are only in the second year, while some strategies were implemented during the current school year. Time is needed in order to determine the effectiveness of these strategies and to make adjustments based on the data.

### **Conditions 2 ISAT Math Proficiency**

Even though the onsite high school had 63% of the sophomore class proficient on the 2021 Math ISAT, which exceeded conditions from the 2017 certificate, the typical student enrolling in the on-site high school is academically low (two or more years below grade level), behind in credits and had not shown proficiency on the ISAT prior to coming to Richard McKenna. It is difficult to improve a student in the short period of time they are enrolled in the school prior to taking the ISAT. Currently, 32% of the student population is either on an IEP or a

Section 504 Plan. RMCS On-site high school needs more time to work with these students to help them overcome their deficiencies.

### **Condition 3 ISAT ELA Proficiency**

Even though the onsite high school had 66% of the sophomore class proficient on the 2021 ELA proficiency, which exceeded conditions from the 2017 certificate, the typical student enrolling in the on-site high school is academically low (2 or more years below grade level), behind in credits and had not shown proficiency on the ISAT prior to coming to Richard McKenna. It is difficult to improve a student in the short period of time they are enrolled in the school prior to taking the ISAT. Currently, 32% of the student population is either on an IEP or a Section 504 Plan. RMCS on-site high school needs more time to work with these students to help them overcome their deficiencies.

### **Graduation Rate - Condition #5**

RMCS onsite has maintained an average graduation rate of 85.25% over the past four years, exceeding the 50% graduation rate recommended by the Commission in 2017. In 2018 and 2019 the graduation rate was 100%.

RMCS's onsite high school faces many challenges in regard to graduation rates. Its structure attracts students who have struggled in previous programs and are often already off track to graduate on time. It has a small student population that varies from year to year. From 2018-2021 the senior classes have varied in size from 1, 8, 7, and 7 respectively. This year there are 12 students in the senior class. This makes setting and meeting graduation rate requirements arbitrary and the effects of one student failing to graduate on time has the ability to drastically impact their statistics.

## Summary

The Director's report and recommendation sets out five conditions for renewal of the RMCS Certificate. The weightiest of the conditions is the first, which recommends that a successful beneficial virtual program that serves the most at-risk students in our educational community cease to operate. The effect that would have on the students enrolled in the virtual programs would be astronomical. The number of dropouts could be significant. That should not be allowed to happen for the reasons set out herein. The effect of the Director's recommendation and conditions assumes that the students in the virtual program could easily transfer to another school with programs that allow for the same or similar flexibility as the RMCS programs and that those students would have a better chance of graduating and being more proficient in the new program as compared to RMCS. That implied assumption is unfounded and RMCS categorically asserts that the opposite will happen. The limited data used by the Director which includes only the years 2017-18 and 2018-19 is without question insufficient to support such a significant decision. RMCS deserves the chance to provide 5 years of data to support its application for renewal. The following is a summary of the critical issues that the Commission needs to consider in ruling on this matter:

1. Accuracy of the data – program designations, continuously enrolled, lack of data in annual reports, current comparison groups, unique school model
2. Current frameworks and conditions do not accurately measure RMCS performance – the new framework appears to be a much better fit.
3. Only 2017-2019 data is being considered for the recommendation.
4. Notice of concerns and weaknesses was not given within a timeframe to be “timely rectified” before recommendation for nonrenewal of online programs was issued.
5. RMCS data is equal to or above that of other schools that were renewed.

6. The Alternative Comparative Measures report shows that out of the seven comparison schools RMCS is #2 in Math Mastery, #2 in ELA Mastery, #3 in Alternative Progress toward Graduation, # 3 in Alternative School Additional Graduation.

Overall, it makes logical sense to safeguard the students at RMCS and renew the Certificate with limited conditions, and utilize the new framework criteria rather than the old criteria to evaluate RMCS in the next few years and provide input on concerns at a time which would allow RMCS an opportunity to rectify those concerns before the next application in 2027 is due.

DATED this 28<sup>th</sup> day of January, 2022.

ANDERSON, JULIAN & HULL LLP

By: \_\_\_\_\_

Scott W. Marotz, Of the Firm  
Representing Richard McKenna Charter School



## CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 28<sup>TH</sup> day of January, 2022, I served a true and correct copy of the foregoing PRELIMINARY RESPONSE by delivering the same to each of the following, by the method indicated below, addressed as follows:

Karen Sheehan	<input type="checkbox"/>	U.S. Mail, postage prepaid
General Counsel for IPCSC	<input type="checkbox"/>	Hand Delivery
Deputy Attorney General	<input type="checkbox"/>	Overnight Mail
State General Counsel & Fair Hearings	<input checked="" type="checkbox"/>	E-Mail
Division	<input type="checkbox"/>	Facsimile
954 W. Jefferson St., 2 <sup>nd</sup> Floor		
PO Box 83720-0010		
Email: <a href="mailto:Karen.Sheehan@ag.idaho.gov">Karen.Sheehan@ag.idaho.gov</a>		

Rachel Kolts	<input type="checkbox"/>	U.S. Mail, postage prepaid
Deputy Attorney General	<input type="checkbox"/>	Hand Delivery
State General Counsel & Fair Hearings	<input type="checkbox"/>	Overnight Mail
Division	<input checked="" type="checkbox"/>	E-Mail
954 W. Jefferson St., 2 <sup>nd</sup> Floor		
PO Box 83720		
Boise, Idaho 83720-0010		

Email: [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)

*Representing Commission Staff*



\_\_\_\_\_  
Scott W. Marotz

**BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

IDAHO VIRTUAL HIGH SCHOOL, DBA  
RICHARD MCKENNA CHARTER  
SCHOOL,

Respondent.

Reference No. 21-52511

**NOTICE AND ACKNOWLEDGMENT OF  
COMMISSION DIRECTOR'S  
RECOMMENDATION FOR RENEWAL  
OF CHARTER WITH CONDITIONS**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for IDAHO VIRTUAL HIGH SCHOOL, DBA RICHARD MCKENNA CHARTER SCHOOL ("RMCS") be renewed for a five-year term, provided that RMCS agrees to comply with the conditions listed below in Section I.

Upon its review of the Director's recommendation, RMCS may agree to accept the recommendation, or RMCS may request an administrative hearing to contest the Director's recommendation.

If RMCS agrees to accept the Director's recommendation as presented herein, an authorized representative of RMCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director  
Idaho Public Charter School Commission  
304 N. 8<sup>th</sup> St., Ste. 242  
Boise Idaho, 83702  
jenn.thompson@osbe.idaho.gov

If RMCS does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of RMCS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If RMCS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, RMCS's inaction will be interpreted as a request for an administrative hearing for conditions not accepted.

#### **I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS**

The Director recommends that RMCS's charter be renewed subject to the following conditions:

1. Condition 1: RMCS ceases operation of both the virtual and alternative-virtual high school programs as of June 30, 2022. For reference, RMCS currently runs three programs under a single performance certificate: a virtual program, an alternative-virtual program, and a K-12 onsite program. The overall academic achievement of the virtual and alternative-virtual programs has been consistently low over the course of the current performance certificate term, and therefore the Director's recommendation is that these programs cease to operate.

The Commission's Performance Framework includes academic performance measures in math proficiency, English Language Arts ("ELA") proficiency, math growth, ELA growth, and graduation rate. Across RMCS's current performance certificate term, both the virtual and alternative-virtual programs have rarely met standard on any academic performance measure. RMCS's virtual program only met standard on the ELA growth measure in 2018 and 2019. RMCS's alternative-virtual program only met standard on the ELA growth measure in 2018, and only met standard on the ELA proficiency measure in 2019. Neither program met standard on any other measure over the course of the current performance certificate term.

RMCS's K-12 onsite program only met standard on the ELA growth measure in 2019; it did not meet standard on any other measure that year. The available 2021 academic data, while limited, reflect a similarly low academic performance. However, although the onsite

program's grades 9 through 12 (high school) have been operational for a longer period of time, RMCS's elementary program was only granted the authority to operate in 2018, beginning with K-5 and adding one grade each year. The goal was to develop a full K-12 onsite program and increase retention at the high school level. Had the K-12 onsite program been authorized as a separate school, rather than as a program under the same performance certificate as the virtual and alternative-virtual programs, it would have had until 2023 to meet these academic standards. This condition addresses the low-performing virtual and alternative-virtual programs that are up for renewal consideration, while allowing for the younger K-12 program to proceed with a fourth and fifth year of operation with the below conditions in place.


2. Condition 2: A minimum of 30% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide math assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.
3. Condition 3: A minimum of 45% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.
4. Condition 4: RMCS must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) greater than or equal to the average proficiency rate of RMCS's identified

- comparison group as stated in RMCS's current performance certificate; or (2) RMCS must increase the percent of continuously-enrolled students who achieved proficiency on the statewide literacy assessment by a minimum of 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2023. This condition is based on the proficiency rate necessary to meet standard on this measure.
5. Condition 5: RMCS achieves a 4-Year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2023. This recommendation is based on the graduation rate necessary to meet standard on this measure in 2019 (the most recent available data).

**Director's Note on Recommended Conditions:** As there are multiple statewide virtual and alternative-virtual schools and programs that have achieved higher academic performance ratings than those operated by RMCS, it is likely that current student-attendees will be better served by enrolling elsewhere and that the change in enrollment will cause little hardship for these students. This change in program offerings will also provide RMCS with the opportunity to make improvements to the K-12 onsite program necessary for it to meet the academic standards of the Commission's Performance Framework. At this time, the Director's recommendation is to have RMCS cease offering its two low-performing virtual programs, as stated in Condition 1, and to give RMCS until 2023 to achieve a "meets standard" rating as a K-12 Montessori and Project-Based-Learning school, at which time the Commission could consider revocation if RMCS does not meet the terms of Conditions 2 through 5.

*[Signature on following page]*

Dated this 15th day of November, 2021.

  
\_\_\_\_\_  
Jenn Thompson  
Director  
Idaho Public Charter School Commission

Digitally signed by Jenn  
Thompson  
Date: 2021.11.12 13:55:43 -07'00'

## CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions by the following method to:


Meg Warren  
Board of Directors Chairperson  
Idaho Virtual High School, dba Richard  
McKenna Charter School  
675 S Haskett St.  
Mountain Home, ID 83647  
megwarren@aol.com

☒ U.S. Mail  
☐ Hand Delivery  
☐ Overnight Mail  
☐ Facsimile:  
☒ Email: megwarren@aol.com

Dennis Wilson  
School Administrator  
Idaho Virtual High School, dba Richard  
McKenna Charter School  
675 S Haskett St.  
Mountain Home, ID 83647  
dwilson@rmckenna.org

☒ U.S. Mail  
☐ Hand Delivery  
☐ Overnight Mail  
☐ Facsimile:  
☒ Email: dwilson@rmckenna.org

Digitally signed by Jenn Thompson  
Date: 2021.11.12 13:55:56 -07'00'

  
\_\_\_\_\_  
Jenn Thompson  
Director  
Idaho Public Charter School Commission

# ATTACHMENT A:

CONSENT AGREEMENT  
ACCEPTING DIRECTOR'S RECOMMENDATION



## CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION

This Consent Agreement ("Agreement") is entered into between the Director of the Idaho Public Charter School Commission ("Director") and IDAHO VIRTUAL HIGH SCHOOL, DBA RICHARD MCKENNA CHARTER SCHOOL ("RMCS"). RMCS understands, acknowledges, and agrees to the following:

1. On behalf of RMCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated November 15, 2021 ("Notice").
2. RMCS understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:

- a. Condition 1: RMCS ceases operation of both the virtual and alternative-virtual high school programs as of June 30, 2022. For reference, RMCS currently runs three programs under a single performance certificate: a virtual program, an alternative-virtual program, and a K-12 onsite program. The overall academic achievement of the virtual and alternative-virtual programs has been consistently low over the course of the current performance certificate term, and therefore the Director's recommendation is that these programs cease to operate.

The Commission's Performance Framework includes academic performance measures in math proficiency, English Language Arts ("ELA") proficiency, math growth, ELA growth, and graduation rate. Across RMCS's current performance certificate term, both the virtual and alternative-virtual programs have rarely met standard on any academic performance measure. RMCS's virtual program only met standard on the ELA growth measure in 2018 and 2019. RMCS's alternative-virtual program only met standard on the ELA growth measure in 2018, and only met standard on the ELA proficiency measure in 2019. Neither program met standard on any other measure over the course of the current performance certificate term.

RMCS's K-12 onsite program only met standard on the ELA growth measure in 2019; it did not meet standard on any other measure that year. The available 2021 academic data, while limited, reflect a similarly low academic performance. However, although the onsite program's grades 9 through 12 (high school) have been operational for a longer period of time, RMCS's elementary program was only granted the authority to operate in 2018, beginning with K-5 and adding one grade each year. The goal was to develop a full K-12 onsite program and increase retention at the high school level. Had the K-12 onsite program been authorized as a separate school, rather than as a program under the same performance certificate as the virtual and alternative-virtual programs, it would have had until 2023 to meet these academic standards. This condition addresses the low-performing virtual and alternative-virtual programs that are up for renewal consideration, while allowing for the younger K-12 program to proceed with a fourth and fifth year of operation with the below conditions in place.

- b. Condition 2: A minimum of 30% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School

- program) achieve proficiency on the statewide math assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a “meets standard” rating under the Commission’s Performance Framework.
- c. Condition 3: A minimum of 45% of the continuously-enrolled students at RMCS’s K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a “meets standard” rating under the Commission’s Performance Framework.
  - d. Condition 4: RMCS must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) greater than or equal to the average proficiency rate of RMCS’s identified comparison group as stated in RMCS’s current performance certificate; or (2) RMCS must increase the percent of continuously-enrolled students who achieved proficiency on the statewide literacy assessment by a minimum of 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2023. This condition is based on the proficiency rate necessary to meet standard on this measure.
  - e. Condition 5: RMCS achieves a 4-Year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2023. This recommendation is based on the graduation rate necessary to meet standard on this measure in 2019 (the most recent available data).
- 3. RMCS understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). RMCS further understands and acknowledges that the Commission is under no obligation to agree with the Director’s recommendation, and is under no obligation to adopt this Agreement.
  - 4. RMCS understands and acknowledges that if the Commission approves the renewal of RMCS’s charter, the Commission and RMCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.
  - 5. On behalf of RMCS, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, RMCS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

*[Signatures on following page]*

The undersigned authorized representative, on behalf of RMCS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Date

Board Chair/President

IDAHO VIRTUAL HIGH SCHOOL, DBA RICHARD MCKENNA CHARTER SCHOOL

\_\_\_\_\_  
Jenn Thompson

\_\_\_\_\_  
Date

Director

Idaho Public Charter School Commission

# **ATTACHMENT B:**

**REQUEST FOR ADMINISTRATIVE HEARING  
FOR CONDITIONS NOT ACCEPTED**

**REQUEST FOR ADMINISTRATIVE HEARING  
FOR CONDITION(S) NOT ACCEPTED**

On behalf of IDAHO VIRTUAL HIGH SCHOOL, DBA RICHARD MCKENNA CHARTER SCHOOL (“RMCS”), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Renewal of Charter with Conditions dated November 15, 2021 (“Notice”). RMCS does not agree with some or all of the Director’s recommendation stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission (“Commission”).

By checking the corresponding box, RMCS acknowledges that it does not agree with the following proposed condition(s):

☐ **Condition 1:** RMCS ceases operation of both the virtual and alternative-virtual high school programs as of June 30, 2022. For reference, RMCS currently runs three programs under a single performance certificate: a virtual program, an alternative-virtual program, and a K-12 onsite program. The overall academic achievement of the virtual and alternative-virtual programs has been consistently low over the course of the current performance certificate term, and therefore the Director’s recommendation is that these programs cease to operate.

The Commission’s Performance Framework includes academic performance measures in math proficiency, English Language Arts (“ELA”) proficiency, math growth, ELA growth, and graduation rate. Across RMCS’s current performance certificate term, both the virtual and alternative-virtual programs have rarely met standard on any academic performance measure. RMCS’s virtual program only met standard on the ELA growth measure in 2018 and 2019. RMCS’s alternative-virtual program only met standard on the ELA growth measure in 2018, and only met standard on the ELA proficiency measure in 2019. Neither program met standard on any other measure over the course of the current performance certificate term.

RMCS’s K-12 onsite program only met standard on the ELA growth measure in 2019; it did not meet standard on any other measure that year. The available 2021 academic data,

while limited, reflect a similarly low academic performance. However, although the onsite program's grades 9 through 12 (high school) have been operational for a longer period of time, RMCS's elementary program was only granted the authority to operate in 2018, beginning with K-5 and adding one grade each year. The goal was to develop a full K-12 onsite program and increase retention at the high school level. Had the K-12 onsite program been authorized as a separate school, rather than as a program under the same performance certificate as the virtual and alternative-virtual programs, it would have had until 2023 to meet these academic standards. This condition addresses the low-performing virtual and alternative-virtual programs that are up for renewal consideration, while allowing for the younger K-12 program to proceed with a fourth and fifth year of operation with the below conditions in place.

☐ **Condition 2:** A minimum of 30% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide math assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

☐ **Condition 3:** A minimum of 45% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2023. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

☐ **Condition 4:** RMCS must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) greater than or equal to the average proficiency rate of RMCS's identified comparison group as stated in RMCS's current performance certificate; or (2) RMCS must increase the percent of continuously-enrolled students who achieved proficiency on the statewide literacy assessment by a minimum of 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2023. This condition is based on the proficiency rate necessary to meet standard on this measure.

☐ **Condition 5:** RMCS achieves a 4-Year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2023. This recommendation is based on the graduation rate necessary to meet standard on this measure in 2019 (the most recent available data).

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. RMCS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. RMCS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew RMCS's charter with no conditions, renew RMCS's charter with conditions, or nonrenew RMCS's charter.

Dated: \_\_\_\_\_.

---

Authorized Representative  
Board Chair/President  
IDAHO VIRTUAL HIGH SCHOOL, DBA RICHARD  
MCKENNA CHARTER SCHOOL

Charter Renewal Application for  
**Idaho Virtual High School, Inc.**  
**DBA Richard McKenna Charter School**

LEA #453  
675 South Haskett Street  
Mountain Home, ID 83647

Onsite High School Building Number	1399
Onsite Elementary School Building Number	1387
Online Program Building Number	0870
Online Alternative High School Program Building Number	0871

Dennis Wilson, Director  
[dwilson@rmckenna.org](mailto:dwilson@rmckenna.org)  
208-580-2449

Meg Warren, Board Chair  
[megwarren@aol.com](mailto:megwarren@aol.com)  
623-213-4192

**Mission Statement:** The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing 1) project-based learning, 2) personal responsibility, and 3) outstanding citizenship.

Current Enrollments:	604
Onsite HS	60
Onsite Elementary School	196
Online Program	171
Alternative Program	177



# Table of Contents

<b>Narrative - Online Programs</b>	<b>5</b>
Planned Improvements	5
Expansion of Student Case Management Component of EWS	5
Growth-Tracking Student Math Skills	6
Remediation Of Math Skills	6
Interim ISATs	6
Expanded Course Options and CTE Opportunities	7
Improve Communication and Cooperation with the IPCSC Staff	7
Performance Goals	7
<b>Additional Evidence</b>	<b>8</b>
The Unique Features of the Richard McKenna Online Programs	8
Weekly Enrollment	8
Focused 6 Week Sessions	9
Focus on Project-Based Learning	9
Proprietary Learning Management System	10
Post-2017 Charter Renewal School-Wide Improvement Plan	12
Reallocation of Teachers	13
Development of an Early Warning System and Multi-Tier Support System	13
Establish a Director of Course Design	14
Results of School-Wide Improvement Plan	14
Course Completion	14
Graduation Rates	15
Courses Redesigned	16
Understanding The Academic Performance of the Online Student	17
Response To Recommendation for Ceasing Operations	20
Reporting Periods of the 5-year Renewal Period	20
Accountability Designations	20
Impact on Students	24
ISAT Growth	25
<b>Narrative for Richard McKenna Montessori</b>	<b>28</b>
A Montessori Education	28
Student-Led	28
Multi-Sensory	28
Mastery-based	29
General Education Improvement Strategy	29
Orton-Gillingham Training	30
Student Support Services	31

NWEA MAP	31
Data Teams	31
IXL	32
Restructured Elementary/Early Childhood Programs	32
1:1 Technology	33
Professional Development	33
Commissioned National Center for Montessori in the Public Sector for School Review	34
<b>Special Considerations Outline</b>	<b>34</b>
Exhibit 1 - Data Reflecting Growth Since 2019	34
Exhibit 2 - 2020-2021 School Year/COVID	34
Exhibit 3 - Time of Operation/Experience	35
Exhibit 4 - Small Student Population	35
<b>Additional Evidence</b>	<b>36</b>
Exhibit 1 - Data Reflecting Growth Since 2019	36
Exhibit 2 - 2020-2021 School Year/COVID	37
Conclusion	39
<b>Narrative for Richard McKenna Onsite High School</b>	<b>41</b>
2017 Performance Certificate Conditions	41
A Non-Traditional Education	42
Focused 6 Week Sessions	42
Enrollment Every 6 weeks	43
Project-Based Learning	43
Outstanding Citizenship	43
General Education Improvement Strategy	43
Progress Monitors	44
Mathematics Action Plan	44
Improvements in Place	44
Growth-Tracking Student Math Skills	44
Remediation of Math Skills	45
Planned Improvements	46
Math Standards Practice	46
Afterschool Math Program	46
Math Practice Incentive Program	46
Schedule Revisions	47
English Language Arts and Literacy Action Plan	47
Improvements in Place	47
Growth-Tracking Student ELA/Literacy Development	47
Remediation of ELA/Literacy Skills	48
Drop Everything and Read (DEAR)	48
Daily Journal Requirements	48

Document Based Questions (DBQ)	49
Smarter Balanced Based Strategies	49
Planned Improvements	49
ELA Standards Practice	49
Schedule Revisions	50
Graduation Rates Action Plan	50
Improvements in Place	50
Study Skills	50
Counseling	51
Summer School	51
Counseling for Graduation Success	51
Senior Project	51
Low Grade Monitoring	52
Special Education Aide	52
After School Academic Support	52
Planned Improvements	53
Schedule Revisions	53
Review of Courses	53
<b>Special Considerations</b>	<b>53</b>
Exhibit 1 - Data Reflecting Growth Since 2019	53
Exhibit 2 - 2020-2021 School Year/COVID	53
Exhibit 3 - Small Student Population	54
<b>Additional Evidence</b>	<b>54</b>
Exhibit 1 - Data Reflection Growth since 2019	54
Exhibit 2 - 2020-2021 School Year/COVID	56
<b>Additional Evidence</b>	<b>58</b>

## Narrative - Online Programs

The board, administration, faculty, and staff of Richard McKenna thank the IPCSC board members for this opportunity to share with them the exciting improvements that have been made in our program and that continue to be made. Before detailing our planned program changes it is important to understand some of the unique features of our programs as well as changes we have recently instituted that have already shown significant improvement in student outcomes. This information will provide context for our planned changes.

### Planned Improvements

As we continuously wish to improve our student outcomes, the following changes are planned beginning next academic year. We believe these changes will improve graduation rates, ISAT scores in mathematics, and successful course completions. Most importantly, it will lead to an improved student experience and greater student success.

#### Expansion of Student Case Management Component of EWS

Because the Early Warning System (EWS) we implemented in 2018-2019 ([explained in Improvements Made Since 2017 Charter Renewal >> "Development of an Early Warning System and Multi-Tier Support System"](#)) was incredibly successful at improving successful course completions and graduation rates, we plan to expand the program to more students. Because we have already experienced statistically significant gains in course completions and graduation rates, we believe we can continue to improve upon this success by expanding this program and the interventions to more students.

## Growth-Tracking Student Math Skills

We plan to test all incoming 9th and 10th graders with the well-regarded and NWEA Measure of Academic Progress (MAP) to acquire a baseline indication of their math skills. This program is currently used in our on-site program. This information will be used to place incoming students in the most appropriate math courses. Upon completion of math courses, students will again be re-evaluated using the MAP program, allowing us to evaluate the growth of students.

## Remediation Of Math Skills

The initial MAP assessment and regular tracking of student math skills will be accompanied by targeted remediation for those students who are not proficient. This increase in testing and remediation will require the creation of 2 new academic support roles: a dedicated testing director and a dedicated math remediation resource teacher. The testing manager will be responsible for scheduling, proctoring, and administering all standardized tests, including the MAP and ISAT. In addition, this person will coordinate results from MAP tests with students' math teachers and the math remediation resource teacher who will be responsible for working with students to help them overcome the math skill deficiencies identified by the MAP assessment. In addition, if the state were to move away from the ISAT testing program, this data will allow us to continue tracking student growth and progress internally with a consistent program.

## Interim ISATs

The hiring of a dedicated testing director will also allow us to implement interim ISAT testing. Local school leaders we consulted reported positive outcomes from using interim testing. In

addition, interim testing as preparation for a final assessment is an evidence-based practice for improving standardized testing scores.<sup>1</sup>

## Expanded Course Options and CTE Opportunities

Over the next 5 years, we plan to expand course options with an emphasis on Career and Technical Education courses that provide students with certifications they can immediately take with them into the job market. We have already begun work on such courses.

Better

## Improve Communication and Cooperation with the IPCSC Staff

RMCS requests the IPCSC staff to train our leadership and team on performance certificates, annual reports, and other applicable processes and procedures. Improving our understanding of these administrative processes will help RMCS improve its performance on these metrics and foster a relationship of cooperation with the IPCSC staff.

## Performance Goals

We propose the following performance goals for the next 5-year term for the online and alternative online programs:

- A combined (online and alternative online) successful course completion rate of 80% or more for 4 out of the 5 years.
- The Richard McKenna online program will perform as well as or better than the average of its comparison group on the statewide assessment in Math by June 30, 2026.

---

<sup>1</sup>Yang, C., & Shanks, D. R. (2018). The forward testing effect: Interim testing enhances inductive learning. *Journal of Experimental Psychology. Learning, Memory, and Cognition*, 44(3), 485–492.

Lee, H. S., & Ahn, D. (2018). Testing Prepares Students to Learn Better: The Forward Effect of Testing in Category Learning. *Journal of Educational Psychology*, 110(2), 203–217.

- The Richard McKenna online alternative program will perform as well as or better than the average of its comparison group on the statewide assessment in Math by June 30, 2026.
- The Richard McKenna online program will perform as well as or better than the average of its comparison group on the statewide assessment in ELA by June 30, 2026.
- The Richard McKenna online alternative program will perform as well as or better than the average of its comparison group on the statewide assessment in ELA by June 30, 2026.
- The Richard McKenna online program will perform as well as or better than the average of its comparison group on the 4 year graduation rate by June 30, 2026.
- The Richard McKenna online alternative program will perform as well as or better than the average of its comparison group on the 5 year graduation by June 30, 2026.
- Demonstrate growth with 75% of continuously-enrolled students achieving their growth goals on the NWEA MAP

## Additional Evidence

### The Unique Features of the Richard McKenna Online Programs

The online and alternative online programs of Richard McKenna Charter School are designed with several unique components that make them a beneficial part of the state education system. Specifically RMCS has the following unique feature combination:

#### Weekly Enrollment

Weekly Enrollment allows students to enroll at RMCS almost immediately after experiencing an event that makes the traditional school setting no longer their best learning environment.

Students don't have to wait until a new academic term begins. This allows them to be

continuously engaged in their learning journey and reduces the chance that a large break from school could be indefinitely extended.

## Focused 6 Week Sessions

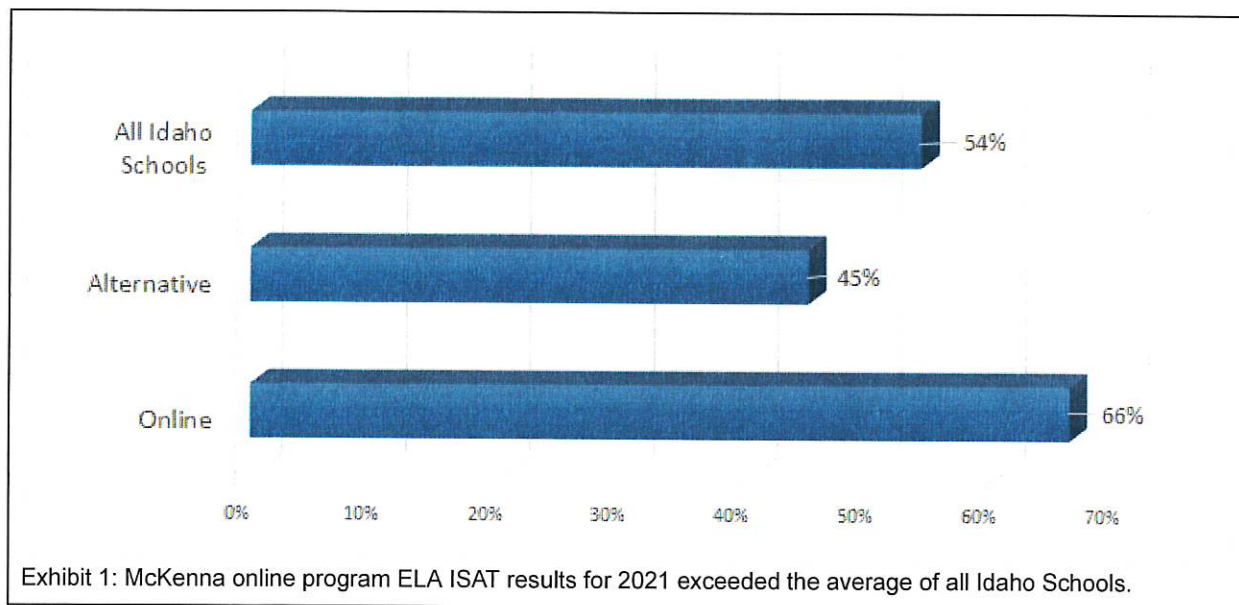
Like many alternative schools, students at RMCS learn in intensively focused blocks of classes, taking 2 classes at a time for up to 6 weeks. This schedule allows them to experience course completion success at more frequent intervals to reinforce positive feedback, keeps them from being overwhelmed with 7 different classes and sets of due dates to monitor, and allows for greater flexibility as we develop a graduation plan that is most responsive to the often complicated and inconsistent transcripts of many incoming students. It is easy for a student to take first semester English 12 in March just as it is easy to take second semester Government in September. Students don't have to wait for course offerings because our program accommodates whatever their needs are.

## Focus on Project-Based Learning

All courses require students to complete complex projects throughout the course as well as for their end-of-course assessment. These projects require students to apply multiple concepts from the course as well as deeper-thinking learning tasks. Many online schools over-rely upon computer-graded question-and-answer assignments that allow students to simply "click" on an answer option. Often, less-motivated students will simply click randomly on answer options hoping to earn a "good enough" grade or use Google to look up answers; engaged learning does not happen. The project-based approach requires students to demonstrate an understanding of complex concepts and synthesize that understanding into an original project. This approach helps incorporate language arts skills into all courses and is likely one of the reasons for our constantly better ELA performance in standardized tests compared to other



online schools. One example of our success in this area is our 2021 ELA ISAT scores, where our regular online program exceeded the average for the entire state (See Exhibit 1). We also believe that multiple program changes implemented in our 2019 School-Wide Improvement Plan contributed to this success (Explained in Additional Evidence).



## Proprietary Learning Management System

Early in our school's history, we decided to develop our own proprietary learning management system (LMS). This decision was made to improve the daily student experience. Pre-packaged LMS software such as Blackboard, Moodle, or Schoology is often designed to accommodate many different learning modalities at institutions from grade school through graduate school and even private sector training. This broad design makes pre-designed products unnecessarily complex and difficult to adapt precisely to a school's unique needs. Many institutions that use these packages find they need other solutions for recording transcripts, registration, and other tasks, often leading to a complex set of different usernames, logins, and user confusion about which application serves which purpose or requiring students to move in-between systems to complete certain tasks. Our LMS has allowed us to create a system that integrates every


function of the school from registration to daily coursework submission to teacher grading and commenting on assignments to the parent portal. Students experience one interface for the entirety of their learning sessions in our school. The system was designed (and is continually evaluated/updated) to consider the student-user experience and minimize technical barriers that can be caused by a poor user interface, such as those that often happen when institutions adopt a pre-designed LMS. This continuity is particularly important for students that are challenged by schoolwork who might become frustrated with technology or feel lost and “give up” on their academic work because a technical barrier was placed in front of them. The unified experience provides consistency between all courses so that as students are with us longer, they become more familiar with the system, and never have to learn to use another software system or figure out how to participate in a new class that is organized differently.

This proprietary system also allows students to regularly track their graduation progress and schedule of upcoming courses, helping them to focus on their educational goals. Each time they complete a course, they immediately see their graduation plan updated in real-time and can plan out their future courses and electives (See Exhibit 2). This component frequently reminds them of their goal and shows their progress. While these user elements might seem minor, such “gamification” (the collecting of virtual progress or badges much like a character in a video game might collect coins or progress) of student progress in learning management systems has been shown to improve student motivation in online environments.<sup>2</sup>

---

<sup>2</sup> Yamani, H. A. (2021). A Conceptual Framework for Integrating Gamification in eLearning Systems Based on Instructional Design Model. *International Journal of Emerging Technologies in Learning*, 16(4), 14–33. <https://doi-org.cwi.idm.oclc.org/10.3991/ijet.v16i04.15693>



**Step 4 - My Graduation Plan** Next 

This tool is provided for your use. You can enroll in courses without completing this plan.  
Completed courses show in grey.

My Freshman Plan	My Sophomore Plan	My Junior Plan	My Senior Plan
Student Orientation	English	English	English
Stress Management...	English 10A	Am Char English 11A	English 12 A
English	English 10B	English 11 B	English 12 B
English 9A	Math	Science	Math
English 9B	HS Math IIA	Anatomy	Pre Calc A
Math	HS Math IIB	Chemistry A	Personal Finance A
HS Math IA	Science	Electives	Social Studies
Algebra 1B	Biology A	Parent & Child Dev	U.S. Government A
Science	Biology B	Eastern Geographical Perps	U.S. Government B
Earth Science A	Social Studies	HSB Princ of Econ	Economics
Earth Science B	US History 10A	Food Nutrition	Personal Development
Humanities	US History 10B	Parent & Child Dev B	Senior Project
German IA	Personal Development	Health Prof A	Electives
Spanish 1 A	Health	US History 11 B	Video Game Design
Electives	Personal Skills Dev	Am Char History 11A	Stress Management...
Video Comp Tech	Electives	SAT or ACT	Civics Test
Yearbook A	Fitness Walking	Test Required	Passed
Graphic Communication	HSB Princ of Business		
Study Skills			

Exhibit 2: Students Regularly Track Their Graduation Progress. Students can see their courses completed (shaded), and courses remaining to earn their diploma in the same system where they complete assignments. All school activities and functions occur in the single web application.

## Post-2017 Charter Renewal School-Wide Improvement Plan

In 2018, and under new leadership, we assembled a panel of stakeholders to evaluate the effectiveness of our program. With online schools becoming more ubiquitous, leadership believed it was important to critically self-evaluate our program and look for possible improvements. This panel identified strengths and weaknesses in the program and made recommendations for multiple changes to begin the next year. These changes were focused on improving student outcomes, improving the student experience, and ensuring that the school follows the best practices. The committee recommended 17 changes, and leadership instituted all of them in a school-wide improvement plan (SWIP). Of the 17 changes, the most important recommendations were as follows:

## Reallocation of Teachers

Previous to 2018, most students completed courses from part-time teachers who often held their office hours in the evening. In our early years, this model was effective because most students completed coursework in the evenings and teachers were generally available when students needed them; teachers could make home contacts when parents were home. The committee recognized that this dynamic was no longer the normal work behavior of most students, and students would sometimes have to wait until the next day to get an email answered or take special steps to contact a teacher during inconvenient office hours. In response, the school hired 3 additional full-time teachers who rounded out the existing contingency of full-time teachers to cover all core courses. Like all full-time teachers, they would be available every day during school hours, and part-time teachers would continue to work in the evening. Most students are assigned to full-time teachers, but some who are known to work in the evenings are assigned part-time teachers to maximize their access to a teacher when they are most likely to need help. Overall, this model means that teacher availability at our school is maximized to accommodate the diversity of our students.

## Development of an Early Warning System and Multi-Tier Support System

The next major recommendation from the committee was to develop an Early Warning System (EWS) to rapidly identify students who begin to fall off track and provide them with interventions and continued monitoring and individualized case management. Such early warning systems are proven effective for keeping students engaged and enrolled.<sup>3 4</sup> In our EWS, students who

---

<sup>3</sup> United States Department of Education, Institute for Education Sciences, What Works Clearinghouse. (2015). *WWC Intervention Report: Check & Connect*. Retrieved from \589-0p  
[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_checkconnect\\_050515.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf)

<sup>4</sup> Bruce, M. Et al. (2011). *On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation* Education Resources Information Center (ERIC). Retrieved from:  
<https://files.eric.ed.gov/fulltext/ED526421.pdf>

begin to fall off track or cease to have regular contact with teachers are referred to the EWS committee. The EWS committee monitors students with a history of poor performance, as well as these referrals from teachers. Each EWS committed member also becomes a “case manager” of a few students who works with those students personally. The case manager learns more about students’ unique situations, makes regular contact with the parents and students, provides coaching and feedback, monitors graduation progress, and ultimately makes recommendations for what would be best for each unique student.

The committee developed this system for our online environment and trained teachers to follow the system; leadership implemented it in 2019-20.

### Establish a Director of Course Design

The committee also recommended establishing a Director of Course Design, who would further develop standards, protocols, and best practices for all course content to improve the consistency between all courses so that students feel they are in a familiar environment whether they are taking Science or English. This person would assist teachers who are expected to regularly revise course content and improve it to keep the content fresh. This person would also provide training to teachers on emerging and innovative techniques to provide instruction online, and add a variety of learning modalities to courses and be responsive to student needs. This position was implemented in 2019-20.

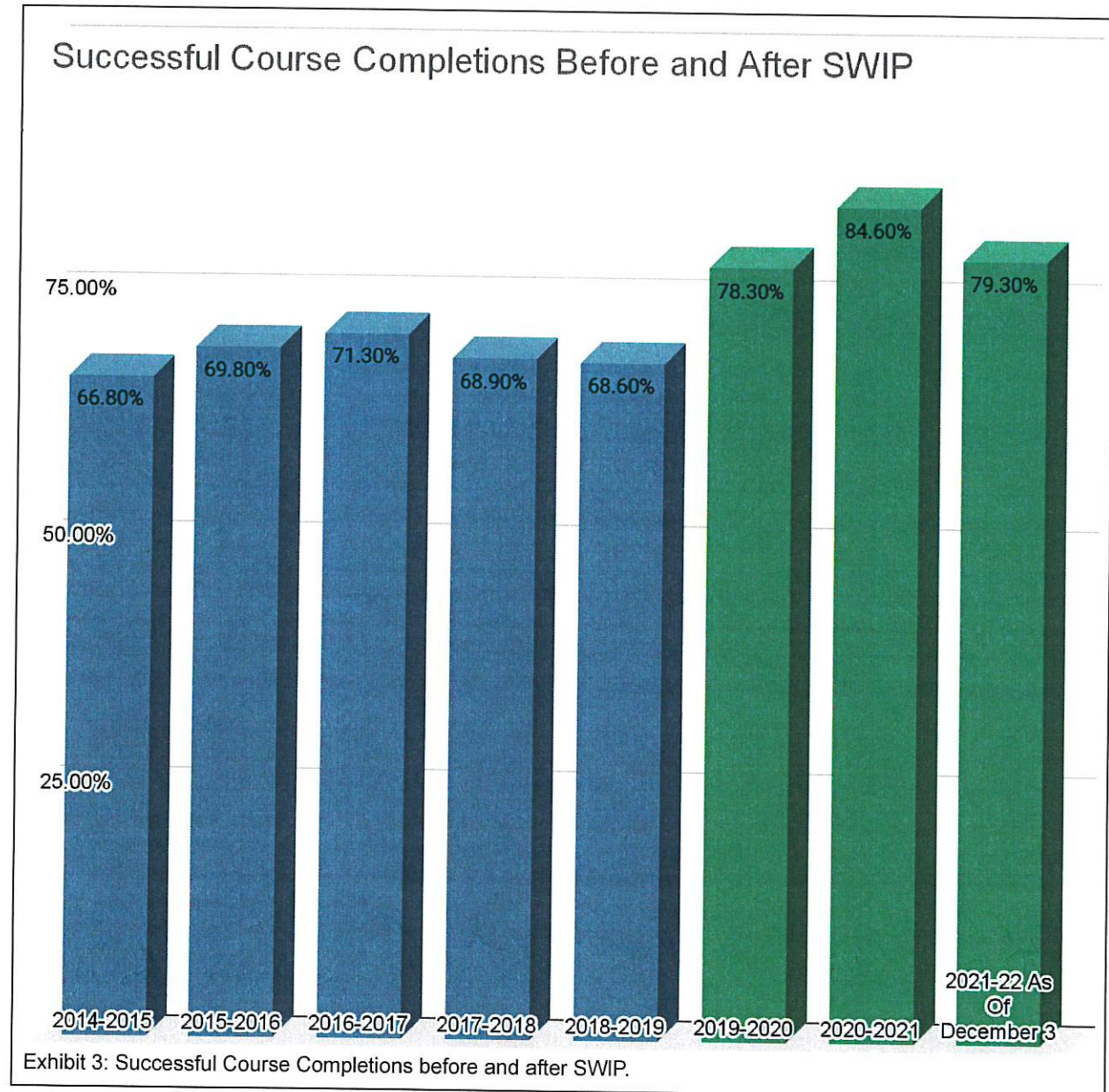
### Results of School-Wide Improvement Plan

#### Course Completion

There were significant improvements in course completion rates (defined as a student successfully completing a course with a passing grade and earning a credit). In the first year after these changes, the percentage of successful course completions of the students in both



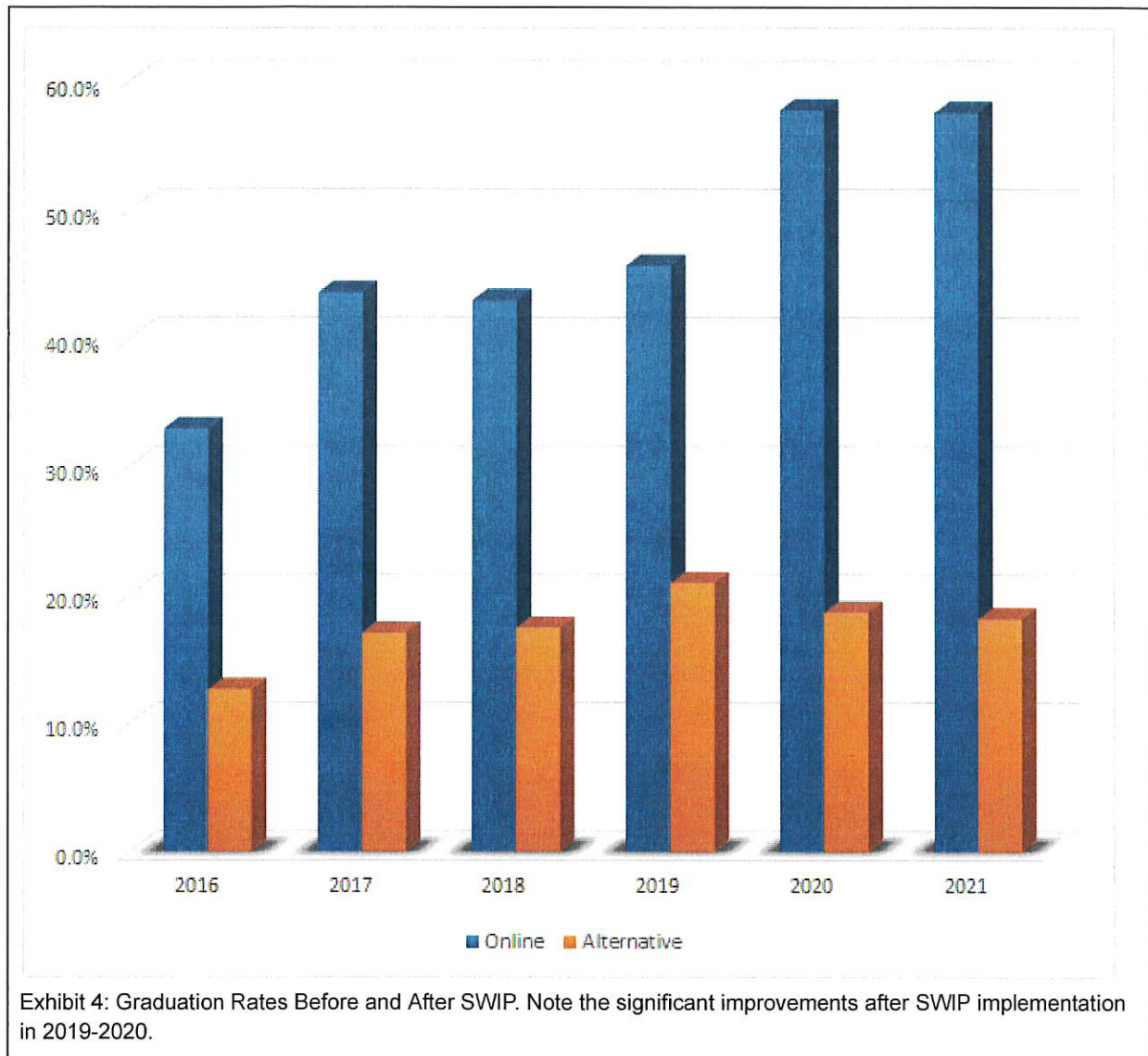
the regular online and alternative online programs improved from 68.6% to 78.3%, and then to 84.6% in the second year. As of December 3, 2021, the current course completion rate is 79.3% (See Exhibit 3).



### Graduation Rates

Although graduation rates can be a lagging indicator for tracking the results of implementing the SWIP (the effects can take up to 4 years to fully measure), we have already seen significant

increases in our graduation rates for our regular online program. Since the SWIP was implemented, we have seen a jump of more than 10% in our 4-year graduation rates in the regular online program (See Exhibit 4).



### Courses Redesigned

The Course Design Director hired as part of the SWIP implemented plan oversaw the revisions of multiple courses. An emphasis was placed on revising mathematics courses the first year after implementing the SWIP and humanities and sciences the following years. Since



implementationHIGHLIGHT these numbers in the document., 26 courses have been revised or created (See Exhibit 5).

Math Courses	Career and Technical
<b>Basic Applied Math A (remediation)</b> <b>Basic Applied Math B (remediation)</b> <b>Applied Math A (remediation)</b> <b>Applied Math B (remediation)</b> <b>Algebra 1A</b> <b>Algebra 2B</b> <b>Pre Calc A - College Algebra</b> <b>Pre Calc B - Trig</b>	<b>Responsive Web Design I</b> <b>Google Tips &amp; Tricks</b>
Humanities and ELA	Science
<b>US History 10A</b> <b>US History 10B</b> <b>US History 11A</b> <b>US History 11B</b> <b>World History</b> <b>Speech</b> <b>Native American History</b> <b>The American West</b> <b>Global Perspectives</b>	<b>Biology A</b> <b>Biology B</b> <b>Earth Science A</b> <b>Earth Science B</b> <b>Physical Science A</b> <b>Physical Science B</b> <b>Zoology</b>
Exhibit 5: Revised and New Courses Developed After Implementation of SWIP. Revised Courses in <b>GREEN</b> . New Courses in <b>BLUE</b>	

## Understanding The Academic Performance of the Online Student

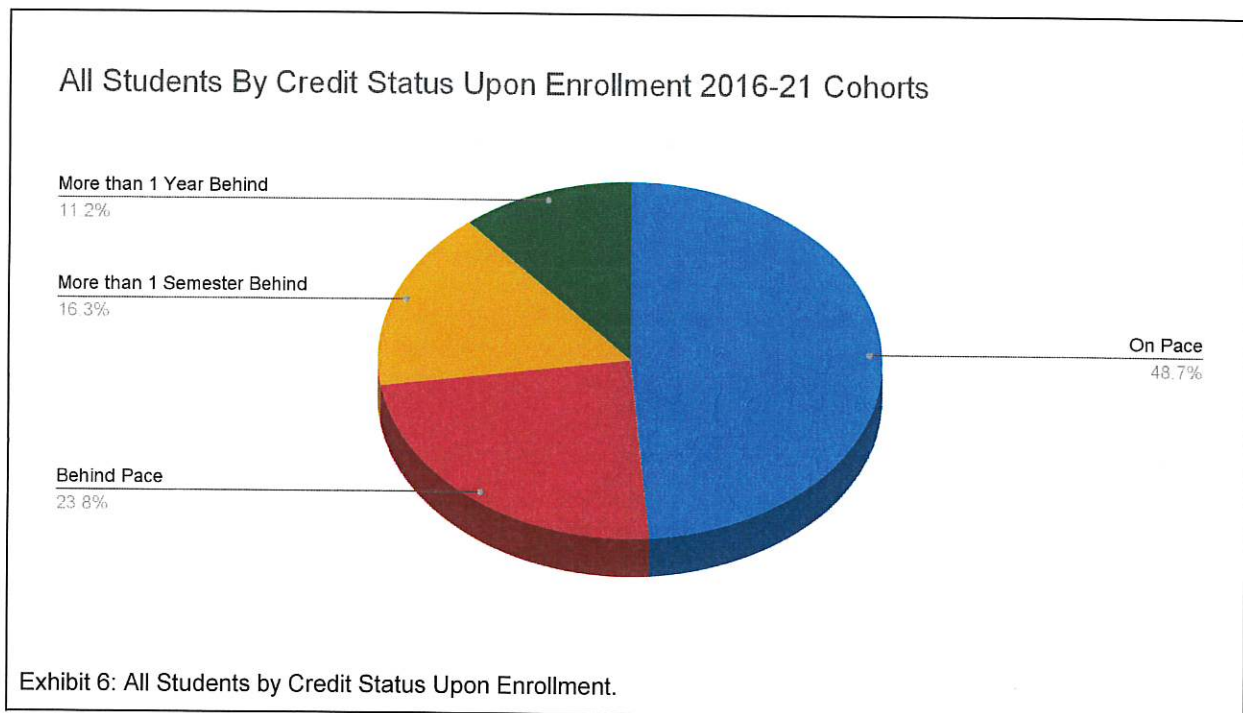
Most students do not generally prefer online learning over their neighborhood schools. Sports, dances, clubs, and social connections are very central parts of most students' lives. Students transition to online learning most often when life events compel them to do so. Online students often have one or more challenges such as:

- Medical conditions
- Pregnancy or parenthood
- Supporting their family when a parent is unable to work
- Providing childcare for younger siblings while a parent is at work



- Socializing with negative influences
- Anxiety or other mental illnesses
- Bullying
- Homelessness

A large population of students with these types of complex life circumstances is common to all online schools and makes online learning an excellent option for students in these or similar situations, provided the student continues to be engaged with their education. Keeping such engagement in the online education environment is the most difficult part of teaching online and one of the reasons why we initiated so many changes in 2018 targeted to improving the student experience and engagement. It is also why we plan to make more changes in the upcoming school year. The majority of our students come to us already behind in their graduation cohort (See Exhibit 6). Richard McKenna Graduation Rates in the context of this information support that more students graduate on time than would be expected based upon their status when they enter our programs.



Since our inception in the 2001-2002 school year, we have often faced concerns from lawmakers, the state board of education, and other stakeholders over low graduation rates and test scores and upon explaining that, even if not designated as alternative or At-Risk students, many of the students entering online learning are doing so because they are experiencing conditions similar to those of the alternative school population. We have generally been applauded for our work providing students options despite falling short of the traditional measures of a school's academic performance. The reality is that most students come to us after traditional schools have been unable to adapt to their unique needs, and we are the solution that provides them a path to graduation over dropping out. In previous charter renewals, the IPCSC has understood this and never mandated improvement metrics or required benchmarks for renewal likely because they understood these complexities. We have relied on the continued understanding of the IPCSC to focus our efforts on students, not statistics. These traditional metrics would be easy to improve by restricting student enrollments to students who are not behind or transitioning them back to their previous schools prior to their cohort graduation date, but this goes against our school values of putting students ahead of statistics. For example, our enrollment spikes in February and March with new students who are not going to graduate on time in the current academic cohort. We welcome these students with open arms because we know we can pull them over the finish line much of the time, even if it is later than their cohort. We have relied upon the IPCSC's continued understanding that traditional school performance metrics are difficult to apply to online schools and alternative schools and focused on individual student needs. Despite acknowledging our challenged student population, we are not complacent about our performance. We instituted massive changes in our 2018 SWIP, and saw significant improvements in those traditional outcomes without violating our core values; we also plan additional changes for next year to continue improving the lives and educational outcomes of students (See [Planned Improvements](#)) as well as their opportunities after high school.

## Response To Recommendation for Ceasing Operations

### Reporting Periods of the 5-year Renewal Period

The recommendation to cease operations of the online and online alternative programs relies on only 2 years of data for the 5-year term. During this period it is unclear how our programs were identified for rating as the program designations identified on the yearly reports change each year. Because of the limited data collection and the changes in the reporting system we are unable to determine if the data presented is an accurate year-to-year comparison. Additionally, the annual report rating categories changed each year, so the measures were not consistent across the five-year period, making it difficult to make an accurate comparison over time upon which performance conclusions can be drawn.

### Accountability Designations

The Accountability Designations of the Performance Framework evaluation state the following:

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



In the four years between the 2016-2017 school year and the 2020 annual report from the IPCSC, RMCS has achieved honor status in all 4 years for financial performance, Honor status in Operational performance for 3 years, and Good standing 1 year. Only 2 years have indicated Remediation performance in Academic outcomes. This report does not show a critical rating in any category during this time. The recommendation for non-renewal seems surprising because of the consistent honorable performance in 2 of the 3 metrics. The framework indicates a school in remediation in a category might be recommended for non-renewal "particularly if outcomes in other sections are poor." However, the outcomes in all other categories are almost entirely rated at the Honor level. In addition, comparing this certificate over the publicly available performance certifications of other virtual schools recommended for renewal this year, it appears there is an uneven application of the framework because all of the schools recommended for renewal have almost identical ratings to us.

	2016-17	2017-18	2018-19	2019-20
<b>Richard McKenna - Not Recommended For Renewal of Online Operations</b>				
Academic	n/a	Remediation	Remediation	n/a
Operational	Honor	Good	Honor	Honor
Financial	Honor	Honor	Honor	Honor
<b>Idaho Connects - Recommended for Renewal</b>				
Academic	Remediation	Remediation	Critical	n/a
Operational	Honor	Honor	Honor	Honor
Financial	Honor	Honor	Honor	Honor
<b>Isucceed Virtual High School - Recommended for Renewal</b>				
Academic	Remediation	Remediation	Remediation	n/a
Operational	Honor	Honor	Honor	Honor
Financial	Honor	Honor	Honor	Honor
<b>Kootenai Bridge Academy - Recommended for Renewal</b>				
Academic	Good	Remediation	Remediation	n/a
Mission Specific	n/a	Critical	Critical	Honor
Operational	Honor	Honor	Honor	Honor
Financial	Honor	Honor	Honor	Honor

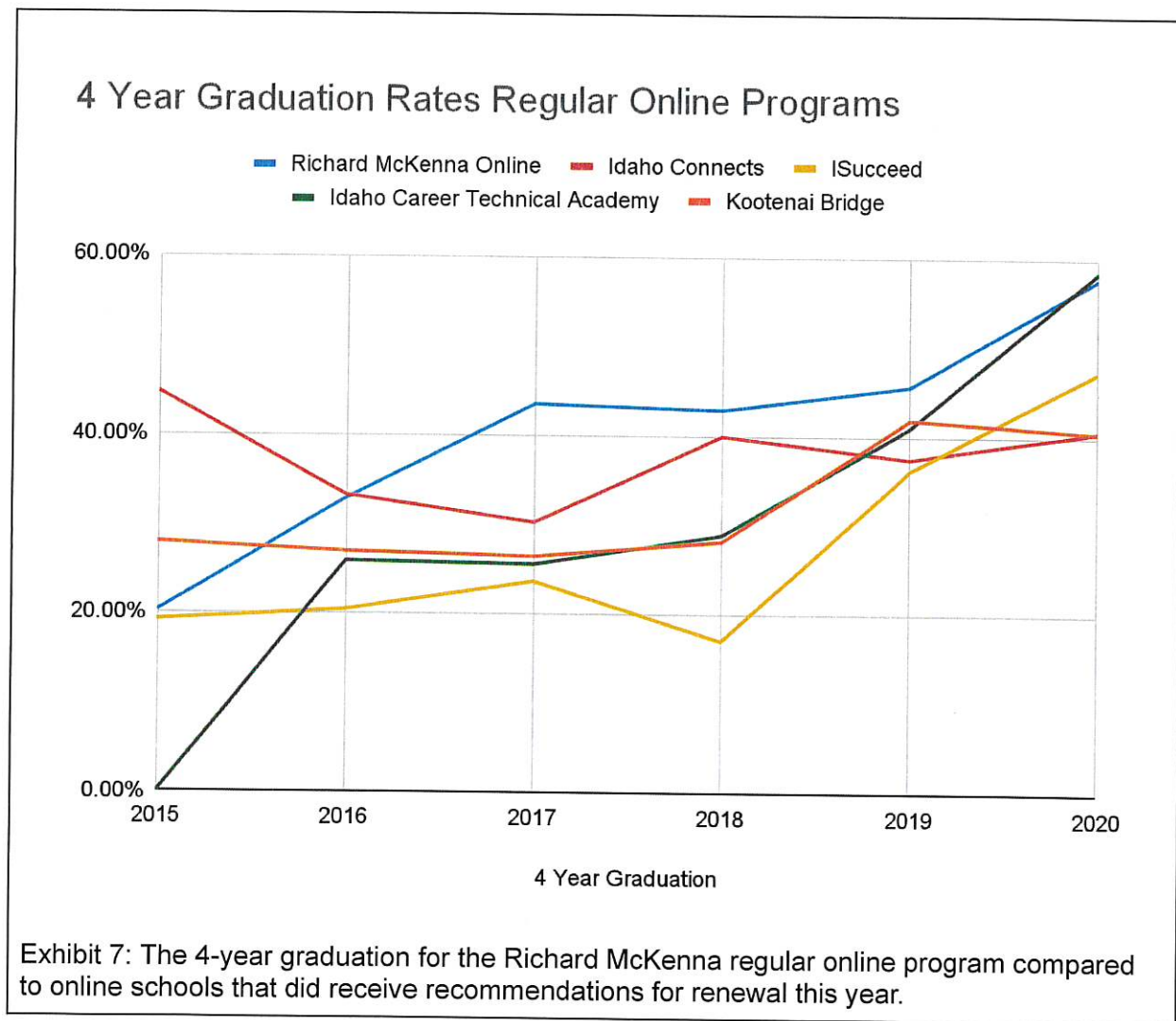
**Idaho Career Technical Academy - Recommended for Renewal**

Academic	Remediation	Remediation	Remediation	n/a
Mission Specific	n/a	n/a	Honor	n/a
Operational	Honor	Honor	Honor	Honor
Financial	Honor	Honor	Honor	Honor

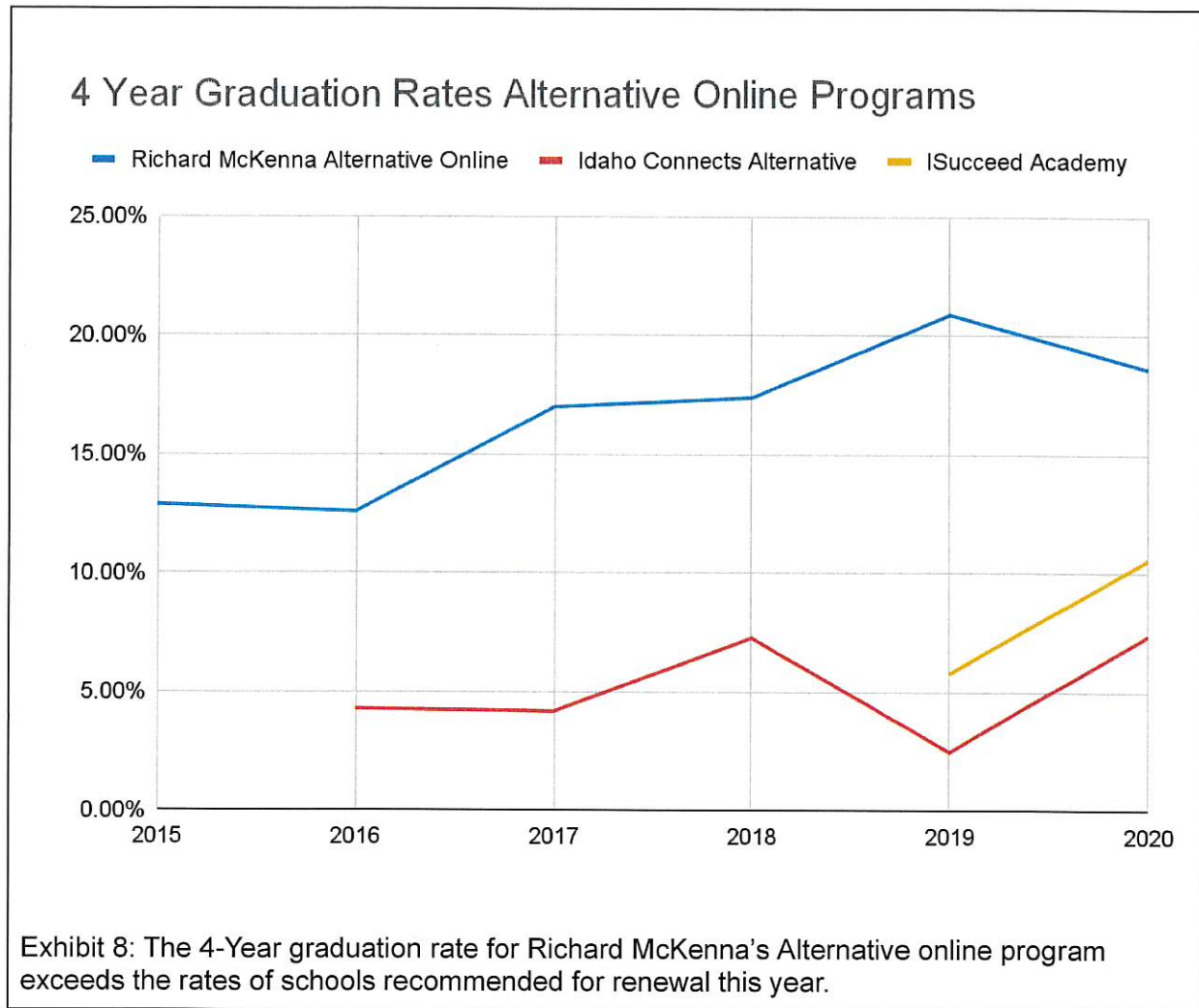
While we understand that online schools operate with very similar and challenged student populations, and do not wish to be critical or accusatory of other schools. We do understand the population of students they are working with. However, in this situation where ceasing operations for our online program is being recommended, it is important to make such comparisons. The publicly available 4-year graduation rate data<sup>5</sup> indicates that Richard McKenna's standard online program is performing significantly better than 3 of the schools recommended for renewal and similarly to the 4th school in only the last year (see Exhibit 7). For the 2 schools that have an alternative online program like we do, we outperform them significantly in the 4-year graduation rate (See Exhibit 8). Our 5-year graduation rate for the combined programs is also better than 2 of the schools recommended for approval.

---

<sup>5</sup> Idaho State Department of Education. Accountability Results.  
<https://www.sde.idaho.gov/assessment/accountability/results.html>







## Impact on Students

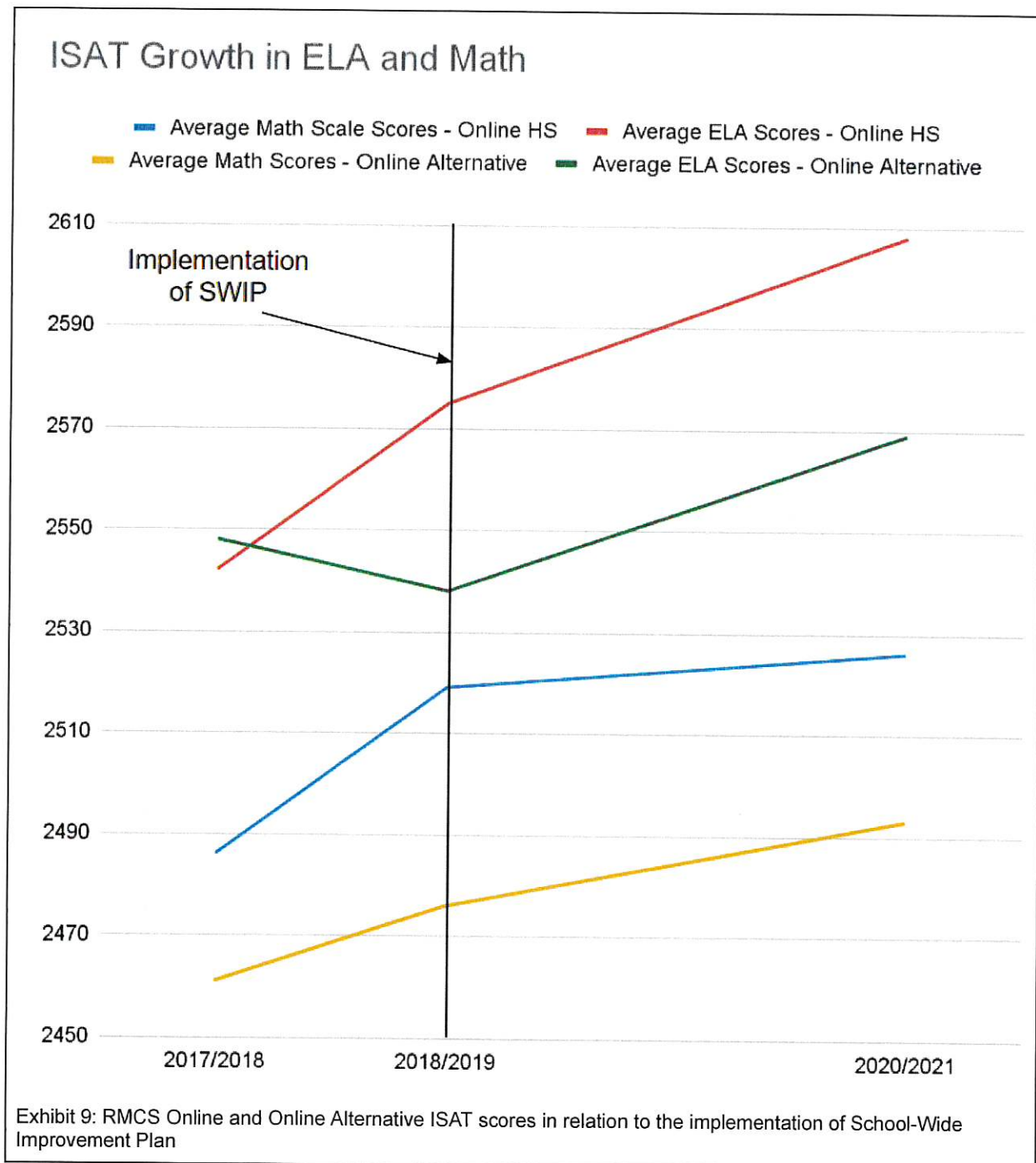
The director's recommendation states, "...it is likely that current student-attendees will be better served by enrolling elsewhere and that the change in enrollment will cause little hardship for these students." As illustrated above, this does not necessarily seem to be the case. The unique enrollment model of our school would make the closure of the school a serious hardship, resulting in missed and delayed graduations for many students. We currently have 66 students who we expect to be within 6 credits or less of graduation at the end of this academic year. They have a graduation plan in place and they will be adversely affected by the non-renewal of the online programs and the loss of summer school. Their ability to graduate will also be negatively

impacted as they have to meet the slightly different graduation requirements of any school they transfer to. For our student population, a setback like this when they are close to a goal would be seriously distressing and might result in them dropping out. These students are acclimated to enrolling in the class when they need it versus when it is offered on the academic calendar, their graduation plan is based on this type of accessibility. Students whose current graduation plan might include second-semester classes such as "Government B" or "English 12B" during the first semester of the next academic year will likely be forced to wait until those second-semester courses are offered at the schools they transfer to, delaying their graduation by up to almost a year.

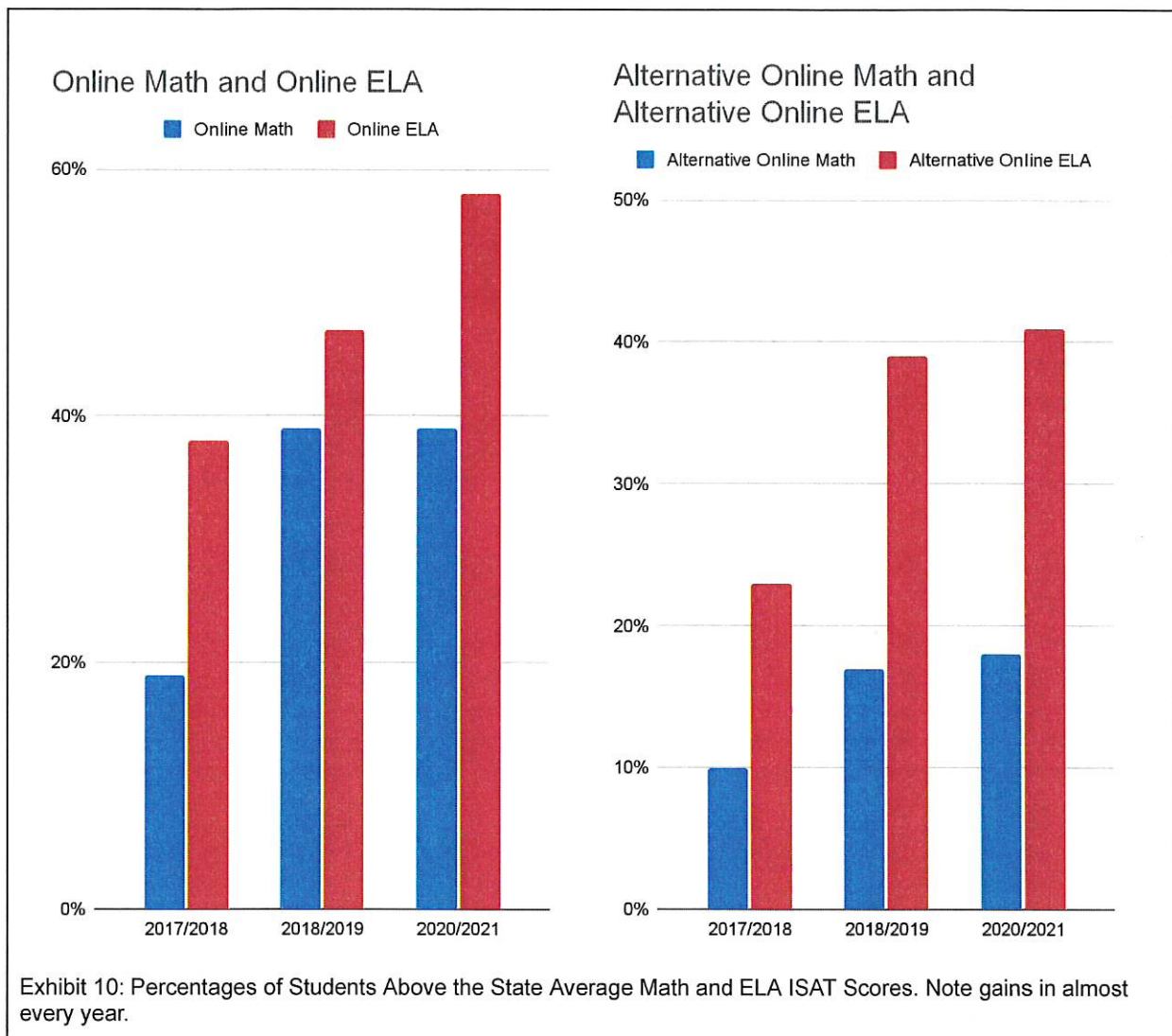
## ISAT Growth

While RMCS online programs have not always exceeded statewide ISAT averages, ISAT scores have been improved after the implementation of the SWIP described earlier (See Exhibit 9). Unfortunately, because of the state's COVID-related suspension of ISAT testing in 2020, there is only 1 year of data post-implementation of the SWIP, and this year we exceed the state average in ELA for our standard online program.





In addition to increases in average ISAT scores, the number of students who exceed the state average has also improved (see Exhibit 10). The growth is more subtle in the more challenging Alternative Online student population, but these comparisons are to the statewide averages, not just alternative programs.



# Narrative for Richard McKenna Montessori

## A Montessori Education

Richard McKenna Montessori Charter School opened in 2016 with one Kindergarten and one 1st grade class. The school is the sole charter and Montessori elementary school in the city of Mountain Home. Richard McKenna Montessori Charter school is often sought out by parents, families, and caregivers who seek a different option for their children. Specifically, they want one that allows their student to learn in an environment that highlights and builds upon students' individual strengths, abilities, and goals. As a Montessori school, we strive to have an environment that is 1) student-led, 2) multi-sensory, and 3) mastery-based.

## Student-Led

The structure of the classroom allows for each student to have personalized learning opportunities that are determined by their interest and level of readiness. Choosing work that the student is interested in and ready for facilitates student engagement. The prepared environment is essential in meeting the needs of all mixed-age students. This model is heavily reliant on intrinsic motivation.

## Multi-Sensory

The multi-sensory environment includes tactile materials for student manipulation which builds a bridge between concrete thinking and abstract thinking. This kinesthetic environment allows the students opportunities for movement and freedom of choice for when they want to participate in the various activities they choose.

## Mastery-based

Montessori is a mastery-based approach that sequences lessons and materials so that students can gain mastery before moving on to the next concept. Student growth is paced by the student's readiness rather than prescribed grade level standards.

In the first three years of operation, Richard McKenna invested great efforts in its priority goal which was the training and educating of its teachers in Montessori teacher- education. As commonly practiced among Montessori educators, our teachers adhered to the curriculum with few deviations or modifications to ensure students' introduction and exposure to academic skills and concepts. With time, education, mentorship, research, and training, our teachers have learned to modify and adapt instruction, and prepare the learning environment for the needs of individual students while also beginning to blend the assessment vocabulary that is different from Montessori so our students can demonstrate their skills on state assessments.

## General Education Improvement Strategy

Using baseline data from 2019, significant improvements have been implemented. We believe that the improvements implemented since 2019 have strengthened student performance in a number of ways.

Based on the 2019 baseline data, RMCS took the following steps:

- Trained teachers and aides with Orton-Gillingham approach (K-6)
- Increased Student Support Services (2 Reading Intervention Specialists, school counselor, on-site speech therapist)
- Implemented NWEA MAP as a growth assessment
- Implemented data teams

- IXL Math for grades 4-6
- Restructured our Early Childhood/Lower Elementary program
- 1:1 Technology
- Professional development
- National Center for Montessori in the Public Sector (NCMPS) school review

By 2027, we will show measurable growth in the areas of ELA, Math, and IRI scores.

Each of the above mentioned steps is described below.

## Orton-Gillingham Training

To improve deficits in reading, spelling, and language skills, the Orton Gillingham approach was implemented during the 2020-2021 school year in grades K-5. This research-based, systematic, multi-sensory approach supports the needs of all students including those on IEP's and 504s. This particular approach pairs seamlessly with the Montessori approach to education.

All teachers have undergone Orton-Gillingham training and implemented the instructional approach.

Since the implementation of Orton-Gillingham teacher training, student achievement scores on ISAT have risen from 13% in 2019 to 31% in 2021. Our baseline data for the IRI in 2019 showed 15% growth while scores increased 18% in 2021 with significant improvement in spelling. In this early stage of implementation, these results show continued student growth. Additional time is needed for the instructional approach to demonstrate its full potential.

## Student Support Services

Richard McKenna has hired additional specialized education personnel including reading interventionists, a school psychologist, an on-site speech therapist, and a school counselor. Low achieving students have access to daily small-group instruction to reinforce skills and remediate learning.

## NWEA MAP

In 2019, Richard McKenna instituted the NWEA MAP tests for its students. The MAP test is a test that measures student growth. According to the [nwea.org](http://nwea.org) website MAP “provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.”

MAP allows our teachers to “tailor instruction to challenge every student, whether they are below, at, or above grade level” ([nwea.org](http://nwea.org)), and “students can individually see their progress and be inspired to take charge of their own learning” ([nwea.org](http://nwea.org)).

Showing student growth through MAP assessments more accurately depicts student achievement through the Montessori model. Over the years, students have shown growth as is evidenced in Exhibit 1: Data reflecting Growth Since 2019.

## Data Teams

In 2020, Richard McKenna Montessori established data teams to analyze MAP data for each student. In doing so, we are able to determine the best possible way to help students grow and achieve meeting them where they are. Teachers outline Student Improvement Plans (SIPs) to track and make sure that students are meeting their goals.

In 2021, the school has implemented monthly Response to Intervention (RTI) meetings with grade-level teams to address the behavioral and academic progress of the students. These meetings help identify at-risk students to allow for early intervention.

## IXL

In 2021, Richard McKenna Montessori began the implementation of the IXL standards-based personalized learning platform in Math for grades 4-6. This platform provides diagnostic testing of grade level standards and access to personalized instruction for mastery of those standards. This platform also allows teachers to create reports used to conduct data-based conferences with students and parents about setting and meeting grade-level goals.

In the 2022-2023 school year, the district will implement IXL Reading in all grades and extend IXL Math to grades 2-12.

## Restructured Elementary/Early Childhood Programs

Upon identifying an issue of readiness among the student body, age-appropriate, emotional, and academic development of our students were all more closely analyzed in our primary classrooms. Teachers recognized primary students would benefit from a reorganization of the mixed-aged arrangements that were previously in place. Prior to changes, first, second, and third-grade students (ages 6-9) shared mixed-aged classrooms while Kindergarten (K) was a stand-alone classroom. After implementation, K and first-grade students (ages 5-7) share mixed-aged learning environments while 2nd and 3rd (ages 7-9) make up the Lower Elementary classrooms. This change allows our K students to experience the mixed-age environment important to Montessori principles and see behaviors and academics modeled in the older students. Our first graders return to a classroom and teaching team with which they are familiar which adds to their confidence and access to learning. All students benefit from peer mentoring

and learning. The content standards for K/1st and 2nd/3rd are better aligned to support each other. The children receive a second exposure to the foundational skills as needed.

## 1:1 Technology

A need for technological preparedness was identified and addressed in RMCS 1:1 Device Initiative. RMCS updated the technology plan to support and meet the needs of our students and a 1:1 device initiative was implemented in 2020. Each student now has access to his/her own device whereby teachers can more fully prepare students for computer-based assessments. These devices are also used in meaningful ways outside of testing to enhance the educational experience of our students.

## Professional Development

Richard McKenna Montessori has taken great efforts to bridge any gaps in effectiveness due to a lack of time and experience. Richard McKenna Montessori staff continues to seek educational and instructional growth and now possess a greater breadth and depth of knowledge. A highly trained and qualified team makes a considerable difference in the level of effectiveness, greatly impacting student achievement. Richard McKenna Montessori's 10 teachers all hold or are in pursuit of advanced degrees and certifications.

Richard McKenna Montessori strongly supports continued professional development by seeking out and visiting public and private Montessori schools in Utah and Boise for mentorship. Richard McKenna Montessori annually makes provisions for all teachers and staff to attend Montessori conferences to further guide and equip staff, helping meet the needs of students within the parameters of the Montessori model while simultaneously satisfying state requirements.



## Commissioned National Center for Montessori in the Public Sector for School Review

RMCS administration sought out the expertise of NCMPS, a nationally recognized and accredited organization, to review our Montessori and project-based programs and provide feedback on how to balance Montessori and the requirements of being a public charter school. With this feedback, we will consider and implement additional improvements to our programs. NCMPS will provide ongoing support and coaching, access to specific PD, and return visits to monitor progress.

## Special Considerations Outline

### Exhibit 1 - Data Reflecting Growth Since 2019

As a result of the steps Richard McKenna Charter School has taken since the 2019 data was released, improvements have been implemented. Since the initial administering of the ISAT in 2019, Richard McKenna Montessori has shown considerable growth with each subsequent year. With NWEA MAP being used as our universal screener, and students having access to devices, we are seeing growth.

### Exhibit 2 - 2020-2021 School Year/COVID

During the 2020-2021 school year, the COVID pandemic forced Richard McKenna K-8 program to operate two half-day in-person sessions to keep attendance numbers within recommended guidelines. While most schools saw declines in student achievement as a result of the

pandemic, our data showed 68% to 78% of our students achieved their recommended growth on MAP. Our K-3 IRI data showed an 18% increase in proficiency from fall to spring.

### Exhibit 3 - Time of Operation/Experience

Richard McKenna Montessori Charter School is in its 6th year of operation. It is the sole charter and Montessori elementary school in the city of Mountain Home. Without an established local program to serve as a model, there has been a learning curve in establishing the Montessori model while incorporating state standards and assessments. With greater experience, education, mentorship, research, and training, our teachers are learning to modify and adapt instruction and prepare the learning environment for the needs of individual students. Modifications will include: incorporating assessment vocabulary and utilizing ISAT practice tests.

### Exhibit 4 - Small Student Population

The percentage of students expected to reach proficiency is established for school districts with larger student populations than that of Richard McKenna Charter Schools.

Richard McKenna's student population on our K-8 campus is fewer than two hundred students. Our data is compared to schools that serve more than five hundred students. Inherent in larger populations is greater tolerance for outlier scores and their potential to impact the overall performance than there is for a charter school with fewer students. To establish equitable goals across schools, a comparison of schools' data must take into consideration the size of the student population.

## Additional Evidence

### Exhibit 1 - Data Reflecting Growth Since 2019

The following depicts the growth of each grade level by graduating year by showing the median.

While the MAP was given, statistical data could not be analyzed on several groups as a minimum of 10 students was required.

#### Montessori

Math	2026	2028	2029	2030	2031
Fall 2018-2019		182			
Spring 2018-2019		194	189		
Fall 2019-2020		195	191		
Winter 2019-2020		197	196		
Fall 2020-2021	216	200	197	186	189
Spring 2020-2021	214	212	206	198	193

Reading	2026	2028	2029	2030	2031
Fall 2018-2019		183			
Spring 2018-2019		195	181		
Fall 2019-2020		191	191		
Winter 2019-2020		200	194		
Fall 2020-2021	216	202	199	182	178
Spring 2020-2021	216	211	205	195	188

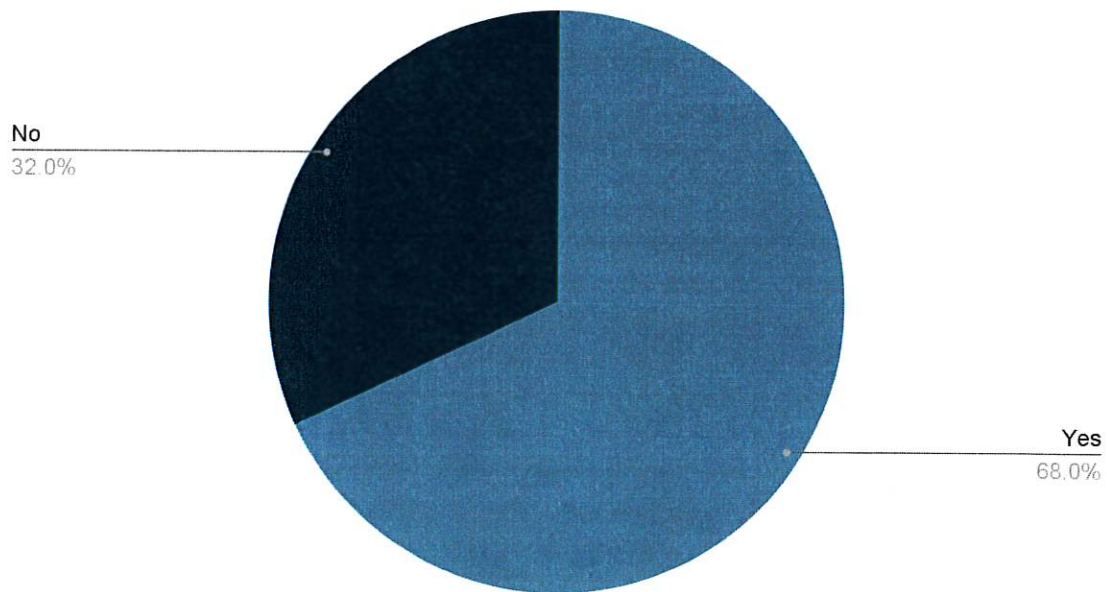
Language	2026	2028	2029	2030	2031
Fall 2018-2019		184			
Spring 2018-2019		198	181		
Fall 2019-2020		190	186		
Winter 2019-2020		194	193		
Fall 2020-2021	212	203	200	184	181
Spring 2020-2021	213	209	204	193	189

## Exhibit 2 - 2020-2021 School Year/COVID

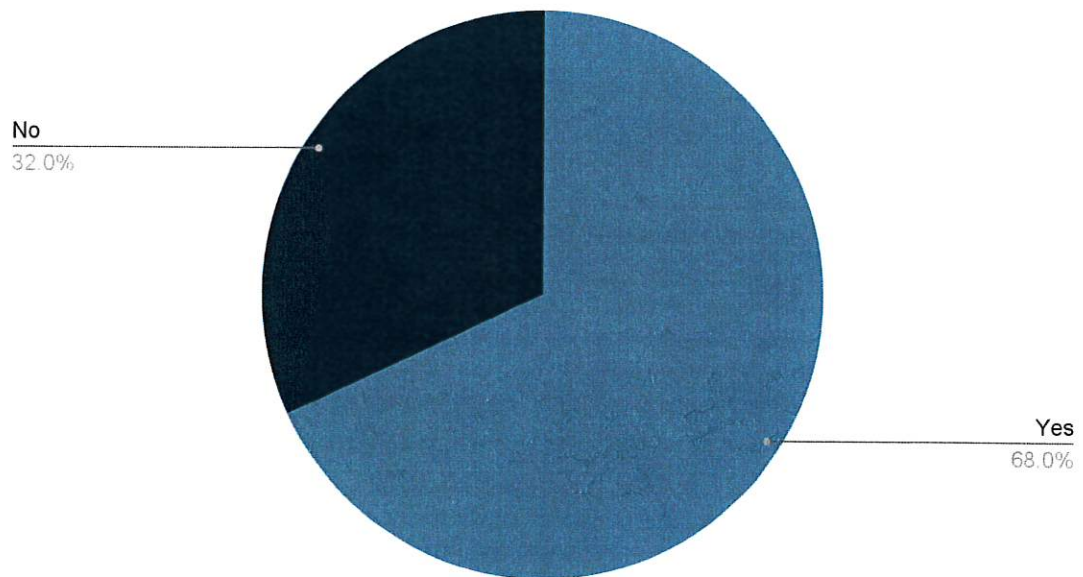
The following graphs are by current grade showing whether the students achieved projected growth as per MAP over the last school year. Projected growth numbers include those students who achieved the growth as well as those who were within the standard error of observed growth.

There are 25 4th graders, 19 5th graders, 22 6th graders, and 9 8th graders in this summary. Of these, 11 have either an IEP or a 504.

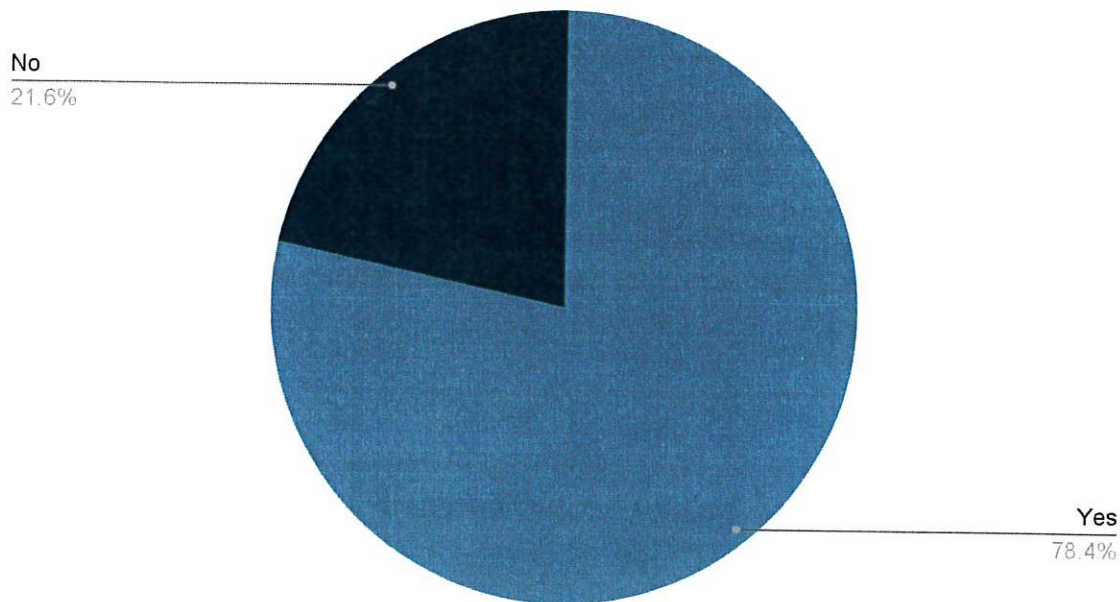
### Grades 4-6, 8 Math



### Grades 4-6, 8 Reading



## Grades 4-6, 8 Language Arts



## Conclusion

Richard McKenna Montessori's education team has identified, diagnosed, prescribed, and implemented appropriate instructional modifications and measures to better support the diverse needs of our student population and to correct the identified areas of concern. While this start-up, evaluative process is not unique to Richard McKenna, "the challenges are even greater for stand-alone charter schools that lack the support systems of established charter networks.. The need is great for assistance in navigating this start-up period."<sup>6</sup>

Furthermore, we believe our growth, while slow, is growth nonetheless and is a strong indicator of continued growth and achievement. Stand-alone charter schools not only grow slowly, but

---

<sup>6</sup> Cannata, M., Thomas, G., & Thombre, Z. (2021). Best Practices In Starting A Charter School. Starting Strong. Retrieved from <https://charterschoolcenter.ed.gov/publication/starting-strong-best-practices-starting-charter-school>.

they also commonly demonstrate “big changes in the school for the first several years”, thus we are asking that *time* be the weightier factor in determining our school’s success (2021).

It is our claim that given sufficient time after initial assessment without the disruption of the COVID pandemic, we will show the results of the work we already have put in to build and improve Richard McKenna Montessori. We respectfully request that our charter be renewed for a five-year period (2027), allowing us time to fully implement our programs with validity and to provide consecutive years of data to show growth over time.

# Narrative for Richard McKenna Onsite High School

## 2017 Performance Certificate Conditions

Richard McKenna Charter School's Performance Certificate was renewed in 2017 subject to the two conditions listed below.

1. By June 30, 2020 RMCHS's 10th grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School (District 193) for 10th grade. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Since the ISAT was not given in 2020, ISAT data for 2021 will be used. 63% of on-site students were at or above proficiency in math.

2. RMCHS's 2020 four-year cohort graduation rate for the on-site program will be at least 50%. This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate term (2022).

RMCHS has maintained an average graduation rate of 85.25% over the past 4 years, exceeding the 50% graduation rate recommended by the commission in 2017. In 2018 and 2019 our graduation rate was 100%.



## A Non-Traditional Education

Our mission at Richard McKenna Charter High School (RMCHS) is to provide a non-traditional environment for our students by emphasizing; 1) Project-based Learning, 2) Personal Responsibility, and 3) Outstanding Citizenship. Our school is modeled after a workplace with a focus on providing students with opportunities to practice behaviors that will help them be successful in future endeavors, whether they attend a university, trade school or go directly into the workforce. Students come to RMCHS looking for an alternative to the traditional public school options available in our community. Our students are themselves "non-traditional." Many of our students struggle with social and emotional difficulties, medical conditions, mental illnesses, and educational challenges that make success in a traditional public school system difficult. Additionally, our student population consists of 32% IEP/Section 504-qualified students. These students find smaller class sizes, project-based learning, and block scheduling to be the best educational fit. We are committed to finding a balance between raising proficiency on state standardized tests, staying true to the Project-Based Learning model, and serving non-traditional students.

## Focused 6 Week Sessions

The structure of our schedule allows for 6 intensive blocks per year, running for 6 weeks each. Students take 2 courses at a time, allowing them to focus on subjects without the added weight of a heavy course load. This also allows students to earn course credits even if they transfer in mid-term, avoiding the constraints of a two-semester schedule.

## Enrollment Every 6 weeks

We enroll students every six weeks. This benefits students who begin the school year elsewhere and transfer mid-semester. Students who transfer in mid-term are often choosing RMCHS because they are struggling socially, emotionally, or academically in traditional public schools; as a result, they are often behind on credits. Enrolling these students presents challenges to maintaining consistent graduation rates.

## Project-Based Learning

At RMCHS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

## Outstanding Citizenship

We require students to complete 30 hours of community service every year to give them real-world experiences, engage them in their communities, and encourage lifelong patterns of good citizenship. Our students have contributed nearly 700 volunteer hours to the community so far this school year.

## General Education Improvement Strategy

In order to improve ISAT test scores in ELA/Literacy and Mathematics, to meet the conditions set forth by the commission, as well as secure the academic success of students at Richard

McKenna On-Site Charter High School, our staff has created the following general education improvement strategy. Some of the interventions detailed below are well-established in our curriculum, the rest of which will be implemented in the remainder of the current school year and the upcoming 2022-2023 school year.

## Progress Monitors

We use a variety of methods to ensure students are progressing. Students take the MAP test twice each year to show growth (See Exhibit 1 and 2). Students who are receiving a D or an F in any class meet with the counselor weekly to develop an improvement plan. Grade point averages and graduation rates are monitored to ensure students are on track to graduate. The PSAT and ISAT tests are given to 10th-grade students. The ASVAB is also given to assess students' interest level and skills in other areas not covered in the other assessments.

## Mathematics Action Plan

As outlined in the Recommendations for Renewal Condition 2: "A minimum of 30% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide math assessment by June 30, 2024."

## Improvements in Place

### Growth-Tracking Student Math Skills

All students are tested with the NWEA Measure of Academic Progress (MAP) early in the academic year to determine a baseline indication of their math skills and to aid in determining appropriate math courses. Students are tested again during the second term to monitor

progress and evaluate growth. This data is carefully reviewed and taken into consideration when determining course offerings and interventions for individual students.

## Remediation of Math Skills

We currently offer two remedial math courses to aid students who enroll at RMCHS with gaps in learning or less than proficient math skill levels:

- **Foundations of Math:** This course was developed during the 2020-2021 academic year. The course is offered to students of all grade levels whose MAP scores indicate areas of weakness or who struggle to maintain a C average in their math courses. This course was designed to address a specific student's skill gaps that prevent them from excelling in the subject. Using a program called Knowre, the teacher assigned tasks and exercises that would best help that individual student. In addition, the teacher also reviewed basic foundational math concepts with all of the students.
- **Fundamentals of Mathematics:** This course is a remedial math course to support incoming 2021-22 9th graders whose test scores are below proficient on standardized tests. The purpose of this course is to fill educational gaps (especially those from the 2020-21 year) and improve student confidence and proficiency in math skills. It will include the studying of times tables, daily quizzes used as a formative assessment, and an environment with higher structure to ensure that individual needs are met and to maintain attention. The curriculum to be used is Eureka Math which is scientifically based and aligned to state standards. This course is meant to focus on and review foundational concepts introduced in grades 6 - 8 and earlier if necessary, unlike the Foundations of Math which is heavily individualized and reliant upon the current students' gaps.

## Planned Improvements

### Math Standards Practice

In January 2022 all students will complete twice weekly math practice in class with questions provided by <https://smarterbalanced.org/> which is research-based and tailored to content standards. The purpose of this intervention is to provide all students with opportunities to practice math skills regardless of whether they are currently in a math course and to allow educators to recognize where students may need additional support in mathematics. (30-40 minutes a week will be built into the morning routine in each course to accomplish this goal.)

### Afterschool Math Program

Beginning in the next academic year, there will be a parent meeting for students who score below proficiency in math to emphasize the importance of providing students with additional opportunities to practice math skills. Students will be offered the opportunity to participate in an after-school math program designed to identify each student's knowledge and skill level, as well as tutoring for students in math courses which will be approximately 1 hour per week.

### Math Practice Incentive Program

Students will have the opportunity to earn points towards attending a field trip held at the end of each session (beginning February 2022) by completing 100 minutes of math practice weekly on IXL as it is tailored to the content standard, research-based, and able to serve a multitude of skill levels. The purpose of this program is to encourage students to practice math skills independently throughout the school year with the goal of improving their competency and maintaining the knowledge learned in courses.

## Schedule Revisions

We are considering revisions to our current six-week block schedule to allow 9th and 10th-grade students to earn their math credits over a longer period of time which would require shortened class periods that would extend throughout the school year. The purpose of this change would be to help students retain math knowledge and skills over time with less time passing between math courses.

## English Language Arts and Literacy Action Plan

As outlined in the Recommendations for Renewal Condition 3: "A minimum of 45% of the continuously-enrolled students at RMCS's K-12 onsite school (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2024.

## Improvements in Place

### Growth-Tracking Student ELA/Literacy Development

All students are tested with the NWEA Measure of Academic Progress (MAP) early in the academic year to determine a baseline indication of their ELA skills and to aid in determining appropriate Language Arts courses. Students are tested again during the second term to monitor progress and evaluate growth. This data is carefully reviewed and taken into consideration when determining course offerings and interventions for individual students. Data is analyzed with the purpose of finding ways to incorporate ELA standards practice into all courses offered. (See Exhibits 1 and 2)

## Remediation of ELA/Literacy Skills

A remedial English course was created to support incoming 2021-22 9th graders whose test scores are below proficient on standardized tests. The purpose of this course is to fill educational gaps (especially those from the 2020-21 year) and improve student confidence and proficiency in ELA. The curriculum to be used is based on the Smarter Balanced recommendations and resources which are research-based and aligned to the state standards. This course is meant to focus on and review foundational concepts introduced in grades 6 - 8 and earlier if necessary.

## Drop Everything and Read (DEAR)

In January of 2021, we implemented Drop Everything And Read bi-weekly into our morning routine. Students are required to read a book of their choice in class for 20 minutes on DEAR days. The purpose of this intervention is to increase literacy in our students. While our students have enjoyed time spent reading and reported that they are reading more as a result of implementation, we are considering replacing DEAR with a more in-depth reading program in an effort to improve reading comprehension and literacy skills.

## Daily Journal Requirements

In all science courses, students complete journaling assignments that have students reflect on concepts learned in class and practice basic writing skills. Studies show that students who engage in cross-curricular journaling are able to practice skills related to metacognition in a variety of different formats. It is also meant to encourage students to be reflective on the scientific process and how well it was represented in class

## Document Based Questions (DBQ)

In our Social Studies courses, we have implemented Document Based Questions into our curriculum. This requires students to analyze visual and document-based sources, thinking critically as they examine symbols, themes, and vocabulary while exploring cause and effect by answering related questions. This has proven to be an effective tool for improving reading comprehension, writing, and research/inquiry skills, and as such, we are initiating its use in our other courses.

## Smarter Balanced Based Strategies

Current 10th grade English courses use questioning strategies as shown in the Smarter Balanced.org. Using the Tools for Teachers, the teacher utilizes the supplemental curriculum, sample test items, and the accessibility strategies to better prepare students for the ISAT exam. The goal is to familiarize students with the ISAT questioning style.

## Planned Improvements

### ELA Standards Practice

Beginning in January 2022 students will spend time in class bi-weekly answering ELA/Literacy skills practice questions provided by the Scholastic Magazines Upfront, Scholastic MATH, and Science World during the morning routine in all courses. Students will also practice questions from <https://smarterbalanced.org/>. The purpose of this intervention is to give students the opportunity to practice literacy skills on a daily basis throughout the school year in an effort to increase their proficiency on standardized tests.



## Schedule Revisions

We are considering revisions to our current six-week block schedule to allow 9th and 10th-grade students to earn their language arts credits over a longer period of time which would require shortened class periods that would extend over the school year. The purpose of this change would be to help students with ELA/Literacy skills over time with less time passing between English courses.

## Graduation Rates Action Plan

As outlined in the Renewal Recommendation Condition 5: "RMCS achieves a 4-year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2024."

RMCHS faces many challenges in regard to graduation rates. Our structure attracts students who have struggled in previous programs and are often already off track to graduate on time. We also have a small student population that varies from year to year. From 2018-2021 our senior classes have varied in size from 1, 8, 7, and 7 respectively. This year we have 12 students in our senior class. This makes setting and meeting graduation rate requirements arbitrary and the effects of one student failing to graduate on time has the ability to drastically impact our statistics.

## Improvements in Place

### Study Skills

Students are required to take a study skills course where the focus is becoming a successful student. Study Skills is a program that introduces a system of simple, student-friendly strategies to help students organize, study, and complete homework efficiently. It is focused on life-long skills; our goal is to provide students with life-long skills to make the process of learning,

communication, and self-management simple and effective. Through the Study Skills program, students will learn how to set goals & priorities, read textbooks quickly & efficiently, work with teachers, manage time, and set career and personal goals.

## Counseling

A school counselor was hired for the 2020-2021 academic year. As a result, 100% of our Class of 2021 completed a post- high school plan.

## Summer School

Credit Recovery is available for students who are behind in credits, provided they meet the qualifications for our summer school program. Students who qualify for summer school are able to take two, 6-week courses. These courses are made possible through our online high school. Our credit recovery plan depends on the availability of Richard McKenna online courses.

## Counseling for Graduation Success

Students set academic goals with our school counselor twice yearly and graduation plans are reviewed on a regular basis. Action plans are put in place to assure that students are on track to graduate. Options for credit recovery are discussed for students who have fallen below the graduation rate. Post-high school plans are made and reviewed frequently.

## Senior Project

The state of Idaho requires all students to complete a senior project that demonstrates a mastery of specific skills. Some of those skills include researching, writing, public speaking, planning, and using time productively. The Senior Career and Service Project at Richard McKenna Charter High School meets the state graduation requirement.

This project requires students to use a variety of skills learned from their education: researching, analyzing, synthesizing, drafting, revising, and presenting. It also serves as a personal map that will give a head start in a student's life after her or his high school graduation whether it be enrolling in college, university, technical training, military, or entering directly into the workforce.

### Low Grade Monitoring

When a student's grade in any course drops below 70% counseling is provided to evaluate what may be hindering the student's success. Parents are notified via email that their student is at risk for failing the course and students are encouraged to make an action plan for getting back on track.

### Special Education Aide

The need for a special education aide was recognized and added to our staff. The aide provides educational support for students with Individual Education Plans or Section 504 accommodations in the classroom and communicates student progress to the special education director.

### After School Academic Support

Tutoring is available after school one day per week for all students who feel they need it. Teachers stay late that day to provide additional instruction as necessary. A support lead in charge of the tutoring is also available to help students organize their materials and create a plan to help them be successful. The Special Education Aide is also present during this time to provide accommodations for students with an IEP and 504.

## Planned Improvements

### Schedule Revisions

We are reevaluating our schedule with considerations of how our credit offerings (12 per year) are impacting student ability to recover credits lost in other programs, as well as students who may fall behind in our program. Revising the schedule to offer more credits during the academic year would increase graduation rates as students would have more opportunities to recover lost credits and would not have to rely on their ability to be successful in outside online programs or summer school.

### Review of Courses

We will be carefully reviewing our courses to ensure that all state standards are being covered and making adjustments to the curriculum as necessary.

## Special Considerations

### Exhibit 1 - Data Reflecting Growth Since 2019

As a result of the steps taken since 2019, growth has occurred. With NWEA MAP used as our universal screener, growth can be shown.

### Exhibit 2 - 2020-2021 School Year/COVID

During the 2020-2021 school year, the COVID pandemic affected schools worldwide. Due to our small size, RMCHS was able to function on a normal schedule throughout the school year with the exception of one 5 week shut down. While most schools saw declines in student

achievement as a result of the pandemic, our data showed 74% to 86% of our students achieved their recommended growth on MAP.

### Exhibit 3 - Small Student Population

The percentage of students expected to reach proficiency is established for school districts with larger student populations than that of Richard McKenna Charter Schools.

RMCHS’s student population is currently 60 students. Last year, we had about 30 where 8 10th graders took the ISAT. Our data is being compared to schools that serve more than five hundred students. Inherent in larger populations is greater tolerance for outlier scores and their potential to impact the overall performance than there is for a charter school with fewer students. To establish equitable goals across schools, a comparison of schools’ data must take into consideration the size of the student population.

## Additional Evidence

### Exhibit 1 - Data Reflection Growth since 2019

The following shows the growth of each grade level over the years sorted by graduating year by showing the median. While the MAP was given, statistical data could not be analyzed on several groups as a minimum of 10 students was required.

Math	2021	2022	2023	2024	2025
Winter 2018-2019	232				
Spring 2018-2019	229				

Fall 2019-2020	235	227	242		216
Winter 2019-2020		237	245		220
Fall 2020-2021		231	242	230	218
Spring 2020-2021		230.5	249	235	223

Reading	2021	2022	2023	2024	2025
Winter 2018-2019	225				
Spring 2018-2019	228				
Fall 2019-2020	229	225	227		219
Winter 2019-2020		226	236		219
Fall 2020-2021		230	237	225	217
Spring 2020-2021			241	233	218

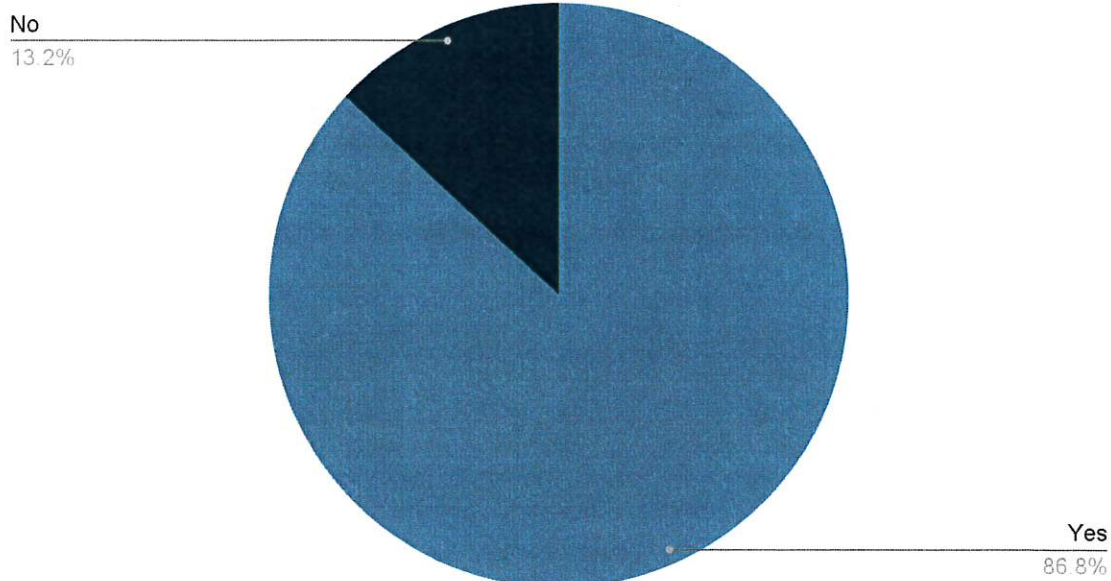
Language	2021	2022	2023	2024	2025
Winter 2018-2019	225				
Spring 2018-2019	224				
Fall 2019-2020	225	220	226		212
Winter 2019-2020		220	227		215
Fall 2020-2021		227	231	221	214
Spring 2020-2021		223.5	239.5	224	215

## Exhibit 2 - 2020-2021 School Year/COVID

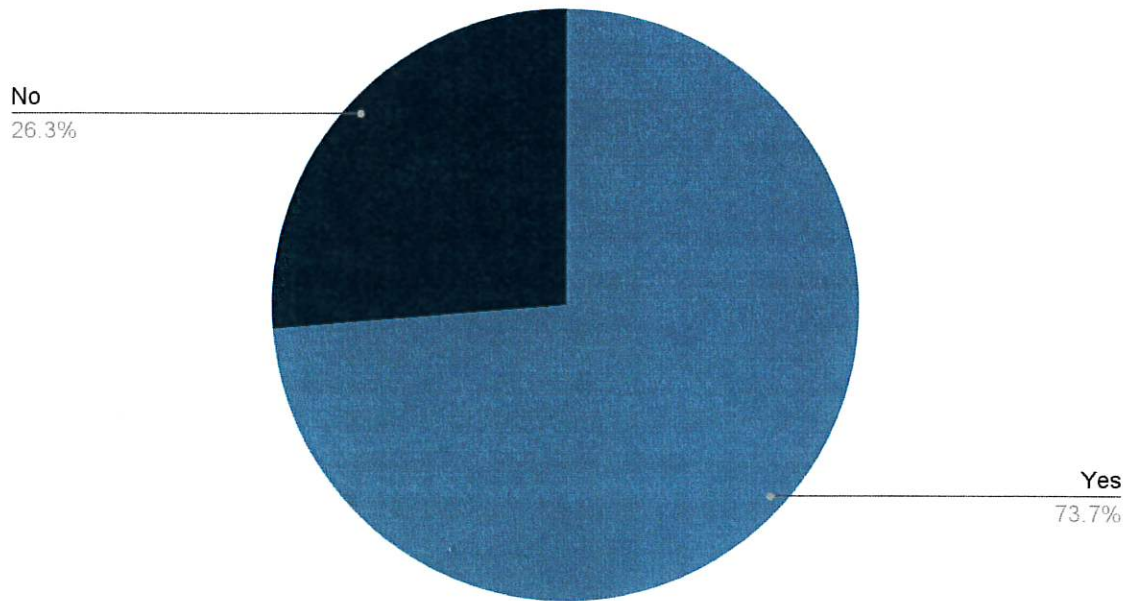
The following graphs are by current grade showing whether the students achieved projected growth as per MAP over the last school year. Projected growth numbers include those students who achieved the growth as well as those who were within the standard error of observed growth.

38 High School students currently in grades 9-12 also took the MAP test. Of those 16 of them have either an IEP or a 504.

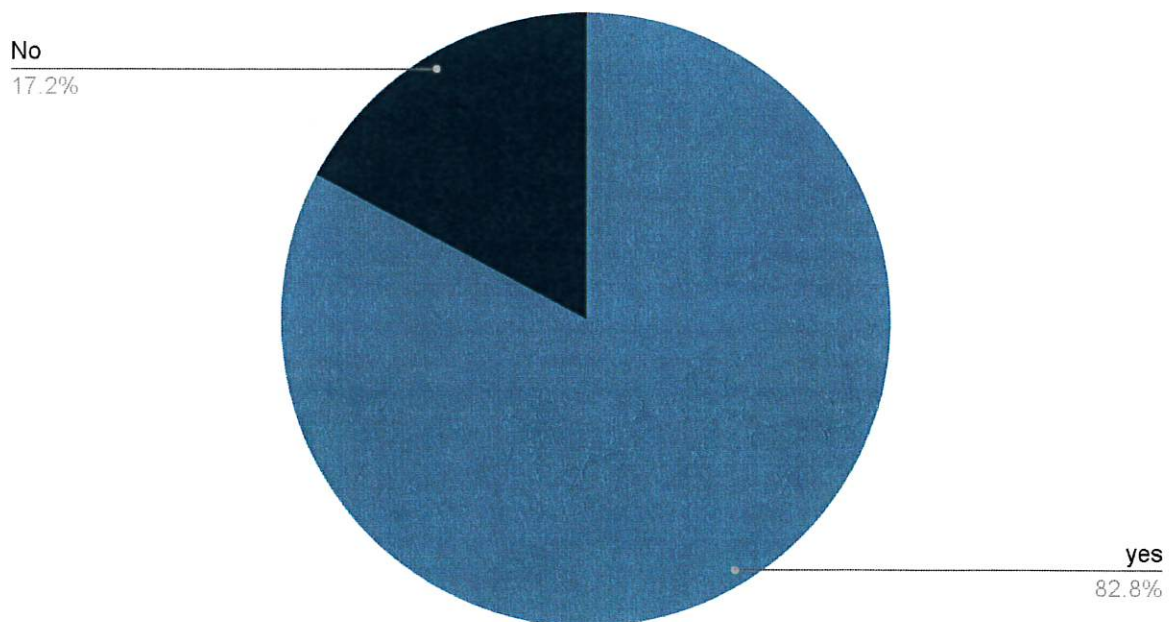
### Grades 9-12 Math



### Grades 9-12 Reading



### Grades 9-12 Language Arts





## Additional Evidence

Letters of Support for Online Programs - see attachments

December 3, 2021

To whom it may concern:

I am writing today in support of charter recertification for Richard McKenna Charter School in Mountain Home, Idaho.

I am a 2005 graduate of Richard McKenna's online high school program. Without the availability of that program and the support of its teachers and administration I would not be in the position I am today. While attending Richard McKenna, I was also working as an IT Technician for a local computer repair company. One of the entities that we supported with IT services was the local public library.

After graduation, I moved away and tried my hand at various other career choices but always came back to libraries and information technology. Libraries and IT are a fundamental aspect of our society and providing that access to all members of our communities is something that I have become passionate about. A brief overview of my accomplishments since attending Richard McKenna's online high school include:

- In 2005, at age 17, I opened my own IT company with my brother. A form of this is still operational today and I continue support to multiple businesses in maintaining their IT infrastructure as they provide for their clients' needs.
- In 2013, after being the contracted IT vendor for the Mountain Home Public Library since 2000, I was offered a full-time position as a Library Assistant along with being their IT system administrator. I'd always been involved in the library's technology improvements but coming in-house allowed the library to expand their tech at a greater pace and provide additional options for the community we served.
- In 2014, I was promoted to the Circulation Manager for the Library and continued to be their systems administrator. Part of my duties as circulation manager was overseeing and collaborating in a consortium of 11 libraries to maintain a circulation system that interconnected us.
- In 2016, I was appointed Library Director by the Library Board of Trustees. I was responsible for overseeing the day-to-day operations, staffing, collection development and fiscal management of the public library. In addition, I also maintained my role as the IT systems administrator and continued to grow the technology provided to our community of over 13,000.
- In 2021, I accepted a position with the Idaho Commission for Libraries as their Technology Consultant. My number one role in this position is to provide technology consulting and e-Rate support to all libraries in the state of Idaho. While being the Library Director of the Mountain Home Public Library will always be one of the greatest honors of my life, having the ability to utilize my knowledge and skills to provide a more direct support to communities all across Idaho is an even bigger honor.

In summary, I can in all honesty, say I would not have accomplished so much at such a young age if it weren't for the ability to complete my high school diploma through Richard McKenna's online program while having the opportunity to learn IT and business management skills during this same timeframe.

I truly believe the well-rounded and personalized educational system Richard McKenna offers not just to student in Mountain Home, but across the state of Idaho, is one of, if not the best, programs available and there is no doubt in my mind that its charter should be renewed.

If I can provide any additional comments, please don't hesitate to contact me.

Sincerely,

William Lamb  
2005 Graduate

Kimberly Hochendoner  
Carey Schools  
20 Panther Lane  
Carey, ID 83320

To Whom It May Concern,

I am the K-12 counselor at Carey Schools in Carey, Idaho. We are a small, rural community located in southern Blaine County. We have limited resources at our school especially for students who are struggling academically. I would like to share a few stories about how Richard McKenna Online School provided classes for students in unique circumstances and in danger of not graduating with their class.

Carey School has some of the highest graduation standards in the state, requiring 54 credits and 15 hours of community service to earn a diploma. In 2016 we had a student move here from Las Vegas. She had been in several different schools and had earned mostly elective credits. Following the dual-enrollment rules, we got her registered for her missing required classes through McKenna Online. Because McKenna Online has frequent start times throughout the year and the option for students to complete assignments before the due dates, she was able to cruise through numerous required courses and graduate with her class. If she had been limited to our restrictive class schedule she would have not graduated on time.

In 2017 we had a student on an IEP who was short several credits due to failure in core classes. We got him dually enrolled with McKenna Online, sent his IEP and he caught up, allowing him to graduate on time with his class.

Also in 2017, a student moved across the country from Virginia to Carey High School. He had not completed his first semester of 9th grade in Virginia and wanted to enroll here in the middle of our second trimester. Again, because of flexible start times I got him enrolled in a couple of McKenna Online classes as he waited to enroll here at the beginning of our third trimester. He too, was able to get caught up and graduate with his class. It also helped that two of our Carey High School teachers teach for McKenna Online and were able to help this student succeed.

Another student moved here from Twin Falls and again, was behind on credits. He was able to catch up and graduate on time with his class here at Carey High School. Richard McKenna Online has helped countless students from Carey School who were lacking in credits be able to gain and/or recover credits and allow them to graduate. We have had a 100% graduation rate at this school for over 10 years and we couldn't have done it without the availability and flexibility of McKenna Online classes at no cost. I am advocating for the continuation of Richard McKenna Online School. It is an important resource for Carey High School students as well as countless other students across the state.

Sincerely,  
Kimberly Hochendoner

December 14, 2021

To Whom It May Concern:

I'm writing this letter of support for continuing the Richard McKenna online school. There are many reasons to keep Richard McKenna Online School going. First, I have worked for 18 years at the school and it helps provide a living for my family, and we would suffer without that income. Second, it gives students another chance to continue their education in a different way from the regular school. Third, we are successful in many ways including the students' 2021 ELA ISAT scores are 21% higher than other online schools in Idaho.

I've worked for Richard McKenna for 18 years and I have always reached out to my students and found them to be amazing young people. I've worked with students that due to circumstances out of their own control have had to grow up earlier than most. They are trying to make themselves better and while we might not get them all to graduate I feel like we help all of the students have another shot at their education. I love working for the school and spend many hours each week reaching out and helping lift these fabulous young people, but many times they lift me as I hear some of their stories. It has also been a great job that has helped sustain my family and the loss of income would have a dramatic impact on my family.

Many of our students use Richard McKenna online as a last chance to stay in school. Over the course of my teaching for Richard McKenna I've encouraged 8 student's who were failing and dropping out of regular school to try Richard McKenna online. It was a long shot for these students, but at least they had this option. Not all of them graduated, but 5 of them did graduate. Which is fantastic and I'm so glad that we helped these students succeed. I know many of our students are working full time to provide for their families. Or, they aren't fitting in with their regular school and have severe anxiety, which is happening more and more. Some are teenage parents and use the school to help them for a year while they have their children. I feel that this school is valuable and unique to the present options of education throughout the state. It serves many students' needs that regular schools aren't meeting.

Students average Spring 2021 ELA ISAT scores for Richard McKenna is 75% proficient which is greater than the average of 54% for all virtual schools in Idaho. This shows that the students in Richard McKenna online are doing very well. This may be due to the fact that online students have to read and write more at Richard McKenna. However, this shows that Richard McKenna is fairly successful in educating their students in both writing and reading. I would hate to lose this fantastic school that does so much good.

In conclusion, I plead for the state's continued support of Richard McKenna Online School to provide for my family, continue to educate the nontraditional student, and give hope to so many students. If you would like to discuss the situation please feel free to contact myself at 208-721-0774. I appreciate your time and consideration.

Sincerely,  
Lane Durtschi

Jo Ann

Meridian, ID 83642

---

May 21, 2018

Attn: Dennis Wilson  
Richard McKenna High School  
675 South Haskett Street  
Mountain Home, ID 83647

Dear Mr. Wilson:

I want to tell you that I really appreciate the wonderful on-line school that you have, and that I am very grateful that you offer it.

My son, [REDACTED] attended Bishop Kelly high school for 3 years. It was at the start of his senior year in August 2016 he was injured

[REDACTED] was not able to go back to school the 2016-2017 school year because of his injuries. Due to the financial burden of the astounding medical bills, we could not afford the tuition to send [REDACTED] back to Bishop Kelly.

My husband and I did not know how [REDACTED] was going to complete high school. He had doctor appointments every six weeks at the U of U in Salt Lake, we knew he had to have more surgeries, he was going to PT 5 days a week. Nate had a total of 167 doctor and physical therapy appointments last year alone.

Kristen Bernstein a counselor at Meridian High School recommended that I call Richard McKenna. She told me that she really liked RM because of the customer service – she said someone will always answer the phone for the on-line school.

She was correct! The staff that works in the main office that answers the phones are wonderful, they are always available and had the answers to my questions or would know who I would need to speak with. Please let them know that I really appreciate all that they did to help Nathan – they really made the process pain less of getting him enrolled at RM. It only took 2 hours and he was enrolled and ready to start classes.

We really appreciate Mrs. Garza and the teachers, they were always very helpful.

She arranged that he could have 3 weeks off from taking classes so he could recover from the surgery. THANK YOU! Nate needed the time to heal and we are so appreciate that the teachers and school allowed this to happen!

Mrs. Kim Flick is amazing! She really helped my son, and I out with getting special accommodations for the ACT and filing appeals. She really goes the extra mile, we really appreciate all that she did to help [REDACTED] finish school and to help him retake the ACT. [REDACTED] exceeded his goal, he wanted to score a 26, but he ended up scoring a 29 on the ACT. [REDACTED] received the Presidential Scholarship from BSU and will be attending college in the fall. [REDACTED] wants to pursue a career in the medical field, and is thinking about becoming an Orthopedic Surgeon.

We are so grateful of all of the staff and teachers that made it possible for [REDACTED] to complete and graduate from high school. No one at Richard McKenna set up road blocks – they made it simple, so a young man could finish high school. Thank you to all of you for making this possible!

Sincerely,



Jo Ann

\_\_\_\_\_ suffered a very significant trauma

To lessen the pain so he can focus and concentrate on the task at hand, he requires short breaks so he can get up and stretch his muscles. Consequently, he requires more time to complete assignments and tests due to these short periods of inactivity on the tasks. He also requires modification on classroom assignments that require physical activities that he is not able to perform due to his limited mobility.



Hello,

My name is Stevie Brown and I am a 2017 graduate from Richard McKenna – Online. I started their online program in 2015, the beginning of my junior year because of my day-to-day schedule, I was missing to many in-class days at my regular high school. The online program was a game changer for me and opened so many more opportunities that have set up the career I have today.

I have been involved with the sport of rodeo since I was about 4 years old. When I turned 10 I started going to a lot more barrel races and by 15 I was traveling every weekend to rodeos all over the Northwest. I had a very large interest in the Futurity horse industry, so my senior year I went to quite a few Futurity Barrel Racing events. The schedule of a Futurity is very different than a rodeo. To go to a rodeo its normally just a lot of driving, then one run, then a lot more driving however a futurity is anywhere from 3-4 days to a week long. Being part of the Richard McKenna Online program allowed me to be able to continue my education while going to so many different events.

Richard McKenna Online helped me achieve so many goals during my high school years because I was able to take my schooling with me on the road. I can't even begin to count how many different arena stands or long night drives I made while having my school set up right with me. All through school my grades have always been well, but once starting Richard McKenna, my GPA had gone from a 3.5 to a 3.9 which helped me receive more college scholarships.

While traveling I got to meet so many great trainers, great people, and see so many different places. That has brought millions of opportunities that I would never be able to replace. By 17 years old I was training barrel horses and was also competing in many different rodeo events. Not very often do trainers get to both train and rodeo as time is tight however, the freedom of a school schedule that I had and the ability to do it from wherever I was my biggest asset to success.

Today I am currently writing this from East Texas where I have been giving youth lessons from barrel racing and breakaway roping. While here in East Texas I care for over 15 horses as well and train and compete on them as well. I also had the opportunity to work for the WCRA : World Champions Rodeo Alliance as a Representative for Athlete Services. So, with that I get to stay in contact with multiple rodeo athletes and continue to promote the sport of rodeo. If not for RMCHS – Online, I wouldn't have met the people I did to have this opportunity along with the computer skills and discipline that attending has taught me.

As for my future goals, I plan to continue to rodeo. I have a couple young horses coming up with big hopes for them. I also will continue to work for the WCRA along with giving youth lessons. I recommend Richard McKenna Online to everyone that talks to me about their options for high school, especially those who are rodeoing or have something in their life that they are truly passionate about. I believe that it is an open door that brings more opportunities than you would ever imagine, and I know I wouldn't have the success or the career had I not had the freedom that Richard McKenna Online gave me as well as the staff that continues to support me today.

Yours truly,

Stevie Brown – Professional Barrel Racer

From: [REDACTED]  
Date: Mon, Dec 6, 2021 at 6:49 AM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <[bhill@rmckenna.org](mailto:bhill@rmckenna.org)>

To Whom It May Concern;

Hello, my name is [REDACTED] My daughter [REDACTED] is a new student this year and attends remotely from Twin Falls Idaho. Your school has been a godsend to our family. For many years [REDACTED] has struggled with school. The depths of her despair were really hard to watch or know how to help. During these years I could feel my "Sister Sue" slipping away. Not easy on a mother's heart. I missed her. The beginning of this school year she had what I would call [REDACTED] We couldn't even get one "Back 2 School" picture without her crying and trying to hold it together.

[REDACTED] That's where I learned about Richard McKenna. It sounded perfect for [REDACTED] I felt hope start to come back. When I got home I entered her room with a smile on my face and told her all about it. The tears stopped, she regained a look of life in her eyes, and she even smiled! "That actually sounds like a perfect school for me Mom. If it costs money to go there I'll pay it! I'll get a job to help pay for it!" When I told her it was free she dropped her jaw and just glowed. She just couldn't believe there was a place that could help her so much. My prayers for my baby girls were finally answered. I wish we would have found you sooner! I want to give the most genuine heartfelt thank you I can possibly muster in an email. You have given me my daughter back. We talk everyday, we have inside jokes and laugh a lot, we still argue about school, but only for a minute or two. She has started singing her silly made up songs to her cat [REDACTED] again. Haven't heard those in literally years. My Mother, [REDACTED] Grandma, has been singing your praises as well. She too has said "We got our [REDACTED] back! I've missed her. "

The teachers have been fabulous to work with. They are easy to get a hold of. Even taking calls after their working hours if needs be.

They have always been courteous and supportive to me. We are extremely happy with your school. That doesn't adequately express my thanks really. How can I thank Richard McKenna for saving my teenage daughters life.

P.s. You're on my "Nice List" this year and probably indefinitely!

Sincerely,  
[REDACTED]

From: **Donna** <[REDACTED]@gmail.com>  
Date: Fri, Dec 3, 2021 at 11:08 AM  
Subject: Testimonial  
To: Brooks Hill <[bhill@rmckenna.org](mailto:bhill@rmckenna.org)>

I would like to take this opportunity to recognize Brooks Hill as an excellent History Teacher. My daughter enjoyed having him for two courses. His class work was very well organized and put together in a manner that my daughter was able to go through with ease. The assignments were well thought through and I felt he was truly interested in my daughter's school work.

From: **Donna** <[REDACTED]@gmail.com>  
Date: Fri, Dec 3, 2021 at 11:04 AM  
Subject: Testimonial  
To: Brooks Hill <[bhill@rmckenna.org](mailto:bhill@rmckenna.org)>

I would like to recognize Kim Flick as one of the most attentive school teachers that I have ever had the pleasure of working with. She has provided outstanding academic support for my daughter and understanding her needs. She has guided us through the process of making on-line school journey successful.

----- Forwarded message -----

From: [REDACTED]@rmckenna.org>  
Date: Thu, Dec 2, 2021 at 4:46 PM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <bhill@rmckenna.org>

Mr. Hill

Here is my response.

Richard McKenna has had a very positive impact on me. The most memorable experience was the Graphic Novel class I took. The instructor was Mrs. Morales. I've always loved to write, and this class taught me how to write and what techniques to use. The final project was to create a pitch of our own graphic novel idea and present it to a professional. I presented my pitch to Joseph Keatinge, who works for Marvel. Because of the project, I know what it's like to be an author and what you need to do to get a book published. I've been improving my graphic novel and hope to publish it someday. This would have never happened at a different school.

Sincerely,

[REDACTED]

From: [REDACTED]@rmckenna.org>  
Date: Thu, Dec 2, 2021 at 3:21 PM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <bhill@rmckenna.org>

I have really enjoyed being at Richard McKenna because it works really well for me. I love how flexible this school is because it makes it easy for me to still work and still be able to ski. I also really enjoy how the classes and learning is at my own pace. I really enjoy that there are only two classes at a time because it makes it easier for school because there are less classes and less learning at a time. This works really well for me because it makes it easier to focus on my subjects.



Date: Wed, Dec 1, 2021 at 12:48 PM  
Subject: Re: Richard McKenna Charter School Renewal  
To: Marika Clough <[mclough@rmckenna.org](mailto:mclough@rmckenna.org)>

To whom it may concern:

My daughter started at Richard McKenna Online in January 2021 after falling into an extremely bad crowd. She was cutting classes because she felt uncomfortable with classes. She was failing multiple classes and falling into the drug scene. The school she was at would not force her to go to class so she spent most of her time doing who knows what in the bathroom. She was an A and B student at her middle school so when she transferred to high school, she imploded to a failing student. After one of her friends overdosed in the bathroom, I was going to keep her home. Her school suggested Robert McKenna. After much deliberation with my daughter, she felt she would be more successful online. We made the change and it was exactly what she needed. Her teachers seem to truly care if she succeeded and went out of their way to communicate course work and deadlines with not only my daughter but with me as well. If my daughter had a poor assignment, I knew about it right away and there was a plan of how to fix the course work.

Richard McKenna has high standards help kids succeed. Work must be turned in on time. The course work is easy to navigate online and the teachers directions are clear of the students expectations. My daughter went from failing multiple classes to her normal A's and B's. I am seeing her confidence return and I am thankful everyday that we made the change.

The next year my son started to have trouble with his high school classes and asked to go online like his sister. With Robert McKenna's online classes the course work cannot be lost and I am able to see exactly what assignments are due. My son does not think this is a good thing because he cannot get away with anything.

Overall the staff is prompt, kind and caring. I am thankful everyday that my kids attend Robert McKenna because they are successful. They are both proud of that.

My son says, "He likes that he only has two classes to worry about at one time, and he really likes that he can stay home."

My daughter says, "It is way better and she likes the fact that she doesn't have to deal with the drama at school."

Please renew this school's charter as it has saved both my kids from darker paths.

Thanks,

  
A very grateful parent





Chantel Durrence <cdurrence@rmckenna.org>

---

## Satisfaction letter

1 message

---

Michele <[REDACTED]@gmail.com>  
To: info@rmckenna.org

Tue, Nov 30, 2021 at 3:34 PM

Our son, [REDACTED]. We managed his schooling through public schools until his Sophomore year in High School. When he started that year, they had one teacher and one para for the special education classes (with 26 students). By mid-year, [REDACTED] was extremely far behind in all his classes and we had been unable to navigate the "rules" in getting timely notification or any help to assist him in being successful at school. We decided to try Richard McKenna Charter High School. We did try on-site classes for him, but with his struggles to follow multi-step instructions and keep track of his work, that did not work for him. So, we decided to do his classes on-line, with me (Mom) being his teacher at home. This turned out to be successful, and not just because I could monitor where he was and keep him on track; but the Special Education leader (I don't remember her title or her last name, I'm sorry to say), Kim, was a godsend for us. She helped us navigate the system and was instrumental in getting [REDACTED] in the classes he needed, as well as helping to advocate for the special needs he encountered with different classes. I know we would not have been able to have [REDACTED] graduate in 2015 without the help of the various staff members and teachers at Richard McKenna CHS.

From Michele Mountain Home

11/30/21, 10:04 AM

Richard McKenna Charter High School Mail - Yes, it's me again.....

**Richard  
McKenna**  
CHARTER SCHOOLS

Leticia Moyett &lt;lmoyett@rmckenna.org&gt;

---

**Yes, it's me again.....**

6 messages

Jill @gmail.com>  
To: Leticia Moyett <lmoyett@rmckenna.org>

Fri, Apr 27, 2018 at 12:20 PM

Can you please email transcript information to: admissions-gvl@ung.edu? (I'll point out that this is for but I think that goes without saying at this point.)

I'd like to be able to tell you that I'll never ask you for anything again, but at this rate, I think I just need to find you on Facebook and ask to be your friend. We can share pictures and family stories and grow old together. Seems like the appropriate next step, since I can't seem to stay out of your life.

I appreciate you. Happy Friday, Leticia.

The Very Needy, Jill

---

Leticia Moyett <lmoyett@rmckenna.org>  
To: Jill @gmail.com>

Fri, Apr 27, 2018 at 1:14 PM

Email has been sent. No worries! 😊  
Have a great day!

Thanks,

*Leticia Moyett*  
*Academic Advisor*

Richard McKenna High School  
675 S Haskett  
Mountain Home ID 83647  
208.580.2449 option 2  
208.580.2450 fax  
[rmckenna.org](http://rmckenna.org)

[Quoted text hidden]

---

Jill @gmail.com>  
To: Leticia Moyett <lmoyett@rmckenna.org>

Fri, Apr 27, 2018 at 1:58 PM

Thank you! My guess is at this point that you wear a cape and fly around saving those in need, such as myself. I am forever thankful and appreciate all you do.

You're the very best of the best.

Jill  
[Quoted text hidden]

---

Jill @gmail.com>  
To: Leticia Moyett <lmoyett@rmckenna.org>

Wed, May 23, 2018 at 8:11 PM

Guess who officially became a college student today?! We just came home from orientation, and I couldn't move forward with anything else until I shared this information with you.

11/30/21, 10:04 AM

Richard McKenna Charter High School Mail - Yes, it's me again.....

It's been a rough past year, but you were a bright light in the midst of it all....and I mean that from the bottom of my heart. the most precious thing in my life, and your repeated help and caring nature has meant so very much to me.

Thank you again from both and I. You will forever be my favorite superhero! 🦸❤

Jill

[Quoted text hidden]

---

lmoyett <lmoyett@rmckenna.org>

Wed, May 23, 2018 at 8:34 PM

To: Jill @gmail.com>

We are so excited for you and and are glad that Richard McKenna Charter High School was such a positive experience for you both.

As always good to hear from you and please let know that we wish her the best!

Leticia Moyett  
Academic Advisor  
RMCHS

Sent from my T-Mobile 4G LTE Device  
[Quoted text hidden]

---

Jill @gmail.com>

Wed, May 23, 2018 at 11:27 PM

To: lmoyett <lmoyett@rmckenna.org>

Thanks, I will!

[Quoted text hidden]



Dennis Wilson &lt;dwilson@rmckenna.org&gt;

**Fwd: Richard McKenna**

1 message

**Kristi**

To: dwilson@rmckenna.org

Fri, Dec 10, 2021 at 11:49 AM

To whom it may concern,

>

> I am writing in opposition to Richard McKenna being shut down. Both my children have attended this school, one of which graduated from there. I'd like to share a few of my experiences we've had with my children attending Richard McKenna.

>

> My daughter, \_\_\_\_\_ is an overachiever in all things. She danced competitively and also on her high school dance team all while maintaining straight A's. With these time consuming extra curricular activities she was becoming so overwhelmed with the demands of in person school. She has never had troubles with grades in school but they started to slip. We decided to dual enroll with in person school and Richard McKenna. This was a complete God send for \_\_\_\_\_. She was able to better balance her academics with her extra curricular activities. She was then able to keep her grades up while doing what she loved.

>

> She had two teachers, in particular, that I would like to mention that went above and beyond for her. One is Kristi McBride. She was \_\_\_\_\_ English teacher and I got to know her very well because of her care in \_\_\_\_\_ education. She reached out to me on several occasions regarding the specific changes she was making to \_\_\_\_\_ assignments, separate from other students, because she felt she wasn't being challenged enough. I have NEVER, in my 18 years of having kids in school, had this happen. In fact, teachers rarely reach out at all.

>

> The second teacher I would like to mention was her math teacher, Mr. Mark Peterson. Masi had completed all the required math credits to graduate but wanted to continue her math education. At the time, Richard McKenna didn't have the next level class she needed. So, Mark created a math curriculum specifically for \_\_\_\_\_ and other students like her, that wanted to continue with the extra math credits and requirements. He was also readily available to \_\_\_\_\_ at all times if she ever had questions or needed help. He even had her call him after hours, at home, to help her understand the lesson.

>

> With covid and all the crazy in school requirements, \_\_\_\_\_ decided to finish her senior year at Richard McKenna and graduated from there with outstanding grades. Thanks to this program she was able to graduate early and move on to the next phase of life earlier than expected.

>

> Now for my son. This is a completely different situation. He has a major struggle with his academic success. He has a hard time staying focused and is so easily distracted in a classroom setting. His at school teachers have very little patience or tolerance for students like \_\_\_\_\_. He is a jokester and extremely social. Some teachers enjoy him, he is very funny. But most expect him to stay on task at all times with minimal interactions with the other students. His grades suffer tremendously due to teachers not willing or unable to give him the help and guidance he needs. They are often unavailable due to over sized classroom sizes and students. Richard McKenna was something we thought we would try out for him during Covid and he did great. He was able to just buckle down and get his work done in the comfort of a quiet house. No distractions or teachers micromanaging his very move. He learns easily by self management and self discipline. He does not like someone watching his very move or picking apart the way he learns. Because of this, Richard McKenna was a huge success for him. We were hoping to dual enroll him as well but RM no longer offers this so next semester we plan to go full time back to Richard McKenna as \_\_\_\_\_ is failing miserably, once again, at his local high school.

>

> When I learned the horrible news of Richard McKenna being shut down I immediately panicked. I swear to you, my sons HS success lays in the hands of this school. We are literally counting down the days we can wrap this semester up at his HS and move him back to Richard McKenna. If this school closes, I simply don't know what I can do for him. This school has such an opportunity for him to grow as a student. His confidence raised immediately after starting school there. He longer felt he was "stupid" or a "horrible student" because he could hop online and understand the material and assignments. The teachers were always available to help him or keep him on track. They took time to help him along and accepted his phone calls even after hours. He never felt like a nuisance for reaching out or asking too many questions.

>

> I know the low ISAT test scores may be a contribution to the decision to close this school. I can say that I love the fact this school doesn't teach to that test. They teach what the kids should be learning not what a state test thinks they should know. I, personally, hate that the success of a school is determined by those scores. There are so many students, much

12/11/21, 10:23 AM

Richard McKenna Charter High School Mail - Fwd: Richard McKenna

like that do not test well. This doesn't mean they aren't learning or are unable to grasp information.

>

> Please, please keep this school open. Students like my daughter and my son need this school for the opportunity for success. Both being very different students, I've learned that Richard McKenna is a school for all types. But especially for those students who simply struggle with the traditional ways of public schooling.

>

> I hope you consider my letter in your decision. Thank you for your time.

>

> Sincerely,

>

> Kristi



12/11/21, 10:23 AM

Richard McKenna Charter High School Mail - richard mckenna




Dennis Wilson <dwilson@rmckenna.org>

---

**richard mckenna**

1 message


@icloud.com>

Fri, Dec 10, 2021 at 12:06 PM

To: dwilson@rmckenna.org

Hello, I'm emailing as a reference for McBride and all of my Richard McKenna teachers. Here's why getting rid of this program is a mistake...

This program helps lots of kids who struggle with in person school, whether it's mental illness, busy schedule, etc. This program helped me so much because I was struggling with a very busy schedule of sports and on top of that, a mental issue. I was really struggling in school, and I was failing almost all of my classes. I found Richard McKenna through a friend who was also struggling, and I gave it a shot. I ended up using the program for three years, with almost all A's. It's very helpful for people who aren't able to handle the stress and pressure of public school, and I think getting rid of the program is cruel. Please reconsider, this program can help many more. Thank you.

  
Sent from my iPhone



Dennis Wilson <dwilson@rmckenna.org>

---

**Richard McKenna**

1 message

---

To: dwilson@rmckenna.org <dwilson@gmail.com>

Fri, Dec 10, 2021 at 12:01 PM

Hello my

Name is [redacted] and I had recently heard about Richard McKenna closing down. Last year I had struggled a lot in school and when I joined Richard McKenna I had been able to learn a lot better. The way Richard McKenna is taught and the way is setup is perfect for me and for the way I learn. I recently got back into regular school and once again I'm struggling and after this semester I had wanted to go back into Richard McKenna. But after hearing the news I thought I might not be able to go in. I hope this email changes your mind and hope that the school stays.

From: Mindy @gmail.com>  
Date: Thu, Dec 9, 2021 at 11:03 PM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <bhill@rmckenna.org>

Richard McKenna Online Charter School is a benefit to our son, because he is able to learn in a different way. has had 2 teachers reach out and really work to educate and inspire.

His first teacher, Mr. Mark Peterson, with Richard McKenna Online, was for an algebra math class; for the first time, had a math teacher willing to answer his questions. thinks about math deeply and likes to be inquisitive. This has frustrated math teachers at other schools in the past which limited progression in math and diminished his natural curiosity. felt Mr. Mark Peterson cared and wanted to teach him.

The second great experience with Richard McKenna was with Mr. Brooks Hill. He was History teacher. Beyond teaching History he taught about finding discipline and work ethic. I appreciated the personal conversations and time Mr. Brooks Hill took with to show that he valued him as a student. My belief is that when a teacher is vested in their students, real learning takes place.

Mindy



## **Mckenna Student Feedback      Sidney (Gig) Grubb**

**3-12-21                                  Taken from email.**

Hi Mr. Grubb, I just want to say thank you for everything, I appreciate you working with me so much in this course. I have had a lot of big life events happening, and without you and the other teachers' help, I would not have been able to graduate. Thank you for that, it feels really good to be done and able to move on to other things.

I also loved your class, thank you for suggesting it to me. I didn't know much about Native American history but now I know quite a bit, and there is more I want to learn yet.

**4-9-21 Mother of                                  Taken from email.**

Thanks Mr. Grubb!                                  sure has enjoyed your class and all that she's learned...  
Thanks for being such an awesome teacher. Nothing is more wonderful than when you have a teacher that puts their heart into teaching and you can tell that they love what they teach.  
Thanks,

**12-2-21                                  Art History – assignment 3.07, question #3**

I really like the course! I love how you bring up the connections, makes it feel like a real classroom setting. This is my third art history course and honestly, the only one that has allowed me to actually understand art and how to look at it.

**9-2-21                                  Art History – assignment 3.07, question #3**

I find this course very interesting and fun since I am learning tons of things that I didn't know to look for when looking at art and also I'm learning the background of the art/artist. The connections have helped me a ton to make connections between the subjects that I didn't see before. I am beginning to understand how to look at art and how to find the elements and principles of design when looking at it.

**6-14-21                                  Art History – assignment 3.07, question #3**

I think the course is going really well for me, and I understand a lot of the basic concepts which I think helps. I think I find this course most interesting because it has so many connections to history events that I've learned about in the past. I think the connections do help me to think back to past history classes I've taken, and I've also remembered a lot of the biblical references as well. I am beginning to understand how to look at art in a deeper way, and think about why artists do what they do. I also have been able to realize what the elements of art and principles of design create when they are all put together.

**5-19-21                                  The American West-assignment 6.03. #2**

I feel like the creative writing assignments and my fictional adventures in the Wild West have helped me to visualize and remember certain important events. The Westward expansion happened through many different events which I have learned more about through writing about them. While writing historical fiction it has allowed me to explore any event about the West that I want from a different and more personal point of view. This experience was fun and I have retained a lot more information due to the amount of research that I did in order to write my story as accurately as possible. I was able to follow different trails and explore events that happened while learning about the correct time in history they occurred.

**12-11-18                                  U.S. Geography – assignment 6.03 #1**

Through the research the most important thing is that I learned where the historical sites are like Mt. Rushmore and the Declaration of Independence and the Alamo. I am putting these on my list to visit. It was also interesting to learn about how all of our states and capitals got their names. I didn't even know before this class that there were reasons behind the names given to each of our states and capitals. Interesting, too, to learn how important the Native Americans were in naming a lot of the places in America.

I want to go. I think it will be easier for me to remember a lot of the places that I've learned about, too, because so many places have been named after people and connected to its geography features and also who named these places, like the Native Americans and French explorers.

**5-17-21**

**History of Sports – Assignment 6.03 #3**

I really found this course to be interesting and beneficial. It was also super fun to learn about the different sports and famous players. One thing that I learned from doing my final project is that all of the great sports players came from nothing and were usually underestimated by everyone else. Another thing that I learned is that there are a lot more national and major competitions for sports than realized.

**5-19-21**

**History of Sports – Assignment 6.03 # 3**

I did find the course interesting and beneficial, mostly because I enjoy learning about history so much. Some of the major things that I learned from doing my Final Project involved athletes who struggled to get where they are today and what they had to do to be successful. I also liked learning about how major events in American history have affected the sports industry. For example, the Great Depression was the main reason for the creation of the Baseball Hall of Fame, because the economy was suffering so much. Seeing how sports intertwined with important historical events was the most interesting part of this course to me.

From: Mindy @gmail.com>  
Date: Thu, Dec 9, 2021 at 11:03 PM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <bhill@rmckenna.org>

Richard McKenna Online Charter School is a benefit to our son, because he is able to learn in a different way. Seth has had 2 teachers reach out and really work to educate and inspire.

His first teacher, Mr. Mark Peterson, with Richard McKenna Online, was for an algebra math class; for the first time, had a math teacher willing to answer his questions. thinks about math deeply and likes to be inquisitive. This has frustrated math teachers at other schools in the past which limited progression in math and diminished his natural curiosity. felt Mr. Mark Peterson cared and wanted to teach him.

The second great experience with Richard McKenna was with Mr. Brooks Hill. He was History teacher. Beyond teaching History he taught about finding discipline and work ethic. I appreciated the personal conversations and time Mr. Brooks Hill took with to show that he valued him as a student. My belief is that when a teacher is vested in their students, real learning takes place.

Mindy



Chantel Durrence <cdurrence@rmckenna.org>

---

## Fwd: JR Erickson

1 message

---

**Robby Sauer** <rsauer@rmckenna.org>  
To: Chantel Durrence <cdurrence@rmckenna.org>

Tue, Dec 7, 2021 at 2:04 PM

Begin forwarded message:

**From:** Rachael Erickson <rme@jrefamily.com>  
**Date:** December 6, 2021 at 6:07:10 PM MST  
**To:** Robby Sauer <rsauer@rmckenna.org>  
**Cc:**  
**Subject:**

Hi Mr. Sauer,

I just wanted to thank you for being such an amazing teacher for my son during a very difficult time in his life. was always an athlete, and still is, ever since he was little, but after multiple concussions with football he could no longer play football and became severely depressed & was trying to find his purpose in life.

went through a very difficult time during his sophomore and beginning of his junior year

He absolutely hated how crowded it was in the hallways & the classrooms. When he had to do presentations, the kids were pretty disrespectful and he became very discouraged. Thankfully the teachers would let him come in before school or after school to present his speeches and classroom projects. When I came to pick up after school, he would pull his hoodie over his head and say 'I hate this place. Pull me out, put me online.'

We are so incredibly grateful to Richard McKenna for providing a space and education so that he could graduate 🙏 The teachers were wonderful and the

program was extremely organized so that [redacted] could focus on two classes at a time and could re-take what he needed to improve his grade. I was absolutely amazed at the papers that he wrote & to see inside of his heart and mind & how he expressed himself in a safe place.

I am very thankful for the opportunity Richard McKenna provided my son [redacted] has gone on to be an Army Ranger. We are so proud of him ♥️ 🙏🏻 Anything you need from me, to help this program continue-let me know.

Thank you again,

Sent from my iPhone

To whom it may concern,

It's been a privilege, for the past 18 years, to teach English at Richard McKenna Charter High School. From the beginning, it was more than a school made up of walls, but a community of teachers and staff who care about students and their individual learning needs like no other. It was created by a principal, Larry Slade, who had a dream of something different, something great, for at risk students.

In my years here, I have had countless experiences working with students whose needs would never be met at any other school. I worked with a student who was in a car accident, leaving her paralyzed. She spent most of her senior year in the hospital. I've worked with young mothers who have had children unexpectedly and needed help navigating motherhood and graduating high school. I've worked with students who work full time, care for their families, even students being the sole caregiver for a parent with cancer. My stories are endless.

Working from home, I spend my days reaching out to these students. I can work with them one on one on lessons and assignments, motivating and giving them support and encouragement. It is the most rewarding teaching experience.

I love that we have designed our program so students can come to us from other schools, for whatever reason, and they can start on Monday. This way they do not get behind in their studies or credits. We do not have live classes, so students can do their lessons and assignments any time of the day or night, to allow much needed flexibility for their work and personal lives.

When I heard the commissioner's recommendation to close our school in June, I was in shock. I did not understand. We have been a successful school for over twenty years. We work so hard, constantly improving our program, courses, and communication with our students and their parents. We do this because we care about making a difference.

I reached out to students and parents for letters of support and their response was incredible. It was a testament to why we have been successful and why we do what we do. We have been the box underneath the table, catching the many students who fall through the cracks. We have been a safe place to land. We are needed. We are a rare gem in the education system in Idaho. To close the doors on our unique program would be an absolute travesty to the students in our great state.

Sincerely,

Kristi McBride  
English and Speech Instructor

To Whom It May Concern,

This is my first year teaching with Richard McKenna High School, and I can say it has been wonderful. I have gotten to know my fellow teachers and the students we teach in a unique way. I can honestly say the teachers and staff at Richard McKenna care about the students that attend the school.

I have taught for several different schools in two different states, and I can honestly say Richard McKenna is the best school I have taught for. I have worked for two schools that serviced low socio-economic populations and one that worked with students with mental health issues and Richard McKenna Online Charter School would have been a great fit for 90%+ of those students. Richard McKenna is designed to look past the student and look at the child. It allows individual children to take responsibility and ownership of their life and education.

I feel Richard McKenna is more important than ever in the current world we live in. I have heard from many students that they can not attend a traditional school because of their own health problems or those of close family. It does not appear Covid-19 will be disappearing any time soon, and that means these students' very real health concerns, will not be either. Richard McKenna allows these students to complete high school while managing their, or their family's, health in these uncertain times.

The economy is also an important factor for children that attend Richard McKenna High School. Many of our students work to help support themselves and their families. Being able to complete school around their work schedule is an important and positive factor. This not only helps them and their families it also teaches important life skills that students will need to be successful after high school. Per Maslow's Hierarchy of Needs, physiological and safety needs must be met before anything else can be accomplished. I have seen firsthand that students will pick work over school because they must eat and have shelter. Richard McKenna allows the student to not have to decide between an education and food or shelter.

I know Richard McKenna has some problems, every school does. However, Richard McKenna also serves a community that has its own challenges. Test scores may be low some years or class failure rates may be high other years, but what really matters is that the children that attend Richard McKenna High School are given the opportunity to continue to work towards their high school diploma. The unique program that has been developed for Richard McKenna High School allows students to complete work around their individual schedules. It allows students to start classes every Monday so they do not get behind or discouraged when they transfer to our school or encounter a setback. Many schools have

had a lot of challenges when they were forced to move classes online, however, Richard McKenna worked through most of those challenges 15+ years ago. This allows the students to focus on the content and not on the problems other school's students are facing with programs and teachers not equipped to teach online.

By closing Richard McKenna High School you are taking away students' opportunity to earn a high school diploma in a safe and caring environment. The teachers and staff that work for Richard McKenna care about the child, not just the student. Children will always pick food and shelter over an education, and who can blame them?

Thank you,

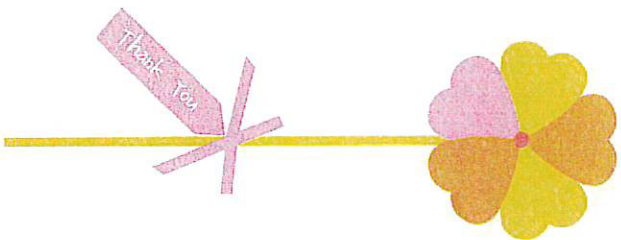
Marika Clough

English 10 Teacher



To all the Emckenna  
teachers & Advisers,

I really can't thank you  
enough for your help, support,  
& understanding. Thankyou  
for your program that helps  
kids like me. Thank you for  
never stoping believing in me/us  
you guys are amazing.  
lots of love!  
wish you all luck!  
Love ~~allways~~ guys,



Can't thank you  
enough.

From: [REDACTED]@com>  
Date: Tue, Dec 7, 2021 at 10:17 AM  
Subject: Positive impact  
To: <bhill@rmckenna.org>

[REDACTED] is my daughter and she has been a student there since the middle of her freshman year. [REDACTED] went from hating school to actually finding interests because of some of her classes. I watched her study like crazy with her history classes and other classes that she learned about Native American history. She dedicates herself to most classes and has become very goal oriented. She tells me when her teachers respond to her questions and most of them do a great job helping her. We've both wondered when they find the time to respond. Good on them for keeping up with the questions.

Richard McKenna Charter School has been a Godsend for us. [REDACTED] is on track to graduate, and she has been able to keep up with classes, all while working a fulltime job for the last almost two years. She is very driven and this online way of learning is one that really has helped her succeed.

[REDACTED]

From: **Brooke** @gmail.com>  
Date: Mon, Dec 6, 2021 at 7:18 PM  
Subject: Re: Charter School Renewal - Positive Feedback  
To: Brooks Hill <bhill@rmckenna.org>

Hi I am so sorry I ended up getting a feeding tube placed in me.

This school was here for us when we needed it. My daughter was going to public school and Covid hit. She chose to stay online and she was getting all Fs and not really anyone helping her. So, I switched her to Richard Makenna and she has been so happy with staying online. She got great response from the teachers. has even stayed through her senior year. That was hard for me to let her do it online but I saw how happier she has been with these classes. I always recommend this school. Even my niece started to go here too. We are very happy with this school.

Thank you

Brooke

# **RICHARD MCKENNA CHARTER SCHOOL**

## **2018 ANNUAL PERFORMANCE REPORT**

### **INTRODUCTION**

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
<b>Mission Statement</b>	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>●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"> <li>▪Critical and Analytical Thinking</li> <li>▪Hard Work, Respect, and Service</li> <li>▪Presentations and Projects</li> <li>▪Reflecting and Recording</li> </ul> </li> <li>●Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.</li> <li>●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.</li> </ul>		
<b>School Location</b>	675 South Haskett Street Mountain Home, ID 83647	<b>School Phone</b>	(208) 580-2449
<b>Surrounding District</b>	Mountain Home School District		
<b>Opening Year</b>	2002		
<b>Current Term</b>	July 1, 2017 - June 30, 2022		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	291 on-site, unlimited online	<b>Enrollment (Actual)</b>	400

SCHOOL LEADERSHIP	
Meg Warren	Chairman
Don Dow	Vice Chairman
Doug Mayne	Treasurer
Melody Landis	Secretary
Kyle Davis	Member
Page Borgholthaus	Member
Dennis Wilson	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	20%	25%	34%	N/A
<b>Limited English Proficiency</b>	2%	6%	6%	N/A
<b>Special Needs</b>	3%	10%	12%	N/A
<b>Free and Reduced Lunch</b>	22%	47%	49%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	%* Onsite / %* Alt
Percentage of students meeting or exceeding proficiency in English Language Arts	%* Onsite / %* Alt
Percentage of students meeting or exceeding proficiency in Science	%* Onsite/ %* Alt
Percentage of students meeting or exceeding proficiency in Math	%* Virtual
Percentage of students meeting or exceeding proficiency in English Language Arts	%* Virtual
Percentage of students meeting or exceeding proficiency in Science	%* Virtual

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	%* Onsite / 18% Alt
	34% Virtual

\*Masked per state law or statistical irrelevance

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	0	50		50	0		
	1b	50	0	50		50	0		
District Proficiency Comparison	2a	50	0	50		50	0	50	
	2b	50	0	50		50	0	50	
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100		50	0	50	
	4b			100		50	0	50	
Post-Secondary Readiness	5a			125		125	0	100	
Total Academic Points		400	0	525	161	525	0	300	84
% of Academic Points			0%		31%		0%		28%

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

RMCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	340				
% of Operational Points			85%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	31%	28%	55% - 74%	NA	80% - 89%	85%	65% - 84%	100%
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.

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



INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math proficiency rates meet or exceed the district average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to District	<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%.	50
	<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.	30 - 45
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	15 - 29
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	0 - 14
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.	
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to District	<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%.	50
	<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.	30 - 45
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	15 - 29
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	0 - 14
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.	

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		76-100 51-75 26-50 0-25
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		76-100 51-75 26-50 0-25
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

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

## ALTERNATIVE ACADEMIC

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.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON			
<b>Alt Measure 2a</b>	<b>Do math proficiency rates meet or exceed the state average for alternative schools?</b>	<b>Result</b>	<b>Points Possible Points Earned</b>
<b>Math Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		
<b>Notes</b>			
<b>Alt Measure 2b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</b>	<b>Result</b>	<b>Points Possible Points Earned</b>
<b>ELA Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		
<b>Notes</b>			

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON			
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>		
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>		
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.		

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Alt Measure 5a	Are students graduating from high school?	Result Points Possible Points Earned
Five-Year Cohort Graduation Rate	<b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.	100
	<b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.	80
	<b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.	60
	<b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.	0-39
Notes	The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.	
	Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)	

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non- compliance documented	25	25
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes		25	
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non- compliance documented	25	25
	<b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes		25	



INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
GAAP	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25
			15	
			0	
Notes	Points are not deducted from this measure for failure to comply with GASB Statement 75.			25
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25	
			15	
		80%	0	0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			0

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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15
			0	
				15
Notes	As of 11/6/18, the school's expenditures were published on the school's website, but this report was not current to within 45 days as required.			

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-compliance documented	25	25
	<b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25

Measure 3f		Result	Points Possible	Points Earned
Information Handling	Is the school handling information appropriately?			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			25	
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a		Result	Points Possible	Points Earned
Transportation	Is the school complying with transportation requirements?			
	<b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	See note	0	0
Notes			0	
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.				

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
	Notes		25	
INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes		25	

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	<p><b>Result</b></p> <p>60.72</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	<p><b>Result</b></p> <p>48.7</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1c Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	<p><b>Result</b></p> <p>317 days</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	<p><b>Result</b></p> <p>No default noted</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p> <hr/> <p>50</p>
Notes			

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<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:</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>	See note	50 50
			30
			0
			50
Notes	The Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	0.007	50 50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c	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	Result	Points Possible Points Earned
Cash Flow			
	<p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	See note	50 50
			30
			0
			50
Notes	Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year.		



		Result	Points Possible	Points Earned
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				50
Notes	School entered into a new mortgage in July of 2018 for approximately \$2.2M @5.5%, maturing in 2020. This loan was noted in the audit as in progress. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Richard McKenna Charter School Alt Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Alt Proficiency Comparison	2a						
	2b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						

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

**53%**

**28%**

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	90%	100%				
Financial Management	2a - 2c	87%	67%				
Governance & Reporting	3a - 3f	93%	93%				
School Environment	4a - 4b	50%	50%				
Additional Obligations	5a	100%	100%				

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

**86%**

**85%**

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%				
Sustainability	2a - 2d	100%	100%				

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

**100%**

**100%**

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Critical				
Mission Specific		N/A	N/A				
Operational		Honor	Good Standing				
Financial		Honor	Honor				

Richard McKenna Charter School On-site Gen Ed Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a	N/A					
	1b	N/A					
District Proficiency Comparison	2a	N/A					
	2b	N/A					
Criterion-Referenced Growth	3a	N/A	N/A				
	3b	N/A	N/A				
Norm-Referenced Growth	4a	N/A					
	4b	N/A					
Post-Secondary Readiness	5a	N/A					

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

**NA**

**31%**

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a - 1d	90%	100%				
Financial Management	2a - 2c	87%	67%				
Governance & Reporting	3a - 3f	93%	93%				
School Environment	4a - 4b	50%	50%				
Additional Obligations	5a	100%	100%				

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

**86%**

**85%**

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%				
Sustainability	2a - 2d	100%	100%				

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

**100%**

**100%**

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		N/A*	Remediation				
Mission Specific		N/A	N/A				
Operational		Honor	Good Standing				
Financial		Honor	Honor				

\*Due to SDE changes in school numbering, 2016-17 academic scores for the on-site, gen-ed high school program at RMCS are not comparable to the 2017-18 scores.

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	0	50		50	0		
	1b	50	0	50		50	0		
District Proficiency Comparison	2a	50	0	50		50	0	50	0
	2b	50	0	50		50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100		50	0	50	0
	4b			100		50	0	50	0
Post-Secondary Readiness	5a			125		125	0	100	0
Total Academic Points		400	0	525	200	525	0	300	0
% of Academic Points			0%		38%		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			

RMCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
	2d	25	0		2d	50	0
Governance & Reporting	3a	25	0	Total Financial Points		400	0
	3b	25	0				0%
	3c	25	0				
	3d	25	0				
	3e	25	0	For operational and financial outcomes, see the RMCS Onsite HS & Alternative HS scorecard.			
	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.			
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	38%	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.									

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math proficiency rates meet or exceed the district average?	Result Points Possible Points Earned
Math Proficiency Rate		
Comparison to District	<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>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because RMCS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Result Points Possible Points Earned
ELA Proficiency Rate		
Comparison to District	<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>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because RMCS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		76-100 51-75 26-50 0-25
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		76-100 51-75 26-50 0-25
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

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



Richard McKenna Charter School -Virtual Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a	N/A					
	1b	N/A					
District Proficiency Comparison	2a	N/A					
	2b	N/A					
Norm-Referenced Growth	4a	N/A					
	4b	N/A					
Post-Secondary Readiness	5a	N/A					

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

N/A 38%

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	N/A				
Financial Management	2a - 2c	N/A	N/A				
Governance & Reporting	3a - 3f	N/A	N/A				
School Environment	4a - 4b	N/A	N/A				
Additional Obligations	5a	N/A	N/A				

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

N/A N/A

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	N/A				
Sustainability	2a - 2d	N/A	N/A				

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

N/A N/A

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		N/A*	Remediation				
Mission Specific		N/A	N/A				
Operational		N/A**	N/A**				
Financial		N/A**	N/A**				

\*Due to SDE changes in school numbering, 2016-17 academic scores for the virtual program at RMCS are not comparable to the 2017-18 scores.

\*\*For operational and financial outcomes, see the RMCS Onsite HS & Alternative HS longitudinal sheet.

# **RICHARD MCKENNA CHARTER SCHOOL**

## **2019 ANNUAL PERFORMANCE REPORT**

### **INTRODUCTION**

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.		
Key Design Elements	<ul style="list-style-type: none"> <li>●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"> <li>▪Critical and Analytical Thinking</li> <li>▪Hard Work, Respect, and Service</li> <li>▪Presentations and Projects</li> <li>▪Reflecting and Recording</li> </ul> </li> <li>●Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.</li> <li>●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.</li> </ul>		
School Location	675 South Haskett Street Mountain Home, ID 83647	School Phone	(208) 580-2449
Surrounding District	Mountain Home School District		
Opening Year	2002		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	K to 12		
Enrollment (Approved)	291 on-site, unlimited online	Enrollment (Actual)	224

SCHOOL LEADERSHIP	
Kyle Davis	Chair
Donald Dow	Vice Chair
Doug Mayne	Treasurer
Meg Warren	Board Member
Page Borgholthaus	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	22.77%	24.85%	N/A	N/A
Limited English Proficiency	Masked / Alt 1.04 %	6.44%	N/A	N/A
Special Needs	Masked / Alt 5.02%	10.73%	N/A	N/A
Free and Reduced Lunch	Masked / Alt 31.25%	44.74%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	Masked / Alt Masked
Percentage of students meeting or exceeding proficiency in English Language Arts	Masked / 46.67% Alt
Percentage of students meeting or exceeding proficiency in Science	NA

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	34.48%
---	--------

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	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	3	50	
	2b	50	0	50	0	50	9	50	
Criterion-Referenced Growth	3a	100	0			50	Masked		
	3b	100	0			50	5		
Norm-Referenced Growth	4a			100	0	50	Masked	50	
	4b			100	0	50	Masked	50	
Post-Secondary Readiness	5a			125	0	125	125	100	
Total Academic Points		400	0	525	0	525	202	300	106
% of Academic Points			0%		0%		38%		35%

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

RMCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	15	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	380				
% of Operational Points			95%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	38%	35%	55% - 74%	NA	80% - 89%	95%	65% - 84%	100%
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.

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>Result</b>	<b>Points Possible      Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50      0
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.	X	0 - 14      0
			<hr/> 0
<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>Points Possible      Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50      0
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	X	0 - 14      0
			<hr/> 0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
Math Proficiency Rate Comparison to District	<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%.	50	0
	<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.	30 - 45	0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	15 - 29	0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	X 0 - 14	3
			3
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because RMCS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
ELA Proficiency Rate Comparison to District	<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%.	50	0
	<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.	30 - 45	0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	15 - 29	0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	X 0 - 14	9
			9
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because RMCS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
Math	<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.	39-50 26-38 13-25 Masked 0-12	0 0 0 Masked
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
ELA	<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.	39-50 26-38 13-25 22 0-12	0 0 0 5 5
Notes			



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

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

## ALTERNATIVE ACADEMIC

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.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON		
Alt Measure 2a	Do math proficiency rates meet or exceed the state average for alternative schools?	Result Points Possible Points Earned
Math Proficiency Rate		
Comparison to Alternatives	<p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p>
Notes		
Alt Measure 2b	Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?	Points Possible Points Earned
ELA Proficiency Rate		
Comparison to Alternatives	<p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p>
Notes		

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON		
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	
Alt Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Alt Measure 5a	Are students graduating from high school?	Points Possible
Five-Year Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.</p> <p><b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>	Points Earned
		100
		80
		60
		26 0-39 26
		26
Notes	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>	

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
GAAP	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25
Notes	No points are deducted for failure to comply with GASB 75.			25
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	98.01%	25	25
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.			25



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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15
			0	
				15
Notes	The school's annual performance report is not posted on the school's website, and expenditures are posted inconsistently.			
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points PossiblePoints Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	See note	2525
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
			25
Notes			

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	65.65	50 50
Notes		10	
		0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	58.04	50 50
Notes		10	
		0	50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	220 days	50 50
Notes		10	
		0	50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	No default noted	50 50
Notes		0	50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<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:</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>	See note	50 50
			30
			0
			50
Notes	The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	0.22	50 50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c	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	Result	Points Possible Points Earned
Cash Flow			
	<p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	See note	50 50
			30
			0
			50
Notes	The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is positive.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	213	50 50
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

## Richard McKenna Charter School On-site Gen Ed Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a	N/A		0%			
	1b	N/A		0%			
District Proficiency Comparison	2a	N/A		6%			
	2b	N/A		18%			
Criterion-Referenced Growth	3a	N/A		Masked			
	3b	N/A		11%			
Norm-Referenced Growth	4a	N/A		Masked			
	4b	N/A		Masked			
Post-Secondary Readiness	5a	N/A		100%			
<b>% of Possible Academic Points for this School</b>		<b>NA</b>	<b>31%</b>	<b>38%</b>			

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	90%	100%	100%			
Financial Management	2a - 2c	87%	67%	100%			
Governance & Reporting	3a - 3f	93%	93%	87%			
School Environment	4a - 4b	50%	50%	100%			
Additional Obligations	5a	100%	100%	100%			
<b>% of Possible Operational Points for this School</b>		<b>86%</b>	<b>85%</b>	<b>95%</b>			

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%			
Sustainability	2a - 2d	100%	100%	100%			
<b>% of Possible Financial Points for this School</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>			

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		N/A*	Remediation	Remediation			
Mission Specific		N/A	N/A				
Operational		Honor	Good Standing	Honor			
Financial		Honor	Honor	Honor			

\*Due to SDE changes in school numbering, 2016-17 academic scores for the on-site, gen-ed high school program at RMCS are not comparable to the 2017-18 scores.



# Annual Performance Report 2021

IDAHO VIRTUAL HIGH SCHOOL, INC.

DBA RICHARD MCKENNA CHARTER SCHOOL

**Mission Statement:** Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

<b>Chair/President</b>	Meg Warren
<b>Treasurer</b>	Doug Mayne
<b>Secretary</b>	Chantel Durrence
<b>Administrator</b>	Dennis Wilson
<b>Business Manager</b>	Chantel Durrence
<b>School Location</b>	675 S. Haskett Street, Mountain Home, ID 83647
<b>School Phone</b>	208-580-2449



## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>School Overview .....</b>	<b>4</b>
<b>Annual Snapshot .....</b>	<b>5-7</b>
<b>Academic Outcomes: Montessori &amp; PBL Program.....</b>	<b>7</b>
Math Proficiency & Math Growth.....	7
ELA Proficiency & ELA Growth .....	8
Literacy Proficiency .....	9
College & Career Readiness (4Yr ACGR) .....	10
<b>Academic Outcomes: Online – Alternative Program .....</b>	<b>11</b>
Math & ELA Content Mastery.....	11
Math & ELA Proficiency .....	12
9-12 Progress Towards Graduation .....	13
College & Career Readiness (5Yr ACGR) .....	14
College & Career Readiness (Additional Graduates) .....	15
<b>Academic Outcomes: Online Program.....</b>	<b>16</b>
Math Proficiency .....	16
ELA Proficiency.....	17
College & Career Readiness (4Yr ACGR) .....	18
Longitudinal Operational Ratings .....	19
<b>Operational Outcomes: Board Stewardship.....</b>	<b>20</b>
Governance Structure .....	20
Governance Oversight.....	20
Governance Compliance.....	20
<b>Operational Outcomes: Management .....</b>	<b>21</b>
Student Services.....	21
Data Security and Information Technology.....	21
Facility & Services .....	21
Operational Compliance.....	21
Longitudinal Operational Ratings .....	22-23
<b>Financial Outcomes .....</b>	<b>24</b>
Near Term Measures.....	24-25
Sustainability Measures .....	26-28
Longitudinal Financial Ratings .....	29-30
<b>Conditions.....</b>	<b>31</b>
<b>Contact Us.....</b>	<b>32</b>

# Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

**COVID-19 NOTE:** Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.

---

Richard McKenna Charter School Performance Certificate: [RMCS Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2017-2022

## School Overview

Model:	Montessori, Highschool, Alternative, Virtual
Enrollment Capacity:	On-site:291/Virtual: unlimited
Grades Served:	K-12
Enrollment Projected FY22:	900

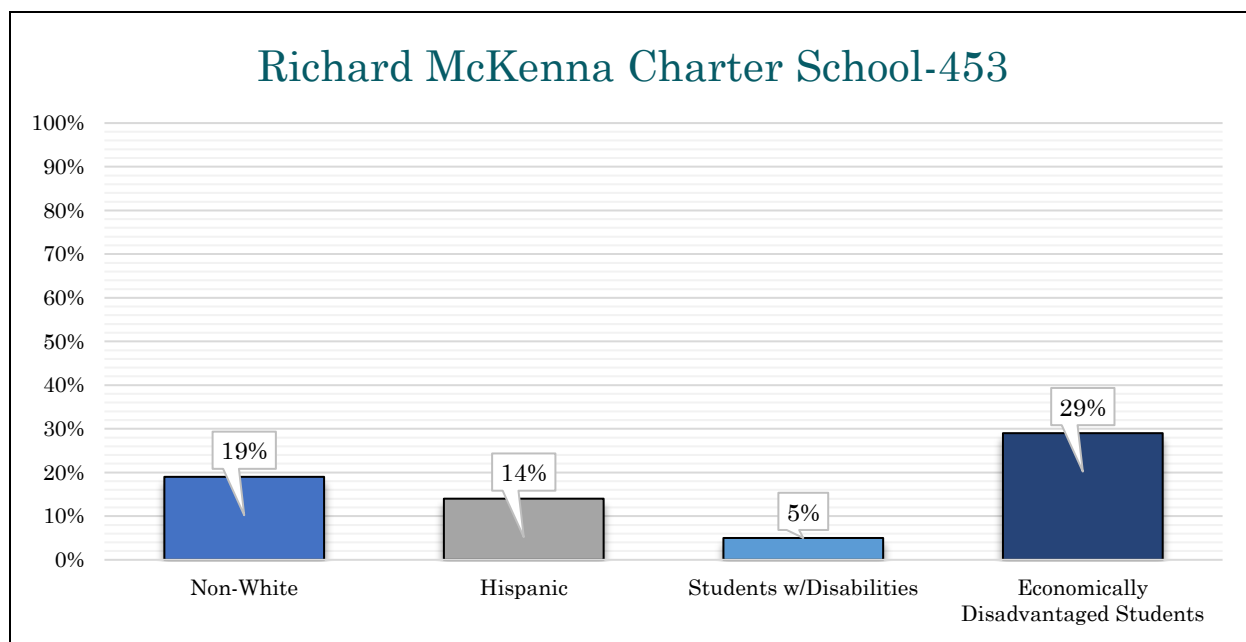
### Key Design Elements:

Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:

- 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

### 2021 RICHARD MCKENNA CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



## 2020-2021 Annual Snapshot

*Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.*

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
<b>ACADEMIC OUTCOMES: MONTESSORI &amp; ONSITE (K-12)</b>					
Math Proficiency	17%				
Math Growth	<i>Data Not Available for 2020-2021</i>				
ELA Proficiency	36%				
ELA Growth	<i>Data Not Available for 2020-2021</i>				
Literacy Proficiency	FALL IRI: 46% SPRING IRI: 53%				
College & Career Readiness (4 Yr ACGR)					
<b>ACADEMIC OUTCOMES: ONLINE ALTERNATIVE PROGRAM</b>					
Math & ELA Content Mastery	Math: 63% ELA: 69%				
Math & ELA Proficiency	Math: n_size ELA: n_size				
9-12 Progress Towards Graduation	21%				
College & Career Readiness (5Yr ACGR)					
College & Career Readiness (Additional Graduates)	20%				

<b>ACADEMIC OUTCOMES: ONLINE PROGRAM</b>	
ELA Proficiency	75%
Math Proficiency	19%
College & Career Readiness (4Yr ACGR)	

*Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year. Academic outcomes are available but will not be rated for the 2020-2021 school year.*

## 2020-2021 Annual Snapshot

*Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.*

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

<b>OPERATIONAL OUTCOMES: BOARD STEWARDSHIP</b>	
Governance Structure	<b>EXCEEDS STANDARD</b>
Governance Oversight	<b>EXCEEDS STANDARD</b>
Governance Compliance	<b>EXCEEDS STANDARD</b>

<b>OPERATIONAL OUTCOMES: MANAGEMENT</b>	
Student Services	<b>EXCEEDS STANDARD</b>
Data Security/Transparency	<b>MEETS STANDARD</b>
Facility & Services	<b>EXCEEDS STANDARD</b>
Operational Compliance	<b>MEETS STANDARD</b>

<b>FINANCIAL OUTCOMES: NEAR TERM MEASURES</b>	
Current Ratio	36.90
Unrestricted Days Cash	344
Default	None
Enrollment Variance	83.28%

<b>FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES</b>	
Total Margin	TM: 27.05%
3 Yr. Aggregate Margin	3YR: 30.38%
Cash Flow	CF: \$636,787
Multi-Year Cash Flow	MY: \$339,449
Debt Service Coverage Ratio	2.49
Debt Asset Ratio	0.01
Financial Compliance	Not Rated for 2020-2021

## Academic Outcomes: Montessori and PBL (K-12)

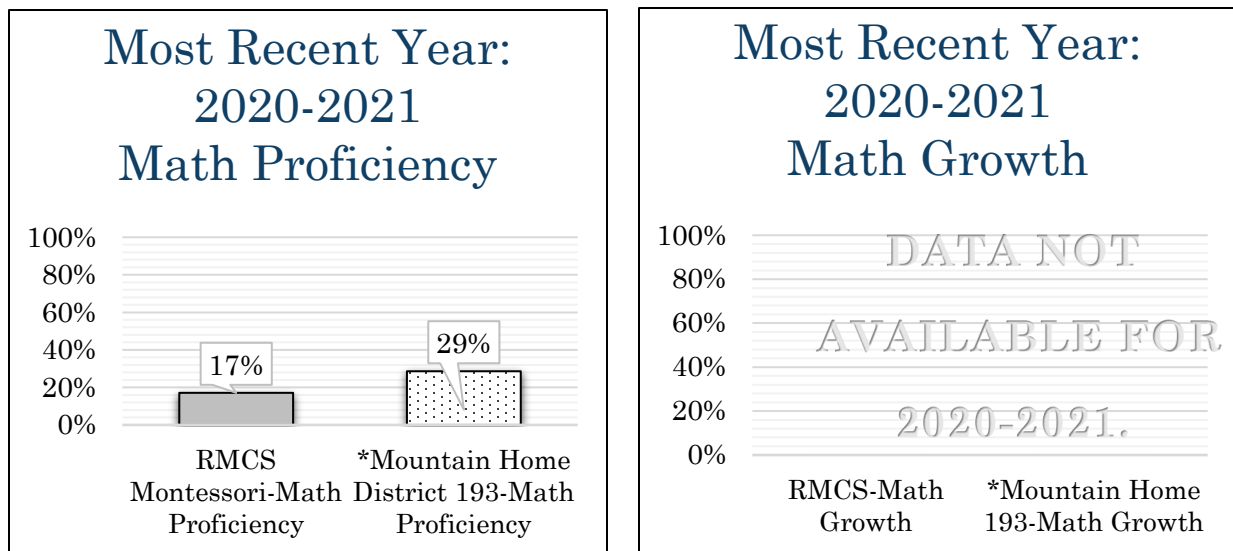
### MATH PROFICIENCY & MATH GROWTH

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

#### Comparison Group: Mountain Home District (193)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

## Academic Outcomes: Montessori and PBL (K-12)

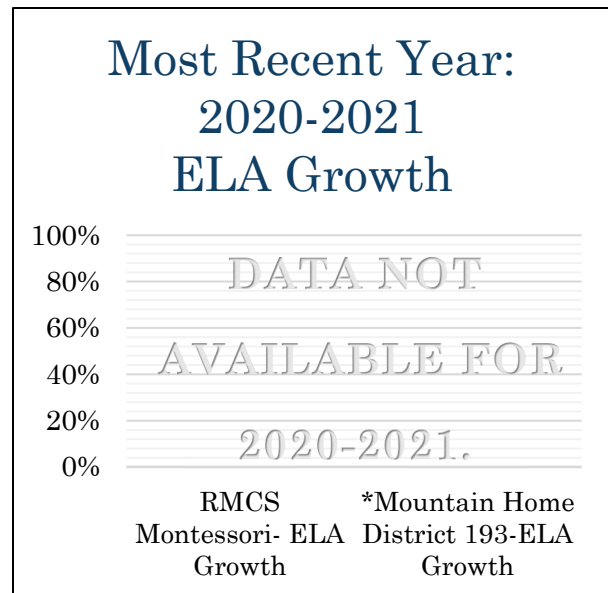
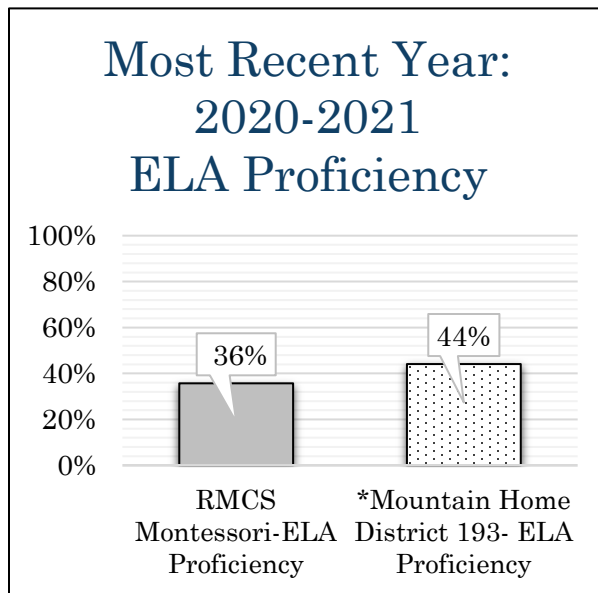
### ELA PROFICIENCY & ELA GROWTH

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

#### Comparison Group: Mountain Home District (193)



<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
--------------------------	-----------------------------------	--------------------------------	---------------------------	-----------------------------	--------------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

# Academic Outcomes: Montessori Program

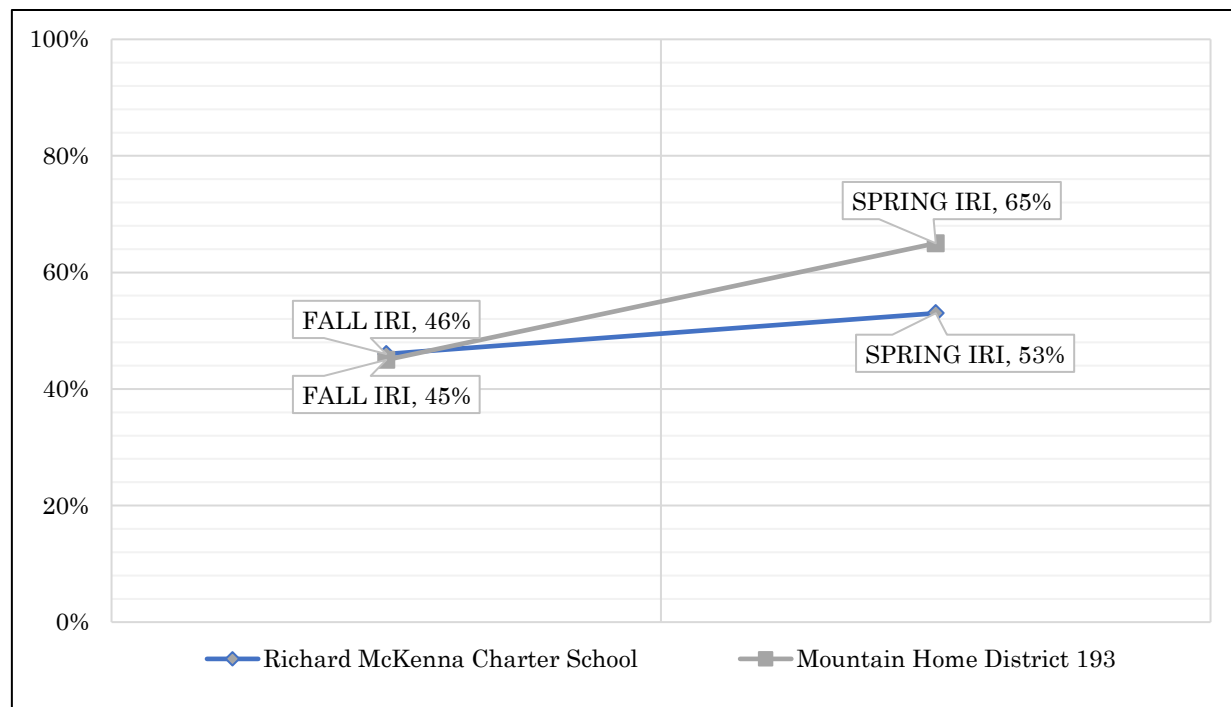
## LITERACY PROFICIENCY

### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

### Comparison Group: Mountain Home District (193)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year



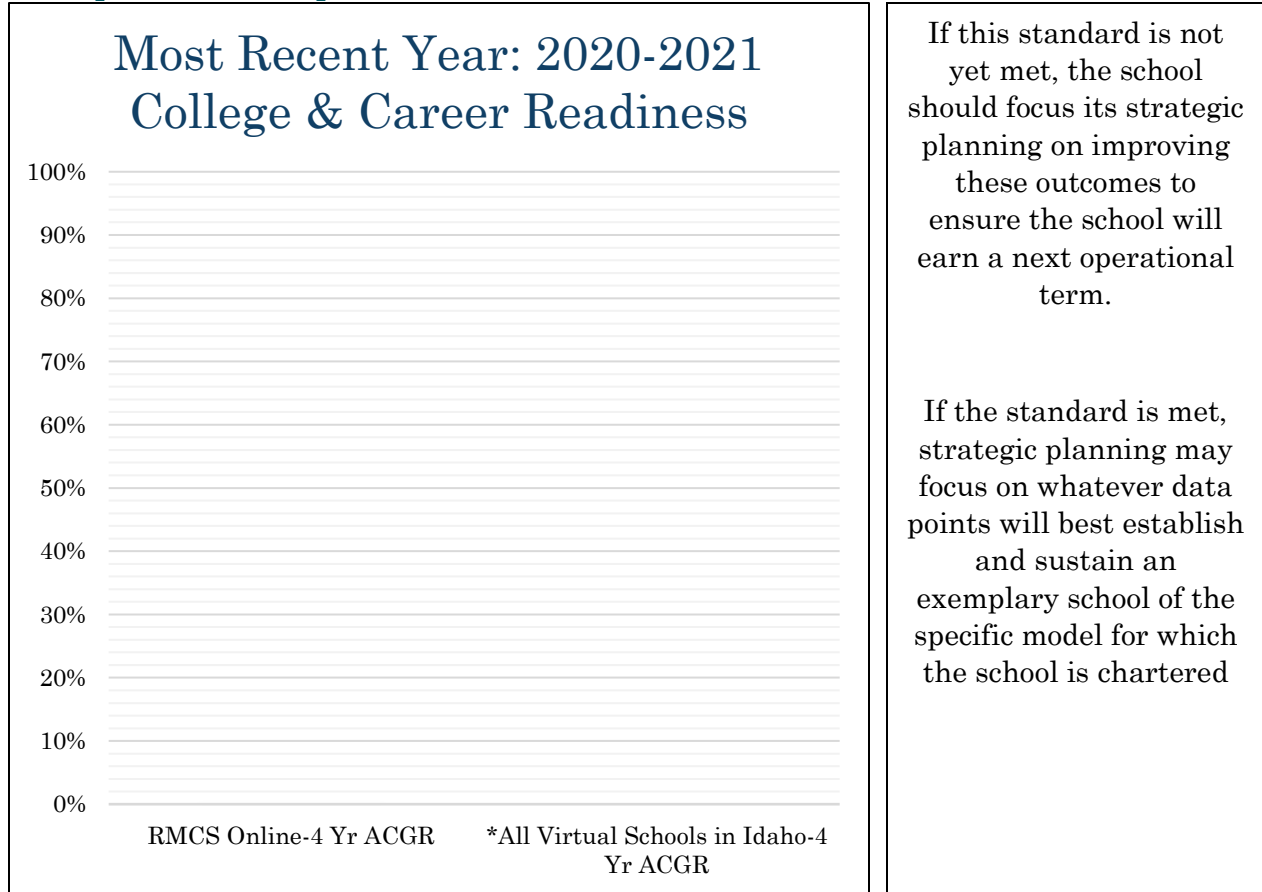
## Academic Outcomes: Montessori & PBL Program

### COLLEGE & CAREER READINESS (4Yr ACGR)

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

#### Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

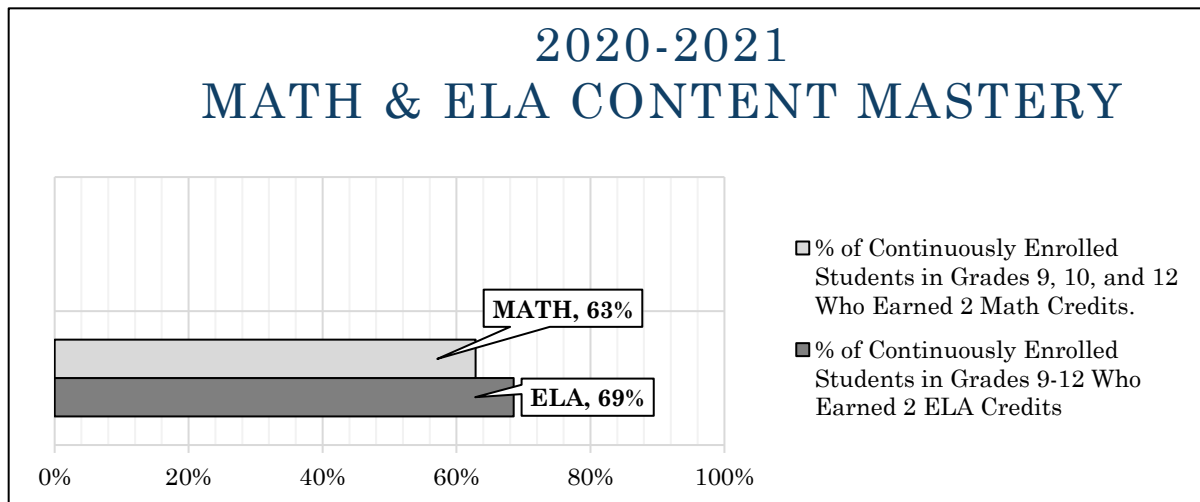
# Academic Outcomes: Online-Alternative Program

## MATH AND ELA CONTENT MASTERY

### Why This Matters:

Students enrolled at alternative schools face additional barriers to academic success. Often, these students are behind in grade-level proficiency in both Math and ELA. This means that the traditional academic measures may not accurately reflect whether a school that exclusively serves at-risk students is successfully serving the needs of its student population.

The content mastery measure considers the percentage of students who were continuously enrolled at the school for the whole year who earned credit for the equivalent of one school year in Math and ELA, regardless of the grade-level of the course taken. This measure acknowledges that a student enrolled in 8<sup>th</sup> grade, may not perform well on the 8<sup>th</sup> grade ISAT assessment if his or her skills are at the 6<sup>th</sup> grade level; however, if that student mastered the content (earned full credit) in the next course in his/her own academic progression, that success should be noted for the student and the school. This measure also considered whether students in grades 9-12 are gaining a sufficient level of learning in the crucial disciplines of Math and ELA, even though the ISAT no longer applies.



\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA Content Mastery	Ratings Not Applicable for 2020-2021.	Ratings Not Applicable for 2020-2021.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
Math Content Mastery	Ratings Not Applicable for 2020-2021.	Ratings Not Applicable for 2020-2021.

# Academic Outcomes: Online Alternative Program

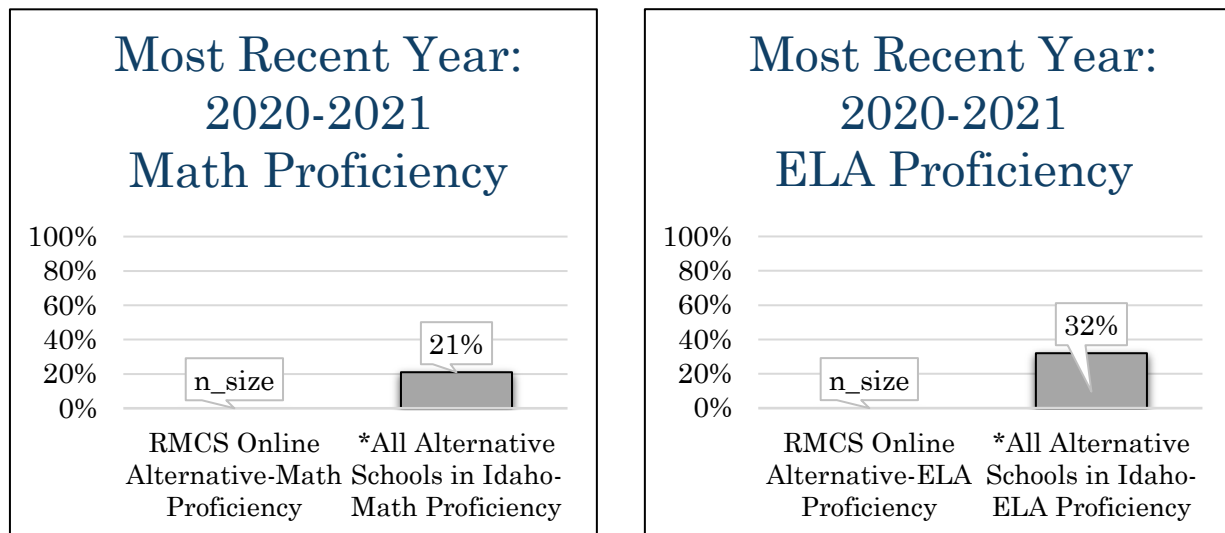
## MATH PROFICIENCY & ELA PROFICIENCY

### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics or English Language Arts assessment (ISAT) meets the IPCSC standard on both the math and ELA proficiency measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

### Comparison Group: All Alternative Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

*Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year. Academic outcomes are available but will not be rated for the 2020-2021 school year.*

# Academic Outcomes: Online-Alternative Program

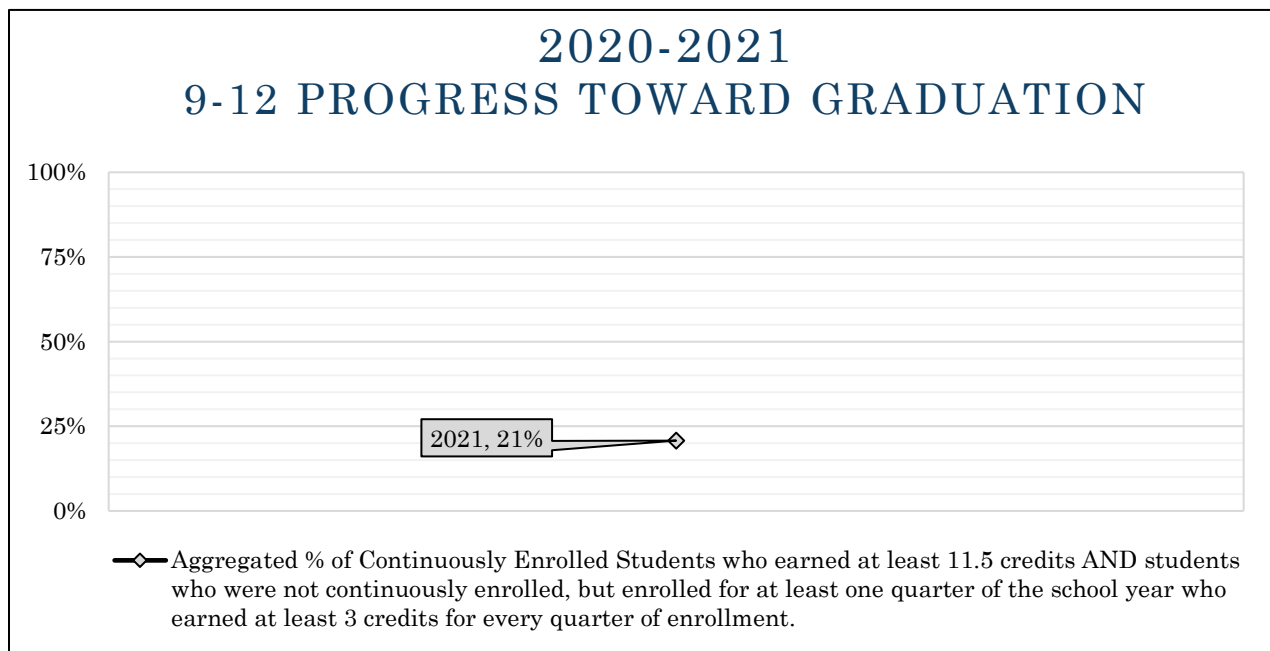
## 9-12 PROGRESS TOWARD GRADUATION

### Why This Matters:

Students enrolled at alternative schools face additional barriers to academic success. Often, these students change schools frequently and fall behind in credits earned. As traditional academic measures only reflect the school's success with students who were continuously enrolled for the whole school year, alternative measures are necessary to evaluate whether a school is serving all students well.

For students who are at-risk of failing to graduate, it is crucial to ensure that they earn enough credit while enrolled at a school to not fall further behind, whether they are enrolled for the whole school year or only one grading term. The 9-12 progress toward graduation measure considers whether a student successfully completed at least as many credits as expected during the time, they attended the school.

### Comparison Group: All Alternative Schools in Idaho



MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
9-12 Progress Towards Graduation	Ratings Not Applicable for 2020-2021.	As this is a new measure current year data is considered baseline data. Results will meet standard for the 2021-22 school year if the outcome is equal to or up to 10% greater than the current year's outcome. A minimum meets standard level will be established in future years.

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

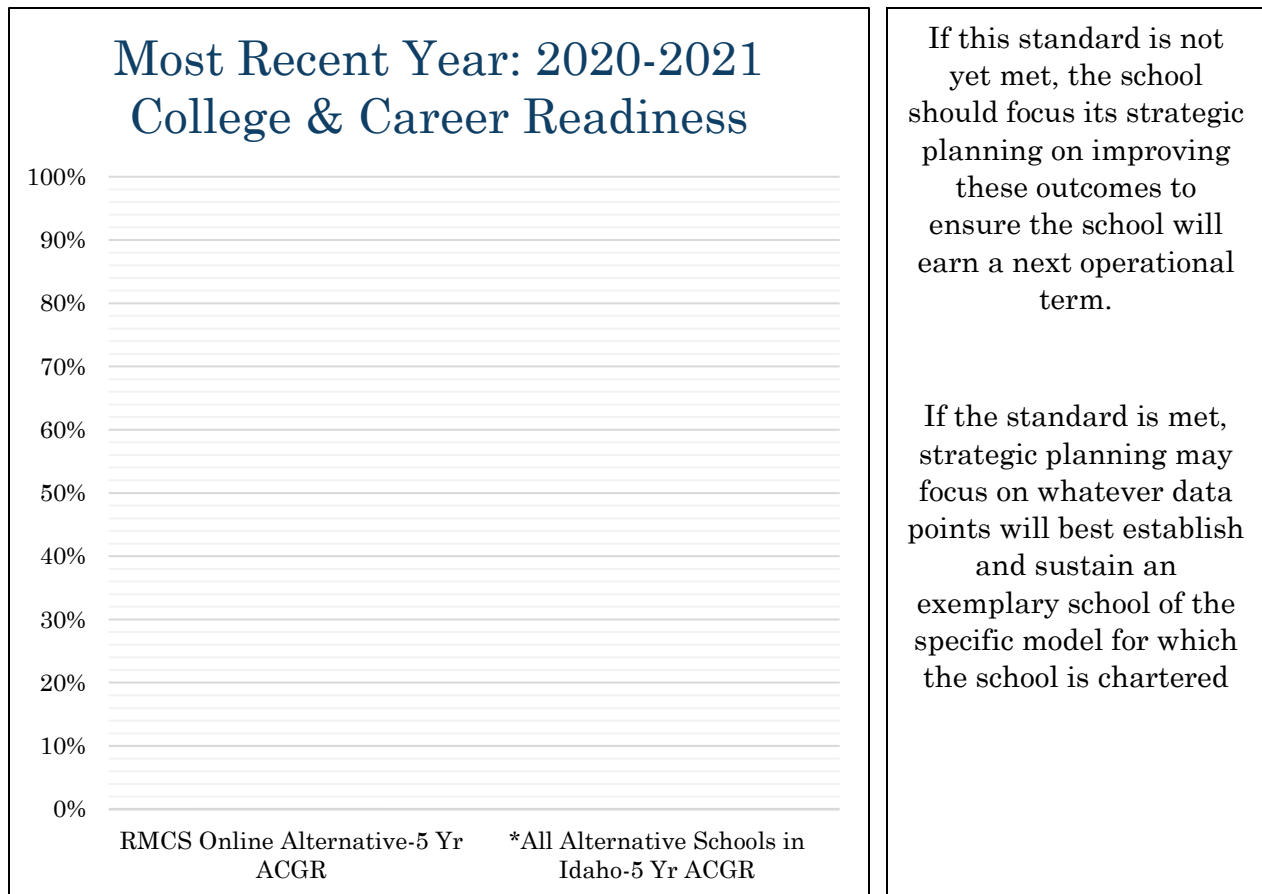
## Academic Outcomes: Online-Alternative Program

### COLLEGE & CAREER READINESS (5Yr ACGR)

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. An alternative school with a 5-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

#### Comparison Group: All Alternative Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

## Academic Outcomes: Online-Alternative Program

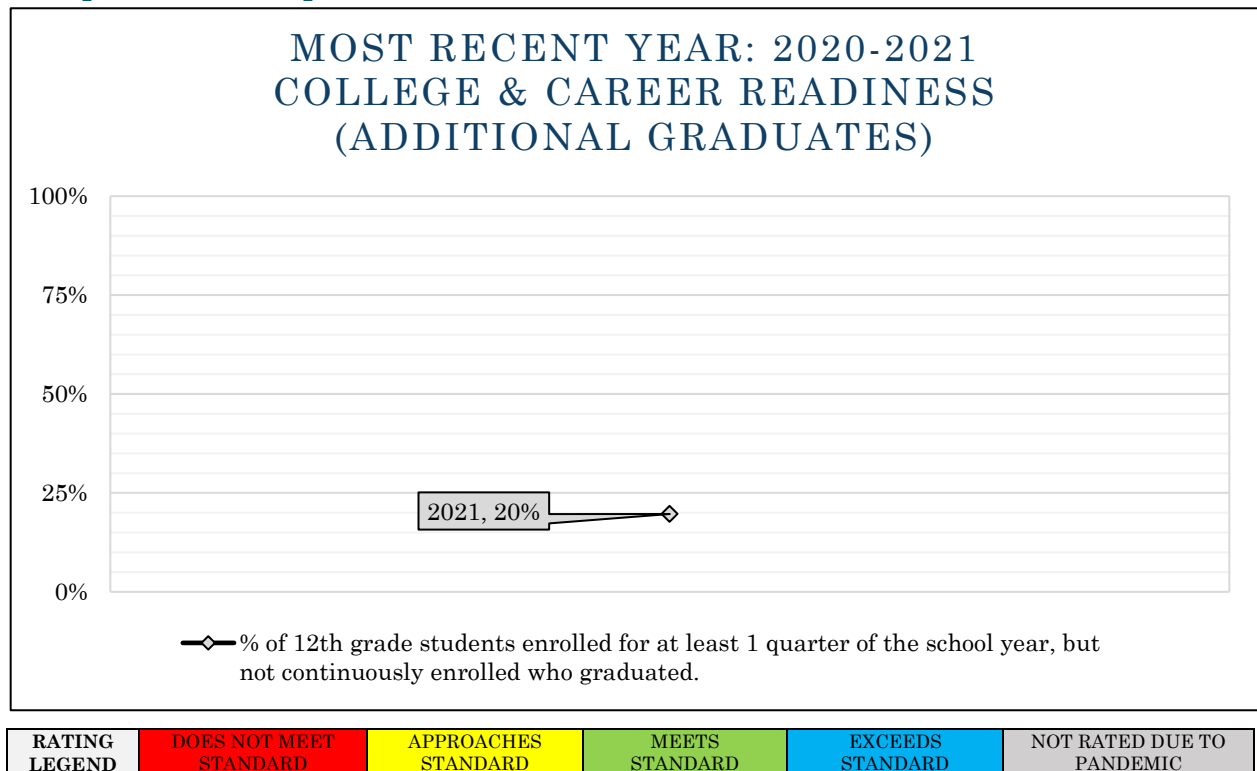
### COLLEGE AND CAREER READINESS (ADDITIONAL GRADUATES)

#### Why This Matters:

4 and 5 Year ACGR measures capture the percentage of students who graduate 4 and 5 years after they began 9<sup>th</sup> grade. These measures speak to school success only in cases where the school retained the student for the entire 4 or 5 years. At-risk students are a more mobile population and generally enroll in several high schools throughout their high school career. This means that the traditional measures do not sufficiently help us understand whether an alternative school is serving its student population well.

The alternative college and career readiness measure allows the IPCSC to consider the percentage of students who were enrolled as 12<sup>th</sup> grade students and graduated, regardless of when the student *should* have graduated. As this measure includes students who may be in their 6<sup>th</sup> or 7<sup>th</sup> year of high school, it helps tell more of the data story for at-risk students and the schools that serve them.

#### Comparison Group: All Alternative Schools in Idaho



\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021.	As this is a new measure current year data is considered baseline data. Results will meet standard for the 2021-22 school year if the outcome is equal to or up to 10% greater than the current year's outcome. A minimum meets standard level will be established in future years.

## Academic Outcomes: Online Program

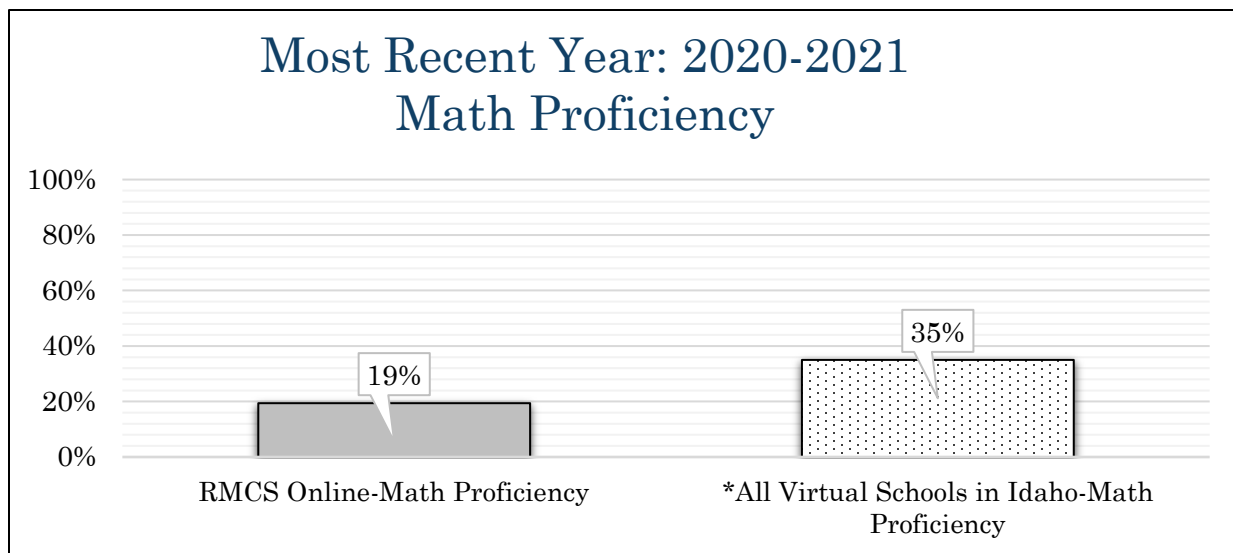
### MATH PROFICIENCY

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

#### Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

## Academic Outcomes: Online Program

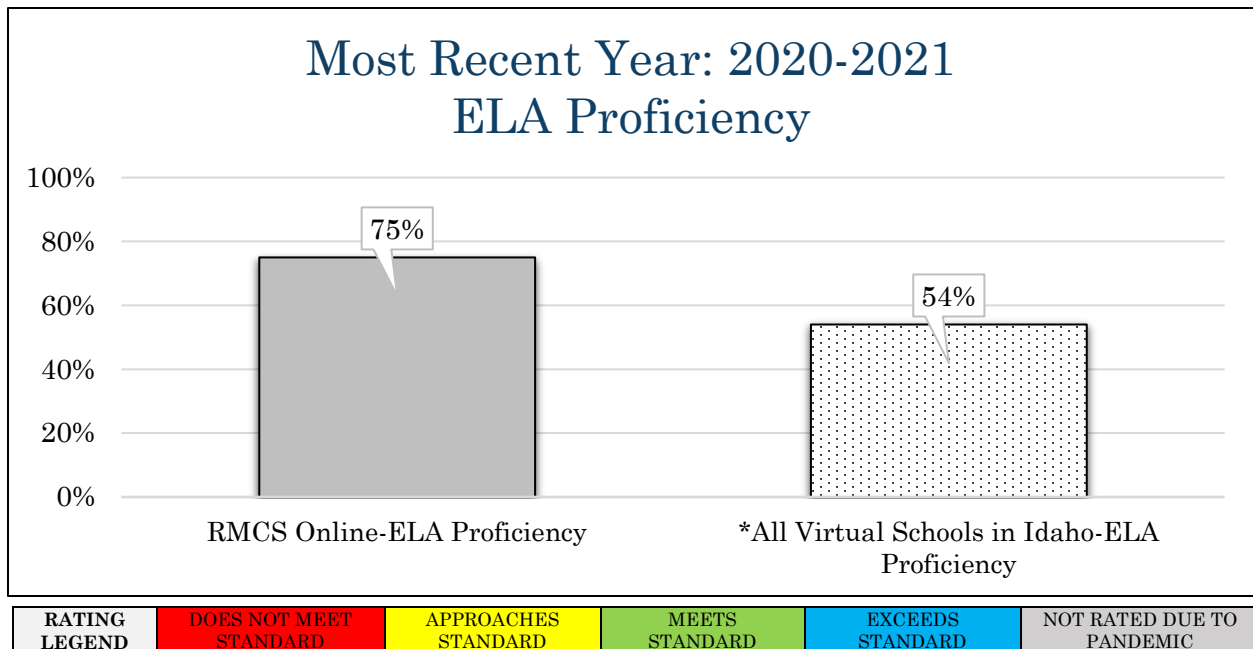
### ELA PROFICIENCY

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

#### Comparison Group: All Virtual Schools in Idaho



\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year



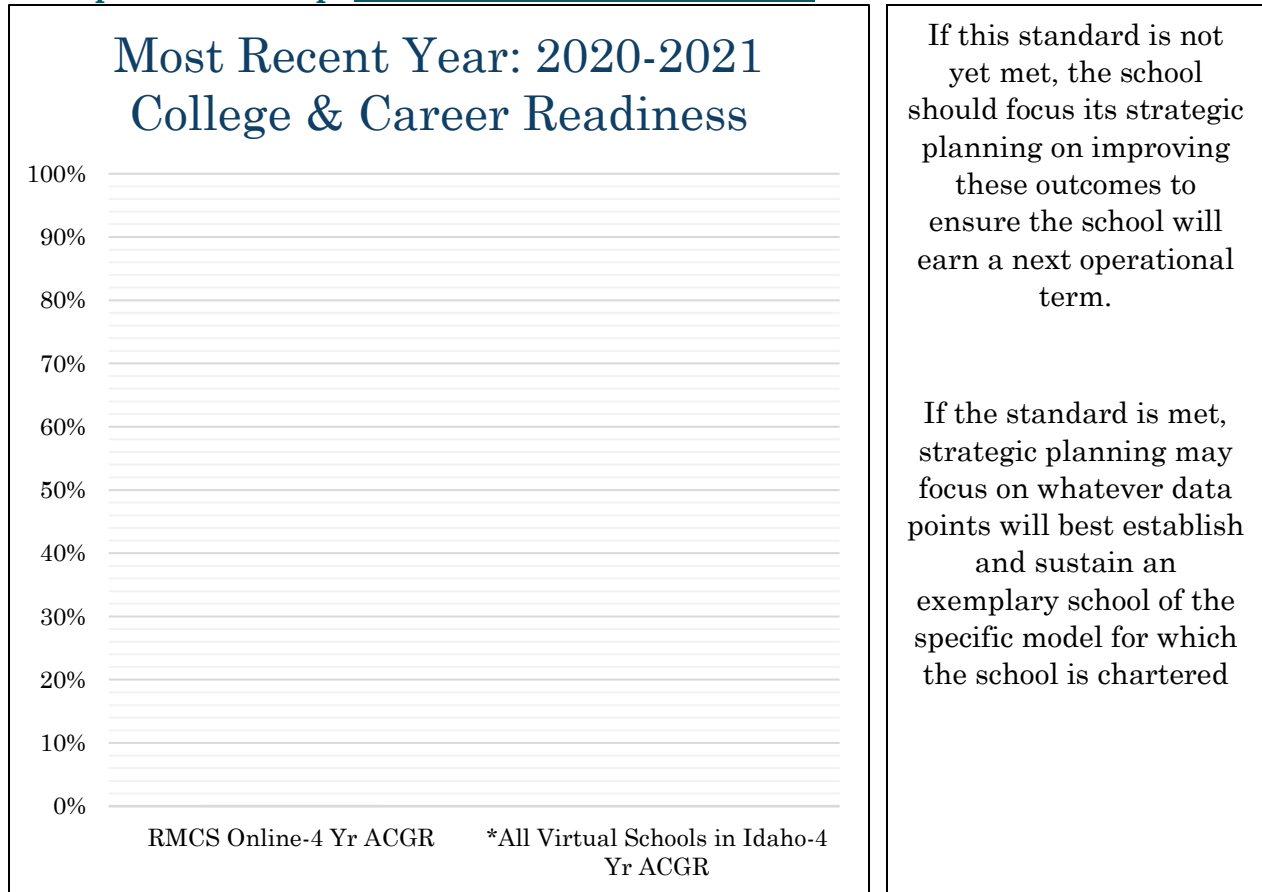
## Academic Outcomes: Online Program

### COLLEGE & CAREER READINESS (4Yr ACGR)

#### Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

#### Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

## Longitudinal Academic Ratings | 2017-2022

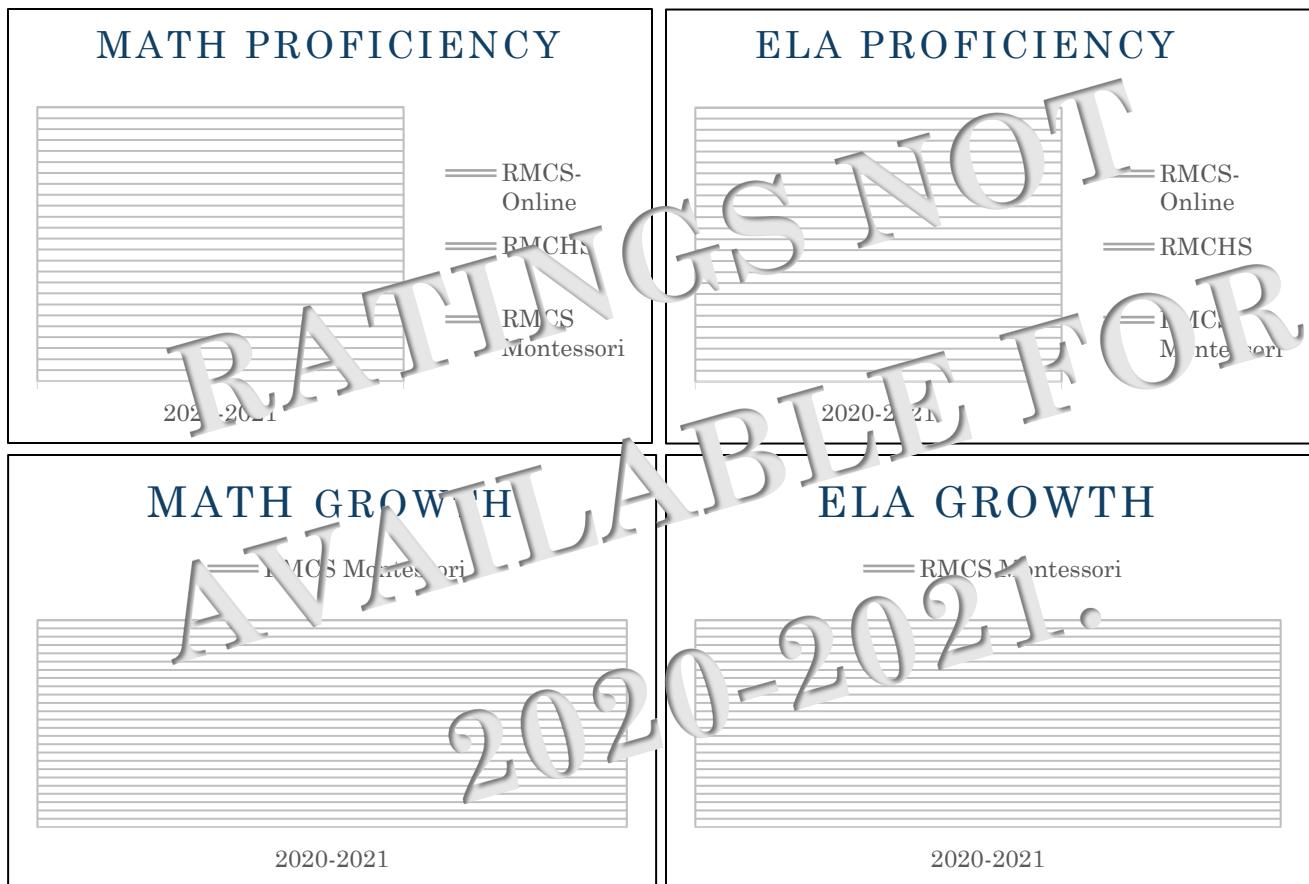
Longitudinal data provides a snapshot of a school's ratings over a *5-year period*. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

### Academic Ratings | Historical Framework

School Year	Montessori	Highschool	Highschool Alternative	Virtual
2017-2018		REMEDIATION	CRITICAL	REMEDIATION
2018-2019	REMEDIATION	REMEDIATION	REMEDIATION	CRITICAL
2019-2020	Not rated due to pandemic	Not rated due to pandemic	Not rated due to pandemic	Not rated due to pandemic

### Academic Ratings | Revised Framework

*Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are used to inform charter renewal decisions, the IPCSC chose to suspend ratings for the 2020-21 school year due to the anticipated impact of the pandemic.*



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

## Operational Outcomes

### BOARD STEWARDSHIP

#### Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. \*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

STANDARD RATING: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 06/11/2021 If the school has amended its bylaws since this date, please provide an updated copy to the IPCSC.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 10/19/2001 Most recently updated on 11/05/2020
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Oversight Measure	Data/Evidence Source
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

## Operational Outcomes

### MANAGEMENT

#### Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Reviewed on 12/28/2020 Continuous Improvement Plan 2020-2021
<b>Comments/ Context:</b>	

STANDARD RATING: MEETS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website is not compliant and updated appropriately.	*See comments.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
<b>Comments/ Context:</b> A review of the school's website identified that the prior fiscal year IPCSC annual report was missing from the website. This documentation is required to be published to the schools website by (I.C.33-5209C(2)). Though the school has met standard for three years earning an Exceeds Standards rating, The IPCSC has determined a Meets Standard rating is appropriate for failure to have a fully compliant website in the 2020-2021 school year.	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented.
Safety inspections and evacuation drills are compliant.	Building Inspection: 09/30/2020 Fire Marshal: 08/30/2020 No instances of non-compliance documented.
<i>The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.</i>	*No instances of non-compliance documented.
<i>The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021</i>	*No instances of non-compliance documented.
<b>Comments/ Context:</b>	

STANDARD RATING: MEETS STANDARD	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*See Comments.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
<b>Comments/ Context:</b> School provided financial audit to IPCSC passed the deadline of 11/1/2020. Audited was received by IPSC staff on 11/6/2020.	

## Longitudinal Operational Ratings | 2017-2022

## Board Stewardship

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

## Operational Ratings | Historical Framework

School Year	Rating
2017-2018	GOOD STANDING
2018-2019	HONOR
2019-2020	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

## Operational Ratings: Board Stewardship | Revised Framework

[illegible][illegible][illegible]

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	----------------	---------------------	------------------------------

## Longitudinal Operational Ratings | 2017-2022

## Management

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

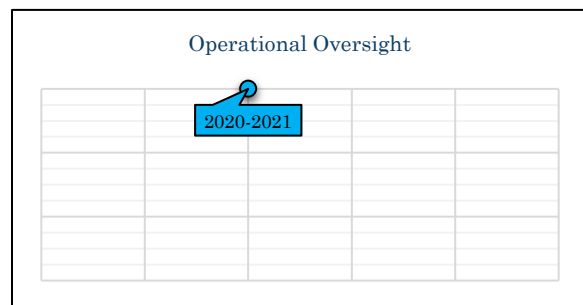
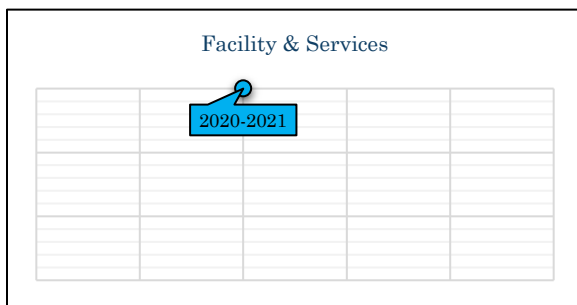
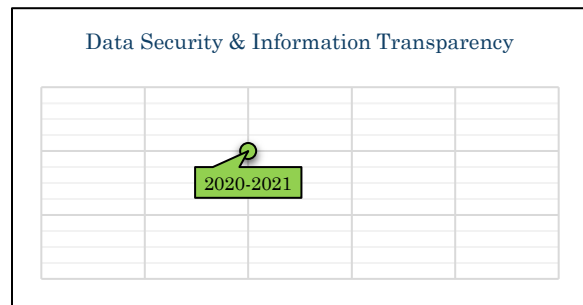
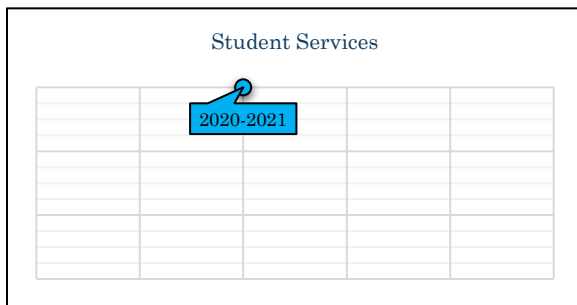
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

## Operational Ratings | Historical Framework

School Year	Rating
2017-2018	GOOD STANDING
2018-2019	HONOR
2019-2020	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

## Operational Ratings: Management | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	----------------	---------------------	------------------------------

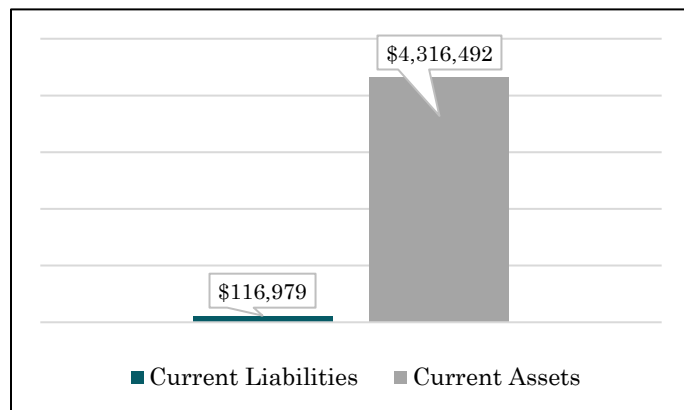
## Financial Outcomes

### NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.  
 \*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

### Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio 36.90	Ratings Not Applicable for 2020-2021
--	---------------------	--------------------------------------



#### **Why This Matters:**

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the

next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

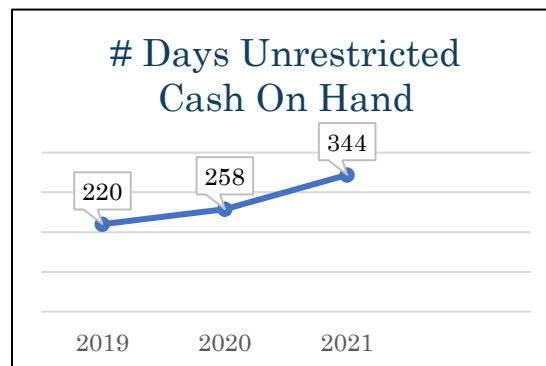
### Unrestricted Days Cash

The school has more than 60 days cash on hand	344 Days	Ratings Not Applicable for 2020-2021
---	----------	--------------------------------------

#### **Why this Matters:**

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



## Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021
---	--------------------------------------

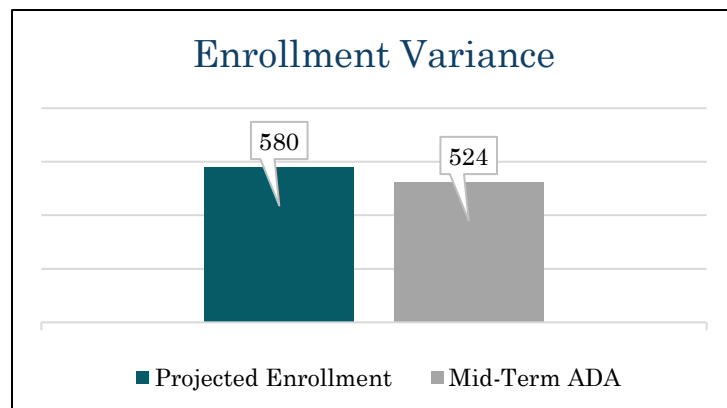
### **Why this Matters:**

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

## Enrollment Variance

The school achieved and sustained between 90% and 94.9% of its projected enrollment during the most recently completed school year.	Enrollment Variance 90.34%	Ratings Not Applicable for 2020-2021
---	-------------------------------	--------------------------------------



### **Why this Matters:**

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.



## Financial Outcomes

### SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

### Total Margin

The school has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin 27.05%  3-Year Aggregated 30.38%	Ratings Not Applicable for 2020-2021
---	--	--------------------------------------

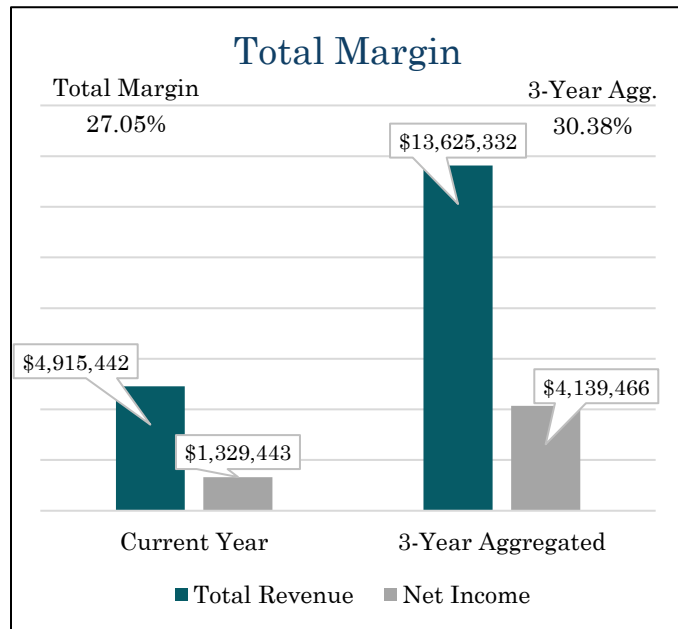
#### Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator.

However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.



## Cash Flow

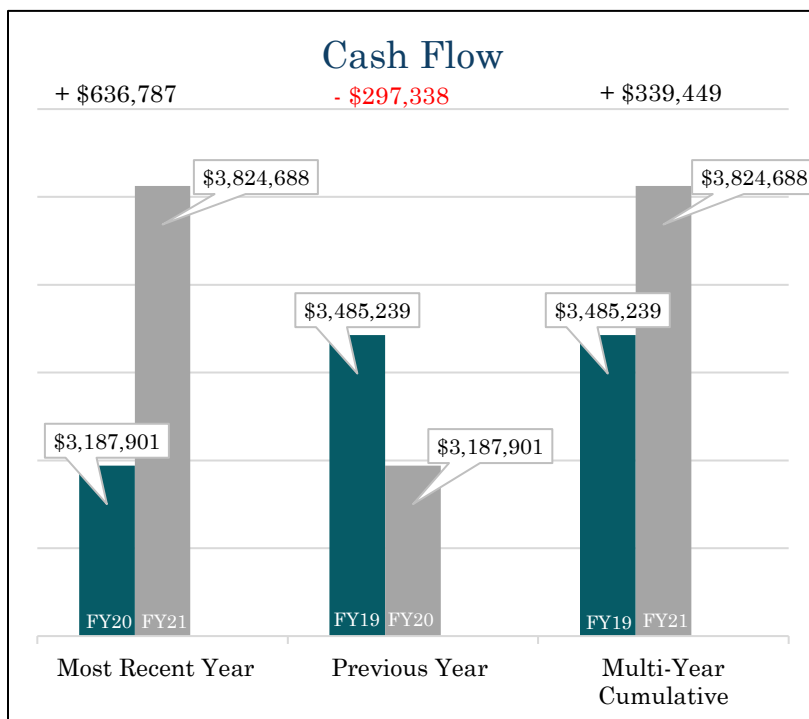
The school's multi-year cumulative cash flow is positive, and the most recent year's cash flow is positive.	Most Recent Year \$636,787 Previous Year <b>-\$297,338</b> Multi-Year \$339,449	Ratings Not Applicable for 2020-2021
---	---	--------------------------------------

### Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

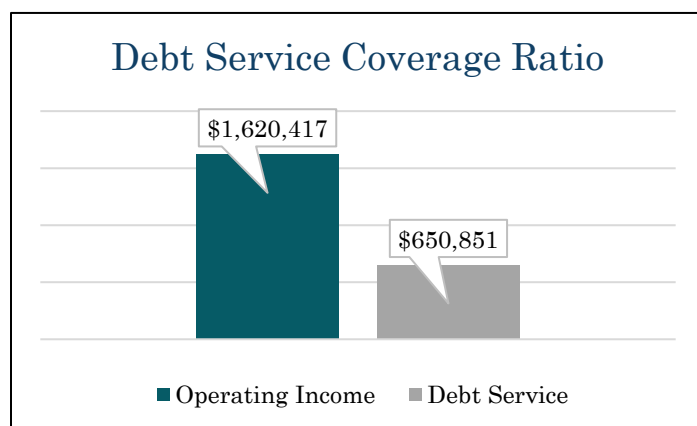
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



## Debt Service Coverage Ratio

The school's debt service coverage ratio is 1.5 or greater.	Debt Service Coverage Ratio 2.49	Ratings Not Applicable for 2020-2021
---	----------------------------------	--------------------------------------



### Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A

school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

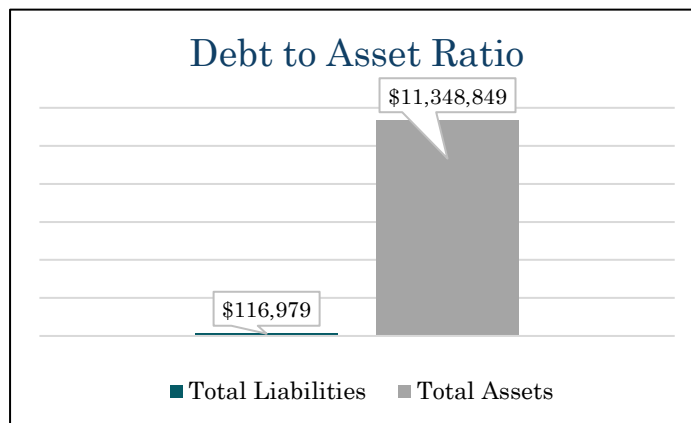
## Debt to Asset Ratio

The school has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio .01	Ratings Not Applicable for 2020-2021
--	----------------------	--------------------------------------

### Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.



Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.

## Financial Compliance

STANDARD RATING: NOT RATED FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit 10/25/2021
Expenditures and contracts are posted online appropriately.	School's Expenditure Page 7/30/2021
The school maintains compliant internal controls.	*No instances of non-compliance documented.
The school is not operating under a Notification of Fiscal Concern.	*No instances of non-compliance documented.
The school is not operating under a Notification of Possible or Imminent Closure.	*No instances of non-compliance documented.
Comments/Context	

## Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

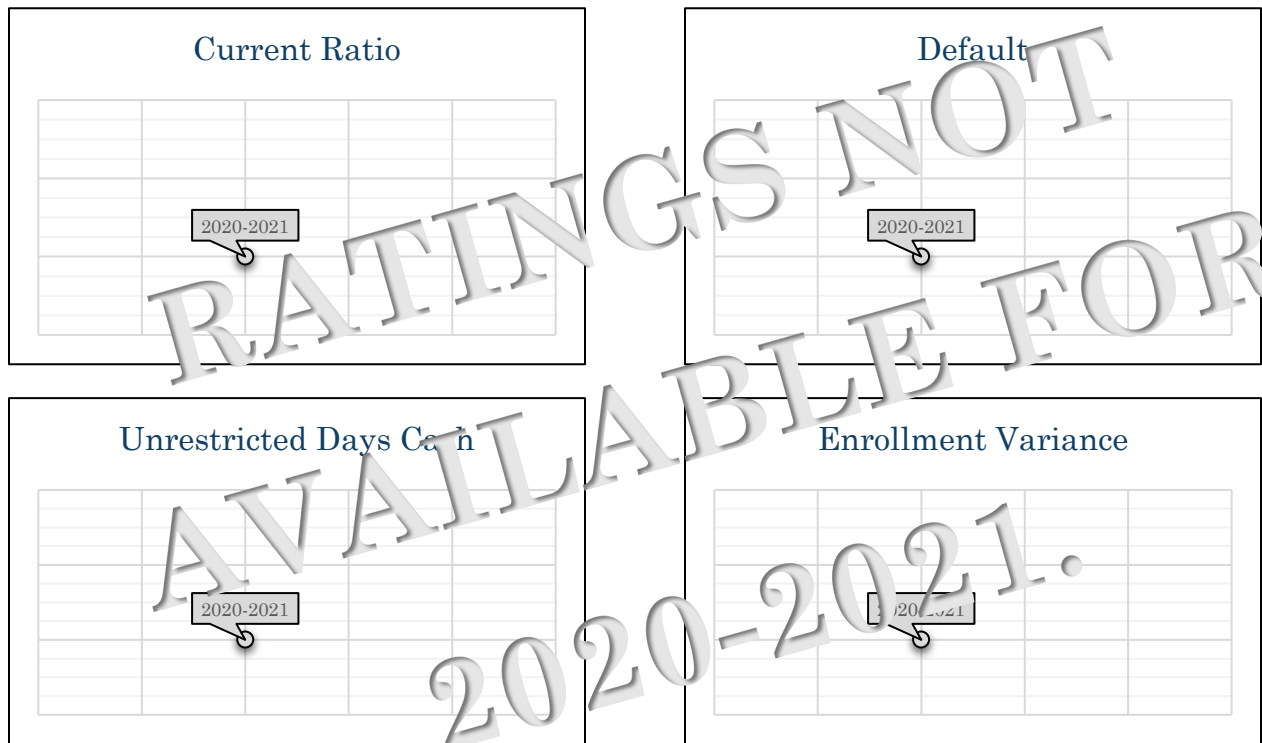
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

## Financial Near Term Health Ratings | Historical Framework

School Year	Near Term Health Rating
2017-2018	HONOR
2018-2019	HONOR
2019-2020	GOOD STANDING

## Financial Near Term Health Ratings | Revised Framework



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

## Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

### Financial Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2017-2018	HONOR
2018-2019	HONOR
2019-2020	GOOD STANDING

### Financial Sustainability Ratings | Revised Framework

Total Margin


Cash Flow


Debt to Service Coverage Ratio


Debt to Asset Ratio


Financial Compliance


<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
--------------------------	-----------------------------------	--------------------------------	---------------------------	-----------------------------	--------------------------------------

## Conditional Certificate Status Update

Richard McKenna Charter School's Performance Certificate was renewed in 2017 with the following conditions.

### Condition 1: Condition Waived

By June 30, 2020, RMCS's 10th grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School for 10th grade. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

**Status:** This condition was waived as no assessment data was available for the 2019-20 school year due to the pandemic.

### Condition 2: Condition Waived

RMCS's 2020 four (4) year cohort graduation rate for the on-site program will be at least fifty percent (50%). This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate term (2022).

**Status:** This condition was waived as no assessment data was available for the 2019-20 school year due to the pandemic.

*The 2020-2021 Annual Report has been finalized by the  
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact  
the IPCSC.



**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

304 N. 8<sup>th</sup> St. Ste.242

Boise, ID 83720

208-332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

RMCS

Enrollment Breakdown	FY21	FY22	FY23	FY24	FY25
Total # of days between first and last day of enrollment	277				
# of days in a quarter for this school	69				
Total # of Continuously Enrolled Students in grades 6-8	0				
Total # of Continuously Enrolled Students in grades 9-12	54				
Total # of Students not continuously enrolled, but enrolled for at least one quarter	153				
Total # of students enrolled for less than one quarter	35				
Total enrollments this tab	242				
Total enrollments original data set (for verification)	248				
First Day	8/10/2020				
Last Day	5/14/2021				
56 days after first day of school	10/5/2020				
Total # of credits attempted by not CE students	1096				
Total # of credits earned by not CE students	718				
Course Completion Rate, not CE students	66%				
Total # of credits attempted by CE students	575				
Total # of credits earned by CE students	476				
Course Completion Rate CE students	83%				
Total Course Completion Rate	71%				

Alternative Measure 1 - Math Content Mastery	FY21
# of continuously enrolled students in grade 6-10 and 12 who completed 2 credits of Math	22
Total # of continuously enrolled students in grades 6-10 and 12.	35
% of continuously enrolled students in grades 6-10 and 12 who earned full credit in at least 2 credits of Math.	62.86%

Alternative Measure 2 - ELA Content Mastery	FY21
# of continuously enrolled students in grade 6-12 who completed 2 credits of ELA	37
Total # of continuously enrolled students in grades 6-12.	54
% of continuously enrolled students in grades 6-10 and 12 who earned full credit in at least 2 credits of ELA.	68.52%

Alternative Measure 3 - Progress Toward Graduation	FY21
Total # of students enrolled for more than 1 quarter	207
# of continuously enrolled students who earned more than 11.5 credits while enrolled at the school	5
# of not continuously enrolled students who were enrolled for at least 1 quarter who earned 3 credits for every quarter they were enrolled.	38
aggregated % of continuously enrolled students in grades 9-12 who earned at least 11.5 credits and the % of students not continuously enrolled but who were enrolled for 1 quarter who earned at least 3 credits for each quarter they were enrolled.	20.77%

Alternative Measure 4 - Alternative Graduation-College & Career Readiness (5Yr ACGR)	FY21
# of students enrolled in 12th grade who were enrolled for at least 1 quarter, but were not continuously enrolled	61
# of students not continuously enrolled, but enrolled for at least 1 quarter who graduated.	12
(Alternative Measure 4: College and Career) % of students not continuously enrolled, but enrolled for at least 1 quarter as a 12th grade student who graduated.	19.67%



# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 28<sup>th</sup> day of June 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual High School, Inc., doing business as Richard McKenna Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, in 2004, the Authorizer approved a charter petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2002; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.
- B. Grades Served.** The School may serve students in **grades K through 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Active Learning.** We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:
    - 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
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s

outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has

reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The number of students who may be enrolled in the school's online program shall be unlimited; however, the enrollment cutoff date for any given school year shall be six weeks before the end of the school year. The school's on-site program enrollment cap shall be 291 students.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 675 South Haskett Street, Mountain Home, ID 83647 and 1305 E. 8<sup>th</sup> North Street, Mountain Home, ID 83647. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho. The School's primary attendance area for the on-site program is: Mountain Home School District #193 boundaries.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are

amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school

has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

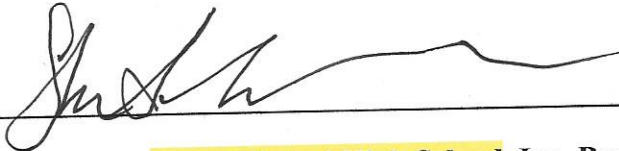
## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2017.

Alan Reed

Chairperson, Idaho Public Charter School Commission



Chairperson, Idaho Virtual High School, Inc. Board

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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



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

1. By June 30, 2020, RMCS's 10<sup>th</sup> grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School for 10<sup>th</sup> grade. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
2. RMCS's 2020 four (4) year cohort graduation rate for the on-site program will be at least fifty percent (50%). This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate term (2022).

Regardless of whether or not RMCS agrees to fulfill the specific conditions above, RMCS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

## **Appendix B: Performance Framework**

# **Richard McKenna Charter School**

## **[YEAR] ANNUAL PERFORMANCE REPORT**

### **INTRODUCTION**

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.		
<b>Key Design Elements</b>	●Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:		
<b>School Location</b>	675 South Haskett Street	<b>School Phone</b>	(208) 580-2449
<b>Surrounding District</b>	Mountain Home School District		
<b>Opening Year</b>	2002		
<b>Current Term</b>	July 1, 2017 - June 30, 2022		
<b>Grades Served</b>	K to 12		
<b>Enrollment (Approved)</b>	291 on-site, unlimited online	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

**GO-ON RATE (Post-secondary enrollment within 12 months of graduation)**

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	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

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

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		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			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.

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%	0%	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.

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.

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



INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result
Math Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result
ELA Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<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.		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<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.		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			

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

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

## ALTERNATIVE ACADEMIC

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.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON			
Alt Measure 2a	Do math proficiency rates meet or exceed the state average for alternative schools?	Result	Points Possible Points Earned
Math Proficiency Rate			
Comparison to Alternatives	<p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes			0
Alt Measure 2b	Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?	Result	Points Possible Points Earned
ELA Proficiency Rate			
Comparison to Alternatives	<p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes			0

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON			
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.		0
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.		0

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	<b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.		100	
	<b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.		80	
	<b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.		60	
	<b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.		0-39	<div><div>0</div><div>0</div></div>
Notes	The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.			
	Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		Points Earned
			25
			15
			0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		Points Earned
			25
			15
			0
Notes			0



Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<b>Students with Disabilities</b>				
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
				0
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<b>English Language Learners</b>				
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
				0
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance			Points Earned
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP			Points Earned
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance			Points Earned
	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
			0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		0

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

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

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

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes			0

INDICATOR 1: NEAR-TERM				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		50	
			10	
			0	
Notes				0
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible	Points Earned
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		50	
			10	
			0	
Notes				0
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		50	
			10	
			0	
Notes				0
Measure 1d	Default	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		50	
			0	
Notes				0

INDICATOR 2: SUSTAINABILITY				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible	Points Earned
Total Margin and Aggregated				
3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>		50	
			30	
			0	
				0
Notes				
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio				
	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>		50	
			30	
			0	
				0
Notes				
Measure 2c	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	Result	Points Possible	Points Earned
Cash Flow				
	<p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.</p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>		50	
			30	
			0	
				0
Notes				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio				
	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>		50	
			0	
				0
Notes				



## **Appendix C: Charter**

## **Richard Mckenna Charter School**

September 17, 2004

District Affected: Mountain Home School District #193

675 South Haskett Street

Mountain Home, Idaho

Authorized Representative:

Larry Slade

675 South Haskett Street

Mountain Home, Idaho 83647

(208) 580-2449 office

(208) 580-2450 fax

lslade@rmckenna.org

# Contents

<b>Tab 1: Vision, Mission Statement</b>	<b>6</b>
Executive Summary .....	6
Vision .....	6
Mission .....	6
Legislative Intent .....	6
Enrollment .....	7
<b>Tab 2: Proposed Operations, Legal Status</b>	<b>8</b>
Type of School .....	8
Legal Status .....	8
Location .....	8
Liability Insurance .....	9
Potential Effects .....	10
<b>Tab 3: Educational Program and School Goals</b>	<b>11</b>
21st Century Students--Developing Self-Reliance .....	11
How Learning Best Occurs .....	11
Educational Programs .....	12
Goals .....	14
Thoroughness Standards .....	15
Graduation Requirements .....	17
How Special Education and Other Special Needs Will Be Met .....	17
Limited English Proficiency .....	19
Dual Enrollment .....	19
<b>Tab 4: Measurable Standards, Accreditation, and Accountability</b>	<b>20</b>
Measurable Student Educational Standards .....	20
Assessment Tools .....	24
Accreditation .....	25
School Improvement .....	25
<b>Tab 5: Governance Structure, Parental Involvement, Audits</b>	<b>27</b>
Governance Structure .....	27
Ethical Standards .....	28
Parental Involvement .....	28
Audits .....	29
Financial Reporting .....	29

# Contents

School Calendar .....	29
<b>Tab 6: Employee Requirements</b>	<b>30</b>
Employee Practices .....	30
Employee Qualifications .....	30
Professional Codes and Standards .....	30
Transfer Rights .....	31
Employee Benefits and Provisions .....	31
Collective Bargaining.....	31
Written Contracts .....	31
Background Check.....	31
Health and Safety .....	32
Disciplinary Procedures.....	33
Law Enforcement .....	35
<b>Tab 7: Admissions, Discipline, Student Policies</b>	<b>36</b>
Enrollment Capacity.....	36
Admissions .....	37
Attendance Alternative .....	38
Enrollment Opportunities .....	39
Discipline .....	39
Student Handbooks .....	40
<b>Tab 8: Business Plan, Transportation, School Lunch</b>	<b>41</b>
Funding Sources.....	41
Transportation .....	41
School Lunch .....	41
Three Year Budget.....	42
<b>Tab 9: Virtual Schools and Online Programs</b>	<b>44</b>
<b>Tab 10: Business Arrangements, Community Involvement, School Closure</b>	<b>45</b>
Business Arrangements.....	45
School Closure.....	45
<b>Appendix A: Montessori K-8 Program</b>	<b>46</b>
Montessori Kindergarten Overview .....	46
A Brief Overview of Elementary Montessori.....	47

# Contents

Research.....	48
Appendix B: High School Courses	50
Appendix C: Student Handbooks	63
9-12 Onsite Student Handbook .....	63
9-12 Online Student Handbook .....	79
K-8 Parent Handbook .....	85
Appendix D: Workplace Behaviors	94
Appendix E: K-8 Facilities	95
Appendix F: Articles of Incorporation	100
Appendix G: Bylaws	101

## Focus: Active Learning

“Active learning engages students in two aspects – doing things and thinking about the things they are doing” (Bonwell and Eison, 1991).

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. [Bonwell and Eison] cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as “the goals of the learning process”(Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

### References

- Renkl, A., Atkinson, R. K., Maier, U. H., & Staley, R. (2002). From example study to problem solving: Smooth transitions help learning. *Journal of Experimental Education*, 70 (4), 293–315.
- Brant, G., Hooper, E., & Sugrue, B. (1991). Which comes first: The simulation or the lecture? *Journal of Educational Computing Research*, 7(4), 469-481.
- Schwartz, D. L., & Bransford, J. D. (1998). A time for telling. *Cognition and instruction*, 16(4), 475-5223.
- Kapur, M., & Bielaczyc, K. (2011). Classroom-based experiments in productive failure. In *Proceedings of the 33rd annual conference of the cognitive science society* (pp. 2812-2817).
- Kapur, M. (2010). Productive failure in mathematical problem solving. *Instructional Science*, 38(6), 523-550.
- Kapur, M. (2008). Productive failure. *Cognition and Instruction*, 26(3), 379-424.
- Kapur, M. (2012). Productive failure in learning the concept of variance. *Instructional Science*, 40(4), 651-672.
- Kapur, M., & Bielaczyc, K. (2012). Designing for productive failure. *Journal of the Learning Sciences*, 21(1), 45-83.
- Westermann, K., & Rummel, N. (2012). Delaying instruction: evidence from a study in a university relearning setting. *Instructional Science*, 40(4), 673-689.
- McKeachie, W.J., Svinicki, M. (2006). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Belmont, CA. Wadsworth.
- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American journal of Physics*, 66, 64.
- Hoellwarth, C., & Moelter, M. J. (2011). The implications of a robust curriculum in introductory mechanics. *American Journal of Physics*, 79, 540.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231.
- Michael, J. (2006). Where's the evidence that active learning works?. *Advances in Physiology Education*, 30(4), 159-167.
- President's Council of Advisors on Science and Technology. (2012). *Engage to excel: Producing on million additional college graduates with degrees in science, technology, engineering, and mathematics*. Retrieved from [http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-engage-to-excel-final\\_feb.pdf](http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-engage-to-excel-final_feb.pdf)

## Tab 1: Vision, Mission Statement

### Executive Summary

---

#### Beliefs

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which include literacy, numeracy, and the arts (performing, visual, media, and practical.)
- Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

#### Vision

---

We believe as students become curious, creative problem solvers who can communicate what they have learned, and have developed character through effort and kindness, they develop a love for learning and are well prepared for the future.

#### Mission

---

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

#### Legislative Intent

---

By providing an onsite K-8 Montessori program, and an onsite project-based high school program that is extended online for at-risk and regular ed students, we address the legislative intent by:

- Improving student learning;

Richard McKenna Charter School  
Tab 1: Vision, Mission Statement, Legal Status

- Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Including the use of different and innovative teaching methods;
- Utilizing virtual distance learning;
- Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

## Enrollment

---

The initial enrollment for the K-8 program will be 48 students. We will enroll an additional 24 students each year for four years, until we have enrolled approximately 216 students.



## Tab 2: Proposed Operations, Legal Status

### Type of School

---

Richard McKenna Charter School will be a new public charter school, not a conversion or replacement of an existing school. It will serve students online throughout Idaho, and onsite in Mountain Home, Idaho.

### Legal Status

---

Idaho Virtual High School Inc., DBA Richard McKenna Charter School, is a 501(c)(3) non profit corporation organized and managed under the Idaho Nonprofit Corporation Act. Idaho Virtual High School Inc. is a Local Education Agency (LEA #453) and is authorized by the Idaho Public Charter School Commission.

### Location

---

#### K-8 Campus

The proposed location of the K-8 program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 program is Mountain Home and the Mountain Home Air Force Base. The K-8 program will begin with Kindergarten and first grade, and after that will add one grade level each year up through 8th grade.

Cole Architects have developed plans for a 17,000 sf main facility that will house up to 144 students in grades 1-6, and two, 2,500 sf annexes that will house Kindergarten, a workshop and grades 7-8. The complete facility will have 9,900 sf classrooms, offices, (6 in the main building, and three in the annexes), a multipurpose room for eating, activities, and plays, a 900 sf stage which can be partitioned off for an additional classroom, and a work shop.

The facility will be built in phases. Phase one will include two annex buildings with two classrooms each. As the annexes fill initially with grades K-3, the main building—phase two—will be constructed with six more classrooms, a gym, stage, and craft shop.

Each classroom will house approximately 24 students for a total of approximately 216 students.

#### Timeline/Cost

The plan for phase one construction (two 2,500 sf annexes plus main facility infrastructure) is to go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin in August, 2016.

The estimated finished cost for phase one is approximately \$700,000. The estimated finished cost of phase two is approximately \$2,125,000.

#### 9-12 Campus

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation.

## 9-12 Virtual Campus

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

## Administration

Initially, one administrator will be responsible for all three programs. When financially feasible, an additional administrator may be hired to supervise the K-8 program, with the other administrator supervising the 9-12 programs.

## Liability Insurance

---

### Insurance

Richard McKenna Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Richard McKenna Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

### Indemnification

To the fullest extent permitted by law, Idaho Virtual High School Inc—the name of the non-profit corporation—agrees to indemnify and hold harmless the state of Idaho, the chartering entity, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The chartering entity shall have no liability for the acts, omissions, debts or other obligations of any charter school, except as may be provided in an agreement or contract between the chartering entity and Richard McKenna Charter School. RMCS indemnifies the chartering entity for all liability, regardless of the underlying legal theory for such claims.

## Potential Effects

---

Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.

The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.

We have not received any feedback from either private or public schools about our proposed charter expansion.

## **Tab 3: Educational Program and School Goals**

### **21st Century Students--Developing Self-Reliance**

---

To be educated in the 21st century means being prepared to adapt to a constantly changing environment. Our goal is to teach our students how to learn. We cannot possibly equip them with all of the knowledge required to succeed in a constantly changing world; however, we can equip them with the skills necessary to adapt and learn. Instead of giving them a “fish”, we teach them “how to fish” so they can adapt to a changing future.

Active Learning is our method for teaching students “how to fish.” It incorporates curiosity, creative problem solving, and communication skills. It also focuses on character development by cultivating what we call performance character (planning, goal setting, time management, perseverance, craftsmanship, responsibility, cooperation) and relational character (respect kindness, cooperation, and integrity.)

The school’s philosophy is that learning is not just about gaining knowledge and acquiring facts, but being able to do something with those facts.

### **How Learning Best Occurs**

---

#### **The Four C’s of Learning**

Learning at RMCS focuses on four fundamental elements: Curiosity, Creativity, Communication, and Character.

##### **CURIOSITY**

Real learning begins with curiosity. At RMCS, our teachers go to great lengths to pique a student’s curiosity by posing intriguing questions. These questions may be inspired by observing nature, studying history, listening to a story, or conducting a scientific experiment. The goal is to inspire awe and wonder in a student’s mind which motivates them to research, explore, and discover.

Measures of Curiosity include:

- Observations of student initiative to learn about a particular concept or process

##### **CREATIVITY**

Once a student has gained some background knowledge through their personal study, they may be presented with a unique question, challenge, or problem which requires a creative solution. This process of creative problem solving and application develops deep understanding and strengthens recall.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

## COMMUNICATION

Learning and understanding deepens when we share what we have learned with others. To share effectively, students must develop communication skills which include:

- writing (fiction and non-fiction)
- calculating (charts, graphs, statistics)
- performing arts (drama, dance, speech, music)
- visual arts (drawing, painting, design, architecture, sculpture)
- media arts (graphic design, multimedia presentations, web design and development, video production)
- practical arts (crafts, woodwork, robotics, computer programming, engineering)

Students who share what they have learned with public audiences (i.e. parents, friends, experts) are more motivated to develop and apply effective communication skills. They also understand more deeply and can recall more readily what they have learned when they share it with others.

Measures of Communication include:

- Performances
- Presentations
- Exhibitions
- Rubrics

## CHARACTER

At RMCS we are concerned as much about developing a student's character as we are about developing his or her academic and creative skills.

Character at RMCS is divided into two main categories--relational and performance. Relational character focuses on being kind, cooperative, considerate, and respectful. Performance character focuses on time management, perseverance, and craftsmanship (quality, revision, and pride).

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

## Educational Programs

---

Richard McKenna Charter High School will provide a K-12 educational program. The K-8 elementary program will be based on the Montessori method of teaching and learning, while the high school program will utilize project-based learning.

## **K-8 Montessori Program**

The proposed location of the K-8 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-8 Montessori program will grow one grade level per year beginning with Kindergarten and ending with the 8th grade. We will build facilities as needed.

### **Montessori Education**

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned. (See Appendix A for more information.)

## 9-12 Onsite Project-based High School Program

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation. All of the courses are project-based.

## 9-12 Online Project-based High School Program

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

(See Appendix B for High School Course Descriptions)

## Goals

---

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

### BUILDING CURIOSITY

Teachers at RMCS employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Measures of Curiosity include:

- Walk Throughs
- Observations of student motivation and initiative to learn concepts or processes.

### FOSTERING CREATIVITY

Teaching at RMCS fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

### DEVELOPING COMMUNICATION SKILLS

Learning activities integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy

Richard McKenna Charter School  
Tab 3: Educational Program and School Goals

instruction, using appropriately challenging text, takes place in learning activities at all grade levels.

At RMCS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork.

Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

Measures of Communication include:

- Walk Throughs
- Observations
- Performances
- Presentations
- Exhibitions
- Rubrics

### DEVELOPING CHARACTER

At RMCS, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

## Thoroughness Standards

---

1. A safe environment conducive to learning is provided;
  - One of our guiding principles is that students must feel safe, physically and emotionally, before deep learning can take place. We accomplish this by having a zero tolerance rule for disrespect in any form with any person. Our teachers create an environment of trust where students feel safe enough to express a different opinion or consider a new idea.



**Richard McKenna Charter School**  
**Tab 3: Educational Program and School Goals**

- We also ensure safety from external threats by controlling who can come into the building with a controlled locking system, providing bullet proof glass, and practicing crisis procedures.
2. Educators are empowered to maintain classroom discipline;
    - Teachers are given the authority to discipline students within the guidelines of school policy. Teachers, staff, and the principal also serve on a disciplinary committee which meets regularly to review student behavior and recommend disciplinary actions.
  3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
    - A portion of a student's evaluation is based on character development. Character development focuses on the four main rules of our school: Show Up, Show Up Early, Work Hard, Be Respectful.
      - Working hard means completing all of the assigned tasks to the best of your ability and beyond. It also incorporates accuracy, neatness, and quality.
      - Being respectful is the cardinal rule because it incorporates kindness, patience, and courtesy.
    - In addition to our four basic rules, we also have a list of Work Place Behaviors which students memorize and by which they are evaluated. (See Appendix D: Workplace Behaviors)
  4. The skills necessary to communicate effectively are taught;
    - One of RMCS's requirements is that students share what they have learned with others. This involves creating narratives, research, presentations, performances, and publications. Communication skills are incorporated throughout the project. Since students are working on authentic projects for real audiences, they are more motivated to develop the skills necessary to produce quality work.
  5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
    - The high school curriculum provides all of the courses necessary for a high school diploma including professional technical courses.
  6. The skills necessary for students to enter the work force are taught;
    - Workplace behaviors are incorporated school wide, and in every subject and course.
  7. The students are introduced to current technology.
    - Students are introduced to technology as instructional tools throughout the curriculum.
  8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.
    - Following our four basic rules of showing up, showing up early, working hard, and being respectful, prepares students to be responsible citizens of their home, school and community.
    - Part of our mission is to teach our students how to work hard, respect, and serve one another. Our Volunteer Corp gives our students opportunities to serve in the community.

## Graduation Requirements

---

Richard McKenna Charter High School will offer a diploma and require that students meet at least the minimum graduation requirements established by the Idaho State Board of Education. Additional graduation requirements may be established by the Board of Directors. (See Appendix C: Onsite Student Handbook for RMCHS Graduation Requirements.)

Idaho Virtual High School will accept credits only from accredited secondary and postsecondary institutions.

## How Special Education and Other Special Needs Will Be Met

---

### Special Education Services

Richard McKenna Charter School will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA"). Richard McKenna Charter School is solely responsible for compliance with Section 504 and the ADA. Richard McKenna Charter School works diligently to ensure full compliance with the IDEA.

As an LEA, Richard McKenna Charter School is responsible for assuring compliance with these programs. Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Richard McKenna Charter School has a nondiscrimination policy with regard to admissions which may be found in the student handbook and on the school's website..

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP's will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

Richard McKenna Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Richard McKenna Charter School will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE),
- Are appropriately evaluated,
- Receive an appropriate education in the least restrictive environment (LRE),
- Are involved in the development of and decisions regarding the IEP, along with their parents,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's provision of FAPE,

**Richard McKenna Charter School**  
**Tab 3: Educational Program and School Goals**

Richard McKenna Charter School will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Highly qualified, certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

- RMCS plans to contract/hire related service providers to meet the IEP service requirements i.e.; SLP, OT, PT, School Psych. Etc.
- Richard McKenna Charter School (RMCS) will adopt the Special Education Manual from the State Department of Education for its special education policy.
- The physical facilities will adhere to building codes and requirements of ADA.
- RMCS will provide as needed Supplementary Aids and Services, Accommodations and Adaptations, Assistive Technology, Extended School Year, Transportation for those students who's IEP requires it, (even if others are not transported), and other considerations e.g. positive behavioral supports, etc.
- Supplemental and replacement curriculum will be scientifically research based.
- When a manifestation determination occurs, RMCS will use Positive Behavioral Interventions and Supports (PBIS).
- RMCS intends to contract for services not provided by the school.
- Special education files are kept under lock and key in secured file cabinets. Only the Special Ed Director and the administrator have access to the special ed files.
- Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.
- Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.
- Discipline of special ed students will be conducted in accordance with the guidelines found in Chapter 12 of the Idaho Special Education Manual, 2007.

## Limited English Proficiency

---

### **SURVEY**

When students are admitted into the school, they will complete a Home Language Survey to determine what primary language is spoken in the home.

### **ASSESSMENT**

Once it is determined that the primary language spoken in the home is other than English, students will be tested within 30 days of registration or 14 consecutive days after enrollment during the school year using the Idaho English language Learner Placement Test for potential placement into an LEP program.

### **PLACEMENT**

After being notified of their option to waive services, parents may choose to receive LEP services. Services will be incorporated into our differentiated learning model by providing qualified staff who can assist with the child's learning.

## Dual Enrollment

---

IDVHS will follow Idaho code 33-203 regarding dual enrollment.

## **Tab 4: Measurable Standards, Accreditation, and Accountability**

### **Measurable Student Educational Standards**

---

#### **Mission Specific Goals—General Ed Students**

##### **GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.**

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

##### **GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.**

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

**Richard McKenna Charter School**  
**Tab 4: Measurable Standards, Accreditation, and Accountability**

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

**GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.**

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

**GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.**

85% of RMCHS 12th graders will score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 7 out of 10 scales measured on the LASSI-HS.

Richard McKenna Charter School  
Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 86%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-85% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

## **Mission Specific Goals—Alternative Ed Students**

### **GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.**

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

### **GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.**

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.



**Richard McKenna Charter School**  
**Tab 4: Measurable Standards, Accreditation, and Accountability**

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

**GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.**

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

**GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.**

75% of RMCHS 12th graders will score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.



Richard McKenna Charter School  
Tab 4: Measurable Standards, Accreditation, and Accountability

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 5 out of 10 scales measured on the LASSI-HS.

**Exceeds Standard:** 76%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

**Meets Standard:** 66%-75% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

**Does not Meet Standard:** 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

**Falls Far Below Standard:** Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

## Assessment Tools

---

**RMCS will use standardized tests to assess student achievement such as the following:**

### GENERAL ASSESSMENT OF INSTRUCTIONAL NEEDS (GAIN)

The General Assessment of Instructional Needs (GAIN) is a standardized test published by Wonderlic. It tests reading, language, and math skills and generates grade equivalent scores. GAIN offers both pre and post testing.

### LEARNING AND STUDY STRATEGIES INVENTORY-HIGH SCHOOL VERSION (LASSI-HS)

The Learning and Study Strategies Inventory – High School Version (LASSI-HS) is an assessment tool designed to measure students' use of learning and study strategies and methods at the secondary school level. The original version of the LASSI, which was published in 1987, is designed for students who are currently enrolled in college. The high school version was developed in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting.

The LASSI-HS is a 76-item self-report instrument. There are two forms of the LASSI-HS: a self-scored form that can be scored by a teacher, counselor, or individual student; and a computer-scored form that is scored through a service provided by H&H Publishing Company. Separate norms are provided for 9th, 10th, 11th, and 12th grade students. In addition, by using the 12th grade norms, this instrument is appropriate for first-year college students who are not yet familiar with the tasks and learning demands of the college environment.

The LASSI-HS can be administered on an individual or a group basis.

The LASSI-HS is a diagnostic and prescriptive measure that assesses student thought processes and behaviors that impact studying and learning. The specific focus is on both covert and overt thoughts and behaviors that relate to successful learning in high school and that can be altered through educational interventions. In addition, these thought processes and behaviors also contribute significantly to success in college and can be learned or enhanced through programs and interventions in secondary educational settings.

Richard McKenna Charter School  
Tab 4: Measurable Standards, Accreditation, and Accountability

LASSI is used by 2,274 institutions including the University of Idaho, Idaho State University, Boise State University, the College of Idaho, and Brigham Young University.

## **Mission Specific Goals for Grades K-8**

Mission specific goals for grades K-8 will be developed as the school grows from a K-1 to a K-8 program in conjunction with the High School Performance Certificate renewal process.

When grade levels are available for statewide testing, the K-8 program will utilize the IRI, NAEP, and ISAT tests as well as other standardized tests such as the General Assessment of Instructional Needs (GAIN).

The Montessori program will ensure that students are prepared for the statewide testing format.

## **STATE MANDATED TESTS**

Students will participate in all State mandated tests. Students will be tested and proctored at approved testing sites throughout the state

### **Common Core Standardized Testing**

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

## **Accreditation**

---

Richard McKenna Charter High School shall be accredited by the NWAC/AdvancEd.

## **School Improvement**

---

Richard McKenna Charter School is committed to being a school where student success is the top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating, Richard McKenna Charter School will develop a plan that will focus on improving school and

## Richard McKenna Charter School

### Tab 4: Measurable Standards, Accreditation, and Accountability

staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Richard McKenna Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval.

## **Tab 5: Governance Structure, Parental Involvement, Audits**

### **Governance Structure**

---

#### **Structure**

Idaho Virtual High School Inc.(DBA Richard McKenna Charter School) is a non-profit 501(3)(c) organization organized and managed under the Idaho Nonprofit Corporation Act and a Local Education Agency (LEA). The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School shall be responsible for identifying and complying with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

#### **Board of Directors**

##### **INITIAL FORMATION**

The Board of Directors of Richard McKenna Charter School will consist of no less than five (5) and no more than seven (7) members. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

##### **SELECTION AND REPLACEMENT**

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

##### **BOARD RESPONSIBILITIES**

The Board of Directors will have the responsibility to approve the selection of the school Principal, who shall not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum.

##### **MEETINGS**

The Board of Directors shall meet at least three times annually at a time, place and manner designated by the Board.

##### **SCHOOL ADMINISTRATION**

The Principal will be empowered to provide educational direction, administration, and on-site day to day operation as well as certain decisions concerning but not limited to:

- vision and mission of school
- instructional materials and supplies
- resource allocation

Richard McKenna Charter School  
Tab 5: Governance, Parental Involvement, Audits

- state charter school requirements
- special services
- contracted services
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- climate for innovation and growth
- staff and school morale
- district/board liaison
- budget and financial records
- reports to chartering entity

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process.

## **Ethical Standards**

---

Idaho Virtual High School, Inc. DBA Richard McKenna Charter School, is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school.

The Board of Directors meetings will follow Idaho School Board Association's Code of Ethics for School Board Members which includes but is not limited to the open meetings law and public records law. The clerk of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

## **Parental Involvement**

---

### **COMMUNICATION**

Including parents is an integral part of RMCS's program. RMCS views parents as partners in their child's education. Parents will receive regular progress reports as well as other communication from their teacher regarding their student.

## **PARENT NIGHT**

Parent Nights will be scheduled regularly throughout the school year where parents see displays of their child's work or watch performances, learn about what will be taught in upcoming units and how they can support their child, and participate in some of the learning activities their children will experience.

## **VOLUNTEERS**

Volunteers who can assist teachers and the administration as well as share their unique talents with the school are welcome and appreciated.

## **Audits**

---

Richard McKenna Charter School will conduct an independent financial and programmatic audit annually. The Richard McKenna Charter School will follow the requirements set forth by Idaho statutes 33-5210(3), 33-357, and 33-701 (5-10) regarding audit reporting and will submit electronic and/or physical copies to the appropriate agencies. A physical copy of the audit is available to the public at the main office, and electronic copies on the school's website.

RMCS invests its funds in the Local Government Investment Pool. Investment portfolios may evolve over time.

RMCS will review its budget during the February board meeting.

## **Financial Reporting**

---

RMCS's Board of Directors will ensure that all financial reports required by the SDE will be submitted annually and copies sent to the appropriate agencies.

## **School Calendar**

---

The Principal will determine the school calendar, schedule, and hours of operation. The Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing the required number of hours of instruction for grades K-12.

This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. State required hours of attendance will be met.

## Tab 6: Employee Requirements

### Employee Practices

---

#### Employment Practices

- Richard McKenna Charter School's staff will meet or exceed qualifications required by state law. All teachers will be certified. The Principal will make recommendations to the Board of Directors for approval of instructional staff.
- Idaho Virtual High Richard McKenna Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, The Idaho Virtual High Richard McKenna Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.
- Employees who have previously been screened for criminal background and/or finger printed by educational entities in the state of Idaho, or whom their district grand fathered in, will not be required to be rechecked. New employees not covered as described above will undergo background checks and finger printing.
- Job announcements and all other hiring practices will be free of discriminatory language.

### Employee Qualifications

---

Richard McKenna Charter School's full time and part time staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions ([http://www.sde.idaho.gov/site/teacher\\_certification/HQT/](http://www.sde.idaho.gov/site/teacher_certification/HQT/)).

### Professional Codes and Standards

---

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Richard McKenna Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code.

RMCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

The principal will make recommendations to the board of directors for approval of the instructional staff. The principal and the board must agree on the hiring decisions for them to be final.

## **Transfer Rights**

---

Richard McKenna Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between Richard McKenna Charter School and any other school district.

## **Employee Benefits and Provisions**

---

Richard McKenna Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance as required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code.

## **Collective Bargaining**

---

Richard McKenna Charter School's certified staff will be a separate unit for purposes of collective bargaining.

## **Written Contracts**

---

All certificated staff will be required to sign a written contract with Richard McKenna Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## **Background Check**

---

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. RMCS will pay for background checks for all employees, volunteers and board members.

## **Professional Opportunities**

The faculty at Richard McKenna Charter School will work in an environment where they have opportunities to work with each other to align subject areas. The Principal will determine in-service training days in order to provide teachers with training.



## Teacher Evaluation

Teachers will be evaluated according to the procedures outlined in Idaho Code.

## Teacher Certificates

A copy of the certificates for all certified teachers/staff members will be available for inspection at Richard McKenna Charter School's main office.

## Health and Safety

---

### Americans with Disabilities Act

The Richard McKenna Charter School facility(s) will be inspected annually to ensure compliance with applicable state and federal guidelines as provided in Idaho Code and the Americans with Disabilities Act.

### Inspection Reports

Richard McKenna Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RMCS also will provide regular inspections of the facilities for health, safety, and fire compliance.

Richard McKenna Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

Richard McKenna Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proof of immunization before being enrolled at Richard McKenna Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Richard McKenna Charter School's insurance carriers and at a minimum address the above and the following items:
  - All staff will receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder.

Richard McKenna Charter School  
Tab 6: Employee Requirements

- RMCS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
- RMCS will create procedures for securing and administering prescription drugs.
- The school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- The school will function as a gun-, drug-, alcohol-, and tobacco-free workplace.
- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in suicide prevention;
- All staff will be trained in universal medical and health precautions;
- RMCS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district;
- All employees will be screened by law enforcement agencies.

Richard McKenna Charter School has a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. (See Appendix C: Onsite Student Handbook.)

## Disciplinary Procedures

---

### Discipline

RMCS students are required to comply with the rules established by Richard McKenna Charter School. Depending on the severity of the violation and mitigating circumstances, students who violate any of the rules will follow a process of first, being warned verbally about the nature of the offense and the consequences of further violations, second, being placed on probation, and third, being suspended from either a course or the school. Students, who are, suspended, must have a formal interview with the principal before resuming classes.

## Expulsions

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may

prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

## Law Enforcement

---

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The principal or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

## Tab 7: Admissions, Discipline, Student Policies

### Enrollment Capacity

<i><b>GRADE LEVEL</b></i>	<b>ANNUAL ONSITE ENROLLMENT</b>				
	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
K	24	24	24	24	24
1	24	24	24	24	24
2		24	24	24	24
3			24	24	24
4				24	24
5					24
6					
7					
8					
9	12	12	12	12	12
10	12	12	12	12	12
11	12	12	12	12	12
12	12	12	12	12	12
<b>Total Onsite Enrollment</b>	<b>96</b>	<b>120</b>	<b>144</b>	<b>168</b>	<b>192</b>
<b>Total 9-12 Online Enrollment</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>
<b>Overall Enrollment</b>	<b>336</b>	<b>360</b>	<b>384</b>	<b>408</b>	<b>432</b>

## Admissions

---

### Enrollment

Richard McKenna Charter School is a public charter school open to any student regardless of race, color, national or ethnic origin, religion, gender, social or economic status and/or special needs.

Each year RMCS has a limited number of openings for new students. We hold an annual lottery where names are randomly drawn, then placed in order on a waiting list. RMCS's annual lottery is held on the third Thursday of February at 1:00 pm and is for students entering kindergarten through 8th grade. Applications for the lottery will be accepted from January 1st of each year until 24 hours prior to the lottery. Offers of enrollment for the next school year will be made following the lottery.

### Lottery Process for Initial Admission for a New Charter School

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

**First Priority** – The first priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

**Second Priority** – The second priority group is siblings of pupils already selected by the lottery

**Third Priority** – The third priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

**Fourth Priority** – The fourth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

### Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

Richard McKenna Charter School  
Tab 7: Admissions, Discipline, Student Policies

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

## **Lottery Process for Subsequent Years**

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

### **Final Selection List**

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

## **Attendance Alternative**

---

Students located within the attendance area of Richard McKenna Charter School will have the option to enroll in existing public schools presently doing the area. No student will be required to attend Richard McKenna Charter School.



## Enrollment Opportunities

---

To make citizens aware of enrollment opportunities, RMCS will use mix of media which may include, the local newspaper, direct mail, radio, the internet, and other media outlets as outlined in Idaho code 33-5205(3).

## Discipline

---

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the



**Richard McKenna Charter School**  
**Tab 7: Admissions, Discipline, Student Policies**

Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

## **Student Handbooks**

---

Student policies are found in the student handbooks, one handbook for each of the programs-- K-8, 9-12 on-site and 9-12 Online.

The handbooks are available in print at the main office or Online on our school's website.

(See Student Handbooks in Appendix C.)

## **Tab 8: Business Plan, Transportation, School Lunch**

### **Funding Sources**

---

Basic funding for the school would be provided as stipulated in Idaho Code ~~33-5208~~. No tuition will be charged for Idaho residents, except for overage classes.

### **Transportation**

---

RMCS will provide student transportation services for all of its elementary students beginning with the first year of school by contracting with the local school bus company. The estimated cost of transportation during the first year is approximately \$270/day.

### **School Lunch**

---

RMCS does not plan to provide a lunch program.

Richard McKenna Charter School  
Tab 8: Business Plan, Transportation, School Lunch

## Three Year Budget

Richard McKenna Charter School										
Annual Budget Template										
		Year 1			Year 2			Year 3		
		Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students		336			360			384		
<b>Revenues:</b>										
State Apportionment			\$4,400	\$1,478,400		\$4,400	\$1,584,000		\$4,400	\$1,689,600
State Transportation			85%	57,120		85%	122,400		85%	195,840
Nutrition Program		\$ 0		0	\$ 0		0	\$ 0		0
Federal Grants										
Contributions/Donations										
<b>Total Revenues</b>				\$1,535,520			\$1,706,400			\$1,885,440
<b>Expenses:</b>										
<u>Salaries:</u>						3.0%			3.0%	
Teachers		\$37,500	12	\$450,000	\$38,630	13	\$502,190	\$39,790	14	\$557,060
Special Ed		\$42,000	1	42,000	\$43,260	1	43,260	\$44,560	1	44,560
Instructional Aids		\$30,000	2	60,000	\$30,900	2	61,800	\$31,830	3	95,490
Classified/Office Staff		\$25,000	5	125,000	\$25,750	5	128,750	\$26,520	5	132,600
Administration		\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740
Nutritional Program		\$42,000	0	0	\$43,260	0	0	\$44,560	0	0
Librarian		\$45,000	0	0	\$46,350	0	0	\$47,740	0	0
Maintenance/Other		\$28,000	1	28,000	\$28,840	1	28,840	\$29,710	1	29,710
<b>Total Salaries</b>				\$750,000			\$811,190			\$907,160
<u>Benefits:</u>										
Retirement/PERSI		15.0%		\$112,500	15.0%		\$121,680	15.0%		\$136,070
Health/Life Insurance		6.0%		45,000	8.0%		64,900	8.0%		72,570
Payroll Taxes		8.0%		60,000	8.0%		64,900	8.0%		72,570
Workers Compensation		6.0%		45,000	6.0%		48,670	6.0%		54,430
<b>Total Benefits</b>				\$262,500			\$300,150			\$335,640
<u>Operating Expenses:</u>										
Textbooks		\$25.00		\$8,400	\$26.50		\$9,540	\$28.00		\$10,750
Supplies				\$14,000			\$14,000			\$14,000
Equipment				\$5,000			\$5,000			\$5,000
Contract Services				\$37,000			\$37,000			\$37,000
Legal				\$1,500			\$1,500			\$1,500
Accounting				\$5,500			\$5,500			\$5,500
Advertising/Marketing				\$4,300			\$4,300			\$4,300
Gas/Electric				\$7,200			\$7,200			\$7,200

Richard McKenna Charter School  
Tab 8: Business Plan, Transportation, School Lunch

	Telephone		\$2,500		\$2,500		\$2,500
	Liability & Property Insurance		\$8,000		\$8,000		\$8,000
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Staff Development		\$5,000		\$5,000		\$5,000
	Consulting		\$15,000		\$15,000		\$15,000
	Travel		\$6,000		\$6,000		\$6,000
	Postage		\$1,000		\$1,000		\$1,000
	Rents and Leases		\$0		\$0		\$0
	Debt Retirement		\$0		\$0		\$0
	Grounds & Maintenance		\$8,400		\$8,400		\$8,400
	Miscellaneous		\$1,000		\$1,000		\$1,000
	Total Operating Expenses		\$131,300		\$132,440		\$133,650
	Program Expenses:						
	Transportation	\$ 200	\$67,200	\$ 400	\$144,000	\$ 600	\$230,400
	Nutrition Program	\$ 0	0	\$ 0	0	\$ 0	0
	Total Benefits		\$67,200		\$144,000		\$230,400
	Total Expenses		\$1,211,000		\$1,387,740		\$1,606,840
	Net Operating Income/(Loss)		\$324,520		\$318,620		\$278,590
	Beginning Fund Balance		150,000		474,520		793,140
	Ending Fund Balance		474,520		793,140		1,071,730

## **Tab 9: Virtual Schools and Online Programs**

Online learning makes a Richard McKenna Charter High School education available well beyond the Mountain Home campus. Specially designed to mirror the campus learning experience, RMCHS's Online courses are designed and taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Richard McKenna Charter School has been operating an Online program for regular and alternative ed students since 2002. We created our own Learning Management System named Acquire Learning Management System and our Online courses. All of our teachers are highly qualified, and Idaho certified.

Our teachers are available during posted office hours via phone, email, or video conferencing. Teachers are required to grade all assignments within 48 hours. Out attendance is based upon course work completed which is tracked by our LMS. Each course requires 90 hours of completed work which includes student to student interaction via blogs and discussion boards. Credit is granted when a student completes all of the daily assignments with a grade of D or better and completes the final project with a D or better.

Each Online course has been mapped to the State Common Core standards.

Students receive technical support from teachers, a help desk, office staff, and contracted technical services.

All of our Online students use their own computers and internet access. RMCS provides equipment such as webcams and microphone headsets as needed.

Online teachers attend an annual inservice Onsite for professional development/training. They also have access to Online tutorials which provide self-paced learning opportunities that qualify for district inservice credit hours.

Special Ed services are provided by our Special Ed director who provides one-on-one help and direct instruction using video conferencing and screen sharing. The Special Ed director also meets face-to-face with parents and students. Testing is contracted out to locally qualified psychologists.

## **Tab 10: Business Arrangements, Community Involvement, School Closure**

### **Business Arrangements**

---

#### **Contracted Services**

Richard McKenna Charter school will contract services as needed such as technical support, auditing, architectural services, networking, testing, proctoring, and financial accounting.

#### **Lease/Purchase Documentation**

Richard McKenna Charter School will provide complete documentation for any lease or purchase of facilities.

### **School Closure**

---

In case of termination, RMCS will follow the procedures found in Idaho code 33-5212.

The President of the Board of Directors will be responsible for the dissolution of Richard McKenna Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. The board will also follow the Public Charter School Commission's school closure protocol.

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a Board member or the Administrator. The designee will work under the direction of the Chairperson and will coordinate the dissolution of the school. The designee will arrange for a final independent fiscal audit, and for the sale of assets and will use the proceeds to pay creditors.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code 33-5212.

#### **Student/Employee Records**

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

The designee will send personnel records to all former employees of the school within one month after the final school year.

## Appendix A: Montessori K-8 Program

### Montessori concept: focus on self-directed activity

The Montessori philosophy originates in the teachings of Maria Montessori, who focused on the development of the human individual through all stages of childhood. Montessori focused on the role of childhood in the formation of adults; she is a formidable progenitor of so much of today's thought concerning early childhood education. For Montessori, education is considered integral to the development of the child.

### The Montessori method

As an educational method, Montessori teaching focuses on the child's experience, characterized by a focus on self-directed activity, where the teacher's role is more observational than what might be considered traditional or typical. The teacher is sometimes called a guide in the Montessori philosophy. In Montessori education, the environment is adapted to the child and his or her development. Seat work is downplayed in favor of physical activity and interaction.

### Montessori Kindergarten Overview

---

At the core of the Montessori approach to education is the curriculum for the 6 year-old child. This program is attended by the largest number of children and is the starting place and mainstay of Montessori education worldwide.

Developmentally, the young child is curious about everything and needs to explore and discover. Our kindergarten learning environment is designed to encourage each child to move, touch and manipulate. Each child has the freedom to work independently, based on their own initiatives with respectful guidance from their teacher.

Montessori learning environments are inviting, attractive spaces with an intriguing array of learning materials, books, plants, animals, art and music materials and nature activities. The environment contains specially designed, hands-on materials that invite children to engage in learning activities of their own individual choice. Children in a Montessori classroom learn by making discoveries, a process that helps to cultivate concentration, motivation, self-discipline, and a love of learning.

### Learning Environment

Our classrooms are prepared with the child, and only the child, in mind. The physical space and routines are designed to maximize independent learning and exploration. Objects are placed so children can reach what they need, without having to wait for adult help.

Dr Montessori noticed that children learn less from listening to an adult talk, and more from direct experience with objects in their environment. Children have a deep urge to need to manipulate and explore. Montessori developed learning materials to stimulate the child into discovery. Each Montessori material is simple and carefully designed to appeal to the child at this stage of development. The prepared environment focuses on the child and in this space, only things that will assist the child's development and encourage spontaneous activity will be present.

## Montessori Curriculum

The daily practice of Montessori philosophy is made possible by a clearly defined Montessori curriculum. The Montessori curriculum includes practical life, sensorial activities, language, mathematics, botany, geography, art, music, drama, and environmental studies.

## A Brief Overview of Elementary Montessori

---

Montessori Elementary is a program that grows out of respect for the mind of a rapidly developing child. No longer content to have physical independence (achieved in the kindergarten class), the child now strives for intellectual independence. This is a time of insatiable curiosity and excitement for learning.

### The World as a Classroom

Children in the 6-12 age group are starting to realize that the world is an enormous, interesting place. They are primed to study continents, cultures, scientific concepts, and great literature. The world becomes their classroom.

The carefully developed elementary curriculum guides the child through identifying, classifying, and researching all of the fascinating concepts in each chosen field of study. The areas of practical life, language, math, geometry, botany, zoology, geography, and history are all represented in the classroom, with materials that lead the child to abstraction of the fundamental concepts in each area.

## Montessori Elementary Classroom

### PRACTICAL LIFE AND LANGUAGE

Practical life, which was a separate area in the 3-6 classroom, is now integrated with the day-to-day care of the classroom and its inhabitants. Tasks may include preparation of snack and daily meals and watering of plants and care of animals. Elementary children dust the shelves, organize and straighten the materials, sweep and vacuum, and keep the classroom neat and clean.

The language area includes a comprehensive spelling curriculum, word study (including antonyms, synonyms, homonyms, and compounds, as well as the parts of speech), creative writing, and research skills. Reading of every kind is highly encouraged, as children are introduced to poetry, folk tales, non-fiction, and classic literature. Children are also given many opportunities to read out loud - giving a presentation they have written, or dramatizing the work of another author.

### MATH AND GEOMETRY

The math area begins with the Golden Bead material to teach beginning math concepts (place value, quantity/symbol association, and concrete addition, subtraction, multiplication, and division). The materials bring a "hands-on" quality to the classroom, with children learning through trial and error, self-discovery, and teaching from other children. The materials quickly move the child to an abstraction of math concepts, including problem solving, fractions, borrowing and carrying, graphing, measurement, long division, and algebraic equations.



## Richard McKenna Charter School Montessori Elementary Program

Geometry is a fascinating area of Montessori. Actual wooden shapes are used to master the terminology of all of the plane figures and solids. Matching cards are used to introduce types and positions of lines, types and positions of angles, and special characteristics of shapes. Experimentation with other materials leads children to their own discoveries of spatial relationships, including congruence, symmetry, and equivalency.

### CULTURAL STUDIES

Botany and zoology encompass a wide field of biological study. Matching cards are used to learn the characteristics of many plants and animals, and charts aid in the classification of the plant and animal kingdoms. After this first knowledge is gained, children begin to research on their own, using their knowledge of specific plant and animal species.

Geography and history include the study of civilizations and countries. Wooden puzzle maps of each continent are studied, with children learning the names, flags, animals, cultures, and geographic features of each country. History begins with the study of time, including clocks, calendars, and timelines. As various fundamental needs of people (like shelter, transportation, food, and clothing) are explored, the children research and chart changes in these needs over time and across cultures.

### KEEPING TRACK OF WORK

Children in an elementary classroom begin to keep a record of their work. This can take the form of a journal, a work plan, or chart. In some classrooms, the children draw up contracts where they agree to do certain work during a week or month. The child still has the freedom to choose their own work, as well as choosing to work with another child or in a group. Keeping track of their work helps them make good work choices, and lets the teacher see which presentations have been done and which are still needed.

Finding their place in the world

Maria Montessori summed up the 6-9 classroom thusly: "The elementary child has reached a new level of development. Before he was interested in things: working with his hands, learning their names. Now he is interested mainly in the how and why...the problem of cause and effect." It is now the job of the elementary teacher to provide the child with the materials and information to discover the interconnectedness of the universe.

An elementary Montessori classroom is a warm community: a multi-age, stimulating environment with highly trained teachers and materials that invite exploration and research. Children learn to face challenges with confidence, and begin to find their own place in the world around them. (<http://www.montessoriforevereveryone.com/> Articles&Interviews, "A Brief Overview of Elementary Montessori")

## Research

---

The following citations were taken from the American Montessori Society website, <http://amshq.org>”:

Bagby, J. H. (2002). "The Characteristics of Problem-Solving Transfer in a Montessori Classroom." AMS 2002 Outstanding Doctoral Dissertation Award.

**Richard McKenna Charter School  
Montessori Elementary Program**

- Bhatia, P. (2012). "Mind Over Matter: Contributing Factors to Self-Efficacy in Montessori Teachers." AMS 2014 Outstanding Doctoral Dissertation Award, First Place.
- Blahut, Judith S. (2013). "Children's Effortful Control in a Montessori Classroom: Effects of Parenting and Purposeful Work." AMS 2013 Outstanding Thesis Award (Tied Place).
- Boulmier-Darden, Prairie (2013). "Montessori Education and Learning in Living Systems." AMS 2013 Outstanding Thesis Award (Tied Place).
- Cauler, T. (2012). "Toward an Improved Model of Education: Maria Montessori, Karl Popper, and the Evolutionary Epistemology of Human Learning." AMS 2012 Outstanding Doctoral Dissertation Award, First Place.
- Clark, Margaret R. (2012). "Making Peace: A Creative Thesis Project." AMS 2012 Master's Thesis Award, First Place.
- Crawford, T. (2008). "Does Working with Sets Contribute to Conservation of Number for Young Children?" AMS 2011 Outstanding Master's Thesis Award, First Place.
- Daoust, C. J. (2005). "An Examination of Implementation Practices in Montessori Early Childhood Education." AMS 2005 Outstanding Doctoral Dissertation Award.
- Daoust, C. J. (1994). "A Comparison of the California Public School and Montessori Elementary Curriculums."
- Dorer, M. J. (2007). "Montessori Curriculum in Minnesota and Wisconsin Public Montessori Elementary Schools."
- Gomes, J. J. M. (2006). "Using a Creativity-Focused Science Program to Foster General Creativity in Young Children: A Teacher Action Research Study." AMS 2006 Outstanding Doctoral Dissertation Award.
- Hennigan, E. (2008). "Assessment and Instructional Decision-Making in Montessori Early Childhood Classrooms." AMS 2009 Outstanding Master's Thesis Award.
- LaRue, W.J. (2010). "Empowering Adolescents: A Multiple Case Study of U.S. Montessori High Schools." AMS 2011 Outstanding Doctoral Dissertation, Second Place.
- Livingston, B. Victoria (2013). "Educators on Social Media: A Look Into What Montessori Teachers and Other Educators Believe About Intrinsic Motivation and Rewards." AMS 2014 Outstanding Master's Thesis Award, Second Place.

## Appendix B: High School Courses

---

### English

---

#### **ENG 103 Elements of English I**

*Where: Online*

*Prerequisite: Permission from school administration and current IEP.*

Looking for a way to improve your reading and writing skills? Here it is! With an emphasis on reading, this course is designed to help students build a foundation and develop strategies for reading and writing. Using phonetics, identifying context clues, and understanding some of the rules of grammar, students can get a better handle on their reading and writing. With interesting readings and engaging activities, students will walk away from this course feeling capable and empowered to move on to the next level of English mastery.

#### **ENG 105 Elements of English II**

*Where: Online*

*Prerequisite: Elements of English I*

Literary themes, revising and editing, and text organizers—oh my! With all the rules, vocabulary, and skills needed, English is rather intimidating for anyone. This course is designed to empower students with the skills and strategies necessary to succeed in English. Students build upon the foundations of reading and sentence writing by learning how to construct paragraphs. Interesting readings and engaging multimedia bring this course to life, preparing students for their next exciting level of English mastery.

#### **ENG 110 English 9 A**

*Where: Online*

*Prerequisite: None*

English 9 A will lead students through an exploration of three fiction genres: the short story, the novel, and the play. Each unit of study will focus on key elements of fiction. Students will also write a critical essay relating to one of the short stories they read. Focus will be given to all aspects of the writing process including prewriting, outlining, and revision.

#### **ENG 111 English 9 B**

*Where: Online*

*Prerequisite: None*

#### **ENG 115 Literature 9 A--Film as Literature**

*Where: Onsite*

*Prerequisite: None*

##### **Reading in the Dark: The Motion Picture as Literature**

In this course, we shall study motion pictures as a genre of literature. We shall explore a brief history of the art form, and study the different devices that film makers employ to tell a story, develop a plot, and pursue universal and specific themes.

##### **Primary Text:**

Documentaries, Short Films, Feature Films (This course is a pre-requisite for those students wishing to enroll in the course entitled "Video Production".)

This course will satisfy the requirements for Language Arts or Humanities

#### **ENG 116 Literature 9 B--Non-Fiction**

*Where: Onsite*

*Prerequisite: None*

In this course we will delve into the world of nonfiction to determine how it is written, if it is effective in achieving its purpose, and if argumentative, whether it successfully refutes a counter argument. We shall also research further into the topic at hand, discuss--debate in Socratic Seminar, and write a rebuttal and/or an addendum based on our research and discussion.

##### **Primary Text:**

Texts will vary in this course from short essays, original sources, documentary films and speeches, to longer, self-contained works of nonfiction by various authors.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit.

## Richard McKenna Charter School High School Courses

### **ENG 210 English 10 A**

*Where:* Online

*Prerequisite:* English 9

English 10 A will focus on the art of rhetoric and reading, writing, speaking and listening. Students will learn about the history of Greek drama as they study Sophocles' famed play *Antigone*. Students will learn about the art of persuasive speaking, as well as how to write an I-Search paper using MLA format. Grammar and vocabulary lessons will be part of each week's requirements.

### **ENG 211 English 10 B**

*Where:* Online

*Prerequisite:* English 9

English 10 B will focus on two very important texts: Shakespeare's outstanding tragedy *Hamlet*, and William Golding's acclaimed novel *Lord of the Flies*. Both units will focus on the role of individual conscience and the potential for corruption. Student's will write critically and creatively and continue to study grammar and vocabulary.

### **ENG 215 Literature 10 A--Poetry**

*Where:* Onsite

*Prerequisite:* None

#### **Poetry: The Best Words in their Best Order**

Course-work will include, but not be limited to, the study of the "parts and pieces" of poetry, that when combined, produce both sound and sense. The emphasis of this course will be on how one can learn to read, question, appreciate, and connect with poetry on both a scholarly and a personal level.

#### **Primary Text:**

Various poems and photocopied handouts

This course will satisfy the requirements for either a Language Arts credit, or an Elective credit.

### **ENG 216 Literature 10 B--The Short Story**

*Where:* Onsite

*Prerequisite:* None

#### **The Short Story: Big Things in Small Packages**

In this course, we shall discover how to question, glean meaning from, and deepen our appreciation of story writing through close study of an eclectic assortment of short stories.

Course-work will include, but not be limited to, the study of the short story as a literary genre, the

effective keeping of a notebook, and the art of meaningful participation in a Socratic Seminar setting.

#### **Primary Text:**

Various Short Stories

This course is a good "entry point" for students that have not had extensive experience in close-reading and critical thinking, but is also challenging enough to satisfy even the most experienced reader. It will satisfy the requirements for either a Language Arts credit, or an Elective credit.

### **ENG 310 English 11 A**

*Where:* Online

*Prerequisite:* English 10

This course has been organized with the attempt to provide an accurate study of the American experience what it has been, what it is, and what it may become.

#### **English 11 A American Literature will:**

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

#### **Students in English 11 A American Literature will:**

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

### **ENG 311 English 11 B**

*Where:* Online

*Prerequisite:* English 10

This course has been organized with the attempt to provide an accurate study of the American

## Richard McKenna Charter School High School Courses

experience what it has been, what it is, and what it may become.

### **English 11 B American Literature will:**

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

### **Students in English 11 B American Literature will:**

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

### **ENG 315 Literature 11 A--The Novel**

*Where: Onsite*

*Prerequisite: None*

In this course we will study a novel in great depth. We will look, not only for literary value, but for the novel's social, historical, and psychological importance. Students will be afforded ample opportunity to learn the skills involved in using one's mind well and communicating one's thoughts clearly and effectively.

#### **Primary Text:**

The selection of a novel to study in this course will vary, depending upon the age and skill level of the student group. Possible novels will range from the classics in our culture to contemporary pieces that deal with themes that are universal to the nature of man.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit. In some instances, depending upon the novel selected, this course might meet the requirements for a credit in Humanities as well.

### **ENG 316 Literature 11 B--Shakespeare**

*Where: Onsite*

*Prerequisite: None*

In this course we will explore a major Shakespearean play, line by line, and at times word by word. In addition to studying the play itself in depth, we shall also read and discuss ancillary texts to discover meaning both in the Elizabethan age and in our own time.

#### **Primary Text:**

The play in parallel text, ancillary sources, video productions.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective credit, OR an Humanities credit.

### **ENG 410 English 12 A**

*Where: Online*

*Prerequisite: English 11*

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

#### **Classic Literature**

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

#### **English Romantic Poetry**

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

#### **Lifetime Literacy**

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

#### **Writing**

- Miscellaneous writing projects about literature selections

#### **Contemporary Literature**

- Modern Poetry
- *12 Angry Men*

### **ENG 411 English 12 B**

*Where: Online*

*Prerequisite: English 11*

## Richard McKenna Charter School High School Courses

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

### Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

### English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

### Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

### Writing

- Miscellaneous writing projects about literature selections

### Contemporary Literature

- Modern Poetry
- *12 Angry Men*

### ENG 412 Creative Writing

*Where:* Online

*Prerequisite:* Two RMCHS Online English courses with at least a B grade in each course. *Elements of English I and II* require a B grade and a teacher recommendation.

In Creative Writing students will write in a variety of creative formats including poetry, personal narrative, descriptive essay and short story. Throughout the course students will explore creative genres through reading and group discussions. Emphasis will be placed on participation in the group Online workshop where students will discover ways to add to and revise their creative pieces. The course will also include publication on the class blog.

### ENG 414 Speech

*Where:* Online and Onsite

*Prerequisite:* English 10

Study the basic forms of communication and gain understanding of the ways speaking, viewing and listening can improve your personal communication techniques.

### ENG 415 Literature 12 A--Primary Research

*Where:* Onsite

*Prerequisite:* None

We, in the Onsite program of Richard McKenna Charter High School, have an unique opportunity to conduct original research. Our building houses an archive containing the literary and personal effects of Harper Prize, Nebula Award, and Screenwriter's Guild Award winning Mountain Home author, Richard McKenna. Consequently, our students can add to their skills in research and writing, while enlarging and illuminating the content of our collection. Students in this course will learn the skills involved in professional primary research in literature, history, geography, and biography.

An alternate course in this section involves primary research using Mountain Home and the surrounding communities as a laboratory to compile multi-media presentations in history, sociology, process analysis, etc. for publication.

#### Primary Text:

The McKenna Archive and/or Mountain Home and the surrounding communities

This course will satisfy the requirements for a credit in Language Arts, OR Humanities, OR an Elective.

### ENG 416 Literature 12 B--Special Topics in Literature

*Where:* Onsite

*Prerequisite:* None

This course will allow us to connect with literature that is often overlooked in a more traditional curriculum, but is important to our overall understanding of who we are and where we stand in the family of man. We might, for example, research, discuss, and write about food in different regions of America before the advent of the interstate highway system, the place of salt in human culture over time, or explore local cultures and/or ethnic groups through diaries, journals, news articles, and interviews. The directions in which this course might take us are as varied as the points on our social compass.

#### Primary Text:

Resources for this course will vary depending upon need and availability.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective, OR (depending upon the topic at hand) an Humanities.



## Richard McKenna Charter School High School Courses

---

### Health Education

---

#### **HPE 112 Personal Fitness**

*Where:* Online

*Prerequisite:* None

This class helps you to self evaluate your levels of fitness in 5 basic fitness components: physical, social, mental & emotional, and spiritual fitness. This personal fitness class will help lead you to the road of a better and healthier lifestyle, while giving you useful information that will enable you to make decisions as to how you will accomplish and keep that healthier lifestyle. Topics to be covered include: nutrition, stress management, exercising, and how to enhance your physical awareness.

#### **HPE 120 Health & Personal Wellness**

*Where:* Online

*Prerequisite:* None

Health is a nine week course in which students will study the wellness concept and social issues confronting young men and women. This course is designed to help students develop the knowledge, skills, and attitudes that will benefit them throughout their lives. The content contained in this course is designed to cover the five main areas of health. These include physical health, mental health, emotional health, social health, and spiritual health.

The course is divided into three blocks of instructional content: Mental and Emotional Wellness, Physical Wellness, and Risk Awareness and Prevention. Each block contains content, which centers around the five Idaho Achievement Standards for Health Education.

---

### Humanities: Visual Arts

---

#### **ART 110 Art history**

*Where:* Online and Onsite

*Prerequisite:* None

This course is an overview of the world's greatest paintings, sculptures, and architecture. We will be studying different art periods and styles, along with famous works of art\* and artists, especially painters. We will also learn how to look at art by examining the elements of art and the principles of design and composition. In studying about the history of art, we will also examine the history "in" art, as many works

of art are a great source of historical information. Students will also view three motion pictures about artists and a few documentaries. Those taking this course will be doing a final project that will allow them to choose, in their opinion, the world's greatest artists and works of art.

*\* Students may be exposed to a few works of art that show the nude human form, but these are classic works of art that are normally found in art books and public galleries and are not generally considered offensive.*

#### **ART 112 Architecture**

*Where:* Onsite

*Prerequisite:* None

#### **MUS 110 Music Appreciation**

*Where:* Online

*Prerequisite:* None

This course is an overview of different kinds of music. We will study music periods and styles along with famous musical works and composers. Although emphasis will be given to what is termed "classical" music, the course also examines music from different cultures as well as American popular music. This course is designed to help students develop an understanding of the basic elements of music, an appreciation for great musical works and composers, and the behaviors of an active and informed listener.

#### **MUS 210 Music History**

*Where:* Onsite

*Prerequisite:* None

In this course we consider various musical genres and their history. A number of historical films are used as well as written information. Students gain an appreciation for music by listening to a variety of styles and by examining the poetry and history in the lyrics. We usually try to put on a short musical performance for the school as a climax.

---

### Humanities: World Languages

---

#### **SPN 110 Spanish I A**

*Where:* Online

*Prerequisite:* None

This is a beginning Spanish course. By the end of the semester students will be able to answer and ask simple questions pertaining to greetings, leave

## Richard McKenna Charter School High School Courses

taking, family, counting and telling time, colors, how to express likes and dislikes, are also important concepts to be accomplished.

Students will also experience some cultural aspects of many of the Spanish speaking world.

### **SPN 111 Spanish I B**

*Where: Online*

*Prerequisite: Spanish I A with at least a C grade*

This is a continuation of Spanish 1A. You must have passed with a "C" grade or better to enroll in this course.

Some of the material you will learn:

- South American culture and customs
- Stem changing verbs - also known as "shoe" verbs
- The present progressive of verbs
- Reflexive verbs
- Begin using the past tense of verbs

### **SPN 210 Spanish II A**

*Where: Online*

*Prerequisite: Spanish I B with a C grade or better*

### **SPN 211 Spanish II B**

*Where: Spanish II B with a C grade or better*

*Prerequisite: None*

---

## Mathematics

---

### **MAT 104 Math Review A**

*Where: Online and Onsite*

*Prerequisite: ISAT Basic Proficiency or below*

In Math Review A we will cover the following areas:

- Place Values
- Comparing and Ordering Numbers
- Addition
- Subtraction
- Rounding and Estimating
- Multiplication
- Relationship of Multiplication and Division
- Division
- Computation
- Fractions
- Fractions and Decimals
- Decimals

### **MAT 105 Math Review B**

*Where: Online and Onsite*

*Prerequisite: ISAT Basic Proficiency or below*

In this course, we will cover the following topics:

- Fractions, Decimals, and Percent
- Percent
- Measurement - Time
- Measurement - Metric System
- Measurement - Mass
- Measurement - Length
- Measurement - Volume
- Measurement - Temperature
- Consumer Math
- Perimeter and Circumference
- Area
- Surface Area
- Volume
- Geometric Properties
- Expressions
- Statistics
- Negative and Positive Numbers

### **MAT 106 Pre-Algebra A**

*Where: Online and Onsite*

*Prerequisite: Math Review B with a C grade or better*

In the first semester of Pre Algebra, students will form a firm foundation of numerical concepts that will flow through the rest of their math courses.

Students will use reading, comprehension, and computation skills to master the following concepts:

- Number Sense and Symbols
- Solving Equations with one and two steps
- Arithmetic Properties
- Adding, Subtracting, Multiplying, and Dividing Integers
- Fractions and Mixed Numbers
- Decimals and Estimating
- Ratios, Proportions, and Percents
- Solving Story Problems

### **MAT 107 Pre-Algebra B**

*Where: Online and Onsite*

*Prerequisite: Pre-Algebra A with a C grade or better*

This course prepares students for Algebra. It introduces math sentences and rules that will be applied throughout the rest of the math sequence. Pre-Algebra B includes:

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Working with Square Roots
- Introduction to Graphing



## Richard McKenna Charter School High School Courses

- Using Functions
- Polynomials
- Informal Geometry (Perimeter, Area, and Volume)
- Measurement (Weight, Capacity, and Time)

### **MAT 110 Algebra 1 A**

*Where: Online and Onsite*

*Prerequisite: Pre-Algebra B with a C grade or better*

This course includes video lessons and interactive practice.

This course covers the following topics:

- Commutative and Associative Properties
- Order of Operations and Absolute Value
- Solving for an Unknown with One Variable
- Distributive Property
- Number Line and Cartesian Coordinates
- Graphing a Line
- Slope-Intercept Formula
- Graphing a Line from Slope-Intercept Formula
- Graphing Parallel Lines and the Standard Equation of a Line
- Graphing Perpendicular Lines
- Finding the Slope-Intercept Formula with Different Givens
- Graphing Inequalities
- Solving Simultaneous Equations by Graphing
- Solving simultaneous Equations by Substitution
- Solving Simultaneous Equations by Elimination
- Coin Problems
- Consecutive Integers

### **MAT 111 Algebra 1 B**

*Where: Online and Onsite*

*Prerequisite: Algebra 1 A with a C grade or better*

This course includes video lessons and interactive practice.

This course is a continuation of Algebra 1A

Assignments in the last two lessons require graphing.

You will need access to a fax machine or have the ability to scan papers into your computer and attach them to the assignment.

This course covers the following topics:

- Multiplication and Division with Exponents
- Negative Exponents and Raising Exponents to a Power
- Addition and Multiplication of Polynomials
- Factoring Polynomials
- Factoring Trinomials with Coefficients
- Factoring Trinomials with Negative Numbers
- Square Roots and Dividing Polynomials

- Difference of Two Squares and Oriental Squares
- Repeated Factoring of Polynomials
- Solving Equations with Factoring
- Unit Multipliers
- Square Unit Multipliers
- Metric Conversions
- Fractional Exponents
- Significant Digits and Scientific Notation
- Bases Other Than Ten
- Graphing a Circle and an Ellipse
- Graphing a Parabola and a Hyperbola

### **MAT 210 Geometry A**

*Where: Online and Onsite*

*Prerequisite: Algebra 1 B with a C grade or better*

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

### **MAT 211 Geometry B**

*Where: Online and Onsite*

*Prerequisite: Geometry A with a C grade or better*

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

---

## Occupational/Technical Education

---

### **OCP 410 Workplace Readiness**

*Where: Onsite*

*Prerequisite: Senior Status*

Students will gather information to create a personal data sheet and use this to practice filling out job applications. They will create a resume with a reference page, practice writing cover and thank you

## Richard McKenna Charter School High School Courses

letters. They will prepare and participate in mock job interviews. They will visit the campus of The College of Southern Idaho where students will take the Compass entrance test. They will explore and discuss the benefits of higher education, and the different levels including the technical certificate, associate, bachelor, master and doctorate degrees.

Career choice and preparation will be explored.

This course counts as an elective credit.

### **OCP 411 Workplace Experience**

*Where: Onsite*

*Prerequisite: None*

Students may earn credit for their work experience outside the regular school day and school classroom. The student is required to complete a job application, cover letter, resume, reference page and thank you letter and submit them to the teacher. The student is required to write a detailed journal about their work hours. After the student turns in and receives a passing grade on the documents and turns in their detailed journal (for at least 90 hours of work experience) they will be granted credit for the course.

This course counts as an elective credit.

### **OCP 412 Senior Project**

*Where: Onsite and Online*

*Prerequisite: Senior Status*

Senior Project is a course designed to give learners support in the process of completing their Senior Project graduation requirement and preparing for the Senior Project presentation. The course will address these components: written paper, job shadow experience, and presentation. As your instructor, I will help you develop skills in the areas of choosing a topic, organizing, interviewing, researching, managing time, meeting deadlines, writing, using technology, and presenting information. I will do my best to encourage you and support your efforts. I am committed to working with students who want to produce a quality Senior Project.

#### **Components of the Senior Project**

Your project will be a career-related project. You will choose a career that interests you and investigate it by working in the field with someone who is currently employed in the area. You will produce a research paper and presentation related to the chosen career.

### **TEC 110 Introduction to Engineering**

*Where: Onsite*

*Prerequisite: None*

While not all students will go into engineering fields, all students will have jobs where they must solve problems. Engineers are professional problem solvers, and we will explore this field as we study what engineers do and how they approach problems. Students will learn to measure with extreme precision (down to 1/10,000 of an inch), Design their ideas on professional 3D modeling software, and see their designs come to life in our own 3D printer.

### **TEC 112 Introduction to Architectural Design**

*Where: Onsite*

*Prerequisite: None*

In this class, students will explore the art and science that goes into the design of the buildings we live and work in. Students will explore both residential and commercial building designs, learn a bit about what goes into a building from idea to construction, and even design their dream home using professional 3D architectural software.

### **TEC 114 Introduction to Robotic Design**

*Where: Onsite*

*Prerequisite: None*

Students will explore the world of robotics. They will learn about the mechanics, the programming, and how it all comes together to help us in our everyday lives. Students will be using their new skills to create competitive robots to battle head to head against other student's designs.

### **TEC 116 Power, Energy, and Transportation Technology**

*Where: Onsite*

*Prerequisite: None*

Students will explore the technologies that we interact with everyday. We will learn about some of the history of where we get our energy and how we get around, what powers our world today, and what the power, energy, and transportation in our world will look like tomorrow.

## Richard McKenna Charter School High School Courses

### **TEC 118 Alternative Energy**

*Where: Onsite*

*Prerequisite: None*

In this course you will learn about why alternative/renewable energy has become such a popular choice for new energy production. You will learn what makes and energy source renewable and what kinds of energy production are considered alternative. You will learn about what forces (societal, political and environmental) are driving us toward increased use of alternative energy. This class will give you an opportunity to construct a solar powered car and a solar oven. You will also work with wind turbine Online activities to learn about the variables that go into the production of wind energy.

### **TEC 210 Principles of Engineering**

*Where: Onsite*

*Prerequisite: Introduction to Engineering*

For students who have completed Introduction to Engineering, we will further explore the world of engineering. We will dig deeper, looking more into the physics and application of engineering.

### **TEC 211 Engineering and 3D Modeling**

*Where: Onsite*

*Prerequisite: None*

Similar to Introduction to Engineering, but with a stronger focus on the 3D CAD (Computer Aided Drafting) program *SolidWorks*. Students will become proficient with the 3D modeling software, and even have more opportunities to use our 3D printer to be able to hold their designs in their hands.

### **TEC 212 Video Game Design**

*Where: Onsite*

*Prerequisite: None*

Most all students have played them, but how many have really stopped and wondered what went into making them? In here, we will explore the video game industry, learn some basic programming concepts, and even work in teams to create their own video game, from the idea all the way to the packaging and production.

### **TEC 220 Manufacturing Technology**

*Where: Onsite*

*Prerequisite: None*

Students will explore how things in our world our made. Almost everything you buy from the stores

today is manufactured, but what exactly does it take to make the world around us?

### **TEC 314 Advanced Robotic Design**

*Where: Onsite*

*Prerequisite: Introduction to Robotic Design*

For students who have already taken Introduction to Robotic Design, we will further explore the field of robotics. With a stronger emphasis on the robotic programming, we will continue designing and building to achieve different goals set out for the students.

---

## Science

---

### **SCI 110 Physical Science A**

*Where: Online*

*Prerequisite: None*

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The first semester will cover chemistry and the second semester will cover physics.

### **SCI 111 Physical Science B**

*Where: Online*

*Prerequisite: None*

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The previous semester covered chemistry and this semester will cover physics.

### **SCI 112 Earth Science A**

*Where: Online*

*Prerequisite: None*

## Richard McKenna Charter School High School Courses

The Earth Science A course will cover many of the foundations of science and the Earth's lithosphere. The foundations of science introduce concepts like the scientific method, science, technology, scientific measurement, experiment, and a quick overview of matter and energy. The Earth's lithosphere will address concepts such as the Earth's interior, plate tectonics, Earthquakes, volcanoes, minerals, rocks, weathering, erosion, soil, and geological history.

### **SCI 113 Earth Science B**

*Where: Online*

*Prerequisite: None*

The Earth Science B course will go over the Earth's hydrosphere, atmosphere, biosphere, and exosphere.

The hydrosphere section is about the natural states of matter, water cycle, oceanography, fresh water, and pollution of the hydrosphere.

The atmosphere section discusses composition, insolation, temperature, pressure, humidity, clouds, precipitation, wind, air masses, storms, acid rain, and ozone depletion.

The biosphere will be covered lightly as this would be a review of biology or life science.

The exosphere deals with the Earth and its place in the solar system, and universe.

### **SCI 114 Astronomy**

*Where: Onsite*

*Prerequisite: None*

In this course you will learn about the cosmos, our galaxy, our solar system and the possibility of life on other worlds. You will learn why you really are made of "star-stuff"

### **SCI 116 Geology**

*Where: Onsite*

*Prerequisite: None*

In this course you will learn the principles of geology. The course will investigate minerals, rocks and the processes that form them. In addition, you will learn about plate tectonics, volcanism and the interior structure of our planet. You will read a book about the man who first tackled a scientific understanding of how seashells could possibly be found high atop mountains and how in answering this question he was first to describe three of the most fundamental principles in geology.

### **SCI 210 Biology A**

*Where: Online*

*Prerequisite: None*

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

### **SCI 211 Biology B**

*Where: Online*

*Prerequisite: None*

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

### **SCI 212 Ecology**

*Where: Onsite*

*Prerequisite: None*

In this course you will learn the fundamentals of ecology. The course will investigate plants, animals the interactions between them, habitats and how human activities impact them. You will read a book that is a fish story, a global whodunit, a courtroom drama, and a critically important ecological message all rolled into one. It is adventure on the high seas and in the courtroom and a tale of our dangerously over-fished oceans.

### **SCI 310 Chemistry A**

*Where: Online*

*Prerequisite: None*

In this general chemistry course you will study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

#### **Semester A topics:**

Metric system, scientific method, properties of matter, the atom, periodic table, bonding, naming compounds and formulas.

### **SCI 311 Chemistry B**

*Where: Online*

*Prerequisite: None*

## Richard McKenna Charter School High School Courses

In this general chemistry course you will use interactive tutorials, simulations, and home-style labs to study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

### Semester B topics:

Reactions, balancing, stoichiometry, pH, solutions, hydrocarbons, calorimetry, gas laws, and nuclear chemistry.

---

## Social Studies

---

### SOC 110 World History A

*Where: Online and Onsite*

*Prerequisite: None*

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people in two different types of formats. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

### SOC 111 World History B

*Where: Online and Onsite*

*Prerequisite: None*

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

### SOC 210 U.S. History 10 A

*Where: Online and Onsite*

*Prerequisite: None*

U.S. History 10A spans the time frame from 10,000 BC to 1789 AD. It includes major events such as the Paleo-Indian Migration, the voyage of Christopher Columbus, the settling of the English Colonies, and the American Revolution.

### SOC 211 U.S. History 10 B

*Where: Online and Onsite*

*Prerequisite: None*

U.S. History 10 B spans the time from 1789 AD to 1877 AD. This course includes major events such as the electing of our first President, the buying and exploring of new territories, the mistreatment of Native Americans, and, finally, the causes and effects of the American Civil War.

### SOC 230 World Cultures

*Where: Onsite*

*Prerequisite: None*

Through readings and class discussions, this course examines a number of various cultures from around the world, including Venezuela, Brazil, India, China, Japan, Iran, Australia, and Africa. We view a number of films from each of these areas to understand some of their history, religion, geography, government, architecture and arts.

### SOC 240 World Geography

*Where: Onsite*

*Prerequisite: None*

In this course you will learn the countries of the world, about cultural difference in regions around the world, plan and research the international trip of your dreams and prepare a PowerPoint of your "imagined" trip. You will learn about population growth (and decline) in the countries around the world and the challenges it poses to a country and the planet. You will learn about food from around the world and have the opportunity to sample different ethnic foods.

### SOC 310 U.S. History 11 A

*Where: Online*

*Prerequisite: None*

U.S. History 11 A begins with the Second Industrial Revolution and ends with World War II. Students will be required to read one book from this period. The



## Richard McKenna Charter School High School Courses

text for this course is American Nation in the Modern Era Online.

This course is based on textbook readings and internet exploration to create a positive learning experience.

Reading, writing and historical exploration is emphasized.

Content Covered:

- Introduction to the course, expectations, the Industrial Revolution and Captains of Industry
- Book Report Assignment, American Labor Movement, and Unions
- Immigration and The Populist Movement
- America and the World, Imperialism and the Spanish American War, The Progressive Movement, Women's Suffrage, Prohibition and Child Labor
- The United States Enters World War I, The Home Front, The War's End and Aftermath
- The Turbulent Decade, The Red Scare, The Klan, African Americans Defend Themselves, Jazz Era and The Harlem Renaissance.
- The Great Depression and The New Deal.
- The Road to War, Attack on Pearl Harbor, World War II and The Atomic Bomb.

### **SOC 311 U.S. History 11 B**

*Where: Online*

*Prerequisite: None*

Students will study Post World War II to the Present Era.

Students will be required to read one book from the Vietnam War periods and the text for this course is *American Nation in the Modern Era Online*.

#### **Module 1: The Cold War**

- Healing the Wounds of War
- The Cold War Begins
- The Cold War Turns Hot
- The Cold War at Home

#### **Module 2: Society After World War II**

- The Challenges of Peace
- The Affluent Society
- Voices of Dissent

#### **Module 3: The New Frontier and the Great Society**

- Kennedy and the Cold War
- The Kennedy White House
- Johnson's Great Society

#### **Module 4: The Civil Rights Movement**

- Freedom Now!

- Voting Rights
- Challenges for the Movement
- The Movement Continues

#### **Module 5: Struggles for Change**

- Women's Rights
- The Chicano Movement
- More Groups Mobilize
- A Cultural Revolution

#### **Module 6: War in Vietnam**

- Background to Conflict
- The War Escalates
- A Turning Point
- The War Ends

#### **Module 7 : From Nixon to Carter**

- The Nixon Years
- From Watergate to Ford
- Carter: The Outsider as President
- Life in the 1970s

#### **Module 8: The Republican Revolution**

- Reagan Comes to Power
- Reagan's Second Term
- Bush and Life in the 1990s

### **SOC 312 Economics**

*Where: Online and Onsite*

*Prerequisite: Junior Status*

In Economics, we will investigate the complex world of decision making--mainly the decisions involved in allocating our scarce resources (time, money & possessions) and how to use them in the most efficient manner. We make many of these decisions each day in a variety of categories: consumer, saver, investor, worker, employer or government official. We will explore the complexities of foreign trade and the simplicities of a budget. With the study of Economics we will develop our "Real Life" skills--the skills to be a more conscientious consumer, a savvy investor, a smarter job seeker, and a more informed citizen of the world.

### **SOC 330 Comparative World Religions**

*Where: Onsite*

*Prerequisite: None*

The purpose of this course is to allow students to inquire into who we are as members of the family of man based on what Huston Smith calls "our wisdom traditions". We shall look into the six major "religions" in the world: Buddhism, Hinduism, Confucianism-

## Richard McKenna Charter School High School Courses

Taoism, Judaism, Christianity, and Islam. We shall do so, not to discover and dwell upon those dogmatic differences that separate us from each other, but to gain insight into those basic tenets we hold in common and to clear up misunderstandings that we might have about each other.

### **Primary Text:**

Huston Smith's, *World Religions*, and John Renard's, *The Handy Religion Answer Book*, Documentary Films, and Guest Speakers.

### **SOC 410 U.S. Government A**

*Where: Online and Onsite*

*Prerequisite: Senior Status*

U.S. Government A is the study of the structures, processes, and issues of national, state and local government. The goal of this class is informed, responsible participation in political life by competent citizens committed to the fundamental

values and principles upon which our American society is based. In the end, a free society must rely on the knowledge, skills, and virtue of its citizenry and elected officials. Knowledge is essential to the preservation and improvement of representative government.

### **SOC 411 U.S. Government B**

*Where: Online and Onsite*

*Prerequisite: Senior Status*

U.S. Government B concentrates on the role of the individual citizen as a participant in government. The student will examine his/her own core values and establish criteria by which he/she will be able to make responsible judgments as a citizen. A 15 hour service project, planned and carried out by the student, will be the culminating activity of the course.

## Appendix C: Student Handbooks

### 9-12 Onsite Student Handbook

---

# Richard McKenna Charter High School

Onsite Student Handbook





## Overview

Richard McKenna Charter High School is an accredited, nontraditional, public high school. Richard McKenna offers high school courses through an Onsite school program which serves around fifteen students per teacher in Mountain Home, Idaho, and an Online program that serves several hundred students throughout the state of Idaho; all of these courses lead to a high school diploma.

Richard McKenna Charter High School's Onsite Program is patterned after the work-place and is a school of choice. Scholars apply to attend McKenna because they have made a conscious commitment to do so and are allowed to remain in our classroom section only so long as they are committed to active participation, as equal partners, in their own education. If a student does not continuously re-earn the privilege of working in our classroom section, that student will be released and may either enroll in our Online program or seek his/her education elsewhere.

Our rules and policies are those of any job-site in business or industry. Here, education is our "job". We come to work each day to build an important product that must last through many years of our collective future -- an educated and skilled spouse, parent, or citizen. This is one of the most important jobs we shall ever have in our life; we take our work seriously and do it with pride.

## Entrance Requirements

All students who attend the Onsite Program must have completed the 8<sup>th</sup> grade and pre-algebra, and be younger than 21 years old.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

## Rules and Behavior

Richard McKenna Charter High School has four simple rules built upon industry standards. They are:

- Show Up
- Show Up Early
- Work Hard
- Be Respectful

Richard McKenna Charter School  
9-12 Onsite Student Handbook

**SHOW UP** means that we have no excused absences. While we do understand that students sometimes have legitimate reasons for missing work, the fact remains that they are not in attendance and so miss that valuable opportunity to work with a teacher and team-mates and to learn.

Our six-week block schedule passes by so quickly that every minute in class is important and the opportunity to “make up work” does not exist. Consequently, we demand that students attend 100% of the time. If a student, for whatever reason, fails to attend at least 90% of the scheduled time, that student will automatically lose the credit for the course that he or she is working on, but may petition the staff for reinstatement of that credit if he or she wishes.

If a student exhibits a habit of absenteeism, he or she will lose his or her seat in the classroom section of our program until such time as it can be proven that the problem has been successfully overcome.

If a student must miss work for an appointment with a doctor, lawyer, etc..., the student must secure a note, written on prescription pad or letterhead stationery by the official or his/her receptionist or assistant, specifying the reason for the visit and the time of the students’ arrival and departure. The student must then present the note to our administrative assistant upon returning to school.

**SHOW UP EARLY** means that a student must be early for every class. This allows a student to be physically, mentally, and professionally ready to work when “company time” begins. If a student is even one second late, he or she will be marked tardy and will lose that hour of attendance. If a student is marked tardy twice in one three-week session, that student will be placed in a strict probationary status for lack of punctuality. Chronic abuse of this rule will result in the student being dismissed from the classroom section of our program.

*If a student is even one second late, he or she must sign in at our office, stating the reason for the tardiness, and said student will lose that hour of attendance.*

**WORK HARD** means that a student must remain on task 100% of the time. If a student is found to be wasting valuable time, he or she will be marked off task for the hour. We also do not accept partial, or in any other way, incomplete assignments.

As with the “Show Up Early” rule, if a student is found to be off task twice during the three-week session, that student will be placed on a strict probation. Students at RMCHS work harder than they have ever worked before; the importance of the product we are producing calls for nothing less. Chronic abuse of this rule will result in the student being dismissed from our classroom section of our program.

**BE RESPECTFUL** means that any verbal, written, or physical abuse of others or other’s property will result in the student, or students, involved being immediately dismissed from the classroom section of our program, and he, she, or they may never come back. Consequently, this is a very safe place to go to school and we will take whatever steps we deem necessary to keep it that way.

## Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student

## Richard McKenna Charter School 9-12 Onsite Student Handbook

would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

---

### Workplace Behaviors and the Five Habits of Mind

In addition to the four simple rules, industry and higher education demand that employees and students practice certain behaviors for continued employment or academic success. We, at Richard McKenna Charter High School, believe so strongly in these behaviors that we devote time at the beginning of each day for our students to do nothing but memorize and review them. A list of these behaviors can be found in the Appendix at the end of the handbook.

---

### Enrollment Options

If a student is dismissed from the Onsite Program at Richard McKenna Charter High School, they may transfer to the Online Program.

These rules are the cornerstone of success, both here at Richard McKenna and in the life that comes after. We wish it to be abundantly clear that we strictly enforce these rules because the product we are working to create is so important that we cannot and will not allow any half measures.

## Policies

---

### Earning Course Credit

Richard McKenna Charter High School scholars work on one course, with one teacher, for all six hours of the day, for fifteen days. At the end of those fifteen days the scholar will have received ninety contact hours with the instructor. If a scholar has met our attendance requirements, adhered to our rules and policies, successfully completed the course work, and passed all with a 70% or above, he/she will be awarded credit for the course. If not, then said student must repeat that course at a later date.

If a student fails to pass a course with a mark of 70% or better, he or she may not attend the next six-week session, but must sit out and re-apply for attendance in the next session.

As always, a student may enroll in our Online Program for the time he or she is not enrolled in the Onsite Program.

## Absent or Tardy Notification

If a student knows that he or she will be late for, or absent from work, that student **MUST** telephone the office between 7:30 and 8:00 AM, and **MUST** speak to an office staff member. Leaving a voicemail alone, without speaking to a staff member, is **NOT** acceptable. We require that the student call in person, not a parent or guardian. This shows a large degree of maturity, professionalism, and respect, and will go a long way in the estimation of the Credit Reinstatement Committee should the absence or tardy result in the loss of credit for the course or in dismissal from the classroom section of our program (see Credit Reinstatement Policy).

Most importantly, we want the students to call in so that we will know that they are safe. The telephone number to call is 580-2449, option 1. Failure to call in is considered unprofessional and disrespectful, and could result in the student being placed on a probationary status. Chronic abuse of this policy will result in the student being dismissed from the Onsite Program.

---

## Credit Reinstatement

If a student's attendance drops below 90% due to absences, tardiness, or time off task, and that student wishes to have the resulting lost credit reinstated, it is his or her responsibility to petition the staff for reinstatement of that credit. The forms for this petition can be found in the office. Completed forms must be turned in to the office by the final Wednesday of the session.

The staff will consider the completed petition forms at their regularly scheduled meeting at the end of that day and will meet with the petitioning student after school on the final Friday of the block to discuss the reasons for the loss of credit, whether it can be reinstated, and under what conditions.

Parents or guardians may attend these petition meetings if they wish, but their attendance is not required.

---

## Cell Phones

**The use of cellular phones, for any reason, is prohibited on the campus of Richard McKenna Charter High School.** If a student does possess a cell phone, it **MUST** be turned off and kept out of sight at all times. If a cell phone is discovered by any staff member, said phone will be confiscated, taken to the office, and released **ONLY** to a designated parent or guardian, never back to the student. Remember, students are here to work on a product, not to be "in touch with friends and family"; that must be left to free time and done elsewhere.

---

## Visitors

All visitors **must** sign in and out at our office. Just as our students are prohibited from visiting the campuses of other schools in Mountain Home (except on official business or by appointment), so are visitors prohibited from loitering on the grounds of our school. This, as with our other rules and

policies, is to ensure the especial safety of our students, and as with our other rules and policies, we take it quite seriously.

---

## **Tobacco/Alcohol/Illegal Substance Use**

**IDAHO STATE LAW PROHIBITS THE USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY.** Also, the area adjacent to our school is frequently patrolled by officers of the Mountain Home Police Department and students who are smoking illegally will be issued tickets. If a ticket is issued to one of our students, that student must notify his or her parents or guardians, by telephone, from our office immediately following the incident. Parent, or guardians, may also speak with the school's staff, concerning the violation, if they wish.

Any use of tobacco, alcohol and/or illegal substance use is prohibited. Any student found abusing these products will be investigated by law enforcement officials and will be suspended or expelled from the school, depending on the circumstances.

---

## **Field Trips**

Field trips at Richard McKenna Charter High School are considered to be simply an extension of our campus to another location. Consequently, all rules and policies that apply at our home campus also apply during transportation to and from, and while on location at our field trip. The staff will give any special instruction specific to the trip just prior to our departure. Any violation of our rules and policies during our field trips will result in the student, or students involved being dismissed from the classroom portion of our program. Said students may then transfer to the on-line program, or may pursue their education elsewhere.

---

## **Computer Use**

Richard McKenna Charter High School provides computers for student use in certain classes. These computers are to be treated professionally and with care, as are all resources at our school, and used only for projects authorized by the classroom teacher.

Misuse of school technology such as visiting unauthorized web sites, plagiarism, personal use or abuse of any kind, may result in the student or students involved losing the privilege of remaining in our classroom program. Your classroom teacher may add instruction and/or restrictions to computer use on a class-by-class basis.

---

## **Home Work**

We expect all of our scholars to sacrifice such time as needed to fully grasp the subject matter and skills embodied in each course they take. We work to the job, not the clock. The product we are working on simply cannot be properly built in a six-hour workday. Each and every student knows his or her shortcomings and what work needs to be done each night to overcome those weaknesses. In some cases, that might involve extra reading or writing; in some cases calculation or research.

We believe, above all else, that education takes self-discipline, self-sacrifice, and time for quiet contemplation. Just as an athlete must run, and re-run, a play until it becomes second nature, so must

a student practice academic skills. We expect then, that each of our students dedicate some out-of-class time every day, toward that end.

---

## Plagiarism

Plagiarism, or copying and using information without providing the source, is a form of stealing and is not tolerated. First time violators are placed on probation. Repeated violations will result in suspension from the school.

## Dress and Grooming Standards

In order to prepare our students for success in the world after Richard McKenna Charter High School, we have turned to business, industry, and higher education to help us formulate our rules and policies. Employers have told us that they are having an increasingly difficult time finding employees that will show up consistently to work, show up early, work hard during the time for which they are being paid, and who are respectful to people with whom they come in contact. We have, therefore, developed those four requirements into the basic rules of conduct at our school.

Employers have also asked that we address the subject of appropriate dress and appearance as an integral part of being professional and respectful in the job place. Our objective in establishing and enforcing our uniform dress code, as with all of our rules and policies, is to enable our students to learn and practice those things that will be expected of them in “the world of work”; to give them an opportunity to reflect their own sense of personal dignity and integrity, and to allow them to represent our school to the public in a positive light.

---

### Shirts and Jackets

The official Richard McKenna Charter High School uniform shirt must be purchased (at our cost) from our office. Every student must buy at least one navy blue polo shirt with our logo. If students are interested in purchasing more than one shirt, we also have polo shirts available in blue, green, maroon, red, and black. Students may purchase as many shirts as they would like.

In cold weather conditions, students should consider “layering up” with an undershirt that must be tucked in to not show below their uniform shirt. A long-sleeved undershirt or turtle-neck, in white, black, or a color that matches the uniform shirt may be worn under uniform shirt with the turtle-neck showing above the uniform shirt collar and the long sleeves beneath the uniform shirt sleeves.

Students may also wear a plain-colored sweater or dressy sweatshirt in green, navy blue, tan, black, red or maroon over their uniform shirt. If a student wishes to purchase an “official” sweatshirt with the McKenna logo embroidered on the front, he or she will need to place an order through the office. A suit jacket, or sports jacket may also be worn over the uniform shirt, but it must be “formal looking” and is subject to the approval of staff members.

---

### Trousers

RMCHS official trousers are available at D & B Supply (555 Air Base Road) and are the **only** trouser allowed to be worn as part of the uniform. Store employees will assist you in locating the correct

Richard McKenna Charter School  
9-12 Onsite Student Handbook

pant. Trousers that are too tight or too baggy (as determined by the administration of our school), are unacceptable. A conservative belt must be worn with the trousers to keep the waist cinched up to the acceptable height.

---

### Shoes and Footwear

Loafers, boots, conservative athletic shoes, sneakers, and leather deck shoes are acceptable. Open-toed shoes of any kind are unacceptable. Plain colored stockings/socks should also be worn.

---

### Jewelry, Makeup, Perfume, and Cologne

Jewelry should be conservative and in good taste, with no body piercing allowed other than in the ears, and then must be limited to two piercings in each lobe. Makeup should be used sparingly and should be natural looking. Perfume and cologne is highly discouraged as many persons are allergic and so will be negatively affected even by a light usage in the workplace.

---

### Hats and Head Covering

Unless worn because of religious mandates, hats and head coverings are not allowed to be worn in Richard McKenna Charter High School.

---

### Hair

Hair must always be clean and neat. Any extreme in style and color, or hair that hangs down in one's face is unacceptable.

---

### Nails

Fingernails should be trimmed and clean. Extremes in length or color are unacceptable.

---

### Conclusion

If clothing and grooming fails to meet the standard, **as determined by the staff of Richard McKenna Charter High School**, the student will be sent home immediately and will be marked absent until the violation is corrected. Continued violation will result in probation or suspension from the Onsite Program.

A safe rule of thumb is, if you have a question as to if an item of clothing is acceptable, you probably shouldn't wear it.

Once again, this dress code is not arbitrary or punitive; it is taken directly from business and industry policies. We hope that in establishing and enforcing this policy we will help our students to be better prepared to succeed in life after our school. That is our objective in all that we do.



## General Information

---

### Student Fees and Supplies

Students enrolled in a course that requires the use of expendable material, such as painting or crafts courses, will be assessed a supply fee, but payment of this fee is not due until the student is actually enrolled in that particular course.

All students are responsible to furnish the following *required* supplies:

- A three-ringed binder (at least two inches wide)
- Loose-leaf paper
- A pencil with an eraser (we all make mistakes)
- A pen that writes either black or blue ink
- White-out

Students may have additional supplies if they wish, but ALL students must arrive each day with all of the items on the above list. Students who do not have the supplies on this list will be sent home to get them and will lose attendance hours for their time away.

---

### Lunch Break

We do not have a hot lunch program at Richard McKenna Charter High School. However, we do have a microwave oven in each classroom and one refrigerator. Students are welcome to use these appliances, should they choose to bring lunches to school. Students are not required to stay on campus during the lunch break, but must be back in their seat and ready to resume work at 12:30. If a student does choose to eat lunch in our building, there is always a classroom left open for that purpose. This privilege will remain in place only so long as students conduct themselves maturely and professionally and leave the classrooms clean and tidy.

---

### Parking

We have ample parking space, but request that staff and students reserve all of the parking in the front (east side) of our building for handicapped parking and for visitors to our school. We also ask that you leave the first four spaces (on either side at the front of our building) empty so that McKenna staff members may park there.

---

### Building Cleanliness

One of the questions we hear most often from visitors is, "Is your school always this clean and orderly?" We take great pride in being able to respond, "Yes, it is." The staff and students use the last ten minutes of each day to vacuum, straighten up, and empty wastebaskets. The simple act of cleaning up shows that we respect our school, others, and ourselves, and enhances the reputation of our school as a place of quality.

## Emergencies

---

### Phone Calls

**There are no public telephones at Richard McKenna Charter High School.** If students wish to make a telephone call, they must do so on their own time and off of school property. The staff will take calls only from students' parents or guardians, and then FOR EMERGENCIES ONLY (forgetting lunch money, or scheduling rides to or from school, etc... are not considered emergencies). Students may not take, or make, telephone calls while at school.

### Snow/Emergency School Closure

All school closures will be reported to KTVB Channel 7 News. Students are responsible for checking before coming to school. The news announcement will state whether school is closed for the day or just delayed. If school is reported as delayed, we will begin classes at 10:00 a.m. Students must call before 10:00 a.m. to check on status of opening.

### Building Evacuation

An evacuation route map is posted next to the door in each room of our building; we require that all of our students and staff familiarize themselves with the proper evacuation route from that room. In the event of an emergency, an alarm will sound. We ask that evacuation be made maturely and professionally. Students must stay with the other members of their class, proceed to the rendezvous area, and wait until roll is taken, further instructions are given, and the student body is formally dismissed.

We realize that in the event of an actual evacuation, students will be tempted to take out their cell phones to call to inform their loved ones that they are safe. However, for safety reasons, we once again prohibit the use of cellular phones. A staff member has been designated to handle the responsibility of contacting family and loved ones. This is not simply a courtesy, but is enforced to prevent further complication of an already complex problem.

## Schedules

---

### Daily Class Schedule

Richard McKenna Charter High School students enroll in two classes a day for six weeks and receive 90 hours of instruction in each class.

This schedule allows the student and his or her team to concentrate on two courses at a time and learn skills and concepts embodied in that course in great depth. If a student has met our attendance requirements, adhered to our rules and policies, successfully completed all of the course work, and passed with a grade of 70% or above, he or she will be awarded academic credit for the course. If not, then the scholar must repeat that course at a later date.

Richard McKenna Charter School  
9-12 Onsite Student Handbook

**Daily Schedule**

8:00 AM to 10:00 AM .....1st Morning Session

10:00 AM to 10:10 AM.....Morning Break (must remain on campus)

10:10 AM to 12:10 AM.....2nd Morning Session

**Lunch**

12:10 PM to 12:50 PM.....Lunch Break (Open Campus)

12:50 PM to 1:50 PM .....First Afternoon Session

1:50 PM to 2:00 PM.....Afternoon Break (must remain on campus)

2:00 PM to 3:00 PM.....Second Afternoon Session

3:00 PM.....End of School Day

## Graduation Requirements

1. Earn 46 semester credits in the following areas:
  - 9 English (one of which must be speech)
  - 6 Math (two Algebra 1, two Geometry, and two Electives during the senior year)
  - 6 Science (four of which must be lab sciences)
  - 5 Social Studies (two U.S. History, two U.S. Government, and one Economics)
  - 2 Humanities
  - 1 Health
  - 17 Electives
2. Complete a senior project.
3. Take the ACT, SAT or Compass exam by the end of 11th grade.
4. Be proficient in Reading, Language, and Math on the 10th grade Spring Idaho Standard Achievement Test (ISAT).
5. Earn at least 6 credits through Richard McKenna Charter High School during the last semester of their senior year, regardless of the number of credits earned at other schools. (Exemptions require office approval.)

**Transfer Credit:** Richard McKenna Charter High School accepts credits transferred from any accredited school or university.

---

## Graduation Ceremony

We, at Richard McKenna Charter High School, believe the commencement ceremony to be one of the most important rites of passage in American culture. Our scholars have sacrificed twelve years to gain the knowledge, skills, and habits that will allow them to transition to the world of adulthood.

## Richard McKenna Charter School 9-12 Onsite Student Handbook

Our commencement ceremony should be celebrated with formality and dignity by all who have helped our graduates arrive at this point in their lives. It is, therefore, mandatory for all of Richard McKenna Charter High School, staff and students, to attend this occasion. Failure to attend without prior approval may result in disciplinary action.

---

### School Staff

Richard McKenna Charter High School is a “staff run” school that is patterned after the workplace. Each staff member is here to help students learn, keep the rules, and develop positive behaviors. Each staff member is also empowered to enforce the rules, at his or her own discretion, should that prove necessary.

Larry Slade.....Director  
Colette Bundy .....Registrar-Administrative Assistant-Receptionist  
Kendra Jeffery .....Language Arts, Humanities  
Gig Grubb .....Social Studies, Art  
Todd Thorn.....Science/Social Studies  
Jeff Montero .....Math

### Computer Acceptable Use Policy

Richard McKenna Charter High School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, RMCHS encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of RMCHS.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, RMCHS adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on RMCHS-owned equipment.

### RMCHS RIGHTS AND RESPONSIBILITIES

It is the policy of RMCHS to maintain an environment that promotes ethical and responsible conduct in all Online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, RMCHS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, RMCHS retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.

**Richard McKenna Charter School**  
**9-12 Onsite Student Handbook**

- To monitor the use of Online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to RMCHS-owned equipment and, specifically, to exclude those who do not abide by RMCHS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. RMCHS reserves the right to restrict Online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing Online communications.

### **STAFF RESPONSIBILITIES**

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment Online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the RMCHS.

Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

### **USER RESPONSIBILITIES**

Use of the electronic media provided by RMCHS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

### **ACCEPTABLE USES**

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of RMCHS.
- Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via the network should be assumed to be private property.
- Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
- Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, the [Name of Organization] will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

## UNACCEPTABLE USES

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Excessive use of the network for personal business shall be cause for disciplinary action.
- Any use of the network for product advertisement or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Cyberbullying—Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors—are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on RMCHS computers is prohibited.
- Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
- The RMCHS network may not be used for downloading entertainment software or other files not related to the mission and objectives of RMCHS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of RMCHS.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

## DISCLAIMER

RMCHS cannot be held accountable for the information that is retrieved via the network.

**Richard McKenna Charter School**  
**9-12 Onsite Student Handbook**

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

RMCHS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

RMCHS makes no warranties (expressed or implied) with respect to:

- the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
- any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

RMCHS reserves the right to change its policies and rules at any time.

### **USER AGREEMENT**

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by RMCHS. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

---

User Name (please print)

---

User Signature

---

Date

## 9-12 Online Student Handbook

# Richard McKenna Charter High School

Online Student Handbook





## Rules

Students who enroll in Richard McKenna Charter High School are expected to follow all of the rules, policies and procedures outlined in this handbook, as well as any specific course rules, policies, and procedures developed by the teacher.

---

### *Entrance Requirements*

Students must have completed the 8th grade and pre-algebra, and be younger than 21 years old. They may not be enrolled full-time in another public school. Those who count the student as a dependent on their income tax form must be a resident of Idaho.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

---

### *Summer School*

Students who enroll in the Summer School program must have completed the 8th grade, be younger than 21 years old, and qualify as an at-risk student as defined by Idaho State Code.

Students are considered at-risk if they meet at least three of qualifiers 1-6, and/or one of qualifiers 7-12 listed below:

1. Has repeated at least one (1) grade.
2. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
3. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
4. Has failed one (1) or more academic subjects.
5. Is two (2) or more semester credits per year behind the rate required to graduate.
6. Is a limited English proficient student who has not been in a program more than three (3) years.
7. Has substance abuse behavior.
8. Is pregnant or a parent.
9. Is an emancipated youth.(Is living on his/her own and providing for his/her livelihood.)
10. Is a previous drop out.
11. Has serious personal, emotional, or medical problems.
12. Is a court or agency referral.

---

### *Special Education*

Richard McKenna is dedicated to serving all students regardless of race, religion, or disability. However, due to the legal contract associated with an IEP, students with disabilities require different enrollment practices. The

## Richard McKenna Charter School 9-12 Online Student Handbook

following steps must be followed in order for a student with an active IEP to enroll in Richard McKenna on-line classes.

- On the initial enrollment form, if a parent or student specifies that the student has a current IEP, the IEP and the eligibility report must be obtained before the student can enroll in classes. At times, obtaining this paperwork from the previous schools may take several weeks. If the parent or student has a current copy of the IEP and eligibility report, he/she may fax it to the school to speed up this process.
- Once the IEP and eligibility reports are obtained, the Special Education teacher will contact the parent for an initial orientation. At that time, the Special Education teacher will go over the eligibility report and current IEP to discuss the current goals, objectives, services, and accommodations.
- There are times when an IEP that is written in a traditional school setting may not be conducive to the on-line environment. If this is the case, either a formal or informal meeting will be set at which time the IEP may be amended.
- Once all of the paper work has been completed, the student and parent will have a second orientation with a Richard McKenna staff member to go over school policy, the computer system and to choose classes.

Please be aware that this process may take several weeks depending upon the timely manner in which the school receives the IEP and eligibility report. If you have any questions, please feel free to contact Mrs. Flick, Special Education teacher, at (208) 724-1100.

---

### *Technical Requirements*

#### Operating System

- Windows XP, Vista or 7
- Mac OS X 10.5 Leopard and later (Intel CPUs only)

#### Processor

- Windows: Pentium III 500 MHz or higher
- Mac: G4 800 MHz or faster

#### Memory

- 1 Gb of RAM or higher (2 Gb recommended)
- 256 Mb Video RAM (VRAM)

#### Peripherals

- USB 2.0
- Printer Recommended but not required

#### Internet connection

- DSL or Cable Modem

#### Web browsers

- Chrome (best choice)
- Firefox 3 or higher
- Safari 1.2 or above
- Internet Explorer does not work very well with our program.

## Plugins

- Adobe Flash
- Adobe Reader

---

## School Calendar

[Click Here](#) to see current school calendar.

---

## Policies

(All policies are subject to change without notice.)

### Course Credit

In order to receive course credit, students must:

- Complete all assignments to the teacher's satisfaction with an overall course average of 61% or higher.

AND

- Pass any final projects with a score of 61% or higher.

### Dual Credit

RMCHS will grant high school course credit for college courses earned at approved accredited colleges. RMCHS will grant a one year high school course (two semester credits) for a four credit hour college course. Fewer college credits may be prorated. For example, a student who completes English 101--a one semester course worth three college credit hours--would earn one year's worth of high school English, or two semester credits, whereas a one semester college credit equals only one semester of high school credit.

### Proctors

The ISAT (Idaho Standard Achievement Test) must be proctored (supervised) by an approved proctor. An approved proctor must meet the following criteria:

- Must be a responsible adult older than 21 who is **not** related to the student.
- Proctors must complete a [Proctor Verification Form](#) and fax it to Richard McKenna Charter High School (208-580-2450). They must also send a copy of their driver's license to the office.
- Once the office verifies the information and approves the proctor, the proctor will be emailed login information.
- (Proctors who violate the terms outlined in the Proctor Verification Form are removed from the approved proctor list.)

Students must have their ISAT proctored at one of the following locations:

- A public setting like a library or school.
- At [Approved Testing Centers](#)

Students are never to be proctored using their own computer.

### ISAT Testing

All RMCHS 10th grade students, as well as 11th or 12th grade students who are not proficient, are required to take the ISAT exams with RMCHS. Students who refuse to take the ISAT will not be able to graduate from Richard McKenna Charter High School and may face dismissal.

## Richard McKenna Charter School

### 9-12 Online Student Handbook

#### Special Education

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify. Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

#### Course Extension Policy

- Course Extensions may be granted once by a teacher when extenuating circumstances occurred that hindered class work (serious illness, personal injury, death in immediate family, etc. They are NOT granted to students who simply failed to submit their assignments on time and are trying to get caught up.)
- The student has until the end of the next session to complete the incomplete assignments. At the end of that session, the teacher must post a final course grade.
- Extensions cannot be granted for the last session of the year since school will be closed and there will be no course access.

#### Drop Policy

- Students may drop a course during the first two weeks from the start date without penalty. They will have to start from the beginning if they retake the course.
- Students who drop a course after two weeks from the start date receive an F on their transcript. They will have to start from the beginning if they retake the course.

#### Missed Assignments

Any assignments that are not completed or resubmitted within five days after the due date automatically receive permanent zeros.

#### Inappropriate, Obscene, or Pornographic Communication

If a student uses communication with the teacher and/or students that is determined by the teacher or RMCHS administration to be inappropriate, obscene, or pornographic, the student will be immediately dropped from the course. In some cases, legal action may also be taken. Any possibilities for re-admittance must be discussed with the principal, parents and student.

If it happens in more than one course, they will be dropped from the school.

#### Cyberbullying

Any student found guilty of cyberbullying with other RMCS students will be dropped from the program.

#### Plagiarism (Copying information without providing the source)

Plagiarism in any form is not tolerated and may lead to course and/or school expulsion.

#### Cheating

Cheating in any form is not tolerated and may lead to course and/or school expulsion.

Richard McKenna Charter School  
9-12 Online Student Handbook

### Credit Transfer

It is up to the student to find out which RMCHS courses will be accepted by their local high school as core credit and which will be accepted as elective credit. RMCHS is accredited by the *Northwest Accreditation Commission*. Association members are required to accept credits from other members; however, it is still a good idea to make sure how many and which credits a school will accept.

### Grading Points (4.0 Scale)

94 to 100	=	A
90 to 93	=	A-
87 to 89	=	B+
84 to 86	=	B
80 to 83	=	B-
77 to 79	=	C+
74 to 76	=	C
70 to 73	=	C-
67 to 69	=	D+
64 to 66	=	D
61 to 63	=	D-
60-->	=	F

K-8 Parent Handbook

Richard McKenna  
Charter Elementary  
School

K-8 Student Handbook

DRAFT

I have read the K-8 Parent Handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# McKenna Montessori

## Parent Handbook

### MCKENNA MONTESSORI SCHOOL EXPECTATIONS

"Live the values of Respect, Dignity, Honesty, Responsibility, and Teamwork"

#### **Respect - "The act of giving particular attention"**

- Be friendly, polite, and show common courtesies
- Listen actively to what someone has to say
- Consider the point of view of others
- Care about the feelings of others
- Use appropriate words and avoid swearing, name calling, obscene gestures, and inappropriate touching
- Dress appropriately
- Listen and follow directions
- Demonstrate self-respect through wellness, fitness and hygiene

#### **Dignity- "The state of being worthy, honored, or esteemed"**

- Find value in others and let them know
- Talk out a problem, avoiding violence and hurting others
- Have self-respect and a calm self-esteem

#### **Honesty- "Fairness and straightforwardness of conduct- adherence to the facts"**

- Give credit for a borrowed idea
- Admit and correct mistakes, even if others don't notice
- Tell the truth
- Return what you borrow
- Say what you mean, do what you say, keep promises

#### **Responsibility- "Moral, legal, or mental accountability- reliable -trustworthy"**

- Behave within the laws and rules of the team, organization, state, and nation
- Accept consequences of your actions
- Be prepared and do your share of the work
- Be on time and complete work on time

- Make positive contributions
- Take pride in your home, school, and community; and avoid destructive acts
- View mistakes as opportunities to learn; take the risk of trying

### **Teamwork- "Work done by several people with each doing a part"**

- Pitch in to help others
- Ask and encourage others to participate
- Change your habits to meet the group's need, when working on a group project
- Encourage others to express their points of view

## **ARRIVAL AT SCHOOL**

Supervision on our playground is provided before school begins at 8:00 AM. Please do not drop your child off or allow them to walk to school so that they are here before that time.

Students should go immediately to the playground areas. At the bell ALL students will enter through their individual classroom doors.

## **ATTENDANCE**

All students should be at school by 8:00 AM. Students are expected to come to school prepared for the day by bringing all necessary materials, books, assigned work and a positive attitude. Any student who arrives after the 8:00 tardy bell must report to the school office to receive a tardy slip before being admitted to class.

Students who total five tardies and/or absences in a quarter will receive a phone call or letter from the principal. The purpose of the call or letter is to notify the parents of our concern and reinforce the need to have students here on time.

When a student totals ten tardies and/or absences in a semester, parents will receive a phone call from the principal to discuss our continuing concerns. A conference may be scheduled at this time to develop a plan to assist in solving the problem of being late to school or missing excessive days.

All students are required to be in attendance at least ninety (90) percent of the time school is in session during each semester. Students who attend less than 90% during the school year may be denied promotion to the next grade level.

If you know that your child is going to be absent or tardy, please notify the school office at 580-2449.

## **BEHAVIOR AND DISCIPLINE PLANS**

We believe all students are individuals and should be treated as such. Each disciplinary occurrence brings with it its own set of circumstances; therefore, will be treated as such. Our goal is to assist the students in making meaningful connections between their actions and the consequences that follow. Every disciplinary action will be guided by the following principles developed by our staff. Parents and students are encouraged to come in and discuss any action we take that they feel does not coincide with the list of principles we choose to follow.



## **McKenna Montessori Governing Principles**

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
- Students will have the opportunity to tell their side of the story when consequences appear to be unfair.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- There should be a logical connection between misbehavior and resulting consequences.
- Rules and Expectations Supporting the Orderly Operation of the School and the Educational Process
- Rules and expectations covered in this section are designed to meet the following goals:
- Maintain an orderly school operation.
- Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
- Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
- Help students learn how their decisions affect the quality of their lives and the lives of others.
- Help students develop responsibility and character.

## **Rules for Our School**

- Treat everyone (adults and students) with respect.
- Your actions, dress, possessions, etc., may not cause a problem for anyone else. Problem actions include, but are not limited to:
- Using inappropriate language
- Fighting or play fighting
- Using violence or threatening others
- Hats of any kind may not be worn in the building.
- Wear closed toes shoes,

## **Problems related to possessions may include, but are not limited to:**

- Cell phones

Richard McKenna Charter School  
K-8 Student Handbook (DRAFT)

- Toys
- Electronic devices
- Tobacco, drugs, or alcohol

If your actions, dress, or possessions cause a problem for anyone, you will be asked to solve that problem.

If you cannot or choose not to solve the problem, appropriate consequences will be determined by staff members. These consequences will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.

If students and/or parents feel that the consequences appear not to be fair, request a meeting. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

White slips will be issued with the intention of student reflection and problem solving as well as communication among student, parents, and teacher.

If a student exhibits additional severe behaviors, the student will be considered for an individual behavior plan developed by the school team and parents. If the individual behavior plan does not correct behaviors, then additional actions will be necessary which may include, but not be limited to in school suspension, out of school suspension, an alternative placement, or expulsion.

Major disciplinary violations such as possession of weapons (including lighters, firecrackers, sharp objects, etc.), fighting, inappropriate language, defiance, disrespect, threats against persons (real or play), destruction of property, stealing, vandalism, de-pants-ing, or other continual minor infractions will result in a referral to the principal. School suspension will be considered as a possible consequence.

Each classroom will establish a management plan that is appropriate to that particular group of students and meets the general building goals.

### **BICYCLES, SKATEBOARDS, ROLLER BLADES, AND HEELY'S**

Bicycles are to be placed in the racks provided on the school grounds. The school cannot be responsible for lost or stolen bicycles. Bikes are to be walked on the school grounds before or just after school. This is for the children's protection. Bikes should be licensed and locked.

Skateboards and roller blades are to be carried once on school grounds and put in a safe place where they will not pose a potential hazard. These items are the responsibility of the student who brought them and the school cannot be responsible if they are lost or stolen. Heely's are not to be worn at school.

### **BIRTHDAYS**

The classroom teacher is responsible for establishing a procedure for celebrating birthdays in the room. Please check with the teacher before sending treats. Other ways for recognizing birthdays should also be discussed with the classroom teacher. If flowers or balloons are delivered to the school, the teacher will be notified and the child may pick them up in the office at the end of the school day.

## **BUS INFORMATION**

The Bus Company transports students to school. When riding the bus, students are expected to display good manners and follow the rules and directions of the driver so every trip will be a safe one. While on the bus and being picked up, students are under the direction of the bus driver. If a student misbehaves on the bus, a Bus Conduct Report may be issued.

Reports will be sent home to be signed and should be returned the next day.

## **BULLYING**

Bullying is the repeated aggressive behavior or frightening of others with an intent to dominate. Bullying may include, but not be limited to, physical (hitting, pushing, or attacks on property); verbal (name calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

Bullying should be reported at once to your classroom teacher, counselor, assistant principal or principal. A thorough investigation of any allegation of bullying will occur. Discipline for bullying may involve actions up to and including suspension and/or expulsion.

## **CANDY/GUM**

Students are not allowed to chew gum at any location on the school grounds. Students who bring their lunches from home may have candy as part of their lunch and may eat it in the cafeteria. Students may not sell or trade candy or drinks at school.

## **EMERGENCY SITUATIONS AND DRILLS**

Fire drills and emergency evacuations are practiced on a regular basis to create an anticipated reaction during a school emergency. Questions concerning specific emergency drill procedures may be directed to the school office or the teaching staff.

In the event of an actual emergency, students will be dismissed ONLY TO A PARENT OR PREVIOUSLY DESIGNATED PERSON (written permission must be on file in the office). Information concerning the emergency will be released to the district and the local media. Parents will be notified as soon as possible. We are prepared to care for children in critical situations until a parent arrives. Please do not call the school, as we must have lines open for emergency calls. All emergency situations will be dealt with by following procedures established at the beginning of the year by the Liberty Emergency Response Team. A copy of this plan is available upon request at the school office.

## **ENTRANCE REQUIREMENTS**

As required by state law, to be eligible for the first grade at the opening of school, a child must be six years of age before September 1 of the entrance year. Kindergarten students must be five years of age before September 1 of the entrance year.

Birth certificates and immunizations records are required of all new students entering the McKenna Montessori school. Both must be presented to the school at enrollment time and are returned to parents after necessary information is entered on school records.

## LOTTERY SYSTEM

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

**First Priority**—Students returning to the public charter school in the second or any subsequent year of its operation;

**Second Priority** – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

**Third Priority** – The third priority group is siblings of pupils already enrolled in the charter school;

**Fourth Priority** – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

**Fifth Priority** – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

## HEALTH, ILLNESS AND FIRST AID

Parents/guardians will be notified of serious injuries/illness with their children.

Medications may not be given at school without the written consent of a parent or guardian. All medications must come to school in the original container with instructions for administering.

## INCLEMENT WEATHER

Extreme cold, rain, lightening, snow, freezing rain, and poor air quality are all types of inclement weather that can keep students inside before school and during recesses. It is our expectation that students will dress appropriately during the various seasons. To bring students inside because of bad weather will be determined by the principal or assistant principal. The safety of our students will be the deciding factor in the event of inclement weather. Specific recommendations are given for poor air quality, lightening and cold temperatures.

Richard McKenna Charter School  
K-8 Student Handbook (DRAFT)

In the event that students need to come inside before school, our outside support personnel will direct students to go directly to their classroom door.

## **LOST AND FOUND**

Lost and found items should be taken to the cabinet located in the cafeteria. Found library books should be returned to the library. Money, textbooks, and other valuables should be taken to the office.

Please label your child's clothing items and lunch boxes to help reduce the number of unclaimed items. Items not claimed after a certain length of time will be donated to those less fortunate.

## **LUNCH PROGRAM**

RMCS does not provide lunches. Students must bring lunches from home.

## **PARENT-TEACHER CONFERENCES**

Parent/teacher conferences will be held in November, at the end of the first quarter grading period. Parents will be notified of scheduled dates and times. In order to meet the individual needs of their students, teachers must communicate progress with parents. Conferences make that communication possible. Parents are strongly urged to attend these conferences. If parents wish to schedule additional conferences during the school year, they may do so by contacting the classroom teacher.

## **PERSONAL PROPERTY**

Students are discouraged from bringing valuables to school. Electronic equipment is not permitted at school because of the risk of theft. Laser pens are not permitted due to risk of injury to others. Personal items brought to school are under the supervision of the classroom teacher. The school is not responsible for lost or stolen items.

## **PHONE USE**

Students and teachers will not be interrupted during class time to accept phone calls except in the case of an emergency. The school phone is a business phone and should not be used to arrange to go home with a friend. A student must have a pass from his/her classroom teacher to use the office phone.

## **CELL PHONES/ELECTRONIC DEVICES**

Any student found using an electronic communication device or a portable music player in any district classroom or hallway during the day, unless the principal or designee gives permission, may have the device confiscated until the end of the day. If subsequent use of an electronic communication device or a portable music player occurs in a prohibited area, it may be confiscated until the end of the school year or until a parent/guardian picks it up. The principal may choose to ban electronic communication devices and/or portable music players.

## **PICKING UP STUDENTS**

If you are coming to school early to pick up your child, you need to come to the office and sign him/her out. Students are not allowed to be picked up directly from the classroom. We will call your child from the classroom to the office. Also, students are not allowed to leave school

Richard McKenna Charter School  
K-8 Student Handbook (DRAFT)

early with someone not listed on their enrollment form unless we have a signed note or receive a phone call from the parent or guardian.

Note: Picture ID may be required to verify permission for student pick-up. If you have authorized another person to pick your child up after school, please let the classroom teacher know by note or phone call.

## **PRIVACY ACT**

Richard McKenna Charter School complies with federal law (Family Educational Rights and Privacy Act) as it relates to the release of student directory information to the public.

## **VISITING SCHOOL**

Parents are welcome to visit classes any time except during testing periods. However, we ask that you contact your child's teacher prior to the visit so that disruptions are kept to a minimum. All visitors must sign in at the office and receive a badge to be worn while at the school. Please make an appointment if you desire a conference with your child's teacher other than the scheduled conferences. Students are not allowed to bring friends, relatives or siblings to class.

## **WEAPONS**

Richard McKenna Charter School has "zero tolerance" for students who bring to school weapons or other objects/substances that are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process. Possession of, threatening use or using of these objects/substances at the elementary school or at any school-sponsored activity without prior permission of school officials, will result in the following course of action:

### **Administrative Procedure**

Any or all personnel employed by Richard McKenna Charter School at the elementary level having knowledge of students with weapons or other objects/substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall notify the building principal immediately.

The building principal shall conduct an investigation immediately and make the determination as to whether a school resource officer is to be contacted and a complaint filed and/or if an immediate suspension is in order. This suspension can be in-school or out-of-school as determined by the building principal with the understanding that the weapons, objects, and/or substances have been confiscated and, when necessary, turned over to the proper authorities for disposition.

The elementary building principal shall determine if sufficient cause exists for referral to the Board of Trustees for permanent expulsion.

Parents or guardians are to be contacted by phone, letter, or in person in an expedient and timely manner with detailed information regarding the incident(s).

All reports of weapons, objects, and/or substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall be written by the building principal.

## Appendix D: Workplace Behaviors

### PREPARATION

**The student is eager to learn, and arrives with all of the materials necessary to complete the task.**

*This demonstrates that the student is prepared, focused, willing to risk opinions and ideas, and participates fully to the best of his or her ability in all activities.*

### PARTICIPATION and PROBLEM SOLVING

**The student writes down and follows directions precisely, asks for help when necessary, accepts responsibility for all of his or her actions, and learns from mistakes.**

*This demonstrates that the student writes and follows instructions, accepts responsibility for their work and participation, or lack thereof, and recognizes that mistakes are really only lessons in disguise.*

**The student uses time effectively, in and outside the classroom, and can be trusted to work both independently and as a productive member of a team.**

*This demonstrates that the student accepts responsibility to use outside resources, solve problems, and make the necessary sacrifice, both for his or her own benefit and for the betterment of the team as a whole.*

### PRESENTATION

**The student communicates clearly and logically in both speech and writing.**

*This demonstrates that the student works to the best of his or her ability -- reviews all work before handing it to others -- thinks before speaking or writing -- and collaborates with others when needed to ensure that all final productions are the best that the student can produce in the time allowed.*



## Appendix E: K-8 Facilities

### Facilities

Mountain Home Charter School plans to build three facilities on five acres we own in Mountain Home, Idaho for a total of 22,000 sf.

#### Phase One

Construction will be in two phases. Phase one will consist of two, 2,500 sf annex buildings with a total of four classrooms and will include the infrastructure for the entire project (roadways, sidewalks, landscaping, sewer, water, gas, power, and data). The estimated cost will be \$700,000. We will go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin for grades K-1 in August, 2016. Phase one's capacity is 96 students, grades K-3.

#### Phase Two

Phase two construction of the main building will begin in the spring of 2018, assuming there is a demand for grades 4-6. The project should be completed by the winter of 2019, and school open in August, 2019. Phase two includes offices, 6 classrooms, a multipurpose room, stage and courtyard. The estimated cost of phase two construction is \$2,125,000. Phase two's capacity is 144 students.

#### Completed Project

Once the annexes and main building are complete, grades 1-6 will be housed in the main building, and grades K, 7 and 8 will be housed in the annexes for a total of 216 students. The extra classroom in the kindergarten annex will be converted into a workshop. (See photos below. Models were created by Richard McKenna Charter High School Students.)

#### ADA Compliance

All of the new facilities will be ADA compliant as required by law and local codes.



Richard McKenna Charter School  
K-8 Facilities

**Phase One**—Two 2,500 sf Annexes housing four classrooms for grades K-3, beginning with kindergarten and first grade, plus infrastructure for entire project.



**Phase Two**—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



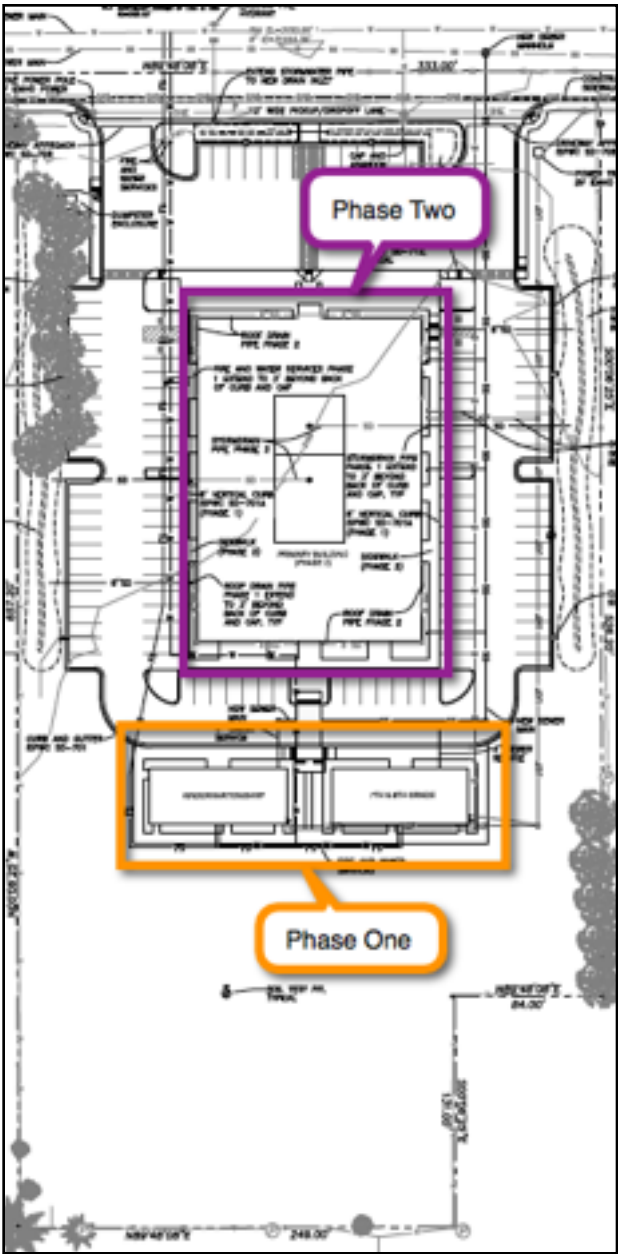
Richard McKenna Charter School  
K-8 Facilities

**Entire Project**—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



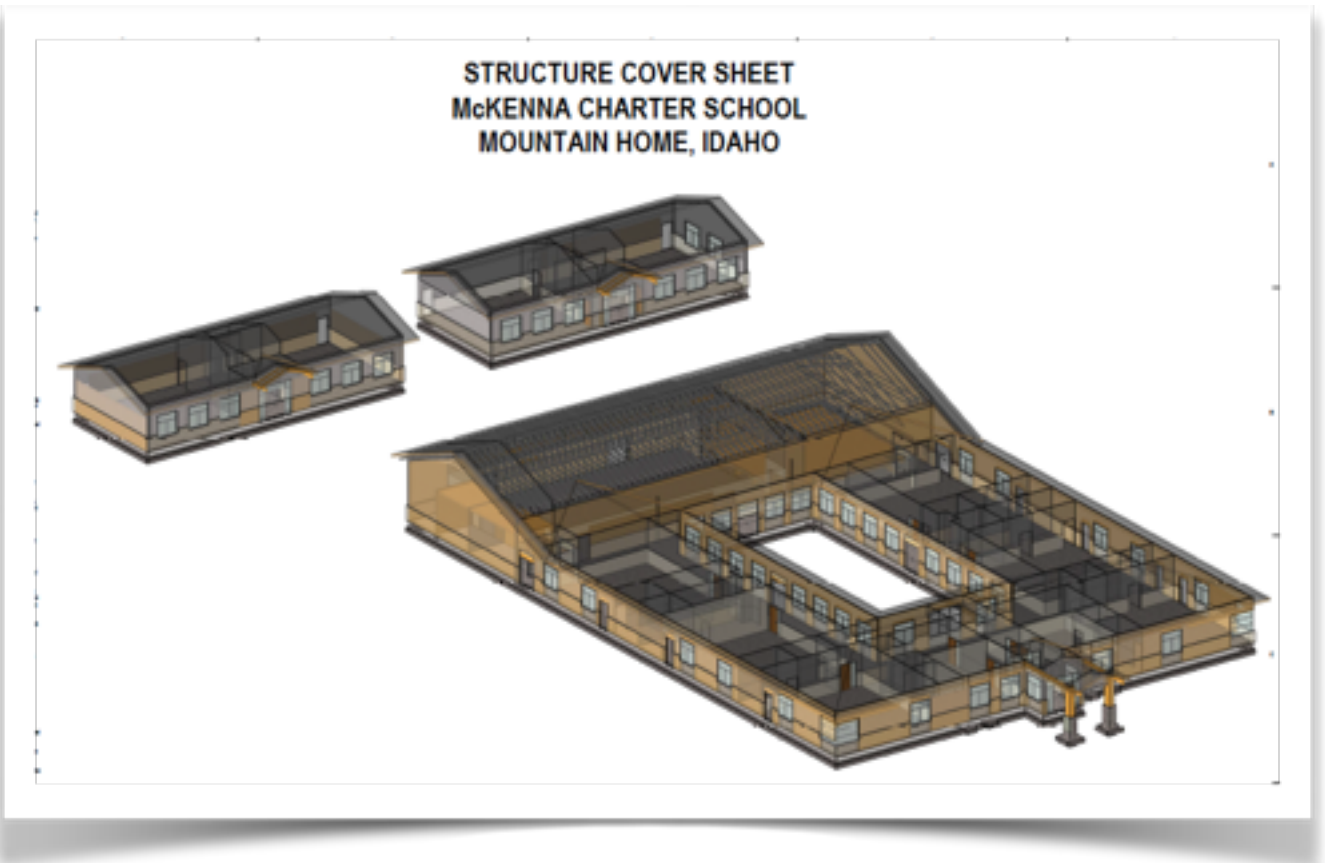
Richard McKenna Charter School  
K-8 Facilities

Site Plan



Richard McKenna Charter School  
K-8 Facilities

**3-D View**



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



# ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

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

01 OCT 19 AM 9:15

SECRETARY OF STATE  
STATE OF IDAHO

Article 1: The name of the corporation shall be: Idaho Virtual High School Inc.

Article 2: The purpose for which the corporation is organized is: Education (Charter School)

Article 3: The street address of the registered office is: 2300 E. 42 S. Mountain Home, ID 83647 and the registered agent at such address is: Larry Slade

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: Larry Slade 2300 E. 42 S. Mountain Home, ID 83647  
Connie Slade 2300 E. 42 S. Mountain Home, ID 83647  
Lee Miller 11883 Blueberry Dr. Boise, ID 83709

Article 5: The name(s) and address(es) of the incorporator(s):  
Larry Slade 2300 E. 42 S. Mountain Home, ID 83647

Article 6: The mailing address of the corporation shall be:  
2300 E. 42 S. Mountain Home, ID 83647

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

Article 8: Upon dissolution the assets shall be distributed:  
Mountain Home School District #193, Mountain Home, ID

Signature of all incorporators:

*Larry Slade*

Typed Name: Larry Slade

Typed Name: \_\_\_\_\_

Typed Name: \_\_\_\_\_

Typed Name: \_\_\_\_\_

Typed Name: \_\_\_\_\_

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corp\forms\corp forms\startincprofit.p65  
Revised 01/2001

IDAHO SECRETARY OF STATE  
10/19/2001 05:00  
CK: 3466 CT: 147174 BH: 425305  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 20.00 = 20.00 NON EXPIDI # 3

C141064

**BYLAWS  
OF  
IDAHO VIRTUAL HIGH SCHOOL INC AN IDAHO NONPROFIT CORPORATION**

**ARTICLE I  
OFFICES**

**Section 1.1 Offices**

The Corporation's principal office shall be fixed and located in the State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the State of Idaho.

**ARTICLE 2  
PURPOSE**

**Section 2.1 Purpose**

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue

Code of 1986 or the corresponding provision of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3  
NO MEMBERS**

**Section 3.1 No Members**

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

**Section 3.2 Associates**

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated

with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4  
BOARD OF DIRECTORS

**Section 4.1 Board of Directors**

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted.

**Section 4.2 Powers of the Board of Directors**

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code 33-5201)

**Section 4.3 Election of Directors**

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

(b) After the initial year of operation, Directors will be elected by the Board from a list of nominees submitted by the nominating committee. The nominating committee consists of the Chairman of the Board and others whom the Chairman of the Board appoints.

**Section 4.4 Term**

(a) Directors shall be elected to a two (2) year term of office. However, during the initial year of operation, half of the Board of Directors shall be selected by lottery or other method to serve an initial term of only one (1) year.

(b) Each Director shall serve until the board elects his/her successor at the annual meeting.

**Section 4.5 Resignation and Removal**

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

**Section 4.6 Vacancies**

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reason listed in Section 4.6(b) above may be initiated by any member of the Board. The Board all hold a public meeting within ten (10) school attendance days of receiving such a request or petition.



(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

#### **Section 4.7 Compensation of Directors**

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

#### **Section 4.8 Employees**

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

#### **Section 4.9 Voting**

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

#### **Section 4.10 Quorum**

A quorum consisting of a majority of more of the then current Directors must be assembled either physically or at a distance via phone lines or other media to vote and conduct business.

### **ARTICLE 5**

#### **BOARD MEETINGS**

##### **Section 5.1 Place of Meeting**

The place of the quarterly meetings of the Directors shall be the principal office of the Corporation or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

##### **Section 5.2 Annual Meeting**

The annual meeting of the Directors of The Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Tuesday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

##### **Section 5.3 Quarterly Meetings**

The Board shall meet face-to-face on the third Tuesday at 7:00 P.M. in January, April, July, and October if not a legal holiday, and if a legal holiday, then on the day following at 7:00 P.M.

##### **Section 5.4 Monthly Meetings**

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Tuesday of each month if a Director sees the need to have a meeting during the month. During these monthly meetings, the Board may meet face-to-face or at a distance via phone lines or other media.

### **Section 5.5 Notice of Meeting**

Notice of the time and place of meetings shall be posted at the principle office of the Corporation and on the Idaho Virtual High School web site at least three (3) days prior to the meeting.

## **ARTICLE 6**

### **OFFICERS AND DUTIES**

#### **Section 6.1 Officers**

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

#### **Section 6.2 Chairman of the Board**

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board.

#### **Section 6.3 Vice Chairman**

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of , and be subject to all the restrictions upon the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

#### **Section 6.4 Secretary**

(a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time an place of holding; whether regular or special; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the state of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all of its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed form time to time by the Board.

#### **Section 6.5 Treasurer**

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board members.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse funds of the Corporation as may be order by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operation statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and performs such other duties as may be prescribed from time to time by the Board.

#### **Section 6.6 Removal**

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

#### **Section 6.7 Vacancies**

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed these Bylaws for regular election or appointment to such office, provide that

filled in the manner prescribed these Bylaws for regular election or app

such vacancies shall be filled as they occur and not on an annual basis.

### **ARTICLE 7**

#### **FISCAL AFFAIRS**

#### **Section 7.1 Fiscal Year**

The fiscal year of the Corporation shall be from July 1st to June 30th.

### **ARTICLE 8**

#### **NOTICES**

#### **Section 8.1 Manner of Giving Notice**

Whenever provisions of any statue or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may given in one notice document.

#### **Section 8.2 Waiver**

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

### **ARTICLE 9**

#### **DISSOLUTION**

#### **Section 9.1 Dissolution**

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation the remaining assets shall be distributed to one or more

nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purpose and which have established their tax exempt status under Section 501(c) (3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the board.

ARTICLE 10  
AMENDMENTS

**Section 10.1 Bylaws**

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in

the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

I, Margaret Warren, certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors on 27 May 2014 and that they are currently in effect.

  
\_\_\_\_\_  
Signature

Chairman of the Board  
\_\_\_\_\_  
TITLE OF PERSON SIGNING

27 May 2014  
\_\_\_\_\_  
Date of signature

## **Appendix E: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

Table of Contents

Introduction..... 4

A Conceptual Timeline for Closure..... 5

Notification and Initial Steps..... 6

Develop / Monitor Implementation  
of the Closure Plan..... 8

Finalize School Affairs: Governance  
and Operations..... 9

Finalize School Affairs: Finance.....11

Finalize School Affairs: Reporting.....12

Dissolution..... 13





# Introduction

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

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

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

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

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

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

---

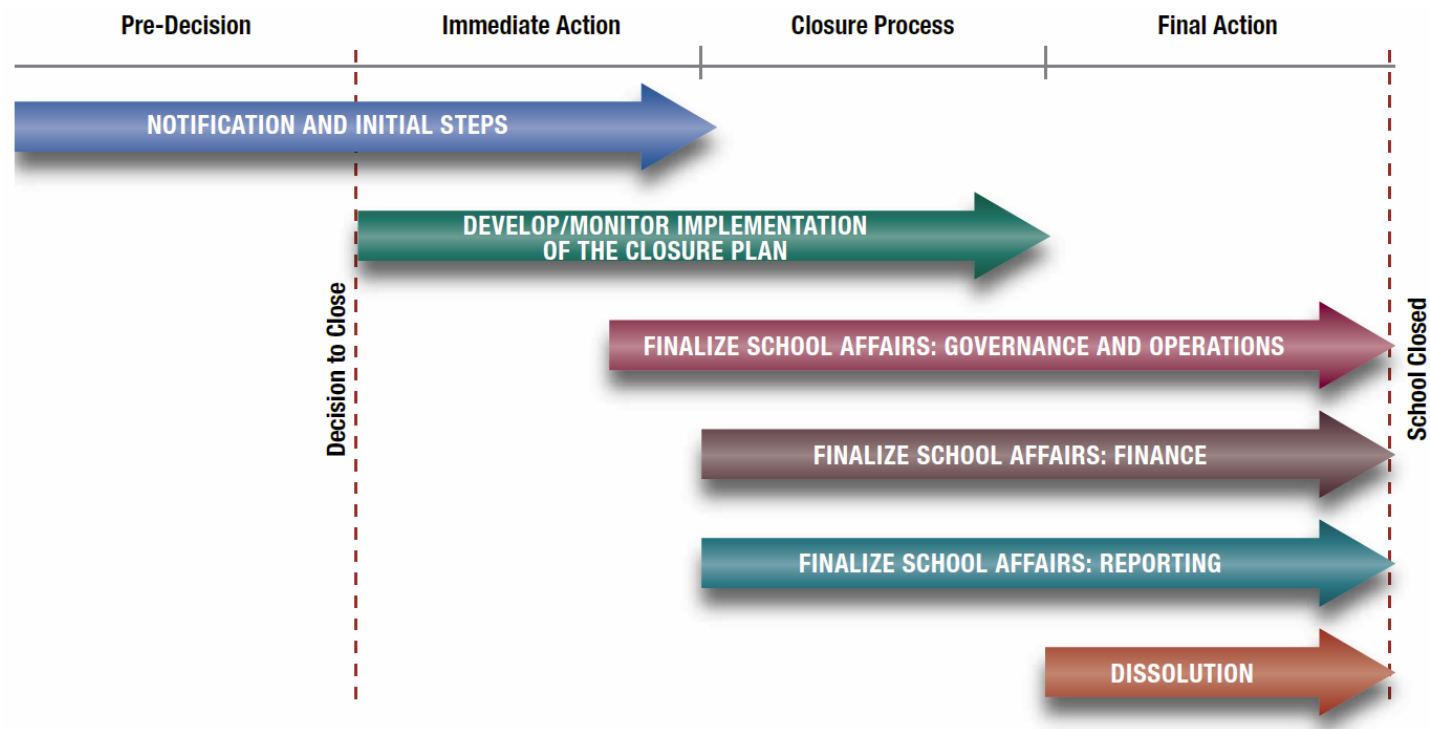
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>1. Review the school's budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>1. Notify all creditors of the school's closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			



## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

This exhibit was withdrawn from consideration on 2/9/22 at the request of RMCS.

# State-level Four-year Cohort Grad Rate 2015-2020

Cohort Year Population	Rate	Graduates	Cohort
2015 All Students	78.9%	16923	21446
2015 American Indian or Alaskan Native	66.2%	172	260
2015 Asian	85.3%	244	286
2015 Black / African American	75.1%	196	261
2015 Economically Disadvantaged	72.0%	7776	10798
2015 English Learners	72.3%	1208	1671
2015 Female	81.1%	8432	10396
2015 Hispanic or Latino	71.2%	2457	3450
2015 Male	76.8%	8491	11050
2015 Migratory Students	63.0%	148	235
2015 Native Hawaiian / Other Pacific Islander	77.9%	60	77
2015 Non-Migratory Students	79.1%	16775	21211
2015 Not American Indian or Alaskan Native	79.1%	16751	21186
2015 Not Asian	78.8%	16679	21160
2015 Not Black / African American	79.0%	16727	21185
2015 Not Economically Disadvantaged	85.9%	9147	10648
2015 Not English Learners	79.5%	15715	19775
2015 Not Hispanic or Latino	80.4%	14466	17996
2015 Not Native Hawaiian / Other Pacific Islander	78.9%	16863	21369
2015 Not Two Or More Races	79.0%	16678	21111
2015 Not White	72.3%	3374	4669
2015 Students in Foster Care	NSIZE		
2015 Students of Military Families	NSIZE		
2015 Students who are Homeless	59.1%	574	972
2015 Students who are not Homeless	79.9%	16349	20474
2015 Students with Disabilities	58.4%	1077	1844
2015 Students without Disabilities	80.8%	15846	19602
2015 Two Or More Races	73.1%	245	335
2015 White	80.8%	13549	16777
2016 All Students	79.7%	17433	21883
2016 American Indian or Alaskan Native	58.5%	155	265
2016 Asian	83.1%	226	272
2016 Black / African American	77.8%	217	279
2016 Economically Disadvantaged	71.9%	8617	11990
2016 English Learners	73.3%	1197	1632
2016 Female	82.8	8754	10577
2016 Hispanic or Latino	73.7%	2648	3592
2016 Male	76.8	8679	11306
2016 Migratory Students	66.5%	149	224
2016 Native Hawaiian / Other Pacific Islander	69.7%	69	99
2016 Non-Migratory Students	79.8	17284	21659
2016 Not American Indian or Alaskan Native	79.9%	17278	21618
2016 Not Asian	79.6%	17207	21611

2016 Not Black / African American	79.7%	17216	21604
2016 Not Economically Disadvantaged	89.1%	8816	9893
2016 Not English Learners	80.2%	16236	20251
2016 Not Hispanic or Latino	80.8%	14785	18291
2016 Not Native Hawaiian / Other Pacific Islander	79.7%	17364	21784
2016 Not Two Or More Races	79.7%	17103	21456
2016 Not White	73.9%	3645	4934
2016 Students in Foster Care	NSIZE		
2016 Students of Military Families	NSIZE		
2016 Students who are Homeless	58.8%	594	1011
2016 Students who are not Homeless	80.7%	16839	20872
2016 Students with Disabilities	60.5%	1173	1940
2016 Students without Disabilities	81.5%	16260	19943
2016 Two Or More Races	77.3%	330	427
2016 White	81.3%	13788	16949
2017 All Students	79.7%	18053	22659
2017 American Indian or Alaskan Native	66.2%	182	275
2017 Asian	85.9%	280	326
2017 Black / African American	70.5%	179	254
2017 Economically Disadvantaged	71.6%	8890	12423
2017 English Learners	75.2%	1329	1767
2017 Female	82.6%	9157	11083
2017 Hispanic or Latino	74.8%	2819	3770
2017 Male	76.8%	8896	11576
2017 Migratory Students	59.2%	155	262
2017 Native Hawaiian / Other Pacific Islander	78.4%	58	74
2017 Non-Migratory Students	79.9%	17898	22397
2017 Not American Indian or Alaskan Native	79.8%	17871	22384
2017 Not Asian	79.6%	17773	22333
2017 Not Black / African American	79.8%	17874	22405
2017 Not Economically Disadvantaged	89.5%	9163	10236
2017 Not English Learners	80.0%	16724	20892
2017 Not Hispanic or Latino	80.7%	15234	18889
2017 Not Native Hawaiian / Other Pacific Islander	79.7%	17995	22585
2017 Not Two Or More Races	79.8%	17671	22156
2017 Not White	75.0%	3901	5203
2017 Students in Foster Care	NSIZE		
2017 Students of Military Families	NSIZE		
2017 Students who are Homeless	55.0%	626	1138
2017 Students who are not Homeless	81.0%	17427	21521
2017 Students with Disabilities	60.9%	1300	2133
2017 Students without Disabilities	81.6%	16753	20526
2017 Two Or More Races	75.9%	382	503
2017 White	81.1%	14152	17456
2018 All Students	80.6%	18429	22851
2018 American Indian or Alaskan Native	60.7%	162	267
2018 Asian	85.7%	269	314

2018 Black / African American	71.4%	185	259
2018 Economically Disadvantaged	72.3%	8988	12424
2018 English Learners	75.5%	1663	2202
2018 Female	83.2%	9229	11095
2018 Hispanic or Latino	75.9%	3001	3953
2018 Male	78.3%	9200	11756
2018 Migratory Students	69.9%	200	286
2018 Native Hawaiian / Other Pacific Islander	71.7%	66	92
2018 Non-Migratory Students	80.8%	18229	22565
2018 Not American Indian or Alaskan Native	80.9%	18267	22584
2018 Not Asian	80.6%	18160	22537
2018 Not Black / African American	80.8%	18244	22592
2018 Not Economically Disadvantaged	90.5%	9441	10427
2018 Not English Learners	81.2%	16766	20649
2018 Not Hispanic or Latino	81.6%	15428	18898
2018 Not Native Hawaiian / Other Pacific Islander	80.7%	18363	22759
2018 Not Two Or More Races	80.8%	18031	22312
2018 Not White	75.2%	4081	5424
2018 Students in Foster Care	47.3%	26	55
2018 Students not in Foster Care	80.7%	18403	22796
2018 Students of Military Families	84.6%	176	208
2018 Students of Non-Military Families	80.6%	18253	22643
2018 Students who are Homeless	58.4%	691	1183
2018 Students who are not Homeless	81.9%	17738	21668
2018 Students with Disabilities	58.5%	1306	2231
2018 Students without Disabilities	83.0%	17123	20620
2018 Two Or More Races	73.8%	398	539
2018 White	82.3%	14348	17427
2019 All Students	80.7%	18840	23332
2019 American Indian or Alaskan Native	67.6%	186	275
2019 Asian	88.9%	289	325
2019 Black / African American	73.6%	254	345
2019 Economically Disadvantaged	72.5%	9040	12471
2019 English Learners	74.4%	1755	2360
2019 Female	83.9%	9635	11479
2019 Hispanic or Latino	73.9%	3002	4061
2019 Male	77.7%	9205	11853
2019 Migratory Students	64.3%	205	319
2019 Native Hawaiian / Other Pacific Islander	76.5%	78	102
2019 Non-Migratory Students	81.0%	18635	23013
2019 Not American Indian or Alaskan Native	80.9%	18654	23057
2019 Not Asian	80.6%	18551	23007
2019 Not Black / African American	80.9%	18586	22987
2019 Not Economically Disadvantaged	90.2%	9800	10861
2019 Not English Learners	81.5%	17085	20972
2019 Not Hispanic or Latino	82.2%	15838	19271
2019 Not Native Hawaiian / Other Pacific Islander	80.8%	18762	23230

2019 Not Two Or More Races	80.8%	18416	22795
2019 Not White	75.0%	4233	5645
2019 Students in Foster Care	38.5%	42	109
2019 Students not in Foster Care	80.9%	18798	23223
2019 Students of Military Families	84.3%	306	363
2019 Students of Non-Military Families	80.7%	18534	22969
2019 Students who are Homeless	57.1%	703	1232
2019 Students who are not Homeless	82.1%	18137	22100
2019 Students with Disabilities	56.1%	1370	2443
2019 Students without Disabilities	83.6%	17470	20889
2019 Two Or More Races	79.0%	424	537
2019 White	82.6%	14607	17687
2020 All Students	82.1%	19374	23585
2020 American Indian or Alaskan Native	65.1%	183	281
2020 Not American Indian or Alaskan Native	82.4%	19191	23304
2020 Asian	89.2%	288	323
2020 Not Asian	82.0%	19086	23262
2020 Black / African American	68.8%	225	327
2020 Not Black / African American	82.3%	19149	23258
2020 Hispanic or Latino	75.7%	3214	4247
2020 Not Hispanic or Latino	83.6%	16160	19338
2020 Native Hawaiian / Other Pacific Islander	75.7%	56	74
2020 Not Native Hawaiian / Other Pacific Islander	82.2%	19318	23511
2020 White	84.2%	14956	17760
2020 Not White	75.8%	4418	5825
2020 Two Or More Races	78.9%	452	573
2020 Not Two Or More Races	82.2%	18922	23012
2020 Economically Disadvantaged	73.8%	9000	12191
2020 Not Economically Disadvantaged	91.0%	10374	11394
2020 English Learners	64.6%	589	912
2020 Not English Learners	82.9%	18785	22673
2020 Students with Disabilities	59.0%	1427	2418
2020 Students without Disabilities	84.8%	17947	21167
2020 Students in Foster Care	40.0%	62	155
2020 Students not in Foster Care	82.4%	19312	23430
2020 Students who are Homeless	61.0%	780	1278
2020 Students who are not Homeless	83.4%	18594	22307
2020 Migratory Students	70.3%	256	364
2020 Non-Migratory Students	82.3%	19118	23221
2020 Students of Military Families	80.0%	337	421
2020 Students of Non-Military Families	82.2%	19037	23164
2020 Male	79.6%	9632	12099
2020 Female	84.8%	9742	11486



## State-level Five-year Cohort Grad Rate

Cohort Year	Population	Rate	Graduates	Cohort
2017	All Students	82.0%	18576	22650
2017	American Indian or Alaskan Native	67.5%	185	274
2017	Not American Indian or Alaskan Native	82.2%	18391	22376
2017	Asian	88.0%	287	326
2017	Not Asian	81.9%	18289	22324
2017	Black / African American	75.6%	192	254
2017	Not Black / African American	82.1%	18384	22396
2017	Hispanic or Latino	78.4%	2956	3769
2017	Not Hispanic or Latino	82.7%	15620	18881
2017	Native Hawaiian / Other Pacific Islander	79.7%	59	74
2017	Not Native Hawaiian / Other Pacific Islander	82.0%	18517	22576
2017	White	83.1%	14497	17449
2017	Not White	78.4%	4079	5201
2017	Two Or More Races	79.3%	399	503
2017	Not Two Or More Races	82.1%	18177	22147
2017	Economically Disadvantaged	75.0%	9310	12418
2017	Not Economically Disadvantaged	90.6%	9266	10232
2017	English Learners	79.3%	1402	1767
2017	Not English Learners	82.2%	17174	20883
2017	Students with Disabilities	65.5%	1396	2132
2017	Students without Disabilities	83.7%	17180	20518
2017	Students who are Homeless	59.9%	680	1136
2017	Students who are not Homeless	83.2%	17896	21514
2017	Migratory Students	66.0%	173	262
2017	Non-Migratory Students	82.2%	18403	22388
2017	Male	79.7%	9219	11573
2017	Female	84.5%	9357	11077
2018	All Students	82.8%	18871	22795
2018	American Indian or Alaskan Native	63.3%	167	264
2018	Not American Indian or Alaskan Native	83.0%	18704	22531
2018	Asian	88.9%	280	315
2018	Not Asian	82.7%	18591	22480
2018	Black / African American	74.0%	188	254
2018	Not Black / African American	82.9%	18683	22541
2018	Hispanic or Latino	79.0%	3104	3931
2018	Not Hispanic or Latino	83.6%	15767	18864
2018	Native Hawaiian / Other Pacific Islander	76.5%	62	81
2018	Not Native Hawaiian / Other Pacific Islander	82.8%	18809	22714
2018	White	84.2%	14655	17411
2018	Not White	78.3%	4216	5384
2018	Two Or More Races	77.0%	415	539
2018	Not Two Or More Races	82.9%	18456	22256
2018	Economically Disadvantaged	75.1%	9341	12430
2018	Not Economically Disadvantaged	91.9%	9530	10365
2018	English Learners	79.1%	1736	2194
2018	Not English Learners	83.2%	17135	20601
2018	Students with Disabilities	62.3%	1389	2230
2018	Students without Disabilities	85.0%	17482	20565
2018	Students in Foster Care	51.9%	28	54
2018	Students not in Foster Care	82.9%	18843	22741
2018	Students who are Homeless	63.2%	772	1221
2018	Students who are not Homeless	83.9%	18099	21574
2018	Migratory Students	73.0%	211	289
2018	Non-Migratory Students	82.9%	18660	22506
2018	Students of Military Families	85.6%	185	216
2018	Students of Non-Military Families	82.8%	18686	22579
2018	Male	80.5%	9453	11747
2018	Female	85.2%	9418	11048

2019 All Students	83.3%	19356	23245
2019 American Indian or Alaskan Native	70.3%	196	279
2019 Not American Indian or Alaskan Native	83.4%	19160	22966
2019 Asian	91.3%	293	321
2019 Not Asian	83.2%	19063	22924
2019 Black / African American	79.0%	267	338
2019 Not Black / African American	83.3%	19089	22907
2019 Hispanic or Latino	77.7%	3159	4068
2019 Not Hispanic or Latino	84.5%	16197	19177
2019 Native Hawaiian / Other Pacific Islander	79.2%	80	101
2019 Not Native Hawaiian / Other Pacific Islander	83.3%	19276	23144
2019 White	84.8%	14926	17598
2019 Not White	78.4%	4430	5647
2019 Two Or More Races	80.6%	435	540
2019 Not Two Or More Races	83.3%	18921	22705
2019 Economically Disadvantaged	75.8%	9436	12446
2019 Not Economically Disadvantaged	91.9%	9920	10799
2019 English Learners	79.0%	1861	2356
2019 Not English Learners	83.8%	17495	20889
2019 Students with Disabilities	60.9%	1481	2432
2019 Students without Disabilities	85.9%	17875	20813
2019 Students in Foster Care	40.7%	44	108
2019 Students not in Foster Care	83.5%	19312	23137
2019 Students who are Homeless	59.8%	761	1273
2019 Students who are not Homeless	84.6%	18595	21972
2019 Migratory Students	69.7%	221	317
2019 Non-Migratory Students	83.5%	19135	22928
2019 Students of Military Families	86.8%	317	365
2019 Students of Non-Military Families	83.2%	19039	22880
2019 Male	80.5%	9496	11795
2019 Female	86.1%	9860	11450

This Exhibit is pending redactions.

## RMCS Graduate Rate

**Year      Program      4yr Rate**

2018	Onsite	100%
	Online	43%
	Alt Online	17%

2019	Onsite	100%
	Oline	46%
	Alt Online	21%

2020	Onsite	70%
	Online	58%
	Alt Online	19%

2021	Onsite	71%
	Online	58%
	Alt Online	18%

**Year      Program      5 yr Rate**

2018	Onsite	
	Online	45%
	Alt Online	20%

2019	Onsite	
	Online	51%
	Alt Online	36%

2020	Onsite	
	Online	
	Alt Online	

# **RICHARD MCKENNA CHARTER SCHOOL**

## **2020 ANNUAL PERFORMANCE REPORT**

### **INTRODUCTION**

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>●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"> <li>▪Critical and Analytical Thinking</li> <li>▪Hard Work, Respect, and Service</li> <li>▪Presentations and Projects</li> <li>▪Reflecting and Recording</li> </ul> </li> <li>●Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.</li> <li>●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.</li> </ul>		
<b>School Location</b>	675 South Haskett Street Mountain Home, ID 83647	<b>School Phone</b>	(208) 580-2449
<b>Surrounding District</b>	Mountain Home School District		
<b>Opening Year</b>	2002		
<b>Current Term</b>	July 1, 2017 - June 30, 2022		
<b>Grades Served</b>	K to 12		
<b>Enrollment (Approved)</b>	291 on-site, unlimited online	<b>Enrollment (Actual)</b>	184 on-site, 253 online

### SCHOOL LEADERSHIP

Kyle Davis	Chair
Meg Warren	Vice Chair
Doug Mayne	Treasurer
Crystal Rodgers	Board Member
Alisa Urquidi	Board Member
Dennis Wilson	Executive Director, Principal
Chantel Durrence	Clerk/Business Manager

### STUDENT DEMOGRAPHICS

	On-Site	Online	Comparison	
	RMHS/ Montessori	RMHS Online/ Alt	District	State
<b>Non-White</b>	22% / 16%	18% / 22%	35.00%	25.00%
<b>Limited English Proficiency</b>	<5% / <5%	7% / <4%	7.00%	7.00%
<b>Special Needs</b>	<5% / <5%	Masked / Masked	11.00%	11.00%
<b>Free and Reduced Lunch</b>	30% / 34%	23% / 26%	47.00%	44.00%

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	0	50	NA*	50	NA*		
	1b	50	0	50	NA*	50	NA*		
District Proficiency Comparison	2a	50	0	50	NA*	50	NA*	50	NA*
	2b	50	0	50	NA*	50	NA*	50	NA*
Criterion-Referenced Growth	3a	100	0			50	NA*		
	3b	100	0			50	NA*		
Norm-Referenced Growth	4a			100	NA*	50	NA*	50	NA*
	4b			100	NA*	50	NA*	50	NA*
Post-Secondary Readiness	5a			125	NA*	125	NA*	100	NA*
Total Academic Points		400	0	525	NA*	525	NA*	300	NA*
% of Academic Points			0%		NA*		NA*		NA*

\*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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

RMCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	30
Governance & Reporting	3a	25	25		2d	50	0
	3b	25	25	Total Financial Points		400	330
	3c	25	25	% of Financial Points			83%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	375				
% of Operational Points			94%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic K-12 Onsite	Academic Alternative	Academic Virtual	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%					90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA*	NA*	NA*	NA	80% - 89%	94%	65% - 84%	83%
Remediation	31% - 54%					61% - 79%		46% - 64%	
Critical	0% - 30%					0% - 60%		0% - 45%	

\*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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



COLLEGE & CAREER READINESS - ONSITE				
Measure 5a	Are students graduating from high school on time?		Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	100%	125	0
			100	0
			75	0
			0-65	0
				NA
Notes	Richard McKenna's Onsite high school had 1 student in this 4-Year ACGR cohort. As graduation rate is the only academic data available for FY20, this section has not been scored.			
COLLEGE & CAREER READINESS - VIRTUAL				
Measure 5a	Are students graduating from high school on time?		Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p>		125	0
			100	0
			75	0
		45.60%	0-65	0
				NA
Notes	Richard McKenna Online, non-alternative, high school had 53 students in this 4-year ACGR cohort. As graduation rate is the only academic data available for FY20, this section has not been scored.			
COLLEGE & CAREER READINESS - ALTERNATIVE				
Alt Measure 5a	Are students graduating from high school?		Points Possible	Points Earned
Five-Year Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.</p> <p><b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>		100	
			80	
			60	
		20.20%	0-39	
				NA
Notes	Richard McKenna Alternative High School did not meet its progress goal of 32.17%. As graduation rate is the only academic data available for FY20, this section has not been scored.			

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
Financial Reporting and Compliance	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25 25
			15
			0
			25
Notes			
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
GAAP	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25 25
			15
			0
			25
Notes	No points are deducted for failure to comply with GASB 75.		
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
		68.08%	0 0
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year. The school's enrollment variance was below 90%. RMCS submitted an enrollment projection of 624. The school's mid-term ADA was 453.		

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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points PossiblePoints Earned
Additional Obligations		See note	2525
	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		15
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		0
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25
Notes			



INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	59	50 10 0
Notes			50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	51	50 10 0
Notes			50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	258 days	50 10 0
Notes			50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	No default noted	50 0
Notes			50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<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:</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>	See note	50 50
			30
			0
			50
Notes	The most recent year total margin is positive and the 3-year aggregated total margin is positive.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.	0.07	50 50
	<b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9, and 1.0		30
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0
			50
Notes			
Measure 2c	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	Result	Points Possible Points Earned
Cash Flow			
	<b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50
	<b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"	See note	30 30
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.		0
			50
Notes	The Multi-Year Cumulative Cash Flow is positive (\$633,637). The most recent year Cash Flow is negative (-\$297,338). The previous year Cash Flow is positive (\$930,975).		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1		50
	<b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	0.92	0 0
			0
Notes			

## Richard McKenna Charter School On-site Gen Ed Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a	N/A		0%	NA		
	1b	N/A		0%	NA		
District Proficiency Comparison	2a	N/A		6%	NA		
	2b	N/A		18%	NA		
Criterion-Referenced Growth	3a	N/A		Masked	NA		
	3b	N/A		11%	NA		
Norm-Referenced Growth	4a	N/A		Masked	NA		
	4b	N/A		Masked	NA		
Post-Secondary Readiness	5a	N/A		100%	NA		
<b>% of Possible Academic Points for this School</b>		<b>NA</b>	<b>31%</b>	<b>38%</b>	<b>NA</b>		

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	90%	100%	100%	100%		
Financial Management	2a - 2c	87%	67%	100%	67%		
Governance & Reporting	3a - 3f	93%	93%	87%	100%		
School Environment	4a - 4b	50%	50%	100%	100%		
Additional Obligations	5a	100%	100%	100%	100%		
<b>% of Possible Operational Points for this School</b>		<b>86%</b>	<b>85%</b>	<b>95%</b>	<b>94%</b>		

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%		
Sustainability	2a - 2d	100%	100%	100%	65%		
<b>% of Possible Financial Points for this School</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>83%</b>		

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		N/A*	Remediation	Remediation	N/A*		
Mission Specific		N/A	N/A		N/A		
Operational		Honor	Good Standing	Honor	Honor		
Financial		Honor	Honor	Honor	Honor		

\*Limited academic data for FY20 is available due to the COVID-19 pandemic.

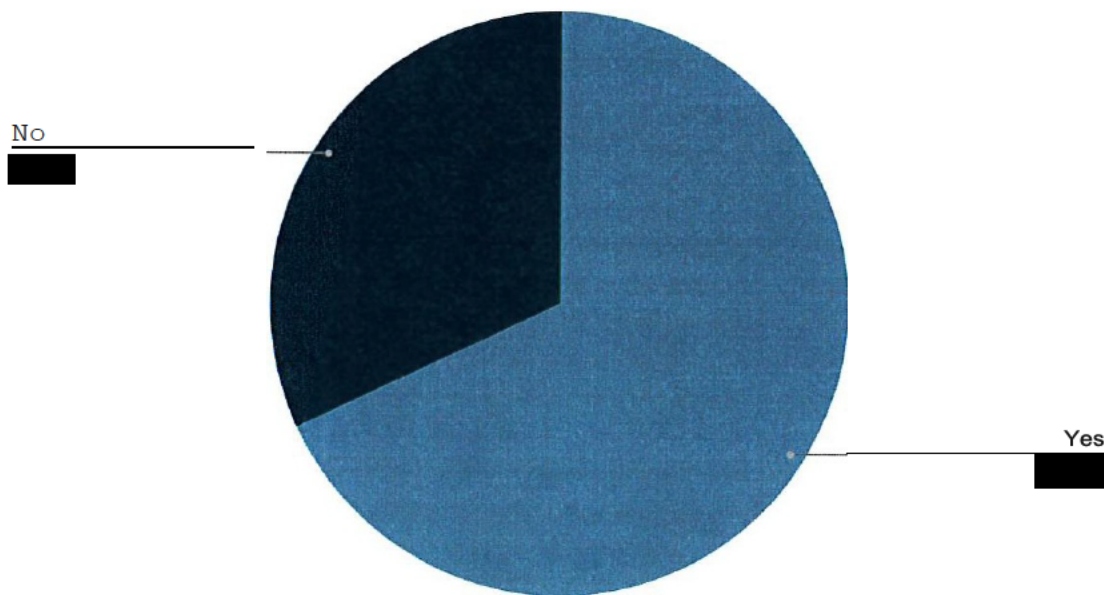
\*Due to SDE changes in school numbering, 2016-17 academic scores for the on-site, gen-ed high school program at RMCS are not comparable to the 2017-18 scores.

## MAP Growth Results

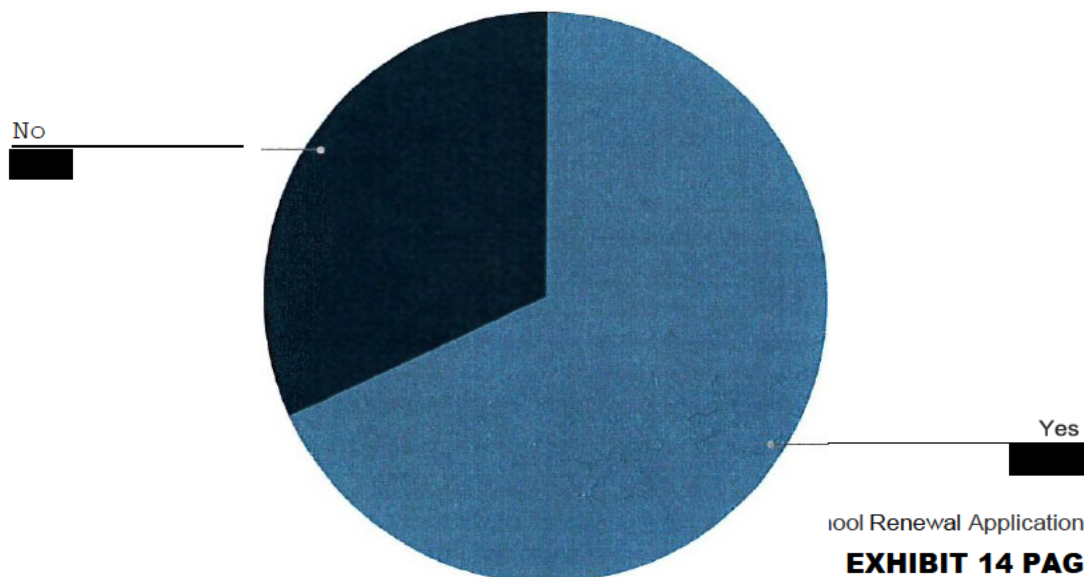
The following graphs are by current grade showing whether the students achieved projected growth as per MAP over the last school year.. Projected growth numbers include those students who achieved the growth as well as those who were within the standard error of observed growth.

There are 25 4th graders, 19 5th graders, 22 6th graders, and 9 8th graders in this summary. Of these 11 have either an IEP or a 504.

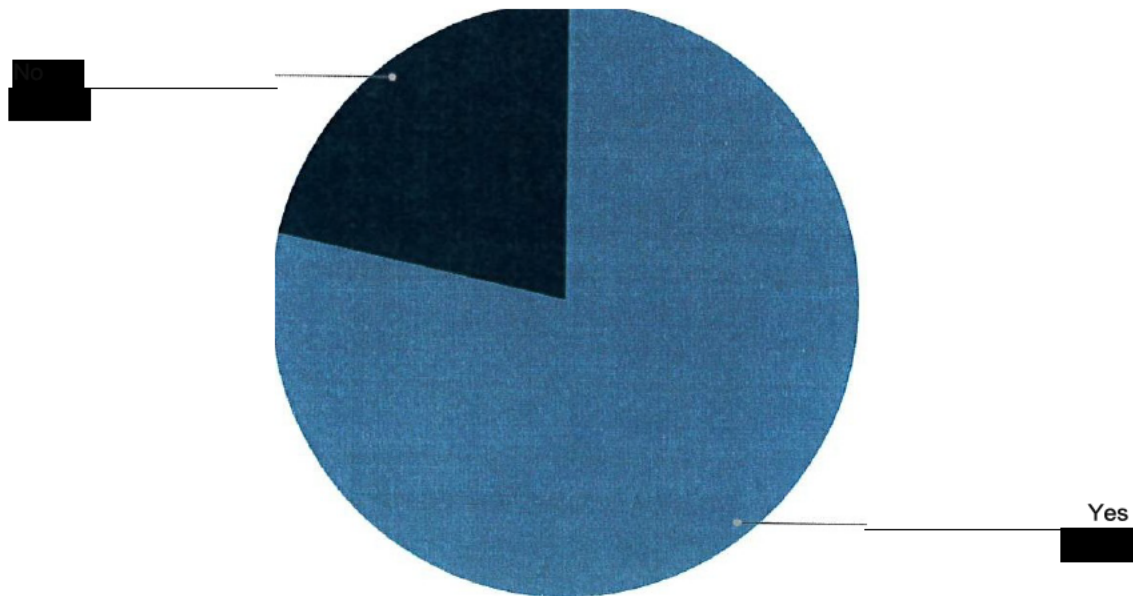
### Grades 4-6, 8 Math



### Grades 4-6, 8 Reading



### Grades 4-6, 8 Language Arts

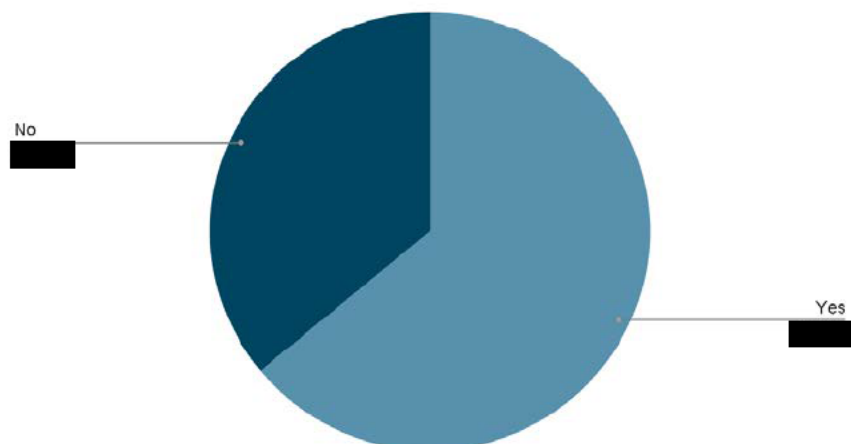


### MAP Growth Results

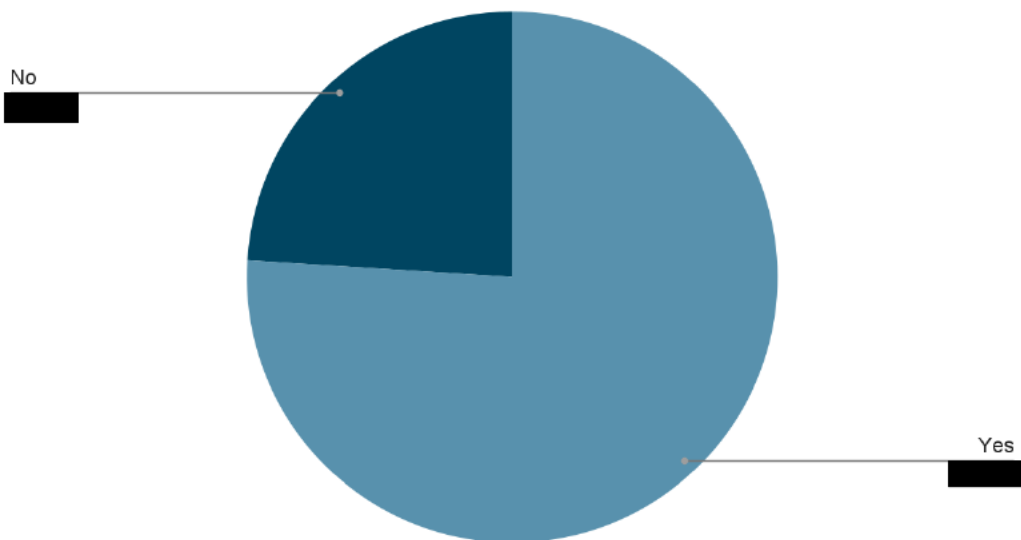
The following graphs are by current grade showing whether the students achieved projected growth as per MAP. Projected growth numbers include those students who achieved the growth as well as those who were within the standard error of observed growth.

There are 25 4th graders, 19 5th graders, 22 6th graders, and 9 8th graders in this summary. Of these 11 have either an IEP or a 504.

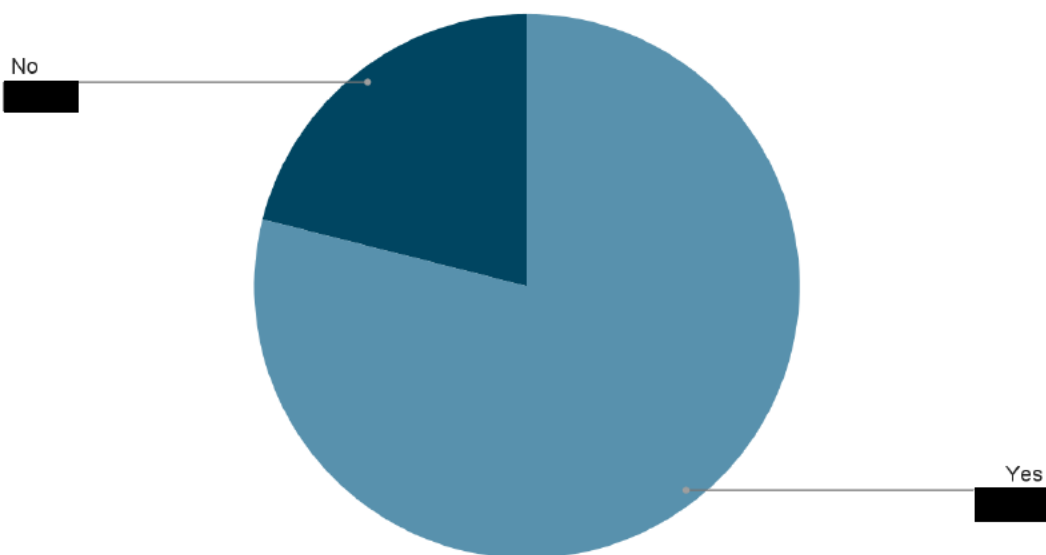
### Grade 4 Math



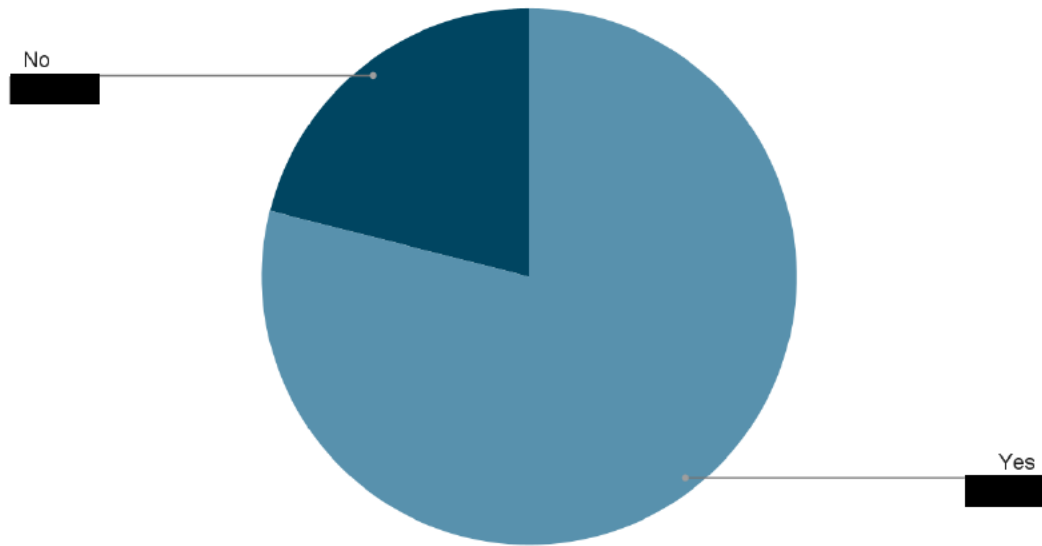
### Grade 4 Language Arts



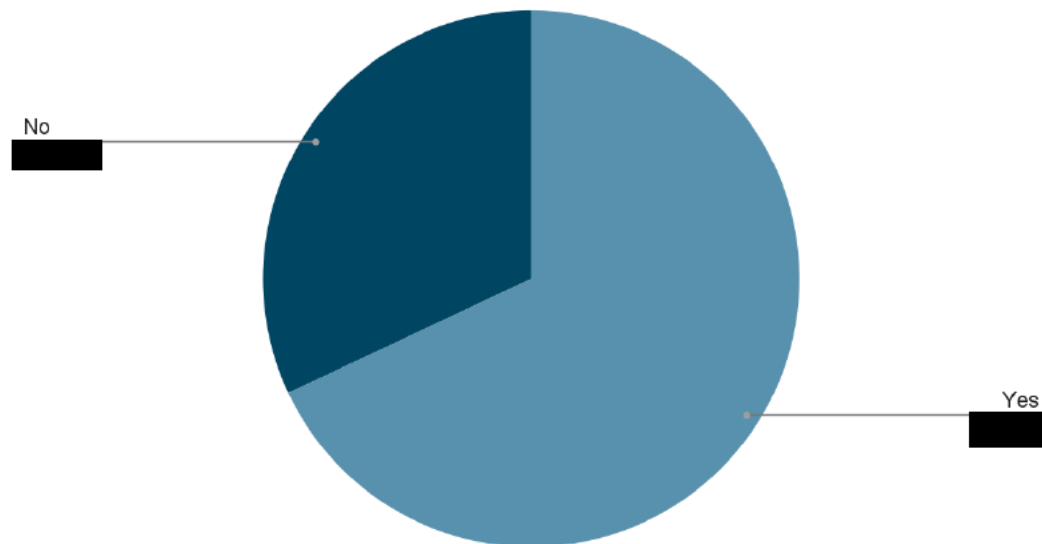
### Grade 5 Reading



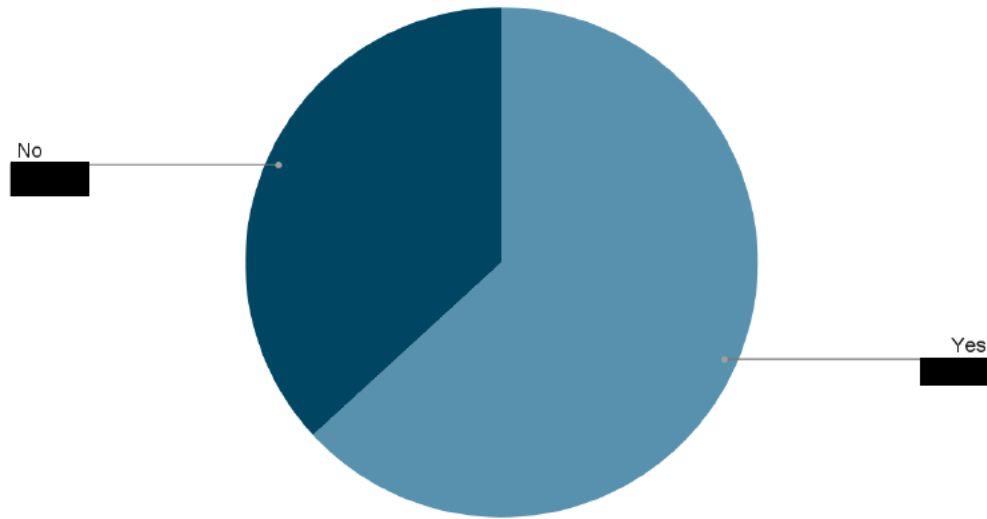
### Grade 5 Language Arts



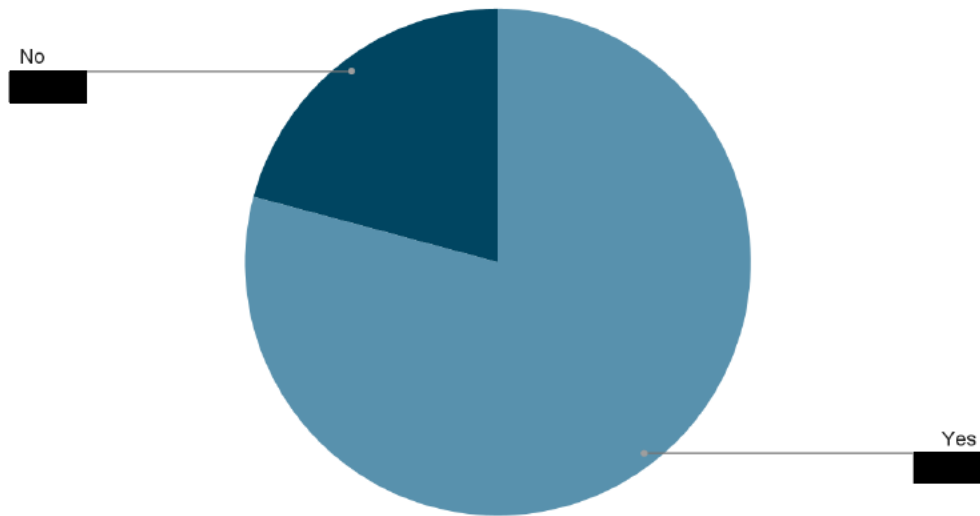
### Grade 4 Reading



Grade 5 Math

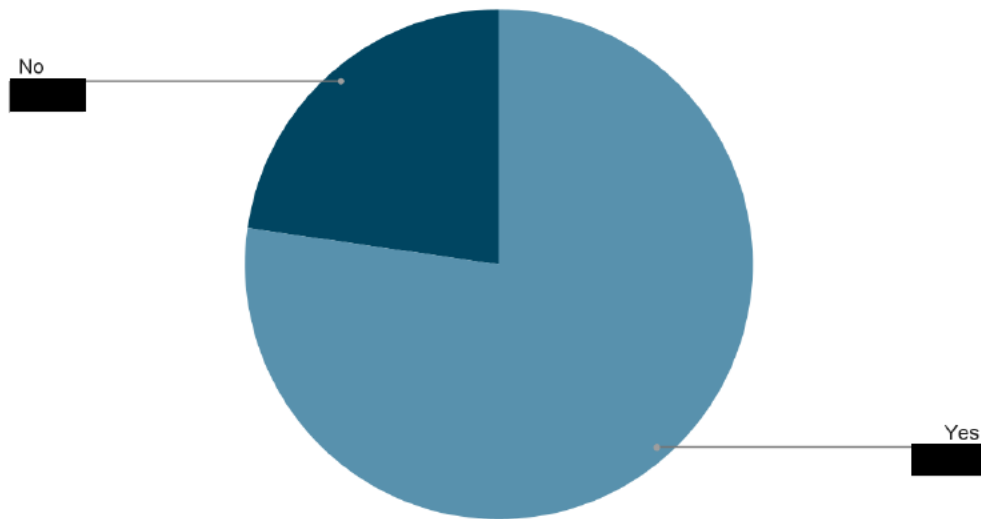


Grade 6 Reading

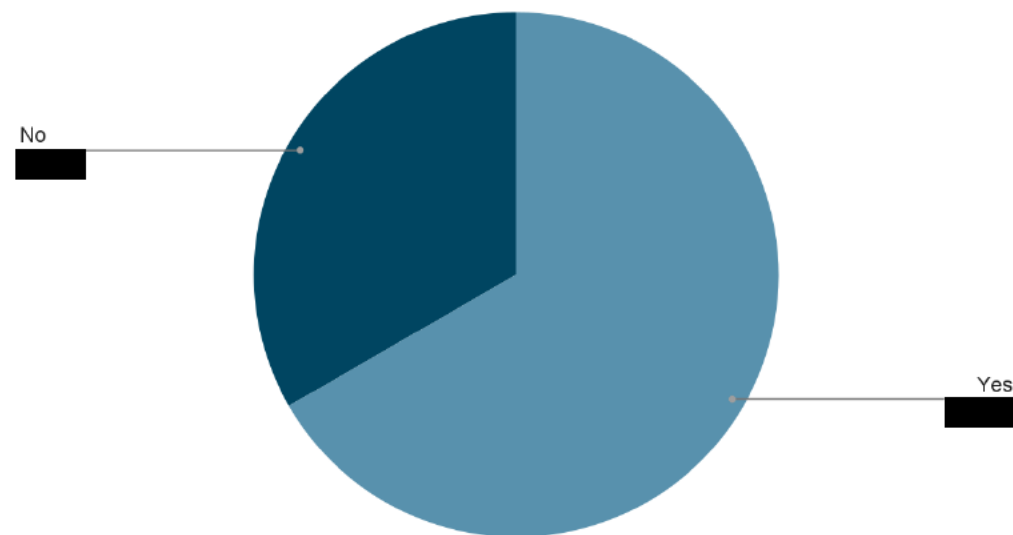




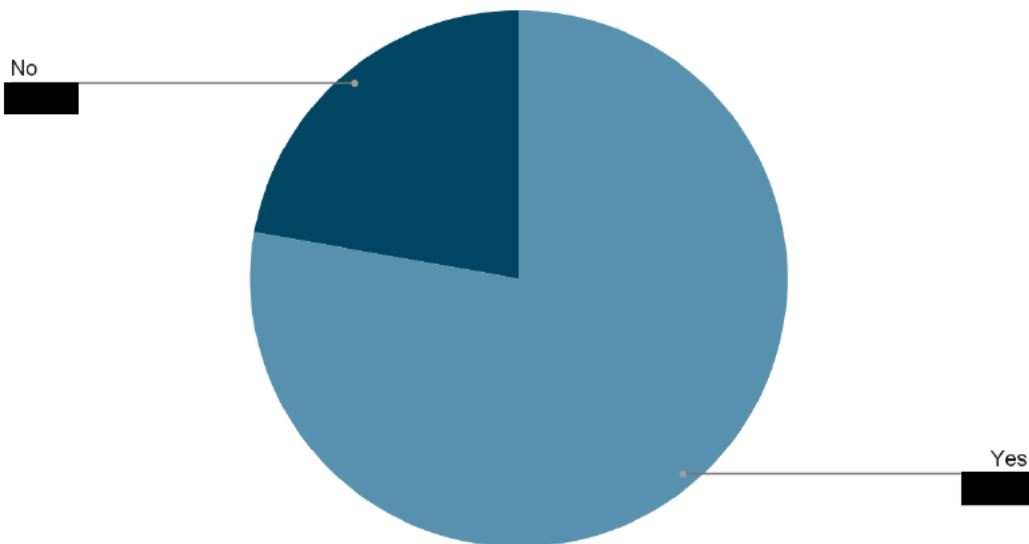
### Grade 6 Math



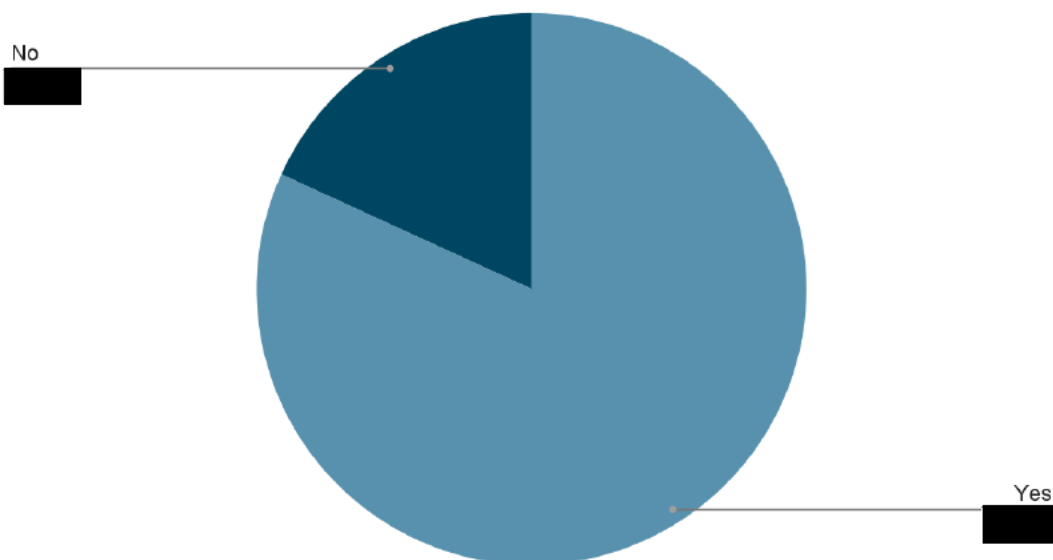
### Grade 8 Math



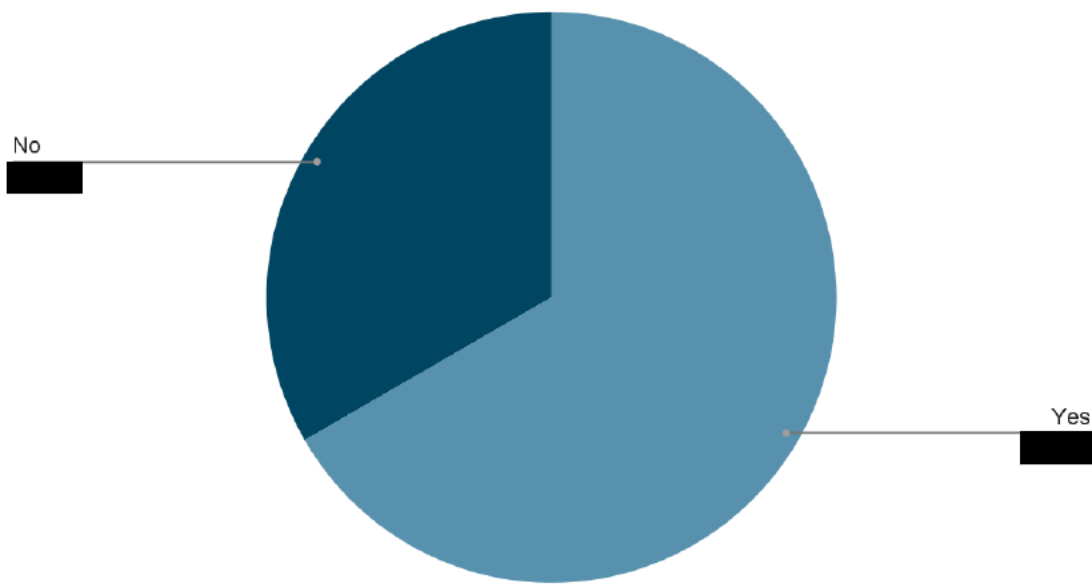
### Grade 8 Language Arts



### Grade 6 Language Arts



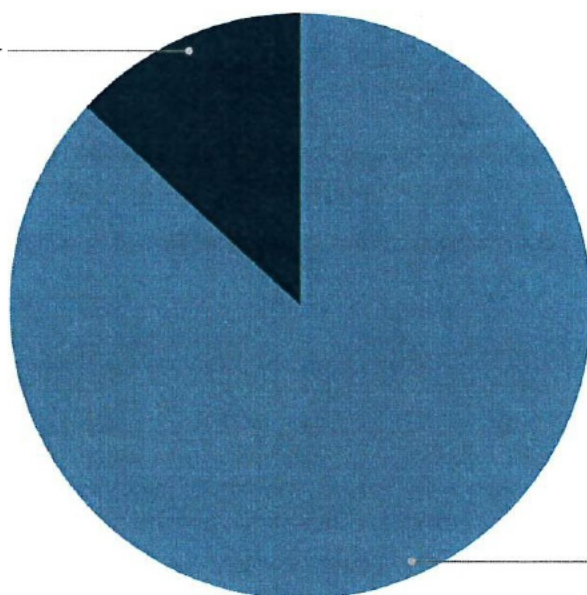
## Grade 8 Reading



38 High School students currently in grades 9-12 also took the MAP test. Of those 16 of them have either an IEP or a 504.

Grades 9-12 Math

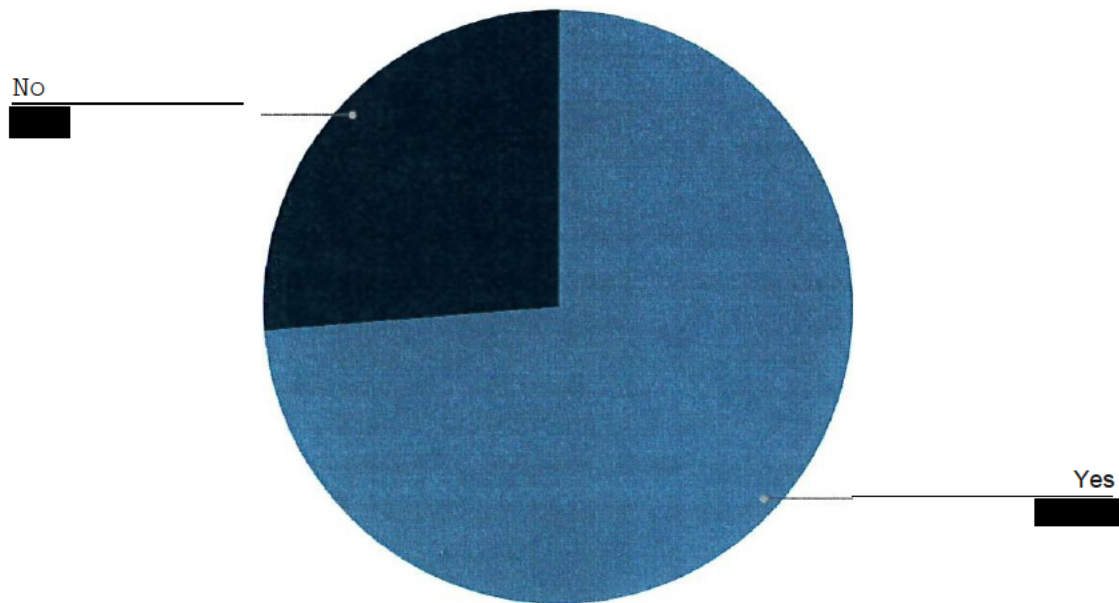
No



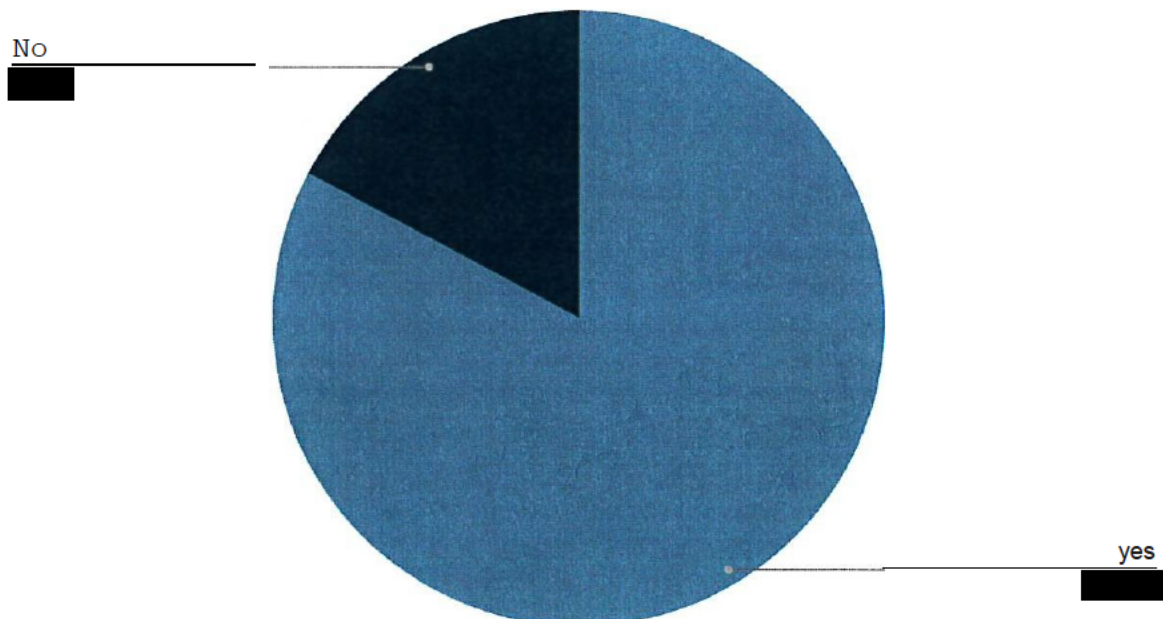
Yes



Grades 9-12 Reading



Grades 9-12 Language Arts



RMCS current year IRI data.

	January 2021			September 2021			January 2022		
Kinder	27%	36%	36%	44%	44%	12%	67%	29%	5%
1st	67%	24%	10%	36%	23%	41%	36%	55%	9%
2nd	61%	17%	22%	63%	25%	13%	71%	13%	17%
3rd	60%	28%	12%	58%	25%	17%	65%	4%	30%

# Idaho's graduation rate for high school falls to 4-year low

By **DEVIN BODKIN**  
Idaho Education News

Idaho's 2021 high school graduation rate fell to 80.1% after a year rocked by COVID-19.

The number represents a 2% drop from 2020, when the rate climbed from 80.7% in 2019 to 82.1%. The State Board of Education in April of 2020 directed schools to close through the end of that academic year to slow the spread of COVID-19. Some learning shifted online, but the state waived some graduation requirements, such as completion of senior projects.

Challenges tied to the pandemic continued into 2021, as educators here and nationwide grappled

with transitions to remote and hybrid learning. Those issues likely fueled declines in at least 20 other states in 2021, halting nearly two decades of nationwide progress toward getting more students diplomas, Chalkbeat reported Monday.

On Tuesday, state superintendent Sherri Ybarra linked Idaho's 2021 drop to COVID-19.

"The traditional four-year graduation rate for the Class of 2021 shows the impacts of the pandemic, not surprising considering COVID-19 disrupted both the junior and senior years for these students," Ybarra said in a statement Tuesday.

Idaho Education News requested statewide graduation rates on Jan.

10 from Ybarra's State Department of Education. The department sent the information Tuesday afternoon, two hours before Ybarra's prepared statement.

Here's a look at the rate since 2017:

## Four-year grad rate

2017 .....	79.9%
2018 .....	80.6%
2019 .....	80.7%
2020 .....	82.1%
2021 .....	80.1%

Numbers released Tuesday show declines among various at-risk and student minority groups from 2020 to 2021:

- The number fell from 75.7% to 71.8% among

Hispanic and Latino students, Idaho's largest student minority group. The grad rate among these students increased by nearly 2% in 2020.

- The rate dropped from 59% to 55.8% for students with disabilities. These students saw a 3% increase in 2020.

- The grad rate for English language learners dropped from 64.6% to 61.1%. This group's rate fell by nearly 10% in 2020.

- Migrant students saw rates fall from 70.3% to 63.7%. The number increased by 6% in 2020.

Idaho's 2021 graduation rate fell well short of the state's 2021 goal of 92.4%.

*EdNews data analyst Randy Schrader contributed to this story.*