



Annual Performance Report 2024-2025

School Name:

Richard McKenna Charter School – Onsite K-12 Program

Richard McKenna Charter School – Online Program

Richard McKenna Charter School – Online Alternative Program

Mission Statement:

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

School Information	Detail
Board Chair/President	William Lamb
Vice Chair	Crystal Rodgers
Executive Director	Dennis Wilson
Administrator	Jon Wood, Jessica Ward, Samantha Trombly
Business Manager	Jessica Morrison
School Website	School Website

Introduction

In Idaho, charter schools operate under contract terms specified in a Performance Certificate, which is agreed upon by the school's board and its authorizer, as outlined in I.C. §33-5205B. Each Performance Certificate includes a performance framework that outlines the expectations the school must meet to be granted a subsequent operational term. The annual performance report, based on this framework, serves the following purposes:

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

The Idaho Public Charter School Commission (IPCSC) must assess whether the school's performance represents a favorable return on public funds. The IPCSC also considers the school's performance in comparison to other educational options available to families. The data in this report are derived from the previous fiscal year and summarize the outcomes of the school's last year of the contract term for those schools that are up for renewal.

If the performance standards are met, strategic planning may focus on the data points that will establish and sustain a high-performing school. If a standard is not met, the school should focus its strategic planning on improving outcomes to secure a subsequent operational term.

Please see the [Performance Framework & Alternative Academic Framework](#) rubrics for details regarding how each measure is rated.

RENEWAL (I.C. §33-5209A)

At the conclusion of the operating term, the performance certificate of each school is reviewed for renewal. Charters may be renewed for successive terms. An authorizer can grant renewal with specific written conditions aimed at improving the public charter school, along with a deadline for meeting these conditions. In making renewal decisions, every authorizer must base its choices on evidence of the school's performance during the term of the performance certificate.

If a public charter school has fulfilled all terms of its performance certificate, the authorizer shall renew the charter for a period of twelve years, or six years in the case of a pilot charter. Conversely, if the school has not met one or more of the requirements, the authorizer may either renew for a six-year term or choose not to renew the charter.

School Overview

School's Operating Term

In 2022, Richard McKenna Charter School received a conditional renewal with a five-year operating contract. The current certificate term is from July 1, 2022 to June 30, 2027. This report directly impacts the school's renewal recommendation. Renewal decisions must be made prior to March 15, 2027.

Conditions may be applied to a school's renewal performance certificate if the school did not meet one or more performance framework requirements; these conditions must be satisfied by specified dates.

Each of the following (6) conditions must be met by the deadlines listed below. If the school meets all conditions by the established deadlines, it may continue operating until its next renewal cycle. However, failure to meet any condition by the specified deadline will require the authorizer to consider, at its next public meeting, whether mid-term revocation of the school's charter is warranted.

Condition 1: CONDITION MET

DUE BY: 6/30/2024: RMCS's virtual and virtual alternative programs must meet standard on all academic measures of the performance framework incorporated into this performance certificate by 6/30/2024.

Condition 2: CONDITION MET

DUE BY: 6/30/2024: A minimum of 30% of the continuously enrolled students at RMCS's K-12 onsite program (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide math assessment by June 30, 2024. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

Condition 3: CONDITION MET

DUE BY: 6/30/2024: A minimum of 45% of the continuously enrolled students at RMCS's K-12 onsite program (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2024. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

Condition 4: CONDITION MET

DUE BY: 6/30/2024: RMCS must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) greater than or equal to the average proficiency rate of

RMCS's identified comparison group as stated in RMCS's current performance certificate; or (2) RMCS must increase the percent of continuously-enrolled students who achieved proficiency on the statewide literacy assessment by a minimum of 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2024. This condition is based on the proficiency rate necessary to meet standard on this measure.

Condition 5: CONDITION MET

DUE BY: 6/30/2024: RMCS's onsite program achieves a 4-Year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2024. This recommendation is based on the graduation rate necessary to meet standard on this measure in 2019 (the most recent available data).

Condition 6: CONDITION MET

DUE BY: 6/30/2022: RMCS's negotiated performance certificate shall include a maximum enrollment number not to exceed 1200 students across grades K- 12 and across all program offerings.

School Details

Model: Montessori / Project-based Learning, Virtual, Virtual Alternative

Enrollment Capacity: 1200

2024-2025 Enrollment: 814

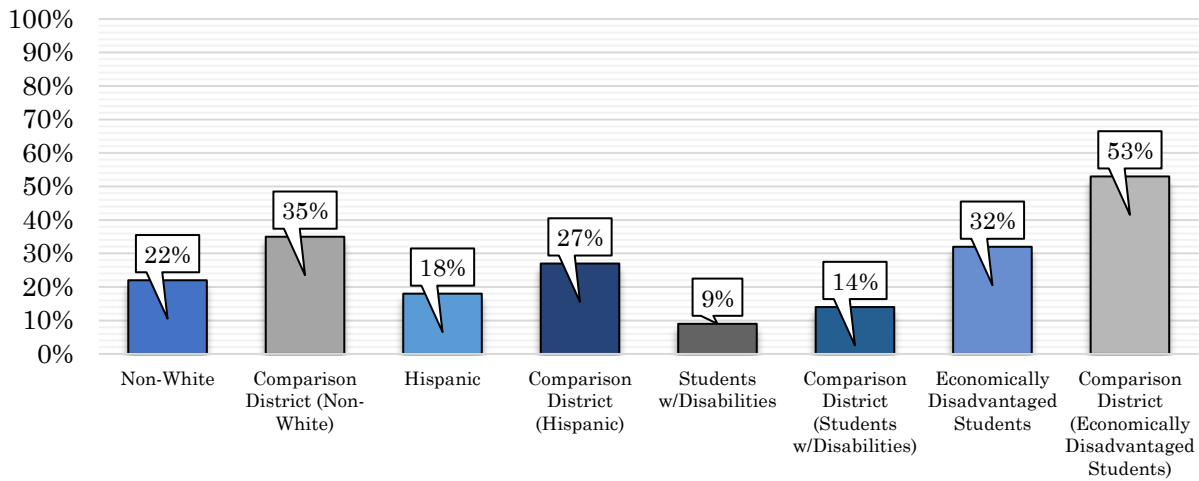
Grades Served: Kindergarten – 12th Grade

Key Design Elements:

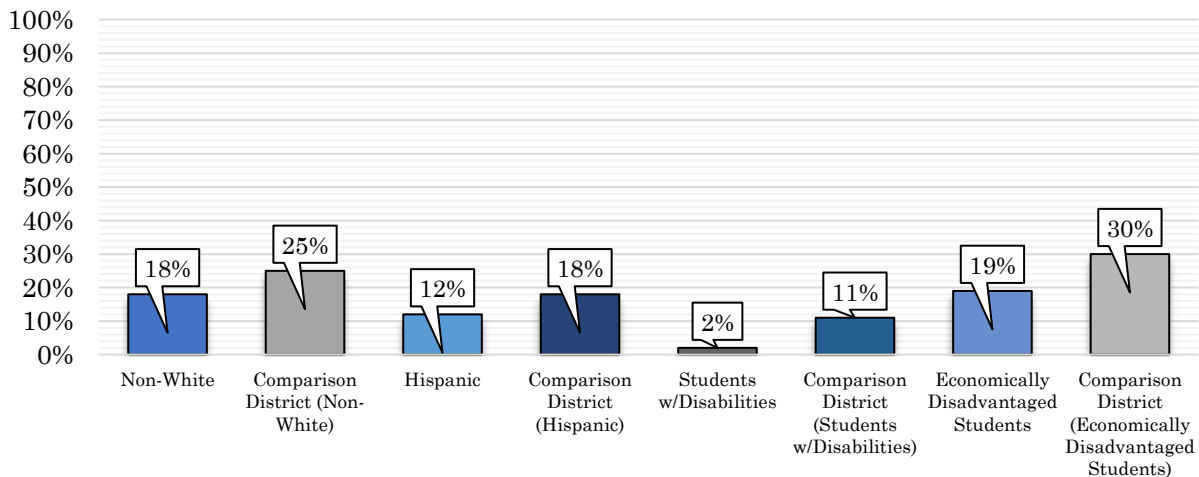
1. Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:
 - Critical and Analytical Thinking.
 - Hard Work, Respect, and Service.
 - Presentations and Projects.
 - Reflecting and Recording.
 - Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.
2. Online Learning. We provide online courses for both general education and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting.

2024-2025 Demographic Summary

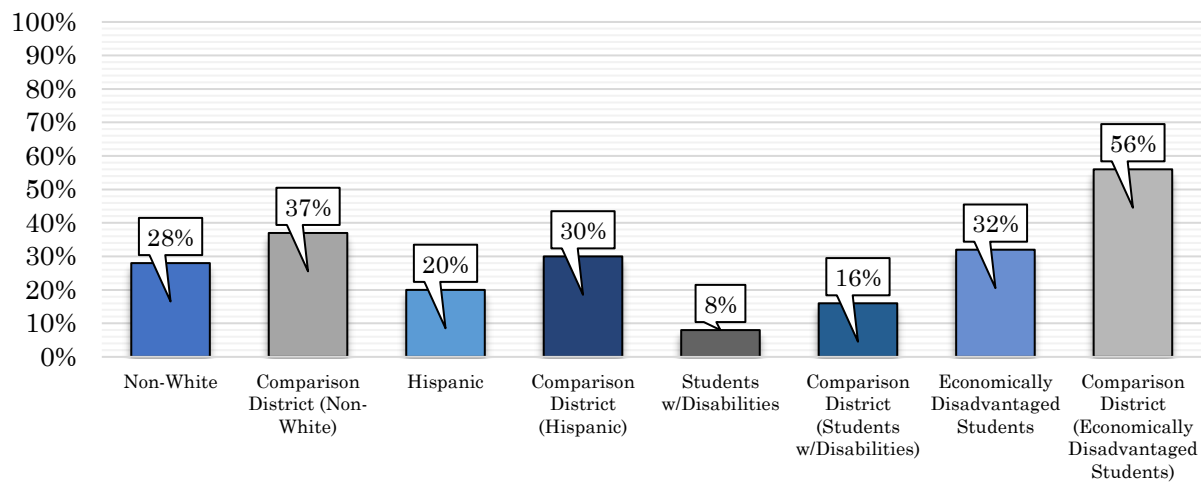
Richard McKenna Charter School - Onsite K - 12 Program



Richard McKenna Charter School - Online Program



Richard McKenna Charter School - Online Alternative Program



2024-2025 Annual Snapshot

Academics

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED
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Academic Measure – Onsite K-12 Program	Academic Score	Academic Rating
Math Proficiency	36.4%	Approaches Standard
Math Growth	45.6%	Approaches Standard
ELA Proficiency	<53%	Meets Standard
ELA Growth	48.7%	Approaches Standard
Literacy Proficiency	Fall IRI: 58.2% Spring IRI: 71%	Meets Standard
College & Career Readiness 4 Yr ACGR	90%	Exceeds Standard

Academic Measure – Virtual Program	Academic Score	Academic Rating
Math Proficiency	<15%	Approaches Standard
Math Growth	NA	Not Rated
ELA Proficiency	42.4%	Meets Standard
ELA Growth	NA	Not Rated
College & Career Readiness 4 Yr ACGR	74.1%	Meets Standard

*Beginning in FY25 Academic data displayed on the Idaho Report Card changed from *Continuously Enrolled* student data to *All* student data.

Academic Measure – Virtual Alternative Program	Academic Score	Academic Rating
Math Proficiency	<14%	Approaches Standard
Math Growth	NA	Not Rated
ELA Proficiency	<38%	Meets Standard
ELA Growth	NA	Not Rated
College & Career Readiness 5 Yr ACGR	38.3%	Does Not Meet Standard

Alternative Academic Measure – Virtual Alternative Program	Academic Score	Academic Rating
Math Achievement and Growth – Option 1	100%	Exceeds Standard
ELA Achievement and Growth – Option 1	77.3%	Exceeds Standard
Progress toward Graduation – Option 1	29.3%	Does Not Meet Standard
Postsecondary Readiness – Option 2	100%	Exceeds Standard

Operations

RATING LEGEND	DOES NOT MEET STANDARD	MEETS STANDARD	NOT RATED
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Operational Measure	Operational Rating
Governance Structure	Meets Standard
Governance Oversight	Meets Standard
Student Services	Meets Standard
Data Security/Transparency	Meets Standard
Facility & Services	Meets Standard

Financial

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED
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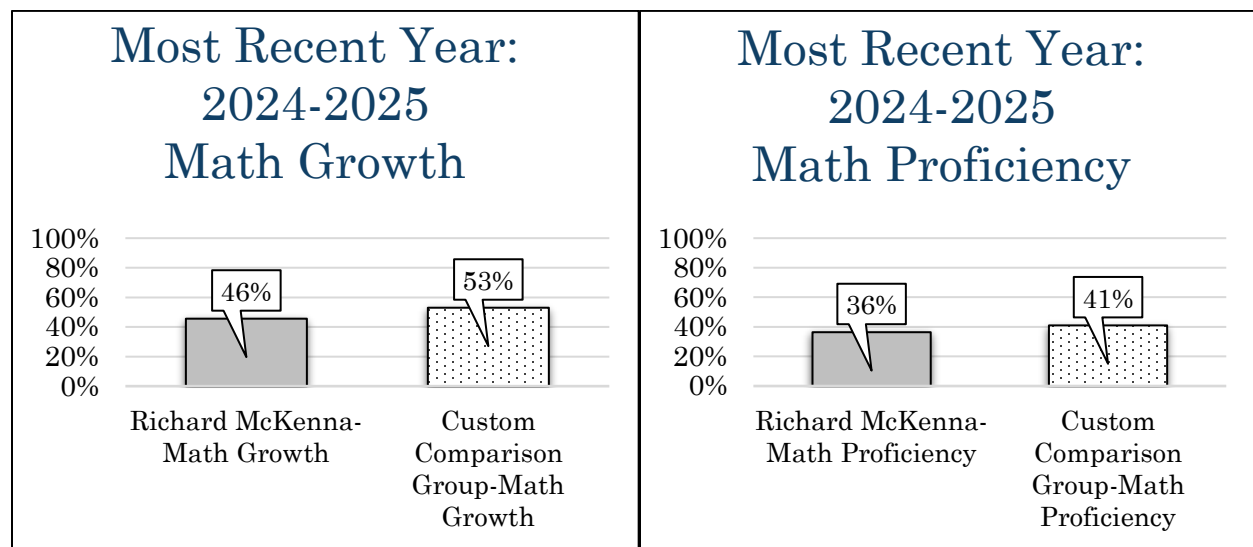
Financial Measurement	Financial Rating
Current Ratio	Exceeds Standard
Unrestricted Days Cash	Exceeds Standard
Default	Exceeds Standard
Debt Service Coverage Ratio	Exceeds Standard
Debt Asset Ratio	Exceeds Standard
Financial Compliance	Exceeds Standard

2024-2025 Academic Outcomes – Onsite K-12 Program

Math Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

Comparison Group: Mountain Home District (193), Hagerman Joint District (233), Bruneau-Grand View Joint School District (365)

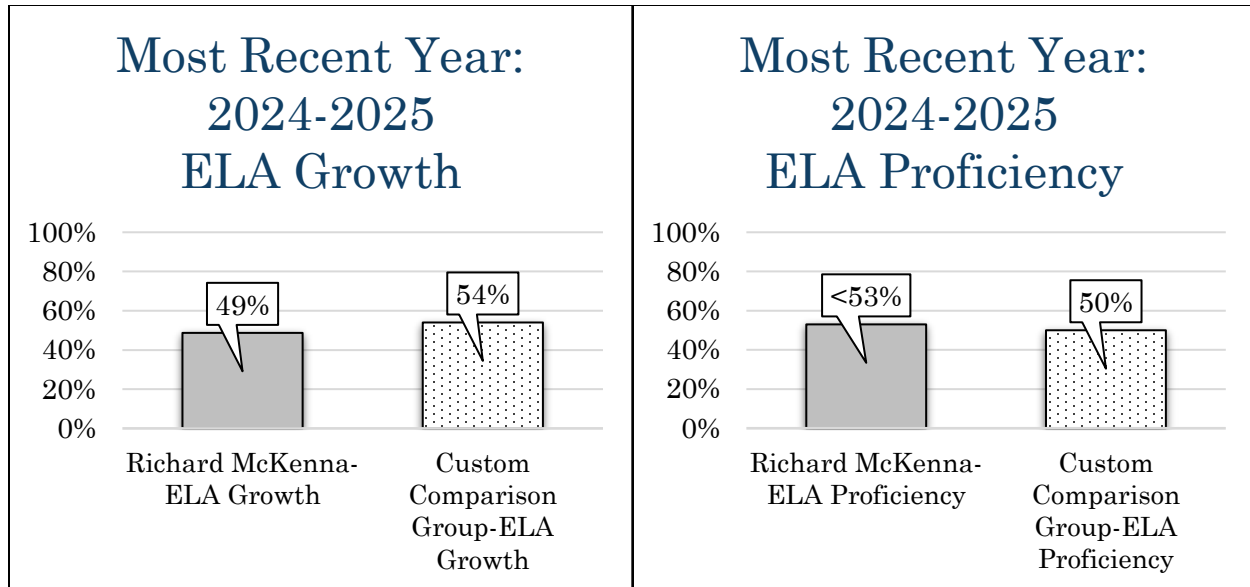


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Approaches Standard	The school's growth rate falls between the average and one standard deviation below the average of the school's identified comparison group.
MATH PROFICIENCY	Approaches Standard	The school's proficiency rate falls between the average and one standard deviation below the average of the school's identified comparison group.

ELA Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

Comparison Group: Mountain Home District (193), Hagerman Joint District (233), Bruneau-Grand View Joint School District (365)

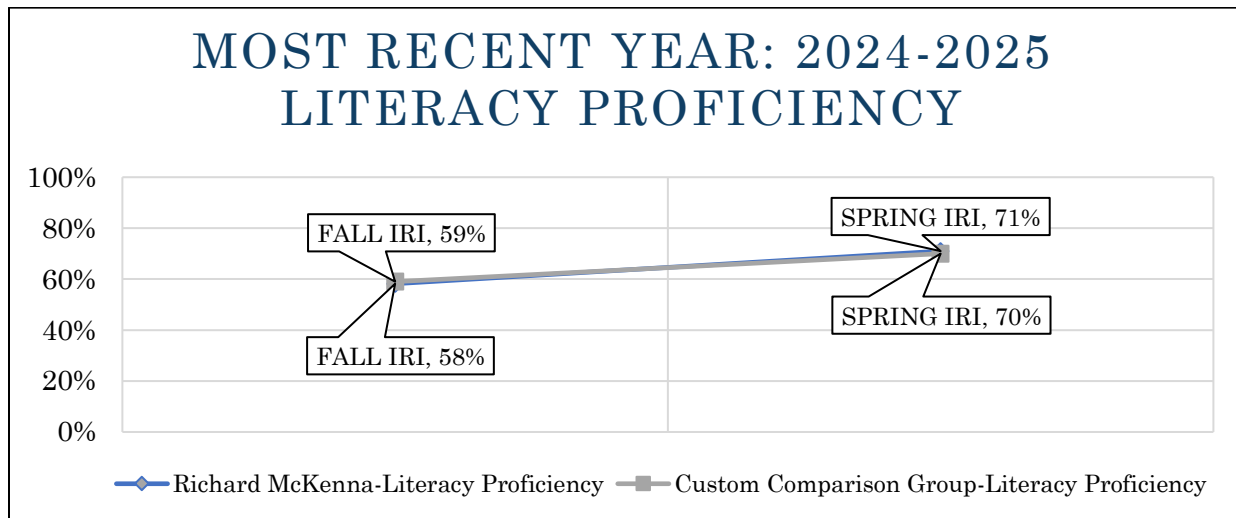


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Approaches Standard	The school's growth rate falls between the average and one standard deviation below the average of the school's identified comparison group.
ELA PROFICIENCY	Meets Standard	The school's proficiency rate falls between the average and one standard deviation above the average of the school's identified comparison group.

Literacy Proficiency

A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

Comparison Group: Mountain Home District (193), Hagerman Joint District (233), Bruneau-Grand View Joint School District (365)

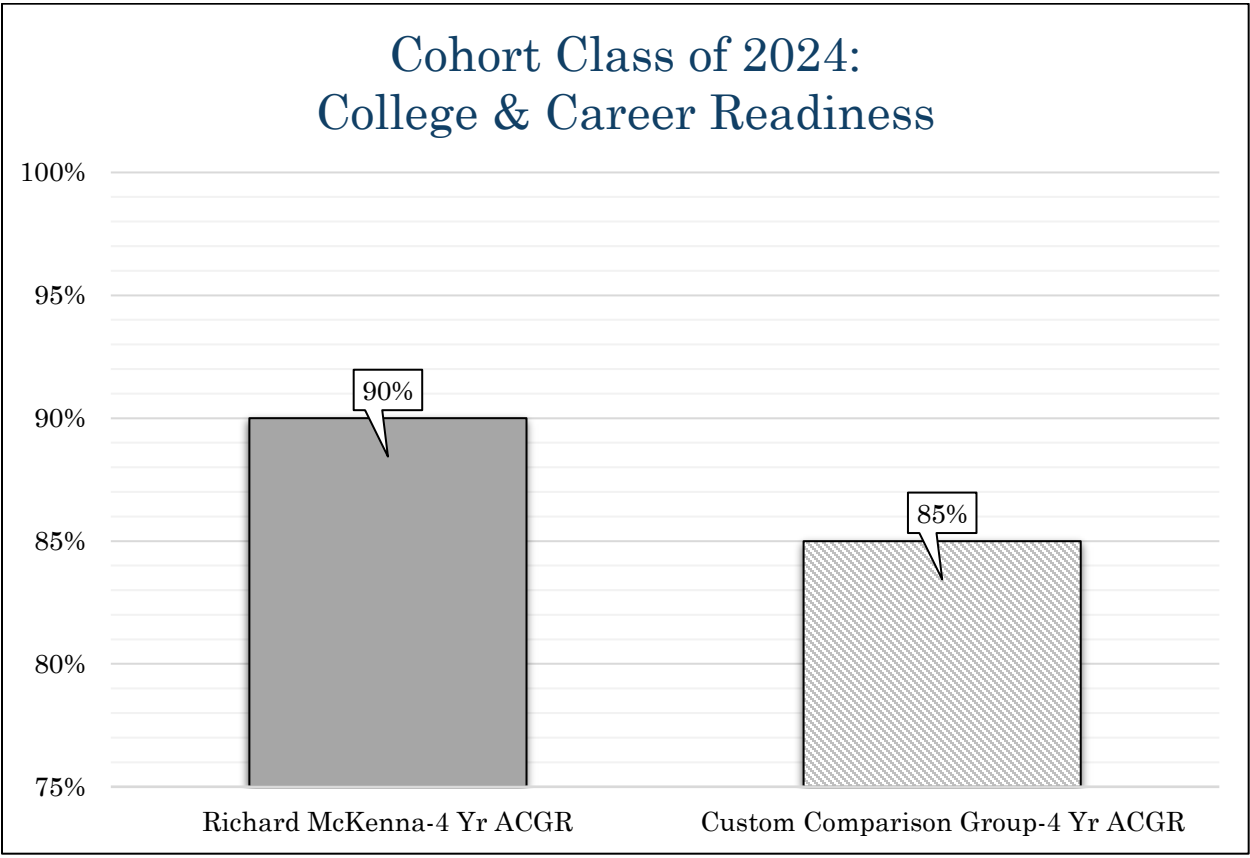


MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Meets Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is within one standard deviation above the average of the school's identified comparison group.

College & Career Readiness

A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: Mountain Home District (193), Hagerman Joint District (233), Bruneau-Grand View Joint School District (365)



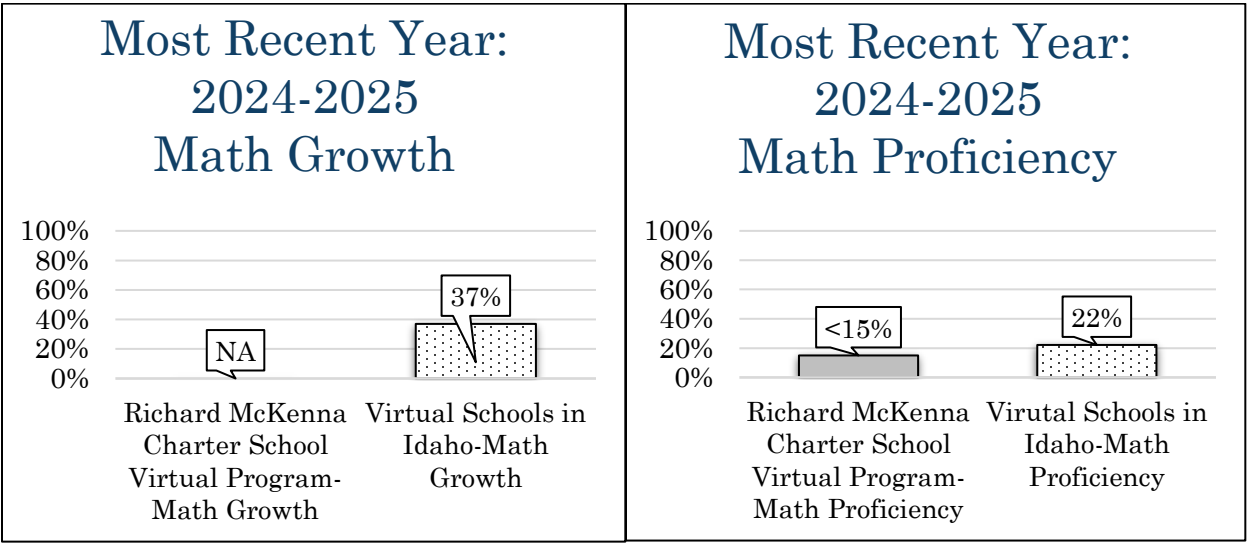
MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Exceeds Standard	The school's 4-Year adjusted cohort graduation rate (ACGR) is 90%.

2024-2025 Academic Outcomes – Virtual Program

Math Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

Comparison Group: Virtual Schools in Idaho

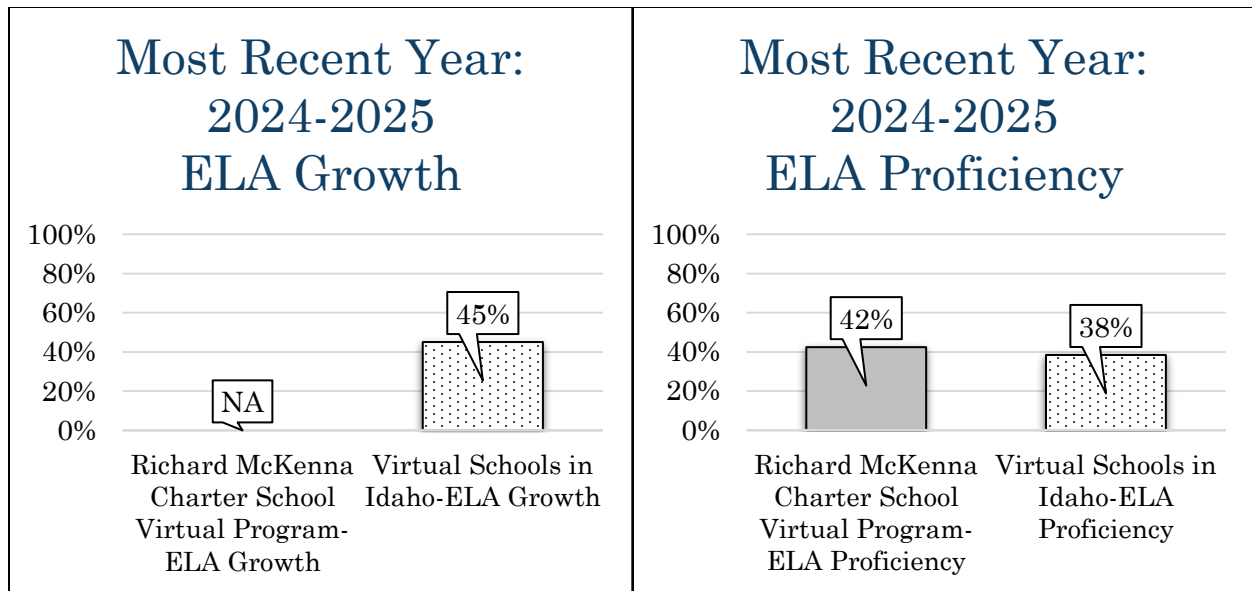


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated	No data to report
MATH PROFICIENCY	Approaches Standard	The school's proficiency rate is more than one standard deviation below the average of the school's identified comparison group.

ELA Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

Comparison Group: Virtual Schools in Idaho

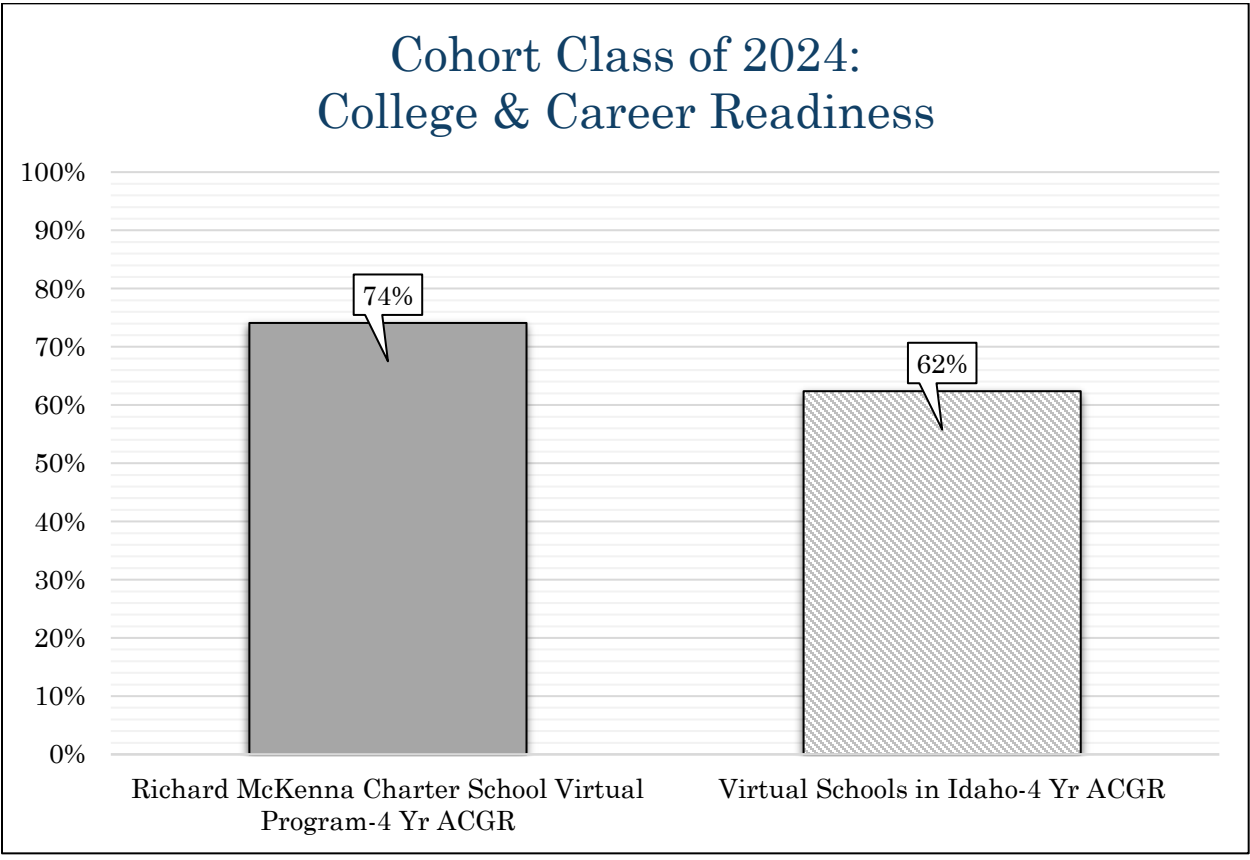


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated	No data to report.
ELA PROFICIENCY	Meets Standard	The school's proficiency rate falls between the average and one standard deviation above the average of the school's identified comparison group.

College & Career Readiness

A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: Virtual Schools in Idaho



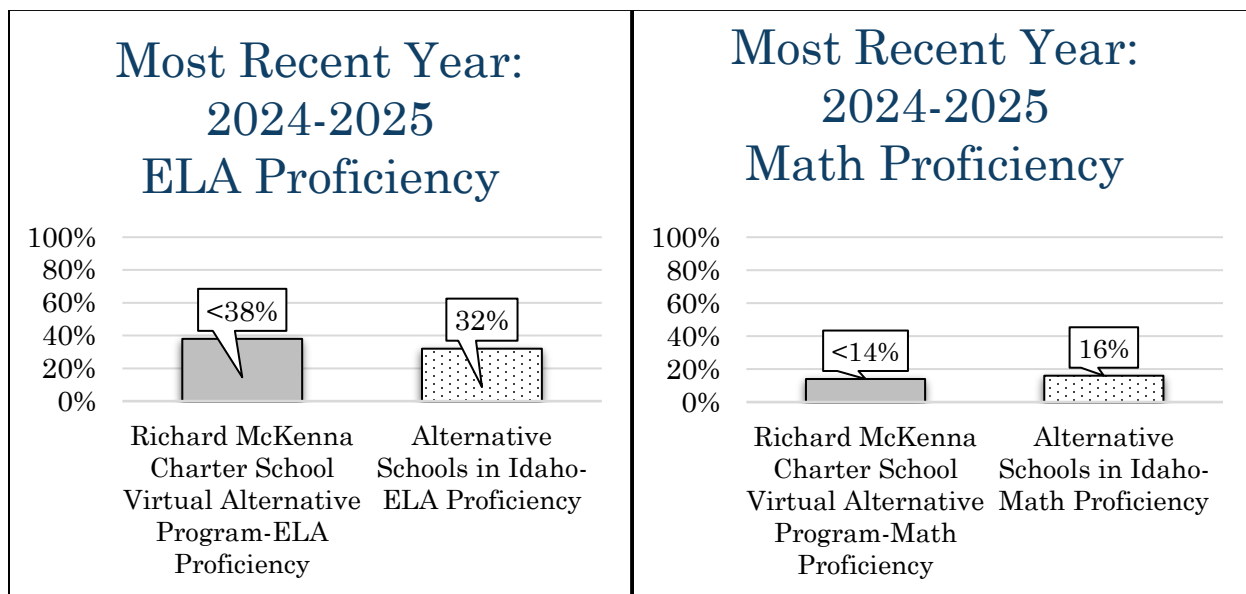
MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Meets Standard	The school's 4-Year adjusted cohort graduation rate (ACGR) falls between the average and one standard deviation above the average of the school's identified comparison group.

2024-2025 Academic Outcomes – Virtual Alternative Program

ELA and Math Proficiency

A school that performs as well or better than the average of its comparison group on the statewide ELA and mathematics assessment (ISAT) meets the IPCSC standard on both the ELA and math proficiency measures.

Comparison Group: Alternative Schools in Idaho

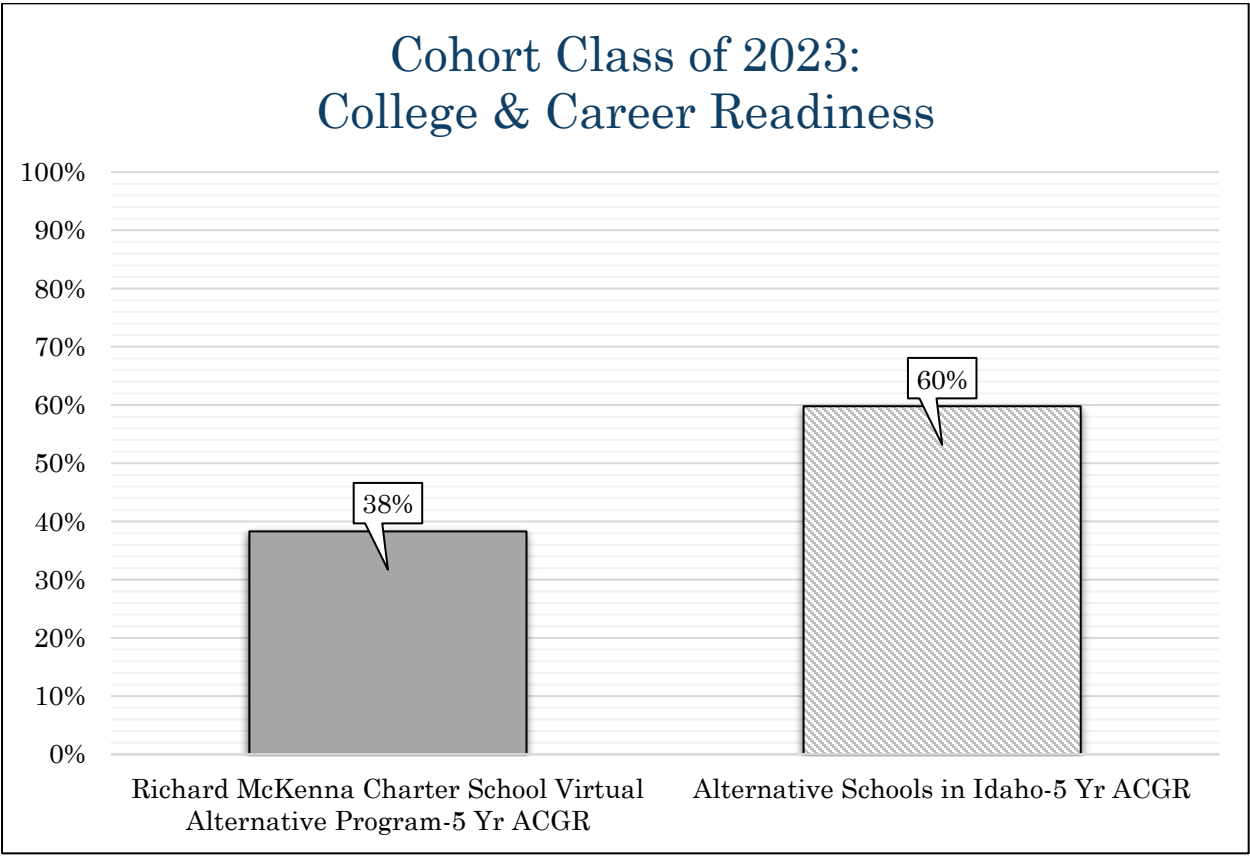


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
ELA Proficiency	Meets Standard	The school's proficiency rate falls between the average and one standard deviation above the average of the school's identified comparison group.
MATH Proficiency	Approaches Standard	The school's proficiency rate falls between the average and one standard deviation below the average of the school's identified comparison group.

College & Career Readiness

A school with a 5-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: Alternative Schools in Idaho



MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Does Not Meet Standard	The school's 5-Year adjusted cohort graduation rate (ACGR) is more than one standard deviation below the school's identified comparison group.

2024-2025 Alternative Academic Outcomes

Math Achievement & Growth

GOAL – Option 1	RATING	APPLICABLE RUBRIC DESCRIPTION
Percentage of continuously enrolled students who have either a) completed all math requirements before the beginning of the year (grades 9-12), b) completed the remaining number of math credits required for graduation (grades 9-12), or c) completed at least one year-long required math course (all applicable grades).	Exceeds Standard	75-100% of continuously enrolled students to complete a, b or c

ELA Achievement & Growth

GOAL – Option 1	RATING	APPLICABLE RUBRIC DESCRIPTION
Percentage of continuously enrolled students who have either a) completed all ELA requirements before the beginning of the year (grades 9-12), b) completed the remaining number of ELA credits required for graduation (grades 9-12), or c) completed at least one year-long required ELA course (all applicable grades).	Exceeds Standard	75-100% of continuously enrolled students to complete a, b or c

Progress toward Graduation

GOAL – Option 1	RATING	APPLICABLE RUBRIC DESCRIPTION
Percentage of students who were enrolled for at least one full term who earned the minimum average number of credits per enrolled term.	Does Not Meet Standard	0-54% of students enrolled for at least one full term earn the minimum number of credits per enrolled term

Postsecondary Readiness

GOAL – Option 2	RATING	APPLICABLE RUBRIC DESCRIPTION
Percentage of students in their 4 th or 5 th cohort year who either graduate by the end of the year or who continue their education the following year.	Exceeds Standard	75-100% of students in their 4 th or 5 th cohort year who either graduate at the end of the year or who continue their education the following year

2024-2025 Operational Outcomes

Board Governance

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board.

Measure	Rating	Rubric Description
Governance Structure	Meets Standard	No Issues
Governance Oversight	Meets Standard	No Issues

Management

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations.

Measure	Rating	Rubric Description
Student Services	Meets Standard	No Issues
Data Security and Information Transparency	Meets Standard	No Issues
Facility and Services	Meets Standard	No Issues

2024-2025 Financial Outcomes

Near Term Measures

These measures evaluate whether a school is likely to meet its financial obligations in the next year. Data sources include but are not limited to the school's fiscal audit, state agency reporting, and school reporting requirements.

Measure	Value	Rating	Rubric Description
Current Ratio	6.70	Exceeds Standard	The school has a current ratio of more than 1.5.
Days Cash on Hand	185.92	Exceeds Standard	The school has more than 60 days cash on hand.
Default	None	Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.

Current Ratio

The Current Ratio compares a school's short-term financial obligations (current liabilities) to its available cash and investments (current assets). A ratio greater than 1.0 indicates the school can meet its financial obligations for the next year without relying on future revenue, while a ratio less than 1.0 suggests the school depends on future revenue to cover its existing obligations.

Current Assets	Current Liabilities	Current Ratio
\$4,671,765	\$697,495	6.70

Days Cash on Hand

Days cash on hand measures how long a school can cover its operating costs using only available cash and investments. A school with at least 60 days cash on hand can meet immediate financial obligations, while 30-60 days is acceptable if improving. Less than 15 days indicates financial distress and risk of automatic closure. Schools in their first or second year of operation must have a minimum of 30 days cash on hand.

Default

Default occurs when a school fails to meet its financial obligations, such as late bill payments, missed payroll, inaccurate funding reports, or failing to meet lender requirements like enrollment targets or cash reserves. Any default can lead to service disruptions, loans being called due, or withheld funding.

Sustainability Measures

These measures help determine whether a school is likely to remain financially stable into the future. Data sources include but are not limited to the school's fiscal audit, state agency reporting, and school reporting requirements.

Measure	Value	Rating	Rubric Description
Debt Service Coverage Ratio	3.21	Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater or the school operates debt-free.
Debt to Asset Ratio	0.35	Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year, or the school operates debt-free.
Financial Compliance	Yes	Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.

Debt Service Coverage Ratio

Debt Service Coverage Ratio assesses a school's ability to cover annual debt payments using only that year's income. A Debt Service Coverage Ratio greater than 1 indicates the school can meet its debt obligations, while a ratio below 1 suggests reliance on reserves or future revenue to cover debt.

Table Calculation for a school that owns its facility or for a leased facility and the lease is capitalized

Net Income + Depreciation Expense + Interest Expense	Principal + Interest + Lease Payments	Debt Service Coverage Ratio
\$1,151,438	\$358,204	3.21

Debt to Asset Ratio

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

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

Total Liabilities, less pension liabilities	Total Assets, less pension assets	Debt to Asset Ratio
\$8,216,084	\$23,595,729	0.35

Financial Compliance

The school's financial management adheres to Generally Accepted Accounting Principles (GAAP), ensuring that accounting practices are up to standard. Additionally, the internal controls in place are fully compliant with relevant regulations. Notably, the most recent financial audit confirmed that there were no issues or findings, reflecting a high level of accuracy and compliance.

Closing Remarks and Contact Information

The 2024-2025 Annual Report has been prepared by the Idaho Public Charter School Commission staff.

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

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