RENEWAL RECOMMENDATION

It is recommended that the charter of Idaho Connects Online (ICON) be renewed for a five (5) year term.

School Overview

SUMMARY

Idaho Connects Online (ICON) is a statewide virtual public charter school headquartered in Boise, Idaho. The school offers both a general education and an alternative education program to students in grades 6-12. The charter states that ICON will offer a flexible learning environment using modern educational technology to stimulate and support independent learning. Course offerings should range from remedial to college preparatory and include professional-technical options. The instructional team should be trained to work with a diverse student population, using data to guide focused instruction for struggling students. ICON initially used Kaplan Virtual Education (KVE) as its management company and curriculum provider. IN 2011, KVE was purchased by Insight Schools; the school board replaced that contract with Odysseyware later the same year. Odysseyware is a curriculum provider only.

The charter includes the following standards:

- Average ISAT scores will be equal to or higher than the state average within three years.
- 75% of students will improve their ISAT scores after three years of continuous enrollment.
- Average graduation rates will equal or exceed the state average within three years.
- The average student retention rate will be at least 75% after two years.
- The average semester course completion rate will be at least 80% after two years.
- The school will make AYP as defined by NCLB.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for ICON (then known as Kaplan Academy of Idaho) was approved in October 2008. The school opened in fall 2009.

MISSION

The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.

LEADERSHIP

Name	Title	Term
David High	President	09/14 - 09/19
Jack McMahon	Trustee	09/14 - 09/19
Collette Wilkes	Trustee	09/15 - 09/20
Vickie McCullough	Administrator	N/A

Academic Performance Summary

ICON's ISAT proficiency rates and graduation rate are lower than state averages, but higher than those of more than half of Idaho's other 8 virtual schools. School leadership evidences a clear commitment to eliminating barriers to students' success.

ICON is one of two Idaho virtual schools that enrolls a large number of students who are institutionalized, including those in juvenile detention or mental health facilities. Partly for this reason, the school's population is very mobile; about 50% of the student body enrolls for 10 weeks or less.

In the demographic categories of non-white, LEP, and special needs, ICON's student population is less diverse than the state as a whole. The school enrolls a slightly higher percentage of FRL students than the state as a whole.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	Remediation
2014-15**	Remediation Gen Ed
2014-15**	Critical Alt
2015-16**	Remediation Gen Ed
2015-16**	Critical Alt

The school's annual performance reports, provided in Exhibits G1, G2 and G3, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.
**2014-16 academic results reflect use of the ISAT by SBAC. The framework was designed based on the Star Rating System and former ISAT.

KEY DESIGN ELEMENTS

Element	Evident?
The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes.	Yes
The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world.	Yes
The learning environment will be targeted toward each specific learner and their needs.	Yes

The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in studies for areas of weakness or need.	Yes
The online curriculum offered will include essential design elements with a introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice.	Yes
The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs.	Yes
The learner will have the ability to school from a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment.	Yes
The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for Parent, Teacher and Student conferences.	Yes

Operational Performance Summary

ICON's operational performance has been strong throughout the performance certificate term, though enrollment has been lower than anticipated by the founding group.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor

The school's annual performance reports, provided in Exhibits G1, G2, and G3, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2009-10)	300		102
2 (2010-11)	400		298
3 (2011-12)	500		137
4 (2012-13)			166
5 (2013-14)			250
6 (2014-15)			254
7 (2015-16)			240
8 (2016-17)			206

BOARD AND ADMINISTRATIVE TURNOVER

ICON has experienced no administrative turnover. Board membership has remained reasonably stable, though since 2012 it has usually had only the minimum number of members (3) permitted by the bylaws.

Financial Performance Summary

ICON has achieved financial stability in recent years despite early struggles resulting from under enrollment and management company turnover. In recent years, since replacing its comprehensive management company with a curriculum provider and in-house management, the school has stabilized its financial position.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Good Standing

The school's annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

IDAHO CONNECTS ONLINE

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	6/17/14	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/14/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/15/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	9/22/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/15/16	The statutory deadline for renewal applications is December 15.

IDAHO CONNECTS ONLINE SCHOOL

ANNUAL PERFORMANCE REPORT

2015-2016

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

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

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

School Overview

Mission Statement	The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.	
Key Design Elements	• The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. • The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world. • The learning environment will be targeted toward each specific learner and their needs. • The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in areas of weakness or need. • The online curriculum offered will include essential design elements with an introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice. • The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs. • The learner will have the ability to learn in a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment. • The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for parent, teacher and student conferences.	
School Contact Information	Address: 1 6th Street North #6 Nampa, ID 83687	Phone: 208-287-3668
Surrounding District	State of Idaho	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	6-12	
Enrollment	Approved: Unlimited	Actual: 240

School Leadership (2015-2016)	Role
David High	President
Lance Fenton	Secretary/Treasurer
Jack McMahon	Trustee
Vickie McCullough	Administrator

	School	Surrounding District	State
Non-White	17.57%	N/A	23.84%
Limited English Proficiency	0.00%	N/A	8.61%
Special Needs	8.11%	N/A	9.76%
Free & Reduced Lunch	57.66%	N/A	47.27%

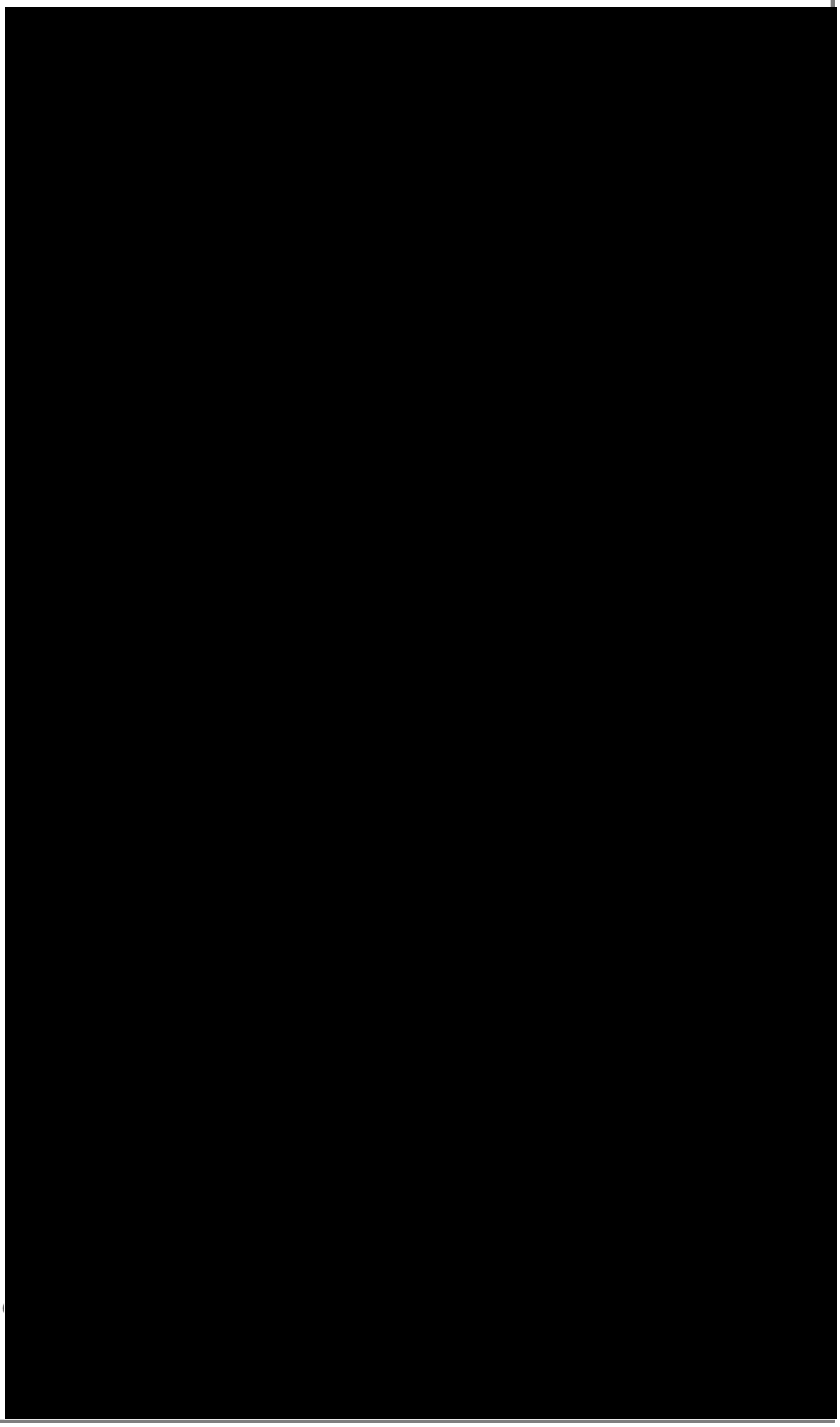
Academic Measure	General Ed Result	Alternative Ed Result
Percentage of Students Meeting or Exceeding Proficiency in Math	[redacted]%	[redacted]%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	[redacted]%	[redacted]%
Percentage of Students Meeting or Exceeding Proficiency in Science	[redacted]%	[redacted]%
Graduation Rate (4-year cohort data from 2015)	45.00%	0.00%

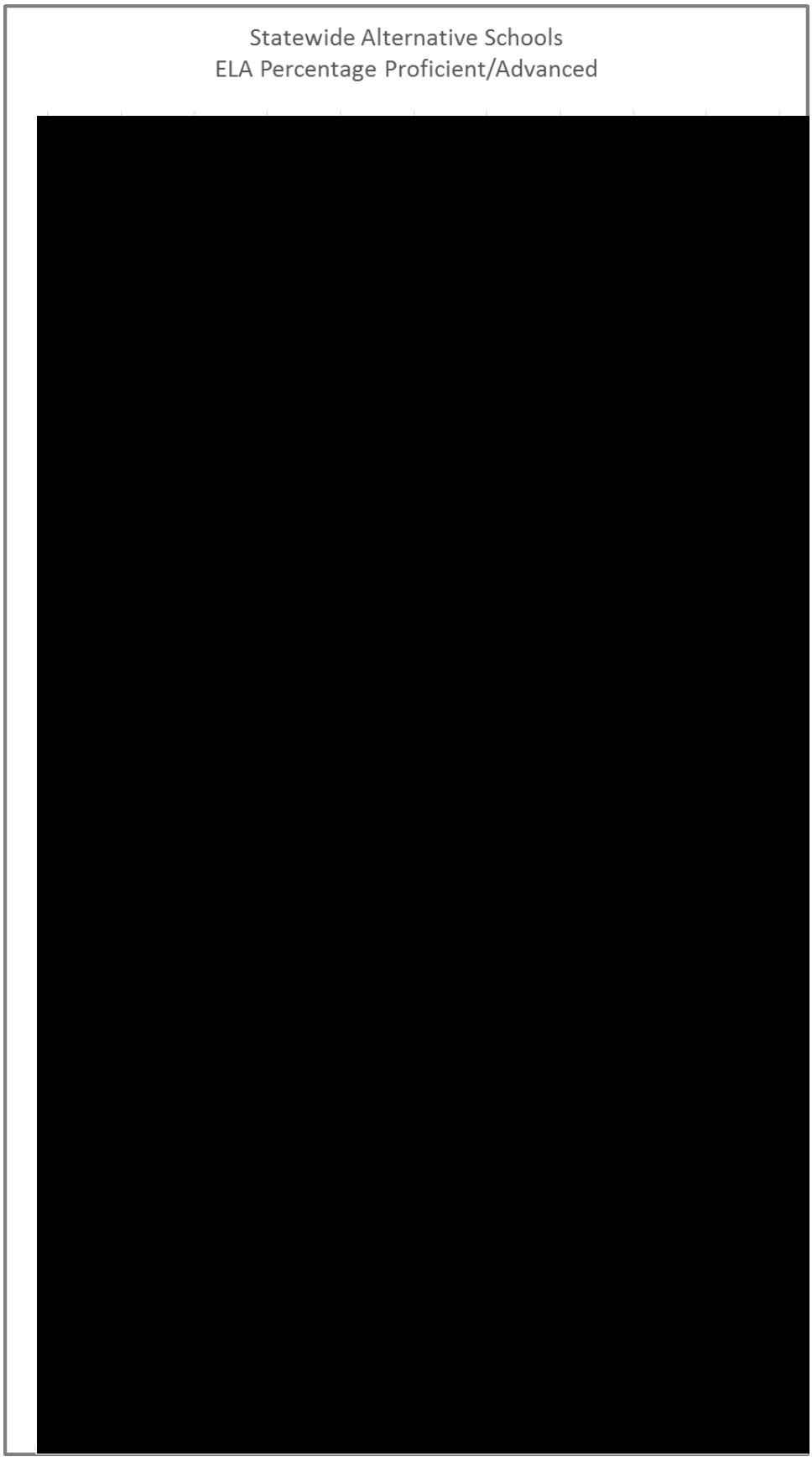
In the following comparison charts, the virtual school comparisons reflect both ICON's general education and alternative populations, separately. The alternative school comparisons reflect only ICON's alternative population.

Virtual Schools Grades K-12
Math Percentage Proficient/Advanced

Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced

Statewide Alternative Schools
Math Percentage Proficient/Advanced




Statewide Alternative Schools
ELA Percentage Proficient/Advanced

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Connects Online School Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

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

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

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

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

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

Accountability Designations

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

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

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

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

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

ICON --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	33%	[redacted]
	2c				75	33%	[redacted]
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	22%	8.36
Total Possible Academic Points					1050	87%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							**36.56**
% of Possible Academic Points for This School							**18.28%**

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Career Readiness	1				0	0.00%	0.00
Credit Completion	2				30.07	13.07%	30.07
21st Century Technology Skills	3				0	0.00%	0.00
Total Possible Mission-Specific Points					30.07	13%	
Total Mission-Specific Points Received							**30.07**
% of Possible Mission-Specific Points Received							**100.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	**230.07**	
TOTAL POINTS RECEIVED		**66.63**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**28.96%**

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	33%	[redacted]
	2c				75	33%	[redacted]
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	33%	0.00
Total Possible Academic Points					1325	100%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							**23.23**
% of Possible Academic Points for This School							**10.32%**

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Interpersonal Skills (Facilities Stdts)	1				375		
Career Readiness Skills	2				250		
Technology Skills	3				250		
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	**225**	
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED		**23.23**
% OF POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS		**10.32%**

ICON --- PERFORMANCE FRAMEWORK SCORING

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**25.00**
	1b	25	6%	**25.00**
	1c	25	6%	**25.00**
	1d	25	6%	**25.00**
Financial Management & Oversight	2a	25	6%	**25.00**
	2b	25	6%	**25.00**
Governance & Reporting	3a	25	6%	**25.00**
	3b	25	6%	**25.00**
Students & Employees	4a	25	6%	**25.00**
	4b	25	6%	**25.00**
	4c	25	6%	**25.00**
	4d	25	6%	**25.00**
School Environment	5a	25	6%	**25.00**
	5b	25	6%	**25.00**
	5c	25	6%	**25.00**
Additional Obligations	6a	25	6%	**25.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**400.00**
% OF POSSIBLE OPERATIONAL POINTS				**100.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned	
Near-Term Measures	1a	50	13%	**50.00**	
	1b	50	13%	**50.00**	
	1c	50	13%	**50.00**	The financial measures included here are based on industry standards. They
	1d	50	13%	**50.00**	are not intended to reflect the nuances of a school's financial status. A low
Sustainability Measures	2a	50	13%	**10.00**	score on any single measure indicates only the *possibility* of a problem. In
	2b	50	13%	**50.00**	many cases, contextual information that alleviates concern is provided in the
	2c	50	13%	**50.00**	notes that accompany individual measures. Please see the financial section of
	2d	50	13%	**0.00**	this framework for additional detail.
TOTAL FINANCIAL POINTS		**400**	**100%**	**310.00**	
% OF POSSIBLE FINANCIAL POINTS				**77.50%**	

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM		ALTERNATIVE PROGRAM		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible	**100.00%**	85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	**77.50%**
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	**28.96%**	0% - 30% of points possible	**10.32%**	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned
Measure 1a	**Is the school meeting acceptable standards according to existing state grading or rating systems?**			
Overall Star Rating				
	Exceeds Standard: School received five stars on the Star Rating System	5	25	
	Meets Standard: School received three or four stars on the Star Rating System	4	20	
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
	Falls Far Below Standard: School received one star on the Star Rating System	2	0	
		1	0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Is the school meeting state designation expectations as set forth by state and federal accountability systems?**			
State Designations				
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
	Meets Standard: School does not have a designation.	None	15	
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
				0
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	**Are students achieving reading proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Reading	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	**Are students achieving math proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Math	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	[redacted]	0-19	19	1-40	40	[redacted]
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	**Are students achieving language proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Language Arts	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	[redacted]	20-37	18	41-64	24	[redacted]
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							[redacted]
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Reading	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Language	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
							0
Notes							

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a Advanced Opportunity Coursework

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
			0

Notes

Measure 4b1 College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0

Notes

Measure 4b2 College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0

Notes

Measure 4c Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
Falls Far Below Standard: Fewer than 70% of students graduated from high school.	45.00	0-13	13	1-70	70	8
						8

Notes

Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. ICON's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 19%.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned
Measure 1a	**Is the school meeting acceptable standards according to existing state grading or rating systems?**			
Overall Star Rating				
	Exceeds Standard: School received five stars on the Star Rating System	5	25	
	Meets Standard: School received three or four stars on the Star Rating System	4	20	
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
	Falls Far Below Standard: School received one star on the Star Rating System	2	0	
		1	0	0
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**How is the school performing in comparison to other alternative schools in the state?**			
Alternative School				
Performance Comparison	**Exceeds Standard:** School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75	
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.		50	
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.		15	
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0	0
				0
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	**Are students achieving reading proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Reading	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	**Are students achieving math proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Math	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	[redacted]	0-19	19	1-40	40	[redacted]
							[redacted]
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	**Are students achieving language proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Language Arts	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	[redacted]	0-19	19	1-40	40	[redacted]
							[redacted]
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Reading	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Language	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							0
Notes							

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT

Measure 4a Attendance	Are students demonstrating engagement through regular attendance?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0**

Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0**

INDICATOR 5: COLLEGE AND CAREER READINESS

Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0	0
Notes				**0**

Measure 5b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

MISSION-SPECIFIC GOALS				
Measure 1	**Is the school helping students become more prepared for careers?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		300	
	Meets Standard: 70%-89% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		340	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- Career Readiness Test or maintained a 90% or higher.		120	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 career-focused test questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2015-16 school year.			

Measure 2	**Is the school helping students to complete their courses?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 90%-100% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.	100%	200	200
	Meets Standard: 75%-89% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		160	
	Does Not Meet Standard: 55%-74% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		80	
	Falls Far Below Standard: Fewer than 55% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		0	
				200.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled if he/she is enrolled in courses at ICON within 30 days of the beginning of the school year and remains enrolled through the completion of the school year. Earned credits for students will be those in which the student enrolled in and completed the course (without a drop per school guidelines) with a passing grade of a D or better. The school will report data to the PCSC no later than October 1 each year.			

		Result	Points Possible	Points Earned
Measure 3	**Is the school helping students develop 21st century skills?**			
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		200	
	Meets Standard: 70%-89% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		160	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		80	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2015-16 school year.			

	MISSION-SPECIFIC GOALS			
Measure 1	**Is the school helping facilities-based students develop strong interpersonal communication and relationship skills?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		375	
	Meets Standard: 65%-84% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		300	
	Does Not Meet Standard: 50%-64% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		150	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Personal and Family Living Skills Test will include the following 20 questions from the "Personal and Family Living Exam": 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, and 24. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2015-16 school year.			
Measure 2	**Is the school helping students become more prepared for careers ?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2015-16 school year.			
Measure 3	**Is the school helping students develop 21st century technology skills?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85-100% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2015-16 school year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	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 performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds 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 provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non compliance documented	25	25.00
	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 identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds 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 of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non compliance documented	25	25.00
	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.		15	
	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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds 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 the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	0.00
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally 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 opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

GOVERNANCE AND REPORTING

Measure 3a
Governance Requirements

Is the school complying with governance requirements?

	Result	Points Possible	Points Earned
Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
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 governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

Measure 3b
Reporting Requirements

Is the school complying with reporting requirements?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
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, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

INDICATOR 4: STUDENTS AND EMPLOYEES

Measure 4a
Student Rights

Is the school protecting the rights of all students?

	Result	Points Possible	Points Earned
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non compliance documented	25	25.00
Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			25.00

Notes

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds 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 and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

	ADDITIONAL OBLIGATIONS			
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	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.		0	
				25.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**			
Current Ratio		Current Ratio is:		
	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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	7.57	50	50.00
	Does Not Meet Standard: 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.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
Unrestricted Days Cash		No. of Days Cash:		
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	279	50	50.00
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
Enrollment Variance		Variance is:		
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	98.26%	50	50.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d	**Default**			
Default				
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
				50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a — Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"
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.

	Result	Points Possible	Points Earned
Aggregated 3-Year Totals:			
		50	
	13.38%	10	10.00
		0	
			10.00

Notes: The most recent year total margin is negative: -.56%. 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

Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard: Debt to Asset Ratio is less than 0.9
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0

	Result	Points Possible	Points Earned
Ratio is:			
	0.13	50	50.00
		30	
		0	
			50.00

Notes: Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.

Measure 2c — Cash Flow

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

Meets Standard (in one of two ways): 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.*
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative

	Result	Points Possible	Points Earned
Multi-Year Cumulative is:			
	$537,103	50	50.00
		30	
		0	
			50.00

Notes:

Measure 2d — Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Lease Payments)/(Annual Principal, Interest, and Lease Payments)

Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1
Falls Far Below Standard: Not Applicable

	Result	Points Possible	Points Earned
Ratio is:			
		50	
	-0.23	0	0.00
			0.00

Notes: 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.

ICON --- LONGITUDINAL RESULTS

GENERAL PROGRAM ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	51.67	0.00	0.00		
	2b	75	36.48	[redacted]	[redacted]		
	2c	75	35.58	[redacted]	[redacted]		
Growth	3a	100	56.22	0.00	0.00		
	3b	100	24.40	0.00	0.00		
	3c	100	43.30	0.00	0.00		
	3d	75	25.92	0.00	0.00		
	3e	75	23.15	0.00	0.00		
	3f	75	32.85	0.00	0.00		
	3g	100	33.93	0.00	0.00		
College & Career Readiness	4a	50	30.00	0.00	0.00		
	4b1 / 4b2	50	10.00	0.00	0.00		
	4c	50	7.78	3.45	8.36		
Total Possible Academic Points Received		**1050**	**426.27**	**52.64**	**36.56**	**0.00**	**0.00**
% of Possible Academic Points for This School			**40.60%**	**23.39%**	**18.28%**	**0.00%**	**0.00%**

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

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Career Readiness	1	300	N/A	0	0		
Credit Completion	2	200	N/A	30.61	30.07		
21st Century Technology Skills	3	200	N/A	0	0		
Total Possible Mission-Specific Points Received		**700**	**0.00**	**30.61**	**30.07**	**0.00**	**0.00**
% of Possible Mission-Specific Points for This School			**0.00%**	**100.00%**	**100.00%**	**0.00%**	**0.00%**

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Points		2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25		N/A	**0.00**	0.00		
	1b	75		N/A	**0.00**	0.00		
Proficiency	2a	75		N/A	**0.00**	0.00		
	2b	75		N/A	**0.68**	4.42		
	2c	75		N/A	**11.35**	18.81		
Growth	3a	100		N/A	**0.00**	0.00		
	3b	100		N/A	**0.00**	0.00		
	3c	100		N/A	**0.00**	0.00		
	3d	75		N/A	**0.00**	0.00		
	3e	75		N/A	**0.00**	0.00		
	3f	75		N/A	**0.00**	0.00		
	3g	100		N/A	**0.00**	0.00		
Alternative School Student Engagement	4a	100		N/A	**0.00**	0.00		
	4b	100		N/A	**0.00**	0.00		
College & Career Readiness	5a	50		N/A	**0.00**	0.00		
	5b1 / 5b2	50		N/A	**0.00**	0.00		
	5c1 / 5c2	75		N/A	**3.27**	0.00		
Total Possible Academic Points Received (Alt)		**1325**	0	0.00	15.30	23.23	0.00	0.00
% of Possible Academic Points for This School				**N/A**	**6.80%**	**10.32%**	**0.00%**	**0.00%**

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

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Interpersonal Skills (Facilities Students)	1	375		N/A	N/A	N/A		
Career Readiness Skills	2	250		N/A	N/A	N/A		
Technology Skills	3	250		N/A	N/A	N/A		
Total Possible Mission-Specific Points Received (Alt)		**875**		0.00	0%	0	0%	0.00
% of Possible Mission-Specific Points Received				**N/A**	**N/A**	**N/A**	**0.00%**	**0.00%**

ICON --- LONGITUDINAL RESULTS

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	15	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	15	15	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		**400**	**370.00**	**370.00**	**400.00**	**0.00**	**0.00**
% of Possible Operational Points for This School			**92.50%**	**92.50%**	**100.00%**	**0.00%**	**0.00%**

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	50	50	10		
	2b	50	50	50	50		
	2c	50	50	50	50		
	2d	50	50	50	0		
Total Possible Financial Points Received		**400**	**400.00**	**400.00**	**310.00**	**0.00**	**0.00**
% of Possible Financial Points for This School			**100.00%**	**100.00%**	**77.50%**	**0.00%**	**0.00%**

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
General Program Academic & Mission-Specific	Remediation	Remediation	Critical		
Alternative Program Academic & Mission-Specific	N/A	Critical	Critical		
Operational	Honor	Honor	Honor		
Financial	Honor	Honor	Good Standing		

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

IDAHO CONNECTS ONLINE SCHOOL

ANNUAL PERFORMANCE REPORT

2014-2015

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

School Overview

Mission Statement	The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.	
Key Design Elements	• The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. • The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world. • The learning environment will be targeted toward each specific learner and their needs. • The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in areas of weakness or need. • The online curriculum offered will include essential design elements with an introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice. • The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs. • The learner will have the ability to learn in a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment. • The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for parent, teacher and student conferences.	
School Contact Information	Address: 1 6th Street North #6 Nampa, ID 83687	Phone: 208-287-3668
Surrounding District	State of Idaho	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	6-12	
Enrollment	Approved: Unlimited	Actual: 214

School Leadership (2014-2015)	Role
David High	President
Lance Fenton	Secretary/Treasurer
Jack McMahon	Trustee
Jeni Parker	Trustee
Vickie McCullough	Administrator

	School	Surrounding District	State
Non-White	18.42%	N/A	23.59%
Limited English Proficiency	0%	N/A	8.52%
Special Needs	6.14%	N/A	10.43%
Free & Reduced Lunch	50.88%	N/A	49.62%

Academic Measure	General Ed Result	Alternative Ed Result
State Accountability Designation (if applicable)	None	None
Percentage of Students Meeting or Exceeding Proficiency in Math	[redacted]	[redacted]
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	45.2%	23.9%
Graduation Rate (4-year cohort data from 2014)	18.6%	17.6%

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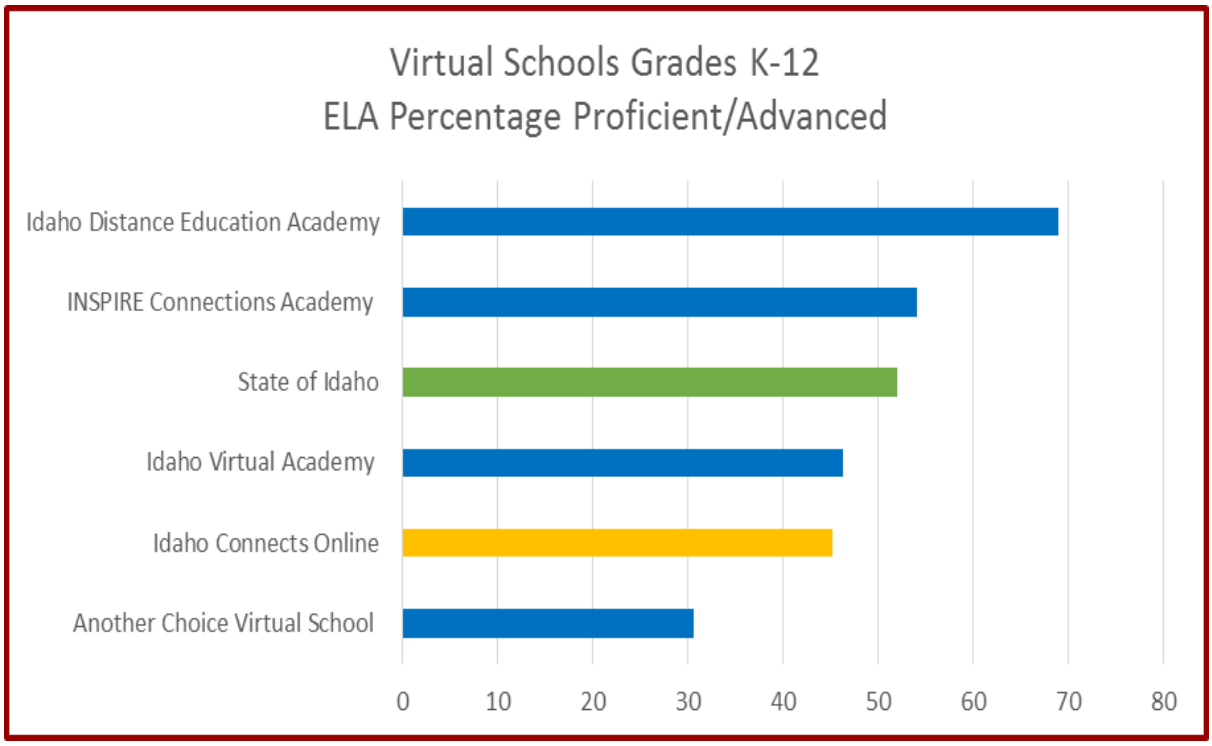
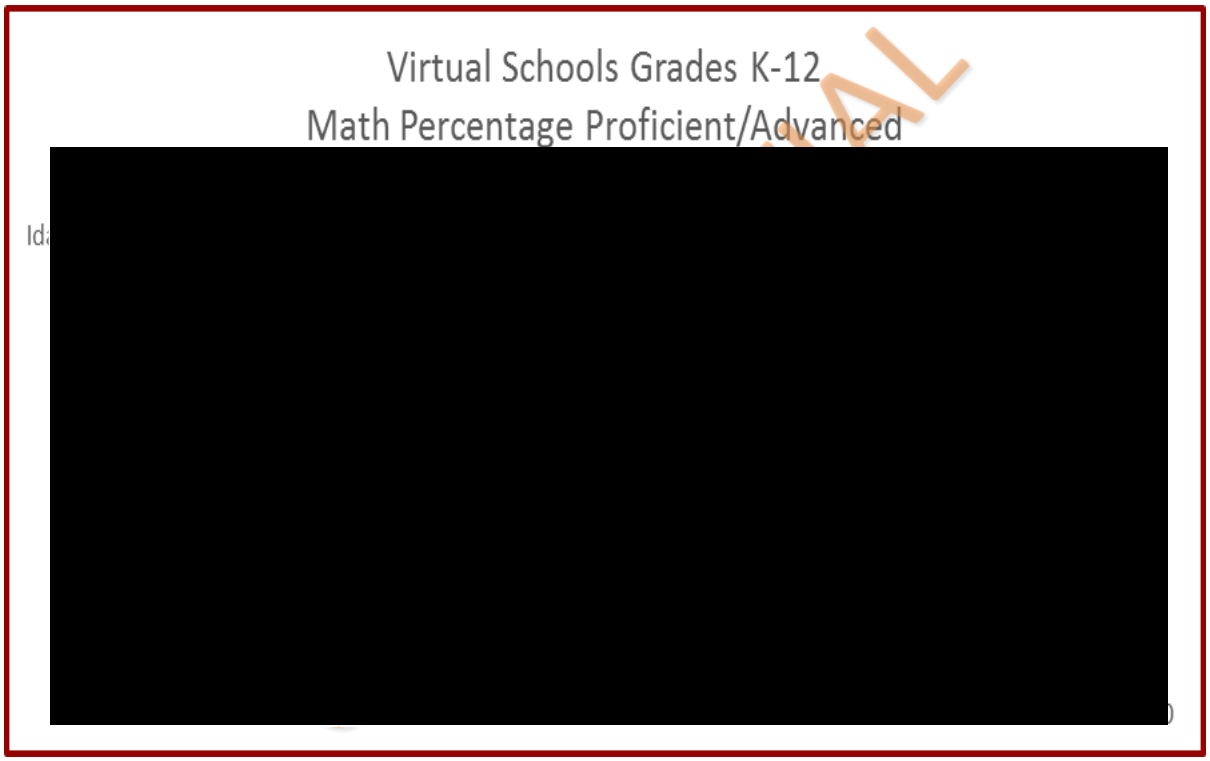

Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced
Idaho Distance Education Academy
INSPIRE Connections Academy
State of Idaho
Idaho Virtual Academy
Idaho Connects Online
Another Choice Virtual School
0
10
20
30
40
50
60
70
80


Virtual Schools Grades K-12
Math Percentage Proficient/Advanced

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Connects Online School Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

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

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

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

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

ICON --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	10%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	29%	[redacted]
	2c				75	29%	22.90
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	20%	3.45
Total Possible Academic Points					1050	88%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							[redacted]
% of Possible Academic Points for This School							[redacted]%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Career Readiness	1				0	0.00%	**0.00**
Credit Completion	2				30.61	11.98%	**30.61**
21st Century Technology Skills	3				0	0.00%	**0.00**
Total Possible Mission-Specific Points					30.61	12%	
Total Mission-Specific Points Received							**30.61**
% of Possible Mission-Specific Points Received							**100.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	**255.61**
TOTAL POINTS RECEIVED	**83.84**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	[redacted]

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	**0.00**
	1b				75	0%	**0.00**
Proficiency	2a				75	0%	**0.00**
	2b				75	33%	[redacted]
	2c				75	33%	**11.35**
Growth	3a				100	0%	**0.00**
	3b				100	0%	**0.00**
	3c				100	0%	**0.00**
	3d				75	0%	**0.00**
	3e				75	0%	**0.00**
	3f				75	0%	**0.00**
	3g				100	0%	**0.00**
Alternative School Student Engagement	4a				100	0%	**0.00**
	4b				100	0%	**0.00**
College & Career Readiness	5a				50	0%	**0.00**
	5b1 / 5b2				50	0%	**0.00**
	5c1 / 5c2				75	33%	**3.27**
Total Possible Academic Points					1325	100%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							[redacted]
% of Possible Academic Points for This School							[redacted]%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Interpersonal Skills (Facilities Stdts)	1				375		
Career Readiness Skills	2				250		
Technology Skills	3				250		
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	**225**
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED	**15.30**
% OF POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS	[redacted]

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ICON --- PERFORMANCE FRAMEWORK SCORING

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**25.00**
	1b	25	6%	**15.00**
	1c	25	6%	**25.00**
	1d	25	6%	**25.00**
Financial Management & Oversight	2a	25	6%	**15.00**
	2b	25	6%	**25.00**
Governance & Reporting	3a	25	6%	**25.00**
	3b	25	6%	**15.00**
Students & Employees	4a	25	6%	**25.00**
	4b	25	6%	**25.00**
	4c	25	6%	**25.00**
	4d	25	6%	**25.00**
School Environment	5a	25	6%	**25.00**
	5b	25	6%	**25.00**
	5c	25	6%	**25.00**
Additional Obligations	6a	25	6%	**25.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**370.00**
% OF POSSIBLE OPERATIONAL POINTS				**92.50%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned	
Near-Term Measures	1a	50	13%	**50.00**	
	1b	50	13%	**50.00**	
	1c	50	13%	**50.00**	The financial measures included here are based on industry standards. They
	1d	50	13%	**50.00**	are not intended to reflect the nuances of a school's financial status. A low
Sustainability Measures	2a	50	13%	**50.00**	score on any single measure indicates only the *possibility* of a problem. In
	2b	50	13%	**50.00**	many cases, contextual information that alleviates concern is provided in the
	2c	50	13%	**50.00**	notes that accompany individual measures. Please see the financial section of
	2d	50	13%	**50.00**	this framework for additional detail.
TOTAL FINANCIAL POINTS		**400**	**100%**	**400.00**	
% OF POSSIBLE FINANCIAL POINTS				**100.00%**	

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM		ALTERNATIVE PROGRAM		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible	**92.50%**	85% - 100% of points possible	**100.00%**
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	[redacted]%	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 30% of points possible	[redacted]%	0% - 60% of points possible		0% - 45% of points possible	

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ICON --- ACADEMIC FRAMEWORK (2011-2012 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned
Measure 1a	**Is the school meeting acceptable standards according to existing state grading or rating systems?**			
Overall Star Rating				
	Exceeds Standard: School received five stars on the Star Rating System	5	25	
	Meets Standard: School received three or four stars on the Star Rating System	4	20	
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
	Falls Far Below Standard: School received one star on the Star Rating System	2	0	
		1	0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Is the school meeting state designation expectations as set forth by state and federal accountability systems?**			
State Designations				
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
	Meets Standard: School does not have a designation.	None	15	15
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
				15
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	**Are students achieving reading proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Reading							
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	**Are students achieving math proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Math							
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	[redacted]	0-19	19	1-40	40	[redacted]
							[redacted]
Notes							

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		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	**Are students achieving language proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Language Arts	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	45.20	20-37	18	41-64	24	23
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							23
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Reading	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Language	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

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		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	**Are students making expected annual academic growth in reading compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3e Norm-Referenced Growth in Math	**Are students making expected annual academic growth in math compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	**Are students making expected annual academic growth in language compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	**Is the school increasing subgroup academic performance over time?**						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
							0
Notes							

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INDICATOR 4: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity coursework?**			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes				**0**

		Result	Points Possible	Points Earned
Measure 4b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

		Result	Points Possible	Points Earned
Measure 4b2 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	**Are students graduating from high school?**						
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	18.60	0-13	13	1-70	70	3
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year. School representatives report that the school enrolls and graduates a significant percentage of off-cohort high school students. For this reason, the school's actual graduation rate is higher than the 4-year cohort graduation rate reported by the state.						**3**

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INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned
Measure 1a	**Is the school meeting acceptable standards according to existing state grading or rating systems?**			
Overall Star Rating				
	Exceeds Standard: School received five stars on the Star Rating System	5	25	
	Meets Standard: School received three or four stars on the Star Rating System	4	20	
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
	Falls Far Below Standard: School received one star on the Star Rating System	2	0	
		1	0	0
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**How is the school performing in comparison to other alternative schools in the state?**			
Alternative School				
Performance Comparison				
	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75	
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.		50	
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.		15	
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0	0
				0
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	**Are students achieving reading proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Reading							
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	**Are students achieving math proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Math							
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	[redacted]	0-19	19	1-40	40	[redacted]
Notes							

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		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	**Are students achieving language proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Language Arts	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	23.90	0-19	19	1-40	40	11
							11
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	INDICATOR 3: STUDENT ACADEMIC GROWTH						
Measure 3a	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Reading	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Language	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes							

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		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	**Are students making expected annual academic growth in reading compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3e Norm-Referenced Growth in Math	**Are students making expected annual academic growth in math compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	**Are students making expected annual academic growth in language compared to their academic peers?**						
Growth in Language	**Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
							0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	**Is the school increasing subgroup academic performance over time?**						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							0
Notes							

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INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4a Attendance	**Are students demonstrating engagement through regular attendance?**						
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0**

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4b Course / Credit Completion	**Are students demonstrating engagement by successfully completing their courses?**						
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0**

INDICATOR 5: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 5a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity coursework?**			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0	0
Notes				**0**

		Result	Points Possible	Points Earned
Measure 5b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes				**0**

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	MISSION-SPECIFIC GOALS	Result	Points Possible	Points Earned
Measure 1	**Is the school helping students become more prepared for careers?**			
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		300	
	Meets Standard: 70%-89% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		340	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- Career Readiness Test or maintained a 90% or higher.		120	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 career-focused test questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.			

		Result	Points Possible	Points Earned
Measure 2	**Is the school helping students to complete their courses?**			
	Exceeds Standard: 90%-100% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.	94%	200	200
	Meets Standard: 75%-89% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		160	
	Does Not Meet Standard: 55%-74% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		80	
	Falls Far Below Standard: Fewer than 55% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		0	
				200.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled if he/she is enrolled in courses at ICON within 30 days of the beginning of the school year and remains enrolled through the completion of the school year. Earned credits for students will be those in which the student enrolled in and completed the course (without a drop per school guidelines) with a passing grade of a D or better. The school will report data to the PCSC no later than October 1 each year.			

		Result	Points Possible	Points Earned
Measure 3	**Is the school helping students develop 21st century skills?**			
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		200	
	Meets Standard: 70%-89% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		160	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		80	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.			

MISSION-SPECIFIC GOALS				
Measure 1	**Is the school helping facilities-based students develop strong interpersonal communication and relationship skills?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		375	
	Meets Standard: 65%-84% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		300	
	Does Not Meet Standard: 50%-64% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		150	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Personal and Family Living Skills Test will include the following 20 questions from the "Personal and Family Living Exam": 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, and 24. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.			
Measure 2	**Is the school helping students become more prepared for careers ?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.			
Measure 3	**Is the school helping students develop 21st century technology skills?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85-100% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year. Due to small sample size, no result is available for the 2014-15 school year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	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 performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance noted	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	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 education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds 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 provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	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 identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds 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 of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	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.		15	
	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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds 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 the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	The school submitted its FY14 fiscal audit, due 10/15/14, on 10/23/14. The school has not consistently maintained an expenditures website as required by §33-357, Idaho Code; this matter was remedied as of August 2015.			

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally 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 opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b **Reporting Requirements**	**Is the school complying with reporting requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	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, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	The school's annual dashboard report, due 11/28/14, was submitted 12/1/14.			

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds 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 and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

	ADDITIONAL OBLIGATIONS	Result	Points Possible	Points Earned
Measure 6a Additional Obligations	**Is the school complying with all other obligations?** **Meets Standard:** The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. **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.	See note	25 0	25.00
				25.00
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.			

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities** **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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.* **Does Not Meet Standard:** 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. **Falls Far Below Standard:** Current ratio is less than or equal to 0.9.	Current Ratio is: 9.66	50 10 0	50.00 **50.00**
Notes				
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)** **Meets Standard:** 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.* **Does Note Meet Standard:** Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. **Falls Far Below Standard:** Fewer than 15 Days Cash.	No. of Days Cash: 276	50 10 0	50.00 **50.00**
Notes				
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget** **Meets Standard:** Enrollment Variance equals or exceeds 95 percent in the most recent year. **Does Not Meet Standard:** Enrollment Variance is between 85-95 percent in the most recent year. **Falls Far Below Standard:** Enrollment Variance is less than 85 percent in the most recent year.	Variance is: 129.76%	50 30 0	50.00 **50.00**
Notes				
Measure 1d **Default**	**Default** **Meets Standard:** School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. **Does Not Meet Standard:** Not applicable **Falls Far Below Standard:** School is in default of loan covenant(s) and/or is delinquent with debt service payments.	No default or delinquency noted in audit	50 0	50.00 **50.00**
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a **Total Margin and Aggregated 3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues** **Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.* **Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" **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.	**Result** Aggregated 3-Year Totals: 23.74%	**Points Possible** 50 10 0	**Points Earned** 50.00 **50.00**
Notes	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**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets** **Meets Standard:** Debt to Asset Ratio is less than 0.9 **Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0 **Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0	**Result** Ratio is: 0.10	**Points Possible** 50 30 0	**Points Earned** 50.00 **50.00**
Notes	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 and was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c **Cash Flow**	**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** **Meets Standard (in one of two ways):** 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.* **Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" **Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative	**Result** Multi-Year Cumulative is: $430,653	**Points Possible** **0** 50 30 0	**Points Earned** 50.00 **50.00**
Notes				
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Lease Payments)/(Annual Principal, Interest, and Lease Payments)** **Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1 **Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1 **Falls Far Below Standard:** Not Applicable	**Result** Ratio is: 10.71	**Points Possible** 50 0	**Points Earned** 50.00 **50.00**
Notes	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.			

ICON --- LONGITUDINAL RESULTS

GENERAL PROGRAM ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	0.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	51.67	0.00			
	2b	75	36.48	[redacted]			
	2c	75	35.58	22.90			
Growth	3a	100	56.22	0.00			
	3b	100	24.40	0.00			
	3c	100	43.30	0.00			
	3d	75	25.92	0.00			
	3e	75	23.15	0.00			
	3f	75	32.85	0.00			
	3g	100	33.93	0.00			
College & Career Readiness	4a	50	30.00	0.00			
	4b1 / 4b2	50	10.00	0.00			
	4c	50	7.78	3.45			
Total Possible Academic Points Received		**1050**	**426.27**	[redacted]	**0.00**	**0.00**	**0.00**
% of Possible Academic Points for This School			**40.60%**	[redacted]%	**0.00%**	**0.00%**	**0.00%**

***NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.**

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Career Readiness	1	300	N/A	0			
Credit Completion	2	200	N/A	30.61			
21st Century Technology Skills	3	200	N/A	0			
Total Possible Mission-Specific Points Received		**700**	**0.00**	**30.61**	**0.00**	**0.00**	**0.00**
% of Possible Mission-Specific Points for This School			**0.00%**	**100.00%**	**0.00%**	**0.00%**	**0.00%**

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Points		2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25		N/A	**0.00**			
	1b	75		N/A	**0.00**			
Proficiency	2a	75		N/A	**0.00**			
	2b	75		N/A	[redacted]			
	2c	75		N/A	**11.35**			
Growth	3a	100		N/A	**0.00**			
	3b	100		N/A	**0.00**			
	3c	100		N/A	**0.00**			
	3d	75		N/A	**0.00**			
	3e	75		N/A	**0.00**			
	3f	75		N/A	**0.00**			
	3g	100		N/A	**0.00**			
Alternative School Student Engagement	4a	100		N/A	**0.00**			
	4b	100		N/A	**0.00**			
College & Career Readiness	5a	50		N/A	**0.00**			
	5b1 / 5b2	50		N/A	**0.00**			
	5c1 / 5c2	75		N/A	**3.27**			
Total Possible Academic Points Received (Alt)		**1325**	0	0.00	[redacted]	0.00	0.00	0.00
% of Possible Academic Points for This School				**N/A**	[redacted]%	**0.00%**	**0.00%**	**0.00%**

***NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.**

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Interpersonal Skills (Facilities Students)	1	375		N/A	N/A			
Career Readiness Skills	2	250		N/A	N/A			
Technology Skills	3	250		N/A	N/A			
Total Possible Mission-Specific Points Received (Alt)		**875**		0.00	0%	0	0%	0.00
% of Possible Mission-Specific Points Received				**N/A**	**N/A**	**0.00%**	**0.00%**	**0.00%**

CONFIDENTIAL

ICON --- LONGITUDINAL RESULTS

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	15	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	15			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	15	15			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		**400**	**370.00**	**370.00**	**0.00**	**0.00**	**0.00**
% of Possible Operational Points for This School			**92.50%**	**92.50%**	**0.00%**	**0.00%**	**0.00%**

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	50			
	2b	50	50	50			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		**400**	**400.00**	**400.00**	**0.00**	**0.00**	**0.00**
% of Possible Financial Points for This School			**100.00%**	**100.00%**	**0.00%**	**0.00%**	**0.00%**

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
General Program Academic & Mission-Specific	Remediation	Remediation			
Alternative Program Academic & Mission-Specific	N/A	Critical			
Operational	Honor	Honor			
Financial	Honor	Honor			

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

IDAHO CONNECTS ONLINE SCHOOL

ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.	
Key Design Elements	• The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. • The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world. • The learning environment will be targeted toward each specific learner and their needs. • The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in areas of weakness or need. • The online curriculum offered will include essential design elements with a introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice. • The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs. • The learner will have the ability to learn in a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment. • The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for parent, teacher and student conferences.	
School Contact Information	Address: 12639 W Explorer Dr Boise, Idaho 83713	Phone: 208-287-3668
Surrounding District	State of Idaho	
Opening Year	2009	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	6-12	
Enrollment	Approved: Unlimited	Actual: 250

	School	Surrounding District	State
Non-White	14.11%	NA	22.56%
Limited English Proficiency	0.81%	NA	6.24%
Special Needs	11.29%	NA	9.46%
Free & Reduced Lunch	34.27%	NA	47.07%

School Leadership	Role
David High	President
Lance Fenton	Secretary/Treasurer
Jeni Parker	Trustee
Jack McMahon	Trustee
Vickie McCullough	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Connects Online School Year Opened: 2009 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

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

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

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC. The Alternative Framework was adopted by the PCSC on May 1, 2014.

Performance Framework Structure

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

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

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

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

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

GENERAL PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	2%	**0.00**
	1b	25	2%	15.00	25	2%	**15.00**
Proficiency	2a	75	5%	51.67	75	7%	**51.67**
	2b	75	5%	36.48	75	7%	**36.48**
	2c	75	5%	35.58	75	7%	**35.58**
Growth	3a	100	7%	56.22	100	10%	**56.22**
	3b	100	7%	24.40	100	10%	**24.40**
	3c	100	7%	43.30	100	10%	**43.30**
	3d	75	5%	25.92	75	7%	**25.92**
	3e	75	5%	23.15	75	7%	**23.15**
	3f	75	5%	32.85	75	7%	**32.85**
	3g	100	7%	33.93	100	10%	**33.93**
College & Career Readiness	4a				50	5%	**30.00**
	4b1				50	5%	**10.00**
	4c				50	5%	**7.78**
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				378.49			**426.27**
% of Possible Academic Points for This School				42.05%			**40.60%**

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Career Readiness	1				0	0%	**0.00**
Credit Completion	2	Mission-specific data is not available for this reporting period.			0	0%	**0.00**
21st Century Technology Skills	3				0	0%	**0.00**
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			**0.00**
% of Possible Mission-Specific Points Received				0.00%			**#DIV/0!**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500	**1050**	
TOTAL GENERAL PROGRAM POINTS RECEIVED	378.49		**426.27**
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS	25.23%		**40.60%**

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%		0	0%	**0.00**
	1b	75	4%		0	0%	**0.00**
Proficiency	2a	75	4%		0	0%	**0.00**
	2b	75	4%		0	0%	**0.00**
	2c	75	4%		0	0%	**0.00**
Growth	3a	100	5%		0	0%	**0.00**
	3b	100	5%		0	0%	**0.00**
	3c	100	5%		0	0%	**0.00**
	3d	75	4%		0	0%	**0.00**
	3e	75	4%		0	0%	**0.00**
	3f	75	4%		0	0%	**0.00**
	3g	100	5%		0	0%	**0.00**
Alternative School Student Engagement	4a	100	5%		0	0%	**0.00**
	4b	100	5%		0	0%	**0.00**
College & Career Readiness	5a				0	0%	**0.00**
	5b1 / 5b2				0	0%	**0.00**
	5c1 / 5c2				0	0%	**0.00**
Total Possible Academic Points		1150	60%		0	0%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			0		
Total Academic Points Received				0.00			**0.00**
% of Possible Academic Points for This School				0.00%			**#DIV/0!**

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Interpersonal Skills (Facilities Stdts)	1				0	0%	**0.00**
Career Readiness Skills	2				0	0%	**0.00**
Technology Skills	3				0	0%	**0.00**
Total Possible Mission-Specific Points		775	40%		875	100%	
Total Mission-Specific Points Received				0.00			**0.00**
% of Possible Mission-Specific Points Received				0.00%			**0.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1925	**875**	
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED	0.00		**0.00**
% OF POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS	0.00%		**0.00%**

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- PERFORMANCE FRAMEWORK SCORECARD

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**25.00**
	1b	25	6%	**25.00**
	1c	25	6%	**15.00**
	1d	25	6%	**25.00**
Financial Management & Oversight	2a	25	6%	**15.00**
	2b	25	6%	**25.00**
Governance & Reporting	3a	25	6%	**25.00**
	3b	25	6%	**15.00**
Students & Employees	4a	25	6%	**25.00**
	4b	25	6%	**25.00**
	4c	25	6%	**25.00**
	4d	25	6%	**25.00**
School Environment	5a	25	6%	**25.00**
	5b	25	6%	**25.00**
	5c	25	6%	**25.00**
Additional Obligations	6a	25	6%	**25.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**370.00**
% OF POSSIBLE OPERATIONAL POINTS				**92.50%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned	
Near-Term Measures	1a	50	13%	**50.00**	
	1b	50	13%	**50.00**	The financial measures included here are based on industry standards. They
	1c	50	13%	**50.00**	are not intended to reflect the nuances of a school's financial status. A low
	1d	50	13%	**50.00**	score on any single measure indicates only the *possibility* of a problem. In
Sustainability Measures	2a	50	13%	**50.00**	many cases, contextual information that alleviates concern is provided in the
	2b	50	13%	**50.00**	notes that accompany individual measures. Please see the financial section of
	2c	50	13%	**50.00**	this framework for additional detail.
	2d	50	13%	**50.00**	
TOTAL FINANCIAL POINTS		**400**	**100%**	**400.00**	
% OF POSSIBLE FINANCIAL POINTS				**100.00%**	

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTNERATIVE PROGRAM ACADEMIC & MISSION SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible	**92.50%**	85% - 100% of points possible	**100.00%**
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	**40.60%**	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System.	5	25	
Meets Standard: School received three or four stars on the Star Rating System.	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System.	3	15	
Falls Far Below Standard: School received one star on the Star Rating System.	2	0	0
	1	0	
			0

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	15
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			15

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.	83.30	38-56	19	65-89	25	52
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						52

Notes Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	63.30	20-37	18	41-64	24	36
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						36

Notes Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.

Measure 2c
ISAT / SBA % Proficiency
Language Arts

Are students achieving language proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	62.10	20-37	18	41-64	24	36
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						36

Notes Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading

Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Meets Standard: Between 70-84% of students are making adequate academic growth.	72.73	51-75	25	70-84	15	56
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
						56

Notes

The result shown here is based on data for approximately 10% of ICON's student population (22 students). This is due to ICON's unique enrollment structure, which results in a large perentage of the student body being ineligible for inclusion in the data set despite the benefits they receive from being served by ICON.

Measure 3b Criterion-Referenced Growth in Math

Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?

	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	47.83	0-25	25	1-49	49	24
						24

Notes

The result shown here is based on data for approximately 10% of ICON's student population (23 students). This is due to ICON's unique enrollment structure, which results in a large perentage of the student body being ineligible for inclusion in the data set despite the benefits they receive from being served by ICON.

Measure 3c Criterion-Referenced Growth in Language

Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.	63.64	26-50	25	50-69	20	43
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
						43

Notes

The result shown here is based on data for approximately 10% of ICON's student population (22 students). This is due to ICON's unique enrollment structure, which results in a large perentage of the student body being ineligible for inclusion in the data set despite the benefits they receive from being served by ICON.

Measure 3d Norm-Referenced Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.	34.00	20-37	18	30-42	13	26
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0
						26

Notes

Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3e Norm-Referenced Growth in Math	**Are students making expected annual academic growth in math compared to their academic peers?**						
	Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.	32.00	20-37	18	30-42	13	23
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0
							23
Notes	Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.						

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	**Are students making expected annual academic growth in language compared to their academic peers?**						
Growth in Language	**Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.	39.00	20-37	18	30-42	13	33
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0
							33
Notes	Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.						

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	**Is the school increasing subgroup academic performance over time?**						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.	35.00	26-50	25	31-44	14	34
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							34
Notes	Due to ICON's unique enrollment structure, the result shown here is based on a relatively small percentage of the school's student population.						

INDICATOR 4: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity	**Are students participating successfully in advance opportunity coursework?**			
Coursework	**Exceeds Standard:** School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	30.00
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes				**30**

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012-14 data)

Measure 4b1 **College Entrance** **Exam Results**	**Does students' performance on college entrance exams reflect college readiness?** **Exceeds Standard:** Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. **Meets Standard:** Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) **Does Not Meet Standard:** Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) **Falls Far Below Standard:** Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	**Result** 5 3-4 2 1	**Points Possible** 50 30 10 0	**Points Earned** 10.00 **10**
Notes				

Measure 4b2 **College Entrance** **Exam Results**	**Does students' performance on college entrance exams reflect college readiness?** **Exceeds Standard:** Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. **Meets Standard:** Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. **Does Not Meet Standard:** Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. **Falls Far Below Standard:** Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	**Result** 5 3-4 2 1	**Points Possible** 50 30 10 0	**Points Earned** **0**
Notes				

Measure 4c **Graduation Rate**	**Are students graduating from high school?**	**Result (Percentage)**	**Possible Overall**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	41.90	0-13	13	1-70	70	8
Notes							**8**

MISSION-SPECIFIC GOALS

Measure 1	Is the school helping students become more prepared for careers?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		300	
	Meets Standard: 70%-89% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		340	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- Career Readiness Test or maintained a 90% or higher.		120	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 career-focused test questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year.			

Measure 2	Is the school helping students to complete their courses?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		200	
	Meets Standard: 75%-89% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		160	
	Does Not Meet Standard: 55%-74% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		80	
	Falls Far Below Standard: Fewer than 55% of continuously enrolled 9-12th grade students will earn at least 80% of attempted credits.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled if he/she is enrolled in courses at ICON within 30 days of the beginning of the school year and remains enrolled through the completion of the school year. Earned credits for students will be those in which the student enrolled in and completed the course (without a drop per school guidelines) with a passing grade of a D or better. The school will report data to the PCSC no later than October 1 each year.			

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- GENERAL PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school helping students develop 21st century skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		200	
	Meets Standard: 70%-89% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		160	
	Does Not Meet Standard: 55%-69% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		80	
	Falls Far Below Standard: Fewer than 55% of 9-12th grade students who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post-test for 21st Century Technology Skills or maintainted a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year.			

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (N/A. No alternative star rating available for 2012-13.)

	INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	**Is the school meeting acceptable standards according to existing state grading or rating systems?**	**Result (Stars)**	**Points Possible**					**Points Earned**
		5	25					
	Exceeds Standard: School received five stars on the Star Rating System.	4	20					
	Meets Standard: School received three or four stars on the Star Rating System.	3	15					
	Does Not Meet Standard: School received two stars on the Star Rating System.	2	0					
	Falls Far Below Standard: School received one star on the Star Rating System.	1	0					
								0.00
Notes								
Measure 1b Alternative School Performance Comparison	**How is the school performing in comparison to other alternative schools in the state?**	**Result**	**Points Possible**					**Points Earned**
	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75					
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.		50					
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.	35th percentile	15					
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0					
								0.00
Notes	Result provided for information only.							
	INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	**Are students achieving reading proficiency on state examinations?**	**Result (Percentage)**	**Points Possible**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00	
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00	
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00	
							0.00	
Notes								
Measure 2b ISAT / SBA % Proficiency Math	**Are students achieving math proficiency on state examinations?**	**Result (Percentage)**	**Points Possible**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00	
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00	
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00	
							0.00	
Notes								

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	**Are students achieving language proficiency on state examinations?**						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							
	INDICATOR 3: STUDENT ACADEMIC GROWTH						
Measure 3a Criterion-Referenced Growth in Reading	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**	**Result (Percentage)**	**Points Possible**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3b Criterion-Referenced Growth in Math	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**	**Result (Percentage)**	**Points Possible**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3c Criterion-Referenced Growth in Language	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**	**Result (Percentage)**	**Points Possible**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d Norm-Referenced	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Reading	**Exceeds Standard:** The school's Median SGP in reading falls between the 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							

Measure 3e Norm-Referenced	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Math	**Exceeds Standard:** The school's Median SGP in math falls between the 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	**Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (N/A. No alternative star rating available for 2012-13.)

	INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT						
Measure 4a Attendance	**Are students demonstrating engagement through regular attendance?**	**Result (Percentage)**	**Possible Overall**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard:			12	90-100	11	0.00
	Meets Standard:			13	81-89	9	0.00
	Does Not Meet Standard:			13	71-80	10	0.00
	Falls Far Below Standard:			13	1-70	70	0.00
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0.00**
Measure 4b Course / Credit Completion	**Are students demonstrating engagement by successfully completing their courses?**	**Result (Percentage)**	**Possible Overall**	**Possible in this Range**	**Percentile Targets**	**Percentile Points**	**Points Earned**
	Exceeds Standard:			12	90-100	11	0.00
	Meets Standard:			13	81-89	9	0.00
	Does Not Meet Standard:			13	71-80	10	0.00
	Falls Far Below Standard:			13	1-70	70	0.00
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						**0.00**
	INDICATOR 5: COLLEGE AND CAREER READINESS						
Measure 5a Advanced Opportunity	**Are students participating successfully in advance opportunity coursework?**	**Result**	**Points Possible**				**Points Earned**
Coursework	**Exceeds Standard:** School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0				
Notes							**0.00**

Measure 5b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
				0.00
Notes				

Measure 5b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
				0.00
Notes				

Measure 5c1 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
4-year Cohort	**Exceeds Standard:** Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes	Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2.						**0.00**

Measure 5c2 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
6-year Cohort	**Exceeds Standard:**		39-50	12	90-100	11	0.00
	Meets Standard:		26-38	13	81-89	9	0.00
	Does Not Meet Standard:		14-26	13	71-80	10	0.00
	Falls Far Below Standard:		0-13	13	1-70	70	0.00
Notes	Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2.						**0.00**
	Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						

	MISSION-SPECIFIC GOALS			
Measure 1	**Is the school helping facilities-based students develop strong interpersonal communicaion and relationship skills?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		375	
	Meets Standard: 65%-84% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		300	
	Does Not Meet Standard: 50%-64% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		150	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade facility students who completed the Personal and Family Living course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Personal and Family Living Skills or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Personal and Family Living Skills Test will include the following 20 questions from the "Personal and Family Living Exam": 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, and 24. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year.			
Measure 2	**Is the school helping students become more prepared for careers ?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85%-100% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade students who completed the Career Readiness course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for Career Readiness Test or maintained a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The Career Readiness Test will include the following 25 questions from the "Career Management - Unit 6: Course Review and Exam": 1, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 22, 26, 27, 29, 35, 40, 41, 43, 46, and 47. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year.			

IDAHO CONNECTS ONLINE SCHOOL (ICON) --- ALTERNATIVE PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school helping students develop 21st century technology skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85-100% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		250	
	Meets Standard: 65%-84% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		200	
	Does Not Meet Standard: 50%-64% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		100	
	Falls Far Below Standard: Fewer than 50% of 9-12th grade student who completed the 21st Century Technology course either increased the percentage of questions answered correctly by at least 8 percentage points between the Pre- and Post- test for 21st Century Technology Skills or maintainted a 90% or higher.		0	
				0.00
Notes	For the purposes of this measure, a student will have "completed" the course if he/she enrolled in the course and took both the Pre and Post test. The 21st Century Technology Skills Test will include the following 44 questions from the "Exam 21st Century Skills": 1, 2, 3, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, and 42. Matching questions (1, 3, and 32) will be scored by giving students a point for each correct match, thus affecting the total possible points for the test. The total possible points for the test is 44. Students will be expected to take the Pre-test on the first day they log-in to the course. The Post-test will be the final element of the course. The school will report data to the PCSC no later than October 1 each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?** **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 performance certificate, or the school has gained approval for a charter modification to the material terms. **Does Not Meet Standard:** School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	Meets	25 0	25.00 **25.00**
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?** **Exceeds Standard:** The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. **Meets Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. **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 education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25 15 0	25.00 **25.00**
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?** **Exceeds 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 provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. **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 identified disabilities and those suspected of having a disability. 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, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	25 15 0	15.00 **15.00**
Notes	SDE concerns regarding adequate fulfillment of IDP requirements by contractors has been resolved.			

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds 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 accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	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.		15	
	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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds 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 the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
and Compliance	**Meets Standard:** The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
				15.00
Notes	FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13. FY14 fiscal audit (due Oct 15, 2014) was submitted 10/23/14. ICON did submit a draft FY14 audit prior to the deadline.			

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally 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 opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance noted	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b **Reporting Requirements**	**Is the school complying with reporting requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountablility tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	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, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	Annual dashboard report (due Nov 28, 2014) was submitted 12/1/14.			

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
		No instances of non-compliance documented	25	25.00
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
		No instances of non-compliance documented	25	25.00
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
		No instances of non-compliance documented	25	25.00
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00

Notes

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00

Notes

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00

Notes

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds 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 and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00

Notes

ADDITIONAL OBLIGATIONS				
		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	Ratio is 8.46	50	50.00
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	247 days cash	50	50.00
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 186%	50	50.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
				50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES

		Result	Points Possible	Points Earned
Measure 2a **Total Margin and Aggregated** **3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues** **Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.* **Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" **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.	Agg = 0.19, Total = 0.18	50 10 0	50.00 **50.00**
Notes				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets** **Meets Standard:** Debt to Asset Ratio is less than 0.9 **Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0 **Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0	Ratio is .12	50 30 0	50.00 **50.00**
Notes				

		Result	Points Possible	Points Earned
Measure 2c **Cash Flow**	**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** **Meets Standard (in one of two ways):** 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.* **Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" **Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative	Multi-year = $320,148 & all years positive	50 30 0	50.00 **50.00**
Notes				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)** **Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1 **Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1 **Falls Far Below Standard:** Not Applicable	See note	50 0	50.00 **50.00**
Notes	The school has only an operating lease for its facility.			

"Performance-based accountability is the cornerstone of charter schools."

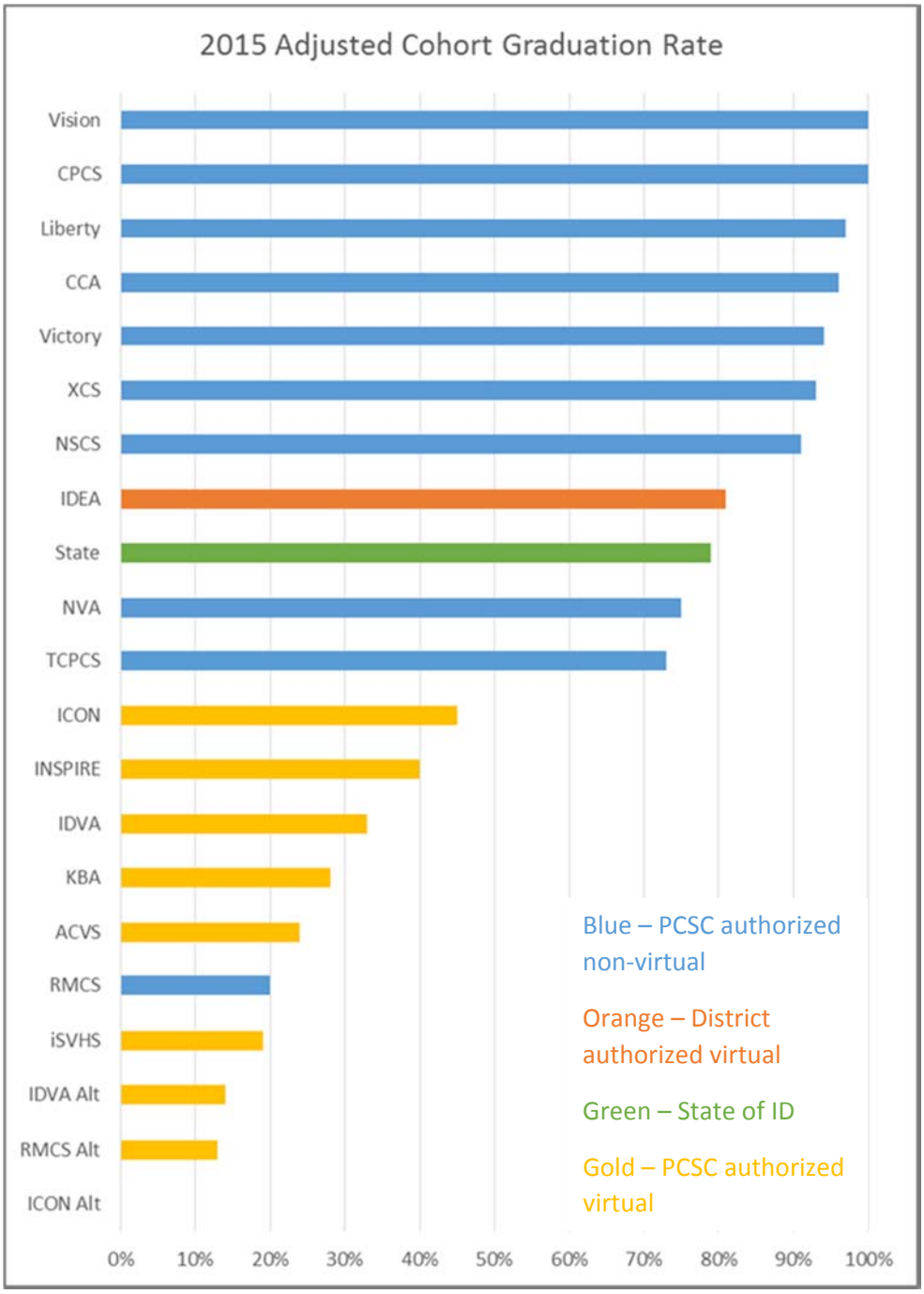
Alison Consoletti, The Center for Education Reform

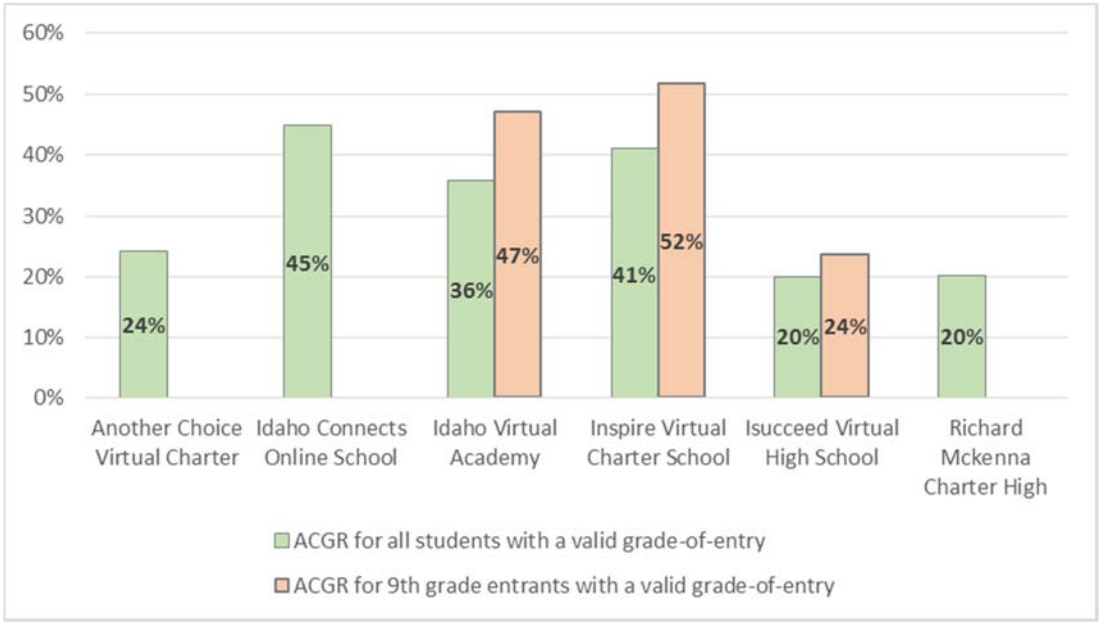
Academic Performance Comparisons

The charts below compare iSVHS's outcomes to those of relevant comparison groups.

GRADUATION RATE

iSVHS's graduation rate is significantly lower than the state's, and is the lowest among Idaho's non-alternative virtual schools. This low rate persists even when considering only students who entered iSVHS in 9th grade, and therefore were not already behind their cohorts upon enrollment at iSVHS.

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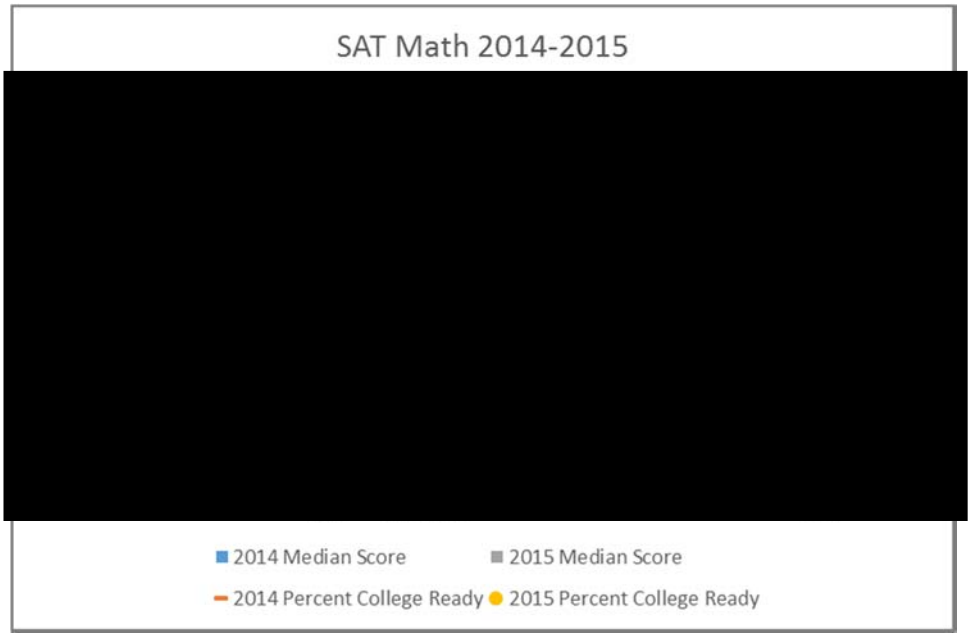
Another Choice Virtual Charter
Idaho Connects Online School
Idaho Virtual Academy
Inspire Virtual Charter School
Isucceed Virtual High School
Richard Mckenna Charter High
ACGR for all students with a valid grade-of-entry
ACGR for 9th grade entrants with a valid grade-of-entry

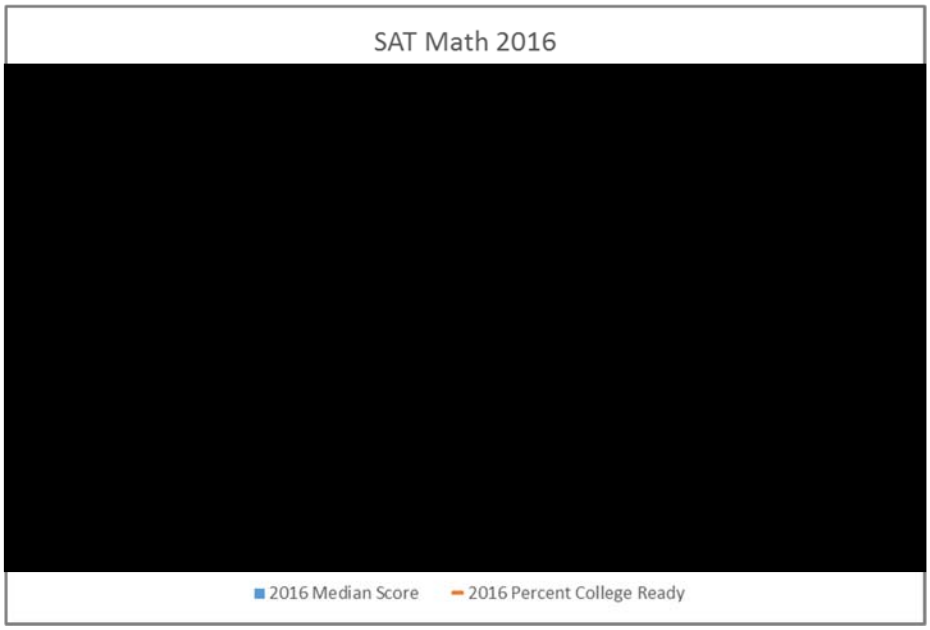
SAT

In 2014 and 2015, iSVHS's median score in math was lower than that of traditional schools. The percentage of iSVHS students meeting the "college ready" benchmark dropped from 2014 to 2015 in all. Comparisons to other virtual schools were mixed.

In 2016, iSVHS's median math score was somewhat lower than the state's, and its percentage college-ready in math was much lower. Comparisons to other virtual schools were mixed.

Due to changes in the nature of the test, 2016 SAT results cannot be directly compared to results from earlier years.




SAT Math 2016
2016 Median Score
2016 Percent College Ready

PRE-RENEWAL SITE VISIT

A pre-renewal site visit is an important part of the charter renewal process. The purpose of a pre-renewal site visit is to observe and discuss the charter school's programs, policies, practice, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems.

In fall 2016, pre-renewal site visits of eleven schools scheduled for renewal consideration 2017 were conducted with the primary objective of determining whether the schools were providing the appropriate conditions for sustained success. Each evaluation team was comprised of a member of the PCSC staff and an independent, external consultant. The external consultants were experts in areas such as curriculum and instruction, fiscal management, and/or fields particularly relevant to the subject schools.

The site visit process and associated evaluation rubric were developed based on best practices from authorizers across the country, including SUNY, Denver Public Schools, and Portland State University (PSU), whose evaluators perform all site visits for the State of Oregon.

A copy of the evaluation rubric was sent to each renewal school in advance of the visit. Due to time constraints and limited resources, schools were informed that it was highly unlikely all the measures would be evaluated. Prior to the visits, PCSC staff and external consultants determined the rubric measures of most value for each visit. The evaluation teams conducted interviews with diverse stakeholders including school leaders, board members, teachers, and parents. The final site visit reports were compiled from observations and comments at the agreement of both evaluation team members.

The PCSC staff contracted with four independent, external evaluators for the purpose of conducting pre-renewal site visits. One evaluator participated in each site visit. Each school's site visit report lists which members of the team participated in the visit. Brief evaluator biographies are provided below for reference:

Dr. Sherawn Reberry, Director of Education Programs Idaho Digital Learning
Dr. Reberry is a former educator and administrator for both K-12 and post-secondary programs. With over 20 years of experience, she has spent the past 14 years in online education. Dr. Reberry currently serves on the board for the Idaho Association for Supervision and Curriculum Development.

Randy Yadon, Principal of Meridian Technical Charter High School
Mr. Yadon has over 25 years of education experience as a classroom teacher and administrator. He currently serves as the Principal of Meridian Technical Charter School, a high-performing charter authorized by the West Ada School District.

Christine McMillen, Principal Atlas Alternative High School

Ms. McMillen has served as a classroom teacher and administrator for the past 15 years. She currently serves as the Principal for Atlas Alternative High School in the Middleton School District.

Nils Peterson, Education Consultant

Mr. Peterson is the retired Assistant Director for The Center for Teaching, Learning, and Technology at Washington State University. He has served as an education consultant for 20 years. Mr. Peterson is also a founder and former Board Chairman for Palouse Prairie Charter School.

Idaho Connects Online

Pre-Renewal Site Visit

Evaluation Report

Visit Date: September 22, 2016

Idaho Public Charter School Commission

Charter School

Idaho Connects Online (ICON)
1 6th Street North #6
Nampa, ID
(208) 287-3668
Vickie McCullough Administrator

Authorizer

Idaho Public Charter School Commission
(208) 332-1561
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Tamara Baysinger, Director
Alan Reed, Chairman

Evaluators

Christine McMillan	Atlas School Principal
Kirsten Pochop, PhD, MPA	PCSC Charter Schools Program Manager

PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of operation. Idaho Connects Online is will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Idaho Connects Online was based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Idaho Connects Online. Indicators were established to provide more specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016.

INTRODUCTION

Idaho Connects Online (ICON) is a statewide virtual public charter school headquartered in Boise, Idaho. The school offers both a general education and an alternative education program to students in grades 6-12. The charter states that ICON will offer a flexible learning environment using modern educational technology to stimulate and support independent learning. Course offerings should range from remedial to college preparatory and include professional-technical options. The instructional team should be trained to work with a diverse student population, using data to guide focused instruction for struggling students. ICON initially used Kaplan Virtual Education (KVE) as its management company and curriculum provider. In 2011, KVE was purchased by Insight Schools; the school board replaced that contract with Odysseyware later the same year. Odysseyware is a curriculum provider only.

The charter includes the following standards:

- Average ISAT scores will be equal to or higher than the state average within three years.
- 75% of students will improve their ISAT scores after three years of continuous enrollment.
- Average graduation rates will equal or exceed the state average within three years.
- The average student retention rate will be at least 75% after two years.
- The average semester course completion rate will be at least 80% after two years.
- The school will make AYP as defined by NCLB.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for ICON (then known as Kaplan Academy of Idaho) was approved in October 2008. The school opened in fall 2009.

MISSION

The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.

MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: Although the mission of the school has evolved due to the nature of the student population, the majority of stakeholders seem to have a similar understanding of the mission to provide students with an online option that is flexible and able to provide individualized attention for all students. Stakeholders also stressed that they have become a school that is a last resort for students who would not otherwise have another option, such as those in facilities (including correctional and mental health institutions) and students who experience bullying in traditional schools (such as transgender students).

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: The teachers employ asynchronous and synchronous instruction through the Odysseyware platform, as indicated in the charter. Teachers are willing to adjust instructional practices in order to meet the needs of diverse learners. There is a culture of experimentation at the school that extends to instruction. This has been particularly evident in mathematics, though stakeholders are not satisfied because results have not yet improved in this area. This year, they are trying a new math platform from IDLA and "Think Through Math," an SDE program. They are also investigating a spring deployment of Summit Learning and Plato through Edmentum.

PROGRAM DELIVERY: CURRICULUM

Does the school's curriculum provide the opportunity for academic success for all students?

Rating: Meets

Evidence: Curriculum demonstration
Interviews with Administration, Staff

Detail: ICON purchases aligned curriculum from Odysseyware and with its increased flexibility, teachers are able to modify existing curriculum to meet the needs of individual students.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: Lessons are delivered through an online system with clear lesson objectives written at the beginning of each lesson. Prior knowledge of the students' skills is limited at this time due to the transient nature of the student population and the limitations of an online platform.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

Rating: Meets

Evidence: Interviews with Administration, Staff
Online demonstration of curriculum

Detail: Teachers and administrators are clearly committed to improving upon and modifying the Odysseyware curriculum and assessments as necessary. The 10th grade English curriculum and assessments were revamped in order to improve alignment, which teachers felt was insufficient. The Odysseyware assessments are generally employed, unless staff feel that they are not meeting the student needs. Furthermore, issues of reliability in Benchmark testing have been addressed and they are considering moving to a face-to-face testing model to improve the quality of information obtained. However, the school does not assess their students' skill levels upon entry into the school.

Does the school effectively provide opportunities for student engagement?

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: Several methods are used to check student progress and engagement including bi-weekly progress reports, and teachers monitor student time spent on lessons through the online platform. The school has full time counselors at about a 30:1 ratio and the teacher:student ratio is 20:1, but the school still struggles to get students to engage in synchronous learning and engage with teachers on the phone and over chat. The board members and teachers interviewed described how the most successful students are those who have an adult present to monitor their schooling. They attributed a large part of the success of the facilities students (incarcerated, etc.) in earning credits with the presence of a strong student monitor. However, the school often struggles to reach and engage with those students who do not have adult support at home or in a facility.

PROGRAM DELIVERY: INSTRUCTION

Does the school recruit, support, and retain highly effective staff?

Rating: Exceeds

Evidence: Staff Retention Roster
Interviews with Administration, Board, and Staff

Detail: Teacher turnover is less than 15% and staff are provided with a competitive salary and benefits. The director employed a portfolio teacher assessment last year that has led directly to improvements in teaching. Teachers cite the importance of self-assessments for improving instruction.

Does the school have strong instructional leadership?

Rating: Exceeds

Evidence: Interviews with Administration, Staff

Detail: All interviews indicated strong leadership focused on student learning and improving instruction and curriculum. The administrator encourages her staff to seek outside professional development opportunities and provides funding for participation. She has also appointed a point person on staff to share professional development opportunities with all staff.

Does the school have leadership sustainability?

This indicator was not rated and does not represent an area of concern.

Does the school offer professional development that supports the schools goals and the needs of individuals?

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: Last year, the administrator began to address this area by implementing the portfolio system for teachers that involved self-assessment under a common theme from the Danielson Framework: Professionalism. Each year, they will focus a new theme under the Framework.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

Rating: Approaches

Evidence: Interviews with Administration, Staff, and Data Scientist

Detail: The primary concern in this area is that diverse learners are not typically identified upon entry into the school, making it difficult to ensure success of the intervention. ICON does not require new students to take formative exams to assess skill levels in reading, writing, mathematics etc. However, once enrolled, the Director of Student Services analyzes student performance data every two weeks and informs teachers when a student is not meeting expectations or falling behind. In addition, all teachers meet monthly for student achievement meetings to discuss student progress. All Special Education services are provided on a one-to-one basis and the administrator strives to ensure that families are aware of student progress.

Does the school have adequate assessments system in place to evaluate instructional effectiveness and student learning?

Rating: Approaches

Evidence: Interviews with Administration, Staff

Detail: The school does an excellent job of tracking data, and they contract with a data scientist to look for areas in need of improvement. ICON does not use an assessment to analyze student academic skill levels upon entry at the school. It is unclear if school leaders and teachers understand the extent to which low reading levels might be a barrier to student success.

Does the school promote a culture of high expectations that is safe, respectful, and supportive?

This indicator was not rated and does not represent an area of concern.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating: Approaches

Evidence: Interviews with Administration, Staff
Supplementary Student Academic Performance Data

Detail: The school has four different curriculum offerings, including three especially for the at-risk program. School leaders understand the importance, and at times necessity, of tailoring curriculum to meet the needs of their various populations, including incarcerated youth who do not have access to the web for online research. The curriculum can also be printed out, so that youth who lose computer privileges can still complete schoolwork. Despite these efforts, students continue to struggle academically as seen in course completion results and testing data.

Does the school address and support the needs of English Language Learners (ELLs)?

This indicator was not rated and does not represent an area of concern.

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

This indicator was not rated and does not represent an area of concern.

Does the school have a strong, steady retention rate for students?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff
Student Retention Form

Detail: Student attrition for general education students is high and currently not fully understood by the school. However, due to the very transient nature of the facility students enrolled in ICON's alternative program, typical retention rates cannot be expected. The school is working to try to understand attrition rates by hiring a full-time student enrollment coordinator who will also track where students go when they leave the school. The director is not certain whether this new position will help improve retention rates, but is interested to see what types of information they will learn from tracking this data.

ORGANIZATIONAL CAPACITY

The Organizational Capacity indicators were not rated and do not represent areas of concern.

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Rating: Meets

Evidence: Interview with Board

Detail: The board meets about four times a year, but would like to meet more often. They hold the meetings over the phone because one member is in Southern Idaho.

Does the board have policies in place that establish standards for overall management of the school?

Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: While the director is currently working on improving board and school policies, the board did not seem fully engaged in the process.

Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: The board does not appear to conduct regular self-evaluations, nor do they appear to engage in regular training. However, they have sought out the help of a data scientist to try to understand student achievement and look for areas of improvement. The board only has three members – the minimum permitted by their bylaws – and does not appear to have a clear policy or plan as to how to recruit new members.

Has the school's board developed a strategic plan?

Rating: Meets

Evidence: Interviews with Administration, Board

Detail: The board and administrator have developed a strategic plan and are working to implement it. Decisions are being made based on data obtained on student performance and recent concerns over academic outcomes. Board conversations are centered around providing the best learning opportunities for students.

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Interviews with Administration, Board

Detail: The board is clearly committed to trying initiatives to improve learning and is willing to spend school funds to benefit students. For example, the board supported lowering class sizes to attempt to address low math scores.

Does the school's board provide appropriate operational oversight?

This indicator was not rated and does not represent an area of concern.

GOVERNANCE: FINANCIAL

The Governance: Financial indicators were not rated and do not represent areas of concern.

Idaho PCSC Site Visit Evaluation Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs.

Mission and Key Design Elements

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
Notes:				

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
Notes:				

Program Delivery: Curriculum

Does the school's curriculum provide the opportunity for academic success for all students?

Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum.	Approaches: The school presents a material concern in one of the indicators regarding curriculum.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.
Notes:				

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Lesson plans and instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.	Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.	Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.
Notes:				

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
Does the school effectively provide opportunities for student engagement?				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

Program Delivery: Instruction

Does the school recruit, support, and retain highly effective staff?

Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.	Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.	Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.
Notes:				

Does the school have strong instructional leadership?

Indicators: The school leader ensures a focus on student learning and achievement in alignment with the school's mission. The school leader ensures that curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader ensures that relevant qualitative and quantitative data is collected and analyzed. The school leader ensures that the school plan for improvement is implemented. The school leader ensures that teachers and staff are regularly and systematically evaluated.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.
Notes:				

Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
Does the school offer professional development that supports the schools goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

Program Delivery: Assessment and Evaluation

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding the academic program.	Approaches: The school presents a material concern in one of the indicators regarding the academic program.	Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.
Notes:				

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.	Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.	Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.
Notes:				

Does the school promote a culture of high expectations and is safe, respectful, and supportive?

Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school culture.	Approaches: The school presents a material concern in one of the indicators regarding school culture.	Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.
Notes:				

Access and Equity

Does the school offer adequate support for special populations?

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding support for special populations.	Approaches: The school presents a material concern in one of the indicators regarding support for special populations.	Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.
Notes:				

Does the school address and support the needs of English Language Learners (ELLs)?

Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.	Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.	Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.
Notes:				

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

Organizational Capacity

Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?

Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding organizational structure.	Approaches: The school presents a material concern in one of the indicators regarding organizational structure.	Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.
Notes:				

Are there effective communication channels between stakeholders?

Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding communication channels.	Approaches: The school presents a material concern in one of the indicators regarding communication channels.	Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.
Notes:				

Does the school have procedures in place to facilitate parental involvement?

Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding parental involvement.	Approaches: The school presents a material concern in one of the indicators regarding parental involvement.	Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.
Notes:				

Does the school facility support high quality teaching and learning?				
Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school facility.	Approaches: The school presents a material concern in one of the indicators regarding school facility.	Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.
Notes:				
Are health, safety, and accessibility standards being met and is documentation being kept current?				
Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.	Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.	Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.
Notes:				

Governance

Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.	Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.	Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.

Notes:

Does the Board have policies in place that establish standards for overall management of the school?

Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.	Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.	Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.

Notes:

Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.	Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.	Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.

Notes:

Has the school's Board developed a strategic plan?				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
Does the school's Board provide appropriate academic oversight?				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
Does the school's Board provide appropriate operational oversight?				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

Governance: Financial

Does the school's Board provide appropriate financial oversight?

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.	Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.
Notes:				

Does the school maintain appropriate internal controls and procedures?

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.	Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.	Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.
Notes:				

Does the school maintain adequate financial resources to ensure stable operations?				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
Is the school demonstrating strong short and long-term fiscal viability?				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of June, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Idaho Virtual Education Partners, Incorporated doing business as Idaho Connects Online School (ICON) and formerly known as Kaplan Academy of Idaho (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on October 16, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. Continued Operation of School. Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. Pre-Opening Requirements. Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2009. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of June 17, 2014, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.

B. **Grades Served.** The School may serve students in grades 6 through 12.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes.
- The learner will have the opportunity to participate in a 21st Century Online

Course to prepare them for schooling in a virtual world.

- The learning environment will be targeted toward each specific learner and their needs.
- The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in studies for areas of weakness or need.
- The online curriculum offered will include essential design elements with a introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice.
- The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs.
- The learner will have the ability to school from a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment.
- The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for Parent, Teacher and Student conferences.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report

on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be unlimited.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 12639 W. Explorer Drive, Suite 185, Boise, ID 83713. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: State of Idaho.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll

procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. Nonrenewal. The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. Dissolution. Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible

for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. No Employee or Agency Relationship. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. No Third-Party Beneficiary. This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective June 17, 2014.

Alan Reed

Chairman, Idaho Public Charter School Commission

Chairman, Idaho Virtual Education Partners, Incorporated Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F1: General School Performance Framework
Appendix F2: Alternative School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

ICON's auxiliary data submission included the following:

- Supplementary Data Form -- The school used the *IPCSC Supplementary Renewal Data Form* to provide an overview of their attached documentation.

- Enrollment numbers for Kaplan Years (2009/10 &2010/11) and ICON Years (2011/12 & 2014/15)

  The data demonstrates and enrollment increase since the CMO relationship was severed.

- Entry/Exit Data for grades 9-12, 2013-2015

  The data demonstrates that ICON's population is very mobile. Half of the student body is enrolled for 10 weeks or less. It is not clear whether the general education population is more stable than the alternative population.

- Students in Facilities, Attendance and Credits

  ICON students in facilities are completing credits at a very high rate, with completion percentage rates in the high 90s. School leadership indicates that this appears to be the result of intensive adult oversight of institutionalized students.

- ADA for 2011- 2015

- ISAT Scores from 2009-2015, by year and subject matter

  It appears that there might be some data errors in this section, because the math scores for and ELA scores are exactly the same for 2014-15 and differ from data gathered by PCSC staff.

- Sample Size Chart for ICON ISAT test takers by school year

- Credits Earned v. Attempted for General Ed and Alternative Ed Students, 2015-16

- Grades and Credits Earned for General Ed and Alternative Ed 2015-16

- Tenth Grade Achievement Data for ISAT Exams with details 2014-2016

The data reflects a math exam that ICON administers to its 10th grade students three times per year. 58% of their students increased their scores between the Fall and Spring in 2015-16 (8 students), 26% of the students lost ground on the assessment (5 students). The sample sizes are very small; only 19 took the test in both fall and spring.

- ICON Continuous Improvement Plan

All auxiliary data is included in its entirety without any modifications by PCSC staff.

Idaho Public Charter School Commission
Supplementary Renewal Data Form

As part of the renewal process, you are invited to submit auxiliary data supporting your school's case for renewal. Submission of such data is optional. This form is intended to assist you in organizing and explaining the purpose of any materials you choose to submit.

If you would like to provide information demonstrating your school's outcomes, please complete this form and return it to the PCSC office by July 15, 2016.

Guidance for Form Submission

A. Each school may submit this form, with attached documentation, one time only. No revisions will be accepted, so please be sure your original submission is clear, complete, and accurate. PCSC staff will be reviewing your data for accuracy and double-checking your calculations.

B. Please note that anecdotal information will not be considered. Focus instead on reliable, measurable, and objective evidence that is not already captured by your performance framework. You are welcome to contact PCSC staff in advance of the July 15 deadline with any questions about what constitutes useful data. Examples are provided below, as well as in the *PCSC Renewal Application and Guidance.*

C. Consider submitting data that separates different groups, such as at-risk students, general education students, LEP students, students who have been continuously enrolled for a significant period, etc. so that the results of one group do not mask those of another. Additionally, inclusion of academic growth data is strongly encouraged.

D. Be sure to complete all columns of the form for each issue that you wish to address. Insert additional rows as needed.

E. All financial and academic supporting documentation files should be in MS Excel format. Be sure to include clear headers for your data, as well as any other explanatory notes, to ensure that we are able to understand your results. The following sample Excel chart is an example of the type of data fields / detail we would expect to see in your documentation.

	Student ID #	Student Name	Grade	IRI Score	Scored 3	Notes
	001	Paul Anderson	3	2	1	
	002	Eliza Collister	3	3	1	
	003	Billy Graham	3	2	0	
	004	Robert Jones	3	1	0	
	005	Jose Morales	3	3	1	
	006	Susan Smith	3	2	0	
TOTALS	**6**				**3**	**50%**
	Students				Scored 3	Percent Scored 3/ proficient

F. Clearly label and attach all supporting documentation files.

G. Any supporting documentation files containing individually-identifiable student data must be submitted through the secure server. Secure submission guidance may be found in the *PCSC Renewal Application and Guidance.*

► Examples

Subject Area	Issue	Attached Documentation
Academic/ K-3 Reading Success	Our K – 3rd grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet providing student level Fall and Spring IRI results for *all* students from the 2013-14, 2014-15, and 2015-16 school years. You may also separate the data by subgroup, such as ELA and SPED status.
Academic/ Growth for below grade-level students	Our high school has a sizable population of below grade level students who show significant growth after one year of attending the school.	Attachment B: Excel spreadsheet with *all* high school students' (those at grade level and for those below grade level) grade level assessment results at both the beginning of the school year and at the end of the school year.
Academic/ Math Success	Students who have been enrolled at our school for two years or more are much more likely to reach grade level benchmarks on the math MAP exam.	Attachment C: Excel spreadsheet of *all* students who took the MAP Math exam. Include students' scores as well as the number of years or parts of years that the student had been consecutively enrolled at your school.

▶ Supplementary Data

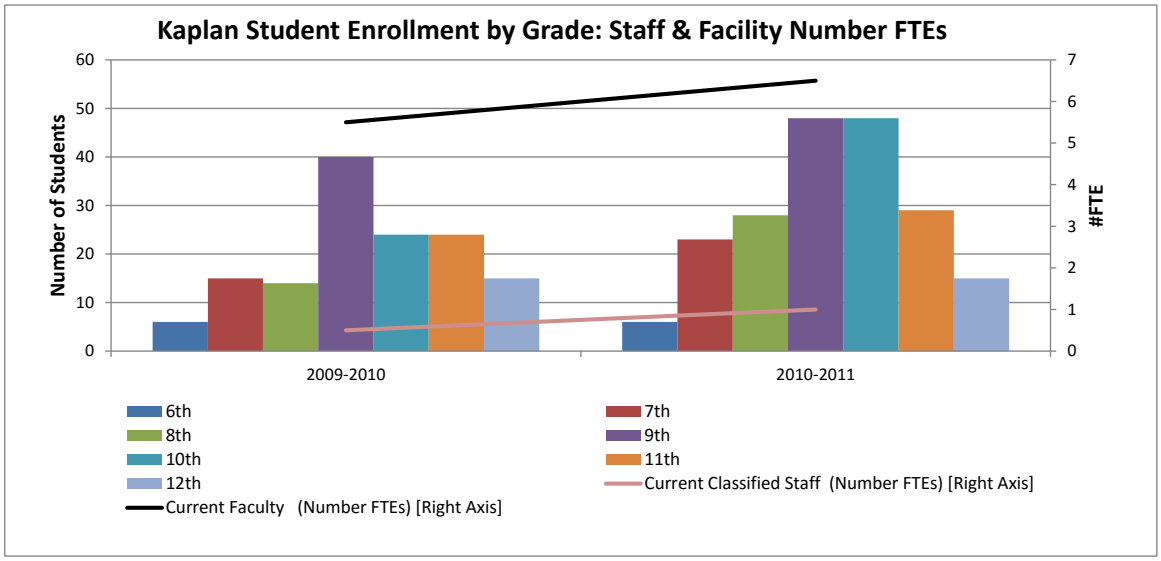
Subject Area	Issue	Attached Documentation
History/Kaplan Years	Enrollment by grade, ADA and FTEs for both Staff and Facility for the Kaplan years; 2009-2010 and 2010-2011, before ICON took over the school.	Attachment A: Excel spreadsheet 'ICON Workfile', tab 'Kaplan Years by Grade' displays the number of students for Elementary and Secondary students, by grade, the ADA for both the Elementary and Secondary students, and the FTEs for the classified staff and faculty.
Demographics/ICON Years	Enrollment by grade, ADA and FTEs for both Staff and Facility since ICON took over the school; 2011-2012 through 2014-2015, before ICON took over the school. Student enrollment increased slowly since ICON began operating the school, however Facility has nearly doubled and Staff per FTE has tripled. The 9th, 10th, and 11th grades have had the highest average enrollments. Both Facility and Staff per FTE have increased since 2012-2013.	Attachment A: Excel spreadsheet 'ICON Workfile', tab 'ICON Years by Grade' displays the number of Elementary and Secondary students by grade, the ADA for both the Elementary and Secondary students, and the FTEs for the classified staff and faculty.
Demographics/Student length of enrollment at ICON	Half the students at ICON for the years 2013-2014 and 2014-2015 are enrolled for ten weeks or less. Less than 10% of the students are enrolled for 35 or more weeks in grades 9-11, with 19% for grade 12. 12th graders stay in school longer so they can finish and graduate. The high number of days is 250 due to attendance at summer school.	Attachment A: Excel spreadsheet showing the numbers of week's students are enrolled with ICON and the percentage of students by eight brackets along with the high, low, and average school days and weeks.
Academic/Credits Earned v. Credits Attempted for Facilities Students	How well Facilities students are able to complete the credits they attempt. For the 2014-2015 school year the 142 students in Facilities completed 97% of the credits attempted.	Attachment A: Excel spreadsheet for the six Facilities served by ICON in 2014-2015 the number of credits attempted and credits earned along with the number of students and the average days of attendance.
Finance/ADA funding	ICON's ADA for the first eight weeks and the highest 28 weeks for the school years 2011-2012 through 2014-2014. The highest 28 weeks has always been higher than the first eight weeks indicating increasing student enrollment throughout the school year. ICON's ADA has grown every year since ICON took over the school.	Attachment A: Excel spreadsheet showing the ADA for the first eight week and highest 28 weeks for each school year 2011-2012 through 2014-2014.
Academic/ Accountability Measures	Accountability Measures for the school years since ICON took over the school. These Measures are for the General and Alternative schools combined. The percentage of student achieving Basic for ELA has doubled from 2012-2013 to 2014-2015, and the Math scores increased by 19 percentage points.	Attachment A: Excel spreadsheet displaying the four categories of Accountability Measures for ELA, Math, Science, and Reading along with the percent tested for the years 2011-2012 through 2014-2015.

Academic/Sample Sizes	Due to the demographic population the ICON serves in many years the sample sizes in the state accountability system are not sufficient to yield a true picture of how the students are performing.	Attachment A: Excel spreadsheet displaying the number of test takers used in the Accountability Measures.
Academic/ Credits Earned v. Credits Attempted	The credits attempted to credits earned increased 5.4 percentage points from the fall semester 2014-2015 to the spring semester.	Attachment A: Excel spreadsheet indicating the percentage of credits earned to credits attempted for the fall and spring semesters for the school year 2015-2016.
Academic/ Credits Earned v. Credits Attempted	The credits attempted to credits earned for the General school were approximately the same in the spring semester as the fall semester for the school year 2015-2016. However, for the Alternative school the percentage increased 23.8 percentage points, a significant increase.	Attachment A: Excel spreadsheet indicating the percentage of credits earned to credits attempted for the fall and spring semesters for the school year 2015-2016 for the General and Alternative schools separated.
Academic/Achievement Scores 10th Grade	Student who fall in the Smarter Balance Achievement levels 3 and 4 are considered on track demonstrating the knowledge and skill necessary for collage and career readiness. The increase in 3 and 4 levels for ELA increased by 16 percentage points between 2014-2015 and 2015-2016. Math Achievement increase by 11 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the ELA and Math Achievement percentages for students in levels 1 and 2 and levels 3 and 4.
Academic/Achievement Claim Scores 10th Grade	The percentage of students achieveing Above Standard increased by 4.8 percentage points in the school year 2015-2016 over 2014-2015.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for ELA Reading Claim.
Academic/Achievement Claim Scores 10th Grade	The percentage of students achieving Above Standard increased by 8 percentage points in the school year 2015-2016 over 2014-2015, and the percentage Below Standard dropped by 6 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for ELA Writing Claim.
Academic/Achievement Claim Scores 10th Grade	10th grade students did slightly worse for Listening Claim in 2015-2016 than in 2014-2015 and Below Standard scores increased by 5.8 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for ELA Listening Claim.
Academic/Achievement Claim Scores 10th Grade	10th grade students for Research/Inquiry Claim dropped by 16.8 percentage points in 2015-2016, however the At/Near Standard increased by 14.1 percentage points in 2014-2015.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for ELA Research/Inquiry Claim.

Academic/Achievement Claim Scores 10th Grade	For the Math subcategory Concepts & Procedures 10th grade students did slightly better in the Above Standard scores in the school year 2015-2016 and reduced their Below Standard scores by 10.2 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for Math Concepts & Procedures Claim.
Academic/Achievement Claim Scores 10th Grade	The percentage of students achieving Above Standard increased by 9.8 percentage points in the school year 2015-2016 over 2014-2015, and the At/Near Standard increased 16.8 percentage points, and the Below Standard dropped by 26.6 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for Math Problem Solving & Modeling Claim.
Academic/Achievement Claim Scores 10th Grade	The percentage of students achieving Above Standard increased by 4.9 percentage points in the school year 2015-2016 over 2014-2015, and the Below Standard dropped by 13.3 percentage points.	Attachment A: Excel spreadsheet for 10th grade students for the school years 2014-2015 and 2015-2016 showing the percentage of students that were Above Standard, At/Near Standard, and Below Standard for Math Communicating Reasoning Claim.
Academic/ Credits Earned v. Credits Attempted	The credits attempted to credits earned in the 100% category increased from 55.8% from the fall semester 2014-2015 to 70.0% in the fall semester of 2015-2016.	Attachment A: Excel spreadsheet indicating the number and percentage for 10th grade students for credits earned to credits attempted in ELA and Math in the fall semesters of the school years 2014 and 2015-2016.
Academic/10th Grade Benchmark Math scores	Eight of the 10th grade students improved their Math Benchmark scores, with three making no improvement, and five scoring lower in September than in May. ICON believes the reason for the lower scores in May was the testing environment and is correcting it for the coming school year.	Attachment A: Excel spreadsheet showing the score differences from September to May of school year 2015-2016 for the Math Benchmark exam.
Academic/10th Grade Benchmark Math scores	58% of the 10th grade students improved their Math Benchmark scores with 28% scoring lower.	Attachment A: Excel spreadsheet showing percentage the score differences from September to May of school year 2015-2016 for the Math Benchmark exam.
Academic/10th Grade Benchmark Math scores	The average improvement in the difference Math Benchmark scores was 7.2 points, there was a slightly greater improvement in the Spring than in the Fall.	Attachment A: Excel spreadsheet showing the Average differences from September to May of school year 2015-2016 for the Math Benchmark exam.

KAPLAN YEARS, 2009-2010 & 2010-2011

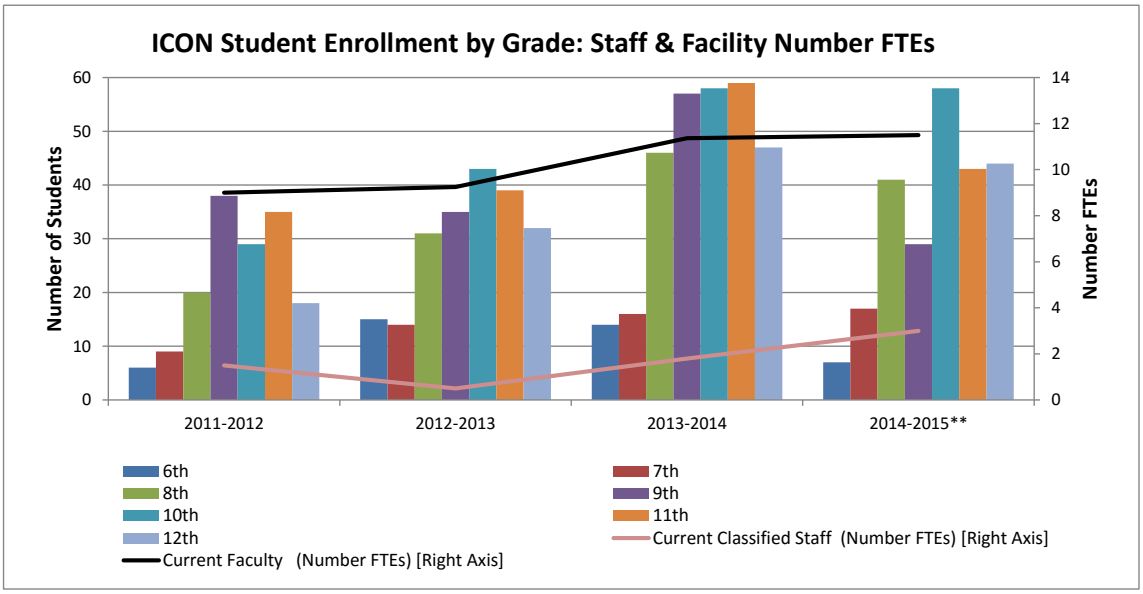
Enrollment by Grade (from Dashboards)											Faculty & Staff (Number FTEs)	
SCHOOL YEAR	6th	7th	8th	9th	10th	11th	12th	Total	ADA Elementary	ADA Secondary	Current Classified Staff (Number FTEs) [Right Axis]	Current Faculty (Number FTEs) [Right Axis]
2009-2010	6	15	14	40	24	24	15	138	7.01	100.01	0.50	5.5
2010-2011	6	23	28	48	48	29	15	197	7.07	100.01	1.00	6.5



ICON YEARS, 2011-2012 through 2014-2015

Enrollment by Grade (from Dashboards)											Faculty & Staff (Number FTEs)	
SCHOOL YEAR	6th	7th	8th	9th	10th	11th	12th	Total	ADA Elementary	ADA Secondary	Current Classified Staff (Number FTEs) [Right Axis]	Current Faculty (Number FTEs) [Right Axis]
2011-2012	6	9	20	38	29	35	18	155	13	282	1.50	9.00
2012-2013	15	14	31	35	43	39	32	209	2.96	141.44	0.50	9.25
2013-2014	14	16	46	57	58	59	47	297	2.96	141.44	1.80	11.3669
2014-2015**	7	17	41	29	58	43	44	239	2.96	141.44	3.00	11.50

**Fall enrollment, not Spring enrollment as in previous years.*



Observations:

1) ICON began operating the school beginning school year 2011-2012,
2) Student enrollment has increased slowly since ICON began operating the school but Facility per FTE has nearly doubled and Staff per FTE has tripled,
3) The 9th, 10th, and 11th grades have had the highest average enrollments.
4) Both Facility and Staff #FTE have increased since 2012-2013.

Entry/Exit Time at ICON; Grades 9 through 12: 2013-2014, 2014-2015			
Number of Weeks	Number of Students	Percentage Enrolled	Cumulative Percentage Enrolled
0-5	185	27.5%	27.5%
6-10	137	20.4%	47.9%
9-15	104	15.5%	63.4%
16-20	93	13.8%	77.2%
21-25	39	5.8%	83.0%
26-30	18	2.7%	85.7%
31-35	35	5.2%	90.9%
35+	61	9.1%	100.0%
Total	672	100.0%	

	School Days	Total Weeks
High	250.0	49.7
Low	0.0	0.1
Average	65.1	12.8

Observations:

1) Half the students at ICON are enrolled for 10 weeks of less in grades 9-11, with 40% for grade 12,

2) Less than 10% of ICON students are enrolled for 35 or more weeks in grades 9-11, with 19% for grade 12,

3) 12th graders stay in school longer than the lower grades so they can finish and graduate.

4) This data is for the General and Alternative schools combined, if they were split the General School would have a higher number of weeks and the Alternative School lower weeks,

5) The high for school days at 250 is due to students attending summer school.

Entry/Exit Time at ICON: April 4, 2016 Student Exit Report

High	250	49.7
Low	0	0.1
Average	70.9	14.0

Grade	Date of Placement	Date Withdrawn	School Days	Total Weeks
12	12/6/2014	3/23/2015	76	15.3
12	9/1/2014	12/3/2014	68	13.3
12	2/6/2015	6/5/2015	86	17.0
12	9/1/2014	2/6/2015	115	22.6
12	9/21/2014	9/27/2014	5	0.9
12	9/12/2013	6/6/2014	192	38.1
12	1/20/2014	6/6/2014	100	19.6
12	1/20/2014	2/28/2014	30	5.6
12	3/3/2014	3/8/2014	5	0.7
12	9/1/2014	6/5/2015	200	39.6
12	3/15/2015	6/5/2015	60	11.7
12	9/1/2014	6/5/2015	200	39.6
12	10/6/2014	10/31/2014	20	3.6
12	3/15/2015	6/5/2015	60	11.7
12	9/2/2013	4/6/2014	155	30.9
12	9/1/2014	10/6/2014	26	5.0
12	3/8/2014	6/6/2014	65	12.9
12	9/1/2014	12/4/2014	69	13.4
12	1/20/2015	3/8/2015	34	6.7
12	9/2/2013	12/8/2013	70	13.9
12	9/2/2013	11/2/2013	45	8.7
12	9/1/2014	9/14/2014	10	1.9
12	9/2/2013	10/12/2013	30	5.7
12	9/1/2014	11/6/2014	49	9.4
12	3/7/2015	4/7/2015	22	4.4
12	9/2/2013	11/9/2013	50	9.7
12	9/1/2014	2/24/2015	127	25.1
12	3/1/2015	3/30/2015	21	4.1
12	9/2/2013	6/6/2014	200	39.6
12	9/2/2013	1/18/2014	100	19.7
12	1/20/2015	4/7/2015	56	11.0
12	9/2/2013	6/6/2014	200	39.6
12	1/20/2015	1/26/2015	5	0.9
12	9/1/2014	1/4/2015	90	17.9
12	2/1/2015	2/6/2015	5	0.7
12	9/2/2013	11/9/2013	50	9.7
12	3/14/2014	4/9/2014	19	3.7
12	2/20/2015	3/1/2015	6	1.3
12	9/1/2014	6/5/2015	200	39.6
12	9/2/2013	6/6/2014	200	39.6
12	9/1/2014	6/5/2015	200	39.6
12	9/1/2014	10/11/2014	30	5.7
12	1/20/2014	6/6/2014	100	19.6
12	1/20/2015	6/5/2015	99	19.4
12	1/6/2014	6/6/2014	110	21.6
12	2/27/2014	4/17/2014	36	7.0
12	4/24/2014	5/12/2014	13	2.6
12	9/2/2013	6/6/2014	200	39.6
12	9/1/2014	6/5/2015	200	39.6
12	1/20/2014	6/6/2014	100	19.6
12	9/1/2014	10/6/2014	26	5.0
12	10/6/2014	10/31/2014	20	3.6
12	9/1/2014	11/15/2014	55	10.7
12	10/27/2013	12/20/2013	40	7.7
12	9/1/2014	12/6/2014	70	13.7
12	11/4/2013	6/6/2014	155	30.6
12	12/3/2013	1/10/2014	29	5.4
12	3/21/2015	4/7/2015	12	2.4
12	9/2/2013	9/20/2013	15	2.6
12	9/2/2013	1/18/2014	100	19.7
12	9/1/2014	4/8/2015	158	31.3
12	9/3/2013	4/13/2014	159	31.7
12	2/18/2015	4/7/2015	35	6.9

Bin		*Frequency*
5	5	185
10	10	137
15	15	104
20	20	93
25	25	39
30	30	18
35	35	35
	More	61

Histogram Example for 12th Grade

Entry/Exit Time at ICON: 12th Grade: 2014-2015

Number of Weeks	Number of Students	Percentage	Cumulative Percentage
0-5	185	27.5%	27.5%
6-10	137	20.4%	47.9%
9-15	104	15.5%	63.4%
16-20	93	13.8%	77.2%
21-25	39	5.8%	83.0%
26-30	18	2.7%	85.7%
31-35	35	5.2%	90.9%
35+	61	9.1%	100.0%
Total	672	100.0%	

12	10/4/2013	3/15/2014	116	23.1
12	9/2/2013	6/6/2014	200	39.6
12	9/16/2013	11/9/2013	40	7.7
12	11/1/2013	12/15/2013	31	6.3
12	9/1/2014	9/14/2014	10	1.9
12	9/1/2014	4/7/2015	157	31.1
12	9/1/2014	9/28/2014	20	3.9
12	9/1/2014	6/5/2015	200	39.6
12	9/2/2013	5/4/2014	175	34.9
12	3/7/2015	4/17/2015	30	5.9
12	6/14/2014	8/16/2014	45	9.0
12	9/1/2014	4/7/2015	157	31.1
12	9/1/2014	10/29/2014	43	8.3
12	9/2/2013	6/6/2014	200	39.6
12	11/2/2013	12/5/2013	24	4.7
12	12/15/2013	3/8/2014	60	11.9
12	9/1/2014	6/5/2015	200	39.6
12	10/18/2014	6/5/2015	165	32.9
12	9/2/2013	1/18/2014	100	19.7
12	9/2/2013	10/27/2013	40	7.9
12	9/2/2013	9/20/2013	15	2.6
12	9/1/2014	6/5/2015	200	39.6
12	9/1/2014	10/18/2014	35	6.7
12	9/1/2014	1/22/2015	104	20.4
12	9/2/2013	4/20/2014	165	32.9
12	9/2/2013	4/20/2014	165	32.9
12	9/28/2014	10/28/2014	22	4.3
12	9/23/2013	11/17/2013	40	7.9
12	9/1/2014	11/15/2014	55	10.7
12	9/2/2013	6/6/2014	200	39.6
12	9/1/2014	1/22/2015	104	20.4
12	9/2/2013	9/20/2013	15	2.6
12	4/27/2014	6/6/2014	30	5.7
12	9/21/2014	1/22/2015	89	17.6
12	9/2/2013	6/6/2014	200	39.6
12	6/14/2014	8/16/2014	45	9.0
12	9/2/2013	6/6/2014	200	39.6
12	9/1/2014	1/22/2015	104	20.4
12	9/1/2014	1/22/2015	104	20.4
12	9/2/2014	1/3/2015	89	17.6
12	10/11/2014	6/5/2015	170	33.9
12	9/2/2013	6/6/2014	200	39.6
12	9/2/2013	1/1/2014	88	17.3
12	3/15/2015	3/21/2015	5	0.9
12	10/15/2014	1/4/2015	58	11.6
12	9/1/2014	6/5/2015	200	39.6
12	9/1/2014	11/22/2014	60	11.7
12	1/20/2014	6/6/2014	100	19.6
12	9/2/2013	6/6/2014	200	39.6
12	9/2/2013	3/14/2014	140	27.6
12	1/11/2015	2/18/2015	28	5.4
12	9/2/2013	6/6/2014	200	39.6
12	9/8/2014	5/5/2015	172	34.1
12	5/25/2015	6/5/2015	10	1.6
12	9/2/2013	3/31/2014	151	30.0
12	1/20/2014	6/6/2014	100	19.6
12	9/28/2013	10/28/2013	21	4.3
12	3/15/2015	4/7/2015	17	3.3
12	9/3/2013	6/6/2014	199	39.4
12	9/2/2013	6/6/2014	200	39.6
12	9/28/2013	10/28/2013	21	4.3
12	12/7/2013	4/9/2014	88	17.6
12	9/1/2014	9/20/2014	15	2.7
12	9/22/2014	4/8/2015	143	28.3
12	9/2/2013	6/6/2014	200	39.6
12	9/1/2014	6/5/2015	200	39.6
12	9/1/2014	1/22/2015	104	20.4
12	9/2/2013	6/6/2014	200	39.6
12	9/28/2013	11/2/2013	25	5.0
12	9/1/2014	10/25/2014	40	7.7
12	9/2/2013	6/6/2014	200	39.6
12	2/8/2014	2/23/2014	10	2.1
12	9/1/2014	11/15/2014	55	10.7
12	1/20/2014	4/24/2014	69	13.4
12	10/11/2014	3/12/2015	109	21.7

12	10/25/2014	11/22/2014	20	4.0	
12	9/1/2014	11/4/2014	47	9.1	
12	1/20/2015	4/7/2015	56	11.0	
12	9/2/2013	2/23/2014	125	24.9	
12	9/20/2013	10/12/2013	16	3.1	
12	9/1/2014	6/5/2015	200	39.6	
12	1/20/2014	3/21/2014	45	8.6	
12	11/9/2014	3/21/2015	95	18.9	
12	9/1/2014	12/19/2014	80	15.6	
12	9/1/2014	1/22/2015	104	20.4	
12	11/14/2013	12/5/2013	16	3.0	
12	11/1/2014	6/5/2015	155	30.9	
12	11/5/2014	12/19/2014	33	6.3	
11	1/26/2015	2/6/2015	10	1.6	
11	10/12/2013	4/8/2014	127	25.4	
11	4/11/2014	6/6/2014	41	8.0	
11	2/8/2014	6/6/2014	85	16.9	
11	9/2/2013	1/18/2014	100	19.7	
11	9/1/2014	6/5/2015	200	39.6	
11	9/1/2014	11/5/2014	48	9.3	
11	1/20/2015	3/8/2015	34	6.7	
11	9/2/2013	3/8/2014	135	26.7	
11	3/15/2015	6/5/2015	60	11.7	
11	2/16/2015	6/5/2015	80	15.6	
11	10/6/2014	10/25/2014	15	2.7	
11	10/11/2014	6/5/2015	170	33.9	
11	3/21/2015	6/5/2015	55	10.9	
11	3/18/2014	4/14/2014	20	3.9	
11	9/28/2014	10/25/2014	20	3.9	
11	3/1/2015	6/5/2015	70	13.7	
11	9/1/2014	10/11/2014	30	5.7	
11	11/26/2014	5/31/2015	133	26.6	
11	2/27/2014	3/29/2014	22	4.3	
11	9/2/2013	9/14/2013	10	1.7	
11	9/28/2013	5/5/2014	156	31.3	
11	9/1/2014	1/16/2015	100	19.6	
11	9/2/2013	6/6/2014	200	39.6	6/13/2014
11	12/18/2013	1/18/2014	23	4.4	
11	9/13/2013	4/28/2014	162	32.4	
11	9/1/2014	12/11/2014	74	14.4	
11	1/26/2015	2/16/2015	16	3.0	
11	9/1/2014	1/27/2015	107	21.1	
11	3/8/2014	5/12/2014	46	9.3	
11	9/2/2013	12/12/2013	74	14.4	
11	11/4/2013	1/6/2014	46	9.0	
11	9/3/2013	1/18/2014	99	19.6	
11	4/14/2014	5/19/2014	26	5.0	
11	9/9/2013	5/12/2014	176	35.0	
11	4/30/2014	5/4/2014	3	0.6	
11	3/31/2015	4/3/2015	4	0.4	
11	2/20/2014	4/20/2014	42	8.4	
11	9/9/2013	12/12/2013	69	13.4	
11	3/13/2014	5/11/2014	42	8.4	
11	9/2/2013	10/27/2013	40	7.9	
11	9/1/2014	2/4/2015	113	22.3	
11	9/1/2014	9/20/2014	15	2.7	
11	9/2/2013	11/19/2013	57	11.1	
11	1/20/2014	3/31/2014	51	10.0	
11	11/19/2013	12/20/2013	24	4.4	
11	2/8/2014	4/10/2014	44	8.7	
11	10/4/2013	12/6/2013	46	9.0	
11	3/15/2015	4/1/2015	13	2.4	
11	9/1/2014	12/16/2014	77	15.1	
11	1/20/2015	2/11/2015	17	3.1	
11	11/9/2014	11/16/2014	5	1.0	
11	2/1/2015	5/10/2015	70	14.0	
11	3/7/2015	5/12/2015	47	9.4	
11	11/21/2014	3/21/2015	86	17.1	
11	10/5/2014	10/25/2014	15	2.9	
11	9/30/2013	11/20/2013	38	7.3	
11	12/15/2013	1/13/2014	21	4.1	
11	9/2/2013	9/21/2013	15	2.7	
11	2/8/2014	5/1/2014	59	11.7	
11	9/2/2013	4/3/2014	154	30.4	
11	9/1/2014	12/11/2014	74	14.4	

11	3/1/2015	4/7/2015	27	5.3	
11	9/1/2014	6/5/2015	200	39.6	
11	2/8/2015	4/16/2015	49	9.6	
11	9/2/2013	1/18/2014	100	19.7	
11	9/1/2014	12/16/2014	77	15.1	
11	3/21/2015	4/3/2015	10	1.9	
11	9/1/2014	10/29/2014	43	8.3	
11	11/20/2014	12/19/2014	22	4.1	
11	2/19/2015	4/21/2015	44	8.7	
11	9/1/2014	1/22/2015	104	20.4	
11	9/2/2013	10/27/2013	40	7.9	
11	9/1/2014	6/5/2015	200	39.6	
11	12/6/2014	2/19/2015	54	10.7	
11	3/1/2015	3/30/2015	21	4.1	
11	3/5/2015	5/22/2015	57	11.1	
11	9/2/2013	1/18/2014	100	19.7	
11	9/1/2014	1/22/2015	104	20.4	
11	1/11/2015	3/30/2015	56	11.1	
11	9/2/2013	12/5/2013	69	13.4	
11	9/1/2014	6/5/2015	200	39.6	6/12/2015
11	10/22/2014	1/4/2015	53	10.6	
11	2/10/2015	4/2/2015	38	7.3	
11	9/2/2013	3/22/2014	145	28.7	
11	9/8/2014	10/18/2014	30	5.7	
11	9/2/2013	5/2/2014	175	34.6	
11	4/30/2014	5/14/2014	11	2.0	
11	9/1/2014	10/25/2014	40	7.7	
11	9/2/2013	6/6/2014	200	39.6	6/13/2014
11	10/25/2014	12/1/2014	26	5.3	
11	9/1/2014	9/13/2014	10	1.7	
11	1/7/2015	1/16/2015	8	1.3	
11	9/1/2014	12/15/2014	76	15.0	
11	9/28/2013	4/27/2014	150	30.1	
11	9/1/2014	4/7/2015	157	31.1	
11	4/11/2015	5/27/2015	33	6.6	
11	9/1/2014	9/7/2014	5	0.9	
11	2/18/2014	3/29/2014	29	5.6	
11	12/19/2014	1/16/2015	21	4.0	
11	3/30/2015	6/5/2015	50	9.6	
11	3/7/2015	4/7/2015	22	4.4	
11	9/14/2014	10/6/2014	16	3.1	
11	10/11/2014	1/22/2015	74	14.7	
11	1/22/2015	4/7/2015	54	10.7	
11	9/2/2013	1/18/2014	100	19.7	
11	2/8/2014	6/6/2014	85	16.9	
11	9/1/2014	9/13/2014	10	1.7	
11	3/16/2014	4/22/2014	27	5.3	
11	9/2/2013	9/20/2013	15	2.6	
11	12/15/2013	6/6/2014	125	24.7	
11	12/15/2013	1/18/2014	25	4.9	
11	2/8/2014	6/6/2014	85	16.9	
11	9/1/2014	10/27/2014	41	8.0	
11	9/2/2013	11/2/2013	45	8.7	
11	1/20/2014	6/6/2014	100	19.6	
11	11/22/2014	1/4/2015	30	6.1	
11	9/1/2014	11/15/2014	55	10.7	
11	11/8/2014	11/28/2014	15	2.9	
11	9/2/2013	4/17/2014	164	32.4	
11	2/8/2015	4/8/2015	43	8.4	
11	3/14/2014	4/2/2014	14	2.7	
11	9/1/2014	9/7/2014	5	0.9	
11	12/12/2014	6/5/2015	126	25.0	
11	12/12/2014	1/4/2015	16	3.3	
11	6/14/2014	8/16/2014	45	9.0	
11	10/17/2014	11/9/2014	16	3.3	
11	9/22/2014	4/26/2015	155	30.9	
11	2/16/2015	4/2/2015	34	6.4	
11	2/12/2015	6/5/2015	82	16.1	
11	9/18/2014	9/28/2014	7	1.4	
11	9/14/2014	10/18/2014	25	4.9	
11	10/31/2013	6/6/2014	157	31.1	
11	9/1/2014	6/5/2015	200	39.6	
11	6/16/2014	8/16/2014	45	8.7	
11	11/14/2014	4/5/2015	101	20.3	
11	10/18/2014	6/5/2015	165	32.9	

11	9/1/2014	1/22/2015	104	20.4
11	3/8/2014	6/6/2014	65	12.9
11	3/8/2014	5/12/2014	46	9.3
11	11/9/2013	1/18/2014	50	10.0
11	9/1/2014	9/13/2014	10	1.7
11	10/18/2014	10/25/2014	5	1.0
11	9/2/2013	9/24/2013	17	3.1
11	3/29/2014	5/5/2014	26	5.3
11	9/13/2014	6/5/2015	190	37.9
11	1/6/2014	2/7/2014	25	4.6
11	12/24/2014	1/14/2015	16	3.0
11	9/2/2013	1/18/2014	100	19.7
11	9/1/2014	10/27/2014	41	8.0
11	9/2/2013	5/11/2014	180	35.9
11	9/2/2013	10/5/2013	25	4.7
11	9/1/2014	1/29/2015	109	21.4
11	9/1/2014	12/1/2014	66	13.0
11	9/1/2014	9/13/2014	10	1.7
11	3/15/2015	6/5/2015	60	11.7
11	5/8/2015	6/5/2015	21	4.0
11	9/1/2014	6/5/2015	200	39.6
11	9/14/2014	10/11/2014	20	3.9
10	12/15/2013	4/15/2014	87	17.3
10	9/2/2013	1/12/2014	95	18.9
10	11/1/2014	2/13/2015	75	14.9
10	9/1/2014	6/5/2015	200	39.6
10	2/8/2015	6/5/2015	85	16.7
10	9/1/2014	6/5/2015	200	39.6
10	9/1/2014	11/19/2014	58	11.3
10	1/20/2015	6/5/2015	99	19.4
10	9/1/2014	9/14/2014	10	1.9
10	6/15/2014	8/16/2014	45	8.9
10	5/3/2015	5/29/2015	20	3.7
10	9/1/2014	10/11/2014	30	5.7
10	11/19/2014	6/5/2015	143	28.3
10	10/20/2013	6/5/2014	164	32.6
10	4/13/2014	5/19/2014	26	5.1
10	9/1/2014	1/22/2015	104	20.4
10	9/1/2014	1/22/2015	104	20.4
10	9/28/2013	6/6/2014	180	35.9
10	2/10/2015	3/31/2015	36	7.0
10	4/17/2015	5/17/2015	21	4.3
10	3/4/2015	4/7/2015	25	4.9
10	11/9/2014	11/16/2014	5	1.0
10	12/3/2013	1/10/2014	29	5.4
10	9/16/2013	6/6/2014	190	37.6
10	9/1/2014	4/26/2015	170	33.9
10	3/21/2015	4/26/2015	25	5.1
10	1/20/2014	6/6/2014	100	19.6
10	12/6/2014	12/19/2014	10	1.9
10	1/20/2015	2/17/2015	21	4.0
10	4/30/2014	6/6/2014	28	5.3
10	2/16/2015	4/1/2015	33	6.3
10	10/12/2013	1/18/2014	70	14.0
10	11/22/2014	2/8/2015	55	11.1
10	11/24/2013	12/5/2013	9	1.6
10	1/20/2014	4/13/2014	60	11.9
10	2/16/2015	6/5/2015	80	15.6
10	10/12/2013	11/21/2013	29	5.7
10	3/4/2014	5/21/2014	57	11.1
10	9/29/2014	11/16/2014	35	6.9
10	9/2/2013	12/15/2013	75	14.9
10	9/2/2013	11/20/2013	58	11.3
10	10/12/2013	1/18/2014	70	14.0
10	2/27/2014	5/12/2014	53	10.6
10	3/5/2015	4/7/2015	24	4.7
10	12/6/2014	1/4/2015	20	4.1
10	9/1/2014	6/5/2015	200	39.6
10	9/28/2013	1/18/2014	80	16.0
10	9/2/2013	1/18/2014	100	19.7
10	3/5/2015	6/5/2015	67	13.1
10	2/8/2014	6/6/2014	85	16.9
10	9/2/2013	2/8/2014	115	22.7
10	9/21/2014	11/9/2014	35	7.0
10	1/6/2014	2/8/2014	25	4.7

10	10/25/2014	11/13/2014	14	2.7
10	11/9/2013	1/12/2014	45	9.1
10	9/14/2013	12/6/2013	60	11.9
10	11/9/2014	12/15/2014	26	5.1
10	11/21/2014	12/19/2014	21	4.0
10	10/18/2014	1/27/2015	72	14.4
10	10/11/2014	6/5/2015	170	33.9
10	9/1/2014	10/25/2014	40	7.7
10	3/23/2015	4/3/2015	10	1.6
10	12/7/2013	1/18/2014	30	6.0
10	3/15/2015	6/5/2015	60	11.7
10	10/27/2014	12/6/2014	30	5.7
10	1/7/2015	2/1/2015	18	3.6
10	11/9/2014	12/4/2014	19	3.6
10	1/20/2015	4/5/2015	54	10.7
10	11/19/2013	6/6/2014	144	28.4
10	1/27/2015	5/31/2015	89	17.7
10	1/20/2014	4/23/2014	68	13.3
10	1/20/2014	6/6/2014	100	19.6
10	10/12/2013	11/2/2013	15	3.0
10	9/1/2014	4/14/2015	162	32.1
10	9/1/2014	9/14/2014	10	1.9
10	9/2/2013	1/18/2014	100	19.7
10	3/15/2015	6/5/2015	60	11.7
10	10/28/2013	4/8/2014	117	23.1
10	2/2/2015	3/8/2015	25	4.9
10	9/2/2013	1/19/2014	100	19.9
10	10/14/2013	11/2/2013	15	2.7
10	11/2/2014	11/28/2014	20	3.7
10	3/21/2015	4/7/2015	12	2.4
10	9/1/2014	12/11/2014	74	14.4
10	9/1/2014	10/27/2014	41	8.0
10	9/21/2014	4/11/2015	145	28.9
10	9/1/2014	9/27/2014	20	3.7
10	1/21/2015	6/5/2015	98	19.3
10	12/7/2013	6/6/2014	130	25.9
10	9/1/2014	6/5/2015	200	39.6
10	12/3/2013	1/18/2014	34	6.6
10	11/4/2014	12/6/2014	24	4.6
10	10/5/2014	12/3/2014	43	8.4
10	3/15/2015	6/5/2015	60	11.7
10	9/1/2014	12/11/2014	74	14.4
10	3/4/2014	3/28/2014	19	3.4
10	9/2/2013	9/24/2013	17	3.1
10	10/27/2013	11/17/2013	15	3.0
10	1/8/2014	2/8/2014	23	4.4
10	11/21/2014	1/22/2015	45	8.9
10	10/25/2014	11/22/2014	20	4.0
10	9/2/2013	6/6/2014	200	39.6
10	9/16/2013	1/12/2014	85	16.9
10	9/10/2013	6/6/2014	194	38.4
10	11/21/2014	12/1/2014	7	1.4
10	9/21/2014	11/9/2014	35	7.0
10	9/14/2013	10/20/2013	25	5.1
10	9/28/2013	10/28/2013	21	4.3
10	1/20/2015	6/5/2015	99	19.4
10	10/13/2014	1/4/2015	60	11.9
10	9/2/2013	12/5/2013	69	13.4
10	6/14/2014	8/16/2014	45	9.0
10	3/14/2014	5/12/2014	42	8.4
10	9/1/2014	10/25/2014	40	7.7
10	12/12/2014	1/4/2015	16	3.3
10	1/13/2015	2/6/2015	19	3.4
10	2/16/2015	4/7/2015	37	7.1
10	1/8/2014	5/15/2014	92	18.1
10	10/5/2014	11/15/2014	30	5.9
10	9/2/2013	1/18/2014	100	19.7
10	11/19/2013	12/20/2013	24	4.4
10	3/15/2015	6/5/2015	60	11.7
10	3/15/2015	6/5/2015	60	11.7
10	3/14/2014	4/17/2014	25	4.9
10	1/20/2014	2/8/2014	15	2.7
10	9/2/2013	9/24/2013	17	3.1
10	9/2/2013	10/12/2013	30	5.7
10	3/15/2015	4/7/2015	17	3.3

10	4/2/2015	4/7/2015	4	0.7
10	10/23/2014	5/8/2015	142	28.1
10	9/2/2013	1/18/2014	100	19.7
10	4/28/2014	5/19/2014	16	3.0
10	2/16/2015	6/5/2015	80	15.6
10	4/28/2014	6/6/2014	30	5.6
10	9/2/2013	11/14/2013	54	10.4
10	9/2/2013	1/18/2014	100	19.7
10	2/8/2014	4/13/2014	45	9.1
10	9/2/2013	11/19/2013	57	11.1
10	4/20/2014	6/6/2014	35	6.7
10	2/8/2015	6/5/2015	85	16.7
10	9/2/2013	1/8/2014	93	18.3
10	9/9/2013	4/20/2014	160	31.9
10	9/1/2014	12/1/2014	66	13.0
10	10/4/2013	11/2/2013	21	4.1
10	1/30/2015	3/30/2015	42	8.4
10	5/25/2015	6/5/2015	10	1.6
10	2/12/2015	3/18/2015	25	4.9
10	9/1/2014	9/7/2014	5	0.9
10	4/6/2014	5/11/2014	25	5.0
10	9/1/2014	4/28/2015	172	34.1
10	11/1/2014	1/22/2015	59	11.7
10	3/15/2015	6/5/2015	60	11.7
10	9/14/2013	12/7/2013	60	12.0
10	3/8/2014	5/12/2014	46	9.3
10	1/14/2014	2/8/2014	19	3.6
10	3/8/2014	6/6/2014	65	12.9
10	5/11/2014	6/6/2014	20	3.7
10	9/29/2014	6/5/2015	180	35.6
10	2/23/2014	3/22/2014	20	3.9
10	9/1/2014	11/16/2014	55	10.9
10	11/20/2014	2/24/2015	69	13.7
10	10/18/2014	10/29/2014	8	1.6
10	9/1/2014	10/11/2014	30	5.7
10	10/18/2014	2/6/2015	80	15.9
10	1/20/2014	3/15/2014	40	7.7
10	9/1/2014	1/22/2015	104	20.4
10	3/7/2015	6/5/2015	65	12.9
10	1/13/2015	2/6/2015	19	3.4
10	2/8/2014	6/6/2014	85	16.9
10	2/1/2015	3/11/2015	28	5.4
10	1/20/2014	3/22/2014	45	8.7
10	1/20/2015	4/11/2015	59	11.6
10	3/8/2015	5/25/2015	56	11.1
10	2/8/2015	4/3/2015	40	7.7
10	12/6/2014	1/11/2015	25	5.1
10	12/2/2013	5/21/2014	123	24.3
10	2/8/2015	6/5/2015	85	16.7
10	9/2/2013	1/18/2014	100	19.7
10	2/20/2014	6/6/2014	77	15.1
10	9/2/2013	2/7/2014	115	22.6
10	9/2/2013	6/6/2014	200	39.6
10	9/2/2013	9/14/2013	10	1.7
10	3/30/2015	4/26/2015	20	3.9
10	9/1/2014	1/22/2015	104	20.4
10	1/27/2015	6/5/2015	94	18.4
10	11/16/2014	2/17/2015	67	13.3
10	11/2/2014	3/31/2015	107	21.3
10	9/8/2014	10/11/2014	25	4.7
10	4/28/2014	6/6/2014	30	5.6
9	9/1/2014	6/5/2015	200	39.6
9	4/20/2014	6/6/2014	35	6.7
9	1/30/2015	3/30/2015	42	8.4
9	10/27/2013	5/4/2014	135	27.0
9	9/21/2014	9/27/2014	5	0.9
9	9/2/2013	11/17/2013	55	10.9
9	9/2/2013	11/17/2013	55	10.9
9	10/20/2013	11/29/2013	30	5.7
9	12/2/2013	6/6/2014	135	26.6
9	9/1/2014	10/20/2014	36	7.0
9	9/1/2014	6/5/2015	200	39.6
9	10/25/2014	11/6/2014	9	1.7
9	2/8/2014	4/22/2014	52	10.4
9	1/20/2014	2/28/2014	30	5.6

9	9/1/2014	9/20/2014	15	2.7
9	12/1/2014	6/5/2015	135	26.6
9	1/20/2014	6/6/2014	100	19.6
9	11/14/2014	1/4/2015	36	7.3
9	6/14/2014	8/16/2014	45	9.0
9	12/16/2014	6/5/2015	124	24.4
9	2/25/2015	4/12/2015	33	6.6
9	1/26/2015	4/8/2015	53	10.3
9	9/1/2014	6/5/2015	200	39.6
9	9/1/2014	10/4/2014	25	4.7
9	1/20/2014	6/6/2014	100	19.6
9	4/26/2015	5/25/2015	21	4.1
9	11/17/2013	12/20/2013	25	4.7
9	1/20/2014	6/6/2014	100	19.6
9	2/20/2014	6/6/2014	77	15.1
9	9/22/2013	10/20/2013	20	4.0
9	9/8/2014	2/8/2015	110	21.9
9	2/18/2015	6/5/2015	78	15.3
9	9/2/2013	1/18/2014	100	19.7
9	1/4/2015	5/25/2015	101	20.1
9	3/12/2014	6/6/2014	63	12.3
9	3/8/2014	6/6/2014	65	12.9
9	9/9/2013	10/20/2013	30	5.9
9	10/24/2013	11/2/2013	7	1.3
9	9/1/2014	4/5/2015	155	30.9
9	1/6/2014	1/18/2014	10	1.7
9	12/6/2014	2/25/2015	58	11.6
9	3/1/2015	6/5/2015	70	13.7
9	10/17/2014	11/8/2014	16	3.1
9	9/21/2014	10/11/2014	15	2.9
9	9/1/2014	1/22/2015	104	20.4
9	4/8/2014	6/6/2014	44	8.4
9	1/7/2015	1/10/2015	3	0.4
9	1/6/2014	5/4/2014	85	16.9
9	9/2/2013	10/5/2013	25	4.7
9	1/20/2014	6/6/2014	100	19.6
9	3/13/2014	6/6/2014	62	12.1
9	3/15/2015	3/23/2015	6	1.1
9	1/20/2014	2/23/2014	25	4.9
9	2/8/2014	6/6/2014	85	16.9
9	10/28/2014	12/6/2014	29	5.6
9	1/13/2014	2/28/2014	35	6.6
9	3/8/2014	4/6/2014	20	4.1
9	5/11/2014	6/6/2014	20	3.7
9	9/1/2014	6/5/2015	200	39.6
9	1/20/2014	2/28/2014	30	5.6
9	9/2/2013	9/29/2013	20	3.9
9	11/4/2014	11/26/2014	17	3.1
9	9/2/2013	11/17/2013	55	10.9
9	2/8/2015	6/5/2015	85	16.7
9	3/18/2015	6/5/2015	58	11.3
9	9/2/2013	8/16/2014	250	49.7
9	3/18/2015	4/26/2015	28	5.6
9	3/11/2014	6/6/2014	64	12.4
9	12/15/2013	6/6/2014	125	24.7
9	1/20/2015	6/5/2015	99	19.4
9	1/11/2015	2/17/2015	27	5.3
9	2/8/2014	2/9/2014	0	0.1
9	11/5/2014	3/4/2015	86	17.0
9	1/20/2014	6/6/2014	100	19.6
9	11/1/2014	1/22/2015	59	11.7
9	1/20/2015	4/7/2015	56	11.0
9	10/28/2013	12/6/2013	30	5.6
9	4/13/2014	5/3/2014	15	2.9
9	6/14/2014	8/16/2014	45	9.0
9	9/1/2014	9/27/2014	20	3.7
9	12/7/2013	6/6/2014	130	25.9
9	9/13/2014	1/22/2015	94	18.7
9	10/25/2014	6/5/2015	160	31.9
9	1/20/2015	2/24/2015	26	5.0
9	2/1/2015	2/6/2015	5	0.7
9	2/16/2015	6/5/2015	80	15.6
9	3/1/2015	6/5/2015	70	13.7
9	3/7/2015	3/15/2015	5	1.1
9	1/8/2014	1/18/2014	8	1.4

9	11/21/2014	1/22/2015	45	8.9
9	3/20/2014	6/6/2014	57	11.1
9	1/8/2014	5/21/2014	96	19.0
9	11/20/2014	6/5/2015	142	28.1
9	3/8/2014	6/6/2014	65	12.9
9	9/2/2013	1/18/2014	100	19.7
9	9/1/2014	1/22/2015	104	20.4
9	3/7/2015	6/5/2015	65	12.9
9	3/10/2014	6/6/2014	65	12.6
9	10/25/2014	11/19/2014	18	3.6
9	1/30/2015	3/8/2015	26	5.3
9	3/15/2015	6/5/2015	60	11.7
9	3/15/2015	4/7/2015	17	3.3
9	9/2/2013	6/6/2014	200	39.6
9	9/1/2014	10/25/2014	40	7.7
9	1/20/2014	6/6/2014	100	19.6
9	9/1/2014	2/17/2015	122	24.1
9	2/24/2015	3/1/2015	4	0.7
9	5/8/2015	6/5/2015	21	4.0
9	3/8/2015	5/5/2015	42	8.3
9	9/1/2014	9/7/2014	5	0.9
9	9/1/2014	9/20/2014	15	2.7
9	2/8/2014	6/6/2014	85	16.9
9	1/20/2015	2/24/2015	26	5.0
9	3/6/2015	6/5/2015	66	13.0
9	9/1/2014	9/7/2014	5	0.9
9	2/1/2015	3/23/2015	36	7.1
9	10/5/2014	6/5/2015	175	34.7
9	12/2/2013	1/12/2014	30	5.9
9	1/20/2014	5/19/2014	86	17.0
9	12/12/2013	4/8/2014	84	16.7
9	10/27/2014	12/19/2014	40	7.6
9	1/22/2015	5/10/2015	77	15.4
9	3/1/2015	5/10/2015	50	10.0
9	3/7/2015	3/15/2015	5	1.1
9	9/28/2014	1/22/2015	84	16.6
9	1/22/2015	6/5/2015	97	19.1
9	3/12/2014	6/6/2014	63	12.3
9	9/1/2014	11/22/2014	60	11.7
9	11/1/2014	1/22/2015	59	11.7
9	11/13/2013	3/8/2014	83	16.4
9	9/1/2014	9/7/2014	5	0.9
9	5/8/2015	6/5/2015	21	4.0
9	9/2/2013	6/6/2014	200	39.6
9	11/9/2014	1/27/2015	57	11.3
9	9/2/2013	11/17/2013	55	10.9
9	9/3/2013	9/28/2013	19	3.6
9	12/12/2014	1/22/2015	30	5.9
9	9/1/2014	9/7/2014	5	0.9
9	11/1/2014	2/24/2015	82	16.4
9	2/16/2015	6/5/2015	80	15.6
9	9/2/2013	1/13/2014	96	19.0
9	5/25/2015	6/5/2015	10	1.6
9	3/30/2015	4/26/2015	20	3.9
9	3/7/2015	6/5/2015	65	12.9
9	5/4/2015	5/29/2015	20	3.6
9	9/2/2013	5/30/2014	195	38.6
9	2/16/2015	2/24/2015	7	1.1
9	3/30/2015	5/8/2015	30	5.6
9	9/9/2013	2/28/2014	125	24.6
9	11/1/2014	6/5/2015	155	30.9
9	3/14/2014	4/13/2014	21	4.3
9	9/1/2014	9/20/2014	15	2.7
9	9/9/2013	12/2/2013	61	12.0
9	9/2/2013	10/27/2013	40	7.9
9	6/14/2014	8/16/2014	45	9.0
9	1/20/2015	6/5/2015	99	19.4
9	9/2/2013	6/6/2014	200	39.6
9	9/28/2014	10/25/2014	20	3.9
9	6/14/2014	8/16/2014	45	9.0
9	12/19/2013	1/12/2014	17	3.4
9	9/2/2013	6/6/2014	200	39.6
9	9/18/2014	1/11/2015	82	16.4
9	2/8/2015	4/7/2015	42	8.3
9	1/20/2015	2/24/2015	26	5.0

9	3/1/2015	3/15/2015	10	2.0
9	10/11/2014	11/9/2014	20	4.1
9	11/16/2014	12/19/2014	25	4.7
9	9/2/2013	6/6/2014	200	39.6
9	9/1/2014	1/27/2015	107	21.1
9	9/1/2014	6/5/2015	200	39.6
9	9/16/2013	2/8/2014	105	20.7
9	2/20/2014	5/11/2014	57	11.4
9	9/21/2014	11/4/2014	32	6.3

ICON Students in Facilities 2013-2014: Attendence and Credits

Percent Credits Earned/Credits Attempted	Number of Students
Below 80%	4
99% to 80%	2
100.0%	87
TOTAL	93

Facility	Average of Percent Credits Earned/Credits Attempted	Number of Students	Average Days of Attendance	Credits Earned
Anchor House	98.2%	11	96.6	42
Daybreak Canyon	100.0%	9	120.1	135
Hays Shelter Home	100.0%	2	7.0	8
Northwest Children's Home	90.5%	7	104.4	17
State Hospital South	97.2%	64	29.7	140
TOTAL	97.1%	93	51.5	342

ICON Students in Facilities 2014-2015: Attendence and Credits Earned/Credits

Percent Credits Earned/Credits Attempted	Number of Students
Below 80%	10
99% to 80%	2
100.0%	130

ICON Students in Facilities 2014-2015: Attendence and Credits Earned/Credits Attempted

Facility	Number of Credits Attempted	Number of Students	Average Days of Attendance	Credits Earned	Average of Percent Credits Earned/Credits Attempted
Anchor House	53	15	64.5	50	98.2%
Daybreak Canyon	152	14	83.9	151	99.3%
Hays Shelter Home	1	1	33.0	1	100.0%
MK Place*	33	12	42.0	17	75.6%
Northwest Children's Home	45	7	68.7	45	100.0%

State Hospital South	225	93	23.5	205	96.3%
TOTAL	509	142	37.7	469	95.3%

**Eight of the 12 student had 100% Credits Earned/Credits Attempted, four were less than 33%.*

Finance - ICON Years

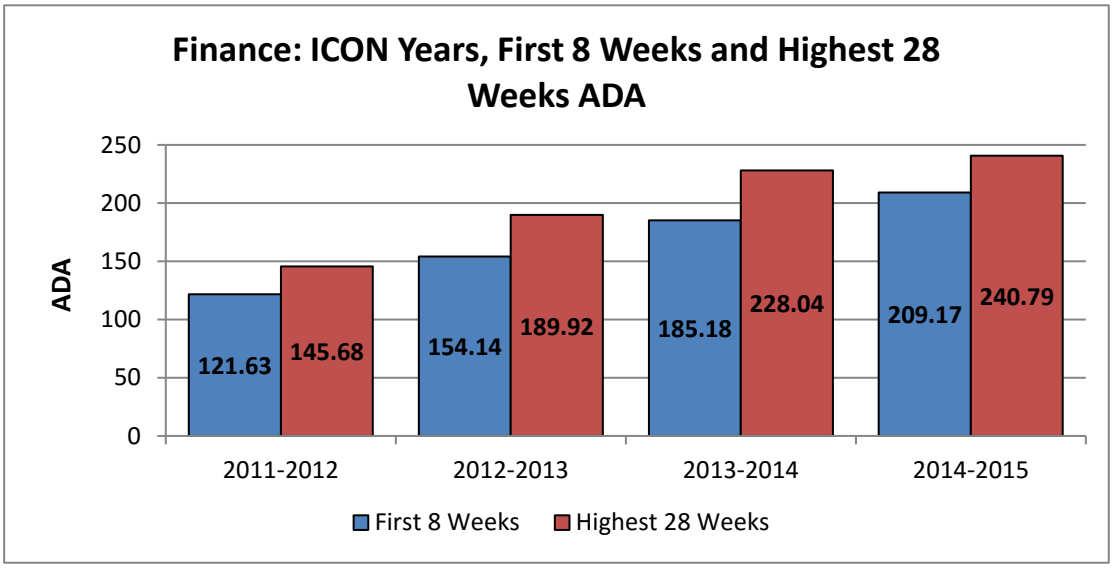
The school is rebursed by ADA numbers*:

1) First eight week,

2) Highest 28 weeks.

SCHOOL YEAR	First 8 Weeks	Highest 28 Weeks
2011-2012	121.63	145.68
2012-2013	154.14	189.92
2013-2014	185.18	228.04
2014-2015	209.17	240.79

**This ADA data is for the General and Alternative Schools combined, from SDE data.*



Observations:

1)The highest 28 weeks ADA is always higher that the first 8 weeks indicating students enrolling through out the school year,

2) ADA has grown every year since ICON took over the school,

3) The first 8 weeks ADA has grown by 72%, highest 28 weeks by 65%.

Accountability Measures: 2009-2010 to 2014-2015

All Students, All Grades, Language (ELA)					
	% Adv	% Prof	% Basic	% BB	% Tested
[redacted]					
[redacted]					
[redacted]					
[redacted]					

All Students, All Grades, Math					
	% Adv	% Prof	% Basic	% BB	% Tested
[redacted]					
[redacted]					
[redacted]					
[redacted]					

All Students, All Grades, Science					
	% Adv	% Prof	% Basic	% BB	% Tested
[redacted]					
[redacted]					
[redacted]					
[redacted]					

All Students, All Grades, Reading					
	% Adv	% Prof	% Basic	% BB	% Tested
[redacted]					
[redacted]					
[redacted]					
[redacted]					

** Masked per State Law or Statistical Irrelevence*

Observations:

1) These measure are for both the General and Alternative schools combined,

2) The percentage Basic for ELA doubled from 2012-2013 to 2014-2015,

3) The Math scores increased by19 percentage points 2012-2013 to 2014-2015.

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* //= Masked per State Law or Statistical Irrelevence

All Grades

ELA

	2013-2014					2014-2015				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	//	//	//	//	9.1%	35.5%	31.5%	23.6%	90.2%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	71.8%	//	28.30%	33.30%	//	//
Not Economically Disadvantaged	//	//	//	//	66.2%	//	44.0%	36.10%	//	//
Students with Disabilities	//	//	//	//	70.4%	//	//	//	58.3%	//
Students without Disabilities	//	//	//	//	66.2%	//	//	38.0%	40.0%	//
Male	//	//	//	//	61.3%	//	31.4%	27.5%	//	//
Female	//	//	//	//	75.0%	//	39.0%	35.6%	//	//
At-Risk	//	//	//	//	//	//	30.0%	34.3%	//	//
Not At-Risk	//	//	//	//	//	//	45.0%	27.5%	//	//

Math

	2013-2014					2014-2015				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	//	//	//	68.3%	//	//	30.9%	50.0%	90.2%
White	//	//	//	//	70.7%	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	70.4%	//	//	//	58.3%	//
Not Economically Disadvantaged	//	//	//	//	66.2%	//	//	38.0%	40.0%	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	67.4%		//	//	//	//
Male	//	//	//	//	58.1%		//	//	54.9%	//
Female	//	//	//	//	76.3%		//	35.6%	45.8%	//
At-Risk	//	//	//	//	//	//	//	//	57.1%	//
Not At-Risk	//	//	//	//	//	//	//	35.0%	37.5%	//

Science

	2013-2014					2014-2015				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	40.0%	//	27.3%	63.2%	19.2%	28.8%	15.1%	37.0%	96.1%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	54.8%	//	//	//	36.8%	//
Not Economically Disadvantaged	//	//	//	//	71.1%	//	//	//	37.1%	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	65.8%	//	27.8%	//	36.1%	//
Female	//	//	//	//	61.2%	//	29.7%	//	37.8%	//
At-Risk	//	//	//	//	//	//	//	//	34.8%	//
Not At-Risk	//	//	//	//	//	//	//	//	40.7%	//

All Grades

ELA

	2012-2013					2013-2014				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	//	//	//	//	//	//	//	//	69.0%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	71.8%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	66.2%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	//	//	//	61.3%
Female	//	//	//	//	//	//	//	//	//	75.0%

Math

	2012-2013					2013-2014				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	18.8%	37.5%	18.8%	25.0%	100.0%	//	//	//	//	68.3%
White	//	//	//	//	//	//	//	//	//	70.7%
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	70.4%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	66.2%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	67.4%
Male	//	26.1%	//	//	58.1%		//	//	//	58.1%
Female	//	48.0%	//	//	76.3%		//	//	//	76.3%

Science

	2012-2013					2013-2014				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	27.5%	//	41.2%	100.0%	//	40.0%	//	27.3%	63.2%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	54.8%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	71.1%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	//	//	//	65.8%
Female	//	//	//	//	//	//	//	//	//	61.2%

All Grades

Language

	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	41.4%	//	24.1%	98.3%	15.8%	38.9%	14.7%	30.5%	100.0%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	71.8%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	66.2%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	31.1%	//	42.2%	//
Female	//	37.10%	//	//	//	//	46.0%	//	20.0%	//

Math

	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	39.7%	//	29.3%	100.0%	18.8%	37.5%	18.8%	25.0%	100.0%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	71.8%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	66.2%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	26.1%	//	//	//
Female	//	37.10%	//	//	//	//	48.0%	//	//	//

Reading

	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	32.8%	36.2%	//	//	98.3%	35.8%	42.1%	//	//	100.0%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	26.7%	40.0%	//	//	//
Female	//	//	//	//	//	44.0%	//	//	//	//

Science

	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.3%	//	//	36.1%	97.3%	//	27.5%	//	41.2%	100.0%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	//	//	//	//
Female	//	//	//	//	//	//	//	//	//	//

All Grades

Language

	2010-2011					2011-2012				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	12.5%	43.2%	25.0%	19.3%	95.7%	//	41.4%	//	24.1%	98.3%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	71.8%
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	66.2%
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	35.1%	//	//	//	//	31.1%	//	42.2%	//

Female	//	49.0%	//	//	//	//	37.1%	//	20.0%	//

Math

	2010-2011					2011-2012				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	11.4%	40.9%	22.7%	25.0%	95.7%	//	39.7%	//	29.3%	98.3%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	39.5%	//	28.9%	//	//	//	//	//	//
Female	//	42.0%	//	22.0%	//	//	37.1%	//	//	//

Reading

	2010-2011					2011-2012				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	34.5%	37.9%	14.9%	12.6%	95.6%	32.8%	36.2%	//	//	98.3%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	37.8%	29.7%	//	//	//	//	//	//	//	//
Female	32.0%	44.0%	//	//	//	//	//	//	//	//

Science

	2010-2011					2011-2012				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	22.8%	//	42.1%	95.0%	33.3%	//	//	36.1%	97.3%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	//	//	//	//
Female	//	//	//	//	//	//	//	//	//	//

All Grades

Language

	2009-2010					2010-2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	43.1%	33.3%	//	98.1%	12.5%	43.2%	25.0%	19.3%	95.7%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	40.0%	//	//	//	//	35.1%	//	//	//
Female	//	46.2%	//	//	//	//	49.0%	//	//	//

Math

	2009-2010					2010-2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	37.3%	29.4%	//	98.1%	11.4%	40.9%	22.7%	25.0%	95.7%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	//	39.5%	//	28.9%	//
Female	//	//	//	//	//	//	42.0%	//	22.0%	//

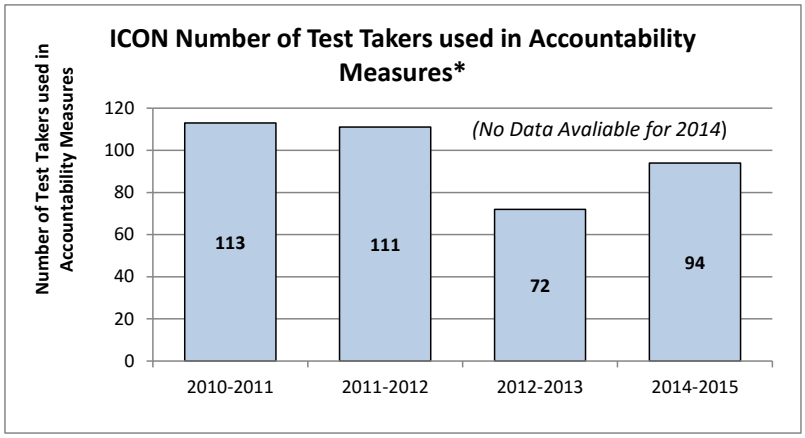
Reading

	2009-2010					2010-2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	49.0%	//	//	98.1%	34.5%	37.9%	14.9%	12.6%	95.6%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	52.0%	//	//	//	//	//	//	//	//
Female	//	46.2%	//	//	//	//	//	//	//	//

Science	2009-2010					2010-2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	//	22.8%	//	42.1%	95.0%	33.3%	//	//	36.1%	97.3%
White	//	//	//	//	//	//	//	//	//	//
Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Not Economically Disadvantaged	//	//	//	//	//	//	//	//	//	//
Students with Disabilities	//	//	//	//	//	//	//	//	//	//
Students without Disabilities	//	//	//	//	//	//	//	//	//	//
Male	//	//	//	//	//	37.8%	29.7%	//	//	//
Female	//	//	//	//	//	32.0%	44.0%	//	//	//

	All Students, All Grades, Language (ELA)							Check AMO
		% Adv	% Prof	% Basic	% BB	% Tested		%Adv/Prof
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]					[redacted]		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]		[redacted]	[redacted]		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]	[redacted]		[redacted]		
	All Students, All Grades, Math							
		% Adv	% Prof	% Basic	% BB	% Tested		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]					[redacted]		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]		[redacted]	[redacted]		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]	[redacted]		[redacted]		
	All Students, All Grades, Science							
		% Adv	% Prof	% Basic	% BB	% Tested		
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]		[redacted]	[redacted]		
	[redacted]		[redacted]		[redacted]	[redacted]		
	[redacted]	[redacted]			[redacted]	[redacted]		
	[redacted]	[redacted]			[redacted]	[redacted]		
	[redacted]		[redacted]		[redacted]	[redacted]		
	All Students, All Grades, Reading							
		% Adv	% Prof	% Basic	% BB	% Tested		
	[redacted]							
	[redacted]							
	[redacted]	[redacted]	[redacted]			[redacted]		[redacted]
	[redacted]	[redacted]	[redacted]			[redacted]		[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]
	[redacted]		[redacted]			[redacted]		

Year	% Test Takers
2010-2011	113
2011-2012	111
2012-2013	72
2014-2015	94



Observation: As of April 26, 2016 only 36 Students will have been enrolled in the 56 day window to count as enrolled for state assessment calulations.

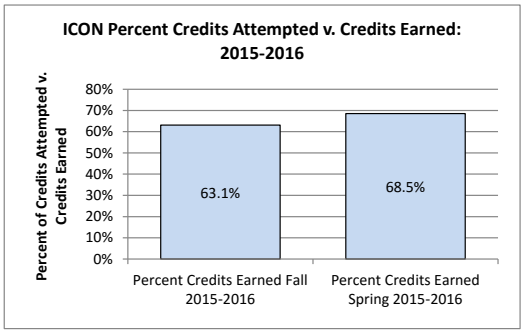
General School 2015-2016								
Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
378	309	81.7%	439	342	77.9%	817	651	79.7%

Alternative School 2015-2016								
Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
389	175	45.0%	282	194	68.8%	671	369	55.0%

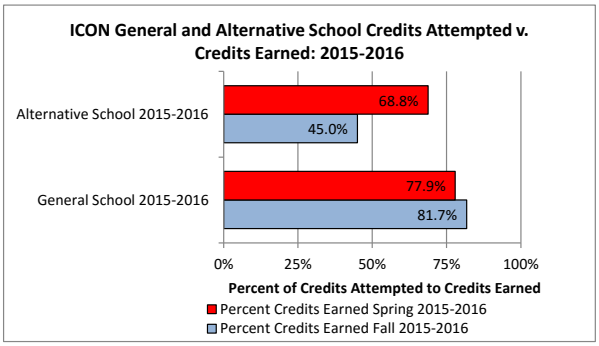
Genral and Alternative School 2015-2016								
Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
767	484	63.1%	721	536	74.3%	1488	1020	68.5%

	Percent Credits Earned Fall 2015-2016	Percent Credits Earned Spring 2015-2016
ICON 2015-2016	63.1%	68.5%

	General School 2015-2016	Alternative School 2015-2016
Percent Credits Earned Fall 2015-2016	81.7%	45.0%
Percent Credits Earned Spring 2015-2016	77.9%	68.8%



Observation: Credits attempted to credits earned increased by 5.4 percentage points from the fall semester 2015-2016 to the spring semester.



Observation: Credits attempted to credits earned for the General School were approxamitly the same in the spring semester as in the fall semester, however the Alternative School increased the credits earned over the credits attempted in the spring semester over the fall semester by 23.8 percentage points, a significant increase.

General School Fall

Grade	Number	Percent
Total	378	100.0%

General School Spring

Grade	Number	Percent
Total	439	100.0%

Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
378	309	81.7%	439	342	77.9%	817	651	79.7%

Alternative School Fall

Grade	Number	Percent
Total	389	100.0%

Alternative School Spring

Grade	Number	Percent
Total	282	100.0%

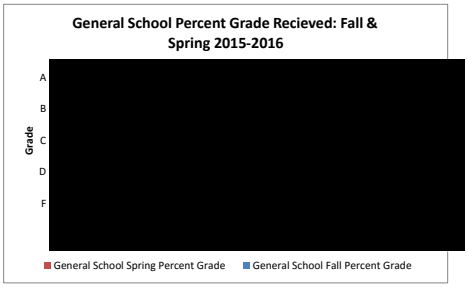
Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
389	175	45.0%	282	194	68.8%	671	369	55.0%

767

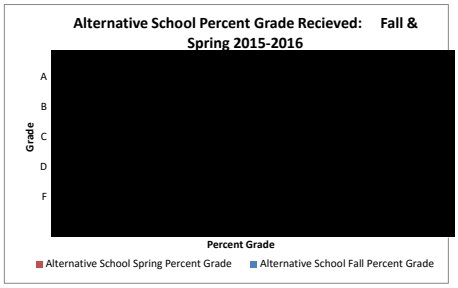
721

Credits Attempted Fall	Credit Earned Fall	Percent Earned Fall	Credits Attempted Spring	Credit Earned Spring	Percent Earned Spring	Credits Attempted 2015-2016	Credits Earned 2015-2016	Percent Earned 2015-2016
767	484	63.1%	721	536	74.3%	1488	1020	68.5%

General School			General School Fall			General School Spring					
Fall Grade Average	Spring Grade Average	2015-2016 Year Grade Average	Grade	Number	Percent	Grade	Number	Percent	Grade	General School Fall Percent Grade	General School Spring Percent Grade
[redacted]											
			Total	378	100.0%	Total	439	100.0%			

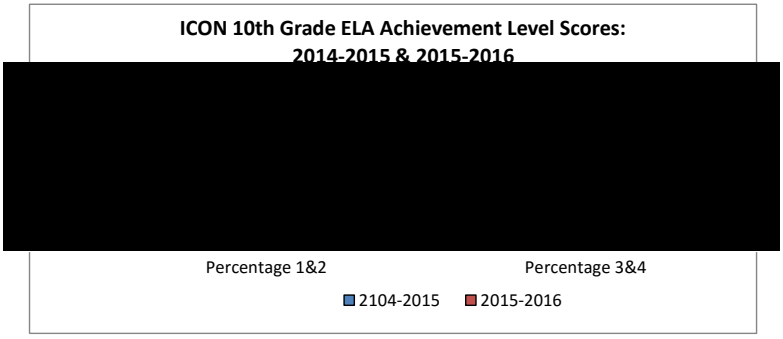


Alternative School			Alternative School Fall			Alternative School Spring					
Fall Grade Average	Spring Grade Average	2015-2016 Year Grade Average	Grade	Number	Percent	Grade	Number	Percent	Grade	Alternative School Fall Percent Grade	Alternative School Spring Percent Grade
[redacted]											
			Total	389	100.0%	Total	282	100.0%			



ELA 2014-2015			ELA 2015-2016		
ELA/ Literacy Achieve	Count of ELA/ Literacy Achieve	2014-2015 ELA Achieve Level	ELA/ Literacy Achieve	Count of ELA/ Literacy Achieve	2015-2016 ELA Achieve Level
[redacted]					
Total	57	100.0%	Total	21	100.0%

ELA/ Literacy Achieve Level	2014-2015 ELA Achieve Level Percentage	2015-2016 ELA Achieve Level Percentage	Percentage 1&2	Percentage 3&4
[redacted]				



"Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.' [http://www.smarterbalanced.org/assessments/scores/]
Sample size: 2014-2015, 57 students; 2015-2016, 21 students.

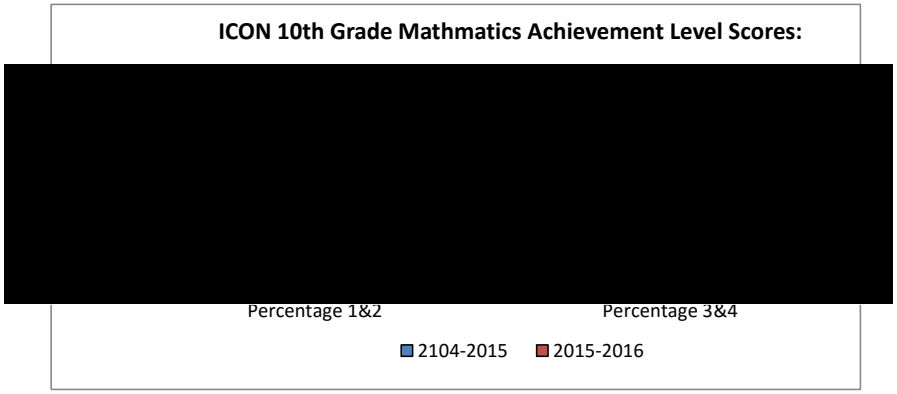
14.15

Row Labels	Count of M	%
[redacted]		
Grand Tota	57	100.0%

15.16

Row Labels	Count of M	%
[redacted]		
Grand Total	15	100.0%

	Percentage 1&2	Percentage 3&4
2104-2015	[redacted]	
2015-2016		



"Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.' [http://www.smarterbalanced.org/assessments/scores/]
Sample size: 2014-2015, 57 students; 2015-2016, 15 students.

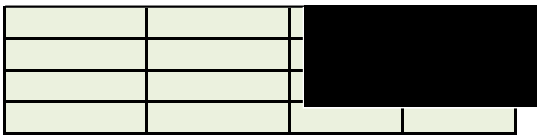
Student First Name	Student Last Name	ELA/ Literacy Scale	ELA/ Literacy Achieve

Student First Name	Student Last Name	ELA/ Literacy Scale	ELA/ Literacy Achieve

Row Labels	Count of ELA/ Literacy Achieve Level	%
Grand Total	**21**	100.0%

Student First Name	Student Last Name	Math Scale Score	Math Achieve Level
[redacted]			

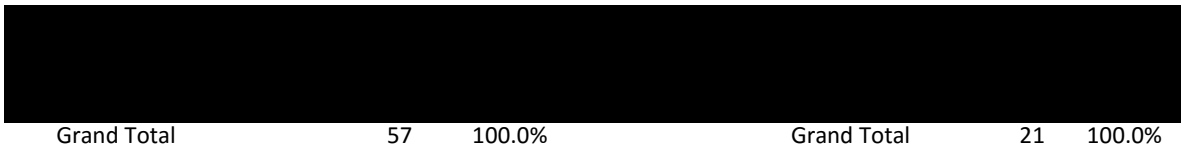
Row Labels	Count of Math Achieve Level	%
[redacted]		
Grand Total	**57**	100.0%



Student First Name	Student Last Name	Math Scale Score	Math Achieve Level
		[redacted]	

Row Labels	Count of Math Achieve Level	%
[redacted]		
Grand Total	**15**	100.0%

14.15 Reading Claim



Grand Total	57	100.0%

15.16 Reading Claim

Grand Total	21	100.0%

Reading Claim
2014-2015 2015-2016

ICON 10th Grade ELA Reading Claim
Achievement Category: 2014-2015, 2015-2016

2014-2015 2015-2016

Observation: The percentage of students achieveing Above Standard increased by 4.8 percentage points in school year 2015-2016 over 2014-2015.

14.15 Writing Claim

Row Labels	Count of W	%
[redacted]		
Grand Tota	57	100.0%

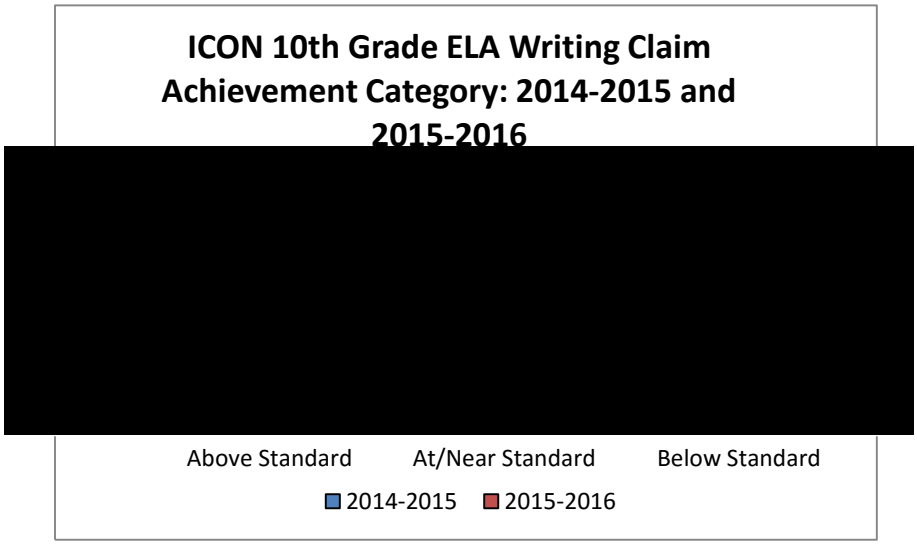
15.16 Writing Claim

Row Labels	Count of Writ	%
[redacted]		
Grand Tota	21	100.0%

Reading Claim

2014-2015 2015-2016

[redacted]



Observation: The percentage of students achieveing Above Standard increased by 8 percentage points in school year 2015-2016 over 2014-2015 and the percentage Below Standard dropped by 6 percemtage points.

Listening 14.15

Row Labels	Count of Li:	%
[redacted]		
Grand Tota	57	100.0%

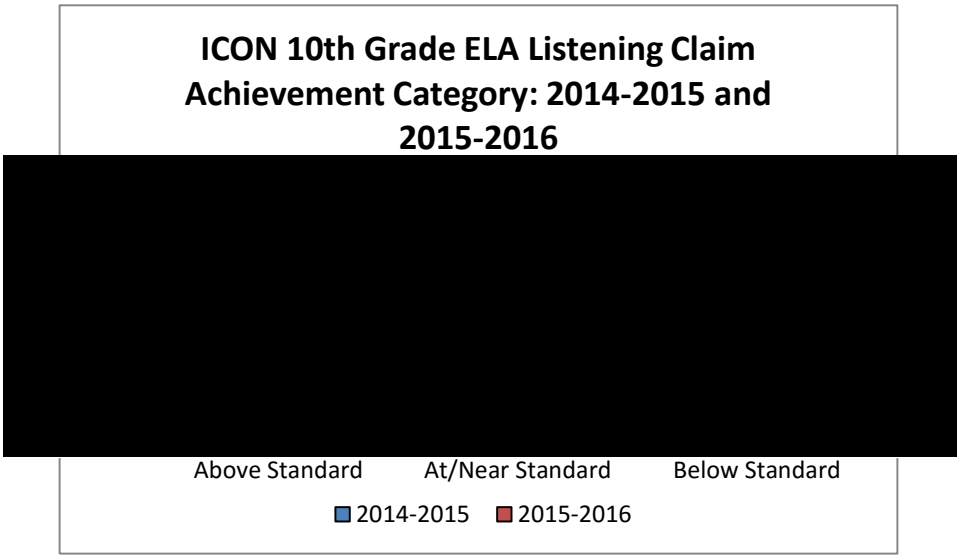
Listening 15.16

Row Labels	Count of Li:	%
[redacted]		
Grand Tota	21	100.0%

Reading Claim

2014-2015 2015-2016

[redacted]



Observation: 10th grade students did slightly worse for Listening Claim in 2015-2016 than in 2014-2015 and the Below Standard scores increased by 5.8 percentage points.

Research/Inquiry Claim 14.15

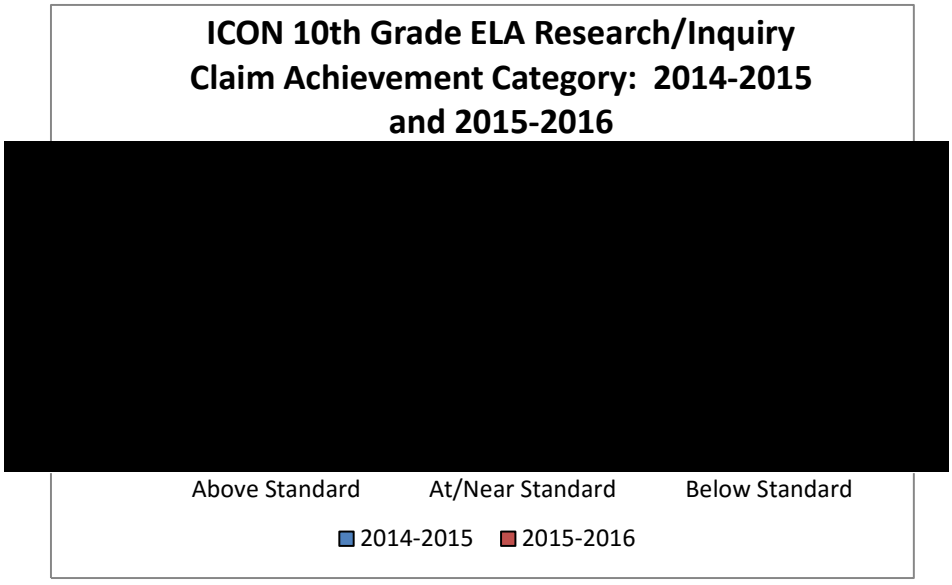
Row Labels	Count of Re	%
Grand Tota	57	100.0%

Research/Inquiry Claim 15.16

Row Labels	Count of Re	%
Grand Tota	21	100.0%

Reading Claim

2014-2015 2015-2016



Observation: 10th grade students for Research/Inquiry Claim dropped by 16.8 percentage points in 2015-2016 versus 2014-2015, however the At/Near Standard increased by 14.1 percentage points.

Concepts & Procedures 14.15

Row Labels	Count of Cc	%
[redacted]		
Grand Tota	57	100.0%

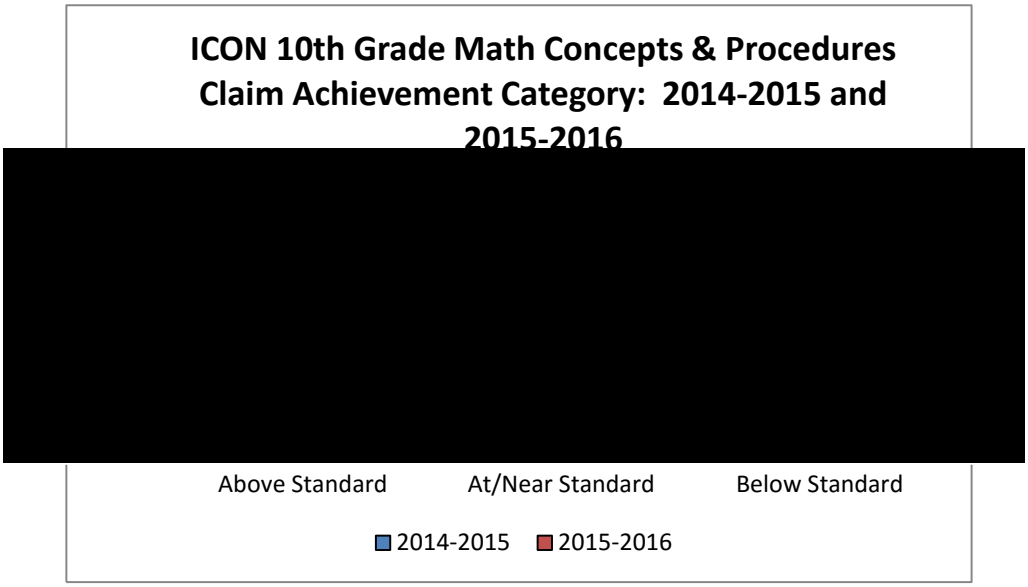
Concepts & Procedures 15.16

Row Labels	Count of Cc	%
[redacted]		
Grand Tota	15	100.0%

Reading Claim

2014-2015 2015-2016

[redacted]



Observation: For the Math subcatagory Concepts & Proceedures 10th grade students did slightly better in their Above Standard scores in 2015-2016 than in 2014-2015 and reduced their Below Standard scores by 10.2 percentage points.

Prob Solve & Model 14.15

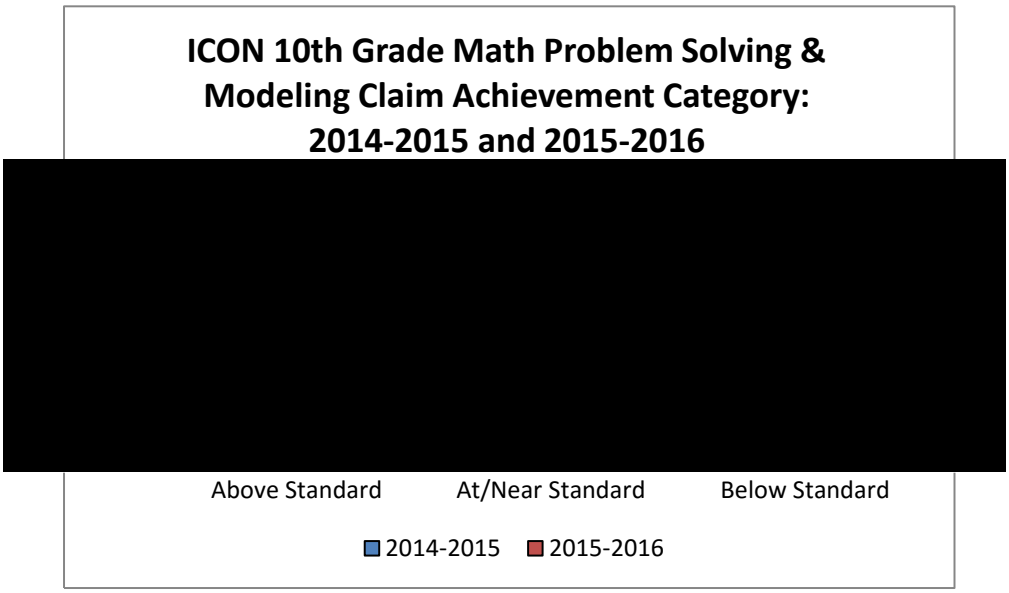
Row Labels	Count of Pr	%
Grand Tota	57	100.0%

Prob Solve & Model 15.16

Row Labels	Count of P	%
Grand Tota	15	100.0%

Prob Solve

2014-2015 2015-2016



Observation: The percentage of students achieveing Above Standard increased by 9.8 percentage points in school year 2015-2016 over 2014-2015, At/Near Standard increased by 16.8 percentage points, and the Below Standard dropped by 26.6 percemtage points.

Communicate Reason 14.15

Row Labels Count of Cc %

[redacted]

Communicate Reason 15.16

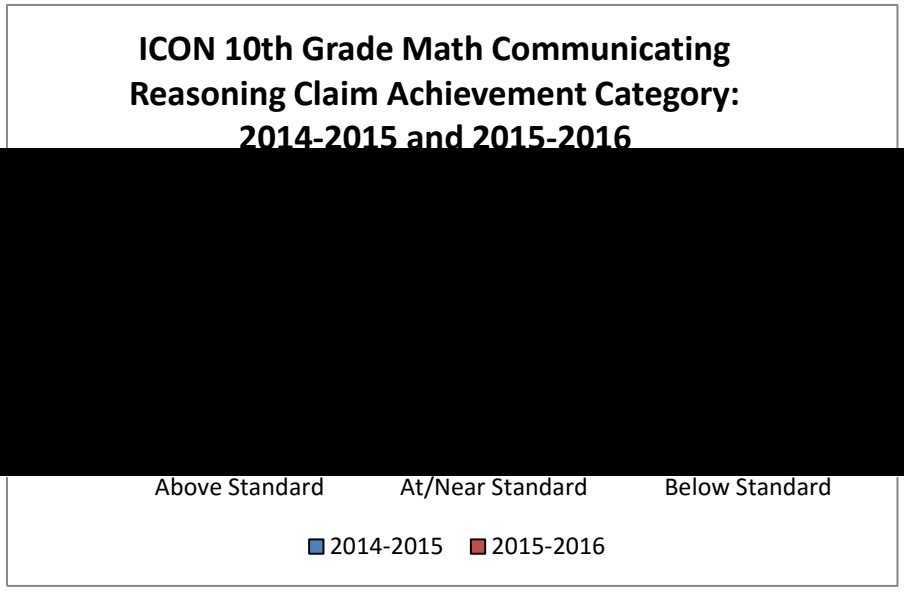
Row Labels Count of Cc %

[redacted]

Prob Solve

2014-2015 2015-2016

[redacted]



Observation: The percentage of students achieveing Above Standard increased by 4.9 percentage points in school year 2015-2016 over 2014-2015 and the Below Standard dropped by 13.3 percemtage points.

ENGLISH

Row Labels	Count of English [14/15] % CA/E
0	12
1	14
Grand Total	26

MATH

Row Labels	Count of Math [14/15] % CA/E
0	11
1	15
Grand Total	26

Percentage of Credits Taken to Credits Earned, 10th Grade, English: Fall, 2014-2015		
Percentage	Number	Percent
0.0%	12	46.2%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	14	53.8%
Total	26	100.0%

Percentage of Credits Taken to Credits Earned, 10th Grade, Math: Fall, 2014-2015		
Percentage	Number	Percent
0.0%	11	42.3%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	15	57.7%
Total	26	100.0%

Percentage of Credits Taken to Credits Earned, 10th Grade, Math & English : Fall, 2014-2015		
Percentage	Number	Percent
0.0%	23	44.2%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	29	55.8%
Total	52	100.0%

Student First Name	Student Last Name	English [14/15] Credit Attempted in Fall	English [14/15] Credits Earned in Fall	English [14/15] % CA/E	Math [14/15] Credit Attempted in Fall
		1	1	100.0%	1
		1	1	100.0%	1
		1	0	0.0%	1
		1	0	0.0%	0
		1	1	100.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	0	0.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	1	100.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	1	100.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	1	100.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	0	0.0%	1
		1	1	100.0%	1

Row Labels	Count of Math [14/15] % CA/E
0.0%	11
100.0%	15
Grand Total	**26**

Math [14/15] Credits Earned in Fall	Math [14/15] % CA/E	English [14/15] Credit Attempted in Spring	English [14/15] Credits Earned in Spring	English [14/15] % CA/E	Math [14/15] Credit Attempted in Spring	Math [14/15] Credits Earned in Spring	Math [14/15] % CA/E
1	100.0%	1	1	100.0%	1	1	100.0%
0	0.0%	1	1	100.0%	1	1	100.0%
0	0.0%	1	0	0.0%	1	1	100.0%
0	0.0%	1	1	100.0%	1	0	0.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
0	0.0%	1	0	0.0%	1	0	0.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	1	100.0%	1	1	100.0%
0	0.0%	1	1	100.0%	1	1	100.0%
1	100.0%	1	0	0.0%	1	0	0.0%
1	100.0%	1	0	0.0%	1	1	100.0%
0	0.0%	1	0	0.0%	1	1	100.0%
0	0.0%	1	0	0.0%	1	0	0.0%
0	0.0%	1	0	0.0%	1	0	0.0%
1	100.0%	1	0	0.0%	1	1	100.0%
0	0.0%	1	1	100.0%	1	0	0.0%
1	100.0%	1	0	0.0%	1	0	0.0%
0	0.0%	1	0	0.0%	1	1	100.0%
0	0.0%	1	1	100.0%	0	0	#DIV/0!
1	100.0%	1	1	100.0%	1	1	100.0%

[14/15] English Full Year Credit Attempted	[14/15] English Full Year Credits Earned	[14/15] English Full Year % CA/E	[14/15] Math Full Year Credit Attempted	[14/15] Math Full Year Credits Earned	[14/15] Math Full Year % CA/E		Student ID	Student DOB
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	1	50.0%			
2	0	0.0%	2	1	50.0%			
2	1	50.0%	1	0	0.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	0	0.0%	2	0	0.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	2	100.0%	2	2	100.0%			
2	1	50.0%	2	1	50.0%			
2	0	0.0%	2	1	50.0%			
2	1	50.0%	2	2	100.0%			
2	0	0.0%	2	1	50.0%			
2	0	0.0%	2	0	0.0%			
2	0	0.0%	2	0	0.0%			
2	1	50.0%	2	2	100.0%			
2	1	50.0%	2	0	0.0%			
2	0	0.0%	2	1	50.0%			
2	0	0.0%	2	1	50.0%			
2	1	50.0%	1	0	0.0%			
2	2	100.0%	2	2	100.0%			

Gender	Race/ Ethnicity	IDEA Indicator	Limited English Proficiency Status	Section 504 Status	Enrolled Grade
F	Demograph	N	N	N	10
F	White	N	N	N	10
F	Hispanic or	N	N	N	10
F	White	N	N	N	10
M	White	N	N	N	10
F	White	N	N	N	10
F	White	N	N	N	10
M	Hispanic or	N	N	N	10
M	White	N	N	N	10
F	White	N	N	N	10
F	Hispanic or	Y	N	N	10
F	White	N	N	N	10
M	Hispanic or	N	N	N	10
F	White	N	N	N	10
M	Hispanic or	N	N	N	10
F	White	N	N	Y	10
F	White	N	N	N	10
F	White	N	N	N	10
F	White	N	N	N	10
F	White	N	N	N	10
M	Hispanic or	N	N	N	10
M	White	Y	N	N	10
M	White	N	N	N	10
M	White	N	N	N	10
F	White	N	N	Y	10
M	White	N	N	N	10

Student First Name	Student Last Name	English [14/15] Credit Attempted in Fall	English [14/15] Credits Earned in Fall	English [14/15] % CA/E	Math [14/15] Credit Attempted in Fall	Math [14/15] Credits Earned in Fall	Math [14/15] % CA/E	English [14/15] Credit Attempted in Spring	English [14/15] Credits Earned in Spring	English [14/15] % CA/E
				#DIV/0!			#DIV/0!	2	2	100.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!			#DIV/0!
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	0	0.0%	1	1	100.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	0	0.0%	0	0	#DIV/0!	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
		1	0	0.0%	1	0	0.0%	1	1	100.0%
		1	0	0.0%	1	1	100.0%	1	0	0.0%
		1	1	100.0%	1	1	100.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	1	100.0%	1	1	100.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	1	100.0%
		1	0	0.0%	1	1	100.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	0	0.0%
		1	0	0.0%	1	0	0.0%	1	1	100.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!			#DIV/0!
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
		1	1	100.0%	1	1	100.0%	1	1	100.0%
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!			#DIV/0!
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!	1	0	0.0%
				#DIV/0!			#DIV/0!			#DIV/0!
				#DIV/0!			#DIV/0!	1	1	100.0%
				#DIV/0!			#DIV/0!			#DIV/0!

Math [14/15] Credit Attempted in Spring	Math [14/15] Credits Earned in Spring	Math [14/15] % CA/E	[14/15] English Full Year Credit Attempted	[14/15] English Full Year Credits Earned
2	2	100.0%	2	2
		#DIV/0!	1	1
1	0	0.0%	1	0
1	1	100.0%	1	0
1	1	100.0%	1	0
		#DIV/0!	0	0
1	0	0.0%	1	0
1	1	100.0%	1	1
1	1	100.0%	1	1
1	0	0.0%	1	1
1	1	100.0%	1	0
1	1	100.0%	1	1
1	0	0.0%	1	1
1	0	0.0%	1	0
1	0	0.0%	1	0
1	1	100.0%	1	0
0	0	#DIV/0!	1	0
1	0	0.0%	1	0
1	0	0.0%	1	0
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	0
1	0	0.0%	2	1
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	2
1	0	0.0%	2	0
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	2
1	1	100.0%	2	1
1	0	0.0%	2	0
1	1	100.0%	2	1
1	1	100.0%	2	0
1	0	0.0%	2	0
1	0	0.0%	2	0
1	1	100.0%	2	1
1	0	0.0%	2	1
1	0	0.0%	2	0
1	1	100.0%	2	0
0	0	#DIV/0!	2	1
1	0	0.0%	1	0
		#DIV/0!	0	0
1	1	100.0%	1	0
0	0	#DIV/0!	1	1
1	1	100.0%	2	2
1	1	100.0%	1	1
		#DIV/0!	0	0
1	1	100.0%	1	0
1	0	0.0%	1	0
		#DIV/0!		
1	1	100.0%	1	1
		#DIV/0!	0	0

[14/15] English Full Year % CA/E	[14/15] Math Full Year Credit Attempted	[14/15] Math Full Year Credits Earned	[14/15] Math Full Year % CA/E		Student ID	Student DOB	Gender	Race/ Ethnicity	IDEA Indicator	Limited English Proficiency Status	Section 504 Status	Enrolled Grade
100.0%	2	2	100.0%				M	White	N	N	N	10
							F	White	N	N	N	10
100.0%	0	0	#DIV/0!				F	White	N	N	N	10
0.0%	1	0	0.0%				F	White	N	N	Y	10
0.0%	1	1	100.0%				M	White	N	N	N	10
0.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	Hispanic or	N	N	N	10
0.0%	1	0	0.0%				F	White	N	N	N	10
100.0%	1	1	100.0%				F	Hispanic or	N	N	N	10
100.0%	1	1	100.0%				M	American I	N	N	N	10
100.0%	1	0	0.0%				M	White	N	N	N	10
0.0%	1	1	100.0%				F	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
100.0%	1	0	0.0%				M	White	N	N	N	10
0.0%	1	0	0.0%				M	White	N	N	N	10
0.0%	1	0	0.0%				M	White	N	N	N	10
0.0%	1	1	100.0%				M	White	N	N	N	10
0.0%	0	0	#DIV/0!				F	White	N	N	N	10
0.0%	1	0	0.0%				F	White	N	N	N	10
0.0%	1	0	0.0%				M	Hispanic or	N	N	N	10
100.0%	2	2	100.0%				F	Demograph	N	N	N	10
100.0%	2	1	50.0%				F	White	N	N	N	10
0.0%	2	1	50.0%				F	Hispanic or	N	N	N	10
50.0%	1	0	0.0%				F	White	N	N	N	10
100.0%	2	2	100.0%				M	White	N	N	N	10
100.0%	2	2	100.0%				F	White	N	N	N	10
100.0%	2	2	100.0%				F	White	N	N	N	10
0.0%	2	0	0.0%				M	Hispanic or	N	N	N	10
100.0%	2	2	100.0%				M	White	N	N	N	10
100.0%	2	2	100.0%				F	White	N	N	N	10
100.0%	2	2	100.0%				F	Hispanic or	Y	N	N	10
100.0%	2	2	100.0%				F	White	N	N	N	10
100.0%	2	2	100.0%				M	Hispanic or	N	N	N	10
100.0%	2	2	100.0%				F	White	N	N	N	10
50.0%	2	1	50.0%				M	Hispanic or	N	N	N	10
0.0%	2	1	50.0%				F	White	N	N	Y	10
50.0%	2	2	100.0%				F	White	N	N	N	10
0.0%	2	1	50.0%				F	White	N	N	N	10
0.0%	2	0	0.0%				F	White	N	N	N	10
0.0%	2	0	0.0%				F	White	N	N	N	10
50.0%	2	2	100.0%				M	Hispanic or	N	N	N	10
50.0%	2	0	0.0%				M	White	Y	N	N	10
0.0%	2	1	50.0%				M	White	N	N	N	10
0.0%	2	1	50.0%				M	White	N	N	N	10
50.0%	1	0	0.0%				F	White	N	N	Y	10
0.0%	1	0	0.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
0.0%	1	1	100.0%				F	White	N	N	N	10
100.0%	0	0	#DIV/0!				M	White	N	N	N	10
100.0%	2	2	100.0%				M	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	N	N	N	10
0.0%	1	1	100.0%				M	White	N	N	N	10
0.0%	1	0	0.0%				M	White	N	N	N	10
#DIV/0!			#DIV/0!				F	White	N	N	N	10
100.0%	1	1	100.0%				M	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10

BOTH

Row Labels	Count of [15/16] % CA/E
0	3
1	7
Grand Total	10

ENGLISH

Row Labels	Count of English [15/16] % CA/E
0	3
1	7
Grand Total	10

MATH

Row Labels	Count of Math [15/16] % CA/E
0	3
1	7
Grand Total	10

Percentage of Credits Taken to Credits Earned, 10th Grade, Math & English: Fall 2015-2016		
Percentage	Number	Percent
0.0%	6	30.0%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	14	70.0%
Total	20	100.0%

Percentage of Credits Taken to Credits Earned, 10th Grade, English: Fall, 2015-2016		
Percentage	Number	Percent
0.0%	3	30.0%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	7	70.0%
Total	10	100.0%

Percentage of Credits Taken to Credits Earned, 10th Grade, Math: Fall, 2015-2016		
Percentage	Number	Percent
0.0%	3	30.0%
25.0%		
33.3%		
50.0%		
75.0%		
100.0%	7	70.0%
Total	10	100.0%

Student First Name	Student Last Name	English [15/16] Credit Attempted in Fall	English [15/16] Credits Earned in Fall	English [15/16] % CA/E	Math [15/16] Credit Attempted in Fall	Math [15/16] Credits Earned in Fall
		1	0	0.0%	1	0
		1	1	100.0%	1	1
		1	1	100.0%	1	1
		1	1	100.0%	1	1
		1	0	0.0%	1	0
		1	1	100.0%	1	1
		1	1	100.0%	1	1
		1	0	0.0%	1	0
		1	1	100.0%	1	1
		1	1	100.0%	1	1

Row Labels	Count of English [15/16] % CA/E
0.0%	3
100.0%	7
Grand Total	**10**

Math [15/16] % CA/E	English [15/16] Credit Attempted in Spring	English [15/16] Credits Earned in Spring	English [15/16] % CA/E	Math [15/16] Credit Attempted in Spring	Math [15/16] Credits Earned in Spring	Math [15/16] % CA/E	[15/16] English Full Year Credit Attempted	[15/16] English Full Year Credits Earned	[15/16] English Full Year % CA/E	15/16] Math Full Year Credit Attempted
0.0%			#DIV/0!			#DIV/0!	1	0	0.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
0.0%			#DIV/0!			#DIV/0!	1	0	0.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
0.0%			#DIV/0!			#DIV/0!	1	0	0.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1
100.0%			#DIV/0!			#DIV/0!	1	1	100.0%	1

[15/16] Math Full Year Credits Earned	[15/16] Math Full Year % CA/E
0	0.0%
1	100.0%
1	100.0%
1	100.0%
0	0.0%
1	100.0%
1	100.0%
0	0.0%
1	100.0%
1	100.0%

	Student ID	Student DOB	Gender	Race/ Ethnicity	IDEA Indicator	Limited English Proficiency Status	Section 504 Status	Enrolled Grade
			F	White	N	N	N	10
			F	White	N	N	N	10
			F	White	N	N	N	10
			F	White	N	N	N	10
			F	White	N	N	N	10
			F	White	N	N	N	10
			M	White	N	N	N	10
			M	White	N	N	N	10
			M	White	Y	N	N	10
			F	White	N	N	N	10

Student First Name	Student Last Name	English [15/16] Credit Attempted in Fall	English [15/16] Credits Earned in Fall	English [15/16] % CA/E	Math [15/16] Credit Attempted in Fall	Math [15/16] Credits Earned in Fall	Math [15/16] % CA/E	English [15/16] Credit Attempted in Spring	English [15/16] Credits Earned in Spring
		1	0	0.0%	1	0	0.0%		
		1	1	100.0%	1	1	100.0%		
				#DIV/0!			#DIV/0!		
		1	1	100.0%	1	1	100.0%		
				#DIV/0!			#DIV/0!		
				#DIV/0!			#DIV/0!		
				#DIV/0!			#DIV/0!		
		1	1	100.0%	1	1	100.0%		
				#DIV/0!			#DIV/0!		
		1	0	0.0%	1	0	0.0%		
				#DIV/0!			#DIV/0!		
		1	1	100.0%	1	1	100.0%		
		1	1	100.0%	1	1	100.0%		
				#DIV/0!			#DIV/0!		
				#DIV/0!			#DIV/0!		
		1	0	0.0%	1	0	0.0%		
				#DIV/0!			#DIV/0!		
				#DIV/0!			#DIV/0!		
		1	1	100.0%	1	1	100.0%		
		1	1	100.0%	1	1	100.0%		
				#DIV/0!	0	0	#DIV/0!		

English [15/16] % CA/E	Math [15/16] Credit Attempted in Spring	Math [15/16] Credits Earned in Spring	Math [15/16] % CA/E	[15/16] English Full Year Credit Attempted	[15/16] English Full Year Credits Earned
#DIV/0!			#DIV/0!	1	0
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	0	0
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	1	1
#DIV/0!			#DIV/0!	0	0

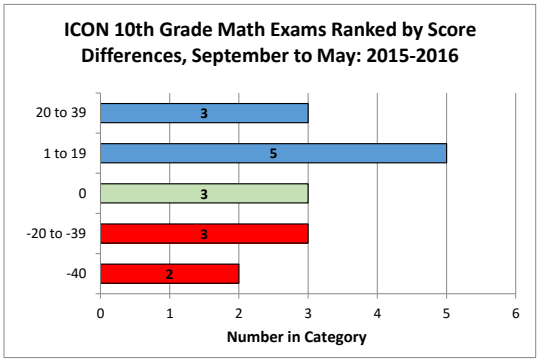
[15/16] English Full Year % CA/E	15/16] Math Full Year Credit Attempted	[15/16] Math Full Year Credits Earned	[15/16] Math Full Year % CA/E		Student ID	Student DOB	Gender	Race/ Ethnicity	IDEA Indicator	Limited English Proficiency Status	Section 504 Status	Enrolled Grade
0.0%	1	0	0.0%				F	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
0.0%	1	0	0.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
100.0%	1	1	100.0%				M	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	Y	N	N	10
0.0%	1	0	0.0%				M	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	Y	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	N	N	N	10
100.0%	1	1	100.0%				M	White	Y	N	N	10
100.0%	1	1	100.0%				F	White	N	N	N	10
#DIV/0!	0	0	#DIV/0!				M	White	N	N	N	10

Score Differences

Sept to Jan Difference	Jan to May Difference	School Year Difference
20	30	50
50	0	50
0	40	40
30	0	30
20	0	20
20	0	20
10	0	10
20	(10)	10
0	10	10
(10)	20	10
(33)	40	7
10	(10)	0
10	(10)	0
10	(10)	0
10	(20)	(10)
(20)	10	(10)
(20)	0	(20)
(20)	(20)	(40)
(30)	(10)	(40)
4.0	**3.2**	**7.2**

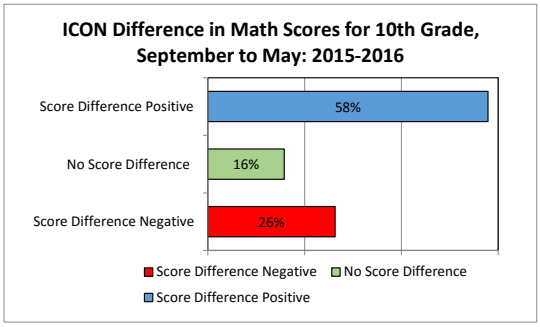
Bin	*Frequency*
-40	2
-20	1
0	5
20	7
40	2
50	2
More	0

	Number in Category
-40	2
-20 to -39	3
0	3
1 to 19	5
20 to 39	3
40 to 60	3
	19

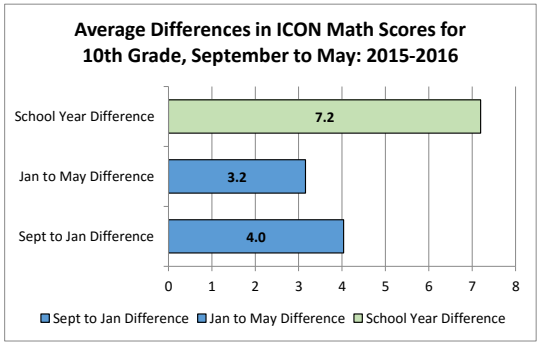


Observation: 8 of the 10th grade students improved their Math Benchmark scores, with three making no improvement, and five scoring lower in September than in May.

	#	%
Score Difference Negative	5	26%
No Score Difference	3	16%
Score Difference Positive	11	58%
	19	100%



Observation: 58% of the 10th grade students improved their Math Benchmark scores with 26% scoring lower.



Observation: The average improvement in the difference in Math Benchmark scores was 7.2 points, there was a slightly greater improvement in the Fall semester than in the Spring.

Idaho Connects Online School

Continuous Improvement Plan

Dedicated to Improving the Student Performance of our Idaho Students

Adopted June 14, 2016

1 6th Street North

Nampa, Idaho 83687

208-287-3668

www.iconschool.org

Vickie McCullough

Head of School

208-994-2855

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Nampa, Idaho

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History of School

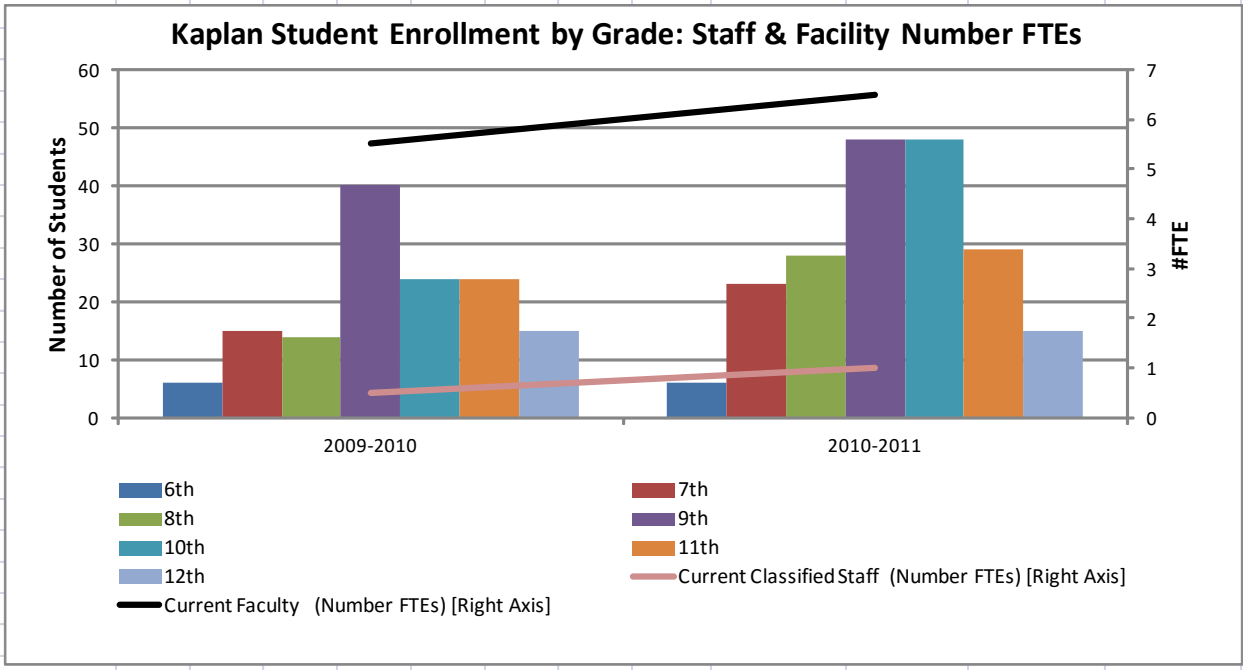
Idaho Connects Online School (ICON) began serving students in grades 6-12 throughout the state of Idaho in the 2009-2010 school year. ICON operated our first two years under the name of Kaplan Academy of Idaho (KAID). During those early years KAID worked in conjunction with a Kaplan, Inc., a school management company based out of Florida. KAID was formed with the goal of supporting the high achieving student who needed options in rural areas to support their education. This would include students who were seeking advanced courses such as AP and Honors courses, as well as, advanced language courses such as Mandarin Chinese that are often difficult to find in local Idaho schools.

However, soon after beginning our school year, it was apparent that we were attracting and serving students that did not match that initial vision. Students enrolling into KAID were not requesting advanced courses. Many were however requesting credit recovery courses in an attempt to earn credits that they had previously lost in other schools due to a non-success. KAID also began to see a large number of students who qualified for Free and Reduced Lunch (FRL). Students may not have been given opportunities to engage in educational resources due to the communities in which they lived.

As KAID teachers began to work with these students they were not equipped to customize the courses to meet their credit recovery needs. The curriculum, which was provided to KAID from Kaplan, was not able to be modified to meet the individual needs of students and to address their academic needs. In addition, the financial model that was in place with Kaplan did not allow for an increase of teachers to meet the challenging needs of our students. KAID needed to offer a different curriculum and to provide additional teachers to meet the needs of our students.

KAPLAN YEARS, 2009-2010 & 2010-2011

Enrollment by Grade (from Dashboards)											Faculty & Staff (Number FTEs)	
SCHOOL YEAR	6th	7th	8th	9th	10th	11th	12th	Total	ADA Elementary	ADA Secondary	Current Classified Staff (Number FTEs) [Right Axis]	Current Faculty (Number FTEs) [Right Axis]
2009-2010	6	15	14	40	24	24	15	138	7.01	100.01	0.50	5.5
2010-2011	6	23	28	48	48	29	15	197	7.07	100.01	1.00	6.5



After the 2009-2010 school year, it was the agreement of the KAID staff and Board of Directors that a change needed to be made in order to provide more teacher support for our students. KAID ended m the Kaplan school contract and begin to form an identity that better matched the students that we were serving. This included the ability to staff and choose our own curriculum that we could adapt to meet the academic needs of our students. After a charter revision and approval from our authorizers, KAID emerged as Idaho Connects Online School for the 2011-2012 school year.

Mission and Vision

The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.

While we serve a different population of students than we had anticipated to educate in those early KAID years, our mission and vision has remained constant. Our at-risk students need an educational plan written for them that involves the support of not only teachers but other caring adults that will help them thrive. Our customizable curriculum combined with their ability to take advantage of live and recorded instruction allows them to school in a unique way to meet their needs. We have put the following practices in place to support our mission and vision:

- Core course offered in 4 unique formats to meet the needs of our various learners. These include un-modified courses for our general students, modified courses for our at-risk learner that focus on skill building, courses in a credit recovery mode that allow students to test out of concepts that they already have mastered and course designed for students that live and reside in treatment facilities throughout the state. Instruction includes course overview and grading policies, recorded academic instruction, opportunities to meet in virtual classrooms with their teacher and other students, and the use of study guides to help students structure their learning while in the course to promote mastery of concepts.
- Students are supported by highly qualified teachers who focus on academic need while also having the support of an advisor who works with them on behavioral needs such as time management and organization skills. The advisor also serves as a support system for the students as they work through daily challenges that may affect their academic performance.
- 24/7 access to courses with no penalty for late work.
- Bi-weekly progress reports to both students and parents to keep them informed of student progress.
- Parent Portal access provided to all parents so that they can have 24/7 access to their child's grades and assignment status.
- Bi-weekly Checkpoint system where all students in the school are examined for progress and grades with intervention tools and strategies applied as needed.

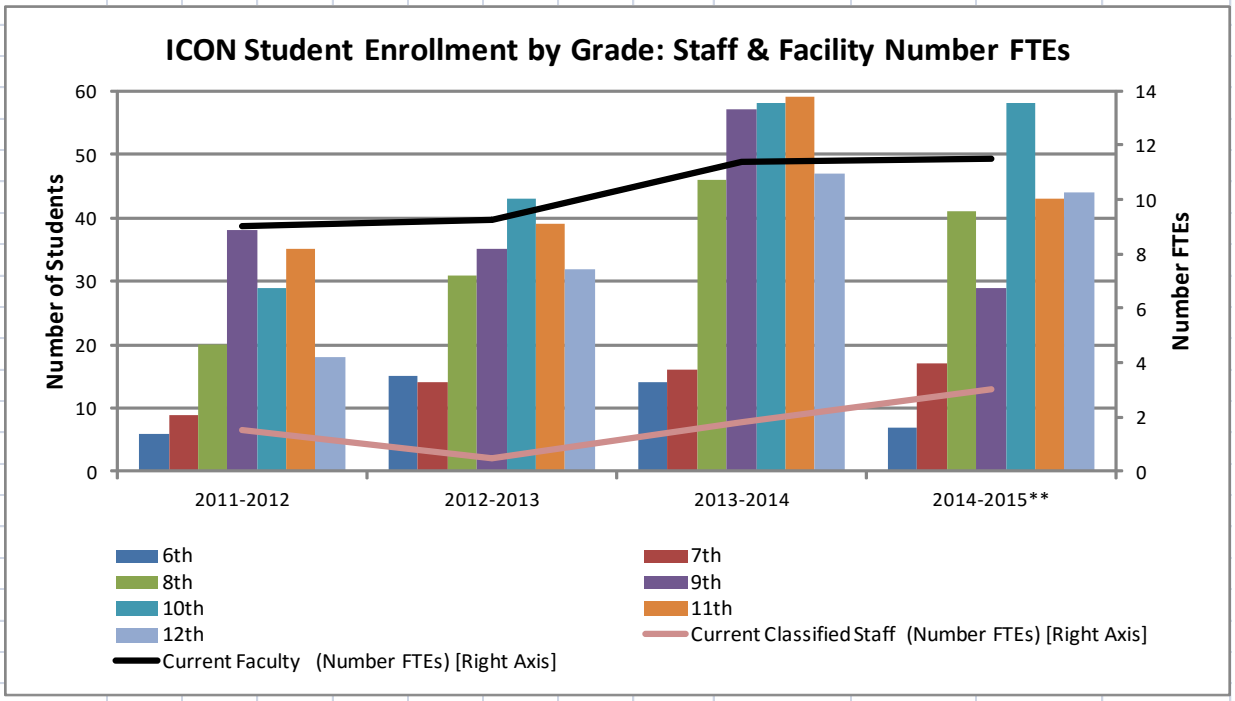
Analysis of Demographic Data

As ICON has developed and progressed over time it has been clear that we are consistently changing to meet the population of students that we receive. It has been a priority for our school to monitor our demographics carefully so that we in turn can provide the best instructional strategies to promote student achievement and success. ICON's enrollment has increased over the last few years and staff per full time equivalency (FTE) has tripled. ICON also continues to enroll a high percentage of students who qualify for Free and Reduced Lunch.

ICON YEARS, 2011-2012 through 2014-2015

Enrollment by Grade (from Dashboards)											Faculty & Staff (Number FTEs)	
SCHOOL YEAR	6th	7th	8th	9th	10th	11th	12th	Total	ADA Elementary	ADA Secondary	Current Classified Staff (Number FTEs) [Right Axis]	Current Faculty (Number FTEs) [Right Axis]
2011-2012	6	9	20	38	29	35	18	155	13	282	1.50	9.00
2012-2013	15	14	31	35	43	39	32	209	2.96	141.44	0.50	9.25
2013-2014	14	16	46	57	58	59	47	297	2.96	141.44	1.80	11.3669
2014-2015**	7	17	41	29	58	43	44	239	2.96	141.44	3.00	11.50

**Fall enrollment, not Spring enrollment as in previous years.*



Observations:

1) ICON began operating the school beginning school year 2011-2012,
2) Student enrollment has increased slowly since ICON began operating the school but Facility per FTE has nearly doubled and Staff per FTE has tripled,
3) The 9th, 10th, and 11th grades have had the highest average enrollments.
4) Both Facility and Staff #FTE have increased since 2012-2013.

Many of the students that we serve at ICON come to us as a temporary stop in their educational journey. While a small percentage of students enter ICON with the intent to graduate, most of our students stay with us for a short time to satisfy a temporary need. This could be temporary housing

placement, time to serve out a suspension or expulsion from another school, and/or time to have a baby before returning to a traditional model. Because of our high transitory nature, ICON is often challenged within the state accountability system to show an adequate sample size that truly represents how ICON students are performing.

Entry/Exit Time at ICON; Grades 9 through 12: 2013-2014, 2014-2015

Number of Weeks	Number of Students	Percentage Enrolled	Cumulative Percentage Enrolled
0-5	185	27.5%	27.5%
6-10	137	20.4%	47.9%
9-15	104	15.5%	63.4%
16-20	93	13.8%	77.2%
21-25	39	5.8%	83.0%
26-30	18	2.7%	85.7%
31-35	35	5.2%	90.9%
35+	61	9.1%	100.0%
Total	672	100.0%	

	School Days	Total Weeks
High	250.0	49.7
Low	0.0	0.1
Average	65.1	12.8

Observations:

1) Half the students at ICON are enrolled for 10 weeks of less in grades 9-11, with 40% for grade 12,

2) Less than 10% of ICON students are enrolled for 35 or more weeks in grades 9-11, with 19% for grade 12,

3) 12th graders stay in school longer than the lower grades so they can finish and graduate.

4) This data is for the General and Alternative schools combined, if they were split the General School would have a higher number of weeks and the Alternative School lower weeks,

5) The high for school days at 250 is due to students attending summer school.

ICON also serves a unique and distinct students that eventually led ICON to rewrite its charter in 2013 to separate our Local Education Agency (LEA) into two separate school. ICON operates a general school that serves a general student population, as well as, operates an alternative school that serves our at risk population. It is important to note that after separating into two schools that the state

accountability data remained stoic while new accountability measures were implemented. Once new accountability measures have been adopted and approved, data for the Continuous Improvement Plan can be separated as well.

The at-risk school includes students in treatment facilities where students school with ICON while working on behavioral or addiction needs. ICON facility students on average earn 97% of the credits that they attempt. This is important because many of these students have never had a positive school experience before and in some cases, earn their first credits while attending ICON.

ICON Students in Facilities 2014-2015: Attendence and Credits Earned/Credits Attempted

Facility	Number of Credits Attempted	Number of Students	Average Days of Attendance	Credits Earned	Average of Percent Credits Earned/Credits Attempted
Anchor House	53	15	64.5	50	98.2%
Daybreak Canyon	152	14	83.9	151	99.3%
Hays Shelter Home	1	1	33.0	1	100.0%
MK Place*	33	12	42.0	17	75.6%
Northwest Children's Home	45	7	68.7	45	100.0%
State Hospital South	225	93	23.5	205	96.3%
TOTAL	509	142	37.7	469	95.3%

**Eight of the 12 student had 100% Credits Earned/Credits Attempted, four were less than 33%.*

Organizational Structure

As evidenced by ICON's 14-15 Performance Certificate with the Idaho Public Charter Commission ICON has strong organizational structure, earning 370 points out of a possible 400 points. ICON's received the maximum points in the areas of Students and Employees, School Environment, and Additional Obligations. ICON did not earn the full points possible in the area of the Educational Program, Financial Management and Oversight and Governance and Reporting. This loss of points resulted from the school not publishing their annual performance certificate on the school website. This was corrected upon noted deficiency. It is also important to note that there were no instances of non-compliance documented in the areas of the handling of school information, complying with health and safety requirements, complying with facilities and transportation requirements, complying with background checks, protecting employee rights, complying with credentialing requirements, protecting student rights, complying with governance requirements, employing GAAP Practices, protecting the needs of ELL

students, protecting the rights of students with disabilities, and meeting the material terms as outlined in the Performance Certificate.

As part of our 2015-2016 Accreditation Review, ICON has a recognized need for the establishment of policies (including a continuous improvement plan and updated teacher evaluation rubric) that support practices and ensure effective administration of the institution. While ICON does have a policy manual, it is in an infancy stage. ICON has made an Improvement Goal for this with more information found in the Clear and Measurable Targets section of the plan.

Financial Stability

As evidenced by ICON's 14-15 Performance Certificate with the Idaho Public Charter Commission ICON has strong financial stability and management practices earning 400 points out of a possible 400 points. It is important to note that there was no default of delinquency noted in audit in the area of loan covenants or debt service payments. ADA and student population has continued to grow since 2011. As evidenced in the chart below, the highest best 28 weeks ADA is consistently higher than the first 8 weeks indicating student's enrollment throughout the course of the year.

Finance - ICON Years

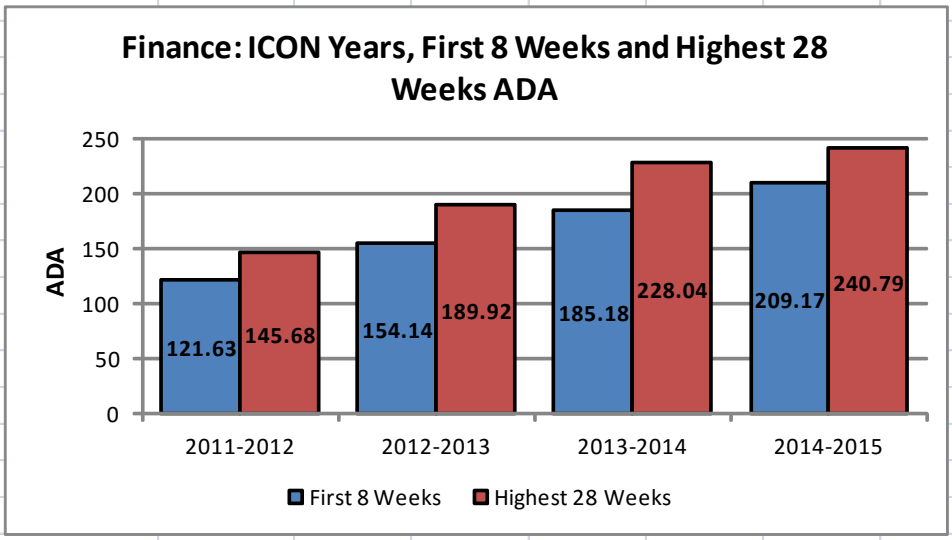
The school is rebursed by ADA numbers*:

1) First eight week,

2) Highest 28 weeks.

SCHOOL YEAR	First 8 Weeks	Highest 28 Weeks
2011-2012	121.63	145.68
2012-2013	154.14	189.92
2013-2014	185.18	228.04
2014-2015	209.17	240.79

**This ADA data is for the General and Alternative Schools combined, from SDE data.*



Observations:

1)The highest 28 weeks ADA is always higher that the first 8 weeks indicating students enrolling through out the school year,

2) ADA has grown every year since ICON took over the school,

3) The first 8 weeks ADA has grown by 72%, highest 28 weeks by 65%.

Academic Success including but not limited to College and Career Readiness, Standardized State Testing and Graduation Rates

ICON recognizes that we serve a unique population of students. ICON recognizes that our students may not respond well to traditional methods of instruction and assessment and we continue to seek out additional methods and tools that we can use to support our students.

School Improvement WISE WAYS

Beginning with the 2014 school year, ICON wrote a grant with the State Department of Education to be part of the Idaho Building Capacity Project (IBC). The IBC project is a cornerstone of Idaho's Statewide System of Support for schools and districts that are in NCLB Needs Improvement status. The project is designed and delivered in partnership with the State Department of Education. This project provides scaffold support designed to assist LEAs in building their own internal leadership capacity to implement and sustain school and district improvement efforts. Over the course of the last 3 years, ICON has implemented the following WISE indicators (Ways to Improve School Effectiveness) to improve student performance and success:

1. All teams operate with work plans for the year and specific work products to produce.
2. All teams prepare agendas for their meetings.
3. All teams maintain official minutes of their meetings.
4. The principal maintains a file of the agendas, work products, and minutes of all teams.
5. A Leadership Team consisting of the principal, teachers who leader the Instructional Teams, and other key professional staff meets regularly.
6. The Leadership Team serves as a conduit of communication to the faculty and staff.
7. The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
8. Teams are organized into grade-level, grade-level cluster, or subject-area instructional teams.
9. The principal participates actively with the school's teams.
10. The principal monitors curriculum and instruction regularly.
11. The principal spends at least 50% of his/her time working with teachers to improve instruction.
12. The principal challenges and monitors unsound teaching practices and supports the correction of them.
13. Units of instruction include standards-based objectives and criteria for mastery.
14. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data.
15. Units of instruction include pre/post -tests to assess student mastery of standards-based objectives.
16. Unit pre- and post- test results are reviewed by the Instructional Team.
17. All teaches re-teach based on test results.
18. Units of instruction include specific learning activities aligned to objectives.
19. Materials for standards-aligned learning activities are well-organized, labeled, and stored for use by teachers.
20. The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables for teachers.
21. The Leadership Team monitors school-level student learning data.
22. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
23. Instructional Teams use student learning data to plan instruction.

24. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
25. The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior.
26. All teachers are guided by an evidence-based curriculum.
27. The school leadership team evaluates the school schedule yearly and redesigns the schedule to include time for extended learning opportunities for students.
28. All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
29. The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators to identify students at risk for dropping out of school.
30. The school confirms that a student has mastered prerequisite content knowledge before allowing the student take higher-level courses.
31. All students' demonstrating prerequisite content mastery are given access to higher level courses.
32. The curriculum and schedule provide pathways for all students to acquire missing content knowledge.
33. The school provides all student extended learning opportunities to keep them on track for graduation.
34. The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.
35. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
36. The school provides all students with access to relevant data to make decision about their course of study as they progress toward their post high school goals.
37. Teachers make individual professional development plans based on classroom observations.
38. The principal plans opportunities for teachers to share their strengths with other teachers.
39. Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
40. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
41. All teachers maintain a file of communication with parents.

STATE ACCOUNTABILITY MEASURES FOR PROFIEICNY AND GROWTH

The following tables display the percentage of student since ICON opened that achieved one of four accountability levels as defined by the SBE; Advanced (%Adv), Proficient (%Prof), Basic (%Basic), Below Basic (%BB).

Accountability Measures: 2009-2010 to 2014-2015

All Students, All Grades, Language (ELA)

	% Adv	% Prof	% Basic	% BB	% Tested
2014-2015	[redacted]				
2013-2014					
2012-2013					
2011-2012					

All Students, All Grades, Math

	% Adv	% Prof	% Basic	% BB	% Tested
2014-2015	[redacted]				
2013-2014					
2012-2013					
2011-2012					

All Students, All Grades, Science

	% Adv	% Prof	% Basic	% BB	% Tested
2014-2015	[redacted]				
2013-2014					
2012-2013					
2011-2012					

All Students, All Grades, Reading

	% Adv	% Prof	% Basic	% BB	% Tested
2014-2015	[redacted]				
2013-2014					
2012-2013					
2011-2012					

** Masked per State Law or Statistical Irrelevence*

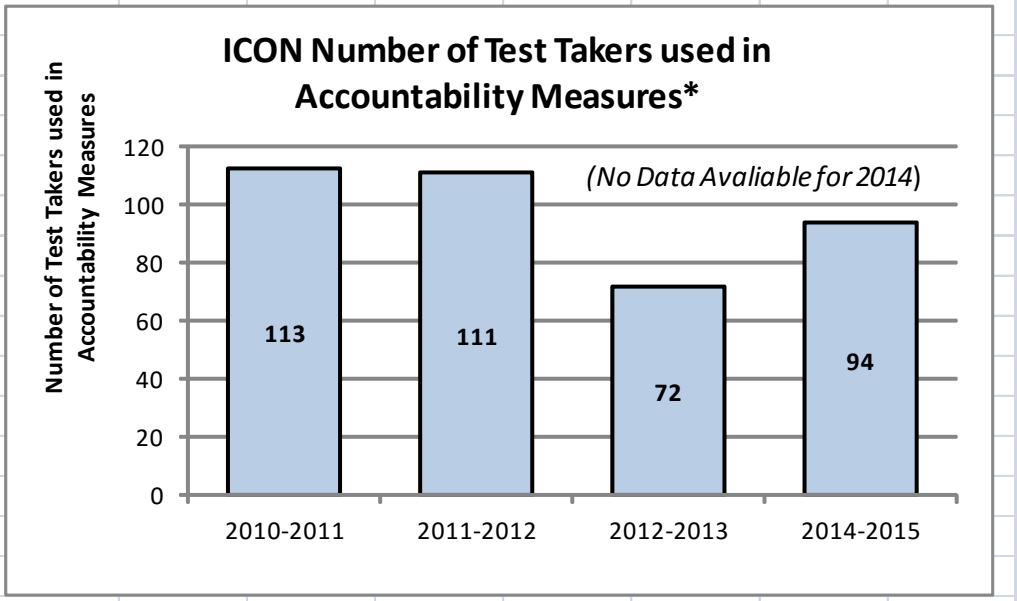
Observations:

1) These measure are for both the General and Alternative schools combined,

2) The percentage Basic for ELA doubled from 2012-2013 to 2014-2015,

3) The Math scores increased by19 percentage points 2012-2013 to 2014-2015.

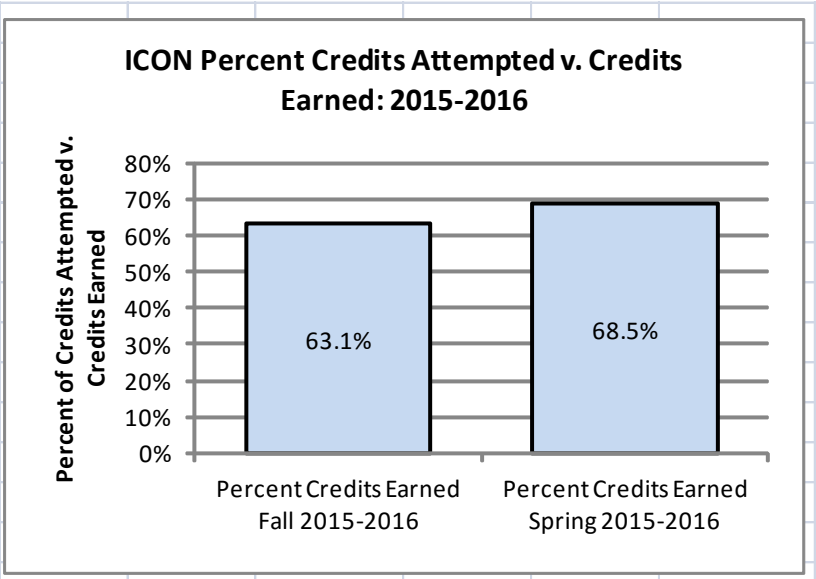
Because of the demographic population that we serve, in many years ICON has not been able to yield sufficient sample sizes in the state accountability system to yield a true picture of how ICON students are performing.



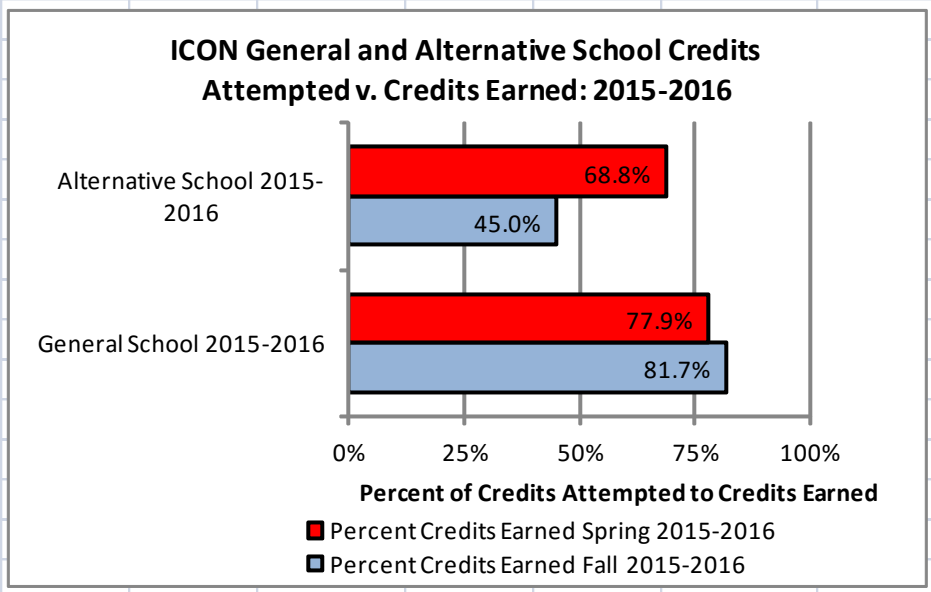
Observation: As of April 26, 2016 only 36 Students will have been enrolled in the 56 day window to count as enrolled for state assessment calulations.

ADDITIONAL DATA FOR ACADEMIC PROGRESS AND GROWTH

As part of our baseline metrics within ICON, we examine the percent of credits attempted vs. credits earned for our school year. Below is the information for the school year 2015-16.



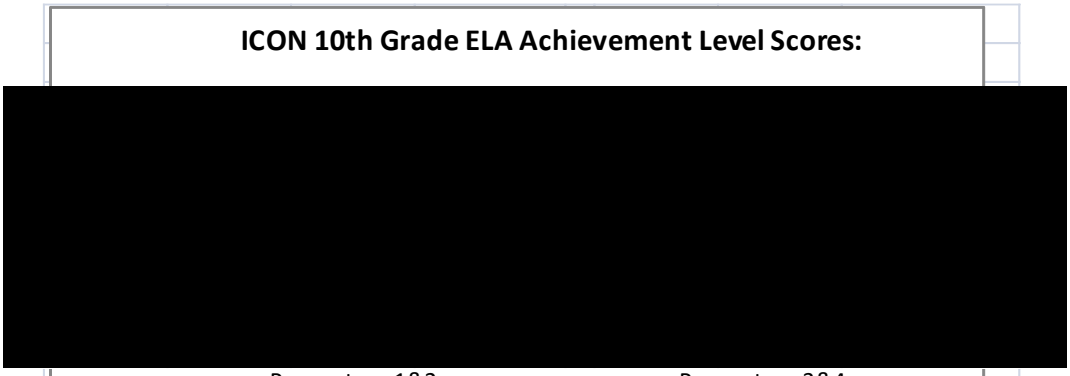
Observation: Credits attempted to credits earned increased by 5.4 percentage points from the fall semester 2015-2016 to the spring semester.



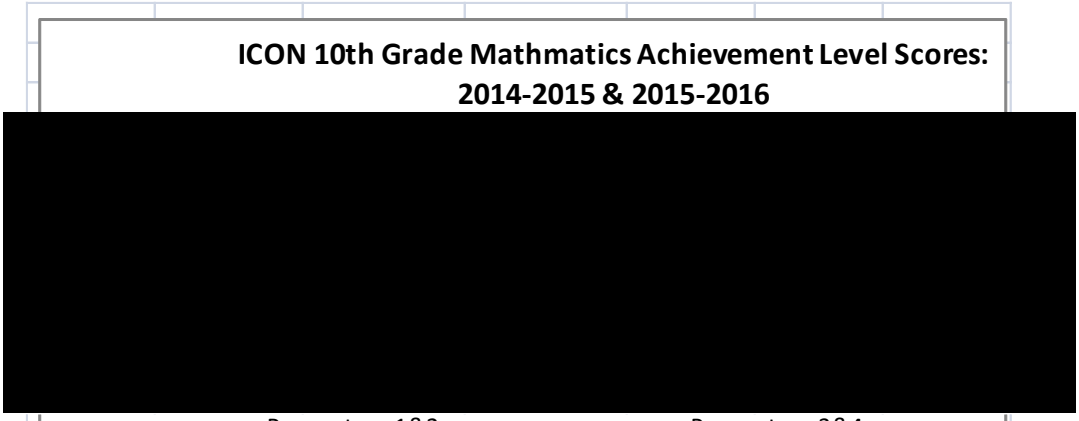
Observation: Credits attempted to credits earned for the General School were approxamitly the same in the spring semester as in the fall semester, however the Alternative School increased the credits earned over the credits attempted in the spring semester over the fall semester by 23.8 percentage points, a significant increase.

In order to gain a more accurate picture of how our students were performing ICON conducted a study on several key areas for our 10th grade students for the last two years of school. This included raw data

from the SBAC assessments complete with sub categories, credits attempted vs credits earned in math and language and benchmark testing in the area of mathematics.



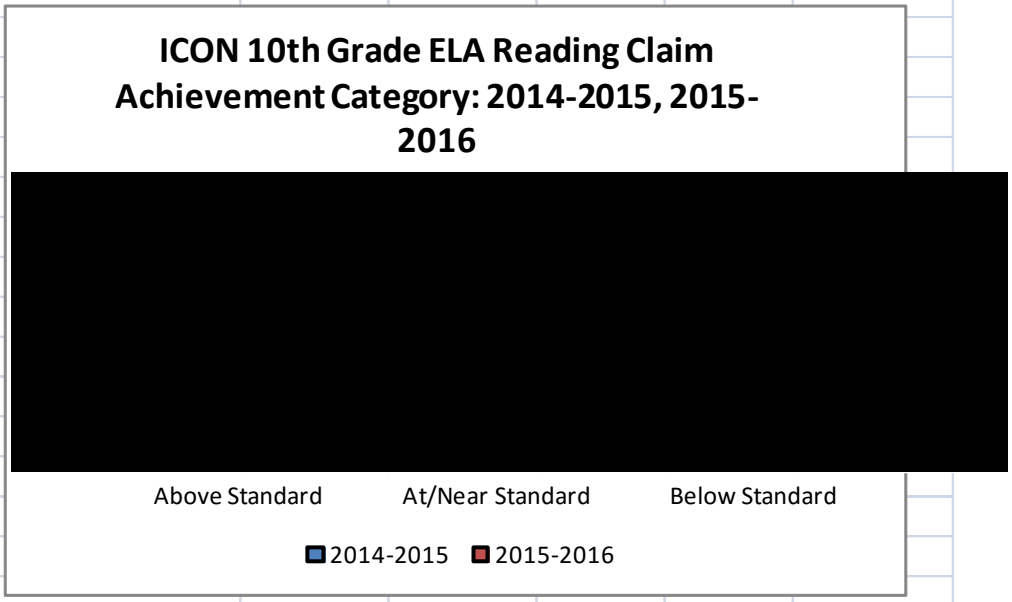
"Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.'
[http://www.smarterbalanced.org/assessments/scores/]
Sample size: 2014-2015, 57 students; 2015-2016, 21 students.



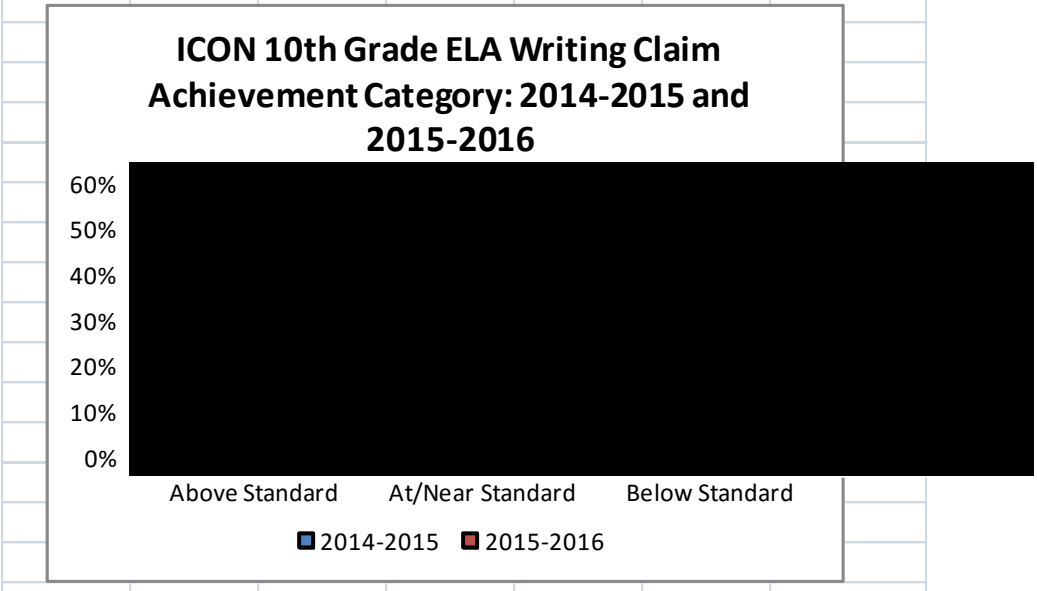
"Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.'
[http://www.smarterbalanced.org/assessments/scores/]
Sample size: 2014-2015, 57 students; 2015-2016, 15 students.

Both for ELA and Math the percentage of students achieving levels 3 and 4 increased in the school year 2015-2016 over 2014-2015. For ELA there was an increase by 16 percentage points and for Math an increase of 11.2 percentage points.

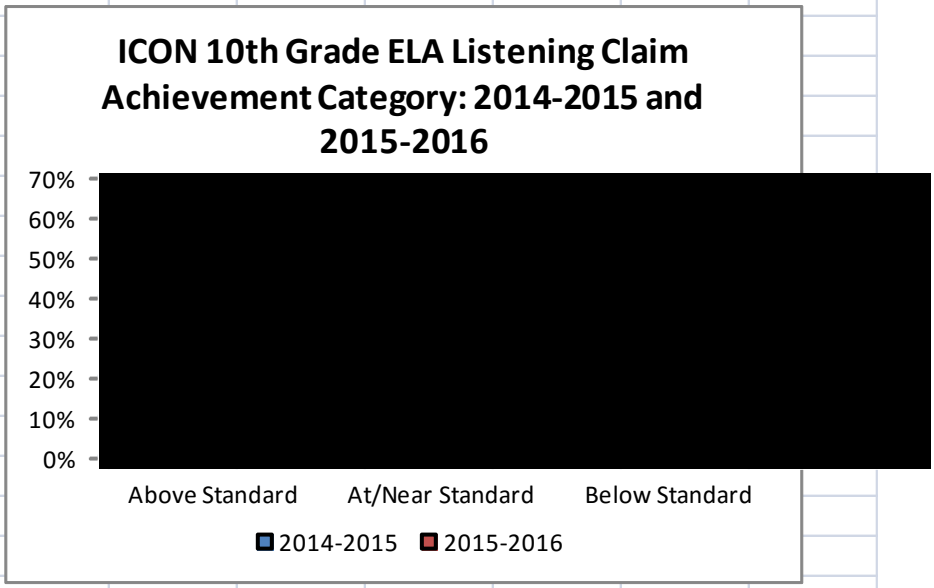
The following seven graphs display data for ICON's 10th grade students that fell into the Smarter Balanced exams sub-areas for both ELA and Math In five of these sub-areas ICON 10th grade percent of students improved in the above standard designation for the school year 2015-2016 over 2014-2015.



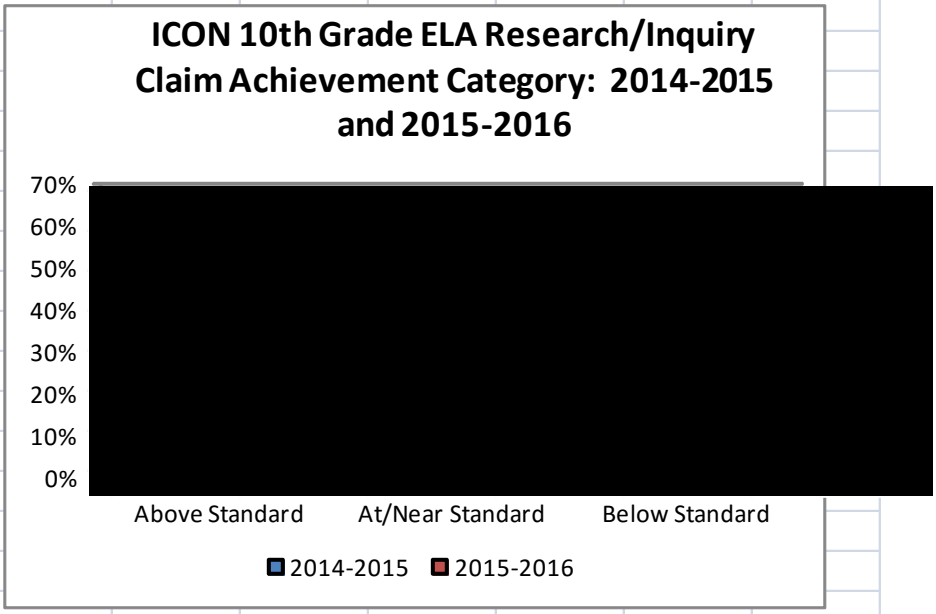
Observation: The percentage of students achieveing Above Standard increased by 4.8 percentage points in school year 2015-2016 over 2014-2015.



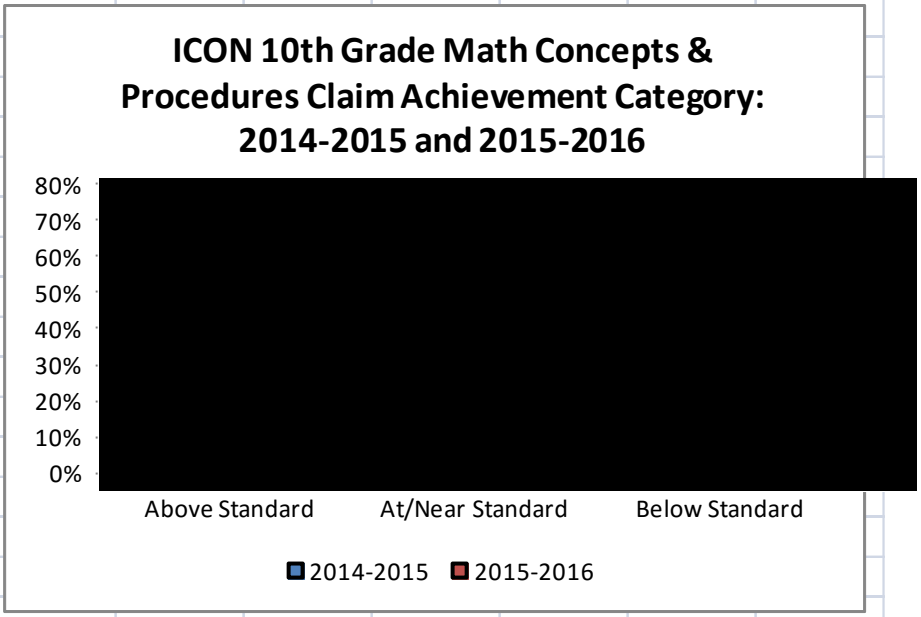
Observation: The percentage of students achieveing Above Standard increased by 8 percentage points in school year 2015-2016 over 2014-2015 and the percentage Below Standard dropped by 6 percemtage points.



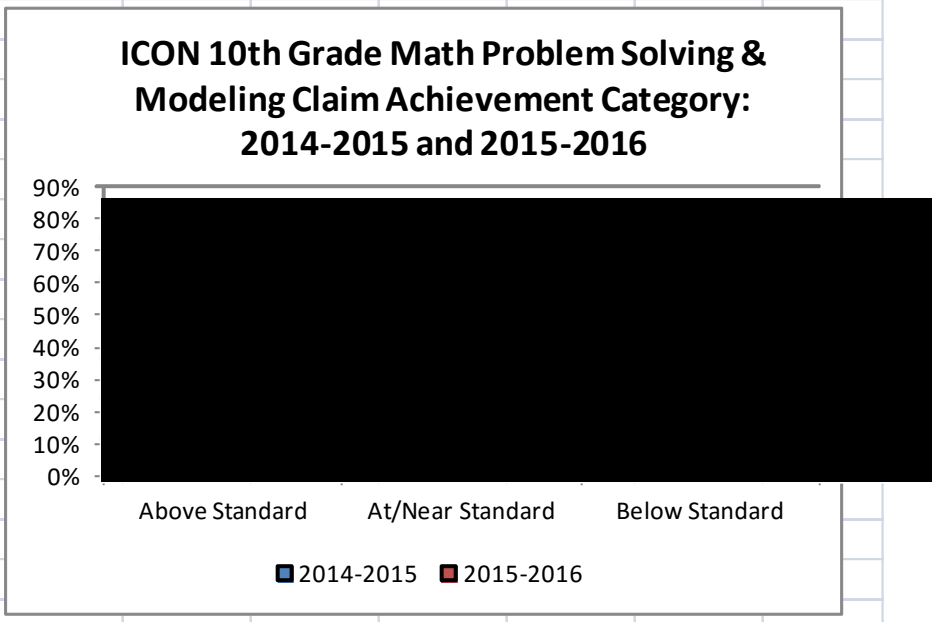
Observation: 10th grade students did slightly worse for Listening Claim in 2015-2016 than in 2014-2015 and the Below Standard scores increased by 5.8 percentage points.



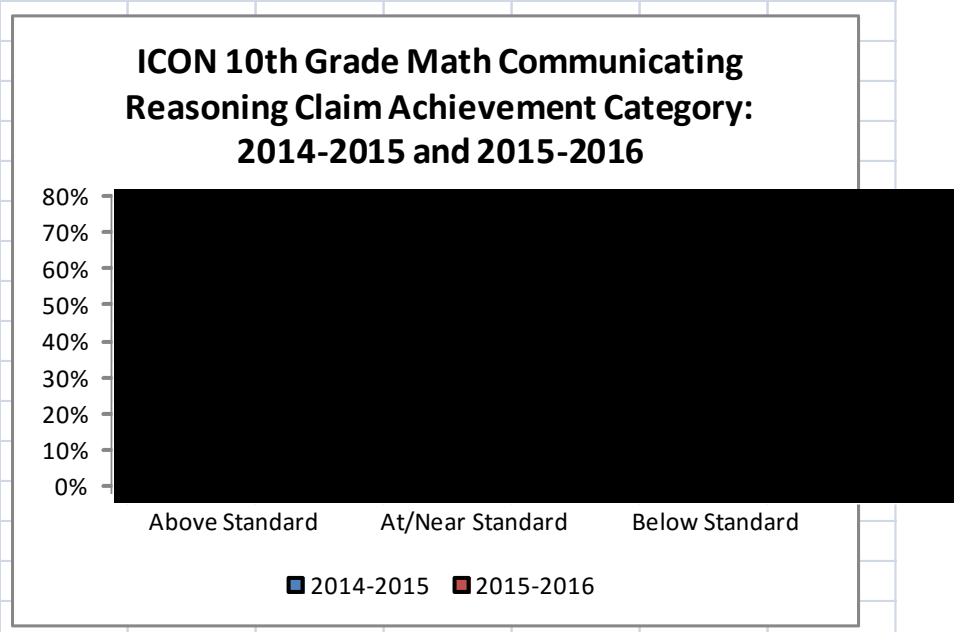
Observation: 10th grade students for Research/Inquiry Claim dropped by 16.8 percentage points in 2015-2016 versus 2014-2015, however the At/Near Standard increased by 14.1 percentage points.



Observation: For the Math subcatagory Concepts & Proceedures 10th grade students did slightly better in their Above Standard scores in 2015-2016 than in 2014-2015 and reduced their Below Standard scores by 10.2 percentage points.



Observation: The percentage of students achieveing Above Standard increased by 9.8 percentage points in school year 2015-2016 over 2014-2015, At/Near Standard increased by 16.8 percentage points, and the Below Standard dropped by 26.6 percemtage points.



Observation: The percentage of students achieveing Above Standard increased by 4.9 percentage points in school year 2015-2016 over 2014-2015 and the Below Standard dropped by 13.3 percemtage points.

The following two tables indicate the percentage of ICON 10th grade students who earned credits relative to the credits attempted in Math and ELA.

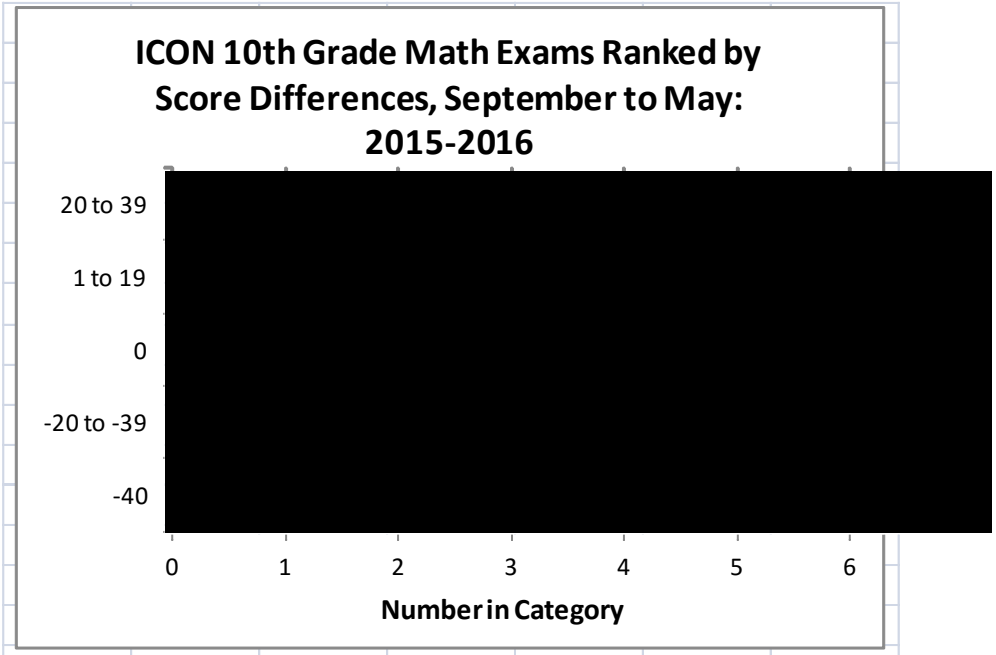
Percentage of Credits Taken to Credits Earned, 10th Grade, Math & English : Fall, 2014-2015

Percentage	Number	Percent
[redacted]		
Total	52	100.0%

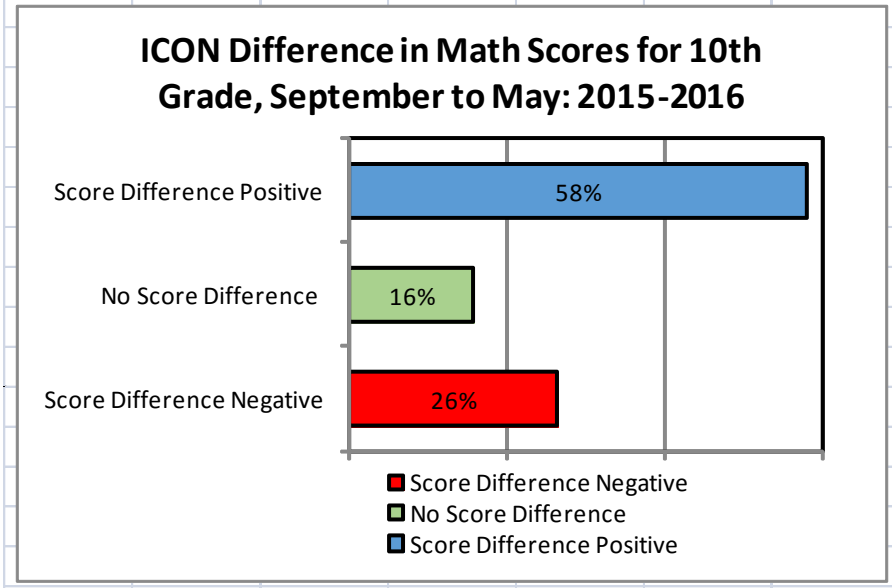
Percentage of Credits Taken to Credits Earned, 10th Grade, Math & English: Fall 2015-2016

Percentage	Number	Percent
[redacted]		
Total	20	100.0%

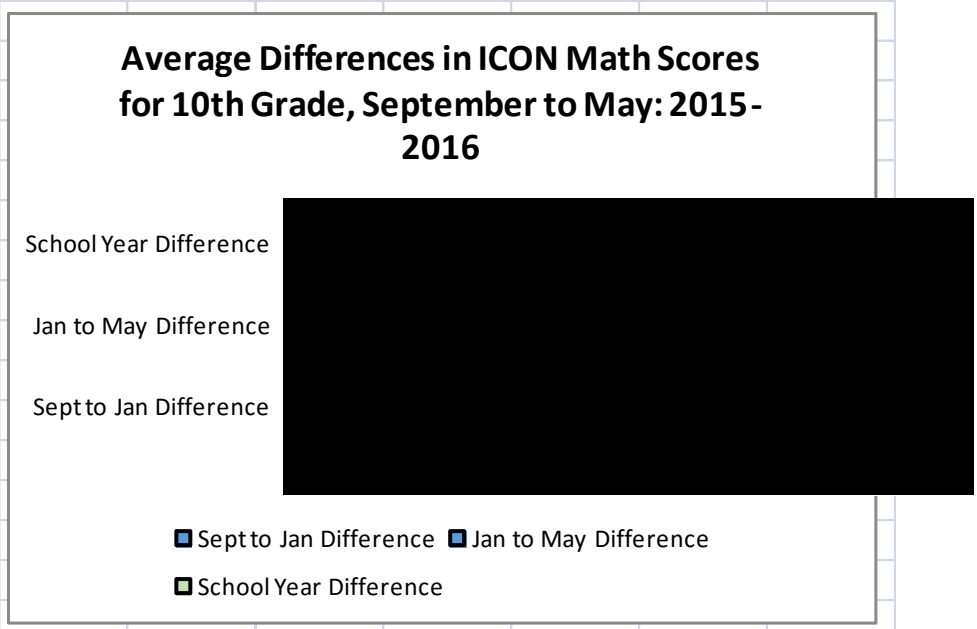
The three tables below show the result differences in benchmark exams that were taken the first day of class and then again at the end of the year.



Observation: 8 of the 10th grade students improved their Math Benchmark scores, with three making no improvement, and five scoring lower in September than in May.



Observation: 58% of the 10th grade students improved their Math Benchmark scores with 26% scoring lower.



Observation: The average improvement in the difference in Math Benchmark scores was 7.2 points, there was a slightly greater improvement in the Fall semester than in the Spring.

Clear and Measurable Targets for Continued Improvement

ICON has applied to be part of the Idaho Building Capacity Project for the 2016-17 school year. ICON will focus on the WISE indicators listed below. It is important to note that indicator IEOI also complies with the Accreditation CIP for policy and practice in the area of Governance and Leadership.

Goal: School Leadership and Decision Making

- IEO1 The Principal makes sure everyone understands the school's mission, clear goals, and their role in meeting the goal.

Rationale:

Leaders in high-performing schools devote energy to "the development, articulation, implementation, and stewardship of a vision of learning that is shared and support by the school community" (Council of Chief State School Officer, 1996, p.10). On the development end of the continuum, leaders ensure that the vision and mission of the school are crafted among stakeholders. They also ensure that a variety of sources of data that illuminate student learning are used in the forging of vision and goals. In particular, they make certain that assessment data related to (a) student learning, (b) demographic data pertaining to student and the community, and (c) information on patterns of opportunity to learn are featured in the development process.

Source: Joseph Murphey, Handbook on Restructuring and Substantial School Improvement

Strategy:

- Head of School will bring forth a Continuous School Improvement Plan for Board review and approval in June of 2016.
- Head of School in conjunction with Board Chair will set a calendar for the year and a monthly agenda that includes board policy and school improvement data. Policies to include an update of the Teacher Evaluation Rubric.

Goal: Curriculum, Assessment, and Instructional Planning

- IIDO2 The school tests each student at least 3 times each year to determine progress toward standards based objectives.

Rationale:

Assessment is the process of testing to see: (1) what a student knows, and can do, and (2) patterns of strengths and weakness in what a group of students know and can do. Assessment includes (1) diagnostic-prescriptive assessment, such as unit pre and posttest, used by teachers and teams; (2) embedded assessments that are part of the learning activities by which the teacher determines mastery of objectives by the student's successful completion of the activity; (3) periodic assessments such as those provided by testing firms or developed by the district or school to gauge student mastery of standards-based objectives at several points through the school year; and (4) annual assessment such as state standard assessments and standardized achievement tests (Redding, 2007).

Source: Sam Redding, Systems for Improved Teaching and Learning.

Strategy:

- Leadership will evaluate the effectiveness of the testing environment for the benchmark tests currently used within ICON. 2015-16 data suggests that the testing environment does not lend itself to accurate student results.
- Head of School will work with the State Department of Education to gain guidance and understanding of how the Interim SBAC tests can be used in ICON.
- If determined these assessments will work with the virtual model, ICON will secure resources to staff for these assessments.
- In August, the Head of School will provide PD training for teachers and testing coordinator as to the administration, interpretation, and analysis of how to use the data to drive instruction.
- In August, the Director of Student Services will educate parents and students as to the importance of these assessments and how they relate to their end of high school goals. ICON will focus on 10th grade students for the 2016-17 school year.

- 10th grade students will be given the English and Math Interim Assessments in the fall, winter, and the summative assessment in the spring of the 2016-17 school year.

Goal: Family and Community Engagement

- VAll Guidance counselors provide all students with feedback and reports on their assessment results to facilitate student driven decision about their own work and college and career goals.

Rationale:

Counselors can be particularly influential with students from disadvantaged backgrounds; important elements include the provision of information on college costs, financing options, and courses required for college admission (McDonough, 2004**).**

Source: P.M. McDonough, The School to College Transition: Challenges and Prospects.

Strategy:

- Head of School will seek approval from the School Board to recruit and hire a school counselor for the 2016-17 school year.
- Leadership will work in conjunction with the counselor to determine the process for working with parents and students. This will include academic, as well as, behavioral support to help students reach goals and navigate their academic requirements and post-secondary needs.

Key Indicators for Measuring Success

ICON will use the following accountability measures with the goals and objectives therein to measure their success.

- Accreditation Report complete with plans for improvement as outlined in both our general and alternative schools. ICON will include the use of students and parent surveys. Goals include the design and implementation of a school improvement plan, the design and implementation of a continuous school improvement plan, and board policies and processes to protect and serve the stakeholders of Idaho Connects Online School.
- School Improvement Goals complete with key indicators for school success. Goals include policies and processes for all stakeholders, academic benchmark testing to drive instruction and student achievement, and the support of key personnel such as a school counselor to assist students in meeting academic and behavioral goals to route them toward post-secondary success.
- Performance Certificate complete with academic, mission-specific, operational, and financial objectives. Goals include credits attempted vs credits earned, pre and post tests for Career and Tech Prep and Personal and Family Living.

- Continuous Improvement Plan complete with the outlined goals and objectives and continued data tracking in the areas of demographics, entry and exit data, assessment data and credits attempted vs credits earned for our special populations.
- State Accountability Data which will measure the proficiency and growth of students on state assessments along with graduation rates.

Report of Progress

This annual Continuous Improvement Plan will be reviewed and updated annually no later than October 1st of each year. This shall happen at the September Board meeting.

The Board of Trustees in conjunction with the school administrator shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. Progress monitoring toward the goals will occur three times a year in the fall, winter, and spring.

This plan shall be made available to the public and posted on the school website.

APPLICATION FOR CHARTER RENEWAL

Idaho Connects Online School

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Application Submitted: 12/15/16

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Executive Summary

Idaho Connects Online School was formed to bring the strengths of virtual education to the diverse Idaho student population. As discussed in more detail in this application, our most significant contributions to the Idaho educational system have been made when we have successfully tailored our unique strengths to specific needs of the Idaho educational system.

An excellent example is our program addressed to youth who are housed in mental health, addiction or other institutional facilities. Our program began with youth at State Hospital South. Prior to our involvement, no student had ever received a single academic credit while housed at the facility. This all changed with ICON. Traditional school systems are organized around semester length classes where students learn together as a group. Given the normal 6 week stay at State Hospital South, the traditional school model simply was not designed to meet the needs of these students. ICON offers individualized education which can be tailored to the scheduling and academic needs of a student. Thus, students have been able to earn credits toward graduation in a course designed around the time constraints involved. This program has expanded to 7 facilities and we hope to continue to expand this program to other facilities in Idaho. 94.7% of our students in facilities have earned credits. This is a clear example of adding value to the Idaho educational system.

Another invaluable service we offer is open enrollment to Idaho students who need to transfer from their school during a semester rather than at the beginning of a semester. Because ICON allows for open enrollment throughout the school year, students who may prefer to make a school change for personal reasons, or are forced to make a school change for medical, disciplinary or judicial reasons, have a school option with ICON that allows them to continue their education. This is a unique offering that ICON brings to the educational community. ICON ranks in the top third of ELA proficiency among alternative schools in the state, and ranks in the top 50% in math. Again, this is a unique program providing an invaluable service for many Idaho youth.

In a traditional school model, all students must be taught together in combination regardless of where they are at academically. While there are opportunities for students in a traditional school to be given additional supports to assist with their instruction, the classroom is set up so that all students are receiving the same instruction in the same manner as a group. ICON's unique online platform allows for students to learn and receive instruction that is tailored to their needs. Teachers can move from student to student giving them support that is customized for their individual needs without the fear that some students will be left behind. Key characteristics present in our school model include instruction that is freely scheduled, flexibly paced, individually targeted, and closely monitored by expert teachers. While we believe in the critical value of parents as partners, instruction should and must occur at the hands of skilled professionals with the training and background to address and meet the needs of our students.

ICON has been recognized for our highly-dedicated staff including teachers and administrators and has been a fiscally sound and viable school over the last three years of the performance certificate. Our success, as measured by our ranking within the scope of Idaho's alternative schools and other data, demonstrates that ICON should be re-certified.

Also, discussed in our report are areas in need of improvement. ICON is committed to academic success among our students and continues to use strategies such as lowering the student-teacher ratio in both math and ELA, working with formative assessments such as the Measure of Academic Progress to help guide instruction and meet students where they are through personalized learning plans. We have invested in a Data Scientist to help us find ways to not only measure current performance, but to support in finding

other methods of measurement that may be better suited to our student population. ICON is considering combining less homogenous groupings into larger groups who might produce statistically significant results. This might entail combining at-risk students with general students, or the General school with the Alternative school to measure specific outcomes.

ICON's diverse and well educated Board of Directors is committed to the success of the school and recognizes the need for strong board governance within the school. ICON has joined the Idaho School Boards Association this current school year with plans for board training and policy review to further support the success and academic achievement of our students.

In the final section of this application related to proposed actions over the next 5 years, we have included a request to be allowed to become a test school to offer the "mastery approach" to education. We believe our platform which is easily tailored to individual needs is a perfect match for a mastery approach. Our financial viability will allow us to dedicate proper time and resources to this approach. We also wish to extend our educating of at-risk youth in court-ordered facilities to further support instruction to a much deserved, but under-served population. ICON is also interested in developing new mission specific goals that will better align with our school community and may examine charter rewrites for combining our groups of students to more accurately paint our overall school landscape.

Is the school an academic success?

Idaho Connects Online has experienced outstanding success in several key areas, and as the data has shown, has areas for improvement. We will begin by discussing the areas where we have added substantial value to the Idaho educational system.

The Importance of Educating Unique Populations Served by ICON's Facility Program

Idaho Connects Online School online customizable platform and year-round enrollment structure allows us to educate students in local facilities.

In 2012, ICON began to work with State Hospital South in Blackfoot, Idaho. Students coming to State Hospital were not only in need of behavioral support, but while residents at the facility, needed education options as well. Because students would enter and exit the program at various times and because student needs could vary within the resident groups, the facility was seeking options for their kids where they could enter any time during the school year and work on content and courses individualized for their unique needs. The facility told ICON that in the past students had never earned credits that would count toward their high school diploma due to their short length of stay and lack of customizable content. Their needs combined with our open enrollment and unique platform made us a perfect partner.

Currently 22% of ICON students school with us due to agreements in place with local facilities such as drug and alcohol treatment centers, state mental facilities, and state licensed homes. ICON currently serves 6 facilities within the state of Idaho and was recently approached by Ada County Juvenile Detention to become a partner with them in a new day treatment program. While at these centers, treatment is provided through an interdisciplinary team, including psychiatrists and other physicians, psychologists, nurses, therapeutic recreational specialists, and social workers. The team works with patients and their families to develop and implement individual treatment plans. Education is a core component and vital piece of the treatment process. It is the goal that while at the center the student has a positive school experience since student behaviors may have impeded a positive school experience in the past. It is also important that students make academic progress toward their high school diploma during their stay. ICON has been schooling students in these types of facilities for the past 4 years and has experienced great success with the students as it relates to their academic progress as examined through credits attempted vs. credits earned. Academic progress is a key focus for ICON facility students. It is important for these students to experience educational success. Even though students are in facilities for short periods, we try to get them to successfully complete at least one credit. Consequently, we measure their academic success by the pace at which the student is schooling and the number of credits that they earn. Many students focus on only one class at a time for them to be able to concentrate to a deeper level and dig deeper into the content of those courses. By having a smaller number of classes to focus on as

compared to their traditional school they are also able to see success at a more advanced rate, balance education and treatment, and can earn credits during their treatment.

ICON 10 Grade Facilities Students Credits Attempted Earned v. Credits Attempted; 2013-2014 & 2014-2015

Percent CA/CE	Number of Students
Below 60%	1
99% to 60%	3
100.0%	64
TOTAL	68

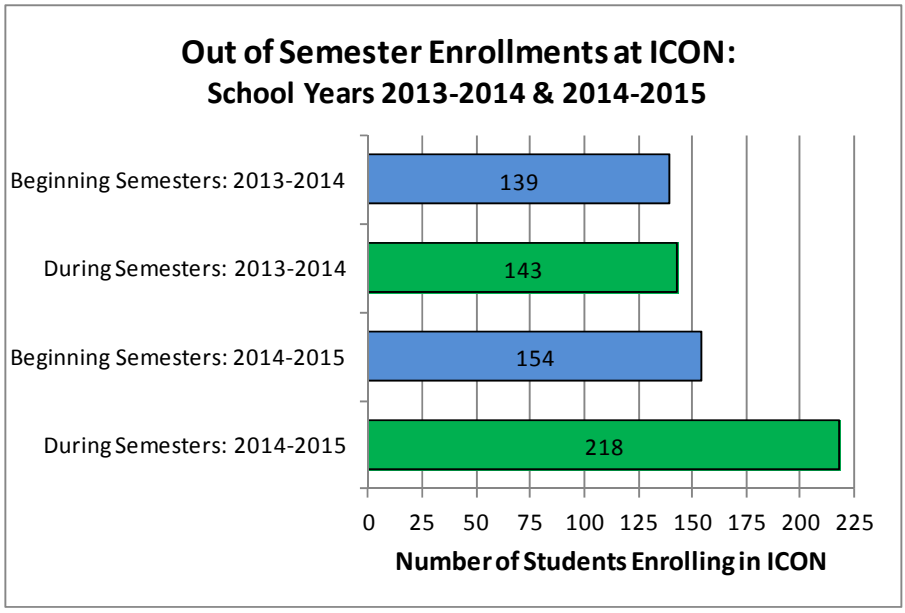
Facility	Average of Percent CE/CA	Number of Students	Average Days of Attendance	Credits Earned
Anchor House	97.3%	12	89.75	10
Daybreak Canyon	100.0%	6	85.33	6
Hays Shelter Home	81.3%	7	35.57	4
Northwest Children's Home	100.0%	9	62.89	5
State Hospital South	98.3%	54	25.31	43
TOTAL	97.4%	88	42.85	68

Observation: 64 of 68 [94%] or ICON's Facilities Students completed all of their credits attempted for the school years 2013-2014 and 2014-2015, see Exhibit A.

The Importance of Educational Options Due to ICON's Open Enrollment

Idaho Connects Online School adds educational value to the Idaho landscape by offering a unique educational option for many Idaho students.

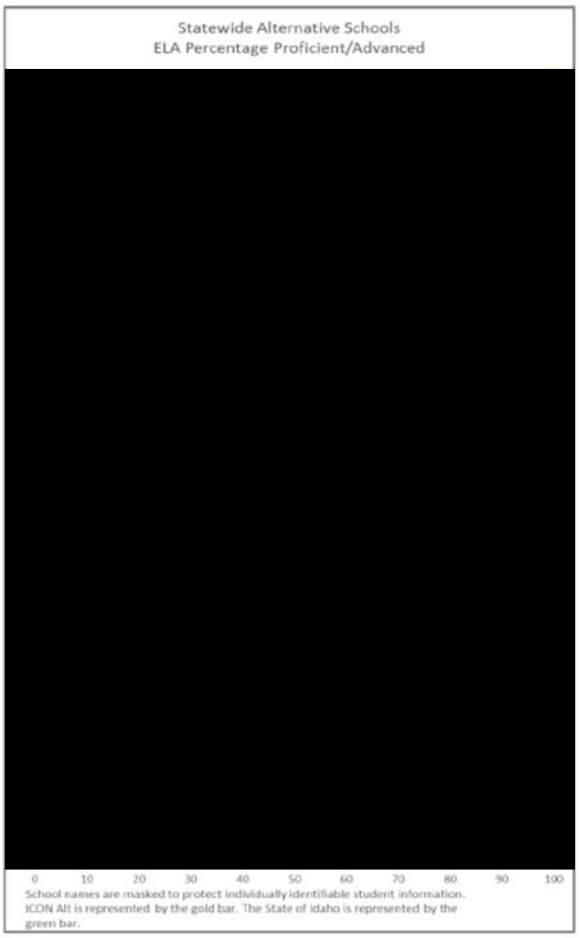
Idaho Connects Online School fills a need within the state of Idaho for youth who cannot attend their traditional public school for either personal, medical, or judicial reasons. We recognize that student needs do not always occur within the timeline of traditional semester dates. This creates a problem in a traditional semester based programs that are not designed to individualize education for students who transfer mid-term. ICON offers enrollment throughout the year. This allows students who either prefer to make a change or are forced to make a school change an option to continue their education. Our open enrollment combined with our online platform allows us to 'meets" student where they are academically and customize a course plan and schedule for them. This plan enables them to work at their time and pace to complete their education. ICON's curriculum is customizable so that work completed at previous schools can be recognized and rewarded and student strengths and needs can be accounted for. Out of our current population 19% report coming to ICON because of some condition in their public school such as bullying, behind in credits and needing to get caught up, peer pressure challenges, or expulsion. 14% of the population report coming to ICON due to the need to have a flexible alternative so that they can work and/or parent their children. 9% reporting attending ICON because they are medically fragile and cannot attend their local school. Their needs combined with our statewide open enrollment options give them a chance to school rather than simply dropping out due to lack of choice.



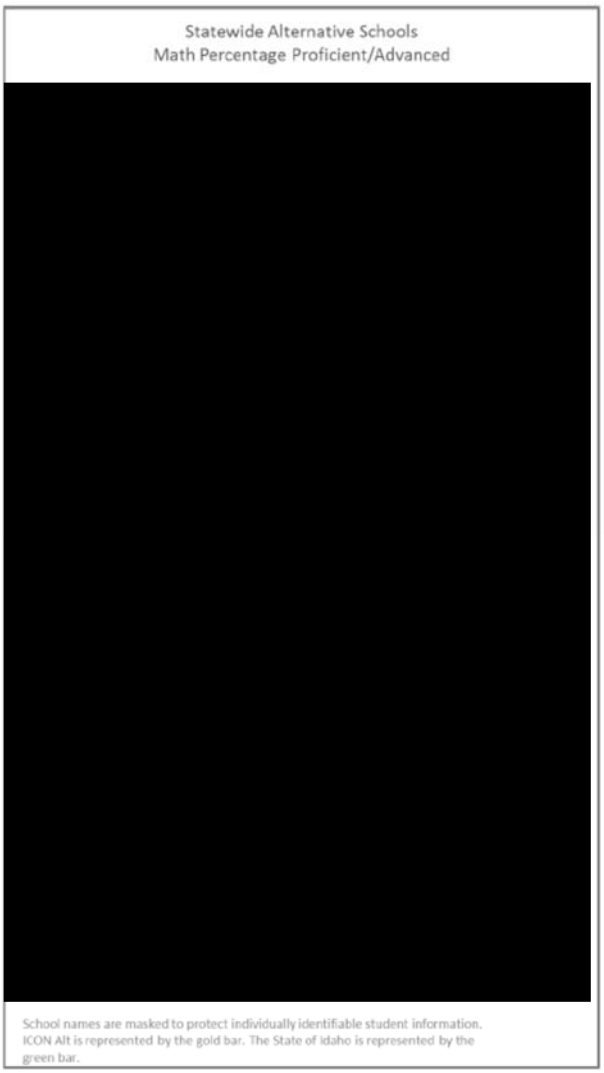
Observation: For the school years 2013-2014 and 2014-2015 ICON enrolled 68 more students during the semesters than at the beginning of the semesters, see Exhibit B.

ICON provides a viable alternative for students who transfer into ICON

As noted in ICON's 2015-2016 Annual Performance Report ICON is performing in the top third in ELA performance and the top 50% in Math performance compared to other alternative schools in the state. These rankings indicate that ICON can serve as a viable alternative for the students who need additional options and school choice.



Observation: ICON's Alternative school places in the top third [14th of 47] of the State's Alternative schools in the percentage of students with ELA Proficient/Advanced scores.
Source: ICON 2015-2016 Annual Performance Report, p.7.



Observation: ICON's Alternative school ranks in the middle of the State's Alternative schools at 50% [13th of 26] of students with Math Proficient/Advanced scores.
Source: ICON 2015-2016 Annual Performance Report, p.6.

The Importance of Fidelity to our Charter Mission and Vision

Idaho Connects Online School has kept fidelity to the mission and key design elements of our charter.

Our mission was and continues to be the ability to provide a high-quality alternative to Idaho students seeking a flexible and individualized learning experience with access to a full range of course offerings and expert teacher guidance. Key characteristics present in our school model include an instruction that is freely scheduled, flexibly paced, individually targeted, and closely monitored by expert teachers. We recognize that schooling disadvantaged youth comes with a unique set of circumstances and challenges and we must be ever vigilant in finding ways to ensure students success through the mastery of academic standards, achieving their high school diploma and being prepared for college or the workforce. We seek to identify areas of innovation and opportunities where we can continue to foster a culture of experimentation among our staff. Programs and practices such as the ones listed below allow us to meet the learners where they are and to support their academic needs.

- core classes in four different modes: credit recovery, general offering for on-track students, alternative offering for the at-risk student, and special populations for our facility students
- synchronous and asynchronous options for class instruction
- multiple messaging platforms for communication
- aligned to Idaho Standards and customizable course content

ICON is proud of our evolution since our charter was first approved for operation in the 2009-10 school year and in the areas of demonstrated success such as our innovation in schooling students all year through our online platform and working with unique student populations such as those at State Hospital South. We also recognize that we still have room left for improvement and must continue to be ever vigilant on making continuous improvement to further the academic success of our students. Our noted area for need is found in our proficiency levels for our students in the areas of ELA and Math. In addition, lack of data and appropriate measurements to gauge the success of our students has hindered our ability to accurately assess our student population.

School Improvement Needs for Proficiency in Math and ELA

Our proficiency levels as compared to the state average demand improvement. We know that the student demographic that we serve enters our school with credit challenges and are behind academically when compared to their age appropriate peers. Over the last several years ICON has:

- Hired additional staff in the areas of Math and ELA to lower the student/teacher ratio
- Investigated other math curriculums to see if they offer a better platform for our school
- Redesigned ELA assessments to better align with state standards
- Redesigned content for student needs to support the practice and application of essential skills
- Contracted with a Data Scientist to support us with accurate measurements and to assist us with finding additional ways that we might measure success of our unique population

We also understand the impact on student achievement and instruction using formative exams to assess levels of performance in ELA and math. This has been and continues to be a goal on our past school improvement plans and our continuous improvement plan. A challenge recognized by our virtual school is finding the proper online tool that gives reliable data that includes both validity of testing environment and outcomes, and is a scalable practice across all demographic populations throughout our state. An early attempt for this type of assessment was the use of an internal assessment that was provided to us through our curriculum provider. While the assessment tool was online and aligned to our curriculum, the assessment lacked a secure proctoring process. This led to students taking minimal amounts of time on the assessment thereby resulting in unreliable data. This year we are using the Interim Assessments that are part of the state standardized assessments offerings. These assessments do provide a secure proctoring process and we have reliable data. There are challenges as we use the results to individualize personalized learning paths due to the alignment of our course content to the assessment. While we are still early in our assessments process for this year, we are continuing to investigate other assessments. We are investigating the STAR program and are very interested in the NWEA MAP (measures of academic performance) assessments NWEA has recently partnered with our curriculum provider. This new partnership means that we could have our students take the online MAP assessment, load the data into our platform and have personalized learning paths built for each of our students. ICON will be running a small pilot with NWEA beginning in January 2017 to gather data as to how this assessment would work in our environment. This may be our best option if it meets our criteria for reliability, aligned to our content to assist with making instructional decisions and changes, and scalable in a virtual environment.

	ICON Performance Reports						Idaho State Values		
	2013-2014 General	2013-2014 Alternative	2014-2015 General	2014-2015 Alternative	2015-2016 General	2015-2016 Alternative	2013-2014	2014-2015	2015-2016
Enrollment	[redacted]								
Non-White							22.56%	23.59%	23.84%
Limited English Proficiency							6.24%	8.52%	8.61%
Special Needs							9.46%	10.43%	9.76%
F&RL							47.07%	49.62%	47.27%
% meet or exceed Math									
% meet or exceed ELA									
% meet or exceed Science									
Grad Rate (4 yr 2014 data)									
2a) Proficiency Reading	[redacted]	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
2b) Proficiency Math		No Data	No Data	No Data	[redacted]		No Data	No Data	[redacted]
2c) Proficiency Language		No Data	No Data	No Data			No Data	No Data	
3a) Growth in Reading		No Data	No Data	No Data	No Data	No Data			
3b) Growth in Math		No Data	No Data	No Data	No Data	No Data			
3c) Growth in Language		No Data	No Data	No Data	No Data	No Data			

Observation: ICON's Graduation Rate increased from 18.6% in 2014-2015 to 45.0% in 2015-2016, and students eligible for Free and Reduced Lunch increase from 34.3% in 2013-2014 to 45.0% in 2014-2015.
Source: ICON 2013-2014 through 2015-2016 Annual Performance Reports.

Accurate Data Measurement and Sufficient Sample Size

ICON's data shows success in several areas and we know that ICON's data shows areas of non-success. We also know that lack of data and valid sample sizes have impacted ICON's ability to obtain an accurate assessment of where we are in meeting goals within our Performance Certificate. Meeting the performance targets of our mission specific goals has been a challenge due to small sample sizes. Over the three-school year period, for each school, out of the individual 18 measures only the General school's 'helping students to complete their courses' had a sufficiently large sample size to reliably measure the Goal, and that was for only the two school years 2014/2015 and 2015/2016. In both cases the Mission Specific Measure met the Honor Standard with a 94% score in 2014/2015 and a 100% score for the school year 2015/2016.

	Mission-Specific General School				
Measure	Possible Points	2013-2014	2014-2015	2015-2016	
1) Helping Students Prepare for Careers	300	*	*	*	*Due to Sample Size, No Results are Available
2) Helping Students Complete Their Courses	200	*	200	200	*Due to Sample Size, No Results are Available
3) Helping Students Develop 21st Century Skills	200	*	*	*	*Due to Sample Size, No Results are Available

	Mission-Specific Alternative School				
Measure	Possible Points	2013-2014	2014-2015	2015-2016	
1) Helping Students Develop Strong Interpersonal Skills	375	*	*	*	*Due to Sample Size, No Results are Available
2) Helping Students Prepare for Careers	250	*	*	*	*Due to Sample Size, No Results are Available
3) Helping Students Develop 21st Century Skills	250	*	*	*	*Due to Sample Size, No Results are Available

Observation: Where adequate data was available ICON met Honor status for General Students completing their courses.
Source: ICON 2013-2014 through 2015-2016 Annual Performance Reports.

Due the low numbers of students used to calculate the percentage different scores for just one or two students can dramatically alter the outcome of the Measure. For example, in 2014-2015, for General School Measure #3, the resulting percentage is [redacted]% and thus in the category 'Falls Far Below Standard', however dropping just one student would yield a 50%, resulting category 'Does Not Meet Standard'. For the Alternative School Measure #2, the result is [redacted]% and thus falls into 'Does Not Meet Standard'; dropping just one student would produce a 71% for a score falling in the 'Meets Standard' level. The PCSC understands this and notes in our 2014-2015 Performance Report for several Measures, 'Due to small sample size, no result is available for the 2014-15 school year'

Other factors impacting ICON's data have been:

- Lack of data at the state level to accurately assess student performance
- New testing contact and platform rollout
- Moving from one school to two schools with a general and an at-risk school
- Lack of sufficient sample size due to small sub groups within both schools and nomadic population that ICON serves.
- Testing 10th grade students at their age appropriate level instead of their credit level

If approved for an additional five years, ICON is considering combining less homogenous groupings into larger groups that might produce statistically significant results. This might entail combining at-risk students with general students, or the General school with the Alternative school to measure specific outcomes.

Is the school organizationally sound and compliant with applicable laws and regulations?

ICON's data exhibits a strong organization structure and foundation over the last several years of our Performance Certificates. As noted in our academic measures, we also have areas of success and improvements within our organization.

Commitment to Quality Staff and School Leadership

In the most recent site visit conducted by the Charter Commission staff, ICON was recognized for our commitment to our quality staff and school leadership. ICON has taken great care over the course of the charter to allocate resources, both time and money, to classrooms. This includes items such as professional development for teachers, protecting rights of both students and staff, compliancy with the law for educating students with disabilities, and ensuring a high-quality curriculum.

Commitment to Educating and Welcoming Various Student Demographic Populations

ICON also recognizes that the students we serve are unique. We know that students come to ICON for various reasons as they seek to find a school solution that works for them. We are proud that we continue to be a school choice option for students as their needs arise throughout the school year. We also

recognize that as a school of choice that takes enrollment all year long we may garner students who have various at-risk factors, qualified for free and reduced lunch and have a lack of education and understanding about schooling in a virtual model. Many students have had their traditional options taken away while others may join because they think it will be easier and/or can fit better within their life situation. To help address this challenge ICON has:

- Mandatory enrollment counseling before a student or parent can fill out an application to attend
- Mandatory high school graduation plans and conferences with students and their families as to where they currently stand, where they need to go and prepare post high school plans
- Professional development centered on being a trauma informed school so that ICON staff understands how at-risk factors and trauma can affect a student's learning

It is important to ICON that all students feel welcome in our school and welcome to enroll and attend. According the 2015 PCSC Annual Report, for comparative purposes, virtual schools "surrounding district" is considered the state as a whole. (p. 42) The table below compares the percentage of students enrolled at ICON to those of the state for four demographic categories.

ICON & State Demographics for School Years 2013-2014 through 2015-2016

	2013-2014		2014-2015		2015-2016	
	ICON	State	ICON	State	ICON	State
Non-White	14.11%	22.56%	18.42%	23.59%	17.57%	23.84%
Limited English Proficiency	0.81%	6.24%	0.00%	8.52%	0.00%	8.61%
Special Needs	11.29%	9.46%	6.14%	10.43%	8.11%	9.70%
Free & Reduced Lunch	34.27%	47.07%	50.88%	49.62%	57.66%	47.27%

Observation: With the exemption of students with limited English ICON's demographics have been generally, about equal to the state.
Source: ICON 2013-2014 through 2015-2016 Annual Performance Reports.

ICON's student profile is similar to the state with two exceptions; a lower percent of students with limited English proficiency, and percentage of students eligible for free and reduced lunch moving from 13 percentage points to below the state average in 2013-2014 to more than 10 percentage points above the state average for the school year 2015-2016, a gain of more than 23 percentage points over the three-year period. As the above table indicates ICON is attracting a representative cross-section of the 9th through 12th grade student population in Idaho.

School Improvement Needs for Governance

Idaho Connects Online School also recognizes areas for growth within our organization.

ICON recognizes the need for strong board governance within the school. This governance includes a diverse group of board members and strong policy to support the operation of the school. This has been and continues to be a goal in both our school improvement and continuous improvement plan. Over the course of the last several months ICON has:

- Brought on a new board members with expertise in the field of technology
- Joined the Idaho School Board association for both board training and policy rewrite and implementation.
- Has made policy a focus of each board meeting
- Hired a Data Scientist to help measure, analyze and interpret data for the school

ICON will continue to focus and work within the governance domain ICON to strengthen our organizational structure.

	ICON Operational: Points Earned			
	Possible Points	2013-2014	2014-2015	2015-2016
1a) Educational Program	25	25	25	25
1b) Educational Program	25	25	15	25
1c) Educational Program	25	15	25	25
1d) Educational Program	25	25	25	25
2a) Financila Mgn. & Oversite	25	15	15	25
2b) Financila Mgn. & Oversite	25	25	25	25
3a) Goverance & Reporting	25	25	25	25
3b) Goverance & Reporting	25	15	15	25
4a) Students & Employees	25	25	25	25
4b) Students & Employees	25	25	25	25
4c) Students & Employees	25	25	25	25
4d) Students & Employees	25	25	25	25
5a) School Enviroment	25	25	25	25
5b) School Enviroment	25	25	25	25
5c) School Enviroment	25	25	25	25
6a) Additional Obligations	25	25	25	0

Observation: ICON has consistently received Honor status for most the Operational categories.
Source: ICON 2013-2014 through 2015-2016 Annual Performance Reports.

Is the school a fiscally sound, viable organization?

Importance of Strong Financial Structure

Idaho Connects Online School is a sound, fiscally viable organization.

It is important to note that this is a result of hard work and effort on behalf of the governance at the school to ensure that resources are put back into the school where it has the most impact such as hiring and retaining qualified staff and administration to educate our students. After separating from Kaplan ICON structured a support model for students that included advisors assigned to teachers for behavioral support while teachers were there for a student academic support. The advisors assist with enrollment, organization and scheduling, weekly communication to parents and students and assistance with interpreting progress reports and setting instructional goals. Currently ICON advisors have a ratio of 30:1 while our teacher to student ratio is 20:1. Before ending our relationship with Kaplan our teacher to student's ratio was as high as 80:1. It is important to remember that in our early years as Kaplan Academy of Idaho, most our financial resources were going to support an outside management company and its centralized services and were not being placed back into the local school. The decision to end the relationship with Kaplan Inc and to change our school structure was the financial foundation that we have continued to build upon in later years. ICON also recognizes that support and guidance from the Idaho Public Charter School Commission Staff during this time was instrumental in supporting us and allowing us to establish the financial model that we currently have. Through a well aligned system of checks and balances and strong accounting procedures, we anticipate that ICON will continue to be a fiscally sound organization.

	ICON Financial: Points Earned			
	Possible Points	2013-2014	2014-2015	2015-2016
1a) Current Ratio	50	50	50	50
1b) Unrestricted Days Cash	50	50	50	50
1c) Enrollment Variance	50	50	50	50
1d) Default	50	50	50	50
2a) Total Margin	50	50	50	50
2b) Debt to Asset Ration	50	50	50	10
2c) Cash Flow	50	50	50	50
2d) Debt Coverage Ration	50	50	50	0

Observation: ICON has consistently received Honor status for most the Financial categories.
Source: ICON 2013-2014 through 2015-2016 Annual Performance Reports.

If renewed, what is the school's plan for its next performance certificate term?

If renewed, Idaho Connects Online School would like to explore the following

- ICON has proven success with the educating of students in facilities examined through academic progress through credits attempted vs. credit earned data. ICON's unique partnership with our facilities and our ability to enroll students through grades 6-12 continuously throughout the year is an academic success. We want to continue to grow this branch of our school by educating other Idaho facilities about the educational options and instruction that we can provide to students in their care.
- ICON also wishes to explore personalized learning plans using integrated digital content, targeted instruction, data driven decisions, and student reflection and ownership. ICON would like to work with the mastery based program specialists at the State Department of Education and examine how the Doceo Center at Northwest Nazarene University could partner with us to transition to a mastery based school and program. As discussed earlier, our unique platform and the ability meet customized individual content for students make our online school an ideal environment to begin to move toward the mastery model. Our financial structure also allows us to provide resources to support our teachers, students and school during the time of education transition. This initiative will also require the use of Measures of Academic Progress® (MAP®) that will assist ICON in creating a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth. ICON's current courseware provider is a partner with NWEA and allows for MAP data to be uploaded into our course content with personalized paths designated for students within the current Idaho aligned curriculum.
- ICON has faced the challenge of small sample sizes within the measurements of academic progress and goals. After the accountability framework has been established by the State Department and Board of Education, ICON would like to explore what it may mean for our school to return to one school instead of divided into an alternative and general school. ICON would still desire to operate an alternative program within the general school, but would like to explore what it may mean for ICON students and performance measurements if we returned to one building. By combining less homogenous groupings into larger groups it is ICON's vision that we might produce statistically significant results that would paint a more accurate picture of student achievement and success. This exploration may lead to a charter amendment to accompany this change.

- ICON would like to revisit the mission specific goals and the ICON charter if approved for the next five years. Our charter when first approved in 2009 was built around a school that would attract and educate the high achieving student. We desire the ability to examine our goals and charter with the goal of finding more accurate ways to educate and measure the type of student population that we truly serve.

Exhibits

EXHIBIT A

ICON 10 Grade Facilities Students Credits Attempted Earned v. Credits Attempted; 2013-2014 & 2014-2015

Percent CA/CE	Number of Students
Below 60%	1
99% to 60%	3
100.0%	64
TOTAL	68
	94.1%

Facility	Average of Percent CE/CA	Number of Students	Average Days of Attendance	Credits Earned
Anchor House	97.3%	12	89.75	10
Daybreak Canyon	100.0%	6	85.33	6
Hays Shelter Home	81.3%	7	35.57	4
Northwest Children's Home	100.0%	9	62.89	5
State Hospital South	98.3%	54	25.31	43
TOTAL	97.4%	88	42.85	68

Row Labels	Count of Percentage CE/CA
25%	1
62%	1
67%	1
73%	1
100%	64
(blank)	
Grand Total	68

Row Labels	Average of Percentage CE/CA
Anchor House	97.3%
Daybreak Canyon	100.0%
MK Place	81.3%
Northwest Children's Home	100.0%
State Hospital South	98.3%
Grand Total	97.4%

Row Labels	Count of Last
Anchor House	12
Daybreak Canyon	6
MK Place	7
Northwest Children's Home	9
State Hospital South	54
Grand Total	88

Row Labels	Average of Actual Days of Attendance
Anchor House	89.75
Daybreak Canyon	85.33
MK Place	35.57
Northwest Children's Home	62.89
State Hospital South	25.31
Grand Total	42.85

Row Labels	Count of Credits Earned (D or better)
Anchor House	10
Daybreak Canyon	6
MK Place	4
Northwest Children's Home	5
State Hospital South	43
Grand Total	68

EXHIBIT B

FOR GRAPH - From Histogram	
During 2nd Semester 2014-2015	107
Beginning 2nd Semester 2014-2015	30
During 1st Semester 2014-2015	111
Beginning 1st Semester 2014-2015	124
During 2nd Semester 2013-2014	66
Beginning 2nd Semester 2013-2014	37
During 1st Semester 2013-2014	77
Beginning 1st Semester 2013-2014	102
During Semesters: 2014-2015	218
Beginning Semesters: 2014-2015	154
During Semesters: 2013-2014	143
Beginning Semesters: 2013-2014	139
beginning semester	293
during semester	361
difference	68

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Introduction

Idaho statute requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. New schools are initially approved for three year terms, and may be renewed for successive five year terms thereafter.

The Public Charter School Commission (PCSC) seeks to make the renewal process as meaningful, transparent, and collaborative as possible. We encourage schools to review this guide thoroughly, taking care to meet deadlines and complete the renewal application accurately. We also encourage schools to start the process early and maintain communication with PCSC staff throughout.

The renewal process offers an opportunity for you, as a school, to reflect on your outcomes during your current performance certificate term; make an evidence-based case that your school represents a prudent use of student time and taxpayer funds; and present a compelling plan for your school's future.

The PCSC will make renewal decisions in accordance with Idaho statute, ultimately basing its decision on each school's outcomes with regard to the requirements and standards established in the performance certificate and framework.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.

Overview

The renewal process outlined in Idaho statute includes several deadlines and requirements of both authorizers and schools. This guide is intended to assist you in understanding these requirements and fulfilling your school's responsibilities in a timely and effective fashion. It will also explain the PCSC's role in the process, including procedures and possible outcomes.

Your charter, performance certificate, and framework contain a description of the school you have committed to provide for your community. The framework details academic, mission-specific, operational, and financial standards against which your outcomes are evaluated on an annual basis. These outcomes are provided to you by the PCSC in annual performance reports and indicate whether your school has exceeded, met, failed to meet, or fallen far below the standard for each measure.

Throughout the majority of your performance certificate term, very few (if any) sanctions are imposed even if your school's outcomes are not ideal. Instead, annual performance reports serve as guideposts to help shape your strategic planning as you celebrate your strengths and seek to improve upon any shortcomings.

During the renewal process, the PCSC will carefully evaluate your school, including implementation of your stated mission and key design elements, as well as academic, mission-specific, operational, and financial outcomes relative to the standards established in the framework. We will examine the trajectory of your school throughout the performance certificate term, noting changes over time as well as the larger context in which they have occurred.

The renewal process includes opportunities for you to address the outcomes described in your annual reports, provide contextual detail and additional evidence, and describe improvements undertaken by your school. These opportunities include optional submission of auxiliary data, a site visit by a pre-renewal review team, completion of a renewal application, and a public hearing.

The renewal application included with this guidance document is intended to answer the following questions:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The process allows you to make your best case for renewal by providing additional information and offering explanations for any performance issues. Because the renewal timeline is tight, we encourage you to begin working to address any concerns identified in your annual reports as soon as possible.

Ultimately, there are several possible outcomes of the renewal process:

1. The PCSC may renew your charter for a new, 5-year term.
2. The PCSC may *conditionally* renew your charter for a new, 5-year term. If the specific, written conditions established by the PCSC are not met on the timeline specified, the PCSC may proceed with revocation of the charter prior to the end of the term.
3. The PCSC may non-renew your charter. Non-renewal obliges a school to permanently close at the end of the school year during which the non-renewal decision is made. In the event of a non-renewal decision, an appeal process is available.
4. Your school may voluntarily relinquish its charter. If this decision is made, the PCSC strongly encourages schools to close at the end of the school year, rather than mid-year, whenever possible.

Renewal Process

The PCSC endeavors to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions in accordance with Idaho statute and the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. This standard is embedded in the performance certificate and framework signed by each school. In accordance with statute, the performance certificate, PCSC policy, and best practices in authorizing, the PCSC will base its renewal decisions on each school's existing performance record.

Although the formal renewal process described in Idaho statute begins in fall of the renewal year, several stages lead up to the process:

Performance Certificate and Framework Adoption -- Your school's performance certificate and framework were adopted and signed by both your board chair and the PCSC's chair at the beginning of the certificate term. The adoption process included multiple conversations between PCSC staff and school leadership, during which the certificate and framework were reviewed and customized to your school. The certificate and framework specify the academic, mission-specific, operational, and financial performance expectations to which both parties have agreed.

Non-Renewal Years -- Throughout your performance certificate term, your school received annual performance reports advising you of your outcomes relative to the performance expectations described in the performance framework. Each year, you had an opportunity to review a draft and provide documented responses in advance of the final report's publication. School leadership was encouraged to work toward resolution of any shortcomings identified in the annual reports.

Pre-Renewal Year -- This stage comprises the school year prior to the one in which a renewal or non-renewal decision will be made. During this stage, PCSC staff meets with school leadership to discuss any concerns that may impact the upcoming renewal decision. As a school, you are invited (though not required) to submit auxiliary performance data to support your case for renewal.

Renewal Year -- This stage comprises the school year in which a renewal or non-renewal decision will be made. Early in the renewal year, an evaluation team will make a site visit to the school. Between November 15 and March 15 of the renewal year, the PCSC and school will exchange final performance documentation on a strict timeline. Your school's board is ultimately responsible for the school's participation in the renewal process, including timely submission of a thorough and accurate renewal application.

Renewal Timeline

Below is a timeline of the renewal process, including deadlines, beginning in the year preceding the renewal year and continuing through the PCSC's final decision. Deadlines for schools are shown in green.

Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team makes a site visit to the school. School board members, administration, and business management personnel should plan to participate.
November 15	PCSC issues performance reports to all renewal-year schools.
	PCSC issues renewal application and guidance to all renewal-year schools.
December 15	Renewal-year schools submit completed renewal applications to PCSC.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools.
Within 7 days of the February PCSC Regular Meeting	Schools may submit written closing arguments to PCSC office (optional).
By March 15	PCSC holds special meeting for the purpose of making final renewal or non-renewal determinations.

Several of the deadlines above are statutory, and all are critical to ensuring a smooth renewal process during which both parties have an opportunity to review and respond to all relevant documentation. For this reason, PCSC policy provides that "schools that fail to submit their completed renewal application by the statutory deadline may be recommended for non-renewal."

Schools are encouraged to review this timeline frequently and contact PCSC staff with any questions.

Auxiliary Performance Data Submission

The renewal process described above includes an optional opportunity for you to submit auxiliary performance data of which the PCSC may not otherwise be aware. We invite you to use this opportunity to make your case for renewal by providing academic, mission-specific, operational, or financial information that is not already captured by the performance framework.

The auxiliary performance data submission deadline is July 15, and auxiliary data must be submitted using the Auxiliary Performance Data Submission Form. Be sure to follow the instructions carefully in order to ensure that your data is presented in a meaningful and useable manner. Remember to focus on measurable, objective evidence rather than on anecdote.

We strongly encourage you to take advantage of this voluntary submission in order to support claims about your school's outcomes. For example, if you believe that your SAT results are reflective of a population that is highly mobile, you could consider submitting the following:

- SAT results for all your students who took the test;
- The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test; and
- Analysis of the above data differentiating results of students who have been enrolled for a significant period from those of students who enrolled more recently.

As another example, perhaps you believe your ISAT proficiency rates reflect a population of students who were already struggling academically when they enrolled at your school. You could consider submitting the following:

- Student-level growth data (using a standardized assessment) for all your students;
- The same data parsed by how close to grade level students were when they entered your school; and
- Analysis of the above data demonstrating the rate of growth for students who enrolled below, at, and above grade level.

As a third example, perhaps you believe your four-year cohort graduation rate is reflective of a population that includes many students who were already behind their cohorts when they enrolled at your school. You could consider submitting the following:

- 4 year, 5 year, and 6+ year cohort graduation rates;
- Student-level data demonstrating which of your students graduated with which cohorts (4 year, 5 year, 6+ year);
- Student-level data demonstrating whether/how far behind cohort those graduates were when they enrolled at your school; and
- Analysis of the above data demonstrating the rate at which students who enrolled with or behind their cohorts progressed through graduation from your school.

The Auxiliary Performance Data Submission Form will help you organize your supporting documentation and explain the purpose for which you are submitting it. We will provide a secure file transfer site to ensure that individually-identifiable student information is protected.

Renewal Application

Below is a checklist to guide you through the development of your renewal application. The checklist is followed by guidance to assist you with development of the application narrative and exhibits.

Title Page

Please provide a title page with the title "Application for Charter Renewal." Include the following information:

- ❑ School Name
- ❑ School Address
- ❑ Contact Information for Renewal Process Contact Person
  - ❑ Name
  - ❑ Title
  - ❑ Phone
  - ❑ E-mail
  - ❑ Mailing Address
- ❑ Date of Application Approval by School Board
- ❑ Application Submission Date

Table of Contents

Please provide a clear and comprehensive table of contents including, for all major sections and exhibits:

- ❑ Page Numbers
- ❑ Hyperlinks or Electronic Bookmarks

Executive Summary

Please provide an executive summary, limited to two (2) pages in length (no less than 11-point font, standard 1-inch margins), providing a concise and concrete overview of the renewal application, including:

- ❑ Summary of the school's mission and key design elements, or defining characteristics
- ❑ Summary of major successes and challenges during the current performance certificate term
- ❑ Summary of the school's responses to the four, central questions addressed in the application
- ❑ Signatures of your school's board chair and administrator

Application Narrative

Please provide an application narrative, limited to twenty-five (25) pages in length (no less than 11-point font, standard 1-inch margins) addressing the four, central questions below:

- ❑ Is the school an academic success?
- ❑ Is the school organizationally sound and compliant with applicable laws and regulations?
- ❑ Is the school a fiscally sound, viable organization?
- ❑ If renewed, what is the school's plan for its next performance certificate term?

Your responses to the first three questions should focus on credible evidence of the school's past performance outcomes and current status. Only the answer to question four should focus on plans for the future. Below you will find additional guidance to provide direction as you craft your response to each question.

Exhibits

Please attach any exhibits necessary to support your application narrative. All exhibits should:

- ❑ Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)
- ❑ Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.
- ❑ Be in Word or Excel format.
- ❑ Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.
- ❑ Be clearly labeled (both file name and within the document) with the school name and exhibit number.

Application Narrative Guidance

The guidance below is intended to assist you with development of your renewal application narrative. Please review it carefully to ensure that your narrative is complete. Remember to use your renewal performance report as a guide for your response.

1. Is the school an academic success?

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission-specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

2. Is the school organizationally sound and compliant with applicable laws and regulations?

This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.

Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity of lack thereof, on your academic outcomes.

It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.

3. Is the school a fiscally sound, viable organization?

This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings,

internal controls, and underenrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.

If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.

4. If renewed, what is the school's plan for its next performance certificate term?

This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.

If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.

Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.

Application Submission Instructions

Before submitting your application, please verify that it meets the following checklist:

- ❑ The application includes a complete title page, table of contents, executive summary and narrative.
- ❑ The executive summary does not exceed two (2) pages.
- ❑ The executive summary is signed by the school's board chair and administrator.
- ❑ The narrative does not exceed twenty-five (25) pages.
- ❑ The narrative thoroughly addresses the topics described in the guidance above.
- ❑ Any exhibits are clearly labeled and formatted according to the guidance above.

For data security purposes, the PCSC has established a secure File Transfer Protocol (FTP) site. **In order to protect confidential student data, you must submit your completed application and exhibits through the FTP site.** Do not submit or send your student level data through any other method (e-mail, file sharing website, etc.).

Please follow these steps to submit data through the secure server:

1. Go to https://sldstransfer.boardofed.idaho.gov. Any staff member who has submitted ISEE reports will already have an account in this system through the State Department of Education. If you already have an account, proceed to step two. If you do not have an account, select "Other," then select "Registration."
2. Once you have registered, email Andy Mehl (Andy.Mehl@osbe.idaho.gov), the Office of the State Board of Education's information technology manager, letting him know that you have registered. He will then approve your access to the "Transfer" option. Once he has approved your request, you will be able to send documents in a secured environment.

When your data is ready to submit, log back in to https://sldstransfer.boardofed.idaho.gov and click on the "Transfer Files" icon. There will be the option to select a file recipient. Scroll down to find Charter Schools Program Manager Kirsten Pochop's email address (Kirsten.Pochop@osbe.idaho.gov). Then you can upload the file and send it. Be aware that you can only send one file at a time. Kirsten will receive an email when the file is received.

The PCSC thanks the National Association of Charter School Authorizers, Core Charter School Renewal Application and Guidance, www.qualitycharters.org for assistance in development of this renewal application and guidance.