

CHIEF TAHGEE ELEMENTARY 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	To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.		
Key Design Elements	<ul style="list-style-type: none"> ● Provision of Shoshoni language immersion program ● Provision of instruction in Shoshone-Bannock culture ● Emphasis on a thematic approach to instruction 		
School Location	34 South Hiline Road, Pocatello, ID 83202	School Phone	(208) 237-2710
Surrounding District	Pocatello School District		
Opening Year	2013		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	K-8		
Enrollment (Approved)	210	Enrollment (Actual)	95

SCHOOL LEADERSHIP

Velda Racehorse	Chairman
Nancy Eschief Murillo	Secretary
Maxine Edmo	Member
Belma Colter	Member
Merceline Boyer	Member
Leslie St. Clair	Member
Joel Weaver	Administrator

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White	98%	26%	21%	39%
Limited English Proficiency	0%	6%	1%	10%
Special Needs	26%	10%	10%	11%
Free and Reduced Lunch	100%	49%	48%	64%

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	N/A
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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	8	50		50			
	1b	50	0	50		50			
District Proficiency Comparison	2a	50	19	50		50		50	
	2b	50	3	50		50		50	
Criterion-Referenced Growth	3a	100	10			50			
	3b	100	20			50			
Norm-Referenced Growth	4a			100		50		50	
	4b			100		50		50	
Post-Secondary Readiness	5a			125		125		100	
Total Academic Points		400	60	525		525		300	
% of Academic Points			15%						

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1	200		CTEA's initial mission-specific data for the current performance certificate term will be available in the school's 2018 annual report.
	2	100		
	3	100		
	4	100		
Total Mission-Specific Points		500	0	
% of Mission-Specific Points				

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	15	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	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	400	
	3c	25	0		% of Financial Points	100%	
	3d	25	0				
	3e	25	25				
School Environment	3f	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.			
	4a	25	25				
Additional Obligations	4b	25	25				
	5a	25	25				
Total Operational Points		400	305				
% of Operational Points			76%				

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%	15%	0%	55% - 74%	0%	80% - 89%	76%	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 K-8

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
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>8</td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">8</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	8			8
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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></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>X</td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	0			0
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	<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>Notes The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.</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>19</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;">19</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	19		0 - 14	0			19
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Measure 2b ELA Proficiency Rate Comparison to District	<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>Notes The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.</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>3</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">3</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	3			3
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td>19</td> <td>0-25</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">10</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0	19	0-25	10			10
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Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td>40</td> <td>0-25</td> <td>20</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">20</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0	40	0-25	20			20
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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 become competent Shoshoni language speakers?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% or more of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		200	
	Meets Standard: 60% to 79% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		160	
	Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		80	
	Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		0	
				0
Notes	The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level. The SOLPA will be administered and scored by an outside contractor. The contractor will provide a score report to the school, which will then be submitted to the authorizer.			

MISSION-SPECIFIC

Measure 2	Result	Points Possible	Points Earned
<p>Is the school improving the science proficiency of American Indian students?</p> <p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 25 or more percentage points higher than that of Fort Hall Elementary.</p> <p>Meets Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 10 to 24 percentage points higher than that of Fort Hall Elementary.</p> <p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 1 to 9 percentage points higher than that of Fort Hall Elementary.</p> <p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science ISAT was equal to or lower than that of Fort Hall Elementary.</p> <p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. 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.</p> <p>Notes</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p> <hr/> <p>0</p>	
Measure 3	Result	Points Possible	Points Earned
<p>Is the school improving the math proficiency of American Indian students?</p> <p>Exceeds Standard: CTEA's proficiency rate for American Indian students on the math ISAT was 9 or more percentage points higher than that of Fort Hall Elementary.</p> <p>Meets Standard: CTEA's proficiency rate for American Indian students on the math ISAT was 4 to 8 percentage points higher than that of Fort Hall Elementary.</p> <p>Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math ISAT was .5 to 3 percentage points higher than that of Fort Hall Elementary.</p> <p>Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math ISAT was equal to or lower than that of Fort Hall Elementary.</p> <p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. 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.</p> <p>Notes</p>		<p>100</p> <p>80</p> <p>40</p> <p>0</p> <hr/> <p>0</p>	

MISSION-SPECIFIC

Measure 4 Is the school improving the English Language Arts (ELA) proficiency of American Indian students?

Exceeds Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was 9 or more percentage points higher than that of Fort Hall Elementary.

Meets Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was 4 to 8 percentage points higher than that of Fort Hall Elementary.

Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was .5 to 3 percentage points higher than that of Fort Hall Elementary.

Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was equal to or lower than that of Fort Hall Elementary.

Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. 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.

Notes

Result	Points Possible	Points Earned
	100	
	80	
	40	
	0	
		0

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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	25																
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		15															
<p>Notes</p>	<p>A site visit evaluation team determined in fall 2016 that the school is still working toward full implementation of its language immersion program.</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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? 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. 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. 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.			25	
			See note	15	15
				0	
					15
Notes	The schools annual independent audit, due to the PCSC on October 15, 2016, was submitted on November 10, 2016.				
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP) Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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. 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. 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.				
			No instances of non-compliance documented	25	25
				15	
				0	
					25
Notes					
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.				
				25	
				15	
			76%	0	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.				

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			Result	Points Possible	Points Earned
<p>Measure 3a</p> <p>Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <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> <p>Notes</p>			<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>		
<p>Measure 3b</p> <p>Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <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> <p>Notes</p>			<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>		

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>		25	
Notes	<p>The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017. The school's Career Ladder report, due to the SDE in January 2017, was submitted in June 2017. The school's calendar, due to the SDE on May 31, 2017, was submitted on June 21, 2017.</p>	See note	0	0
				<hr/> 0
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>		25	
Notes	<p>The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. The school has not maintained an expenditures website as required by §33-357, Idaho Code. These matters had not been remedied as of November 6, 2017. The school reports that a more efficient system has since been implemented.</p>	See note	0	0
				<hr/> 0

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				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				25

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible
Transportation	<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 and 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>	No instances of non-compliance documented	25
			15
			0
Notes			25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Public Transparency	<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>	No instances of non-compliance documented	25
			15
			0
Notes			25

INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?																
Additional Obligations		<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
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
	<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>																
Notes																	

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 is:	13.12	50	50
Notes				10	
				0	50
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 is:	7.46	50	50
Notes				10	
				0	50
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:	169	50	50
Notes				10	
				0	50
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
Notes				0	50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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> <p>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>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>18.52%</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>0.076</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$728,783</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p> <p>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>	<p>Result</p> <p>Ratio is:</p> <p>1.91</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

CHIEF TAHGEE ELEMENTARY 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 become competent Shoshoni language speakers?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% or more of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		200	
	Meets Standard: 60% to 79% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).	75%	160	160
	Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		80	
	Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students will achieve the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		0	
				160.00
Notes	Each year, CTEA will add an additional language immersion grade / classroom. The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level.			
MISSION-SPECIFIC GOALS				
Measure 2	Is the school improving the science proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.	43	100	100
	Meets Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was be 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was be 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science Smarter Balanced Assessment was be equal to or lower than Ft. Hall Elementary's.		0	
				100.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			

CHIEF TAHGEE ELEMENTARY ACADEMY --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school improving the reading proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was be 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was be 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the reading Smarter Balanced Assessment was be equal to or lower than Ft. Hall Elementary's.		0	
				0.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.			

Measure 4	Is the school improving the math proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.	21	100	100
	Meets Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was be 4 to 8 percentage points higher than Ft. Hall Elementary's.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was be 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math Smarter Balanced Assessment was be equal to or lower than Ft. Hall Elementary's.		0	
				100.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			

Measure 5	Is the school improving the English language arts proficiency of American Indian students?	Result	Points Possible	Points Earned
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was 9 or more percentage points higher than Ft. Hall Elementary's.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was be 4 to 8 percentage points higher than Ft. Hall Elementary's.	4	80	80
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was be 0.5 to 3 percentage points higher than Ft. Hall Elementary's.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the English language arts Smarter Balanced Assessment was be equal to or lower than Ft. Hall Elementary's.		0	
				<hr/> 80.00
Notes	Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population.			