

IDAHO TECHNICAL CAREER ACADEMY 2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

Academic	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.
Mission-Specific	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.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	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.

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.

SCHOOL OVERVIEW

Mission Statement	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.		
Key Design Elements	<ul style="list-style-type: none"> ● Provide academic core curriculum aligned to state standards. ● Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster. ● All students will be continually enrolled in career technical coursework. ● Place each student with an advisory teacher. ● Foster industry involvement. 		
School Location	1965 S Eagle Rd Ste 150 Meridian, ID 83642	School Phone	(208) 917-2420
Surrounding District	State of Idaho		
Opening Year	2014		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	113

SCHOOL LEADERSHIP

Kerry Wysocki	Chairman
Mark McCormack	Treasurer
Mike Falconer	Secretary
Jim Moore	Member
Monti Pittman	Administrator

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White	18%	26%	N/A	N/A
Limited English Proficiency	0%	6%	N/A	N/A
Special Needs	10%	10%	N/A	N/A
Free and Reduced Lunch	48%	49%	N/A	N/A

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	%*

*Masked per state law or statistical irrelevance

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	22%
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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	5	50	0		
	1b	50	0	50	24	50	0		
District Proficiency Comparison	2a	50	0	50	21	50	0	50	0
	2b	50	0	50	30	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	40	50	0	50	0
	4b			100	35	50	0	50	0
Post-Secondary Readiness	5a			125	75	125	0	100	0
Total Academic Points		400	0	525	230	525	0	300	0
% of Academic Points			0%		44%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1	175		ITCA's initial mission-specific data for the current performance certificate term will be available in the school's 2018 annual report.
	2	175		
	3	175		
	4	175		
Total Mission-Specific Points		700	0	
% of Mission-Specific Points			0%	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned	
Educational Program	1a	25	15	Near-Term	1a	0	0	
	1b	25	25		1b	0	0	
	1c	25	25		1c	0	0	
	1d	25	25		1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability	2a	0	0	
	2b	25	25		2b	0	0	
	2c	0	0		2c	0	0	
Governance & Reporting	3a	25	25	Total Financial Points	2d	0	0	
	3b	25	25			50	50	
	3c	25	15		% of Financial Points			100%
	3d	25	25					
	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						
5a	25	25						
Additional Obligations								
Total Operational Points		375	355					
% 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%	44%	0%	55% - 74%	0%	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.

ACADEMIC 9-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
Measure 1a	Do math proficiency rates meet or exceed the state average?																			
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>X</td> <td>0 - 14</td> <td>5</td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">5</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	5			5
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Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?																			
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>24</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">24</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	24		0 - 14	0			24
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math proficiency rates meet or exceed the district average?</p> <p>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%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ITCA 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>21</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">21</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	21		0 - 14	0			21
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<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA proficiency rates meet or exceed the district average?</p> <p>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%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ITCA 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>30</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	30		15 - 29	0		0 - 14	0			30
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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>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	37	76-100 51-75	0 0 40 <hr/> 0 40
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>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	34	76-100 51-75	0 0 35 <hr/> 0 35
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?

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.

Meets Standard: The school either:

a) had a four-year ACGR of 80% - 89% OR

b) had a four-year ACGR of at least 66% AND met its progress goal.

Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.

Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

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. ITCA's progress goal for 2017 was 8%.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
26	75	75
	0-65	0
		<hr/> 75

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR				
Measure 1	Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned
		Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	175	
		Meets Standard: 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	140	
		Does Not Meet Standard: 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	70	
		Falls Far Below Standard: Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	0	0
Notes	The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.			
Measure 2	Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned
		Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	175	
		Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	140	
		Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	70	
		Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	0	0
Notes	The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.			

MISSION-SPECIFIC

	Result	Points Possible	Points Earned
<p>Measure 3 the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?</p> <p>Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Notes The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.</p>		<p>175</p> <p>140</p> <p>70</p> <p>0</p> <hr/> <p>0</p>	
<p>Measure 4 Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?</p> <p>Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Notes The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.</p>		<p>175</p> <p>140</p> <p>70</p> <p>0</p> <hr/> <p>0</p>	

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: 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>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td>See note</td> <td>15</td> <td>15</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">15</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25		See note	15	15		0				15
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		15															
<p>Notes</p>	<p>In fall 2016, an evaluation team noted that the school did not have policies in place to assist students in finding qualified internships. Two out of the four career pathways had been approved by CTE. The Advisory Board required by CTE and the charter had not met since the school began operations. The school indicates that it is in the process of further implementation.</p>																
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>No instances of non-compliance documented</p>	<p>25 25</p>
<p>Notes</p>		<p>15</p>	<p>0</p>
		<hr/> <p>25</p>	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>No instances of non-compliance documented</p>	<p>25 25</p>
		<p>15</p>	<p>0</p>
		<hr/> <p>25</p>	
<p>Notes</p>			
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		<p>Variance is: 188%</p>	<p>25 15 0</p>
		<hr/> <p>0</p>	
<p>Notes</p>	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year. Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure; the result is provided for information only.</p>		

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
Governance Requirements															
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>															
<p>Partially Meets Standard: 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>Does Not Meet Standard: 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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
Board Oversight															
<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>															
Notes															

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	15
Notes	The school's annual dashboard report, due to the PCSC on July 30, 2016, was submitted August 30, 2016.		0	15
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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
Notes			0	25

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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
Notes			15	0
			25	
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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>Partially Meets Standard: 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>Does Not Meet Standard: 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
Notes			15	0
			25	

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 4b</p> <p>Public Transparency</p>	<p>Is the school complying with facilities requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: 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>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio:	1.02	50	50
				10	
				0	
					50
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1b	Current Ratio: Cash divided by Current Liabilities				
Cash Ratio	<p>Meets Standard: 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>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	Cash Ratio:	1.02	50	50
				10	
				0	
					50
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)				
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash:	119	50	50
				10	
				0	
					50
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1d	Default				
Default	<p>Meets Standard: 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>Does Not Meet: School is in default of financial obligations.</p>	No Default Noted		50	50
				0	
					50
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		Aggregated 3-Year Totals:		
3-Year Total Margin	<p>Meets Standard: Aggregated 3-yr 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>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	50		
		1.22%	30	30
			0	
				30
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio		Ratio is:		
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	50		
		0.98	30	30
			0	
				30
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Does Not Meet" (.98) to "Falls Far Below Standard: (1.5). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			
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		Mult-Year Cumulative is:		
	<p>Meets Standard: 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 first or second year of operation must have positive cash flow.</p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	\$288,806	50	50
			30	
			0	
				50
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.			

FINANCIAL

Measure 2d	Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	Ratio is:	50	
		0	0	0
				0
Notes	<p>Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			

IDAHO TECHNICAL CAREER ACADEMY--- MISSION-SPECIFIC FRAMEWORK

The mission-specific measures below are not part of the school’s current performance framework. The outcomes are included here to recognize the school’s achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	
			Points Earned	
		Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	175	
		Meets Standard: 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	140	
		Does Not Meet Standard: 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	70	
	Falls Far Below Standard: Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.	0		
Notes	The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. No students are currently enrolled in this Pathway, so this measure is not applicable.		0.00	
Measure 2	Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	
			Points Earned	
		Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	175	
		Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	140	
		Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.	0%	0	
Notes	The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year.		0.00	

		Result	Points Possible	Points Earned
Measure 3	Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?			
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.	16%	0	0
				0.00
Notes	The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year.			
		Result	Points Possible	Points Earned
Measure 4	Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?			
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.	50%	70	70
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		0	
				70.00
Notes	The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year.			

The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.

Measure 1b Is the school successfully preparing Manufacturing pathway students for the workplace?

Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

Notes

Result	Points Possible	Points Earned
		0.00

Measure 2b Is the school successfully preparing Technology pathway students for the workplace?

Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

Notes

Result	Points Possible	Points Earned
		0.00

	Result	Points Possible	Points Earned
<p>Measure 3b Is the school successfully preparing Business pathway students for the workplace?</p> <p>Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p>Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p>Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p>Falls Far Below Standard: Beginning in 2017-2018, less that 24% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p>Notes</p>			0.00
<p>Measure 4b Is the school successfully preparing Health pathway students for the workplace?</p> <p>Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p>Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p>Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p>Falls Far Below Standard: Beginning in 2017-2018, less that 24% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p>Notes</p>			0.00