**RENEWAL RECOMMENDATION**

It is recommended that the charter of INSPIRE Connections Academy (INSPIRE) be renewed for a five (5) year term, provided that INSPIRE agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the PCSC.

Recommended Conditions

1. Regarding academic growth in K-8 math:

   By June 30, 2021, at least fifty-five percent (55%) of INSPIRE's continuously enrolled students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

   This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

   The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

   "Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation… A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

2. Regarding graduation rate:

   INSPIRE will maintain a five (5) year cohort graduation rate comparable to or higher than that of the median 2014 five (5) year cohort graduation rate for Idaho alternative schools, which is 48%. Although INSPIRE is not an alternative school, the PCSC recognizes that its student population faces similar challenges.

Regardless of whether or not INSPIRE agrees to fulfill the specific condition above, INSPIRE remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

# School Overview

**SUMMARY**

INSPIRE Connections Academy (INSPIRE) is a virtual public charter school serving Kindergarten through twelfth grade students statewide. The school contracts with Connections Academy for its online curriculum, technology platform, administrative personnel, and operational support.

The charter includes the following commitments:

- Schoolwide composite standardized test scores will be equal to, or better than, the statewide benchmark.
- 75% of students will demonstrate a year of academic growth on an annual basis.
- Students who attend for three or more consecutive years will score at least 10% higher on the ISAT than students who are in their first year at the school.

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

The petition for INSPIRE Connections Academy was approved by the PCSC in April 2005. The school opened in fall 2006.

**MISSION**

To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.

**LEADERSHIP**

| Name | Title | Term |
|---|---|---|
| Marcia Moore | Chairman | 07/16 – 07/19 |
| Dana Higby | Treasurer | 07/17 – 07/20 |
| Amy Peterson | Secretary | 07/15 – 07/18 |
| Eric Miner | Director | 02/17 – 07/19 |
| Karen Glassman | Administrator | N/A |

## Academic Performance Summary

INSPIRE's ISAT proficiency and growth rates in ELA consistently meet (or nearly meet) the standard. Math proficiency and growth represent areas for improvement, and the school's graduation rate remains below the federal standard, though it has improved during the performance certificate term. INSPIRE's 5-year ACGR is significantly (approximately 8%) higher than its 4-year ACGR.

INSPIRE's non-white and LEP student populations are lower than those of the state, while its special needs population is slightly higher. Because INSPIRE does not participate in the National School Lunch Program, FRL data is unavailable. As with most virtual schools, INSPIRE has relatively high midyear student attrition, and a high percentage of high school students are credit deficient upon enrollment.

**DURING CURRENT PERFORMANCE CERTIFICATE TERM**

| Year | Academic Accountability Rating |
|---|---|
| 2013-14* | Good Standing |
| 2014-15** | Remediation |
| 2015-16** | Remediation |
| 2016-17** | Remediation |

The school's annual performance reports, provided in Exhibit G, include details including 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.
**2014-15, 2015-16, and 2016-17 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes general skewed low.

**KEY DESIGN ELEMENTS**

| Element | Evident? |
|---|---|
| Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth. | Yes |
| Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction<br>- For elementary (K-5) students, the minimum interaction frequency will be bi-monthly<br>- For secondary (6-12) students, the minimum will be eight (8) times per school year<br>- Weekly live lessons will be consistently available to all students | Yes |
| Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model. | Yes |
| Providing enhanced learning through online technology. | Yes |

## Operational Performance Summary

INSPIRE's operational performance has remained strong throughout the performance certificate term.

**DURING CURRENT PERFORMANCE CERTIFICATE TERM**

| Year | Operational Accountability Rating |
|---|---|
| 2013-14 | Honor |
| 2014-15 | Honor |
| 2015-16 | Honor |
| 2016-17 | Honor |

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

**ENROLLMENT HSITORY**

| Year of Operation | Maximum Enrollment | Actual Enrollment |
|---|---|---|
| 8 (2013-14) | Unlimited | 813 |
| 9 (2014-15) | Unlimited | 925 |
| 10 (2015-16) | Unlimited | 957 |
| 11 (2016-17) | Unlimited | 985 |

**BOARD AND ADMINISTRATIVE TURNOVER**

INSPIRE's board membership and administration have remained stable throughout the performance certificate term.

## Financial Performance Summary

INSPIRE's financial performance has remained strong throughout the performance certificate term. The remediation rating in 2016 was due to a change in the school's method of calculating enrollment and did not represent cause for concern.

**DURING CURRENT PERFORMANCE CERTIFICATE TERM**

| Year | Financial Accountability Rating |
|---|---|
| 2013-14 | Honor |
| 2014-15 | Good Standing |
| 2015-16 | Remediation |
| 2016-17 | Good Standing |

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

# Renewal Process

**INSPIRE Connections Academy**

| EVENT | DATE | NOTES |
|---|---|---|
| Performance Certificate Executed by School and Authorizer | 12/12/2013 | Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized. |
| 2014 Annual Report Issued to School | 3/2015 | A draft of the report was initially issued in January 2014; the school did provide a response. |
| 2015 Annual Report Issued to School | 1/2016 | A draft of the report was initially issued in December 2015; the school did provide a response. |
| 2016 Annual Report Issued to School | 1/2017 | A draft of the report was initially issued in December 2016; the school did provide a response. |
| Renewal Process Orientation Meeting | 3/16/2017 | 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 | 3/17/2017 | This letter summarized material covered during renewal process orientation meeting |
| Renewal Guidance & Application Provided to School | 3/20/2017 | The statutory deadline for issuance of renewal guidance and applications is November 15. |
| Auxiliary Data Submission Opportunity (optional) | 7/17/2017 | The school did provide auxiliary performance data. |
| Pre-Renewal Site Visit | 10/20/2017 | Two independent reviewers joined one PCSC staff member for a one-day site visit to the school. |
| 2017 Annual Report Issued to School | 11/15/2017 | 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. The school was provided with its academic results on both the old and new performance frameworks, and selected the old framework for renewal consideration purposes. |
| Renewal Application Received from School | 12/14/2017 | The statutory deadline for renewal applications is December 15. |
| PCSC Staff's Renewal Recommendation Issued to School | 1/12/2018 | Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing. |

# INSPIRE CONNECTIONS ACADEMY

## ANNUAL PERFORMANCE REPORT

## 2016-2017

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

DRAFT Distributed November 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. 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 2016-17 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** | To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. | |
| **Key Design Elements** | • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth<br>• Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction<br>  ○ For elementary (K-5) students, the minimum interaction frequency will be bi-monthly<br>  ○ For secondary (6-12) students, the minimum will be eight (8) times per school year<br>  ○ Weekly live lessons will be consistently available to all students<br>• Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model<br>• Providing enhanced learning through online technology | |
| **School Contact Information** | Address: 600 N Steelhead Way<br>Boise, Idaho 83704 | Phone: 208-322-4002 |
| **Surrounding District** | State of Idaho | |
| **Opening Year** | 2006 | |
| **Current Term** | December 12, 2013 - June 30, 2018 | |
| **K-12** | K-12 | |
| **Enrollment** | Approved: Unlimited | Actual: 985 |

| School Leadership (2016-2017) | Role |
|---|---|
| Marcia Moore | Chairman |
| Dana Higby | Treasurer |
| Amy Peterson | Secretary |
| Eric Miner | Member |
| Karen Glassman | Administrator |

| | School | Surrounding District | State |
|---|---|---|---|
| **Non-White** | [redacted] | N/A | 25.64% |
| **Limited English Proficiency** | [redacted] | N/A | 5.56% |
| **Special Needs** | [redacted] | N/A | 9.62% |
| **Free & Reduced Lunch** | [redacted] | N/A | 48.73% |

| Academic Measure | Result |
|---|---|
| Percentage of Students Meeting or Exceeding Proficiency in Math | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency in English Language Arts | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency In Science | [redacted] |
| [redacted] (4-year cohort data from 2016) | [redacted] |

# PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: INSPIRE Connections Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/18 Date Executed: 12/12/2013

## 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.

INSPIRE --- 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 | 23% | 12.26 |
| | 2c | | | | 75 | 23% | 29.50 |
| 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 | 15% | 7.99 |
| Total Possible Academic Points | | | | | 1050 | | |
| - Points from Non-Applicable | | | | | 850 | | |
| Total Possible Academic Points for This School | | | | | 200 | | |
| **Total Academic Points Received** | | | | | | | **49.74** |
| **% of Possible Academic Points for This School** | | | | | | | **24.87%** |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | | | | 44.76 | 13% | 44.76 |
| Academic Growth of Struggling 2-6 Grade | 2 | | | | 44.76 | 13% | 44.76 |
| Grade Promotion of At-Risk K-8 Grade | 3 | | | | 21.9 | 7% | 21.90 |
| Credit Completion of At-Risk High School | 4 | | | | 21.9 | 7% | 17.52 |
| Total Possible Mission-Specific Points | | | | | 133.32 | 40% | |
| **Total Mission-Specific Points Received** | | | | | | | **128.94** |
| **% of Possible Mission-Specific Points Received** | | | | | | | **96.71%** |

| | |
|---|---|
| **TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **333.32** |
| **TOTAL POINTS RECEIVED** | **178.68** |
| **% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **53.61%** |

| 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 | 0 | 0% | **10.00** | |
| | 1b | 0 | 0% | **10.00** | |
| | 1c | 50 | 50% | **30.00** | The financial measures included here are based on industry standards. They |
| | 1d | 50 | 50% | **50.00** | are not intended to reflect the nuances of a school's financial status. A low |
| Sustainability Measures | 2a | 0 | 0% | **0.00** | score on any single measure indicates only the *possibility* of a problem. In |
| | 2b | 0 | 0% | **50.00** | many cases, contextual information that alleviates concern is provided in the |
| | 2c | 0 | 0% | **0.00** | notes that accompany individual measures. Please see the financial section of |
| | 2d | 0 | 0% | **0.00** | this framework for additional detail. |
| **TOTAL FINANCIAL POINTS** | | **100** | **100%** | **80.00** | |
| **% OF POSSIBLE FINANCIAL POINTS** | | | | **80.00%** | |

INSPIRE --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|---|---|---|---|---|---|---|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| **Honor**<br>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%<br>of points possible | | 90% - 100%<br>of points possible | **100.00%** | 85% - 100%<br>of points possible | |
| **Good Standing**<br>Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or inancial 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%<br>of points possible | | 80% - 89%<br>of points possible | | 65% - 84%<br>of points possible | **80.00%** |
| **Remediation**<br>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%<br>of points possible | **53.61%** | 61% - 79%<br>of points possible | | 46% - 64%<br>of points possible | |
| **Critical**<br>Schools achieving at this level in Academic & Mission-Specific 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. | 0% - 30%<br>of points possible | | 0% - 60%<br>of points possible | | 0% - 45%<br>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 | |
| | 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 | |
| **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

**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. | | 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**

**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. | | 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 | 12 |
| | | | | | | **12** |

**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 | 30 |
| | **Falls Far Below Standard:** Fewer than 41% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | **30** |
| **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** | | | | | | | |

| | | Result (Percentile) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 3d** | **Are students making expected annual academic growth in reading compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Reading** | **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** | **Are students making expected annual academic growth in math compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Math** | **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** | **Are students making expected annual academic growth in language compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| | | | 57-75 | 19 | 66-99 | 34 | 0 |
| **Growth in Language** | **Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile. | | | | | | |
| | **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** | **Is the school increasing subgroup academic performance over time?** | | | | | | |
| **Subgroup Growth** | | | | | | | |
| **Combined Subjects** | **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 | 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: Adv Oppty | 1 | 0 | |
| Notes | | | | 0 |

| 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 | |
| Notes | | | | 0 |

| 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 | |
| Notes | | | | 0 |

| 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. | 43.00 | 0-13 | 13 | 1-70 | 70 | 8 |
| Notes | | | | | | | 8 |

## MISSION-SPECIFIC GOALS

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1** | **Is the school successfully fulfilling parents' expectations?** | | | |
| | **Exceeds Standard:** 85% or more of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | 86.86% | 235 | 235 |
| | **Meets Standard:** 80% - 84% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 188 | |
| | **Does Not Meet Standard:** 65% - 79% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 94 | |
| | **Falls Far Below Standard:** Less than 65% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 0 | |
| | | | | **235.00** |
| **Notes** | Satisfaction will be measured by taking the average percent responding favorably on the 12 Parent Satisfaction Survey Questions* – questions which are indicative of a school's individual performance. The minimum response rate is 30%. If the response rate is below 30%, the points allocated for this measure will be evenly distributed among the remaining mission-specific measures. The school will report data to the PCSC by October 1 each year. | | | |
| | *See Supplementary Info tab for questions. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 2** | **Is the school helping elementary students who are struggling academically to make growth?** | | | |
| | **Exceeds Standard:** 80% or more of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | 81.81% | 235 | 235 |
| | **Meets Standard:** 60% to 79% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 188 | |
| | **Does Not Meet Standard:** 40% to 59% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 94 | |
| | **Falls Far Below Standard:** Less than 40% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 0 | |
| | | | | **235.00** |
| **Notes** | "Continuously enrolled" is defined as being enrolled for two or more school years. A score of 75% or higher indicates mastery of grade level curriculum. The school will report data to the PCSC by October 1 each year. | | | |

| Measure 3 | Is the school preparing at-risk primary (K-8) students to promote to the next grade? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 90% or more of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | 98.10% | 115 | 115 |
| | **Meets Standard:** 80% to 89% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 92 | |
| | **Does Not Meet Standard:** 65% to 79% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 46 | |
| | **Falls Far Below Standard:** Less than 65% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 0 | |
| | | | | **115.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

| Measure 4 | Is the school successfully guiding at-risk high school students (grades 9-11) toward appropriate levels of credit completion? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 85% or more of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 115 | |
| | **Meets Standard:** 70% to 84% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | 73.40% | 92 | 92 |
| | **Does Not Meet Standard:** 50% to 69% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 46 | |
| | **Falls Far Below Standard:** Less than 50% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 0 | 0 |
| | | | | **92.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

**INDICATOR 1: EDUCATIONAL PROGRAM**

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1a**<br>**Implementation of Educational Program** | **Is the school implementing the material terms of the educational program as defined in the performance certificate?**<br><br>**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.<br><br>**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. | No instances of non-compliance documented | 25<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1b**<br>**Education Requirements** | **Is the school complying with applicable education requirements?**<br><br>**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.<br>**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.<br>**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<br><br>15<br><br>0 | 25.00<br><br><br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1c**<br>**Students with Disabilities** | **Is the school protecting the rights of students with disabilities?**<br><br>**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.<br>**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.<br>**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. | No instances of non-compliance documented | 25<br><br>15<br><br>0 | 25.00<br><br><br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1d**<br>**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**<br>**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 | |
| | | | | **25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 2b**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**Additional Obligations** | **Is the school complying with all other obligations?**<br><br>**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.<br><br>**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. | No instances of non-compliance documented | 25<br><br>0 | 25.00 |
| | | | | **25.00** |
| **Notes** | | | | |

| | INDICATOR 1: NEAR-TERM MEASURES | | | |
|---|---|---|---|---|
| **Measure 1a**<br>**Current Ratio** | **Current Ratio: Current Assets divided by Current Liabilities** | **Result**<br>Current Ratio is: | **Points Possible** | **Points Earned** |
| | **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.* | | 50 | |
| | **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. | 0.97 | 10 | 10.00 |
| | **Falls Far Below Standard:** Current ratio is less than or equal to 0.9. | | 0 | |
| | | | | **10.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 1b**<br>**Unrestricted Days Cash** | **Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)** | **Result**<br>No. of Days Cash: | **Points Possible** | **Points Earned** |
| | **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.* | | 50 | |
| | **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. | 36 | 10 | 10.00 |
| | **Falls Far Below Standard:** Fewer than 15 Days Cash. | | 0 | |
| | | | | **10.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. The school currently has between 30-60 days cash and the one-year trend is negative. | | | |
| **Measure 1c**<br>**Enrollment Variance** | **Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget** | **Result**<br>Variance is: | **Points Possible** | **Points Earned** |
| | **Meets Standard:** Enrollment Variance equals or exceeds 95 percent in the most recent year. | | 50 | |
| | **Does Not Meet Standard:** Enrollment Variance is between 85-95 percent in the most recent year. | 93.81% | 30 | 30.00 |
| | **Falls Far Below Standard:** Enrollment Variance is less than 85 percent in the most recent year. | | 0 | |
| | | | | **30.00** |
| **Notes** | | | | |
| **Measure 1d**<br>**Default** | **Default** | **Result** | **Points Possible** | **Points Earned** |
| | **Meets Standard:** School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. | No Default Noted | 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**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"<br>**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**<br>Aggregated 3-Year Totals:<br><br><br>10.00% | **Points Possible**<br><br>50<br>10<br>0 | **Points Earned**<br><br><br>0.00<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. The 3-Year aggregated margin is -.35% and the most recent year total margin is -.47%. 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**<br>**Debt to Asset Ratio** | **Debt to Asset Ratio: Total Liabilities divided by Total Assets**<br>**Meets Standard:** Debt to Asset Ratio is less than 0.9<br>**Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0<br>**Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0 | **Result**<br>Ratio is:<br>50.00 | **Points Possible**<br><br>50<br>30<br>0 | **Points Earned**<br><br>50.00<br>**50.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. 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.. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. | | | |
| **Measure 2c**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"<br>**Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative | **Result**<br>Multi-Year Cumulative is:<br><br><br>-50198 | **Points Possible**<br><br>50<br>30<br>0 | **Points Earned**<br><br><br>0.00<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 2d**<br>**Debt Service Coverage Ratio** | **Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**<br>**Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1<br>**Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1<br>**Falls Far Below Standard:** Not Applicable | **Result**<br>Ratio is:<br>See Note | **Points Possible**<br><br>50<br>0 | **Points Earned**<br><br><br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. No outstanding debt currently reported; therefore it is not possible to provide a calculation for information purposes. | | | |

| 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 | 15.00 | 0.00 | 0.00 | 0.00 | |
| | 1b | 25 | 15.00 | 15.00 | 0.00 | 0.00 | |
| Proficiency | 2a | 75 | 64.29 | 0.00 | 0.00 | 0.00 | |
| | 2b | 75 | 46.65 | 12.92 | 11.16 | 12.26 | |
| | 2c | 75 | 43.76 | 29.58 | 28.68 | 29.50 | |
| Growth | 3a | 100 | 80.28 | 0.00 | 0.00 | 0.00 | |
| | 3b | 100 | 45.15 | 0.00 | 0.00 | 0.00 | |
| | 3c | 100 | 45.73 | 0.00 | 0.00 | 0.00 | |
| | 3d | 75 | 49.39 | 0.00 | 0.00 | 0.00 | |
| | 3e | 75 | 40.30 | 0.00 | 0.00 | 0.00 | |
| | 3f | 75 | 40.30 | 0.00 | 0.00 | 0.00 | |
| | 3g | 100 | 72.70 | 0.00 | 0.00 | 0.00 | |
| College & Career Readiness | 4a | 50 | 30.00 | 0.00 | 0.00 | 0.00 | |
| | 4b1 / 4b2 | 50 | 50.00 | 0.00 | 0.00 | 0.00 | |
| | 4c | 50 | 20.08 | 6.26 | 7.43 | 7.99 | |
| Total Possible Academic Points Received | | **1050** | **658.64** | **63.75** | **47.27** | **49.74** | **0.00** |
| **% of Possible Academic Points for This School** | | | **62.73%** | **28.33%** | **23.63%** | **24.87%** | **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.**

| 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 |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | 235 | N/A | 40.29 | 44.76 | 44.76 | |
| Academic Growth of Struggling 2-6 Grade | 2 | 235 | N/A | 40.29 | 35.81 | 44.76 | |
| Grade Promotion of At-Risk K-8 Grade | 3 | 115 | N/A | 24.64 | 17.52 | 21.9 | |
| Credit Completion of At-Risk High School | 4 | 115 | N/A | 0 | 17.52 | 17.52 | |
| Total Possible Mission-Specific Points Received | | **700** | **0.00** | **105.22** | **115.61** | **128.94** | **0.00** |
| **% of Possible Mission-Specific Points for This School** | | | **N/A** | **70.15%** | **86.72%** | **96.71%** | **0.00%** |

| 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 | 25 | |
| | 1b | 25 | 15 | 25 | 25 | 25 | |
| | 1c | 25 | 15 | 25 | 25 | 25 | |
| | 1d | 25 | 25 | 25 | 25 | 25 | |
| Financial Management & Oversight | 2a | 25 | 15 | 15 | 25 | 25 | |
| | 2b | 25 | 25 | 25 | 25 | 25 | |
| Governance & Reporting | 3a | 25 | 25 | 25 | 25 | 25 | |
| | 3b | 25 | 25 | 15 | 25 | 25 | |
| Students & Employees | 4a | 25 | 25 | 25 | 25 | 25 | |
| | 4b | 25 | 15 | 25 | 25 | 25 | |
| | 4c | 25 | 25 | 25 | 25 | 25 | |
| | 4d | 25 | 25 | 25 | 25 | 25 | |
| School Environment | 5a | 25 | 25 | 25 | 25 | 25 | |
| | 5b | 25 | 25 | 25 | 25 | 25 | |
| | 5c | 25 | 25 | 25 | 25 | 25 | |
| Additional Obligations | 6a | 25 | 25 | 25 | 25 | 25 | |
| Total Possible Operational Points Received | | **400** | **360.00** | **380.00** | **400.00** | **400.00** | **0.00** |
| **% of Possible Operational Points for This School** | | | **90.00%** | **95.00%** | **100.00%** | **100.00%** | **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 | 0 | 0 | 0 | 0 | 0 | |
| | 1b | 0 | 0 | 0 | 0 | 0 | |
| | 1c | 50 | 50 | 30 | 0 | 30 | |
| | 1d | 50 | 50 | 50 | 50 | 50 | |
| Sustainability Measures | 2a | 0 | 0 | 0 | 0 | 0 | |
| | 2b | 0 | 0 | 0 | 0 | 0 | |
| | 2c | 0 | 0 | 0 | 0 | 0 | |
| | 2d | 0 | 0 | 0 | 0 | 0 | |
| Total Possible Financial Points Received | | 100 | **100.00** | **80.00** | **50.00** | **80.00** | **0.00** |
| **% of Possible Financial Points for This School** | | | **100.00%** | **80.00%** | **50.00%** | **80.00%** | **0.00%** |

| ACCOUNTABILITY DESIGNATION | 2013-14 DESIGNATION | 2014-15 DESIGNATION | 2015-16 DESIGNATION | 2016-17 DESIGNATION | 2017-18 DESIGNATION |
|---|---|---|---|---|---|
| Academic & Mission-Specific | Good Standing | Remediation | Remediation | Remediation | |
| Operational | Honor | Honor | Honor | Honor | |
| Financial | Honor | Good Standing | Remediation | Good Standing | |

# INSPIRE CONNECTIONS ACADEMY

## 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. 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

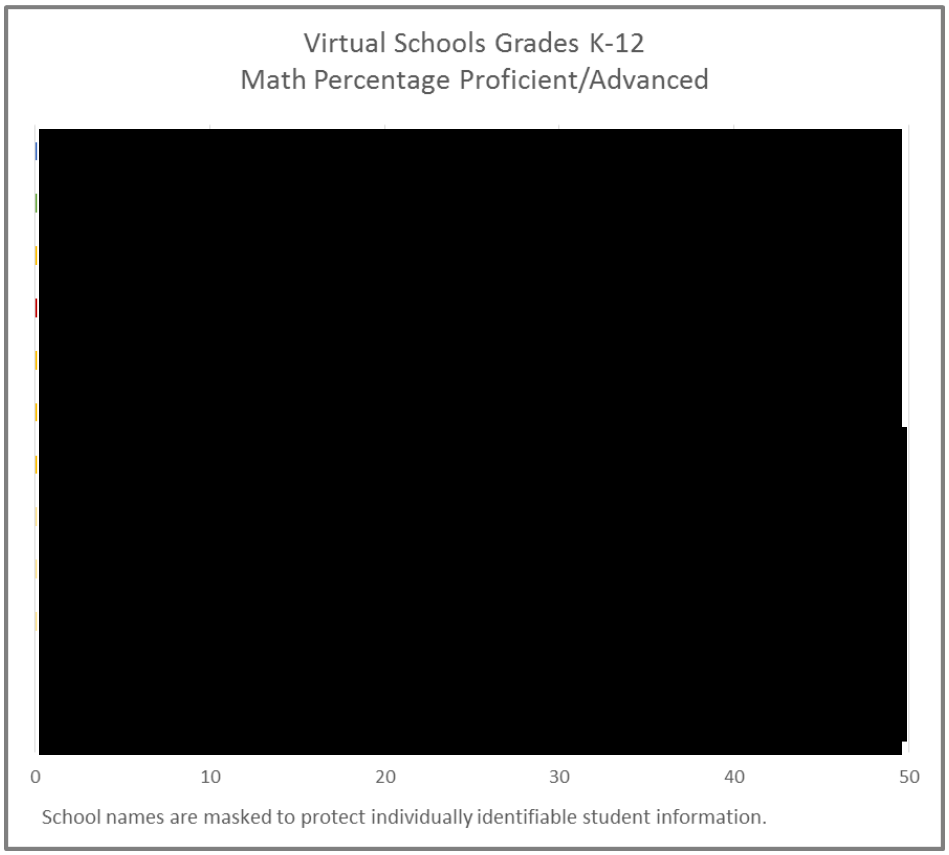
| | | |
|---|---|---|
| **Mission Statement** | To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. | |
| **Key Design Elements** | • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth<br>• Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction<br>o For elementary (K-5) students, the minimum interaction frequency will be bi-monthly<br>o For secondary (6-12) students, the minimum will be eight (8) times per school year<br>o Weekly live lessons will be consistently available to all students<br>• Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model<br>• Providing enhanced learning through online technology | |
| **School Contact Information** | Address: 600 N Steelhead Way<br>Boise, Idaho 83704 | Phone: 208-322-4002 |
| **Surrounding District** | State of Idaho | |
| **Opening Year** | 2006 | |
| **Current Term** | December 12, 2013 - June 30, 2018 | |
| **K-12** | K-12 | |
| **Enrollment** | Approved: Unlimited | Actual: 957 |

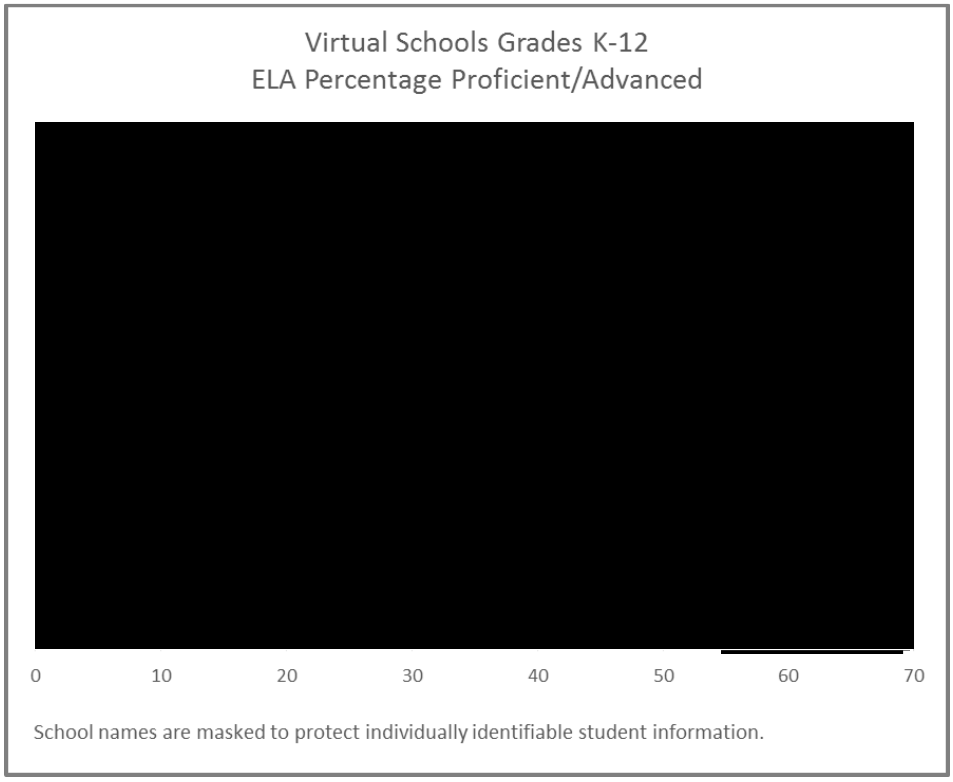
| School Leadership (2015-2016) | Role |
|---|---|
| Marcia Rowe | Board President |
| Amy Peterson | Board Secretary |
| Tanya Deyo Barlow | Board Treasurer |
| Petra Jauregui | Board Member |
| Eric Miner | Board Member |
| Karen Glassman | Administrator |

| | School | Surrounding District | State |
|---|---|---|---|
| **Non-White** | [redacted] | N/A | 23.84% |
| **Limited English Proficiency** | [redacted] | N/A | 8.61% |
| **Special Needs** | [redacted] | N/A | 9.76% |
| **Free & Reduced Lunch** | [redacted] | N/A | 47.27% |

| Academic Measure | Result |
|---|---|
| Percentage of Students Meeting or Exceeding Proficiency in Math | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency in English Language Arts | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency In Science | [redacted] |
| Graduation Rate (4-year cohort data from 2015) | [redacted] |

*The school's 5-year cohort graduation rate, based on 2014 data, is 39%.


Virtual Schools Grades K-12
Math Percentage Proficient/Advanced
[redacted]
0
10
20
30
40
50
School names are masked to protect individually identifiable student information.


Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced
[redacted]
0
10
20
30
40
50
60
70
School names are masked to protect individually identifiable student information.

# PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: INSPIRE Connections Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/18 Date Executed: 12/12/2013

## 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.

INSPIRE --- 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 | 23% | 11.16 |
| | 2c | | | | 75 | 23% | 28.68 |
| 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 | 15% | 7.43 |
| Total Possible Academic Points | | | | | 1050 | | |
| - Points from Non-Applicable | | | | | 850 | | |
| Total Possible Academic Points for This School | | | | | 200 | | |
| **Total Academic Points Received** | | | | | | | **47.27** |
| **% of Possible Academic Points for This School** | | | | | | | **23.63%** |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | | | | 44.76 | 13% | 44.76 |
| Academic Growth of Struggling 2-6 Grade | 2 | | | | 44.76 | 13% | 35.81 |
| Grade Promotion of At-Risk K-8 Grade | 3 | | | | 21.9 | 7% | 17.52 |
| Credit Completion of At-Risk High School | 4 | | | | 21.9 | 7% | 17.52 |
| Total Possible Mission-Specific Points | | | | | 133.32 | 40% | |
| **Total Mission-Specific Points Received** | | | | | | | **115.61** |
| **% of Possible Mission-Specific Points Received** | | | | | | | **86.72%** |

| | |
|---|---|
| **TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **333.32** |
| **TOTAL POINTS RECEIVED** | **162.88** |
| **% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **48.86%** |

| 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 | 0 | 0% | **0.00** | |
| | 1b | 0 | 0% | **0.00** | |
| | 1c | 50 | 50% | **0.00** | The financial measures included here are based on industry standards. They |
| | 1d | 50 | 50% | **50.00** | are not intended to reflect the nuances of a school's financial status. A low |
| Sustainability Measures | 2a | 0 | 0% | **0.00** | score on any single measure indicates only the *possibility* of a problem. In |
| | 2b | 0 | 0% | **0.00** | many cases, contextual information that alleviates concern is provided in the |
| | 2c | 0 | 0% | **0.00** | notes that accompany individual measures. Please see the financial section of |
| | 2d | 0 | 0% | **0.00** | this framework for additional detail. |
| **TOTAL FINANCIAL POINTS** | | **100** | **100%** | **50.00** | |
| **% OF POSSIBLE FINANCIAL POINTS** | | | | **50.00%** | |

INSPIRE --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|---|---|---|---|---|---|---|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| **Honor**<br>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%<br>of points possible | | 90% - 100%<br>of points possible | **100.00%** | 85% - 100%<br>of points possible | |
| **Good Standing**<br>Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or inancial 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%<br>of points possible | | 80% - 89%<br>of points possible | | 65% - 84%<br>of points possible | |
| **Remediation**<br>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%<br>of points possible | **48.86%** | 61% - 79%<br>of points possible | | 46% - 64%<br>of points possible | **50.00%** |
| **Critical**<br>Schools achieving at this level in Academic & Mission-Specific 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. | 0% - 30%<br>of points possible | | 0% - 60%<br>of points possible | | 0% - 45%<br>of points possible | |

INSPIRE --- ACADEMIC FRAMEWORK

## 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. | 23.50 | 0-19 | 19 | 1-40 | 40 | 11 |
| | | | | | | | **11** |
| **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. | 52.90 | 20-37 | 18 | 41-64 | 24 | 29 |
| | **Falls Far Below Standard:** Fewer than 41% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | **29** |
| **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** | | | | | | | |

| | | Result (Percentile) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 3d** | **Are students making expected annual academic growth in reading compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Reading** | **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** | **Are students making expected annual academic growth in math compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Math** | **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** | **Are students making expected annual academic growth in language compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| | | | 57-75 | 19 | 66-99 | 34 | 0 |
| **Growth in Language** | **Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile. | | | | | | |
| | **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** | **Is the school increasing subgroup academic performance over time?** | | | | | | |
| **Subgroup Growth** | | | | | | | |
| **Combined Subjects** | **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**<br>**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: Adv Oppty | 1 | 0 | |
| **Notes** | | | | **0** |

| | | | | |
|---|---|---|---|---|
| **Measure 4b1**<br>**College Entrance**<br>**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** |

| | | | | |
|---|---|---|---|---|
| **Measure 4b2**<br>**College Entrance**<br>**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 | |
| **Notes** | | | | **0** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Measure 4c**<br>**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. | 40.00 | 0-13 | 13 | 1-70 | 70 | 7 |
| **Notes** | Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. INSPIRE's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 39%. | | | | | | **7** |

## MISSION-SPECIFIC GOALS

**Measure 1** **Is the school successfully fulfilling parents' expectations?**

| | Result | Points Possible | Points Earned |
|---|---|---|---|
| **Exceeds Standard:** 85% or more of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | 91.00% | 235 | 235 |
| **Meets Standard:** 80% - 84% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 188 | |
| **Does Not Meet Standard:** 65% - 79% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 94 | |
| **Falls Far Below Standard:** Less than 65% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 0 | |
| | | | **235.00** |

**Notes** Satisfaction will be measured by taking the average percent responding favorably on the 12 Parent Satisfaction Survey Questions* – questions which are indicative of a school's individual performance. The minimum response rate is 30%. If the response rate is below 30%, the points allocated for this measure will be evenly distributed among the remaining mission-specific measures. The school will report data to the PCSC by October 1 each year.

*See Supplementary Info tab for questions.

**Measure 2** **Is the school helping elementary students who are struggling academically to make growth?**

| | Result | Points Possible | Points Earned |
|---|---|---|---|
| **Exceeds Standard:** 80% or more of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 235 | |
| **Meets Standard:** 60% to 79% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | 73.00% | 188 | 188 |
| **Does Not Meet Standard:** 40% to 59% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 94 | |
| **Falls Far Below Standard:** Less than 40% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 0 | |
| | | | **188.00** |

**Notes** "Continuously enrolled" is defined as being enrolled for two or more school years. A score of 75% or higher indicates mastery of grade level curriculum. The school will report data to the PCSC by October 1 each year.

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 3** | **Is the school preparing at-risk primary (K-8) students to promote to the next grade?** | | | |
| | **Exceeds Standard:** 90% or more of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 115 | |
| | **Meets Standard:** 80% to 89% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | 83.00% | 92 | 92 |
| | **Does Not Meet Standard:** 65% to 79% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 46 | |
| | **Falls Far Below Standard:** Less than 65% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 0 | |
| | | | | **92.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4** | **Is the school successfully guiding at-risk high school students (grades 9-11) toward appropriate levels of credit completion?** | | | |
| | **Exceeds Standard:** 85% or more of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 115 | |
| | **Meets Standard:** 70% to 84% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | 81.00% | 92 | 92 |
| | **Does Not Meet Standard:** 50% to 69% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 46 | |
| | **Falls Far Below Standard:** Less than 50% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 0 | 0 |
| | | | | **92.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

## INDICATOR 1: EDUCATIONAL PROGRAM

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1a**<br>**Implementation of Educational Program** | **Is the school implementing the material terms of the educational program as defined in the performance certificate?**<br><br>**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.<br><br>**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. | No instances of non-compliance documented | 25<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1b**<br>**Education Requirements** | **Is the school complying with applicable education requirements?**<br><br>**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.<br>**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.<br>**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<br><br>15<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1c**<br>**Students with Disabilities** | **Is the school protecting the rights of students with disabilities?**<br><br>**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.<br>**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.<br>**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. | No instances of non-compliance documented | 25<br><br>15<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1d**<br>**English Language Learners** | **Is the school protecting the rights of English Language Learner (ELL) students?**<br><br>**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.<br>**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.<br>**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. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | 0 | |
| **Notes** | | | | **25.00** |
| | **INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT** | | | |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 2a**<br>**Financial Reporting and Compliance** | **Is the school meeting financial reporting and compliance requirements?**<br><br>**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.<br><br>**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.<br>**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. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 15 | |
| | | | 0 | |
| **Notes** | | | | **25.00** |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 2b**<br>**GAAP** | **Is the school following Generally Accepted Accounting Principles (GAAP)?**<br><br>**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.<br>**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. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 0 | |
| **Notes** | | | | **25.00** |

## 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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**Additional Obligations** | **Is the school complying with all other obligations?**<br><br>**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.<br><br>**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. | No instances of non-compliance documented | 25 | 25.00 |
| | | | 0 | |
| | | | | **25.00** |
| **Notes** | | | | |

| INDICATOR 1: NEAR-TERM MEASURES | | | | |
|---|---|---|---|---|
| **Measure 1a**<br>**Current Ratio** | **Current Ratio: Current Assets divided by Current Liabilities** | **Result**<br>Current Ratio is: | **Points Possible** | **Points Earned** |
| | **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.* | | 50 | |
| | **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. | 0.97 | 10 | |
| | **Falls Far Below Standard:** Current ratio is less than or equal to 0.9. | | 0 | |
| | | | | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 1b**<br>**Unrestricted Days Cash** | **Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)** | **Result**<br>No. of Days Cash: | **Points Possible** | **Points Earned** |
| | **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.* | 69 | 50 | |
| | **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 | |
| | | | | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 1c**<br>**Enrollment Variance** | **Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget** | **Result**<br>Variance is: | **Points Possible** | **Points Earned** |
| | **Meets Standard:** Enrollment Variance equals or exceeds 95 percent in the most recent year. | | 50 | |
| | **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. | 73.84% | 0 | **0.00** |
| | | | | **0.00** |
| **Notes** | This outcome was impacted by a mid-year change in the school's chosen method of calculating enrollment, and does not represent cause for concern at this time. | | | |
| **Measure 1d**<br>**Default** | **Default** | **Result** | **Points Possible** | **Points Earned** |
| | **Meets Standard:** School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. | No instances of non-compliance documented | 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**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"<br>**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**<br>Aggregated 3-Year Totals:<br>-0.20% | **Points Possible**<br>50<br>10<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. 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 a material effect on the standard outcome, lowering the result from "meets standard" (.12%) to "does not meet standard". | | | |
| **Measure 2b**<br>**Debt to Asset Ratio** | **Debt to Asset Ratio: Total Liabilities divided by Total Assets**<br>**Meets Standard:** Debt to Asset Ratio is less than 0.9<br>**Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0<br>**Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0 | **Result**<br>Ratio is:<br>0.43 | **Points Possible**<br>50<br>30<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (1.00) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome. | | | |
| **Measure 2c**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"<br>**Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative | **Result**<br>Multi-Year Cumulative is:<br>$330,835 | **Points Possible**<br>50<br>30<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 2d**<br>**Debt Service Coverage Ratio** | **Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**<br>**Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1<br>**Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1<br>**Falls Far Below Standard:** Not Applicable | **Result**<br>Ratio is:<br>See Note | **Points Possible**<br>50<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. No outstanding debt currently reported. | | | |

| 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 | 15.00 | 0.00 | 0.00 | | |
| | 1b | 25 | 15.00 | 15.00 | 0.00 | | |
| Proficiency | 2a | 75 | 64.29 | 0.00 | 0.00 | | |
| | 2b | 75 | 46.65 | 12.92 | 11.16 | | |
| | 2c | 75 | 43.76 | 29.58 | 28.68 | | |
| Growth | 3a | 100 | 80.28 | 0.00 | 0.00 | | |
| | 3b | 100 | 45.15 | 0.00 | 0.00 | | |
| | 3c | 100 | 45.73 | 0.00 | 0.00 | | |
| | 3d | 75 | 49.39 | 0.00 | 0.00 | | |
| | 3e | 75 | 40.30 | 0.00 | 0.00 | | |
| | 3f | 75 | 40.30 | 0.00 | 0.00 | | |
| | 3g | 100 | 72.70 | 0.00 | 0.00 | | |
| College & Career Readiness | 4a | 50 | 30.00 | 0.00 | 0.00 | | |
| | 4b1 / 4b2 | 50 | 50.00 | 0.00 | 0.00 | | |
| | 4c | 50 | 20.08 | 6.26 | 7.43 | | |
| Total Possible Academic Points Received | | **1050** | **658.64** | **63.75** | **47.27** | **0.00** | **0.00** |
| **% of Possible Academic Points for This School** | | | **62.73%** | **28.33%** | **23.63%** | **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.**

| 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 |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | 235 | N/A | 40.29 | 44.76 | | |
| Academic Growth of Struggling 2-6 Grade | 2 | 235 | N/A | 40.29 | 35.81 | | |
| Grade Promotion of At-Risk K-8 Grade | 3 | 115 | N/A | 24.64 | 17.52 | | |
| Credit Completion of At-Risk High School | 4 | 115 | N/A | 0 | 17.52 | | |
| Total Possible Mission-Specific Points Received | | **700** | **0.00** | **105.22** | **115.61** | **0.00** | **0.00** |
| **% of Possible Mission-Specific Points for This School** | | | **N/A** | **70.15%** | **86.72%** | **0.00%** | **0.00%** |

| 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 | 15 | 25 | 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 | 25 | 15 | 25 | | |
| Students & Employees | 4a | 25 | 25 | 25 | 25 | | |
| | 4b | 25 | 15 | 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** | **360.00** | **380.00** | **400.00** | **0.00** | **0.00** |
| **% of Possible Operational Points for This School** | | | **90.00%** | **95.00%** | **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 | 0 | 0 | 0 | 0 | | |
| | 1b | 0 | 0 | 0 | 0 | | |
| | 1c | 50 | 50 | 30 | 0 | | |
| | 1d | 50 | 50 | 50 | 50 | | |
| Sustainability Measures | 2a | 0 | 0 | 0 | 0 | | |
| | 2b | 0 | 0 | 0 | 0 | | |
| | 2c | 0 | 0 | 0 | 0 | | |
| | 2d | 0 | 0 | 0 | 0 | | |
| Total Possible Financial Points Received | | 100 | **100.00** | **80.00** | **50.00** | **0.00** | **0.00** |
| **% of Possible Financial Points for This School** | | | **100.00%** | **80.00%** | **50.00%** | **0.00%** | **0.00%** |

| ACCOUNTABILITY DESIGNATION | 2013-14 DESIGNATION | 2014-15 DESIGNATION | 2015-16 DESIGNATION | 2016-17 DESIGNATION | 2017-18 DESIGNATION |
|---|---|---|---|---|---|
| Academic & Mission-Specific | Good Standing | Remediation | Remediation | | |
| Operational | Honor | Honor | Honor | | |
| Financial | Honor | Good Standing | Remediation | | |

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

Alison Consoletti, The Center for Education Reform

# INSPIRE CONNECTIONS ACADEMY

## 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.

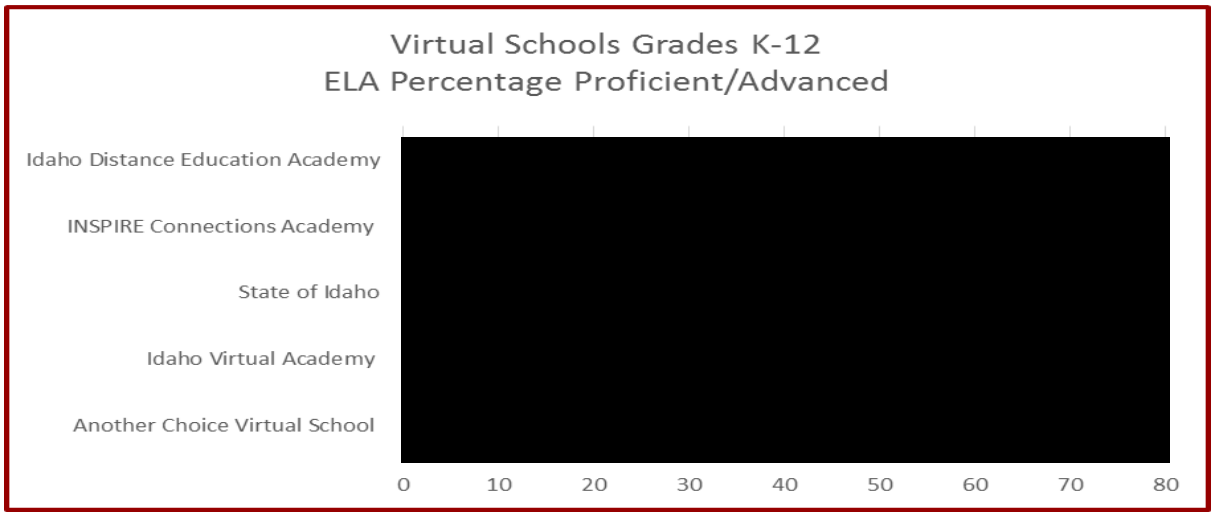
# School Overview

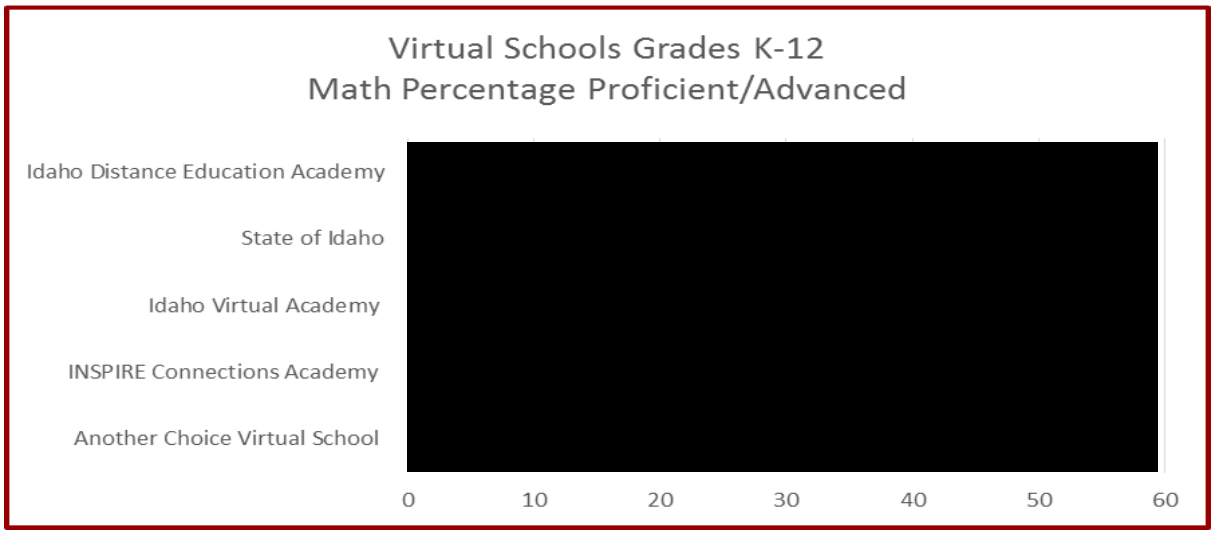
| | | |
|---|---|---|
| **Mission Statement** | To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. | |
| **Key Design Elements** | • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth<br>• Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction<br>  ○ For elementary (K-5) students, the minimum interaction frequency will be bi-monthly<br>  ○ For secondary (6-12) students, the minimum will be eight (8) times per school year<br>  ○ Weekly live lessons will be consistently available to all students<br>• Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model<br>• Providing enhanced learning through online technology | |
| **School Contact Information** | Address: 600 N Steelhead Way<br>Boise, Idaho 83704 | Phone: 208-322-4002 |
| **Surrounding District** | State of Idaho | |
| **Opening Year** | 2006 | |
| **Current Term** | December 12, 2013 - June 30, 2018 | |
| **K-12** | K-12 | |
| **Enrollment** | Approved: Unlimited | Actual: 925 |

| School Leadership (2014-2015) | Role |
|---|---|
| Marcia Rowe | Board President |
| Jill Hamilton | Board Vice President |
| Tanya Deyo Barlow | Board Treasurer |
| Amy Peterson | Board Secretary |
| Petra Jauregui | Board Member |
| Eric Miner | Board Member |
| Karen Glassman | Administrator |

| | School | Surrounding District | State |
|---|---|---|---|
| **Non-White** | [redacted] | NA | 23.59% |
| **Limited English Proficiency** | [redacted] | NA | 8.52% |
| **Special Needs** | [redacted] | NA | 10.43% |
| **Free & Reduced Lunch** | [redacted] | NA | 49.62% |

| Academic Measure | Result |
|---|---|
| State Accountability Designation (if applicable) | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency in Math | [redacted] |
| Percentage of Students Meeting or Exceeding Proficiency in English Language Arts | [redacted] |
| Graduation Rate (4-year cohort data from 2014) | [redacted] |


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


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

# PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: INSPIRE Connections Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/18 Date Executed: 12/12/2013

## 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.

INSPIRE --- 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 | 7% | 15.00 |
| Proficiency | 2a | | | | 75 | 0% | 0.00 |
| | 2b | | | | 75 | 20% | 12.92 |
| | 2c | | | | 75 | 20% | 29.58 |
| 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 | 13% | 6.26 |
| Total Possible Academic Points | | | | | 1050 | | |
| - Points from Non-Applicable | | | | | 825 | | |
| Total Possible Academic Points for This School | | | | | 225 | | |
| **Total Academic Points Received** | | | | | | | **63.75** |
| **% of Possible Academic Points for This School** | | | | | | | **28.33%** |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | | | | 50.36 | 13% | 40.29 |
| Academic Growth of Struggling 2-6 Grade | 2 | | | | 50.36 | 13% | 40.29 |
| Grade Promotion of At-Risk K-8 Grade | 3 | | | | 24.64 | 7% | 24.64 |
| Credit Completion of At-Risk High School | 4 | | | | 24.64 | 7% | 0.00 |
| Total Possible Mission-Specific Points | | | | | 150 | 40% | |
| **Total Mission-Specific Points Received** | | | | | | | **105.22** |
| **% of Possible Mission-Specific Points Received** | | | | | | | **70.15%** |

| | |
|---|---|
| **TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **375** |
| **TOTAL POINTS RECEIVED** | **168.97** |
| **% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | **45.06%** |

| 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% | **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%** | **380.00** |
| **% OF POSSIBLE OPERATIONAL POINTS** | | | | **95.00%** |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned | |
|---|---|---|---|---|---|
| Near-Term Measures | 1a | 0 | 0% | **0.00** | |
| | 1b | 0 | 0% | **0.00** | |
| | 1c | 50 | 50% | **30.00** | The financial measures included here are based on industry standards. They |
| | 1d | 50 | 50% | **50.00** | are not intended to reflect the nuances of a school's financial status. A low |
| Sustainability Measures | 2a | 0 | 0% | **0.00** | score on any single measure indicates only the *possibility* of a problem. In |
| | 2b | 0 | 0% | **0.00** | many cases, contextual information that alleviates concern is provided in the |
| | 2c | 0 | 0% | **0.00** | notes that accompany individual measures. Please see the financial section of |
| | 2d | 0 | 0% | **0.00** | this framework for additional detail. |
| **TOTAL FINANCIAL POINTS** | | **100** | **100%** | **80.00** | |
| **% OF POSSIBLE FINANCIAL POINTS** | | | | **80.00%** | |

INSPIRE --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|---|---|---|---|---|---|---|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| **Honor**<br>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%<br>of points possible | | 90% - 100%<br>of points possible | **95.00%** | 85% - 100%<br>of points possible | |
| **Good Standing**<br>Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or inancial 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%<br>of points possible | | 80% - 89%<br>of points possible | | 65% - 84%<br>of points possible | **80.00%** |
| **Remediation**<br>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%<br>of points possible | **45.06%** | 61% - 79%<br>of points possible | | 46% - 64%<br>of points possible | |
| **Critical**<br>Schools achieving at this level in Academic & Mission-Specific 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. | 0% - 30%<br>of points possible | | 0% - 60%<br>of points possible | | 0% - 45%<br>of points possible | |

INSPIRE --- ACADEMIC FRAMEWORK (2014-2015 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. | 27.20 | 0-19 | 19 | 1-40 | 40 | 13 |
| | | | | | | | **13** |
| **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. | 54.10 | 20-37 | 18 | 41-64 | 24 | 30 |
| | **Falls Far Below Standard:** Fewer than 41% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0 |
| | | | | | | | **30** |
| **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** | | | | | | | |

| | | Result (Percentile) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 3d** | **Are students making expected annual academic growth in reading compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Reading** | **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** | **Are students making expected annual academic growth in math compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **Growth in Math** | **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** | **Are students making expected annual academic growth in language compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| | | | 57-75 | 19 | 66-99 | 34 | 0 |
| **Growth in Language** | **Exceeds Standard:** The school's Median SGP in language arts falls between the 66th and 99th percentile. | | | | | | |
| | **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** | **Is the school increasing subgroup academic performance over time?** | | | | | | |
| **Subgroup Growth** | | | | | | | |
| **Combined Subjects** | **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** | **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: Adv Oppty | 1 | 0 | |
| **Notes** | | | | **0** |

| | | | | |
|---|---|---|---|---|
| **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 | |
| **Notes** | | | | **0** |

| | | | | |
|---|---|---|---|---|
| **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 | |
| **Notes** | | | | **0** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **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. | 33.70 | 0-13 | 13 | 1-70 | 70 | 6 |
| **Notes** | Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year. | | | | | | **6** |

## MISSION-SPECIFIC GOALS

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1** | **Is the school successfully fulfilling parents' expectations?** | | | |
| | **Exceeds Standard:** 85% or more of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 235 | |
| | **Meets Standard:** 80% - 84% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | 83.80% | 188 | 188 |
| | **Does Not Meet Standard:** 65% - 79% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 94 | |
| | **Falls Far Below Standard:** Less than 65% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 0 | |
| | | | | **188.00** |
| **Notes** | Satisfaction will be measured by taking the average percent responding favorably on the 12 Parent Satisfaction Survey Questions* – questions which are indicative of a school's individual performance. The minimum response rate is 30%. If the response rate is below 30%, the points allocated for this measure will be evenly distributed among the remaining mission-specific measures. The school will report data to the PCSC by October 1 each year. | | | |
| | *See Supplementary Info tab for questions. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 2** | **Is the school helping elementary students who are struggling academically to make growth?** | | | |
| | **Exceeds Standard:** 80% or more of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 235 | |
| | **Meets Standard:** 60% to 79% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | 67.71% | 188 | 188 |
| | **Does Not Meet Standard:** 40% to 59% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 94 | |
| | **Falls Far Below Standard:** Less than 40% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 0 | |
| | | | | **188.00** |
| **Notes** | "Continuously enrolled" is defined as being enrolled for two or more school years. A score of 75% or higher indicates mastery of grade level curriculum. The school will report data to the PCSC by October 1 each year. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 3** | **Is the school preparing at-risk primary (K-8) students to promote to the next grade?** | | | |
| | **Exceeds Standard:** 90% or more of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | 89.90% | 115 | 115 |
| | **Meets Standard:** 80% to 89% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 92 | |
| | **Does Not Meet Standard:** 65% to 79% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 46 | |
| | **Falls Far Below Standard:** Less than 65% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 0 | |
| | | | | **115.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4** | **Is the school successfully guiding at-risk high school students (grades 9-11) toward appropriate levels of credit completion?** | | | |
| | **Exceeds Standard:** 85% or more of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 115 | |
| | **Meets Standard:** 70% to 84% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 92 | |
| | **Does Not Meet Standard:** 50% to 69% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 46 | |
| | **Falls Far Below Standard:** Less than 50% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | 35% | 0 | 0 |
| | | | | **0.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

## INDICATOR 1: EDUCATIONAL PROGRAM

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1a**<br>**Implementation of Educational Program** | **Is the school implementing the material terms of the educational program as defined in the performance certificate?**<br><br>**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.<br><br>**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. | No instances of non-compliance documented | 25<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1b**<br>**Education Requirements** | **Is the school complying with applicable education requirements?**<br><br>**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.<br>**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.<br>**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<br><br>15<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1c**<br>**Students with Disabilities** | **Is the school protecting the rights of students with disabilities?**<br><br>**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.<br>**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.<br>**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. | No instances of non-compliance documented | 25<br><br>15<br><br>0 | 25.00<br><br>**25.00** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1d**<br>**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**<br>**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's FY14 independent fiscal audit, due October 15, 2014, was submitted 10/21/14. The annual fiscal update to the PCSC, due 2/17/15, was submitted 2/18/15. 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**<br>**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**<br>**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**<br>**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 financial update, due February 17, 2015, was submitted 2/18/15. | | | |

## INDICATOR 4: STUDENTS AND EMPLOYEES

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4a**<br>**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**<br>**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**<br>**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**<br>**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**<br>**Additional Obligations** | **Is the school complying with all other obligations?**<br><br>**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.<br><br>**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<br><br>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 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.* | | 50 | |
| | **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. | 0.99 | 10 | |
| | **Falls Far Below Standard:** Current ratio is less than or equal to 0.9. | | 0 | |
| | | | | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **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.* | 44 | 50 | |
| | **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 | |
| | | | | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **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. | | 50 | |
| | **Does Not Meet Standard:** Enrollment Variance is between 85-95 percent in the most recent year. | 94.64% | 30 | 30.00 |
| | **Falls Far Below Standard:** Enrollment Variance is less than 85 percent in the most recent year. | | 0 | |
| | | | | **30.00** |
| **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**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"<br>**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**<br>Aggregated 3-Year Totals:<br>-0.04% | **Points Possible**<br>50<br>10<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. 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**<br>**Debt to Asset Ratio** | **Debt to Asset Ratio: Total Liabilities divided by Total Assets**<br>**Meets Standard:** Debt to Asset Ratio is less than 0.9<br>**Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0<br>**Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0 | **Result**<br>Ratio is:<br>1.0 | **Points Possible**<br>50<br>30<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. 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**<br>**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**<br>**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.*<br>**Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"<br>**Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative | **Result**<br>Multi-Year Cumulative is:<br>$192,145 | **0**<br>**Points Possible**<br>50<br>30<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| **Measure 2d**<br>**Debt Service Coverage Ratio** | **Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**<br>**Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1<br>**Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1<br>**Falls Far Below Standard:** Not Applicable | **Result**<br>Ratio is:<br>See Note | **Points Possible**<br>50<br>0 | **Points Earned**<br>**0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. No outstanding debt currently reported. | | | |

| 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 | 15.00 | 0.00 | | | |
| | 1b | 25 | 15.00 | 15.00 | | | |
| Proficiency | 2a | 75 | 64.29 | 0.00 | | | |
| | 2b | 75 | 46.65 | 12.92 | | | |
| | 2c | 75 | 43.76 | 29.58 | | | |
| Growth | 3a | 100 | 80.28 | 0.00 | | | |
| | 3b | 100 | 45.15 | 0.00 | | | |
| | 3c | 100 | 45.73 | 0.00 | | | |
| | 3d | 75 | 49.39 | 0.00 | | | |
| | 3e | 75 | 40.30 | 0.00 | | | |
| | 3f | 75 | 40.30 | 0.00 | | | |
| | 3g | 100 | 72.70 | 0.00 | | | |
| College & Career Readiness | 4a | 50 | 30.00 | 0.00 | | | |
| | 4b1 / 4b2 | 50 | 50.00 | 0.00 | | | |
| | 4c | 50 | 20.08 | 6.26 | | | |
| Total Possible Academic Points Received | | **1050** | **658.64** | **63.75** | **0.00** | **0.00** | **0.00** |
| **% of Possible Academic Points for This School** | | | **62.73%** | **28.33%** | **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.**

| 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 |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | 235 | N/A | 40.29 | | | |
| Academic Growth of Struggling 2-6 Grade | 2 | 235 | N/A | 40.29 | | | |
| Grade Promotion of At-Risk K-8 Grade | 3 | 115 | N/A | 24.64 | | | |
| Credit Completion of At-Risk High School | 4 | 115 | N/A | 0 | | | |
| Total Possible Mission-Specific Points Received | | **700** | **0.00** | **105.22** | **0.00** | **0.00** | **0.00** |
| **% of Possible Mission-Specific Points for This School** | | | **N/A** | **70.15%** | **0.00%** | **0.00%** | **0.00%** |

| 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 | 15 | 25 | | | |
| | 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 | 25 | 15 | | | |
| Students & Employees | 4a | 25 | 25 | 25 | | | |
| | 4b | 25 | 15 | 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** | **360.00** | **380.00** | **0.00** | **0.00** | **0.00** |
| **% of Possible Operational Points for This School** | | | **90.00%** | **95.00%** | **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 | 0 | 0 | 0 | | | |
| | 1b | 0 | 0 | 0 | | | |
| | 1c | 50 | 50 | 30 | | | |
| | 1d | 50 | 50 | 50 | | | |
| Sustainability Measures | 2a | 0 | 0 | 0 | | | |
| | 2b | 0 | 0 | 0 | | | |
| | 2c | 0 | 0 | 0 | | | |
| | 2d | 0 | 0 | 0 | | | |
| Total Possible Financial Points Received | | 100 | **100.00** | **80.00** | **0.00** | **0.00** | **0.00** |
| **% of Possible Financial Points for This School** | | | **100.00%** | **80.00%** | **0.00%** | **0.00%** | **0.00%** |

| ACCOUNTABILITY DESIGNATION | 2013-14 DESIGNATION | 2014-15 DESIGNATION | 2015-16 DESIGNATION | 2016-17 DESIGNATION | 2017-18 DESIGNATION |
|---|---|---|---|---|---|
| Academic & Mission-Specific | Good Standing | Remediation | | | |
| Operational | Honor | Honor | | | |
| Financial | Honor | Good Standing | | | |

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

Alison Consoletti, The Center for Education Reform

# INSPIRE CONNECTIONS ACADEMY

## 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** | To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. | |
| **Key Design Elements** | • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth<br>• Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction<br>  ○ For elementary (K-5) students, the minimum interaction frequency will be bi-monthly<br>  ○ For secondary (6-12) students, the minimum will be eight (8) times per school year<br>  ○ Weekly live lessons will be consistently available to all students<br>• Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model<br>• Providing enhanced learning through online technology. | |
| **School Contact Information** | Address: 600 N Steelhead Way<br>Boise, Idaho 83704 | Phone: 208-322-4002 |
| **Surrounding District** | State of Idaho | |
| **Opening Year** | 2006 | |
| **Current Term** | December 12, 2013 - June 30, 2018 | |
| **K-12** | K-12 | |
| **Enrollment** | Approved: Unlimited | Actual: 813 |

| | School | Surrounding District | State |
|---|---|---|---|
| Non-White | [redacted] | NA | 22.56% |
| Limited English Proficiency | 0% | NA | 6.24% |
| Special Needs | [redacted] | NA | 9.46% |
| Free & Reduced Lunch | [redacted] | NA | 47.07% |

| School Leadership | Role |
|---|---|
| Jill Hamilton | Board President |
| Diana Plane | Board Treasurer |
| Marcia Rowe | Board Secretary |
| Tanya Deyo Barlow | Board Member |
| Petra Juaregui | Board Member |
| Eric Miner | Board Member |
| Amy Peterson | Board Member |
| Gerald Chouinard (first semester) / Karen Glassman (beginning January 2014) | 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: INSPIRE Connections Academy Year Opened: 2006 Operating Term: 12/12/13 - 6/30/18 Date Executed: 12/12/2013
Amended: 8/11/2014

## 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.

INSPIRE CONNECTIONS ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

| 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% | 15.00 | 25 | 2% | **15.00** |
| | 1b | 25 | 2% | 15.00 | 25 | 2% | **15.00** |
| Proficiency | 2a | 75 | 5% | 64.29 | 75 | 7% | **64.29** |
| | 2b | 75 | 5% | 46.65 | 75 | 7% | **46.65** |
| | 2c | 75 | 5% | 43.76 | 75 | 7% | **43.76** |
| Growth | 3a | 100 | 7% | 80.28 | 100 | 10% | **80.28** |
| | 3b | 100 | 7% | 45.15 | 100 | 10% | **45.15** |
| | 3c | 100 | 7% | 45.73 | 100 | 10% | **45.73** |
| | 3d | 75 | 5% | 49.39 | 75 | 7% | **49.39** |
| | 3e | 75 | 5% | 40.30 | 75 | 7% | **40.30** |
| | 3f | 75 | 5% | 40.30 | 75 | 7% | **40.30** |
| | 3g | 100 | 7% | 72.70 | 100 | 10% | **72.70** |
| College & Career Readiness | 4a | | | | 50 | 5% | **30.00** |
| | 4b1 | | | | 50 | 5% | **50.00** |
| | 4c | | | | 50 | 5% | **20.08** |
| Total Possible Academic Points | | 900 | 60% | | 1050 | 100% | |
| - Points from Non-Applicable | | | | | | | |
| Total Possible Academic Points for This School | | 900 | | | 1050 | | |
| **Total Academic Points Received** | | | | 558.56 | | | **658.64** |
| **% of Possible Academic Points for This School** | | | | 62.06% | | | **62.73%** |

| MISSION-SPECIFIC | Measure | Possible Points | % of Total Points | POINTS EARNED | Possible Points | % of Total Points | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| Parent Satisfaction | 1 | Mission-specific data is not available for this reporting period. | | | 0 | 0% | **0.00** |
| Academic Growth of Struggling 2-6 Grade | 2 | | | | 0 | 0% | **0.00** |
| Grade Promotion of At-Risk K-8 Grade | 3 | | | | 0 | 0% | **0.00** |
| Credit Completion of At-Risk High School | 4 | | | | 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 POINTS RECEIVED** | | 558.56 | **658.64** |
| **% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS** | | 37.24% | **62.73%** |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---|---|---|---|
| Educational Program | 1a | 25 | 6% | **25.00** |
| | 1b | 25 | 6% | **15.00** |
| | 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% | **25.00** |
| Students & Employees | 4a | 25 | 6% | **25.00** |
| | 4b | 25 | 6% | **15.00** |
| | 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%** | **360.00** |
| **% OF POSSIBLE OPERATIONAL POINTS** | | | | **90.00%** |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned | |
|---|---|---|---|---|---|
| Near-Term Measures | 1a | EXEMPT | #VALUE! | **0.00** | |
| | 1b | EXEMPT | #VALUE! | **0.00** | The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail. |
| | 1c | 50 | 50% | **50.00** | |
| | 1d | 50 | 50% | **50.00** | |
| Sustainability Measures | 2a | EXEMPT | #VALUE! | **0.00** | |
| | 2b | EXEMPT | #VALUE! | **0.00** | |
| | 2c | EXEMPT | #VALUE! | **0.00** | |
| | 2d | EXEMPT | #VALUE! | **0.00** | |
| **TOTAL FINANCIAL POINTS** | | **100** | **#VALUE!** | **100.00** | |
| **% OF POSSIBLE FINANCIAL POINTS** | | | | **100.00%** | |

INSPIRE CONNECTIONS ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|---|---|---|---|---|---|---|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| **Honor**<br>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 | | 90% - 100% of points possible | **90.00%** | 85% - 100% of points possible | **100.00%** |
| **Good Standing**<br>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 | **62.73%** | 80% - 89% of points possible | | 65% - 84% of points possible | |
| **Remediation**<br>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 | | 61% - 79% of points possible | | 46% - 64% of points possible | |
| **Critical**<br>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% - 60% of points possible | | 0% - 45% of points possible | |

INSPIRE CONNECTIONS ACADEMY --- ACADEMIC FRAMEWORK (2012-2013 data)

## 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 | |
| | 4 | 20 | |
| **Meets Standard:** School received three or four stars on the Star Rating System. | 3 | 15 | 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 | |
| | | | **15** |

**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. | [redacted] | 57-75 | 19 | 90-100 | 11 | 64 |
| **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 |
| | | | | | | **64** |

**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 | 19 | 90-100 | 11 | 0 |
| **Meets Standard:** Between 65-89% of students met or exceeded proficiency. | [redacted] | 38-56 | 19 | 65-89 | 25 | 47 |
| **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 |
| | | | | | | **47** |

**Notes**

**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. | [redacted] | 38-56 | 19 | 65-89 | 25 | 44 |
| **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 |
| | | | | | | **44** |

**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. | 87.38 | 76-100 | 25 | 85-100 | 16 | 80 |
| **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 |
| | | | | | | | **80** |

**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 | 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. | 65.12 | 26-50 | 25 | 50-69 | 20 | 45 |
| **Falls Far Below Standard:** | Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0 |
| | | | | | | | **45** |

**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 |
| **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. | 65.58 | 26-50 | 25 | 50-69 | 20 | 46 |
| **Falls Far Below Standard:** | Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0 |
| | | | | | | | **46** |

**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 and 65th percentile. | 57.00 | 38-56 | 19 | 43-65 | 23 | 49 |
| **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 |
| | | | | | | | **49** |

**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 and 65th percentile. | 46.00 | 38-56 | 19 | 43-65 | 23 | 40 |
| **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 |
| | | | | | | | **40** |

**Notes**

| | | Result (Percentile) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 3f** | **Are students making expected annual academic growth in language compared to their academic peers?** | | | | | | |
| **Norm-Referenced** | | | | | | | |
| **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. | 46.00 | 38-56 | 19 | 43-65 | 23 | 40 |
| | **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 |
| | | | | | | | **40** |
| **Notes** | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 3g** | **Is the school increasing subgroup academic performance over time?** | | | | | | |
| **Subgroup Growth** | | | | | | | |
| **Combined Subjects** | **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. | 66.70 | 51-75 | 25 | 45-69 | 25 | 73 |
| | **Does Not Meet Standard:** School earned 30-44% 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 |
| | | | | | | | **73** |
| **Notes** | | | | | | | |

**INDICATOR 4: COLLEGE AND CAREER READINESS**

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4a** | **Are students participating successfully in advance opportunity coursework?** | | | |
| **Advanced 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 | 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 | |
| | | | | **30** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4b1** | **Does students' performance on college entrance exams reflect college readiness?** | | | |
| **College Entrance** | | | | |
| **Exam Results** | **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 | 50.00 |
| | **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 | |
| | | | | **50** |
| **Notes** | | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4b2** | **Does students' performance on college entrance exams reflect college readiness?** | | | |
| **College Entrance** | | | | |
| **Exam Results** | **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** | | | | |

| | | Result (Percentage) | Possible Overall | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---|---|---|---|---|---|
| **Measure 4c** | **Are students graduating from high school?** | | | | | | |
| **Graduation Rate** | | | | | | | |
| | **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. | 75.90 | 14-25 | 12 | 71-80 | 10 | 20 |
| | **Falls Far Below Standard:** Fewer than 70% of students graduated from high school. | | 0-13 | 13 | 1-70 | 70 | 0 |
| | | | | | | | **20** |
| **Notes** | | | | | | | |

**MISSION-SPECIFIC GOALS**

| Measure 1 | Is the school successfully fulfilling parents' expectations? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 85% or more of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 235 | |
| | **Meets Standard:** 80% - 84% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 188 | |
| | **Does Not Meet Standard:** 65% - 79% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 94 | |
| | **Falls Far Below Standard:** Less than 65% of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across the 12 survey questions. | | 0 | |
| | | | | **0.00** |

**Notes**

Satisfaction will be measured by taking the average percent responding favorably on the 12 Parent Satisfaction Survey Questions* – questions which are indicative of a school's individual performance. The minimum response rate is 30%. If the response rate is below 30%, the points allocated for this measure will be evenly distributed among the remaining mission-specific measures. The school will report data to the PCSC by October 1 each year.

*See Supplementary Info tab for questions.

| Measure 2 | Is the school helping elementary students who are struggling academically to make growth? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 80% or more of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP asssessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 235 | |
| | **Meets Standard:** 60% to 79% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP asssessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 188 | |
| | **Does Not Meet Standard:** 40% to 59% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP asssessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 94 | |
| | **Falls Far Below Standard:** Less than 40% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP asssessments EITHER made at least 10 percentage points growth OR scored at least 75% on the spring assessment. | | 0 | |
| | | | | **0.00** |

**Notes**

"Continuously enrolled" is defined as being enrolled for two or more school years. A score of 75% or higher indicates mastery of grade level curriculum. The school will report data to the PCSC by October 1 each year.

| Measure 3 | Is the school preparing at-risk primary (K-8) students to promote to the next grade? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 90% or more of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 115 | |
| | **Meets Standard:** 80% to 89% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 92 | |
| | **Does Not Meet Standard:** 65% to 79% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 46 | |
| | **Falls Far Below Standard:** Less than 65% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. | | 0 | |
| | | | | **0.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by October 1 each year. | | | |

| Measure 4 | Is the school successfully guiding at-risk high school students (grades 9-11) toward appropriate levels of credit completion? | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| | **Exceeds Standard:** 85% or more of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 115 | |
| | **Meets Standard:** 70% to 84% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 92 | |
| | **Does Not Meet Standard:** 50% to 69% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 46 | |
| | **Falls Far Below Standard:** Less than 50% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year will earn at least one fourth of the required HS credits towards standard high school diploma completion. | | 0 | |
| | | | | **0.00** |
| **Notes** | "At-risk" is defined as qualifying for free or reduced lunch. Students who have been "continuously enrolled for a full academic year" is defined as students who were enrolled as of October 1 of that academic year and attended the entire academic year. The school will report data to the PCSC by 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. | Meets | 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** | An condition identified by the OIG on 8/7/14 notes that the school did not have an attendance reporting policy in place. Although final documentation is not yet available, the school appears to be working in good faith toward resolution of this issue. | | | |

| | | 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. | | 25 | |
| | **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. | 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 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. | | 0 | |
| | | | | **15.00** |
| **Notes** | Special Education files were out of compliance upon PCSC staff visit in January 2014. The school's board was already working with a consultant to ensure future compliance, and the issue has since been resolved. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 1d**<br>**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**<br>**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 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 | |
| | **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** | FY13 audit (due Nov 15, 2013) was submitted to the PCSC on 12/20/13. | | | |

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 2b**<br>**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. | See note | 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** | FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected. | | | |

## GOVERNANCE AND REPORTING

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 3a**<br>**Governance Requirements** | **Is the school complying with governance requirements?**<br><br>**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**<br>**Reporting Requirements** | **Is the school complying with reporting requirements?**<br><br>**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. | 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

| | | Result | Points Possible | Points Earned |
|---|---|---|---|---|
| **Measure 4a**<br>**Student Rights** | **Is the school protecting the rights of all students?**<br><br>**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?** | | | |
| | **Exceeds Standard:** The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements. | | 25 | |
| | **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. | 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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| | | | | **15.00** |
| **Notes** | Two conditions identified by the OIG on 8/7/14 noted that the Highly Qualified statuts of a number of teachers could not be verified. Although final documentation is not yet available, the school appears to be working in good faith toward resolution of this issue. | | | |

| | | 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**<br>**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**<br>**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**<br>**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**<br>**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**<br>**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.* | | 50 | |
| | **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 | |
| | | Ratio is .98; FY13 result was the same | 0 | |
| | **Falls Far Below Standard:** Current ratio is less than or equal to 0.9. | | | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 1b**<br>**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.* | 54 days cash | 50 | |
| | **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 | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 1c**<br>**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 115.27% | 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**<br>**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**<br>**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**<br><br>**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.*<br><br>**Does Not Meet Standard:** Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"<br>**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 = (0.4%)<br>Total = 0% | 50<br>10<br>0 | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 2b**<br>**Debt to Asset Ratio** | **Debt to Asset Ratio: Total Liabilities divided by Total Assets**<br><br>**Meets Standard:** Debt to Asset Ratio is less than 0.9<br>**Does Not Meet Standard:** Debt to Asset Ratio is between 0.9 and 1.0<br>**Falls Far Below Standard:** Debt to Asset Ratio is greater than 1.0 | Ratio is .99 | 50<br>30<br>0 | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **Result** | **0** | **Points Earned** |
| **Measure 2c**<br>**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**<br><br>**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.*<br>**Does Not Meet Standard:** Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"<br>**Falls Far Below Standard:** Multi-Year Cumulative Cash Flow is negative | Multi-Year Cumulative is $258,835 and each year is positive | 50<br>30<br>0 | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |
| | | **Result** | **Points Possible** | **Points Earned** |
| **Measure 2d**<br>**Debt Service Coverage Ratio** | **Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**<br><br>**Meets Standard:** Debt Service Coverage Ratio is equal to or exceeds 1.1<br>**Does Not Meet Standard:** Debt Service Coverage Ratio is less than 1.1<br>**Falls Far Below Standard:** Not Applicable | Facility costs are included in Connections contract | 50<br>0 | **0.00** |
| **Notes** | Due to the deficit protection clause in INSPIRE Academy's contract with Connections Education, the school will be exempt from evaluation of this measure. Result is provided for information only. | | | |

PARENT SURVEY QUESTIONS (See Mission-Specific Measure 1)

1. The use of the computer and Connexus® is improving the learning experience. (% indicating “Agree Strongly” or “Agree”)
2. Do you recommend connections academy to parents whose children are not enrolled in the program? (% giving a 6, 7, 8, 9, or 10 on a 10 point scale)
3. Will your child/children continue in connections academy next school year? (% indicating “Yes, Definitely” or “Probably”)
4. I am able to personalize the curriculum to fit the learning demands and interests of my child/children. (% indicating “Agree” or “Strongly Agree”)
5. The program provides opportunities for interaction with other families. (% indicating “Agree” or “Strongly Agree”)
6. How satisfied are you with the helpfulness of your child's teacher? (% indicating “Very Satisfied” or “Somewhat Satisfied”)
7. How would you rate the response time of your connections academy teacher(s)? (% indicating “Excellent” or “Good”)
8. How do you feel about the amount of contact your child/children have with their connections academy teachers? (% indicating “It’s about right”)
9. How do you feel about the amount of contact you have with your child/children's connections academy teachers? (% indicating “It’s about right”)
10. The teachers improve the learning experience. (% indicating “Agree” or “Strongly Agree”)
11. How satisfied are you with the helpfulness of your principal? (% indicating “Very Satisfied” or “Somewhat Satisfied”)
12. My child is able to learn at his/her own pace. (% indicating “Agree” or “Strongly Agree”)

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

Alison Consoletti, The Center for Education Reform

# INSPIRE Connections Academy

## Pre-Renewal Site Visit Report

**November 3, 2017**

**Public Charter School**
INSPIRE Connections Academy
600 N. Steelhead Way
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(208) 322-4002

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304 N 8th Street, Room 242, Boise, ID 83702
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**Evaluation Team**
Dr. Sherawn Reberry: Idaho Digital Learning Director of Education Programs, Academic Partnership Facilitator, IDLA On-Line Principal
Randy Yadon: Principal, Meridian Technical Charter High School
Kirsten Pochop, PhD: Senior Accountability Program Manager, Idaho Public Charter School Commission

## PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. INSPIRE Connections Academy (INSPIRE) will be considered for renewal during the spring of 2018. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high quality educational experience.

## 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 stakeholders

Detail: The administrative team and the teachers understand and can articulate the mission. Unfortunately, the only available board member was new; he understood that there is a mission of the school and was candid in expressing his desire to learn more about the mission and the key design elements of the school. The parents, in general terms, were not able to articulate the mission of the school.

In practice, teachers and the administration implement the mission. For example, the staff works toward the mission in helping each student maximize his or her potential and meet the highest performance standards.

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

Rating: Meets

Evidence: Interviews with stakeholders, classroom observations, curriculum, and Learning Management System (LMS) demonstrations

Detail: In an online setting, the school implements the prescribed instructional practices with fidelity to the charter. The teachers interviewed, both special education and general education, have an understanding of the curriculum and the instructional practices that will assist students in gaining academic achievement. This is in alignment with INSPIRE'S vision statement, "…creating a learning environment to achieve high student outcomes."

**Does the school have a culture of high expectations and a strong emphasis on student learning?**

Rating: Meets

Evidence: Interviews with stakeholders, classroom observations during live lessons

Detail: The school has a culture of high expectations. Overall, the administration and teachers have an understanding of data and seek to use it to improve student learning and academic

achievement. The administration, the teachers and even the parents discussed achievement data. The administration utilizes data to plan for each year. For example, they hired an intervention teacher in mathematics in response to low math scores. They also established a math club where students may come to the school in person and receive additional assistance.

Formative assessments are also an important tool to ascertain student learning, which INSPIRE implements through the curriculum and with teacher/student phone calls. Parents also noted that they are aware of their child's progress, by accessing the Learning Management System (LMS) or by connecting with teachers.

The administration and teachers also actively monitor student engagement and appear to be attentive during live-lessons to what students are contributing to the class.

It is unclear if the board fully understands the data and the role of the formative and summative assessments. This is of particular concern regarding mathematics, which has been a weak area for the school.

## PROGRAM DELIVERY: CURRICULUM

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

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

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

Rating: Approaches

Evidence: Classroom demonstrations; Interviews with parents, teachers, and administration

Detail: The virtual view of the courses showed how students are able to access the varied learning materials. The learning objectives are included within the standard course material provided by Connections Academy (the EMO), but teachers also have the opportunity to more precisely articulate the objectives through their announcements and direct communication to students.

Teachers and parents expressed the importance of using appropriate academic language. The parents were also clear on the student learning objectives, particularly at the elementary level. Teachers follow up with struggling students to ensure that they meet the curricular requirements.

Despite the strengths in several of these areas, there was no evidence of a focus upon higher order thinking and the development of complex problem solving skills for all students.

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

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

**Does the school effectively provide opportunities for student engagement?**

Rating: Meets

Evidence: Virtual classroom observations and teacher and parent interviews

Detail: Teachers interact with students throughout the course using the LMS. The teachers also indicated that they provide feedback to students in different modalities (i.e. written and verbal, when and where appropriate).

Teachers offer "live" sessions weekly. Only special education students are required to attend and participate in the "live" sessions, yet participation rates are fairly high for general education students in the optional sessions. When students are unable to attend "live," they can watch the archive. Teachers utilized different modalities throughout each live session to assess student learning and knowledge. Students are provided the opportunity to show mastery in a variety of ways.

However, it is difficult to assess student engagement for those students who do not actively participate in the live lessons using the chat feature. In addition, it is challenging to assess student engagement for those who choose not to attend the live lessons.

## PROGRAM DELIVERY: INSTRUCTION

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

Rating: Meets

Evidence: Interviews with staff and parents

Detail: 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 and vision of the school. The school has developed and implemented policies regarding supports for staff, including a clear evaluation policy. Teacher turnover is low. The staff are committed to INSPIRE and the academic success of students. Parents had high praise for the staff and stressed how teachers were willing to go the extra mile to ensure that students learned the material. The school has clear procedures and criteria around dismissal that include opportunity for improvement.

**Does the school have leadership sustainability?**

Rating: Meets

Evidence: Interview with leadership team and staff

Detail: The leadership team was knowledgeable and experienced. There was institutional support for training and maintaining adequate administrative support. There is a leadership pipeline, with a strong vice-principal.

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

Rating: Meets

Evidence: Interviews with administration and staff

Detail: The school offers staff $5200 a year in flexible professional development funds that can be used for higher education, conferences, training in a specific instructional area etc. In addition, the administration and Connections Academy provide on-going training throughout the school year. INSPIRE appears to follow the recommend guidelines from the Idaho State Department of Education. There are four Professional Learning Communities, which meet throughout the year, focusing on high school cohorts, senior success, math, and RTI. Some of

the professional development is conducted face-to-face, but much of the PD is delivered online. The online delivery allows teachers to experience learning as their students do, a best practice for online schools. The school professional development program covers data driven instruction, interventions, and the use of a professional learning community. It was unclear if the professional development was evaluated regularly.

## PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Meets

Evidence: Interviews with stakeholders, PD organization structure document

Detail: The school regularly administers valid and reliable assessments aligned 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. Parents were also aware of data, particularly of the formative assessments, which are the indicators along the way as to whether or not their student is meeting their academic goals.

General Education and Special Education teachers meet weekly to discuss student progress on assessments. If weaknesses are discovered, teachers make efforts to review the material with students.

**Does the school promote a culture that is safe, respectful, and supportive?**

This measure was not rated and does not represent an area of concern. Evaluators noted that the working culture at the office was safe, respectful, and supportive for staff and families who visit the center.

## ACCESS AND EQUITY

**Does the school offer adequate support for special populations?**

Rating: Meets

Evidence: Interview with special education staff

Detail: The special education staff seemed knowledgeable and willing to work hard for their students. They have routine contact with students and progress monitor their efforts. INSPIRE has a relatively high population of students being served with an IEP, over 10%. The school is working to ensure that the needs of students are being met through the use of appropriate interventions. When possible, the interventions are completed face-to-face; however, often the interventions are conducted online through live sessions. INSPIRE contracts with personnel in the different regions to provide face-to-face interventions, as needed.

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

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

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

Rating: Approaches

Evidence: Interviews with staff and administration

Detail: INSPIRE has procedures in place to monitor its progress towards meeting enrollment targets. The school maintains adequate student enrollment and there was an increase in enrollment this school year. While the administration conducts exit interviews for all students who withdraw, student retention continues to be a problem. Stakeholders understand why the retention rate is low, but they did not appear to have a plan to address the problem.

## ORGANIZATIONAL CAPACITY

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

Rating: Meets

Evidence: Interviews with staff and administration

Detail: The administrator sets the tone for this well-functioning team. The vice principal and head of special education understand their roles and do them well. While the leadership roles are clear, there is also a sense of collaboration and team effort where all staff feel included.

**Are there effective communication channels between stakeholders?**

Rating: Approaches

Evidence: Interviews with the board, administration, and parents

Detail: INSPIRE has a defined process and structure for all stakeholders, from the students and parents to the teachers, teachers to the administration, and the administration to Connections Academy. Additionally, there seems to be sufficient communication channels between the administration and the board. There are regular board meetings where the leadership team provides updates to the board. The parents seem pleased with the communication between themselves and the teacher and with the communication between teachers and students

The board is still working to improve the communication channels between parents and the board. Several of the parents seemed unaware of the role of the board as an oversight body. While they understood the role of the administrator and Connections Academy, their understanding of the board was minimal. Clearer communication about the role of the board may help to address this issue.

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

Rating: Meets

Evidence: Interviews with stakeholders

Detail: Yes, but this communication system is most effective for those parents who live in the Treasure Valley and can take advantage of the main office and school sponsored outings. All parents stressed that they feel comfortable using and are satisfied with the school-wide communication channels.

**Does the school facility support high quality teaching and learning?**

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

**Are health, safety, and accessibility standards being met and is documentation being kept current?**

This measure was not rated and does not represent an area 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: Interviews with board member and administrator, website review

Detail: There was no indication that open meeting laws were violated. In fact, the school had posted the Renewal Site Visit and board meeting minutes on the website. Due to the fact that there was only one board member present for the interview, and he was in his first month, it was difficult to ascertain information about the overall board functioning.

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

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

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

This measure was not rated because the team did not have enough information upon which to base a rating.

**Has the school's board developed a strategic plan?**

Rating: Meets

Evidence: Strategic plan and interview with administration

Detail: The administration, board and staff update their strategic plan yearly.

**Does the school's board provide appropriate academic oversight?**

This measure was not rated because the team did not have enough information upon which to base a rating. The board member who was present expressed his commitment to learning more about academic oversight.

**Does the school's board provide appropriate operational oversight?**

This measure was not rated because the team did not have enough information upon which to base a rating. As stewards of public money, the new board member is dedicated to ensuring that the board met its statutory obligations to oversee the operations of the school.

## GOVERNANCE: FINANCIAL

**Does the school's board provide appropriate financial oversight?**

This measure was not rated because the team did not have enough information upon which to base a rating. The newest board member has an expertise in financial management and should help to strengthen the board in this area.

**Does the school maintain appropriate internal controls and procedures?**

Rating: Meets

Evidence: Interview with business manager from Connections Academy

Detail: The EMO has clear policies in place to ensure that internal control requirements are met. The administrator also understands the importance of adequate internal controls.

**Does the school maintain adequate financial resources to ensure stable operations?**

Rating: Meets

Evidence: Audit and discussion with business manager

Detail: Enrollment numbers have held steady, despite fairly high attrition. The school appears to be fiscally responsible and maintains adequate resources in order to fund all necessary programs including a generous PD program.

**Is the school demonstrating strong short and long-term fiscal viability?**

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

**Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?**

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

November 13, 2017

Dear Kirsten,

Thank you for providing the pre-renewal site visit report. I would like to provide additional information regarding measures related to Program Delivery: Curriculum and Access and Equity, to better inform the evaluation team about what additional strategies the school uses to focus on higher order thinking and the processes in place to address student retention. Some of these may be difficult to observe during the limited visit timeframe available.

**Program Delivery: Curriculum** - Does the school provide clear, appropriate, and skilled delivery of curriculum content?

**Details in Report:** "Despite the strengths in several of these areas, there was no evidence of a focus upon higher order thinking and the development of complex problem solving skills for all students."

Addressing Higher-Level Thinking in Connections Education Courses and Assessments:

INSPIRE teachers use curriculum-based assessments (CBAs) throughout the school year, via live telephone/online conversation, as a way to present higher order thinking questions and assess each student's understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. During CBAs, teachers determine whether students need additional support in instruction and strategies, or if the student is progressing as expected.

Instructional Content - Connections Education course content follows the ADDIE design model. A standards-based system is employed to build the curriculum framework which includes the backward design and creation of scaffolded learning objectives and goals for lesson and assessment content. Lesson objectives target a variety of cognitive processes and written

Assessments - Connections Education courses implement a system of formative and summative assessment that measures student growth and proficiency against standards and objectives at regular intervals through a variety of assessment types. Assessments are planned to ensure thorough and even coverage of applicable standards (e.g., national or state standards), and are spaced so that students can demonstrate a variety of skills throughout the course. The distribution (location and frequency) of assessment types within

a course depends on the planned structure and length of each unit, lesson days available, and any other pertinent factors determined during the course mapping process.

Depth of Knowledge (DOK) - Connections Education uses Webb's Depth of Knowledge to track cognitive rigor for every assessment item. Assessments address a range of cognitive levels, from lower-order understanding and recall to higher-order critical thinking skills, with more than half of all points assessed in a unit coming from higher-order tasks (DOK 2 and above). More than half of the items on each cumulative assessment (quizzes, tests, and online practices) are DOK 2 and higher, with tests containing a higher proportion of DOK 3 and 4 items. Teacher-graded items (e.g., short answers, essays, and math items requiring students to problem solve and show their work) consist of higher-order tasks. Assessments across courses employ the following practices, among others, to encourage and assess higher level thinking: Students are prompted to analyze and respond to content-based scenarios that require them to demonstrate application, strategic thinking, and extended thinking.

Passage-based questions are used on quizzes and tests, where students are asked to read a fresh passage, and then answer comprehension questions that feature the same skills that students learned and honed during the preceding lessons in a unit. This lets teachers see that students can take what they learn during instruction and apply those skills independently in a new situation.

Next-Generation Assessments are used in Language Arts and Math for grades 1-5, and feature ample opportunity for demonstration of higher-order thinking through the above-mentioned methods, as well as through the mixed use of traditional items (e.g., multiple choice, fill-in-the-blank, and short answer) and technology-enhanced items (TEIs). TEIs require students to drag and drop text or images, find or move points on a graph or number line, select words or numbers in a sentence or equation, or otherwise manipulate content to demonstrate skill mastery. TEIs allow teachers to get a better sense of how well students are doing on certain skills. For example, a multiple choice item might ask student which effect is the result of a specific cause. The student has a one-in-four chance of guessing this item correct. A TEI might present students with three causes and three effects, and ask them to drag each effect to its cause. This allows the teacher more opportunities to see whether the student actually understands cause-and-effect relationships, and reduces the chance of student success by guessing.

Students participate in discussions and engage in short- and long-term portfolio activities to demonstrate critical thinking skills and apply knowledge of new concepts. These summative assessments are designed to integrate content and skills with other disciplines, technologies and apply understanding to real world questions and challenges. Discussions and portfolios assess higher-order cognitive skills, and are written to meet level 3 and beyond of Webb's Depth of Knowledge.

**Access and Equity** - Does the school have a strong, steady retention rate for students?

**Details in Report:** "While the administration conducts exit interviews for all students who withdraw, student retention continues to be a problem. Stakeholders understand why the retention rate is low, but they did not appear to have a plan to address the problem."

INSPIRE has improved student retention over the past three years and does have a plan to address student retention. During the 2016-17 school year, 72% of students remained enrolled throughout the year, in 2015-16, the percentage was 68%, and in 2014-15 it was 67%. Additionally, over the course of the performance certificate, the percentage of students who return to INSPIRE year after year has increased from 39% in 2014 to 45% in 2017. As part of the school's 2017-18 Continuous Improvement Plan to improve student retention, school leadership implemented a new Professional Learning Community model and incorporated Marzano training on relationship building, student engagement and student motivation, into the school's professional development plan. It's important to note that parents often choose to enroll their child in INSPIRE to solve a temporary problem then return to their resident district, thus the retention rate is expected to be lower than other public schools.

We sincerely appreciate your continued dedication and support as we strive together to increase student achievement and provide educational options for Idaho families.

Sincerely,

Karen L. Glassman

Karen Glassman, Principal

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# Idaho PCSC Pre-Renewal Site Visit 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. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.*

## Mission, Key Design Elements & School Culture

**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: | | | | |

**Does the school have a culture of high expectations and a strong emphasis on student learning?**

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|---|---|---|---|---|
| Indicators: The school puts a primacy upon student learning and achievement. Qualitative and quantitative data, which assesses student learning, is regularly collected and analyzed by all relevant stakeholders. The school plan for improvement is implemented and progress towards goals is regularly 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: | | | | |

## Program Delivery: Curriculum

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

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|---|---|---|---|---|
| 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 is reviewed and modified. 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. 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: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. 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 leadership sustainability?** | | | | |
|---|---|---|---|---|
| Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. The school has a low turnover rate for the leadership team. When needed, 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 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 that 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. The school adequately monitors the progress and success of all students, including diverse learners. | 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?**

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|---|---|---|---|---|
| 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 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and INSPIRE ACADEMICS INC., commonly referred to INSPIRE Connections Academy, (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 April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; 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 2006. 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 December 12, 2013, and shall continue through June 30, 2018, 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: We will help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.

B. **Grades Served.** The School may serve students in Kindergarten through grade 12.

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

- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or

academic growth

- Ensuring appropriate one-on-one student / teacher / guardian or learning coach interaction
    - For elementary (K-5) students, the minimum interaction frequency will be bi-monthly
    - For secondary (6-12) students, the minimum will be eight (8) times per school year
    - Weekly live lessons will be consistently available to all students
- Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
- Providing enhanced learning through online technology

**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. The maximum number of students who may be enrolled per class/grade level shall be unlimited. Enrollment for each school year will conclude on February 28th. Students who are not enrolled as of February 28th will be eligible to enroll for the following school year.

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.** 600 N. Steelhead Way, Suite 164, Boise, ID 83704. 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 December 12, 2013.

Alan Reed

**Chairman, Idaho Public Charter School Commission**

**Chairman, INSPIRE Academics Inc. School 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 F: 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.

# APPLICATION FOR CHARTER RENEWAL

**School Name:** INSPIRE, the Idaho Connections Academy (INSPIRE)

**Board Name:** INSPIRE ACADEMICS INC.

**School Address:** 600 N. Steelhead Way
Suite 164
Boise, ID 83704

**Contact Information for Renewal Process Contact Person:**

| | | |
|---|---|---|
| **Name:** | Karen Glassman | Marcia Moore |
| **Title:** | Principal | Board President |
| **Phone:** | 208-322-4002 | 208-891-9375 |
| **E-mail:** | kglassman@inspire.connectionsacademy.org | mmoore.inspireboard@gmail.com |
| **Mailing Address:** | 600 N. Steelhead Way<br>Suite 164<br>Boise, ID 83704 | 8 William Dr.<br>Centerville, ID 83631 |

**Date of Application Approval by School Board:** November 27, 2017

**Application Submission Date:** December 15, 2017

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Exhibit 1 – 2017 Accreditation Report
Exhibit 2 – 2017 Parent Satisfaction Survey
Exhibit 3 – INSPIRE Continuous Improvement Plan

# 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**

## *Mission and Key Design Elements*

Since beginning its charter in 2005, the mission of Idaho Connections Academy (INSPIRE) has been to help each student maximize his or her potential and meet the highest performance standards. INSPIRE is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. Through implementing and maintaining the following essential design elements, INSPIRE works toward meeting its mission every day:

- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth
- Ensuring appropriate one-on-one student / teacher / guardian or Learning Coach interaction
    - For all students, the minimum synchronous interaction frequency is bi-monthly
    - Weekly live lessons are consistently available to all students
- Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
- Providing enhanced learning through online technology, allowing flexible scheduling

INSPIRE believes in using technology to help each student fulfill his or her potential, unrestrained by geography, learning style, or family circumstance. INSPIRE has created a learning environment for high student outcomes, challenged all students to succeed, and worked together with our students, colleagues, and parents to bring our vision and mission to fruition over the course of our performance certificate term.

## *Major Successes and Challenges*

INSPIRE has been serving students in Idaho for 12 years, a sign of success and longevity. Additionally, the school continues to grow – 160 students enrolled during INSPIRE'S first year. This number has grown steadily, as now INSPIRE serves over 900 students in grades K-12.

INSPIRE was recently renewed for accreditation, another major success. The school was originally accredited in December 2006 by the Northwest Accreditation Commission (NWAC), an accrediting division of AdvancED. This accreditation was renewed through 2022 during the 2016-17 school year. During the accreditation renewal, NWAC stated the following, "INSPIRE consistently promotes a culture that is based upon shared values and beliefs." (Please see Exhibit 1 for the complete Accreditation Report).

As a full-time online school program, INSPIRE has some unique challenges that include mobility, engagement, graduation rate, and academic performance. The school has a Continuous Improvement Plan that guides their work to overcome these challenges and achieve school goals.

## *Summary of Four Central Questions*

**1. Is the school an academic success?**

Yes, we believe INSPIRE is an academic success. Proficiency rates in ELA and science on the Idaho Standards Achievement Test (ISAT) meet or exceed the state average for many grade levels. Additionally, INSPIRE has shown consistent growth on the LEAP assessment, a measure of student growth. The school has also recently improved graduation rates by ten percentage points. INSPIRE students demonstrate academic growth and success in other aspects of their learning. Academic success is different for every student so the school strives to personalize each student's learning plan to best meet their academic, emotional, and social needs.

**2. Is the school organizationally sound and compliant with applicable laws and regulations?**

INSPIRE is an organizationally sound school and is compliant with applicable laws and regulations. INSPIRE received 100% of the total operational points in the 2017 and 2016 Annual Reports, 95% in the 2015 report, and 90% in the 2014 report. These points include measures such as educational program, financial management and oversight, governance and reporting, students and employees, school environment, and additional obligations. Over the reporting period, INSPIRE has worked on earning all the points available in the operational section. The school and the Board have no concerns regarding operations at this time. Additionally, INSPIRE is not currently aware of any or engaged in any litigation.

**3. Is the school a fiscally sound, viable organization?**

INSPIRE is a financially sound and viable school. In the 2017 and 2016 Annual Reports, INSPIRE received 80% and 50% of the total points for the two measures that were evaluated. In 2017, INSPIRE received 50 points (100%) of Measure 1d, Default and 30 points for Measure 1c, Enrollment Variance. In 2016, INSPIRE earned 50 points for 1d and zero points for 1c. Previously on the 2014 and 2015 reports, INSPIRE received 100% and 80% on the financial measures.

Regarding the Enrollment Variance measure, INSPIRE was rated as "Falls Far Below Standard" in 2016 as the measurement was 73.84%. However, the Annual Report also states "This outcome was impacted by a mid-year change in the school's chosen method of calculating enrollment, and does not represent cause for concern at this time." The school's enrollment has steadily increased slightly each year and this standard was met on the 2017 report. INSPIRE will continue its focused effort on serving all enrolled students.

**4. If renewed, what is the school's plan for its next performance certificate term?**

INSPIRE's plan over the course of the next performance certificate term is to help all INSPIRE students perform at or above the same levels of proficiency, growth, and graduation rates as similar students across the state of Idaho. INSPIRE plans to focus on increasing math proficiency rates on state assessments, promotion rates from one grade level to the next, course completion rates, the percentage of students returning each school year, and the number of graduates being accepted and attending post-secondary options. Additionally, the school will work to ensure all high school students are earning appropriate credits required to graduate. The school is committed to focus on goals and strategies that will result in achieving and maintaining these outcomes.

Marcia Moore, Board President

Karen Glassman, School Principal

# APPLICATION NARRATIVE

# 1. ACADEMIC SUCCESS

**1. Is the school an academic success?**

## *1.1 ACADEMIC OUTCOMES OVER PERFORMANCE CERTIFICATE TERM*

Due to the changing Academic Performance Frameworks, INSPIRE is not able to provide information that is consistent across multiple school years as the Annual Reports have changed from year to year. We do, however, present data that speaks to INSPIRE's consistent focus on academic success during its Performance Certificate Term.

### Key Areas of Proficiency and Growth

Previously, the last Annual Report to include all of Academic Performance Framework scores was the 2013-14 report. In that report, INSPIRE was found to be in Good Standing, earning 62.73% of the points possible. INSPIRE met expectations on twelve out of the fifteen measures.

According to INSPIRE's Annual Reports, the percentage of students meeting or exceeding proficiency based on official state-reported data are as follows (when available in the report):

- 2014-15 Math: 27.2%
- 2014-15 English Language Arts: 54.1%
- 2015-16 Math: 23.5%
- 2015-16 English Language Arts: 52.9%
- 2015-16 Science: 64.6%
- 2016-17 Math: 25.8%
- 2016-17 English Language Arts: 54.0%
- 2016-17 Science: 63.4%

### *State Assessment*

On the Idaho Standards Achievement Test (ISAT), INSPIRE students met or exceeded the state on overall English Language Arts (ELA) performance in 2014-15, 2015-16, and 2016-17. However, in the first two school years, these trends were driven primarily by performance at the upper grades. In 2016-17, performance at the lower grades improved substantially, and INSPIRE students met or exceeded the state in grades 5, 6, 7, and 8. In math, however, INSPIRE has performed below the state at all tested grade-levels in 2014-15 through 2016-17.

On the Science ISAT, INSPIRE students met or exceeded the state at all tested grade-levels across all three years with only one exception (5th grade in 2015-16).

Please see Figures 1, 2, and 3.

**Figure 1. 2014-15 ISAT % Proficient/Advanced for Idaho Statewide and INSPIRE**

| | ELA | | MATH | | SCIENCE | |
|---|---|---|---|---|---|---|
| | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** |
| **All Grades** | 51.1 | 51.2 | 39.3 | 24.7 | 59.3 | 68.9 |
| **Grade 3** | 48.3 | 28.2 | 49.9 | 31.6 | | |
| **Grade 4** | 46.4 | 30.3 | 43.4 | * | | |
| **Grade 5** | 52.3 | 32.6 | 38.2 | * | 62.9 | 73.9 |
| **Grade 6** | 48.5 | 26.1 | 36.5 | 25.8 | | |
| **Grade 7** | 50.8 | 46.2 | 38.3 | 22.2 | 50.2 | 61.5 |
| **Grade 8** | 51.7 | 42.2 | 37.0 | 23.5 | | |
| **High School** | 60.6 | 75.6 | 30.3 | 24.7 | 64.8 | 72.2 |

**Figure 2. 2015-16 ISAT % Proficient/Advanced for Idaho Statewide and INSPIRE**

| | ELA | | MATH | | SCIENCE | |
|---|---|---|---|---|---|---|
| | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** |
| **All Grades** | 52.9 | 52.9 | 41.7 | 23.5 | 61.1 | 64.6 |
| **Grade 3** | 49.3 | * | 52.2 | * | | |
| **Grade 4** | 49.8 | 27.3 | 47.1 | 30.3 | | |
| **Grade 5** | 53.8 | 30.3 | 40 | * | 63.1 | 39.4 |
| **Grade 6** | 50.5 | 22.6 | 39.8 | * | | |
| **Grade 7** | 52.7 | 52.8 | 41.9 | 33.3 | 54 | 57.3 |
| **Grade 8** | 53.6 | 55.9 | 38.5 | 11.8 | | |
| **High School** | 61.7 | 73.1 | 30.8 | 21.5 | 66.0 | 67.8 |

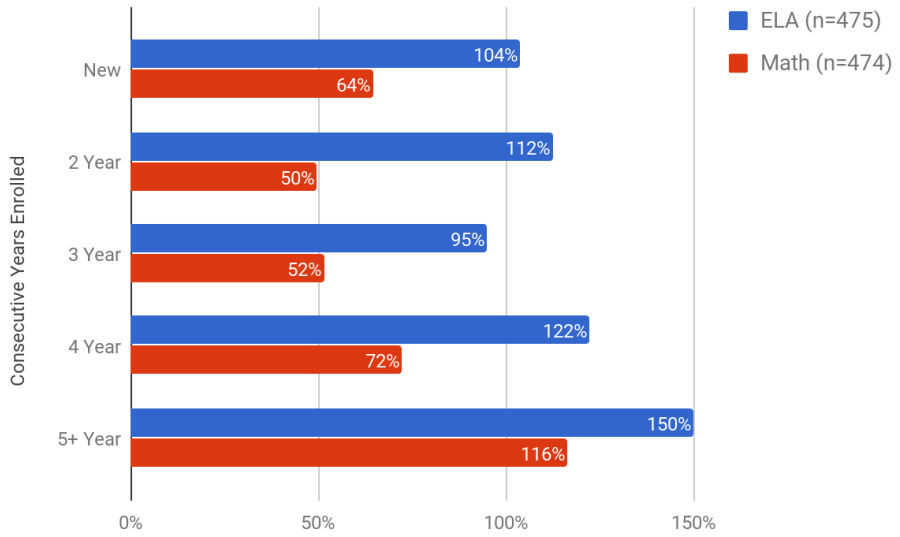
**Figure 3. 2016-17 ISAT % Proficient/Advanced for Idaho Statewide and INSPIRE**

| | ELA | | MATH | | SCIENCE | |
|---|---|---|---|---|---|---|
| | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** | **STATE** | **INSPIRE** |
| **All Grades** | 52.0 | 54.2 | 41.9 | 26.2 | 61.1 | 65.0 |
| **Grade 3** | 47.2 | 37.8 | 50.2 | 32.5 | | |
| **Grade 4** | 48.0 | 36.1 | 46.6 | 32.3 | | |
| **Grade 5** | 53.7 | 64.2 | 41.7 | 30.2 | 66.1 | 79.2 |
| **Grade 6** | 50.9 | 55.2 | 40.2 | 31.0 | | |
| **Grade 7** | 53.8 | 52.6 | 42.4 | 24.1 | 52.6 | 53.2 |
| **Grade 8** | 52.3 | 53.6 | 38.7 | 29.1 | | |
| **High School** | 59.1 | 62.1 | 32.1 | 16.9 | 65.1 | 67.0 |

**The results of these grades were suppressed by the state, as there were less than 10 students in the tested category.*

It is important, however, to note that comparisons of year over year trends reflect different cohorts of students, given that more than half of students enrolled at INSPIRE each year are new. Therefore, equally important is understanding how students perform when they enroll at INSPIRE beyond the first year. The comparisons can be expressed as *what % of the statewide performance did INSPIRE students achieve?* A percentage of 100 means that INSPIRE students performed equal to the state, while a percentage greater than 100 indicates that INSPIRE outperformed the state. Figure 4 reveals a positive performance trend relative to the state with consecutive years of enrollment, and after five years, INSPIRE students far exceed the state in both reading and math performance.

**Figure 4. 2016-17 ISAT Results by Number of Years Enrolled: Ratio of INSPIRE to Idaho Statewide**




## *Growth on LEAP*

Longitudinal Evaluation of Academic Progress® (LEAP) is the diagnostic tool INSPIRE uses to help assess students' academic strengths and weaknesses. Assessment results are used to help individualize a student's academic program to his or her individual needs. All students in grades K–8 take the LEAP Math Assessment and in grades 2-8 take the LEAP Reading Assessment through Connexus®.

Despite year-to-year variability in student cohorts (due to the enrollment of new students each year) and the small student samples, INSPIRE has shown relatively consistent growth across the four years on LEAP reading and math. As shown in Figures 5 and 6, grades 2, 3 and 6 have shown significant increases in reading growth in 2016-17, while grades 4 and 5 a slight decline. Overall, growth in reading has been highest among the lower grades.

Growth on the LEAP assessments tends to be higher in math than in reading at all grade-levels. In 2016-17, students in grades 3 and 4 showed declines in math growth, while students in grade 6 showed substantial increases over the prior year. Overall, the vast majority of INSPIRE students have consistently demonstrated growth in math.

**Figure 5. LEAP Reading Growth**

| Reading | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|---|---|---|---|---|---|---|
| | N | % Growth | N | % Growth | N | % Growth | N | % Growth |
| Grade 2 | 24 | 79.2% | 36 | 88.9% | 35 | 74.3% | 41 | 87.8% |
| Grade 3 | 19 | 73.7% | 32 | 68.8% | 24 | 58.3% | 28 | 75.0% |
| Grade 4 | 25 | 88.0% | 24 | 83.3% | 39 | 66.7% | 31 | 61.3% |
| Grade 5 | 33 | 84.9% | 40 | 77.5% | 28 | 64.3% | 47 | 53.2% |
| Grade 6 | 28 | 67.9% | 48 | 62.5% | 40 | 52.5% | 36 | 63.9% |
| Grade 7 | 26 | 57.7% | 37 | 59.5% | 62 | 71.0% | 42 | 69.1% |
| Grade 8 | 35 | 45.7% | 50 | 50.0% | 49 | 46.9% | 52 | 44.2% |
| **Total** | **190** | **70.0%** | **267** | **68.2%** | **277** | **62.1%** | **277** | **63.5%** |

**Figure 6. LEAP Math Growth**

| Math | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|---|---|---|---|---|---|---|
| | N | % Growth | N | % Growth | N | % Growth | N | % Growth |
| Grade K | 19 | 100% | 40 | 100% | 26 | 100% | 25 | 100% |
| Grade 1 | 20 | 100% | 36 | 86.1% | 39 | 97.4% | 28 | 96.4% |
| Grade 2 | 25 | 100% | 37 | 91.9% | 36 | 91.7% | 41 | 87.8% |
| Grade 3 | 21 | 66.7% | 30 | 86.7% | 23 | 87.0% | 27 | 81.5% |
| Grade 4 | 27 | 74.1% | 28 | 82.1% | 41 | 85.4% | 31 | 77.4% |
| Grade 5 | 31 | 58.1% | 38 | 76.3% | 28 | 89.3% | 47 | 87.2% |
| Grade 6 | 25 | 56.0% | 43 | 60.5% | 39 | 51.3% | 37 | 62.2% |
| Grade 7 | 31 | 51.6% | 35 | 74.3% | 58 | 58.6% | 47 | 61.7% |
| Grade 8 | 32 | 59.4% | 54 | 64.8% | 47 | 72.3% | 46 | 67.4% |
| Algebra | 5 | 20.0% | 6 | 16.7% | 8 | 75.0% | 5 | 80.0% |
| Geometry | 0 | 0 | 1 | n/a | 0 | 0 | 2 | n/a |
| **Total** | **236** | **70.3%** | **348** | **78.2%** | **345** | **78.6%** | **336** | **78.6%** |

*Please note that a new version of LEAP was created in 2013-2014 to align with the Common Core Standards, and so 2012-2013 data are not included here.*

## College and Career Readiness

During the 2016-2017 school year, students participated in 20 Advanced Placement exams, a number which has increased each year. Additionally, INSPIRE has more students completing concurrent credit courses as the school develops relationships with colleges and Idaho Digital Learning Academy (IDLA) to expand opportunities and offerings.

In 2016-17, 44% of INSPIRE 11$^{th}$ and 12$^{th}$ graders participated in the SAT and 8% enrolled in Advanced Placement courses.

The school has identified the graduation rate as one of the challenges and areas of continued improvement. In the 2017 Annual Report, INSPIRE's Graduation Rate (four-year cohort data for the class of 2016) was stated to be 43.0%. The cohort rate in the 2016 (class of 2015) Report was 39.8%. In the 2015 Annual Report (class of 2014), it was 33.7%. This represents a ten percentage point increase in the graduation rate over three school years.

Among the 2016-17 graduates, 92% graduated in four years or less, and 84% were accepted into four-year colleges and universities including the following:

- Boise State University
- College of Idaho
- Idaho State University
- Lewis-Clark State College
- Montana State University: Bozeman
- New Mexico State University
- Oregon State University
- Pacific Lutheran University
- St. Mary's University (of Minnesota)
- University of Idaho
- University of Southern Main
- University of Wyoming
- Utah State University
- Washington State University
- Whitworth University

Additionally, INSPIRE students received over $304,000 in college scholarships in 2016 and $320,000 in 2017. INSPIRE's 2016 and 2017 graduating classes both had 79 graduates, an increase from 56 students in 2015.

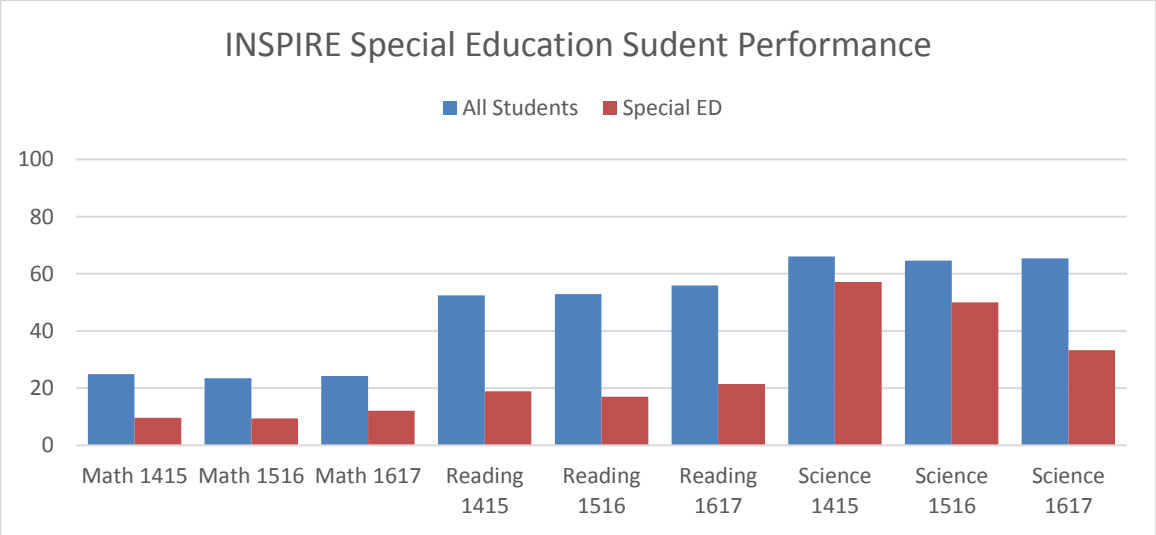
## *1.2 SUB-POPULATION ACHIEVEMENT*

By serving non-traditional students, INSPIRE promotes and supports its mission and key design elements. Through providing a personalized, virtual school environment, INSPIRE serves the underserved students.

### Special Education

INSPIRE students identified for special education support demonstrated an increase in state test performance in reading and math by 2016-17, while science performance declined (See Figure 7).

**Figure 7. Performance Trends Among INSPIRE Special Education Students**

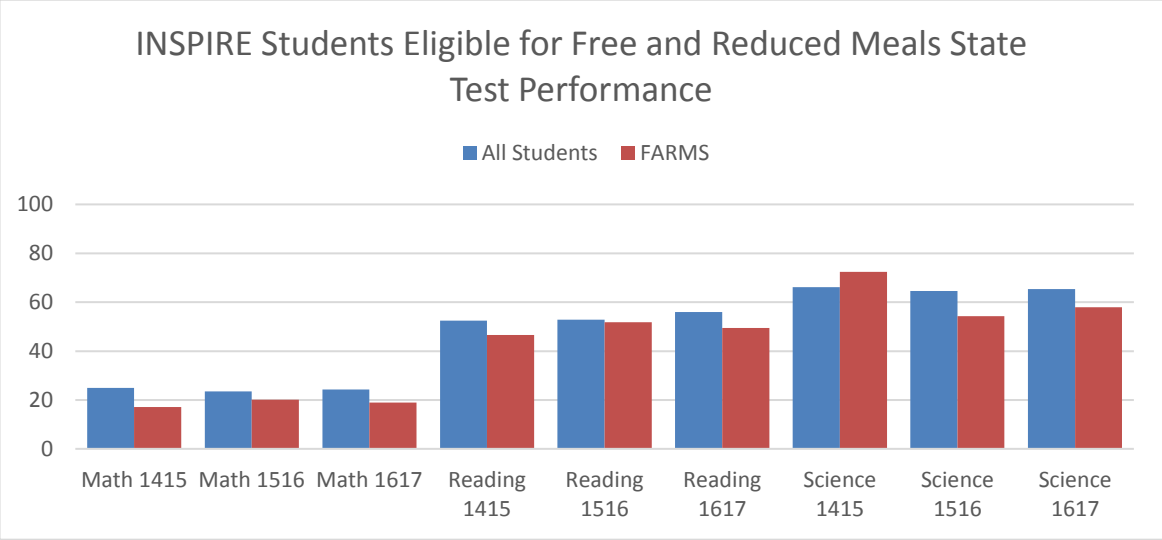



| | Math 1415 | Math 1516 | Math 1617 | Reading 1415 | Reading 1516 | Reading 1617 | Science 1415 | Science 1516 | Science 1617 |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 24.9 | 23.5 | 24.2 | 52.5 | 52.9 | 55.9 | 66.1 | 64.6 | 65.4 |
| Special ED | 9.6 | 9.4 | 12.1 | 18.9 | 17.0 | 21.5 | 57.1 | 50.0 | 33.3 |

## Free & Reduced Lunch

Similar to the Special Education results, performance among INSPIRE students who are eligible for free and reduced meals improved slightly in reading and math since 2014-15 and declined in science (Figure 8).

**Figure 8. Performance Trends Among INSPIRE Students Eligible for Free and Reduced Meals**

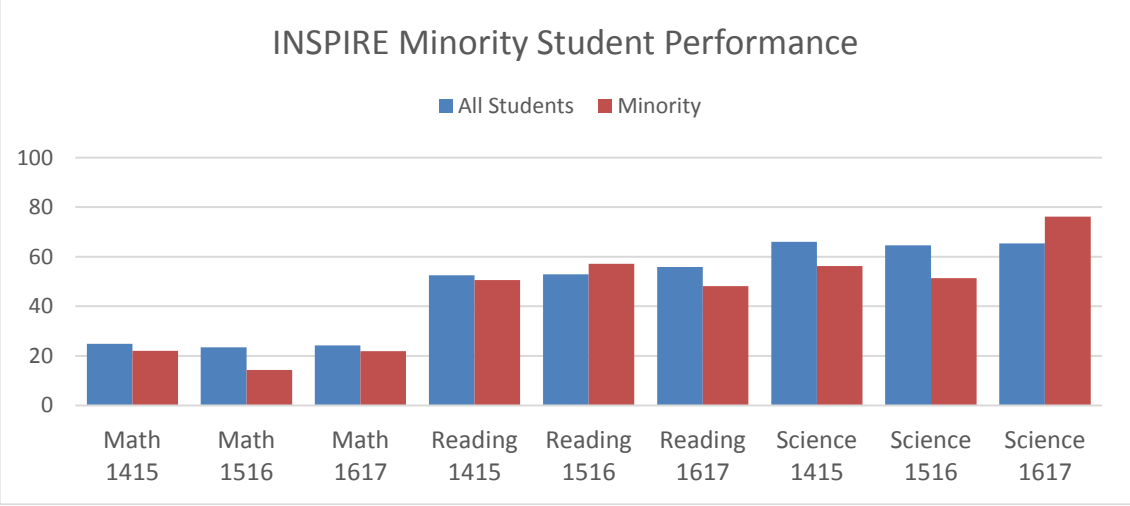



| | Math 1415 | Math 1516 | Math 1617 | Reading 1415 | Reading 1516 | Reading 1617 | Science 1415 | Science 1516 | Science 1617 |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 24.9 | 23.5 | 24.2 | 52.5 | 52.9 | 55.9 | 66.1 | 64.6 | 65.4 |
| **FARM** | 17.1 | 20.1 | 19.0 | 46.6 | 51.8 | 49.5 | 72.4 | 54.3 | 57.9 |

## Students from Minority Ethnicities

Performance trends among minority students at INSPIRE are varied. In 2016-17, minority students at INSPIRE outperformed the overall student population in science, performed at the same level as in math, but performed below the overall population in reading, as shown in Figure 9.

**Figure 9. Performance Trends Among INSPIRE Students from Non-White Minority**



| | Math 1415 | Math 1516 | Math 1617 | Reading 1415 | Reading 1516 | Reading 1617 | Science 1415 | Science 1516 | Science 1617 |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 24.9 | 23.5 | 24.2 | 52.5 | 52.9 | 55.9 | 66.1 | 64.6 | 65.4 |
| Minority | 22 | 14.3 | 21.9 | 50.6 | 57.1 | 48.1 | 56.3 | 51.4 | 76.2 |

### Limited English Proficiency

Please note that there were fewer than 10 students designated as Limited English Proficiency for 2014-15, 2015-16, or 2016-17.

## *1.3 MISSION-SPECIFIC FRAMEWORKS*

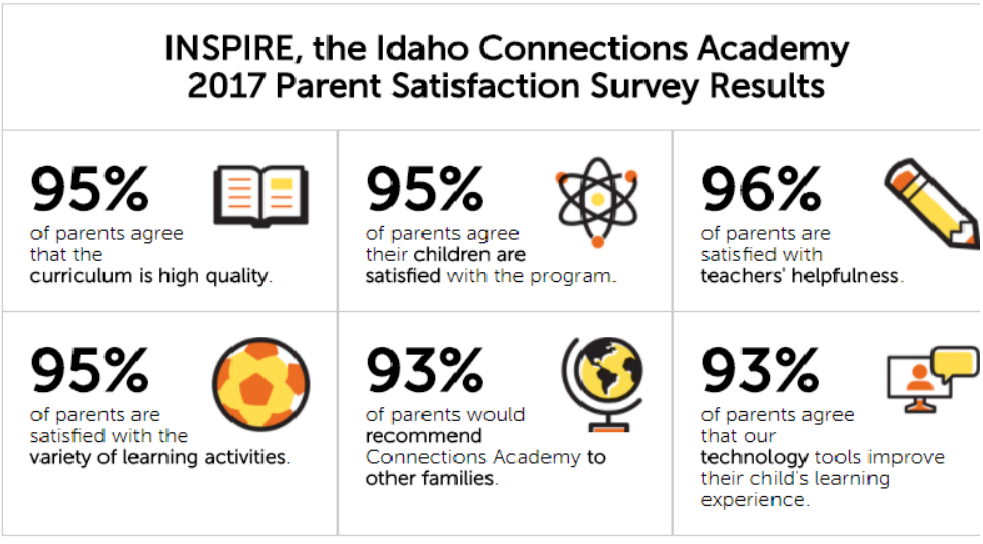
While the school is aware that the mission-specific goals are no longer included in the framework for the 2017-18 school year and beyond, INSPIRE did focus on meeting these goals in previous years. INSPIRE either exceeded standards or met standards on each framework in the 2016 and 2017 Annual Report. INSPIRE usually met or exceeded these measures on each Annual Report (the exception is addressed in Measure 4 and Section 3).

**Measure 1 – "Is the school successfully fulfilling parents' expectations?"**

The school met or exceeded this standard in each of the years where mission-specific goals were measured. To meet or exceed the standard, 80% or more of parents who participated in the annual Parent Satisfaction Survey responded favorably, on average, across 12 specific survey questions. INSPIRE had 91% of parents respond favorably and earned 235 of the possible 235 points on the 2016 Annual Report for this measure. For the 2017 Annual Report, INSPIRE exceeded this framework, as well, with 86.6% responding favorably.

Overall results from the 2017 Parent Satisfaction Survey are shown in Figure 10. This annual survey is presented to the parent/guardian of every enrolled student and is conducted independently by Shapiro & Raj. We include the complete Parent Satisfaction Survey results as Exhibit 2.

**Figure 10. Parent Satisfaction Results.**



**Measure 2 – "Is the school helping elementary students who are struggling academically to make growth?"**

The school met this standard in each of the years where mission-specific goals were measured. In order to meet the standard, INSPIRE had to demonstrate that "60% to 79% of continuously enrolled students in grades 3 through 8 who placed in the lowest quartile of the fall LEAP assessments either made at least 10 percentage points growth or scored at least 75% on the spring assessment." In 2016, 73% of INSPIRE students either increased their score by 10 percentage points or achieved a score of 75% or greater. INSPIRE earned 188 of the possible 235 points on the Annual Report for this measure in the 2016 report. For the 2017 Annual Report, INSPIRE exceeded this measure, earning 235 out of 235 points with 81.81%.

**Measure 3 – "Is the school preparing at-risk primary (K-8) students to promote to the next grade?"**

The school met this standard in each of the years where mission-specific goals were measured. In order to meet this standard, 80% to 89% of at-risk primary students who have been continuously enrolled for a full academic year will qualify to promote to the next grade. At INSPIRE, 83% of at-risk primary students qualified to be promoted to the next grade in 2016. The school was rated as meeting this standard. INSPIRE earned 92 of the possible 115 points on the Annual Report for this measure in the 2016 report. Earning 115 out of 115 points, INSPIRE exceeded this standard in the 2017 Annual Report with 98.10% of at-risk primary students earning promotion – a 15 percentage point increase.

**Measure 4 – "Is the school successfully guiding at-risk high school students (grades 9-11) toward appropriate levels of credit completion?"**

To meet this standard, 70% to 84% of at-risk 9th through 11th grade students who have been continuously enrolled for a full academic year must earn at least one fourth of the required high school credits towards standard high school diploma completion. INSPIRE achieved this goal in 2016 and 2017 with 81% and 73.4% of students earning one fourth of required high school credits toward their diploma. INSPIRE earned 92 of the possible 115 points on the Annual Report for this measure in the 2016 report and the 2017 report. In the 2015 Annual Report, INSPIRE did rate "Falls Far Below Standard" on Measure 4. The school, however, diligently worked on that measure in order to meet it each of the following years.

## *1.4 CHALLENGES FACED BY THE SCHOOL*

The school has identified the following challenges, which are addressed in the school's Continuous Improvement Plan (see Exhibit 3).

### Graduation Rate

One challenge faced by the school has been graduation rate. In the 2017 Annual Report, the class of 2016 graduation rate was 43%. In the 2016 report, INSPIRE's graduation rate was 39.8% for the class of 2015. In the 2015 Annual Report (class of 2014) was 33.7%. As of November 27, 2017, official graduation rates for the Class of 2017 have not been released. While steadily improving this rate over the years (ten percentage points), INSPIRE is still striving to satisfactorily improve the rate.

In the school's Continuous Improvement Plan, detailed in Section 4 and included as Exhibit 3, INSPIRE included steps to achieve the goal of improving graduation of the students.

Additionally, the school adopted GradPoint, a credit recovery program, in 2016. During the summer of 2016, students completed 17 GradPoint courses for credit. In the summer of 2017, the number of courses completed increased to 20, as part of INSPIRE's continued focus on improving graduation cohort rates.

## Student Achievement in Math

Student Performance in math is a continued concern for INSPIRE. For many students, math is intimidating, difficult, and a struggle, so through Connections, INSPIRE has access to two initiatives: "Math, We Got This!" and Math Time to Talk. The vision is to create a full-scale cultural shift toward math acceptance that leads to math love.

The "Math, We Got This!" program is meant to:

- Expand work on student engagement;
- Focus on a culture of learning;
- Begin to create a cultural shift in how students, teachers, and Learning Coaches think about math; and
- Unveil the hidden math in the world and put its power in students' hands.

As an additional example of the school's focus on improving students' fluency in math, INSPIRE teachers are part of a Professional Learning Community (PLC) that is focused on strategies that support building math skills and improving math literacy. The PLC identified "talking" as a key activity that supports students' active engagement in math thinking, reasoning, and problem solving. As a result, teachers are increasing the amount of math vocabulary used when talking with students during phone calls, curriculum-based assessments, and LiveLesson® sessions.

Additionally, INSPIRE instituted a program called Math Time to Talk for all students in grades 3–5. Math Time to Talk consists of one to two weekly 30-minute small group LiveLesson® sessions in a virtual classroom where class discussion is focused on math discourse to promote math fluency. The tasks used during Math Time to Talk LiveLesson sessions are specially designed to reinforce key math skills, improve problem solving, and strengthen math vocabulary and communication skills. Certified Math Specialists pose a math problem that has either multiple solutions, or multiple solution paths, and give students three to five minutes to work through the problem. The remainder of the 30-minute session involves students sharing their solutions and methodology while engaging each other with questions that seek clarity or understanding of the variety of approaches to the task. After each Time to Talk session, students complete a brief reflection activity.

## High-Mobility Student Population

Another challenge faced by INSPIRE is the mobility of the student population. As a virtual school, students often enroll in INSPIRE for a limited or temporary period of time, as a solution to a challenge faced in a more traditional school setting. With this in mind, the school has formed a student engagement-focused PLC. The PLC is tasked with looking at strategies for engagement, motivation, retention, as well as factors leading to the mobile student population. The PLC is also looking at additional staff professional development that focuses on these issues.

## Results from the Pre-Renewal Site Visit

A pre-renewal site visit to evaluate the efficacy of the school was conducted by a PCSC evaluation team on October 20, 2017. The Pre-Renewal Site Visit Report, summarizing the evaluation of the school program, was provided to the school leader on November 6, 2017. The evaluation rated 18 measures within the following eight areas: 1) Mission and Key Design Elements; 2) Program Delivery: Curriculum; 3) Program Delivery: Instruction; 4) Program Delivery: Assessment and Evaluation; 5) Access and Equity; 6)

Organizational Capacity; 7) Governance; and 8) Governance: Financial. INSPIRE was given the rating of "Meets" on 15 of the 18 measures; a rating of "Approaches" was assigned to three of the measures.

The three measures rated as "Approaches" and the details provided in the report for each of these measures, as well as additional information regarding INSPIRE, are as follows:

*1) Program Delivery: Curriculum – Does the school provide clear, appropriate, and skilled delivery of curriculum content?*

**Details in Report: "Despite the strengths in several of these areas, there was no evidence of a focus upon higher order thinking and the development of complex problem solving skills for all students."**

**Addressing Higher-Level Thinking in Connections Education Courses and Assessments:** INSPIRE teachers use curriculum-based assessments (CBAs) throughout the school year, via live telephone/online conversation, as a way to present higher order thinking questions and assess each student's understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. During CBAs, teachers determine whether students need additional support in instruction and strategies, or if the student is progressing as expected.

**Depth of Knowledge (DOK):** Connections Education uses Webb's Depth of Knowledge to track cognitive rigor for every assessment item. Assessments address a range of cognitive levels, from lower-order understanding and recall to higher-order critical thinking skills, with more than half of all points assessed in a unit coming from higher-order tasks (DOK 2 and above). More than half of the items on each cumulative assessment (quizzes, tests, and online practices) are DOK 2 and higher, with tests containing a higher proportion of DOK 3 and 4 items. Teacher-graded items (e.g., short answers, essays, and math items requiring students to problem solve and show their work) consist of higher-order tasks. Assessments across courses employ the following practices, among others, to encourage and assess higher level thinking: Students are prompted to analyze and respond to content-based scenarios that require them to demonstrate application, strategic thinking, and extended thinking.

Additionally, Connections courses implement a system of formative and summative assessment that measures student growth and proficiency against standards and objectives at regular intervals through a variety of assessment types. Assessments are planned to ensure thorough and even coverage of applicable standards (e.g., national or state standards), and are spaced so that students can demonstrate a variety of skills throughout the course. The distribution (location and frequency) of assessment types within a course depends on the planned structure and length of each unit, lesson days available, and any other pertinent factors determined during the course mapping process.

Passage-based questions are used on quizzes and tests, where students are asked to read a fresh passage, and then answer comprehension questions that feature the same skills that students learned and honed during the preceding lessons in a unit. This lets teachers see that students can take what they learn during instruction and apply those skills independently in a new situation.

Next-Generation Assessments are used in Language Arts and Math for grades 1-5, and feature ample opportunity for demonstration of higher-order thinking through the above-mentioned methods, as well as through the mixed use of traditional items (e.g., multiple choice, fill-in-the-blank, and short answer) and technology-enhanced items (TEIs). TEIs require students to drag and drop text or images, find or

move points on a graph or number line, select words or numbers in a sentence or equation, or otherwise manipulate content to demonstrate skill mastery. TEIs allow teachers to get a better sense of how well students are doing on certain skills. For example, a multiple choice item might ask student which effect is the result of a specific cause. The student has a one-in-four chance of guessing this item correct. A TEI might present students with three causes and three effects, and ask them to drag each effect to its cause. This allows the teacher more opportunities to see whether the student actually understands cause-and-effect relationships, and reduces the chance of student success by guessing.

Students participate in discussions and engage in short- and long-term portfolio activities to demonstrate critical thinking skills and apply knowledge of new concepts. These summative assessments are designed to integrate content and skills with other disciplines, technologies and apply understanding to real world questions and challenges. Discussions and portfolios assess higher-order cognitive skills, and are written to meet level 3 and beyond of Webb's Depth of Knowledge.

### *2) Access and Equity – Does the school have a strong, steady retention rate for students?*

**Details in Report: "While the administration conducts exit interviews for all students who withdraw, student retention continues to be a problem. Stakeholders understand why the retention rate is low, but they did not appear to have a plan to address the problem."**

INSPIRE has improved student retention over the past three years and does have a plan to address student retention going forward. During the 2016-17 school year, 72% of students remained enrolled throughout the year, in 2015-16, the percentage was 68%, and in 2014-15 it was 67%. As part of the plan to improve student retention, school leadership implemented a new PLC model and incorporated Marzano training on relationship building, student engagement, and student motivation into the school's professional development plan. It is important to note that parents often choose to enroll their child in INSPIRE to solve a temporary problem, then return to their resident district, thus the retention rate tends to be lower than other public schools.

### *3) Organizational Capacity – Are there effective communication channels between stakeholders?*

**Details in Report: "The board is still working to improve the communication channels between parents and the board. Several of the parents seemed unaware of the role of the board as an oversight body. While they understood the role of the administrator and Connections Academy, their understanding of the board was minimal. Clearer communication about the role of the board may help to address this issue."**

The INSPIRE board discussed the evaluation team's feedback regarding this area of concern during their October and November board meetings. The school leader committed to dedicate a section of the monthly school newsletter for the purpose of board communication with school stakeholders. Moving forward, there will be a monthly update from the INSPIRE governing board, which will include the board's role with the school, highlights of board activities, and board meeting schedule information.

## *1.5 FULFILLING COMMITMENTS MADE IN OUR CHARTER*

Every day at INSPIRE, the teachers, school leadership team, and the Board work towards meeting the promises and commitments stated in the Charter. In the Charter, as in our continued mission and design elements, INSPIRE focuses on individualized, personalized learning and academic growth. Since INSPIRE learners do not face the distractions and interruptions of a typical school setting, they often use their learning time much more effectively and efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day at INSPIRE: discrete skills and extended projects as well as remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches.

**INSPIRE lives and breathes their motto "Every student, every day."**

Since beginning its charter in 2005, INSPIRE's mission has been to help each student maximize his or her potential and meet the highest performance standards. INSPIRE is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student. Through implementing and maintaining the following essential design elements, INSPIRE works toward meeting its mission every day:

- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth
- Ensuring appropriate one-on-one student / teacher / guardian or Learning Coach interaction
    - For all students, the minimum synchronous interaction frequency is bi-monthly
    - Weekly live lessons are consistently available to all students
- Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
- Providing enhanced learning through online technology

### Educational Program Provided

As stated in the Charter, the Board has contracted with Connections to provide specific educational products and services, always with oversight and approval of the school Board. INSPIRE uses Connections' unique instructional methods, educational philosophy, and program, per the Statement of Agreement.

#### *Personalized Learning Plan*

One of the key components design elements of the instructional program at INSPIRE is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that is developed at the beginning of the school year by INSPIRE teachers in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP is developed using a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. The PLP establishes the student's courses and pathways through the Idaho Content Standards-based curriculum. Study habits and interpersonal skills are also addressed in the PLP.

Another key component of the Connections instructional model is what we refer to as the Learning Triad, which relies on the support of 1) qualified teachers, 2) supportive Learning Coaches, and 3) high-quality, standards-aligned curriculum. Every student works with Idaho-certified teachers who collaborate to support student success.

### *Unique Core Model Elements*

***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards.

***Collaboration Among Students:*** Using Adobe Connect in LiveLesson sessions, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration, redirect, etc.

***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation, as a quick and effective way to gather information on students' understanding of concepts.

***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing and supporting the school's entire educational environment.

***Interactive Reviews:*** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

***Intervention Indicators:*** Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first step of multi-tiered instruction.

***Longitudinal Evaluation of Academic Progress (LEAP)***: This formative assessment tool is used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction.

***Learning Coach:*** A parent, extended family member, or similarly qualified adult designated by the parent/guardian works in person with the student as a Learning Coach under the guidance of the credentialed teacher.

***LiveLesson® Session:*** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students.

***Multitiered Instruction:*** The school employs a multitiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

***Personalized Performance Learning™ (PPL):*** This instructional process creates a unique learning experience for each student.

***Progression Plan:*** Within Connexus, there is a Progression Plan tool which assists teachers and administrators with implementation. Teachers and counselors use academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.

***Scantron Performance Series®:*** Students in grades 9-12 are assessed with the Scantron Performance Series.

***StarTrack™:*** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback.

***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. The Escalation Process goes into effect when students are in statuses other than "On-Track" to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real communication and helps to build a relationship between teachers and students.

***Teacher:*** INSPIRE employs highly qualified teachers, who are also specially trained in online delivery and personalized instruction.

***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

***WebMail:*** This proprietary email system is securely located within Connexus.

## Providing Families an Educational Option

As a public charter school, INSPIRE serves Idaho students eligible to enroll under Idaho law. The population served by INSPIRE includes, but is not limited to:

- Students who thrive academically and/or socially in a non-traditional setting;
- Students with medical conditions that prevent them from attending a traditional school;;
- Students who need to work at their own pace: accelerated learners, etc.;
- Students whose career path, family situation or life style requires a flexible school schedule;
- Students whose parents/guardians choose to school at home for religious reasons;
- Students who have been bullied or had negative experiences in a traditional school setting; and
- Students who were not academically successful where they were previously enrolled.

INSPIRE believes that we have and will continue to meet our mission and goals established in our charter and performance certificate by focusing on personalized learning and striving for continuous improvement.

# 2. OPERATION AND COMPLIANCE

**2. Is the school organizationally sound and compliant with applicable laws and regulations?**

## *2.1 RESULTS FROM ANNUAL PERFORMANCE REPORTS*

Based on the PCSC's Annual Performance Reports, we believe our school is organizationally sound and compliant with applicable laws and regulations. INSPIRE received 100% of the total operational points on both the 2017 and 2016 Annual Reports, 95% in the 2015 report, and 90% in the 2014 report. These points include measures such as educational program, financial management and oversight, governance and reporting, students and employees, school environment, and additional obligations. Each year, INSPIRE works diligently to earn all points available on the annual performance framework. The school and the INSPIRE governing Board have no concerns regarding school operations or compliance at this time.

## *2.2 INSPIRE STUDENT DEMOGRAPHICS*

As shown in Figure 11, INSPIRE's student population is similar to that of the State. However, the INSPIRE served a slightly larger percentage of FARM eligible students and students with special needs over the past four years, and a significantly lower population of students with Limited English Proficiency.

**Figure 11. Student Demographics as Reported on Annual Reports**

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE | State | INSPIRE | State | INSPIRE | State | INSPIRE | State |
| **Non-white** | 15.40% | 22.56% | 16.34% | 23.59% | 13.03% | 23.84% | 18.32% | 25.64% |
| **Limited English Proficiency** | 0% | 6.24% | .31% | 8.52% | .83% | 8.61% | 1.62% | 5.56% |
| **Special Needs** | 6.98% | 9.46% | 11.27% | 10.43% | 10.53% | 9.76% | 10.83% | 9.62% |
| **FARM** | 47.30% | 47.07% | 52.95% | 49.62% | 51.41% | 47.27% | 49.19%* | 48.73% |

**Please note that the 2016-17 FARM percentage was not included in the 2017 Annual Report. INSPIRE has included our number here.*

INSPIRE's Special Needs population is slightly varied from that of the state in data from 2016-17, as shown in Figure 12.

**Figure 12. INSPIRE Student Sub-groups Compared to the State [1]**

| | 2016-17 IDAHO | 2016-17: INSPIRE |
|---|---|---|
| **Specific Learning Disability** | 22.06% | 26.67% |
| **Speech Impairment** | 12.22% | 9.33% |
| **Language Impairment** | 10.17% | 4.67% |
| **Cognitive Impairment** | 6.74% | 6.67% |
| **Emotional Disturbance** | 4.50% | 8.00% |
| **Health Impairment** | 19.02% | 25.33% |
| **Hearing Impairment** | 1.02% | 0.67% |
| **Visual Impairment** | 0.28% | 0.67% |

[1] Source: http://www.sde.idaho.gov/sped/public-reporting/files/child-count/State-Child-Count-and-Percent-Served.pdf

| | 2016-17 IDAHO | 2016-17: INSPIRE |
|---|---|---|
| **Multiple Disabilities** | 2.10% | 0.67% |
| **Developmental Delay** | 11.46% | 0.67% |
| **Autism** | 9.54% | 16.00% |
| **Traumatic Brain Injury** | 0.37% | 0.67% |

Additionally, the school has served a similar percentage of male and female students since 2013-14 with only slightly more female students than male students, as detailed in Figure 13.

**Figure 13. Female/Male Students from 2013-14 through 2016-17**

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Female | 448 | 51.7% | 737 | 53.1% | 722 | 52.2% | 712 | 53.0% |
| Male | 418 | 48.3% | 652 | 46.9% | 662 | 47.8% | 631 | 47.0% |

INSPIRE's student population has characteristics that may not be captured in traditionally reported student demographics. Upon enrollment parents provide student information that characterizes their student(s). This data provides insight about INSPIRE's student population, which can be seen in Figure 14. Additionally, nearly 60% of students enrolling each year are new to INSPIRE.

**Figure 14. INSPIRE Student Characteristics**

| INSPIRE Student Characteristics | |
|---|---|
| Struggling academically in prior school | 25.0% |
| Mental and physical health issues | 14.4% |
| Bullied in prior school | 17.6% |
| Mobile (previously attended multiple schools) | 38.8% |

## Measures to Ensure All Students Feel Welcome to Enroll

INSPIRE is open to all eligible students and does not discriminate in its admission policies or practices. INSPIRE actively works to ensure that students of diversity are served equitably and in such a manner to safeguard nondiscriminatory preference or practices. INSPIRE admission procedures comply with IDEA 2004 and Civil Rights protections. INSPIRE complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and complies with the same Federal and State audit requirements as do other public schools in in Idaho. During the enrollment process, families whose primary language is not English are assisted by admissions counselors who are fluent in the family's native language.

## Impact of Student Demographics

The biggest factor that impacts our student success, as discussed previously, is the high mobility of our population. Students experiencing challenges in their academic program are more likely to seek an alternative and transfer into the school. This often leads to students enrolling after the school year began and requires an adjustment period for the student to get back on track with his/her peers.

Upon enrolling at INSPIRE in 2016 -2017, an average of 38% of all students were credit deficient, with almost a quarter of all students arriving heavily credit deficient. Heavily credit deficient students are

defined as those a semester or more behind at the time of enrollment. Moreover, 17.6% of INSPIRE students enrolled due to bullying, while another 14.4% due to mental and physical health issues.

As INSPIRE serves a diverse and often high-risk population, this may affect the overall achievement of the school. However, INSPIRE has created a learning environment for high student outcomes, has challenged all students to succeed, and has worked together with our students, colleagues, and parents to help every child succeed.

## *2.3 ORGANIZATIONAL CAPACITY*

INSPIRE teachers are appropriately certified as required by state and federal law. Each INSPIRE teacher holds the proper certificate and endorsement(s) applicable to their assigned instructional areas in order to ensure a high quality program is being provided to students.

Organizational capacity is a strength at INSPIRE, as the teachers are qualified and staff turnover is very low. Only three instructional staff members left between 2016-17 and 2017-18. Figure 15 details the 2017-18 staffing levels.

**Figure 15. 2017-18 Staffing Levels**

| Position | Number of Staff |
|---|---|
| Principal | 1 |
| Assistant Principal | 1 |
| Director of Special Education | 1 |
| School Counselors | 2 |
| Idaho-Certified Teachers | 31 |
| Non-certified Staff - Administrative | 3 |

The leaders and staff at INSPIRE align their decisions and actions toward continuous improvement to achieve the school's mission and purpose. School leaders and teachers expect all students to be held to high standards. Additionally, INSPIRE staff are collectively accountable for the student experience, student engagement, and learning in the digital environment.

School leadership supports innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community within the virtual learning environment.

## *2.4 BOARD OVERSIGHT AND GOVERNANCE*

The Board of Directors (the Board) for INSPIRE consists of the following members:

- Marcia Moore, Board President
- Dana Higby, Board Treasurer
- Amy Peterson, Board Secretary
- Eric Miner, Board Member
- Steven Roy, Board Member

The Board ensures that INSPIRE's leadership has the autonomy to manage day-to-day operations effectively. The Board oversees and supports the Principal and administrative team, who while implementing the policies and procedures of the Board, in turn supervises and supports the teaching

staff. The Board oversees the management of the charter school and is legally accountable for its operations. The Board sets policy and selects contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services.

The roles and responsibilities of the Board include, but are not limited to, the following:

- Protects the legal interests of the charter school and adhere to all applicable laws,
- Approves the school budget,
- Practices financial management strategies,
- Acts as fiduciary of the school,
- Establishes a framework for the budget,
- Authorizes major expenditures, substantial program changes, etc.,
- Elects the officers of the corporation and determine their terms,
- Ensures that the charter is achieving its vision and mission,
- Oversees services and activities of the virtual education service provider,
- Set Board policy,
- Provide academic program approval,
- Evaluate and monitor the activities and success of the School Leader and other members of the school leadership team,
- Governs the operations of the school but leaves daily operations to the School Leader,
- Exercises sound legal and ethical practices and policies,
- Manages liabilities wisely,
- Advocates good external relations with the community, school districts, media, neighbors, parents and students,
- Hires contractors, negotiates service agreements, and holds contractors accountable for performance under such agreements,
- Reviews and renews the contract with the virtual education service provider,
- Complies with state and federal reporting requirements,
- Practices strategic planning,
- Ensures adequate resources and manages them effectively,
- Assesses the organization's performance including monitoring achievement of accountability framework,
- Attends mandatory training annually that is relevant to effective leadership (most recent Governance Training: October 23, 2017),
- Acts as tribunal for disciplinary hearings,
- Approves real estate transactions, and
- Renegotiates and enters into a charter

The Board has never dipped below three members, as required, but prefers to have at least five members with bandwidth to be actively involved in the school. Once a Board member leaves, recruiting his/her replacement begins immediately.

### *2.5 SCHOOL LEADERSHIP*

Currently, there are no concerns with school leadership. School leadership at INSPIRE has been stable for the last three years. INSPIRE considers the leadership a strength of the school. We have provided short biographies of our key leadership team members.

### Karen Glassman, Principal

Karen L. Glassman came to INSPIRE with more than 20 years of experience as an educator. She began her career as an elementary and middle school math teacher, while also working as a consultant for the Colorado Department of Education's Migrant Program. Her administrative career began when she was hired to be a principal/teacher in a bush school, located on the confluence of the Koyukuk and Yukon

Rivers in Alaska. This remote school was only accessible by small aircraft. Ms. Glassman taught kindergarten through grade 5 during the day and completed her administrative duties after the children were dismissed. Ms. Glassman was promoted to Director of State and Federal Programs within the Yukon–Koyukuk School District. She served 11 remote village schools as Director. Ms. Glassman's family returned to Colorado, where she worked as an administrator within the Estes Park School District for eight years before moving to Eagle, Idaho.

Ms. Glassman holds a Bachelor of Science in Human Development and Family Studies from Colorado State University with a minor in Anthropology. She then completed her elementary teaching credentials through Metropolitan State College of Denver. Ms. Glassman went on to earn her Master of Arts in Education - Administration and Supervision from the University of Phoenix. She continues to participate in courses and has earned 60+ educationally focused credits since earning her degrees. Ms. Glassman loves to learn and hopes her desire to empower other life-long learners is infectious.

### Kenny McAlister, Assistant Principal

Originally from Baton Rouge, Louisiana, Kenny McAlister earned his Bachelor's Degree in Secondary Education from Louisiana College in 2005 and a Masters in Teaching in 2009. Mr. McAlister started his teaching career in the Rapides Parish School Board in 2005, where he taught middle school math until the spring of 2010. In 2010, Mr. McAlister moved with his wife to Washington State where he continued his teaching career in the Colfax School District. Mr. McAlister taught high school math in Colfax for one year and then transferred to the Plummer-Worley School District where he worked for three years. While teaching high school math and interning as Principal Assistant in the Plummer-Worley School District, Mr. McAlister earned a K-12 Principal Certificate from Whitworth University in Spokane, Washington. In 2014, Mr. McAlister was hired as the Assistant Principal for INSPIRE where he is starting his 4th year.

### Lisa Perry, Director of Special Education

Lisa Perry graduated from Brigham Young University with a Bachelor's degree in Elementary Education in 1988. She taught elementary school in Madison School District and then private kindergarten and developmental preschool in Moscow, Idaho for two years. In 1999, Mrs. Perry began working for Nampa School District teaching special education while completing her Master's degree in Special Education at Boise State University. In 2004, she became a Special Education Consulting Teacher for Nampa District, consulting for the six schools of the Skyview Column.

She took a year off of consulting and served in the Boise School District as an Autism Specialist running an extended support program at Valley View Elementary for the 2005-06 school year. From 2006 to 2014, Mrs. Perry returned to the Nampa District as a Consulting Teacher and assisted in the transition of the special education program to a highly effective program throughout the 28 schools including four specialized classrooms to assist students with Autism and a K-12 school for students with behavioral disabilities. Mrs. Perry joined INSPIRE in the 2014-15 school year as the Manager of Special Education. During her employment, she has completed the Certification as a Director of Special Education and as a Building Administrator at Northwest Nazarene University. Mrs. Perry currently serves as the Director of Special Education, the Coordinator for the 504 program, and a member of the INSPIRE Student Support Team.

### Barbie Green, Coordinator of Counseling Services

Barbie Green earned her Bachelor's Degree in Anthropology from Sewanee: The University of the South in Tennessee, and following graduation, she moved to Gunma, Japan as a participant in the Japan Exchange

and Teaching (JET) Program. There she had an amazing three years experiencing life as a middle school teacher. Living in the same neighborhood where she taught, she saw the struggles her students were experiencing and wanted to help them realize their potential and to discover their own unique fit in the world. Finding that school counseling was the perfect fit, she completed her Master of Education in School Counseling at the University of North Carolina at Chapel Hill. During her internship in North Carolina, she also had the opportunity to coach high school cheerleading. She returned to Japan to teach at private high school in Tokyo. With a high population of students attending college around the world, she was able to help many students navigate the college admissions process. When her husband was transferred to Boise, she was eager to become a member of the community and started to volunteer with a local suicide prevention organization. She joined the INSPIRE family in February 2015 as an advisory teacher and became the Coordinator of Counseling Services in July 2015. Serving on the Idaho School Counseling Board and participating in local, state, and national conferences, she always strives to learn and grow so that she can better provide a comprehensive school counseling program that meets the needs of all students.

### *2.6 SCHOOL SAFETY*

INSPIRE strictly prohibits any form of bullying/cyber-bullying, harassment, hazing, or other destructive actions that may cause emotional and/or physical harm to students and staff. School policies regarding these prohibited behaviors are documented in the school handbook. The school handbook also contains the Terms of Use policy, which includes expectations for using the school's education management system, Connexus®. This policy applies to all school-related activities, including but not limited to virtual activities such as participation in LiveLesson sessions, clubs, activities, WebMail messages (Connections' proprietary, closed-system email program), discussions, and message boards, as well as any in-person events. The school handbook states that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student. All reports are investigated with appropriate disciplinary consequences as laid out in the school handbook.

INSPIRE provides a safe and supportive environment by keeping students safe from online predators and solicitors. INSPIRE is committed to following and implementing health and safety requirements applicable to virtual schools. Students should be able to learn in a safe and comfortable environment. INSPIRE requires two courses focused on safety:

- **Internet Safety -** An Internet Safety Course for students, parents, and Learning Coaches is provided by Connections. The i-SAFE course provides information about the various threats, challenges, and safety protocols needed to work and learn in an online environment. It contains valuable information about practicing safe behaviors online. This course is also required training for all school staff.
- **Students in Distress: Recognizing and Responding -** This Connections course is required for all staff and designed to help teachers and other school staff become familiar with the signs of distress such as bullying/cyber-bullying, neglect and abuse, depression, or other issues that would keep students from doing their best and to help teachers know how to respond promptly and professionally when they observe such signs or behaviors.

Operationally, INSPIRE staff follows outlined protocols for reaching disengaged students while considering student safety. Internal processes of teachers creating "Child Welfare," "Child Concern," "Student Escalation," and "Truancy" Issue Aware (a project management system) tickets allow the appropriate groups of staff and administrators to respond to the varying concerns a student presents.

INSPIRE has worked to develop partner relationships with local community's police departments and school resource officers to ask that, if a student cannot be reached, these local authorities are contacted to conduct physical welfare checks on students.

All members of school staff must complete the trainings upon hire and complete refresher courses in accordance to state/federal laws. School staff and administrators have immediate access to trainings and guides through Connexus to stay familiar with procedures and to use as a reference. Completion of trainings is tracked to ensure all staff members have completed them in a timely manner.

School Counselors offer continued support on safety protocols for staff, students, and families throughout the school year. School staff members are asked to involve additional parties as appropriate to address concerns and to always keep student safety and well-being at the center of the conversation.

Connections Technical Support is able to assist families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can also assist families with modifying browser security settings that limit potential malicious activity and installing web protection software, such as K9 Web Protection.[2]

## *2.7 STAKEHOLDER SATISIFACTION*

Recently, INSPIRE completed the accreditation renewal process through Northwest Accreditation Commission (NWAC), an accrediting division of AdvancED, and received positive commendations from the review team (see Exhibit 1, Accreditation Report). During that renewal, INSPIRE collected satisfaction surveys from parents, students, and staff. Overall, INSPIRE shows overall strong satisfaction across parent, students, and staff stakeholder groups. On a five-point scale, INSPIRE staff gave the school an overall score of 4.35, parents gave the school an overall score of 4.34, and a 4.18 from middle and high school students. Elementary students gave the school a 2.88 on a three-point scale, and early elementary gave INSPIRE a 2.91 on a three-point scale.

INSPIRE is pleased to report an overall high level of stakeholder satisfaction. The survey results reminded the school that there are always areas for improvement, and focusing on improving those areas where stakeholders are not expressing high satisfaction is a priority. For instance, the school focused, and will continue to focus, on field trip opportunities to improve satisfaction and gain more stakeholder participation. Examples of field trips that INSPIRE has taken are as follows:

- Experimental Breeder Reactor #1
- Linder Farms
- Hiking for Earth Day
- Craters of the Moon
- Boise, Idaho Falls and Pocatello Zoo
- Planetarium
- Shakespeare Plays
- Museum of Idaho
- Discovery Center
- Day at the Capitol
- Morrison Knudsen Nature Center
- Back to School and End of the Year Picnics

Additionally, INSPIRE has results from January 2017 Parent Satisfaction Survey, as previously shown in Figure 10. These results are based on a survey of INSPIRE families conducted independently by Shapiro+Raj. We include the entire Parent Satisfaction Survey results as Exhibit 2.

[2] http://www1.k9webprotection.com/

# 3. FISCALLY SOUND, VIABLE ORGANIZATION

**3. Is the school a fiscally sound, viable organization?**

## *3.1 FINANCIAL STATUS*

INSPIRE is a financially sound and viable school. The school received an unmodified audit option for Fiscal Year 2016. In the 2017 Annual Report, INSPIRE received 50 points of Measure 1d, Default and 30 points for Measure 1c, Enrollment Variance for a total of 80%. In 2016, INSPIRE received 50 points (100%) of Measure 1d and zero points for Measure 1c, for a total of 50%. Previously on the 2014 and 2015 reports, INSPIRE received 100% and 80% on the financial measures. Due to the deficit protection clause in INSPIRE's contract with Connections, the school was exempt from the other measures.

## *3.2 CONCERNS AND ACTIONS TAKEN*

Regarding the Enrollment Variance measure, INSPIRE was rated as "Falls Far Below Standard" as the measurement was 73.84% in 2016. However, the annual report also states, "This outcome was impacted by a mid-year change in the school's chosen method of calculating enrollment, and does not represent cause for concern at this time." Additionally, the Board voted to revise its budget enrollment number down later in the year which was not considered when calculating this measure. In the 2017 Report, INSPIRE met this standard.

However, INSPIRE will continue its effort on enrollment through ongoing outreach. Recruitment and outreach activities include the following:

- **Direct mail:** INSPIRE has and will continue to conduct direct mail campaigns. In a typical mailing, a postcard will be sent out inviting parents to attend an Information Session, visit the website, and/or contact the call center. INSPIRE also uses e-mail to supplement or replace its physical mail campaign.
- **Website:** Families looking for information can visit http://www.connectionsacademy.com/idaho-online-school.
- **Telephone/e-mail information service/online chat:** INSPIRE has a toll-free information line, email information and online chat pod service to answer parents' questions.
- **Community events:** As part of its outreach process, INSPIRE has and will continue to provide information about the school community events that may include: State fairs, kid fairs, sporting events, and community service events.
- **Media outreach:** INSPIRE has and will continue to make targeted announcements about online learning opportunities for applicable families in Idaho to ensure those needing this model of education are aware of their options. INSPIRE uses earned media stories about student experiences in order to raise awareness about the school.
- **Referrals/word of mouth:** As INSPIRE continues to grow, it has seen a 14% increase year-over-year of families who enroll in the school due to positive feedback received from their friends, community members, traditional school leaders and family. INSPIRE anticipates for this to continue.
- **Search Engines and Social Media:** INSPIRE is linked to leading Internet search engines with local reference capability to help Idaho families looking for an online school option to find this high-quality school. In addition, INSPIRE will continue to benefit from Facebook, Twitter, and other social media outreach.

# 4. SCHOOL PLAN FOR NEXT PERFORMANCE CERTIFICATE TERM

**4. If renewed, what is the school's plan for its next performance certificate term?**

## *4.1 STRATEGIC PLAN FOR FIVE-YEAR TERM*

INSPIRE's plan over the course of the next performance certificate term is to help all INSPIRE students increase performance on state assessments, and continue striving to perform at or above the same levels of proficiency and growth as other similarly situated students across the state of Idaho. INSPIRE will also focus on increasing college and career readiness for high school students. INSPIRE students in some grades achieved proficiency in ELA that met or exceeded the state average in 2016-17, however school staff are aware that it's important for students at all grade levels to perform as well as students throughout the state.

The school has identified math and graduation rates as critical areas in need of improvement. Math student proficiency rates at all grade levels are significantly below the state average, but grades 3, 4, 7 and high school grades are most significantly behind the state average. Other areas in need of improvement include ELA student proficiency rates in grades 3 and 4, which are significantly below the state average. ELA student proficiency rates in middle school grades 7 and 8, which were slightly higher than the state average in 2015-16, but fell below (-1.2 & -1.3 percentage points respectively) the state average in 2016-17, indicating a need for continued focus on achieving and maintaining student proficiency across all grade levels.

INSPIRE's low graduation rate is significantly below the state average and is partially due to a number of factors, which may include student characteristics discussed in Section 2, and other factors related to virtual schooling. One area of concern the school has identified is the challenge of tracking students who withdraw from the program. INSPIRE is identifying strategies for teachers and staff members to assist in verifying what happens to a high school student who leaves the school before graduating. Another challenge for virtual high school students is successfully completing coursework to stay on track for graduation. The school's Continuous Improvement Plan includes strategies and actions to address these challenges.

## *4.2 ACTION PLANS AND TIMELINE*

At the beginning of each school year, the school leadership team works closely with teachers to identify areas where improvement is needed. The school staff works collaboratively to develop action plans to address each area of need. Through Professional Learning Communities (PLCs) within the school, action plans are implemented, monitored and revised. Strategies that support action plans are the focus of weekly and bi-monthly team meetings. Progress on action plans is measured and recorded at least quarterly throughout the school year.

### Action Plan for Increasing State Assessment Proficiency:

- Students scoring basic or below basic on prior year state assessments will be reviewed for tiered intervention, placed as necessary, provided support, and monitored for progress.
- Once a month, the math vertical PLC will meet to discuss continuity of standards and academic vocabulary progression from one grade to the next.
- All teachers will hold open LiveLessons® from 2:00–3:00 PM to assist students needing additional support.

- Students scoring basic or below basic on the previous year's state math assessment and/or formative assessments will be reviewed for tiered intervention and placed as necessary.
- PLCs will review grades/scores weekly to identify students needing additional support and interventions. Students not performing well will be assigned tiered interventions. Teachers will implement and monitor interventions as well as specific strategies/differentiated instruction.
- Professional development for all staff teaching math courses.
- Implement the Math Time to Talk (described in Section 1.4) program for grades 3 through 5.
- Conduct LiveLesson® observations and provide teachers with feedback.
- Implement appropriate skipping practices and lesson modifications based on alignment docs, Course Lesson Objective Report, and state assessments.

**Action Plan for Student Growth (Action Plan is aligned to state assessment increases with some additions):**

- Staff will analyze state and formative assessments to determine students that may be on the verge of moving from one proficiency category to the next, then target those students for additional support.
- Targeted re-teaching and intervention LiveLessons® for students struggling with specific skills.
- Students scoring basic or below basic on prior year state assessments will be reviewed for tiered intervention, placed as necessary, provided support, and monitored for progress.
- Once a month, math vertical PLC will meet to discuss continuity of standards and academic vocabulary progression from one grade to the next.
- All teachers will hold open LiveLessons from 2:00–3:00 PM to assist students needing additional support.
- Students scoring basic or below basic on the previous year's state math assessment and/or formative assessments will be reviewed for tiered intervention and placed as necessary.
- PLCs will review grades/scores weekly to identify students needing additional support and interventions. Students not performing well will be assigned tiered interventions. Teachers will implement and monitor interventions as well as specific strategies/differentiated instruction.

**Action Plan for Increasing the Graduation Rate (Action plans are in place from 2016-2017 with some modifications and new ones):**

- The school will form and utilize a graduation focus PLC with a SMART goal to address challenges surrounding graduation.
- High School staff will collaborate with their teams (PLCs) to formulate a graduation recovery plan (GRP) for 100% of high school students who are off cohort/grade level.
- INSPIRE will set aside a Career Ladder position to specifically focus on seniors.
- Senior Success Coordinator will schedule face-to-face meetings with every senior.
- INSPIRE will offer a Senior Success course for credit.
- Placement of all grade 9 students in the Freshman Success course.

- GradPoint assigned strategically for students needing to recover credits.
- Develop and implement plans for supporting students with a letter grade of D or F or is ≥ 20 lessons behind in any course.
- Redesign Data Friday analysis to incorporate specific, detailed strategies for getting individual students passing courses.
- Weekly successful contacts for students failing more than one course.
- Create tiered intervention list for students off cohort.
- Create common grading practices with a focused PLC conducting research.
- Students and parents will be given information on Advanced Opportunities and encouraged to participate in the program.

### *4.3 PLANS FOR EXPANSION OR REPLICATION, PROGRAMMATIC CHANGE, OR MODIFICATION*

INSPIRE does not intend to propose expansion, replication, programmatic change, or other substantial modifications to the school program at this time.

### *4.4 PLANS FOR DISSEMINATING SUCCESS TO OTHER SCHOOLS, TEACHERS, AND STUDENTS*

As part of continuing Professional Development, Connections Academy school administrators across the country have the opportunity to share best practices in a monthly Open Space meetings and professional development sessions. Monthly topics are determined by school leader recommendations and feedback, so INSPIRE has opportunity to disseminate successes to other schools.

Additionally, INSPIRE administrators and teachers have the opportunity to participate in advisory committees throughout the year, where best practices are shared. Every INSPIRE teacher is part of a Professional Learning Community with colleagues who share common goals.

Students and families can learn about school successes through the school's monthly newsletter as well as email (webmail) announcements from school administration throughout the school year. The INSPIRE school leader disseminates a weekly email communication to school staff to share school and individual staff successes as well as areas for continued focus and growth. The INSPIRE school leader also has the opportunity to share best practices and school successes with other charter school leaders during monthly Idaho Charter School Association meetings.

# EXHIBITS

**Please attach any exhibits necessary to support your application narrative.**

INSPIRE includes the following as exhibits, uploaded separately on the FTP site, per application instructions:

1. Accreditation Report
2. Parent Satisfaction Survey
3. Continuous Improvement Plan

# APPLICATION FOR CHARTER RENEWAL FOR INSPIRE, THE IDAHO CONNECTIONS ACADEMY

## EXHIBIT 1 - 2017 ACCREDITATION REPORT

# Accreditation Report

## INSPIRE, The Idaho Connections Academy

Karen Glassman
600 N. Steelhead Way, Suite 164
Boise, ID 83704-9620

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# Executive Summary


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## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.


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# Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

INSPIRE, The Idaho Connections Academy (INSPIRE) is a virtual public school in its eleventh year of serving students in Idaho. The school began serving students in grades K-9 in 2005. During INSPIRE's opening year there were approximately 160 students enrolled. School enrollment has since grown steadily, and in 2015-16 the school served over 856 students in grades K-12. Students attending INSPIRE represent a range of ethnicities and prior school types, and are almost evenly divided between males and females. As a public charter school in the state of Idaho, INSPIRE's charter is authorized through the Idaho Public Charter School Commission.

INSPIRE has engaged Connections Academy of Idaho, LLC to provide its program, including various products and services under the terms of a Professional Services Agreement. The operating structure of the school is similar to a traditional educational environment with the school principal supervising the administrative staff and teachers. INSPIRE is a high-quality virtual public charter school serving students across Idaho. INSPIRE has made substantial progress in improving student achievement, producing high levels of parent satisfaction, and maintaining financial and managerial viability. The successful INSPIRE virtual school program uses a combination of synchronous (real-time) and asynchronous learning tools to ensure academic mastery by a wide variety of students. INSPIRE continues to provide high-quality, highly accountable curriculum and instruction to address unique student learning needs.

In 2015-16, 100% of INSPIRE's teachers were classified as "Highly Qualified" according to state and federal criteria. One additional teaching position was added to the INSPIRE staff and 97% of staff returned in the fall of 2016.

INSPIRE is a K-12 public charter "school without walls" which combines Idaho-certified teachers, standards-aligned curriculum, unique technology tools, and community experiences to create an individualized alternative to the bricks-and-mortar classroom. Each INSPIRE student has a Personalized Learning Plan and a face-to-face "Learning Coach" - typically a parent or extended family member- who regularly engages with the student's the licensed professional teachers to maximize student achievement. INSPIRE students are distributed throughout the state of Idaho, attending their virtual public charter school from home or another supervised location selected by their parents/guardians.

INSPIRE staff serves a diverse population of students, as shown below. Students enroll for a variety of reasons: they may be advanced and in need of extra challenge or be struggling and need additional support, seeking the personalized learning INSPIRE offers; many are elite performers or athletes in need of flexible scheduling to accommodate their schedules; others may have health or other issues that make traditional school difficult for them; or they may simply want the flexibility and personalization, a technology-based education provides with a quality online school. Of note is the high number of students attending INSPIRE who qualify for free and reduced services (FARM). Another large portion of the population refused to report their FARM status, which means the percentage of qualifying students may actually be higher.

113 (13%) enrolled in K-2nd grades
136 (16%) enrolled in 3rd-5th grades
215 (25%) enrolled in 6th-8th grades
368 (43%) enrolled in 9th -12th grades


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1% Asian

10% Hispanic

5% American Indian/Alaskan Native

84% White

44% FARM Eligible

21% Refused to Report FARM

4% Gifted

6% with Section 504 Plan

9% with IEP

1% English Language Learners


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## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of INSPIRE, the Idaho Connections Academy, is guided by a vision of technology leveraging the power of individualized instruction to help each student fulfill his or her potential unrestrained by geography, learning style, or family circumstance. It is a vision of a 21st century school providing 21st century learning to 21st century students. This mission is accomplished through a uniquely individualized program that combines the best in virtual education with very real connections among students, family, teachers, and the community. A crucial part of INSPIRE's plan for overall excellence is the establishment of clear academic and related goals for the school and clear ways to measure progress toward those goals. The mission of the school and its progress toward meeting its stated goals are reviewed regularly by INSPIRE and by Connections Education.

Mission Statement

We will help each student maximize his or her potential and meet the highest performance standards. INSPIRE is a high- quality "school without walls" that brings out the best in every student.

Vision Statement
All INSPIRE Students Can and Must Learn.

We Will:

- Create a learning environment to achieve high student outcomes
- Challenge all students to succeed.
- Commit to work together with our students, colleagues, and parents to make INSPIRE's vision a reality.

INSPIRE's goal is to set the standard for excellence in virtual education for all students. To this end, INSPIRE provides students with an individualized learning program, instruction by certified, highly qualified teachers supported by curriculum specialists, and top-quality, rigorous curriculum developed by Connections Education. Learning Coaches facilitate and monitor instruction for students under the supervision of teachers who use online daily lesson plans and curriculum materials. INSPIRE is more than a set of online courses - it is a virtual learning community that connects students, teachers, and families through unique technology tools and face-to-face interaction.

The Connections Academy division of Connections Education has for more than 14 years provided top-quality turnkey educational services to public schools such as INSPIRE. INSPIRE offers a full K-12 virtual educational program including core and elective courses, a gifted and talented program, a range of career tech education (CTE) courses, foreign languages, Basic, Honors, Standard, Advanced Placement and concurrent college credit courses at the high school level, and a wide range of clubs and activities. Educational excursions, National Honor Society, Student Council and other school events ensure that students have opportunities to interact with one another, the school staff, and community members. The rigorous curriculum is aligned to state and national standards and is continually improved and expanded.


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INSPIRE is philosophically dedicated to the idea that parental involvement, individualized instruction, and high-quality teaching are the three hallmarks most directly related to student achievement. Decades of research have shown that parent participation improves student achievement. At INSPIRE, the Learning Coach (a parent or other caring adult) is directly involved in the student's education every day. Consistent Learning Coach involvement in their student's education is a key part of the school philosophy. INSPIRE's instructional program is also tailored to each student's individual needs, making use of another proven strategy for success - individualized instruction. A crucial part of the school's overall plan for excellence is the establishment of specific academic and related goals for each student as well as for the school - and clear ways to measure progress toward those goals. INSPIRE's certified, highly- qualified teachers work closely with students and Learning Coaches to create a Personalized Learning Plan for each student. All INSPIRE teachers must be state certified and Highly Qualified. Staff participate in rigorous on-going professional development, as research has also shown a direct correlation between good teaching and higher levels of academic achievement. Student progress is tracked through a proprietary Education Management System known as Connexus.

INSPIRE's instructional philosophy is represented in what we refer to as our "Learning Triad" in which the parent (or Learning Coach), teacher, and curriculum center around the student. The triad is tied together by a web of technological innovation. The Learning Coach implements the program through oversight, collaboration, developing schedules as well as checking and recording progress. The teacher evaluates, provides high quality feedback and will monitor, personalize, intervene, and enhance or clarify the curriculum. The technology facilitates delivery of the program, links all the adults with the students and the curriculum, and ensures constant monitoring and feedback. All is centered on the student as he or she explores, creates, and learns. The INSPIRE team has embraced the motto of "Every Child Every Day" as we strive to positively impact the education and lives of our students.


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## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable Achievements

- Over $304,000 awarded in college scholarships in 2016. This is an increase of more than $100,000 from the previous year.
- One student was accepted to Julliard School of Dance.
- Two students received full-ride scholarships over the past three years. One is attending Oklahoma University and the other into the University of Idaho.
- One high school student was accepted and received a scholarship to attend the Idaho Science and Aerospace Summer Academy in 2016.
- INSPIRE's 2016 graduating class had 79 graduates, an increase from 56 students in 2015.
- The school adopted GradPoint for credit recovery in 2016.
- An average of 98% of students in grades 3-10 participated in state testing.
- INSPIRE had 4 student members inducted into the National Honor Society in 2016; our NHS Chapter was established in 2009.
- National Honor Society conducts a service project each year. This year NHS student hosted skate and donate events across the state.
- In 2015-16, a total of 32 educational excursions were held across the state.
- INSPIRE began hosting family math, science and literacy nights around the state in 2015-16. These events were well attended by families, and many are requesting more events during the 2016-17 school year.
- College and University tours were hosted and attended by families throughout Idaho.
- INSPIRE formed an active Student Council with 13 students representing grades 7-12. Student Council members conduct a service project each year.

INSPIRE maintained very high parent satisfaction survey ratings over the last three years. Survey results for the 2015-16 school year include:

- 94.5% of parents think the curriculum is high quality.
- 98.9% of parents are satisfied with the helpfulness of their child's teachers.
- 93.8% of families recommend INSPIRE to other parents whose children are not enrolled in the program.
- 97%% of families say their child is satisfied with the program.
- 92.3% of families give the school an A or B. There was a 10.8% increase in the number of families ranking the school an A.
- 92.3% of parents say their child is making good progress.
- Overall satisfaction ratings with the program exceeded the previous year in each of the key metrics.

Areas for Improvement

Specific goals and strategies can be located in the Continuous Improvement Plan document located on INSPIRE's website: www.connectionsacademy.com/Portals/19/ca-schools/inspire/documents/pdfs/disclosures/INSPIRE-Continuous-Improvement-Plan-2016-2017-Final-accessible.pdf

During the 2016-17 school year, INSPIRE will focus on the following areas:

- Increase math proficiency rates on state assessments.
- Increase promotion rates from one grade level to the next.
- Increase course completion rates.


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- Ensure all high school students are earning appropriate credits required to graduate.
- Increase the percentage of students returning from the 2015-16 to the 2016-17 school year.
- Increase the number of graduates being accepted and attending post-secondary options.
- Improve parent satisfaction


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## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The time commitment required for students is comparable to that of a traditional school day and satisfies state requirements for instructional minutes at each grade level. Since INSPIRE learners do not face the distractions and interruptions of a typical school setting, from lining up in the hallway to waiting out the teacher's handling of disruptive peers, they often use their learning time much more effectively. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day at INSPIRE: discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches.


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# Self Assessment for Digital Learning Schools


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## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.


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## Standard 1: Purpose and Direction

The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.1 | The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment. | The institution's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success in the digital learning environment. | •Minutes from meetings related to development of the institution's purpose<br><br>•Survey results<br><br>•Purpose statements – past and present<br><br>•Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook)<br><br>•Communication plan to stakeholders regarding the institution's purpose<br><br>•Documentation or description of the process for creating the institution's purpose including the role of stakeholders<br><br>•School website, School Handbooks, Welcome Letters, Continuous Improvement Plan, Story 4 | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.2 | Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | Commitment to shared values and beliefs about online teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Leadership and personnel hold one another accountable to high expectations for professional practice of digital education. | •Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes<br><br>•Survey results<br><br>•Institution philosophy about online teaching and learning<br><br>•The institution's statement of purpose<br><br>•Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose<br><br>•Program Guide, Teacher Orientation Course, School Leader Orientation Course, School Website, Personalized Learning Plan (PLP), iNACOL standards, Student Onboarding Program, Lesson Modification, Code of Conduct policy | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.3 | Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning. | Leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions of the digital environment that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. | •Historical data about implemented processes and systems<br><br>•The institution continuous improvement plan<br><br>•The institution data profile<br><br>•Communication plan and artifacts that show two-way communication to personnel and stakeholders<br><br>•Survey results<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•Assessment Objective Performance Report (AOPR), Personalized Learning Plan (PLP), Student GradeBook, School Leadership Retreats, Professional Development, Issue Aware (IA) system, Curriculum Development and Revision Process, Teacher Curriculum Reviewer, Intervention Process, Lesson Modification | Level 3 |


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**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

INSPIRE Connections Academy is dedicated first and foremost to performing in the best interest of our students. Towards that end, we set very high expectations for all stakeholders, ensuring that we provide individualized learning opportunities for each student, treat all stakeholders with respect, promote an optimistic learning culture, and use our time wisely in order to fully support student learning and well-being.

As we have grown, our mission has remained consistent: to help each student maximize his or her potential and meet the highest performance standards. Our vision has also not waivered: to create a learning environment to achieve high student outcomes, to challenge all students to succeed, and to commit to work together with our students, colleagues, and parents to make INSPIRE Connections Academy's vision a reality.

INSPIRE Connections Academy believes wholly: That all students can learn and must learn at relatively high levels of achievement. It is our job to create an environment in our classrooms that result in this high level of performance. We are confident that, with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

In further support of student learning and stakeholder involvement, INSPIRE Connections Academy established a Title 1 Planning Committee, comprised of teachers, parents, and community members, that meets twice each year to review the school's mission, vision, Parent and School Compact as well as Title 1 budget allocation and spending. Additionally, the School Leadership Team, comprised of school administrators and master teachers who facilitate weekly grade band professional Learning Community (PLC) team meetings, meets weekly to review data and discuss progress in the areas of school goals, vision, and mission.

INSPIRE Connections Academy communicates to all stakeholders through face-to-face meetings, emails / Webmails, phone calls, newsletters, message boards, welcome calls, the school's website, and our School Handbook. Our staff, parent, and student surveys indicate that we do an excellent job of communicating and living our vision and mission.

INSPIRE Connections Academy is committed to a culture that is based on shared values and beliefs, including a belief that our teachers should be - and are - supported in such a way that they are able to challenge and support all students equitably. Towards that end, all teachers belong to at least one Professional Learning Community (PLC) and all teachers partake in formal professional development and continuing education, both of which help ensure that there are clear expectations that align with observation evaluation tools and best practices in online teaching.

Our PLCs make student support, performance, and engagement a priority, furthering a rich and rigorous student learning environment and higher-level thinking. Teachers are also offered a vast library of support material and resources to support them in online teaching and in promoting student learning and engagement. These resources are readily accessible through the PLC Resources within the Connexus® learning management software. Examples include the student Personalized Learning Plan overview, Response to Intervention and Multitiered Instruction overview, and lesson Differentiation Guide.

In the spirit of individualized learning and academic opportunity, INSPIRE offers a comprehensive range of courses, including Gifted and Talented, Honors and Advanced Placement, Foundational, and many electives, including foreign languages. Many supplemental programs


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are available for students who need additional support, as are resources for all students such as Khan Academy, EBSCO, and Grolier Online®. Individualized Student Instructional Support Programs are also available to help students be successful. Additionally, teachers can modify lessons and create custom assessments to meet the needs of individual students, and the Planner and Scheduler in Connexus allows students flexible schedules within the framework of accountability. Clubs and Activities, National Honor Society, educational excursions, and other extracurricular opportunities encourage students to socialize with one another and engage in their communities. This rich, rigorous, and relevant program allows INSPIRE Connections Academy to provide each student with a highquality education tailored to his or her unique needs and goals.

INSPIRE Connections Academy is committed to an ongoing improvement process. Our Leadership Team plays a crucial role in this area. The School Improvement Plan contains SMART goals which are measured and reported on quarterly. Our school goals are created by school administration and master teachers, and are approved by the school board.

In all grade levels, teachers meet regularly in PLCs and review progress toward school and PLC goals, assess student interventions, and discuss strategies for improved teaching in the online environment. Our PLCs use the School Improvement goals to form the basis for their group SMART goals. Both school goals and PLC goals are tied to continuous school improvement process based on school performance data from state and federal reports, common formative assessments data, and student achievement data. Action plans are created to monitor and report SMART goal progress and school leadership meets with all personnel to ensure progress, strategy, and accountability.

In addition to meeting with one another, teachers communicate regularly throughout the school year with students and families to discuss student academic progress, strengths, engagement, and possible areas for improvement. Documentation and information from these conversations are recorded so that the information can be shared across the teaching staff.

The INSPIRE Connections Academy staff are fully dedicated to the students and families we serve.  High levels of student achievement and continual growth are top priorities.  We strive to ensure every student is meeting their highest potential through collaboration, rigorous curriculum with excellent tools and resources.


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## Standard 2: Governance and Leadership

The institution operates under governance and leadership that promote and support student performance and institution effectiveness.

Overall Rating: 3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.1 | The governing authority establishes policies and supports practices that ensure effective administration of the institution. | Policies and practices support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. Policies and practices promote effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth that include professional practice of digital education for all personnel. The institution has policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with stakeholder groups. Policies and practices provide requirements, direction for and oversight of fiscal management. | •Personnel handbooks<br>•Institution handbooks<br>•Institution crisis plan<br>•Communications to stakeholder about policy revisions<br>•Student handbooks<br>•Policy for selecting course, instruction and service providers<br>•Governing authority policies, procedures and practices<br>•Bylaws, Issue Aware (IA) System | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The governing authority operates responsibly and functions effectively. | The governing authority has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing authority member(s) participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution. | •Historical compliance data<br><br>•Proof of legal counsel<br><br>•Governing authority training plan<br><br>•Governing authority minutes relating to training<br><br>•Communications about program regulations<br><br>•Communication plan to inform all personnel on code of ethics, responsibilities, conflict of interest<br><br>•Governing code of ethics<br><br>•Findings of internal and external reviews of compliance with laws, regulations and policies<br><br>•List of assigned personnel for compliance<br><br>•Governing authority policies on roles and responsibilities, conflict of interest<br><br>•Board Academy, Board Approval Items | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.3 | The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively. | The governing authority consistently protects, supports and respects the autonomy of leadership to accomplish goals for achievement and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a clear distinction between its roles and responsibilities and those of leadership. | •Institution continuous improvement plan<br><br>•Communications regarding governing authority actions<br><br>•Stakeholder input and feedback<br><br>•Survey results regarding functions of the governing authority<br><br>•Agendas and minutes of meetings<br><br>•Roles and responsibilities of institution leadership<br><br>•Maintenance of consistent academic oversight, planning and resource allocation<br><br>•School Improvement Overview, School Leadership Retreats, Title Meetings and Policies, Professional Learning Communities (PLCs) | Level 4 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.4 | Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction. | Leaders and personnel align their decisions and actions with professional practices in digital education and toward continuous improvement to achieve the institution's purpose. They expect all students to be held to high standards in all courses of study and in digital literacy. All leaders and personnel are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment. | •Student orientation recordings<br><br>•Academic policies and practices<br><br>•Examples of decisions aligned with the institution's statement of purpose<br><br>•Examples of collaboration and shared leadership<br><br>•Survey results<br><br>•Examples of decisions in support of the institution's continuous improvement plan<br><br>•Digital literacy requirements for students<br><br>•School Leader Orientation , School Leadership Retreats, Professional Learning Communities (PLCs), School Year Cycle Radar Report, Career Ladder, Academic Integrity Initiatives, Core Standards for Facilitating Student Learning, Tools for monitoring student learning | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.5 | Leadership engages stakeholders effectively in support of the institution's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on continuous improvement efforts and provide some leadership roles for stakeholders. Leaders' efforts result in some stakeholder participation and engagement in the digital learning environment. | •Communication plan<br><br>•Survey responses<br><br>•Involvement of stakeholders in development of continuous improvement plan<br><br>•Minutes from meetings with stakeholders<br><br>•Examples of communication with stakeholder groups<br><br>•Stakeholder participation in events<br><br>•List of school meetings involving stakeholders, StarTrack tool and Continual Feedback, School Goal setting process, The Scoop/Updates to Connexus and Curriculum, Reports in Connexus, PLC SMART Goals | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.6 | Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success. | The focus of the criteria and processes of supervision and evaluation is improving professional practice and student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. | •Supervision and evaluation documents with criteria for improving professional practice and student success noted<br><br>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation<br><br>•Governing authority policy on supervision and evaluation<br><br>•Representative supervision and evaluation reports<br><br>•Job specific criteria<br><br>•Performance Evaluation process, Staff One-on-One meetings, Core Standards for Facilitating Student Learning, Accountability Report | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.7 | The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma. | The institution implements established policies and procedures through multiple, documented methods to verify authenticity of student work on key assessments per course. The institution collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based and comparable to state or national norms. The institution has evidence that policies, procedures and criteria are reviewed and updated. | •Course grading summaries<br><br>•Grading requirements and practices to include grading scale and teacher grading expectations<br><br>•Course completion and passing rate reports<br><br>•Transcript review processes<br><br>•Reports aligned with attendance policies that include student attendance logs, time on task, log-in history, completed assignments and grades earned<br><br>•Student course expectations<br><br>•Credit transfer policy and procedures<br><br>•Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism<br><br>•Honor Code, Contact Requirements, State testing plan, Assessment Objective Performance Report (AOPR), Issue Aware System, Student Logs, Grading Rubrics | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.8 | The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose. | All operating procedures of the institution are supported by truthful and ethical practices. Communications to stakeholder groups provide truthful, accurate, clear, timely and relevant information. | •Grievance policy and practices<br><br>•Website<br><br>•Admissions policies and procedures<br><br>•Social media sites<br><br>•Marketing campaign artifacts to include brochures, advertisements, signage and direct mail pieces<br><br>•Survey results<br><br>•Code of Conduct policy | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**


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Promoting and supporting student performance and institutional effectiveness is the focus of INSPIRE's governance and leadership. Monthly in-person meetings (with virtual access as well) of our independent Board of Directors are open to the public. A record of all board activities is maintained on INSPIRE's public website; hard copies are available in the board room. Training is provided for all board members, and the board manual, Code of Conduct Policy, and Core Standards for Facilitating Student Learning, define INSPIRE's governing code of ethics, expectations, and code of conduct. The board provides guidance and support for INSPIRE's purpose, direction, and effective operation, including adopting the agreed-upon structure, responsibilities, and promises afforded to the school by Connections Education, LLC. This is outlined in the Professional Services Agreement, through which the board empowers INSPIRE's leadership team to effectively administer our institution.

Our school leader regularly shares feedback from the board during leadership meetings, and discusses our areas of focus (such as data points that the board is concerned with). This discussion is never mandate-driven; rather, the leadership team develops a consensus and works on a plan moving forward. These meetings serve as a model for the distributed leadership that is used throughout the school.

The Continuous Improvement Plan (CIP) and School Improvement Plan (SIP), updated annually, are data driven and focused on student outcomes. They include action plans about how INSPIRE will work towards meeting targets and achieving goals. At year end, leadership comes together with other Connections school leaders to reflect on progress and to set goals for the upcoming school year. These goals are then communicated to each grade level team, and each of these PLCs develops plans for supporting these school goals. INSPIRE and Connections have identified key measures that help track progress, and each teacher reflects on these measures during Data Friday. Data Friday 1) helps teachers hone their craft by setting aside time to reflect on objective measures of student performance; 2) asks teachers to reflect on the data and develop actions that will support and improve student learning; 3) allows Master Teachers to provide teachers guidance, feedback, and support; and 4) provides a more granular approach to data review than could happen during leadership meetings. In addition to providing specific, actionable feedback to teachers, Master Teachers also provide evaluation comments to supervisors and participate in discussions regarding needed professional development.

INSPIRE values the input of all stakeholders and uses feedback to provide direction for the institution. Three formal satisfaction surveys are administered annually: staff, parent, and student. The results are discussed by the board and the leadership team, and then presented to the whole staff by the school leader in an interactive format in which staff members reflect upon areas of strength as well as areas of growth. This discussion looks at each aspect of the survey compared to prior years, and compared to all other Connections schools. PLC teams further distill this information, discussing how PLC-specific activities can sustain areas of strength, and focus on areas of growth. The 2016-2017 Communication Plan describes stakeholder engagement, detailing roles and responsibilities, planned meetings, and supporting students by focusing on school goals.

Each team member at INSPIRE is given an opportunity to help guide and lead our school. Beyond leadership roles on each PLC team, teachers can apply for Career Ladder positions. Currently, INSPIRE has six teachers on the Career Ladder. Aside from providing an explicit opportunity for each of these teachers to lead and to take on additional responsibility, the Career Ladder provides INSPIRE an opportunity to implement best practices in organizational design and management by distributing leadership responsibility. Teachers and administrators have the opportunity to attend multiple conferences each school year. As part of our distributed leadership approach, the teachers who attend these conferences are expected to return to the school and share their learning as teachers of teachers.

The school leader actively participates in state-wide training opportunities while also meeting once a month with other virtual charter school leaders to discuss changes within Idaho. The information from these meetings are then communicated to the Board and staff. The school leader participates in weekly meetings with her Partner School Leader to discuss school data and Connections Academy processes across schools within the organization. These meetings allow time for a small group of Connections schools to collaborate regarding best practices


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at our schools. This information is then shared through the Leadership Team meetings every other week, which then flows into the administrative PLC meetings. The school leaders also participates in meetings every other week as a Community of Practice which is focused on increasing graduation rates. This team of school leaders shares ideas and best practices in an effort to improve support systems and processes for credit deficient high school students.

The Connections Curriculum Memo shares with leadership and Board the status of offerings available to students. Stakeholders participate in the enhancement of curriculum: students, parents, and teachers can provide feedback on each lesson, and teachers participate in the curriculum review process. Teachers regularly make use of tools and resources that help students progress in each curriculum and maintain the integrity of student work. Locally developed tools, such as the Participation Calendar and Time Spent on Lesson Calculator spreadsheets, help teachers support students that have fallen behind by providing clear guidance for a path forward towards success. Academic integrity is supported via our Honor Code, randomized and timed assessments, Curriculum Based Assessments (CBAs) and tools such as Check My Work.

INSPIRE makes use of many sources of data that help validate the authenticity of student performance, award credits, and determine grade level progression/graduation. Continual improvement focuses on effectively and efficiently using this data to measure student progress. This data is described in detail in our evidence. Additionally, formative assessments (administered three times each year) are used to support student learning and success.

The goal of all INSPIRE staff is to sustain and maintain our data-driven, actionable support for student learning--helping each student maximize their potential. Our ability to work as a team effectively and efficiently is one of our organizational strengths, and the processes are in place to continue doing so. Helping each student maximize their potential and meet high performance standards requires holding each stakeholder accountable for student learning and implementing the supports necessary for students to meet high expectations. The Board of Directors empowers our leadership team to work towards this mission, and our leadership team provides each teacher with the direction and tools necessary to do this work.


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## Standard 3: Teaching and Assessing for Learning

The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.1 | The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | •Representative samples of student work across curriculum<br><br>•Course catalog including prerequisites<br><br>•Descriptions of instructional methodologies and techniques<br><br>•Course syllabi with learning expectations<br><br>•Course enrollment patterns<br><br>•Teacher expectations<br><br>•Survey results from current and past students, including graduates<br><br>•Course of study<br><br>•Rubrics, LiveLesson, Student Log, Curriculum Development and Revision Process, Curriculum Memo, iNACOL standards, Promotion/retention data, College acceptances, Professional Learning Communities (PLC), Program Guide, Core Standards for Facilitating Student Learning, Course modification, Teacher Orientation Course, School Handbooks, | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education. | Using data from student assessments and an examination of professional practice, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised. | •A description of the systematic review process for curriculum, instruction, and assessment<br><br>•Products – scope and sequence, curriculum maps, syllabi<br><br>•Standards-based report cards<br><br>•Assessment overview and results<br><br>•Surveys results<br><br>•Curriculum revision process<br><br>•Curriculum guides<br><br>•Curriculum development process<br><br>•Common assessments<br><br>•Star Track tool and Continual Feedback, iNACOL standards, Grade Book, Personalized Learning Plan (PLP), Alignment documents and process, Standardized Testing Information | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.3 | Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations. | Most teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers sometimes plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident in the instructional program but not commonly incorporated in courses or curricular areas. Teachers monitor student progress, provide feedback and sometimes provide instructional strategies and interventions that address student learning needs. | •Examples of teacher communication and feedback with students<br><br>•Teacher expectations and evaluation criteria<br><br>•Professional development focused on professional practice of digital education<br><br>•Recordings of synchronous learning sessions<br><br>•Examples of student use of technology and media resources in their coursework<br><br>•Interdisciplinary projects<br><br>•Survey results<br><br>•Agenda items addressing professional practice of digital education<br><br>•Examples of teacher use of technology and media resources in their teaching practices<br><br>•Findings from course audits and observations<br><br>•Authentic assessments<br><br>•Student work demonstrating the application of knowledge<br><br>•LiveLesson, Discussions, Message Boards, Grade Book, Course Design | Level 2 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.4 | Leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | Leaders formally and consistently monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards, and use professional practice of digital education. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process. | •Recognition of teachers with regard to professional practice of digital education<br><br>•Curriculum guides<br><br>•Curriculum maps<br><br>•Survey results<br><br>•Peer or mentoring opportunities and interactions<br><br>•Reports containing classroom evaluation data<br><br>•Administrative classroom audits and observation protocols<br><br>•Supervision and evaluation procedures<br><br>•Connexus-based reports, School-specific meetings, Core Standards for Facilitating Student Learning, Teacher Orientation Course, The Scoop | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.5 | Professional and support personnel participate in collaborative learning communities to improve instruction and student learning. | A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance. | •Examples of cross curricular projects, interdisciplinary instruction and classroom action research projects<br><br>•Common language, protocols and reporting tools<br><br>•Calendar/schedule of learning community meetings<br><br>•Recordings of synchronous collaboration sessions<br><br>•Agendas and minutes of collaborative learning committees<br><br>•Peer coaching guidelines and procedures<br><br>•Survey results<br><br>•Transcripts of asynchronous collaboration sessions<br><br>•PLC information, Core Standards for Facilitating Student Learning, School-specific meetings, Student Log, Grade Book, Intervention Indicators, Student Support Team (SST) | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.6 | Students work in a digital learning environment that supports success in learning expectations. | The content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with multiple digital resources and tools and supports students in achieving learning expectations. Course navigation is logical and coherent. Exemplars are provided to guide and inform students. The institution assesses the effectiveness and measures the reliability of the digital content management system. Personnel use data results to make certain that the management system is responsive to student learning needs. | •Documentation about how technology system implementation and changes are made<br><br>•Survey results<br><br>•Examples of learning expectations and standards of performance<br><br>•Content management system reliability reports<br><br>•Course navigation flowchart<br><br>•Examples of assessments that prompted modification in instruction<br><br>•Samples of exemplars used to guide and inform student learning<br><br>•Intervention Indicators, Interactive Demos on the school website, CE Proprietary Tools, Curriculum Memo | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.7 | Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning. | Personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs include expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have expertise in the professional practice of digital education. These programs set expectations for all personnel and include measures of performance. | •Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning<br><br>•Professional learning calendar with activities for instructional support of new personnel<br><br>•Descriptions of instructional methodologies<br><br>•Mentor/coach expectations<br><br>•Records of meetings and synchronous course observations<br><br>•Survey results<br><br>•Personnel manuals with information related to new hires including mentoring, coaching and induction practices<br><br>•Career Ladder, Leadership Academy | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.8 | The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family. | Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Systematic processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. The institution provides families with continuous access to their children's learning progress. For adult students, the process provides the students with continuous access about their learning. | •Volunteer program with variety of options for participation<br><br>•List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)<br><br>•Calendar outlining when and how families are provided information on child's progress<br><br>•Parental/family/adult student involvement plan including activities, timeframes and evaluation process<br><br>•Survey results<br><br>•Communication logs<br><br>•Grade Book, Expectations for response time, Learning Coach Resources, PLP information | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.9 | The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience. | Personnel participate in a structure that gives them consistent interaction with individual students, allowing them to build strong relationships throughout the student's educational experience. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment. | •Description of formal adult advocate structures<br><br>•Survey results<br><br>•Recordings of synchronous sessions with adult advocate<br><br>•Communication logs<br><br>•List of students matched to adult advocate (e.g., advisory rosters, homerooms, caseloads)<br><br>•Curriculum and activities of formal adult advocate structure<br><br>•Contact requirements, School Year Cycle Focus, Student, teacher, and LC trainings, Intervention Cycle, Personalized Learning Plans (PLPs), School Handbooks | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.10 | Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses. | Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across departments, levels and courses. Stakeholder groups are informed of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated. | •Sample report cards and progress reports for each grade level and for all courses<br><br>•Evaluation process for grading and reporting practices<br><br>•Sample communications to stakeholders about grading and reporting<br><br>•Policies, processes and procedures on grading and reporting<br><br>•Survey results<br><br>•Sample rubrics, Teacher Orientation and Core Standards, School Handbooks | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.11 | Professional and support personnel participate in a continuous program of professional learning. | All professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution and supports professional practices in digital education, including student engagement, cyber bullying and academic integrity. The program builds capacity among all professional and support personnel. The program is systematically evaluated for effectiveness in improving online delivery and instruction, student learning and the conditions that support learning in the digital environment. | •Evaluation tools for professional learning<br><br>•Crosswalk between professional learning and institution purpose and direction<br><br>•Results of evaluation of professional learning program<br><br>•Schedules and agendas of professional learning activities<br><br>•Survey results<br><br>•Brief explanation of alignment between professional learning and identified needs<br><br>•Career Ladder, Leadership Academy, The Scoop | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.12 | The institution provides and coordinates learning support services to meet the unique learning needs of students. | Personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to all students. | •List of learning support services and student population served by such services<br><br>•Examples of communication and services provided to student populations with special needs<br><br>•Recordings of synchronous tutoring and support services sessions<br><br>•Data used to identify unique learning needs of students<br><br>•Survey results<br><br>•Training and professional learning related to research on unique characteristics of learning<br><br>•Examples of implementation of student success strategies<br><br>•Tutoring schedules<br><br>•Personalized Learning Plan (PLP), Policy for HS students pursuing college credit/dual enrollment, Talent Networks, Clubs and Activities, College & Career-related information | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

INSPIRE's curriculum and instructional model are rigorous, challenging, and devised to facilitate student success. INSPIRE contracts with Connections Education to provide the students' daily curriculum and Connexus, Connections' proprietary Education Management System (EMS). Connections works hard to provide equitable and challenging learning experiences for students by aligning to national standards such as iNACOL standards, the Next Generation Science Standards (NGSS), and Common Core State Standards, as well as state standards where appropriate. INSPIRE then works to ensure the curriculum fully meets Idaho's state standards. Teachers use LiveLesson classroom presentations, videos, direct teacher contacts, open office hours, and Message Board resources to support each student's learning and success. INSPIRE offers a wide range of courses, including G&T Math, Language Arts, and Science for grades 38; many Honors and AP courses, and electives for students as young as kindergarten. Clubs and Activities, National Honor Society, and educational excursions and school events provide learning and socialization opportunities beyond the classroom. Some of the educational tools available to students are Teachlet tutorials, Khan Academy, EBSCO Host, Grolier, Write to Learn and Connections' proprietary tools such as a Virtual Spring Scale, Virtual Music Tools, and Lab Investigator.

New teachers receive intensive training prior to entering the online teaching environment, and training is ongoing to help hone the skills of more experienced teachers. In addition, INSPIRE partners each new staff member with a mentor, who are Master Teachers that are selected based on grade level and/or content level taught. School leadership evaluates teachers formally twice a year, and informally throughout the


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year by observing instruction, live or recorded LiveLesson sessions, and through reports such as the School Year Cycle Radar and Accountability reports.

Staff participate in an annual satisfaction survey, providing anonymous feedback to both school leadership and Connections. These surveys are used to determine areas of need and growth as well as highlight what is operating well at INSPIRE.

Welcome Calls are made to each new student no matter what time of the year they enroll. Welcome Calls include critical information for success at INSPIRE that each teacher reviews with the student and Learning Coach. Families are encouraged to ask questions as well as reach out for any reason after they've had time to interact with the curriculum, tools, resources and software. Student and Learning Coach Orientations, Learning Coach Central, and onboarding courses for lateenrolling students, are designed to prepare the entire household for success. The INSPIRE Handbook and Program Guide help families fully understand the school and its expectations. Student progress is monitored systematically through many tools and reports available in Connexus the Assessment Objective Performance Report, grade book, and tools such as the Intervention Indicators and Alerts ensure that teachers are continually using data to improve student outcomes. Regularly conducted Curriculum Based Assessments (CBAs) provide strategies and assistance for struggling students, and are also used to verify and validate students' course work. Based on this data, teachers can assign students one or more of the many Supplemental Instructional Support Programs (SISPs).

Learning Coaches discuss student progress monthly with teachers during CBA calls, and are encouraged to attend facetoface orientation sessions at the start of the school year and online sessions throughout the year. Learning Coaches have 24/7 access to each student's grade book - a key communication tool at INSPIRE. Teachers use rubrics provided in the courses to assess students' learning and provide detailed feedback through comment boxes within the assessments, along with WebMail and phone. The rubrics allow for clearly defined expectations and grading consistency among teachers. To assure even further grading consistency, many teachers participate in professional development that involves independently grading an assessment and then collectively discussing why they assigned a specific score. When teachers become aware of assessment discrepancies or errors in a course, the teachers work with Connections to have the question/s or assessment/s reviewed and revised if necessary. We continuously monitor and discuss our grading practices to ensure clarity and consistency for all students.

We have organized our students into homerooms to increase the opportunity for meaningful support for the student. Beginning with the Welcome Call, the teacher develops a relationship with the student that lasts throughout the year. All teachers at INSPIRE have homeroom students that they are specifically responsible for monitoring and supporting throughout the school year.

INSPIRE has worked in Professional Learning Communities (PLCs) since 2012. This is something that we pride ourselves on tremendously. We are continuously working on improving our effectiveness to ensure every single student is learning and growing academically. Our PLC manual clearly outlines the expectations our school leadership team has for teaching and learning at INSPIRE. Through the PLC structure, we have identified SMART goals with action strategies, a defined meeting calendar, team norms, and agenda outlines. The expectations have been set and communicated for teacher participation in student support meetings, including our Student Support Seam (SST) process, RTI monitoring, and child welfare protocol. Grade level PLC meetings occur weekly where content area (vertical) PLC meetings occur once each month. Through the use of student data discussed during PLC, INSPIRE has made strides in providing intervention for students who are struggling with academic and behavioral issues. INSPIRE has staff members dedicated to providing intervention and monitoring student progress. Teachers are working together to ensure that students receive math instruction and intervention in support of the math School Improvement and Continuous Improvement goal.

INSPIRE teachers receive professional support through Training and continuous Professional Development sessions from Connections, and internal support through schoolled professional development, PLCs, and manager support. High quality, ongoing professional development,


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training and support is critical for staff. INSPIRE prides itself on ensuring each team member has and knows how to implement the tools and resources necessary to support academic growth and school goals.


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## Standard 4: Resources and Support Systems

The institution has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.1 | Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment. | Policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the institution. | •Policies, processes procedures and other documentation related to the hiring, placement and retention of professional and support personnel<br><br>•Assessments of staffing needs<br><br>•Institution budgets for the last three years<br><br>•Documentation of highly qualified personnel<br><br>•Documentation of student to teacher ratios<br><br>•Overall Level of Effort (OLE), Career Ladder, Job descriptions, Orientations & Trainings | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.2 | Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment. | Technology, instructional, student support and fiscal resources are focused on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are protected in policy and practice. Leaders work to secure student support resources and fiscal resources to meet the needs of all students. Leaders demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations include achieving the institution's purpose and direction and student success. | •Alignment of budget with institution purpose and direction<br><br>•Survey results<br><br>•Technology system reliability reports<br><br>•Historical data about technology system implementation and changes<br><br>•Digital content management system reliability reports<br><br>•Reports related to course completion reports, graduation rates and achievement results<br><br>•Documentation about how technology system implementation and changes are made<br><br>•Examples of leadership efforts to secure necessary material and fiscal resources<br><br>•Response to Intervention (RtI), Teacher Evaluation process, Professional Learning Communities (PLCs), Software development priorities and process, Supplemental programs | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment. | Personnel implement a comprehensive process to assess the learning and safety needs of students. The institution has a documented plan to address the learning needs of students who are not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety and safeguarding students from cyber bullying. Measures of effectiveness of support service programs are in place. Personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students | •Overview of internet safety and cyber bullying education program<br><br>•Learning inventory tools and results<br><br>•Reports with student retention rates, course passing and completion rates and student engagement data<br><br>•Placement tests and results to include student course assignments<br><br>•Examples of student success plans<br><br>•Survey results<br><br>•Student 'netiquette' policy<br><br>•Crisis Management Plan, Issue Aware (IA) system, Students in Distress, PLP Conference Guidelines, Technology System Infrastructure & Disaster Recovery Plan, Roles system for Connexus, Resource and Support Guide, Accessibility information, Assistive Technology | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Students and personnel use a range of information, media and technology to support the educational programs. | Students and personnel have access to information, media and technology resources necessary to achieve the educational programs. Documented evidence shows that students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology. | •Survey results<br><br>•Budget related to technology, media and information resource acquisition<br><br>•Directory of personnel contact information and availability to assist students and personnel in using technology and media and in finding and retrieving information<br><br>•Technology security and usage policy and practices<br><br>•Documentation of process for reviewing and rating media resources<br><br>•Instructional process for teaching students how to review and rate media sources<br><br>•Data on media and information resources available to students and personnel<br><br>•Sample resources for Students, Online Materials & Lessons from school website, Curriculum Memos, Curriculum development process | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.5 | The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution. | The technology infrastructure meets the instructional, learning and operational needs of most stakeholders. Personnel have a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Assessments and results to inform development of technology plan<br><br>•Survey results<br><br>•Policies relative to technology use<br><br>•Overview of technology services and personnel<br><br>•Connexus, LiveLesson, Shared content in SharePoint, Virtual Library, Curriculum-aligned multimedia interactives | Level 2 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.6 | Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment. | The institution has a clearly defined admissions process. A systematic induction program is available to all students. Information from the induction program informs student placement in courses and/or academic programs for all students. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning. | •Overview of student induction program<br><br>•Admissions policies and practices<br><br>•Enrollment packet<br><br>•Assessment system for identifying student learning needs<br><br>•Program Guide. Internet Safety training, Club Orange, School Handbooks, Special Education Welcomes | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.7 | The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students. | The institution has processes and procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment. The institution fosters partnerships and utilizes resources to support student learning needs. Measures of program effectiveness are in place, and personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students. | •Survey results<br><br>•Description of referral process<br><br>•Budget for counseling, assessment, referral, educational and career planning<br><br>•Description of IEP process<br><br>•List of extracurricular activities and services available to students related to educational and career planning<br><br>•List of services available related to counseling, assessment, referral, educational and career planning<br><br>•Agreements with community agencies for student-family support<br><br>•PLP process, Grade Book, College Admissions and College and Career Readiness, CTE/AP/Dual Enrollment offering, Goals Planning Process, Progression plans/Transcript review/Course of study, Credit Recovery | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

INSPIRE serves 1002 students, and has 37 employees including 30 highly qualified teachers, 1 counselor, 3 administrators, and 3 support staff. Fiscal resources are available to fund staffing needs which are calculated based on student enrollment. While we have a strong staff in


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place, and student needs are being met, we continue to review the staffing needs calculations to ensure we have an appropriate student to teacher ratio.

INSPIRE offers a wide variety of courses for students grades K12 including AP, Honors, Foundations, G&T, concurrent college credit, and electives. Many additional academic resources and supports such as Khan Academy, EBSCO, Discovery Ed and Grolier Online are available via Connexus. Working through our Student Support Team (SST), INSPIRE offers supports through the Response To Intervention process and Intervention services for struggling students to address their needs before referrals to special education or 504 programs. Services for Special Education, Section 504, English Language Learning, and G&T are available. Extracurricular opportunities are offered via clubs and activities, as well as National Honor Society. Students may also participate in local school activities and electives in their home districts. Face to face opportunities such as welcome back picnics, fall harvest festivals, college visits, educational excursions, end of year picnics and high school graduation allow students and school staff to interact with one another. Caretakers and Learning Coaches can connect and volunteer to help families in their communities that attend INSPIRE through Club Orange. Students and Caretakers are trained on the school's technology via orientation courses, handbooks and onboarding programs. Before the beginning of each school year staff are trained to conduct Welcome Calls and take an online orientation they can then refer back to as a resource whenever needed. Tech support is provided by Connections 12 hours a day, five days a week. The local school office is also available to assist families with technical issues.

INSPIRE is a Professional Learning Community (PLC). We are organized into grade level PLCs as well as Vertical PLCs which include general education and special education teachers, school counselor and intervention specialists who address academic success for each student in every content area. In addition, the Leadership team meets weekly to discuss PLC meeting agenda items, to provide guidance and monitor school-wide improvement goals. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RTI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year. Intervention indicators in Connexus alert teachers to students who may need additional help. Organized systems for Child Find ensure identification of students with potential disabilities. Teachers receive child welfare/students in distress training. The school handbook outlines policies related to bullying and harassment. Internet safety training is mandatory for every INSPIRE employee and student and additional safety trainings are required for staff. Each staff member is required to complete the ISafe cyberbullying training in order to be watchful and know how to report if issues arise. Measures of support systems are in place and include data from formative assessments, standardized assessments, and assessments from curriculum and supplemental support programs.

Stakeholders have access to information, media, and technology resources through Connexus. Connexus is available 24/7 from anywhere with an internet connection and allows our families to access everything in one place. The curriculum integrates innovative learning tools such as Teachlets, Virtual Labs, and other resources. In addition, Learning Coach orientation can be accessed at any time. Teachers conduct LiveLesson sessions, track student progress, review and provide feedback on assignments, log communications with families, among other tasks, all within Connexus. Connections has processes to continuously update Connexus, and maintains and prioritizes a list of projects requested by schools in order to provide the most up to date and useful system possible. Connexus improvements are informed by a rating system (Star Track) available to all stakeholders. Staff, student and parent surveys are completed every year and provide feedback to all departments. Pearson Connexus (Version 3) will roll out with significant enhancements during the 2017-2018 school year. These enhancements include many updates based on input from students, parents and staff. The technology infrastructure is robust and meets the needs of most stakeholders though sometimes families experience Connexus speed issues due to their internet provider.

The INSPIRE website accurately details the requirements of the program and shows course offerings. The enrollment process is tracked through Connexus and Caretakers can monitor the stages of enrollment through their Connexus homepage. Enrollment phone calls inform families of program expectations. Placement calls are steered toward discussion of course offerings, transcript review, and longterm goals for the student. Report cards and transcripts determine grade placement for a student. If a student need is identified during enrollment,


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appropriate RTI and/or child welfare procedures are initiated. Caretakers and Learning Coaches are provided an orientation course and students are enrolled in a Getting Started course. These courses help familiarize families with the online setting. Each student receives a welcome call in which specific items are addressed to confirm student strengths, weaknesses, academic history, and future goals for success, and also serves to introduce the student to his/her teachers and the school.

Students in grades 812 receive college and career planning services primarily through Individual Graduation Plan meetings with their counselor, in which students' individual goals are discussed and a 4-year graduation progression plan is created outlining appropriate coursework and postsecondary plans. Student transcripts and progression plans are constantly reviewed by counseling and administrative staff to ensure they align with each student's goals. A number of systems are used to track college and career related tasks, such as College Admissions Data View, Credit and Final Grade Report, and daily student performance data. Freshman are supported with a Freshman Success course which gives them guided practice in establishing strategies and skills to be successful in high school. Seniors are supported by a Senior Success Course specifically designed to prepare students for life after high school. Our counseling team organizes and hosts many visits to technical schools and 2- and 4-year colleges and universities across the state.

INSPIRE has a variety of rich resources while providing support services to enhance academic achievement and growth for each student. The INSPIRE team embodies Professional Learning Communities in an effort to reach school improvement goals directly related to student success. INSPIRE's mission and vision is dedicated to enhancing learning opportunities for all.


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## Standard 5: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.1 | The institution establishes and maintains a clearly defined and comprehensive student assessment system. | Personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across digital classrooms, curricular departments and/or levels and courses. Most assessments, especially those related to student learning, are proven reliable and bias-free. The system is regularly evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning. | •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance<br><br>•Evidence that assessments are reliable and bias-free<br><br>•Survey results<br><br>•Documentation or description of evaluation tools/protocols<br><br>•iNACOL standards, Personalized Learning Plan (PLP), Grade Book, Star Track Tool and Continual Feedback via Connexus, Curriculum Based Assessments, Assessments in the Curriculum | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.2 | Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement. | Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support personnel. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. All personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment. | •Examples of use of data to design, implement and evaluate continuous improvement plans<br><br>•List of data sources related to student learning, instruction, program effectiveness and conditions that support learning<br><br>•Survey results<br><br>•Written protocols and procedures for data collection and analysis<br><br>•Description of Connexus, Grade Book, StarTrack and Continual Feedback via Connexus, Intervention Indicators, Alerts, Professional Learning Community (PLC), Issue Aware (IA) System | Level 4 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Professional and support personnel are trained in the evaluation, interpretation and use of data. | All professional and support personnel are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. | •Policies specific to data training<br><br>•Documentation of attendance and training related to data use<br><br>•Survey results<br><br>•Professional learning schedule specific to the use of data<br><br>•Training materials specific to the evaluation, interpretation and use of data<br><br>•Professional Learning Communities (PLC), Teacher Orientations, School Leader Orientation & Retreats, Continuous Improvement Plan | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.4 | The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | •Agendas/minutes of meetings related to analysis of data<br><br>•Description of process for analyzing data to determine verifiable improvement in student learning<br><br>•Student surveys<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student success at the next level<br><br>•Evidence of student growth<br><br>•Testing information, Response to Intervention, Advisory Duties, Grade Book and AOPR, Intervention Tools | Level 3 |


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| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.5 | Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. | Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | •Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals<br><br>•Executive summaries of student learning reports to stakeholder groups<br><br>•Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals<br><br>•Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders<br><br>•School meetings, Continuous Improvement Plan | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

INSPIRE teachers and support staff can and does access a huge variety of data from a wide range of sources to determine areas of growth, student needs, and school improvement needs. This information is available any time, and is analyzed on a regular basis by individual teachers, Professional Learning Communities, school leadership, and the school as a whole.

Connections has established a rigorous formative and summative assessment system through which students can demonstrate mastery of presented material. This data is used to generate plans for improvement and provide additional support to students, especially those showing a need. INSPIRE uses many types of assessment tools, the first of which are called Quick Checks. Quick Checks typically contain 15 questions and serve as a check for understanding and readiness for the quizzes and tests in the corresponding unit. Along with quick checks, quizzes, and tests, portfolios are another assessment measure. Portfolios are assessments in which students apply the knowledge they have learned in a unit. Portfolios are created in several formats such as a Word document, a PowerPoint, and even handwritten work.

Formative assessments are used at the beginning, middle, and end of each year to measure growth in student learning. These assessments include - DIBELs which is used to assess literacy levels in Kindergarten through 5th grade while LEAP is given in math and language arts to 3rd - 8th graders. Scantron is given in math and language arts in 9th - 12th grade. Teachers use the test scores for small group LiveLessons based on particular needs of students. They also use the test data to target vocabulary and certain skills. LiveLesson® sessions are one method of delivery for informal formative assessments. During a LiveLesson session through Adobe Connect, teachers use questioning techniques to evoke higher order thinking skills through the use of Chat Pods, Poll Pods, and Question & Answer Pods. Teachers and staff at INSPIRE also use data generated from summative assessments such as unit tests and various statemandated assessments in order to create Continuous Improvement Plans (CIPs), School Improvement Plans (SIPs) with goals, and also to plan for future teaching.

At INSPIRE, communication between teachers and students happens in a synchronous manner approximately every two weeks. Phone


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calls are the most common method for this communication. During the calls, teachers use Curriculum Based Assessments (CBAs) to gauge the level of understanding of the current lesson, to help students who may be struggling with the material, and to build relationships. Making connections with students through phone calls is an important element to our program.
The Connections Curriculum Team uses many measures to verify the reliability the curriculum and ensure it is bias-free. They do this through Assessment Analysis Reports, feedback from Teacher Course Liaisons and Teacher Curriculum Reviewers, and feedback from course teachers, parents, and students submitted via the Star Track rating system. The information gathered through these various channels is used to make adjustments to lessons and assessments. Timed assessments, randomized assessments, and standardized grading rubrics all serve as academic integrity tools that help ensure the originality of student work and resulting student data. Students and staff both use the CheckMyWork plagiarism checking tool to verify the authenticity of student work. Students found plagiarizing go through a disciplinary process as outlined in the School Handbook and Honor Code document each family reviews and agrees to abide by. At INSPIRE we expect students to master the challenging academic material with our support and help.

INSPIRE teachers, administrators, and staff are trained throughout the year. Each INSPIRE employee is assigned to a series of professional development sessions and trainings related to their specific responsibilities. Teachers, administrative assistants, and administrators are each required to complete an extensive orientation course at the beginning of every year. In this course, staff members are trained in (among other things) finding and using the valuable data housed in Connexus.

Staff members are assigned to a professional learning series based on their individual number of years of service. The Connections Instructional Support staff develops these trainings, which cover a wide range of topics, and implements these trainings once a month. Staff members demonstrate their learning and reflection of presented concepts within the Teacher ePortfolio data view. Prior to the training each month, teachers are asked to complete a pre-task activity, which will be shared during the training. After the training another activity including a reflection needs to be completed by each individual. INSPIRE also has its own in-house trainings offered by teacher trainers, administrators, and other teachers. These trainings are tailored towards the specific needs of the team at the current point within the school year.

We are a data rich environment with a large variety of reports and resources that can be generated daily to aid teachers and staff in planning for student success. These reports and resources are used to communicate student learning and create Continuous and School Improvement Plans, which are shared with all stakeholders with a vested interest in our school. Data Views are used to collect and house this information. Reports can be pulled from the many Data Views within our system. Radar Reports can be generated by staff members and contain an abundance of information relevant to student success such as LEAP and Scantron data, Personalized Learning Plans (PLPs) and CBA data, and data pertaining to student engagement and Intervention Indicators. Our testing coordinator compiles data from state-mandated testing and presents the information to administrators and teachers for reflection, goal setting, goal monitoring, and planning purposes. Teachers have access to state testing scores so they can target instruction. Grade level PLCs use data to create yearly goals. Data is used to create Continuous and School Improvement Plans with comprehensive actions steps and tasks.

At INSPIRE teachers are held accountable for their data through a weekly reflection we call Data Fridays. Teachers also meet with a mentor or master teacher bi-monthly to discuss their data and strategies for improvement. Connections' School Support Team provides INSPIRE staff members with biweekly reports such as the Grade Distribution Report, the Logged Contacts Report, and the Section Performance Report. Data from these and other sources is compiled to inform school improvement and to report school effectiveness to all stakeholders. In addition, the school leader provides weekly schoolwide data to the master teachers to discuss during PLC meetings.

INSPIRE is truly a data rich environment. We are constantly reviewing data and reflecting on our practices to ensure we are providing our students with the best possible educational opportunities. Our vision is to create a learning environment to achieve high student outcomes and challenge all students to succeed. We continually strive to use the data available to us to ensure our vision becomes reality.


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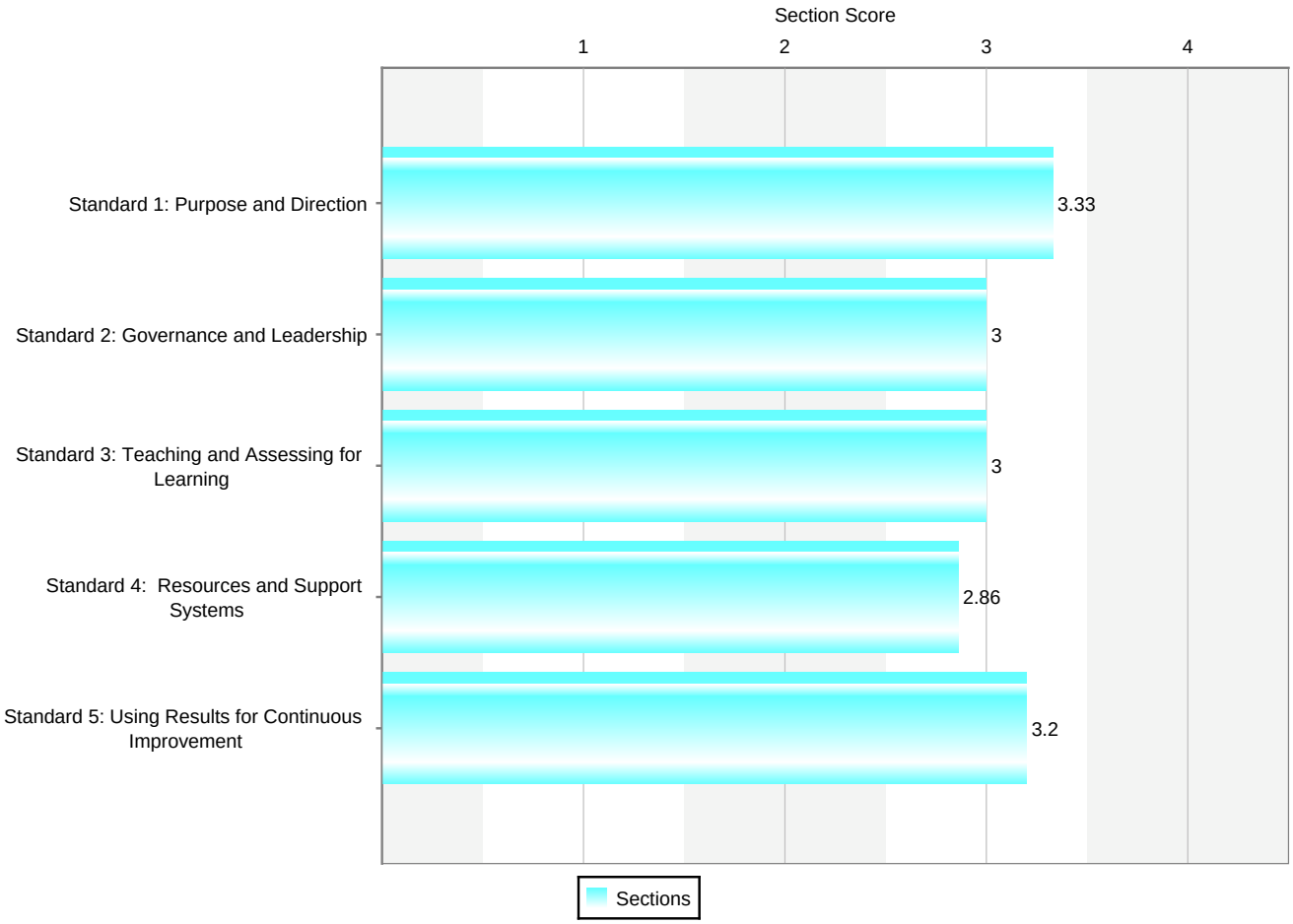
## Report Summary

### Scores By Section





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# AdvancED Assurances


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## Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.


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# AdvancED Assurances

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | The institution has read, understands, and complies with the AdvancED Policies and Procedures. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 2. | The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies.<br><br>Such changes include, but are not limited to:<br>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction<br>- Mission and purpose of the institution<br>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership<br>- Grade levels served by the institution<br>- Staffing, including administrative and other non-teaching professionals personnel<br>- Available facilities, including upkeep and maintenance<br>- Level of funding<br>- School day or school year<br>- Establishment of an additional location geographically apart from the main campus<br>- Student population that causes program or staffing modification(s)<br>- Available programs, including fine arts, practical arts and student activities | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 3. | The institution implements a written security and crisis management plan which includes technology infrastructure security measures, emergency evacuation procedures and appropriate training for stakeholders. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 4. | The institution monitors all financial transactions through a recognized, regularly audited accounting system. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 5. | The institution engages in a continuous improvement process and implements an improvement plan that includes academic goals. | Yes | | INSPIRE Continuous Improvement Plan |


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| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 6. | The institution employs administrative and instructional personnel who are qualified in their assigned grade levels, subject areas, and fields and meet all applicable governmental regulations. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 7. | Qualified teachers provide instructional guidance and oversee the progress of students within each course. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 8. | The institution has a policy that defines the expectations related to class size and student-to-teacher ratios aligned to the educational programs, digital learning environment, and instructional support provided within the institution. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 9. | The institution ensures that students graduating from the institution complete at least 25% of the courses required for graduation at the institution. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 10. | The institution has written policies for instructional time for each course that includes the requirements for student engagement, student progress, course completion, eligibility for accessing the next course, and documentation of student's work/progress. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 11. | The institution grants secondary course credits based on defined course criteria and sufficient instructional hours to meet international college and university entrance requirements. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 12. | The institution implements a written policy that ensures the authenticity of student work. | Yes | | |


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# Idaho Assurances for Accreditation


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## Introduction

The Idaho Department of Education Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.


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# Idaho Assurances for Accreditation

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution has a comprehensive policy and procedure aligned to IDAPA 08.02.03.160 and encompassing the following: School Climate, Discipline, Student Health, Violence Prevention, Gun-free Schools, Substance Abuse – Tobacco, Alcohol, and Other Drugs, Suicide Prevention, Student Harassment, Drug-free School Zones, Building Safety including Evacuation Drills. | Yes | Policies have been adopted by the Board and are included in the Student Handbook. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution has written policies for granting credits in accordance with the provisions found in IDAPA 08.02.03.105.a and IDAPA 08.02.03.105.b which require 60 hours of total instruction per credit or the issuance of credits based on mastery. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution maintains class sizes in accordance with the goals outlined in IDAPA 08.02.02.110 and implements technology within the classroom to address instances where greater teacher/pupil class size ratios are needed or as appropriate. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution employs administrative and instructional personnel who are properly licensed and endorsed for all assignments, grade levels, subject areas and fields and meet all applicable Idaho Educator Licensing requirements in accordance with Idaho Code 33-1201 and 33-1202 and IDAPA 08.02.02 – Rules Governing Uniformity. (This includes educators assigned as counselors, library media, special ed., para-professionals, etc.) Provide a list of staff and their credentials. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution implements an educator evaluation policy and model that is aligned to the requirements outlined in IDAPA 08.02.02.120. | Yes | | |


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| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution has a current gifted and talented plan that has been updated and is being implemented in accordance with IDAPA 08.02.03.171 | Yes | | |


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# Stakeholder Feedback Diagnostic


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## Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.


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## Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | INSPIRE Stakeholder Feedback Data Document |


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## Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Questionnaire Administration** | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |


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## Areas of Notable Achievement

**Which area(s) indicate the overall highest level of satisfaction or approval?**

Based on the Stakeholder Feedback Worksheet, INSPIRE shows overall strong satisfaction across Parent, Students, and Staff stakeholder groups; scores for these three groups ranged from 4.34 to 4.39 on a 5-point scale.

The overall score by the INSPIRE Staff was 4.35, on a 5-point scale. All standards were rated highly. The highest score was 4.64 on a 5-point scale. Many statements had a high percentage of agreement (net strongly agree and agree) from the staff. Some examples include:
Standard 1, #1 Our school's purpose statement is clearly focused on student success. (97%)
Standard 2, #15 Our institution's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. (91%)
Standard 3, #29 All teachers in our institution participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. (94%)
Standard 4, #42 Our institution provides qualified staff members to support student learning. (97%)
Standard 4, #46 Our institution provides a variety of information, media and technology resources to support student learning. (97%)

Overall, standard 5 was rated the highest with an average score of 4.35. Several survey items within this standard were met with scores of 4.42 or above and 94% agreement:
#52 Our institution uses multiple assessment measures to determine student learning and institution performance.
#56 Our institution uses data to monitor student readiness and success at the next level.
#57 Our institution leaders monitor data related to student achievement.
#58 Our institution leaders monitor data related to continuous improvement goals.

Not only do the high ratings from the INSPIRE Staff note satisfaction with the school purpose, the leadership, and resources, but also reflects a strong culture dedicated to student learning.

The overall score from the Parents was 4.34 on a 5-point scale. Statements receiving high scores and high percentages of agreement include:
Standard 1, #1 Our school's purpose statement is clearly focused on student success. (91%);
Standard 2, #6 Our school has high expectations for students in all courses. (92%);
Standard 2, #9 Our school expects students to follow a code of conduct for digital learning. (98%);
Standard 3, #14 My child is provided a challenging curriculum in all of his/her courses. (94%);
Standard 3, #16 My child is given multiple assessments to measure his/her understanding of what was taught in the course. (95%)
Standard 3, #22 My child's school provides access to digital resources and tools to help him/her learn. (96%)
Standard 4, #28 Our school provides a safe digital learning environment. (98%)
Standard 4, #29 Our school provides a range of quality information, media, and technology resources to help my child succeed. (94%)
Standard 4, #33 Our school provides my child with access to a variety of information resources to support his/her learning. (93%)

The overall score from the INSPIRE Middle and High School Students was 4.18 on a 5-point scale. Students scored several statements in Standards 1, 2, 3, and 4 highly, including:
Standard 1, #4 In my school, I am treated with respect through all communication channels. (91%);
Standard 2, #6 In my school, the rules and expectations for digital learning are made clear and available to me. (92%)


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Standard 2, #9 In my school, I am expected to follow a code of conduct for digital learning. (97%);
Standard 3, #10 My school gives me multiple assessments to check my understanding of what was taught. (90%);
Standard 3, #18 In my school, I have access to digital resources and tools that help me in my learning. (90%)
Standard 3, #19 My school offers opportunities for my family to become involved in my learning and access to my grades. (93%)
Standard 4, #23 In my school, my teachers have knowledge about the courses they are teaching. (92%)

Scores from the Elementary Students were high as well and the overall score was 2.88 on a 3-point scale, or, converted to a 5-point scale, 4.80. Survey item #1 My school wants me to learn was met with an average score of 3 and 100% agreement. Two statements received 96% agreement:
- #2 I am learning new things that will help me.
- # 4 In my school my teachers want me to do my best work.

Several other statements received high scores of 2.90 and above and 94% agreement, such as:
- Standard 2, #3 In my school I am treated fairly.
- Standard 2, #5 My school has rules that I must follow.
- Standard 3, #6 My teachers help me learn things I will need in the future.
- Standard 3, #7 My teachers use different activities to help me learn.
- Standard 3, # 12 My teachers give me the help I need to learn.

Early Elementary students also rated the school highly; the overall score was 2.91 on the 3-point scale, converted to 4.85 on the 5-point scale. There were 2 statements receiving an average score of 2.99 and 99% agreement:
- #7 My family knows how I do in school.
- #11 I know who to ask for help.

Three survey items received a score of 2.97 and 97% agreement:
- #1 My teacher wants me to learn.
- #2 My teacher is fair to me.
- #3 My teacher wants me to do my best.

Two survey items received scores of 2.96 and 96% agreement.
- #9 My teacher helps me to learn.
- #10 I feel safe when I learn.

Only one statement received a low score from the Early Elementary students, which will be discussed later.

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

This is INSPIRE's first year of administering the AdvancED surveys and so does not have trend data to share.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Connections engages a third party to administer Parent, Student, and Staff Satisfaction Surveys in the Spring of each school year. These


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surveys are one of several quality assurance strategies in place that allows stakeholders to provide feedback. Overall feedback from last year was positive for all groups. Of note for this analysis is the fact that the most current Connections surveys report on the prior school year, 2015-16, while the AdvancED surveys were administered during the first semester of the 2016-17 school year.

The Connections Academy Parent Satisfaction Survey covers the following topics: satisfaction with the program, Connections Academy support (technical and other), academics and emotional success, socialization and interaction, academic experience including curriculum, and teacher availability and performance. Since the AdvancED survey covers the accreditation standards, such as Purpose and Direction and Governance and Leadership, the alignment between the two surveys is not exact. However, common themes include challenging work or curriculum, helpfulness of teachers and administrators, communication between parents and teachers, and opportunities to participate in activities.

The topics from the Connections Academy survey receiving high ratings from INSPIRE Parents were program flexibility and self-paced learning; challenging and high quality curriculum; and satisfaction with helpfulness of teachers. These high marks are consistent with the findings from the AdvancED surveys. Ninety-seven percent (97%) of parents responded that their child is satisfied with the program, 95% of parents agreed that the curriculum is of high quality, 99% are satisfied with teachers' helpfulness, 96% are satisfied with the variety of learning activities, and 94% agree that the use of the computer and Connexus is improving their child's learning experience.

INSPIRE Staff were asked to complete an anonymous employee satisfaction survey inquiring about opinions on the following topics: overall satisfaction, management and school leader, work environment, expectations and communication, work environment, tools and technology, and training and development. Both the Connections and AdvancED survey reveal overall satisfaction by staff. The favorable responses to the Connections survey statements such as, "The mission/purpose of the company/school makes me feel my job is important" (5.22 on a 6-point scale); and, "My immediate supervisor encourages and supports my professional development and involvement in training" (5.38 on a 6-point scale) are consistent with favorable responses to AdvancED survey. Other statements that received high scores on the Connections surveys include: "I feel empowered to manage myself without close supervision" (5.58 on a 6-point scale); "My School Leader clearly communicates schoolwide goals and objectives" (5.56 on a 6-point scale); and "My co-workers are committed to high quality work." (5.44 on a 6-point scale).

Students. Connections distributes surveys to students across several grade bands: K-2, 3-5, 6-8, and 9-12 and so, survey questions vary by grade but center on satisfaction level of courses, teachers, and learning resources. For results of both the AdvancED and Connections surveys, students in grades 3-5 showed high satisfaction with their school and teachers; when asked "How much do you like your Connections Academy teacher," 85% of students in K-2 and 91% of students grades 3-5 responded, "I really like my Connections Academy teacher." Eighty-eight percent (88%) students in grades 6-8 were satisfied (net very satisfied and somewhat satisfied) with the Connections Academy program and 91% of were satisfied with the helpfulness of their teachers. Similar high marks were evident with students in grades 9-12: 97% of students were satisfied with the Connections Academy program and 97% were satisfied with the helpfulness of their teachers. Middle and High School students remarked that the most important part of being a Connections student, for them, is the ability to work at their own pace and having a flexible schedule for pursuing other activities.


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## Areas in Need of Improvement

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Staff. Overall results show very strong satisfaction with the school. INSPIRE Staff rated the Teaching and Assessing for Learning standard the lowest with an overall average score of 4.35 (on a 5-point scale).

Statements receiving lower percentages of agreement were primarily found in Standard 3 which is evident of a culture of high standards, it is believed that teachers were more critical of themselves in respect to this standard since it dives deeper into teacher practice. Some lower scores that denote areas of improvement include: #23 All teachers in our institution regularly use instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines; #30 All teachers in our institution have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching); and #35 In our institution, staff members who have expertise in professional practice of digital education provide peer coaching to teachers. We will strive to alter and adjust professional development and mentoring as quickly as we can to best address the need of our teachers.

An interesting result is the lower scores for statements #21, 22, and 27 in Standard 3 related to teacher use of data and using multiple assessments compared to the higher scores to similar statements in Standard 5, which were scored high - like statements #52, 54, and 56. Perhaps this is a reflection, again, of positive remarks for the staff as a whole, and holding oneself to high standards.

Parents. The standard receiving the lowest overall score by INSPIRE Parents was Governance and Leadership with an overall average score of 3.99 (on a 5-point scale). Areas of concerns include: #8 Our school provides opportunities for stakeholders to be involved in the school (69%); and #34 Our school provides excellent support services (e.g., counseling and/or career planning) (76%). These are questions that are challenging for virtual schools, not only because of the structure of the school but also because of the nature of the families choosing a virtual school. However, INSPIRE offers Title meetings three times a year for all stakeholders to elicit feedback and will continue to promote a collaborative culture and encourage new ideas.

Middle and High School Students rated the Using Results for Continuous Improvement standard the lowest with an overall average rating of 3.68. Areas of concern include: #15 All of my teachers encourage students to work with each other on projects (42%); and #29, My school considers my opinion when planning ways to improve the school (62%). INSPIRE will highlight these concerns and allow our PLC groups to see how more student collaboration can be achieved. We also are hosting many events for students to provide feedback to teachers and administration. Students also have the opportunity to provide feedback on courses and instruction with End of Course Surveys.

INSPIRE Elementary Students also rated Standard 3 the lowest with an overall average score of 2.84; on a 3-point scale. Number 11, I know how my teachers grade my work, received a score of 2.59 and #16, My school asks me if I like school, received a score of 2.79. These are scores on a 3-point scale, and are still high scores but are feedback that will be shared with teachers to consider during one-on-one and group interactions.

The lowest score from the Early Elementary students was #8, Other teachers know me. This question is a bit tricky for our student group. While the student's homeroom teacher in grades K-5 knows the students well, not every student will be known by other teachers in the school the way they might be in a brick-and-mortar school where students encounter other teachers regularly even if they are not taught by those teachers. We do believe that for almost every student, the student is well known by his/her homeroom teacher. Nevertheless, this is


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still a concern and topic of many discussions. We understand the importance of building relationships with our students. We have discussed ways that we can ensure all school staff relevant to a grade level get to better know our students. As a virtual school, this goal does have its challenges, but we know that it is definitely something that we can improve upon.

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

This is INSPIRE's first year of administering the AdvancED surveys and so does not have strong trend data to share. It should be noted that the 15-16 parent survey highlighted some outstanding results for INSPIRE, and we do not have any significant concerns at this point with decreasing stakeholder satisfaction. Nevertheless, we will continue to focus on those areas that are rated lowest and strive to maintain or even improve in those areas that are very highly rated.

**What are the implications for these stakeholder perceptions?**

INSPIRE is pleased to report an overall high level of stakeholder satisfaction. Survey results remind us there are always areas for improvement, and we need to focus on improving those areas where our stakeholders are not expressing high satisfaction, while also maintaining or increasing satisfaction in those areas that did receive high scores.

There is a significant period of adjustment for our school staff, students, and parents to the virtual model. The comfort level with becoming 'expert' users of the variety of tools available to us as staff through Connexus takes time. When teachers feel overwhelmed with new or unfamiliar processes required for our data-driven model, the quality of their connections with students may be affected. And that in turn may affect students by feeling that they are not getting the attention they need by their teachers, as evidenced by 75% agreement by Middle and High School students with statement #16, All of my teachers provide me with specific and timely information about my learning and grades. Balancing the adjustment period for teachers learning new skills with providing outstanding service to students is a challenge and reveals that further training may help in the transition. The stakeholder perceptions revealed through the AdvancED surveys, paired with the Connections resources, will help guide school leadership in its continuous improvement at both a high level and everyday interaction with our students.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Staff. Overall responses from Staff on both the Connections and AdvancED surveys reveal a high degree of satisfaction - and some survey items receiving "low" marks are still quite high. The responses to the Connections Staff Satisfaction Survey related to training are consistent with Staff responses to several related AdvancED survey items such as # 23 All teachers in our institution regularly use instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines; # 30 All teachers in our institution have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching); # 38 In our institution, a professional learning program is designed to build capacity among all professional and support staff members; and # 55 Our institution ensures all staff members are trained in the evaluation, interpretation, and use of data. Connections offers an array of professional development for the first year and second year teacher, as well as those with a longer tenure; however, as stated above, there is a significant period of adjustment for staff to become familiar with the tools and wealth of data that are available in Connexus. We will work even harder to try and dedicate time for teacher and


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administrative collaboration to explore new ideas and improve the work environment for all staff. INSPIRE will also work to ensure that professional training is always relevant.

Responses by Parents on both the Connections and AdvancED surveys shows overall satisfaction with the school. However, some responses are indicative of an adjustment period for some parents in getting acquainted with a new school and for some, virtual schooling as well. Parents may not have a clear understanding of how the governing body functions to oversee school operations in the virtual setting. In addition, parents may not feel well-informed of the support services available to their student(s) as well as ways in which stakeholders can be involved in school activities. Both the AdvancED and the Connections Parent Satisfaction Survey identify these as areas of concern. Communications with both internal and external stakeholders should include information on opportunities for involvement, including school activities and educational excursions throughout the state. The inclusion of key communicators such as our Club Orange Parents should help to address this concern, as they plan additional educational excursions and activities that involve our students and families.

Students. The AdvancED surveys revealed that Middle and High School students felt that they were not regularly encouraged to work with others on projects. A similar statement from the Connections survey, "I am able to interact with other students," was met with about 64% agreement from students in grades 9-12. Teachers were recently trained by one of their colleagues to incorporate more breakout room opportunities for students. Increasing the use of breakout rooms will allow students to interact and have greater levels of engagement with fellow students. Discussions between students to work through problems in a collaborative environment will promote higher levels of achievement as it provide opportunities to explain thinking.

Though Connections offers numerous opportunities for student interaction by offering educational excursions, clubs and activities, as well as time during LiveLesson® session, perhaps direct contact with families and students can elicit further insight into how to alleviate the low ratings related to student interaction. At the same time, our curriculum and program is designed for flexibility and self-guided learning; it is a delicate balance to maintain those aspects and promote student accountability and responsibility in that sense while also encouraging group work.


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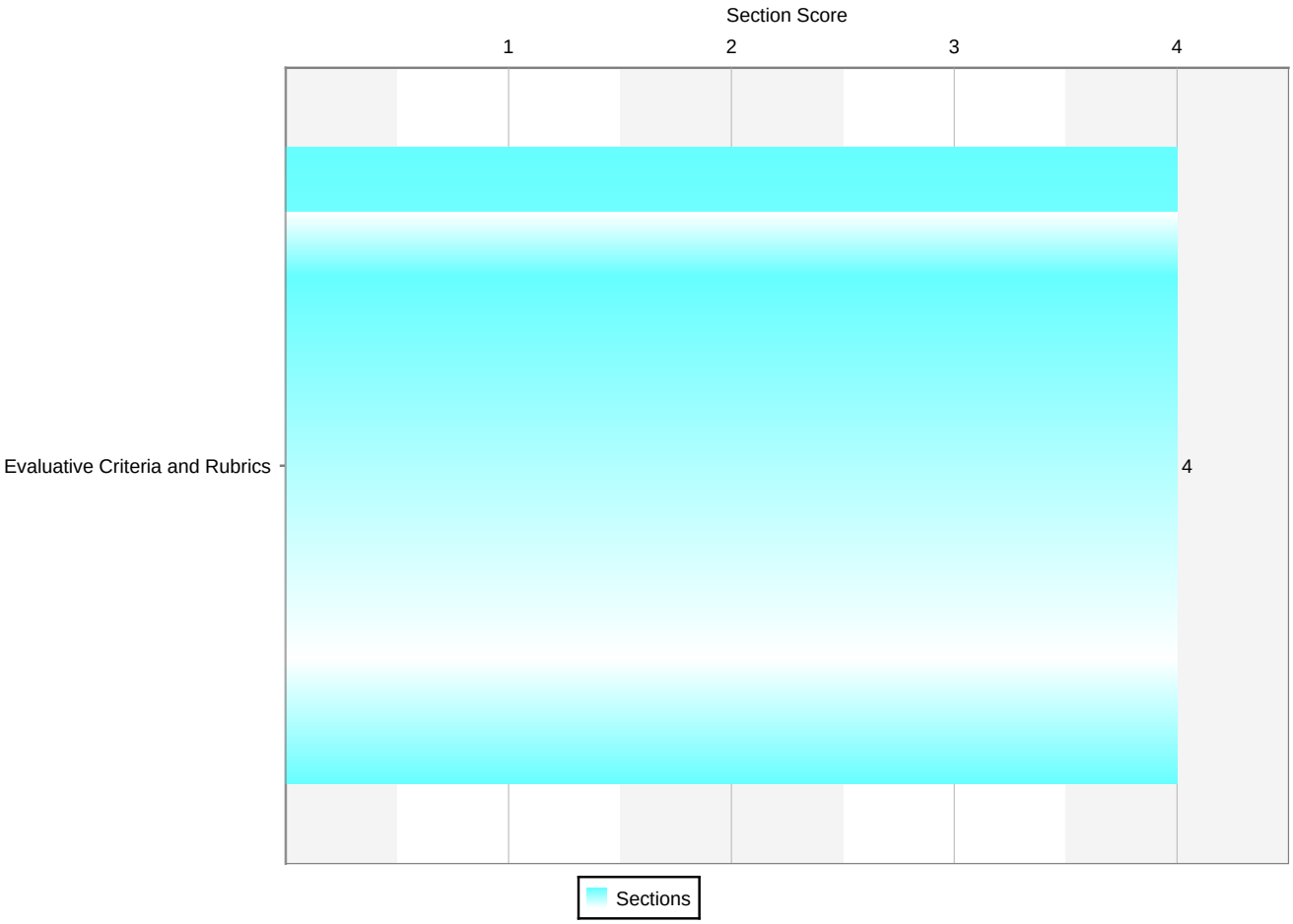
## Report Summary

### Scores By Section





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# Student Performance Diagnostic


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## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.


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## Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | INSPIRE_Student Performance Data Document |


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## Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |


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## Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

In Reading, Hispanic/Latino students demonstrated a proficiency level 13.1 percentage points above the overall proficiency rate for tested INSPIRE students. Proficiency rates for Low Income and Hispanic/Latino students in Reading and Science were comparable to those for INSPIRE overall.

**Describe the area(s) that show a positive trend in performance.**

An encouraging sign is that growth was higher than proficiency for LEAP and Scantron for both Math and Reading, suggesting that INSPIRE had at least some success with improvements in student learning for both subject areas during 2015-16.

**Which area(s) indicate the overall highest performance?**

Performance in Reading and Science had the highest levels of performance among INSPIRE students. LEAP and Scantron results indicate that over the course of 2015-16 a greater degree of student growth occurs in Math than in Reading.

**Which subgroup(s) show a trend toward increasing performance?**

Low Income students show a trend in increasing performance in Reading and a slightly in Math.

**Between which subgroups is the achievement gap closing?**

The achievement gap for the Hispanic/Latino students is closing for Science. The Hispanic/Latino students exhibited the highest rates of increase in proficiency from 2014-15 to 2015-16 in both Reading and Science, exceeding the overall proficiency rate for INSPIRE in Reading. The gap is also closing for Low Income students in Math.

**Which of the above reported findings are consistent with findings from other data sources?**

Results from multiple sources of assessment data (state tests, LEAP and SPS assessments) provided converging evidence for the conclusion that performance among Hispanic/Latino students was higher for Language Arts/Reading than for Math and higher in Reading than INSPIRE overall.


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## Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

Compared to Idaho statewide, INSPIRE performance lags at each tested grade level in Math, and at Grade 6 in Reading. Describe the area(s) that show a negative trend in performance.

**Describe the area(s) that show a negative trend in performance.**

INSPIRE student performance declined in Reading at Grades 6 and High School. Though Math performance for INSPIRE students was lower than Idaho statewide, the most significant declines in Math performance occurred with students in Grades 6, 8, and High School.

**Which area(s) indicate the overall lowest performance?**

Performance was generally weakest for Math. This was also reflected throughout subgroup performance.

**Which subgroup(s) show a trend toward decreasing performance?**

Performance gaps were evident for the Low Income subgroup for SPS Math and Reading. IEP subgroup showed evidence of a large subgroup gap in Math. The Hispanic/Latino subgroup showed evidence of positive impact on SPS results in Math on LEAP Math and Reading, but no evidence of gaps on SPS Math and Reading (i.e., high school Math and Reading).

**Between which subgroups is the achievement gap becoming greater?**

Based on the comparison between the gaps for 2014-15 and 2015-16, the achievement gaps are increasing in Math for Multiple Races students, in Reading for IEP and Multiple Races students, and in Science for Low Income and IEP students.


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**Which of the above reported findings are consistent with findings from other data sources?**

Results from multiple sources of assessment data (state tests, LEAP and SPS assessments) provided converging evidence for the conclusion that performance was lower for Math than for Reading. This conclusion was also shown in the comparison group of similarly-sized Connections public programs.


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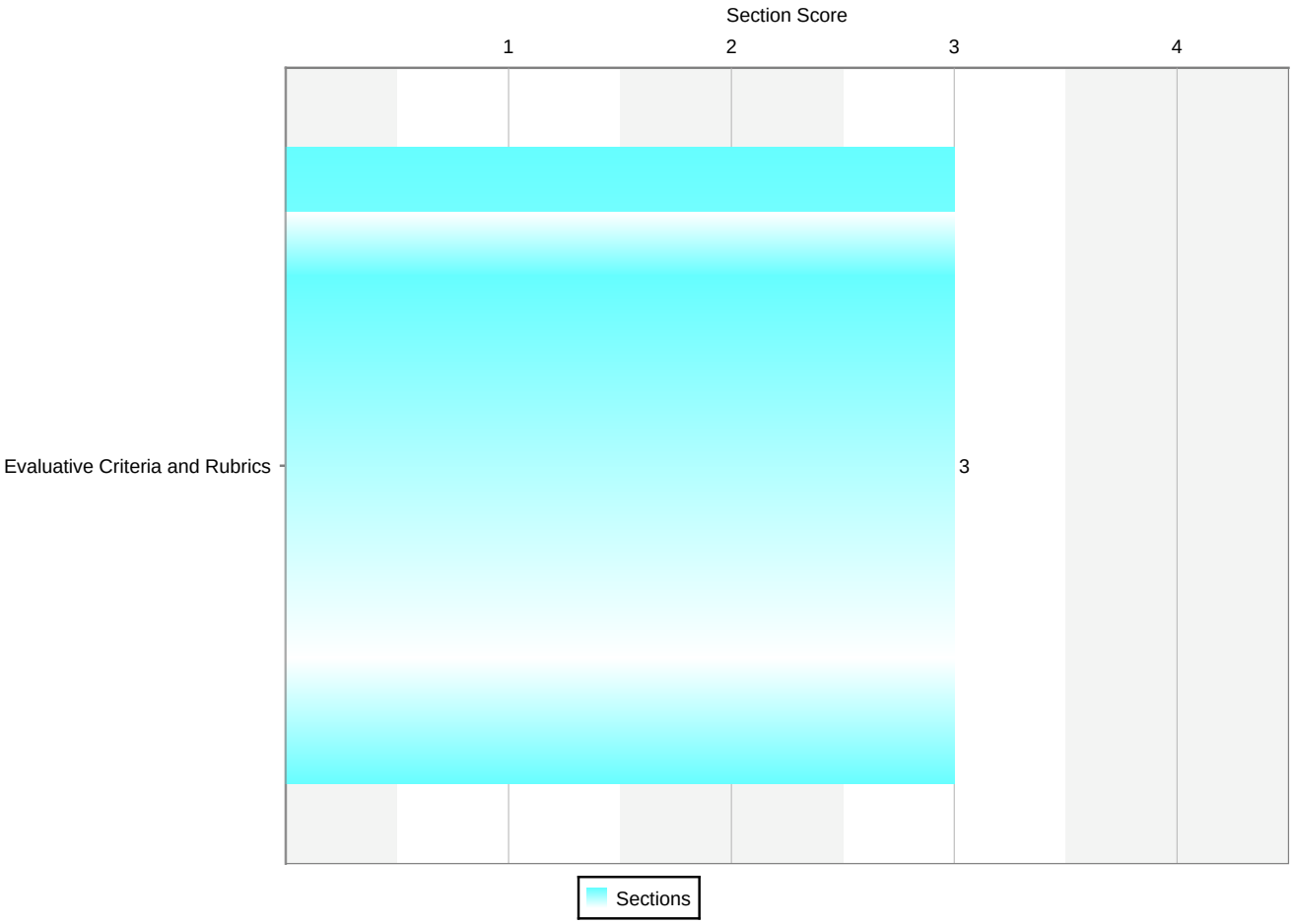
## Report Summary

### Scores By Section





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# APPLICATION FOR CHARTER RENEWAL FOR INSPIRE, THE IDAHO CONNECTIONS ACADEMY

## EXHIBIT 2 - 2017 PARENT SATISFACTION SURVEY

INSPIRE CONNECTIONS ACADEMY

2016–2017

# PARENT SATISFACTION SURVEY

## *Executive Board Summary*

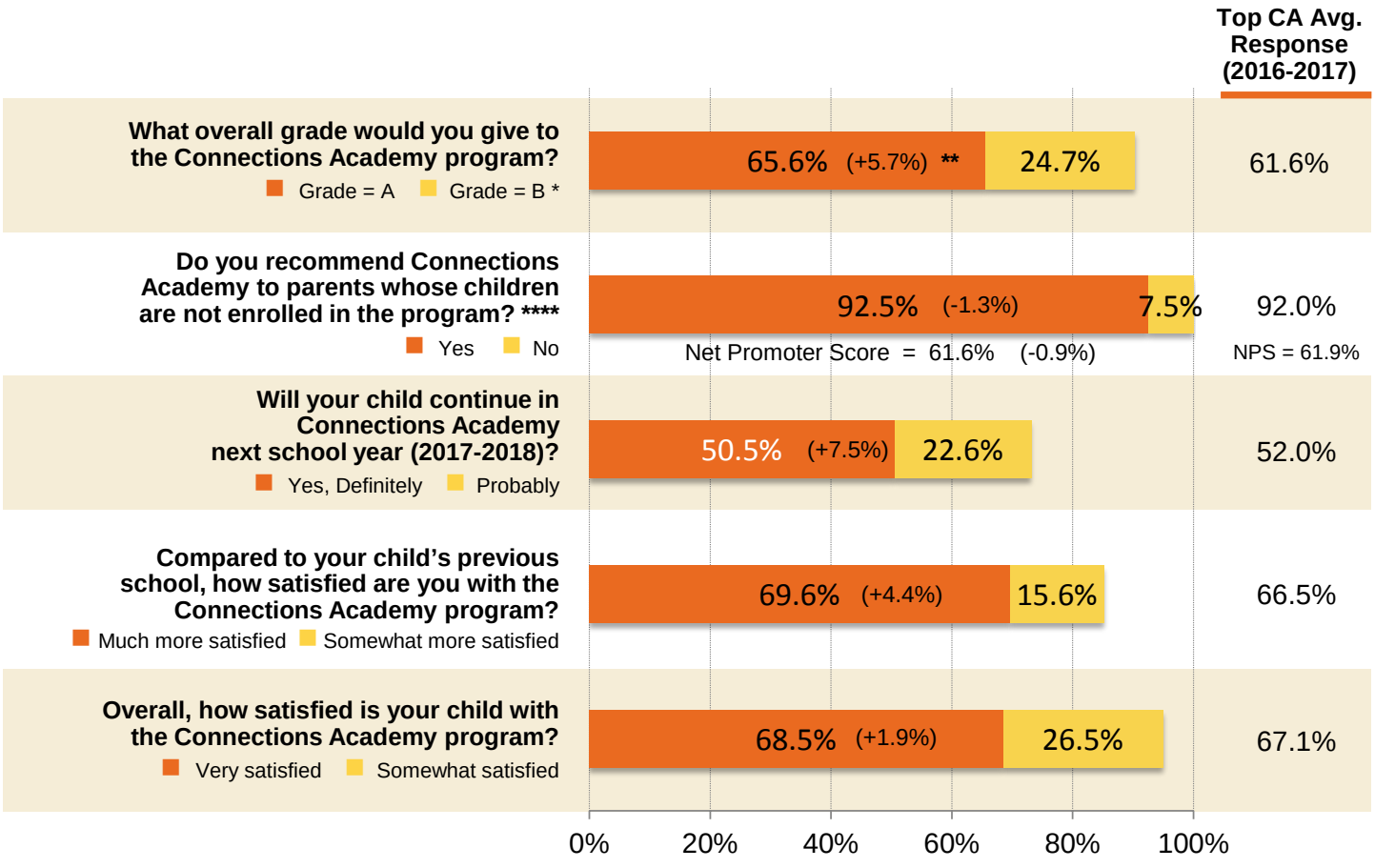
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Overall parent satisfaction with INSPIRE, the Idaho Connections Academy remains high, with 92.5% of parents recommending the program. Of particular note, when the top two responses are combined, 95% of parents state that their child is satisfied with the program. (See the addendum at the end of this section.)

## Satisfaction with the Connections Academy Program




* First two response options.

** Percentage point change from 15-16 to 16-17, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

**** Survey rating: Yes = 6 to 10; No = 0 to 5; Net Promoter Score (NPS) = (10 + 9) - (6 to 0)

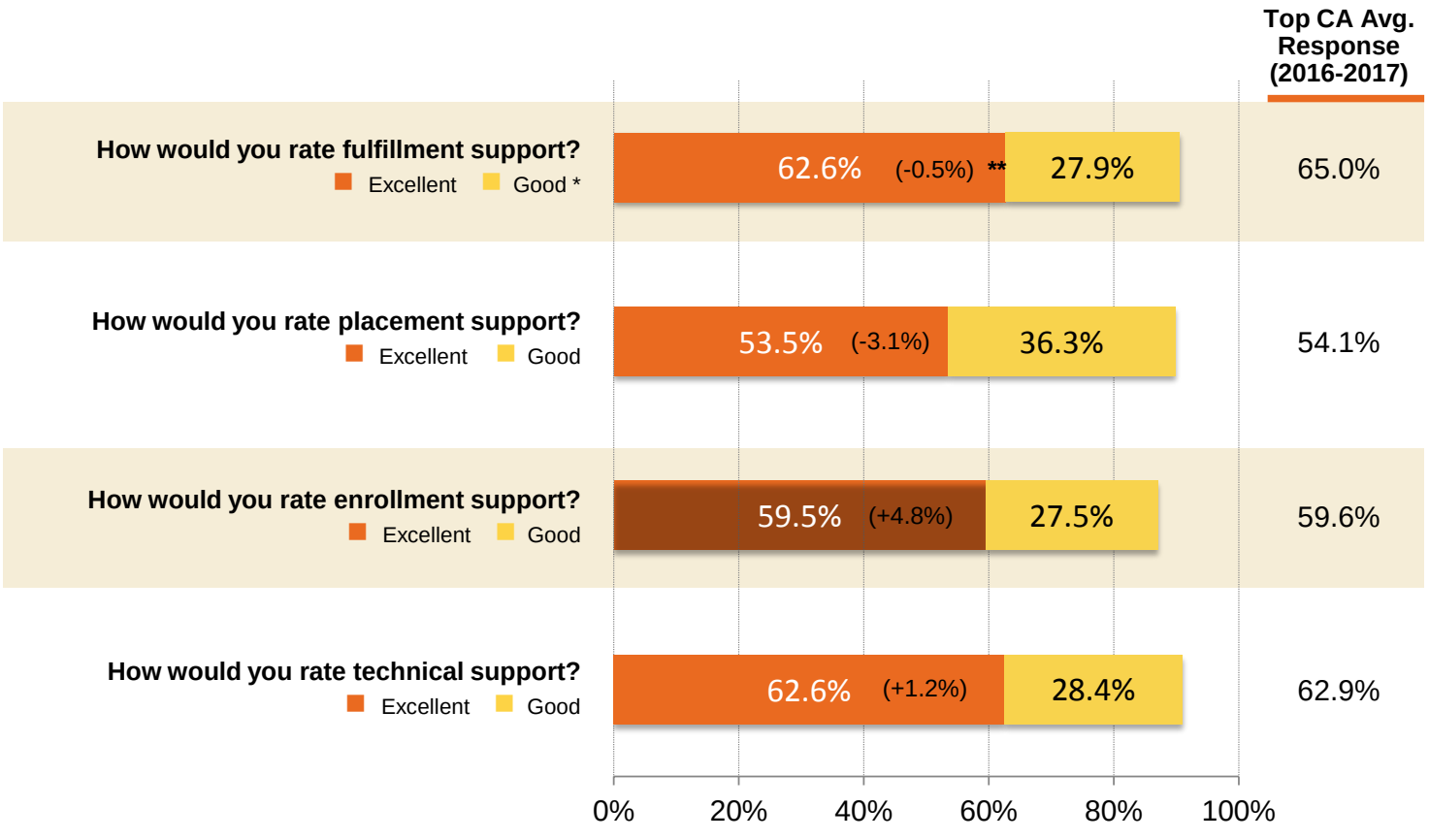
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Top-score satisfaction with the operational support services provided improved in the areas of enrollment and technical support, but it remains lower than the Connections Academy average. However, satisfaction for all metrics is closer to the average when the top two responses are combined.

## Support




* First two response options.

** Percentage point change from 15-16 to 16-17, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

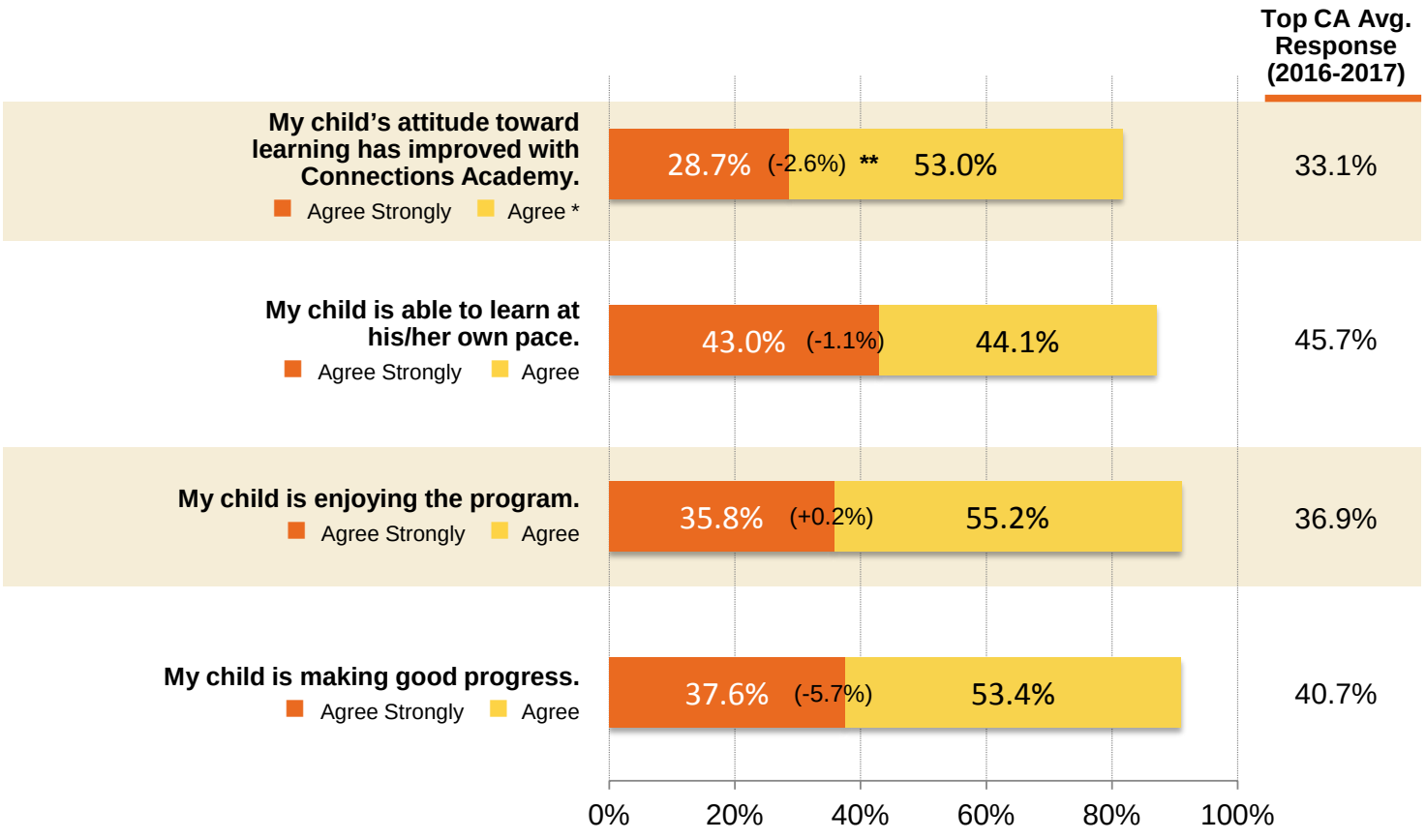
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Parents' top-response satisfaction with the academic and emotional success of their children is below the average across all schools. However, when the top two responses are added together, satisfaction in most cases exceeds the Connections Academy average.

## Academic and Emotional Success




* First two response options.

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*** White figures indicate a top score lower than the Connections Academy average.

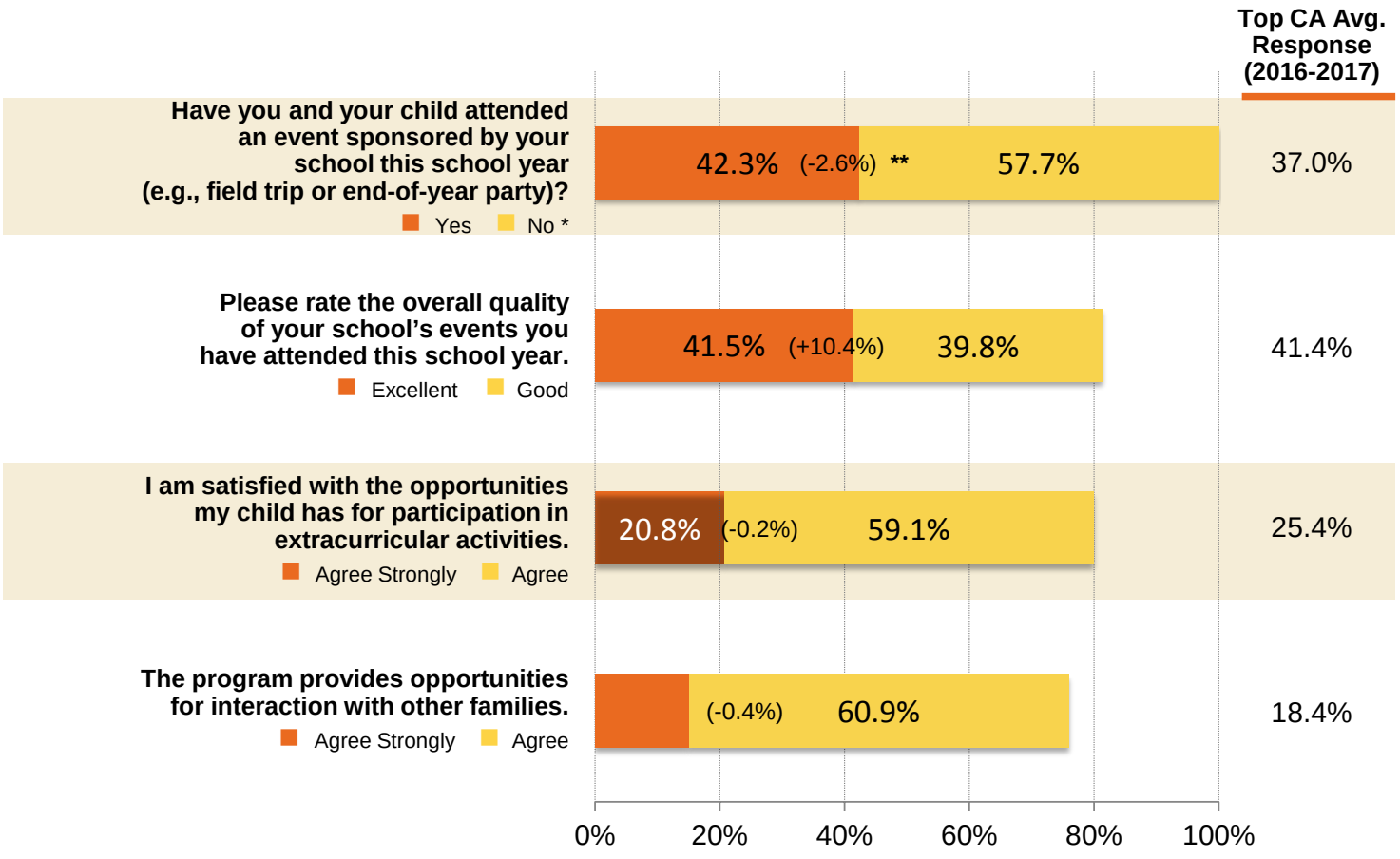
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Despite a slight decline, attendance at school-sponsored events is well above the Connections Academy average. Satisfaction with the quality of the events increased by an impressive 10.4% points compared to the previous year.

## Socialization and Interaction




* First two response options.

** Percentage point change from 15-16 to 16-17, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

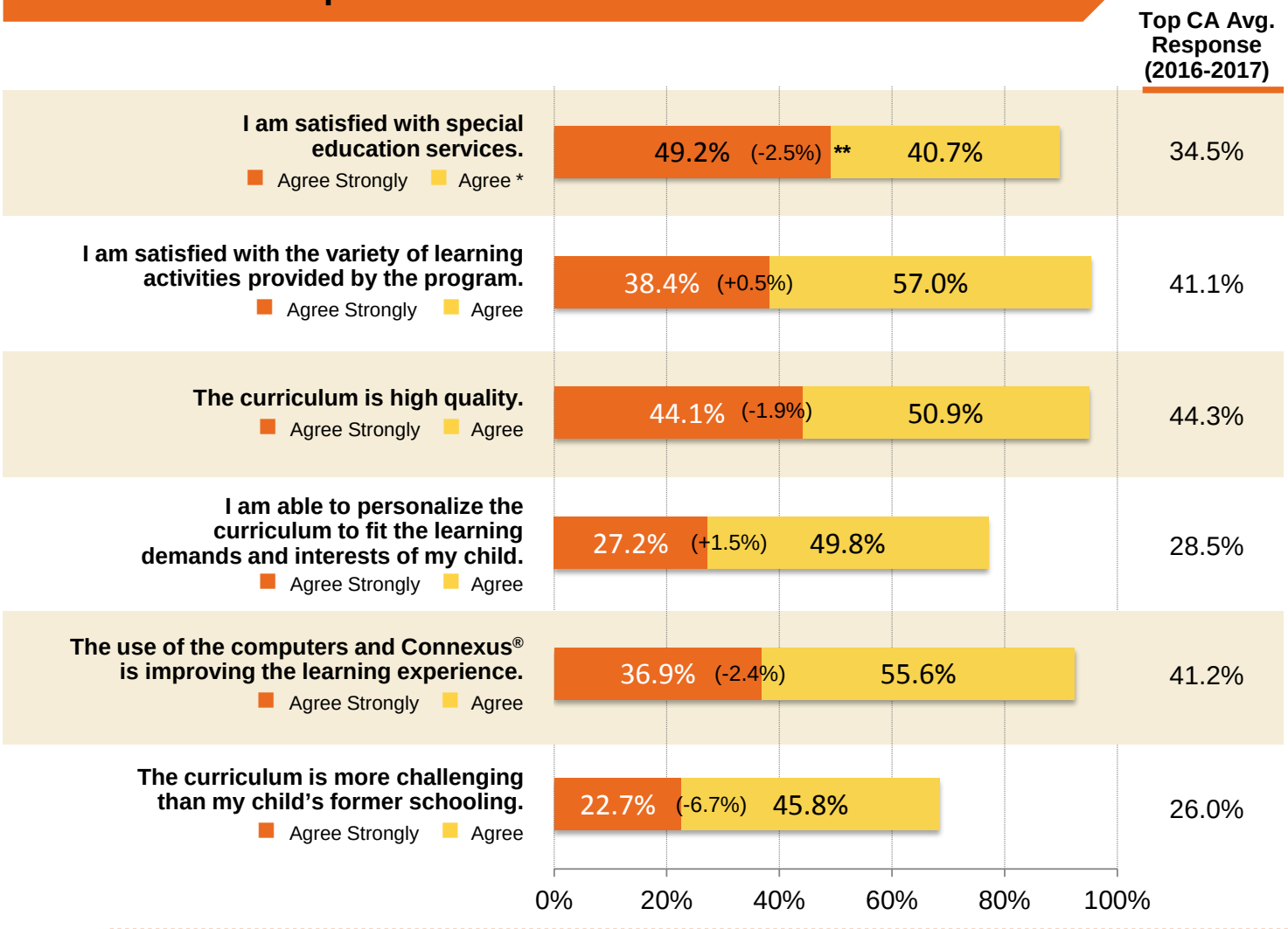
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Satisfaction with special education services is well above the all-school average. In addition, when the top two responses are combined, an impressive 95% of parents agree that the curriculum is high quality.

## Academic Experience




* First two response options.

** Percentage point change from 15-16 to 16-17, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

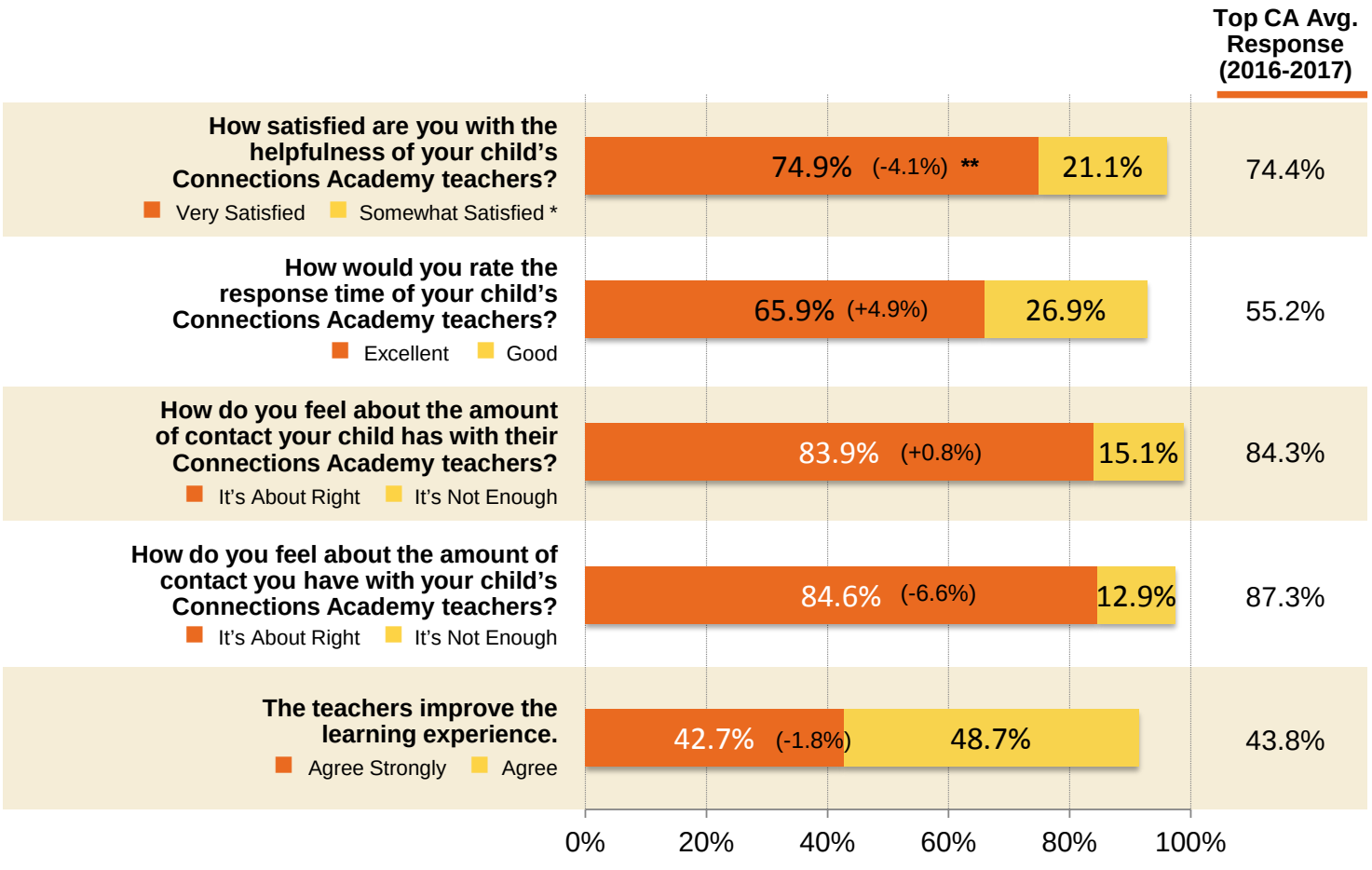
INSPIRE, the Idaho Connections Academy

# Parent Satisfaction Survey 2016–2017

Executive Summary

Parents are clearly happy with INSPIRE, the Idaho Connections Academy teachers. When the top two responses are combined, over 96% of parents are satisfied with teacher helpfulness.

## Teacher Availability and Performance




* First two response options.

** Percentage point change from 15-16 to 16-17, e.g., 20.0% to 21.5% = +1.5%.

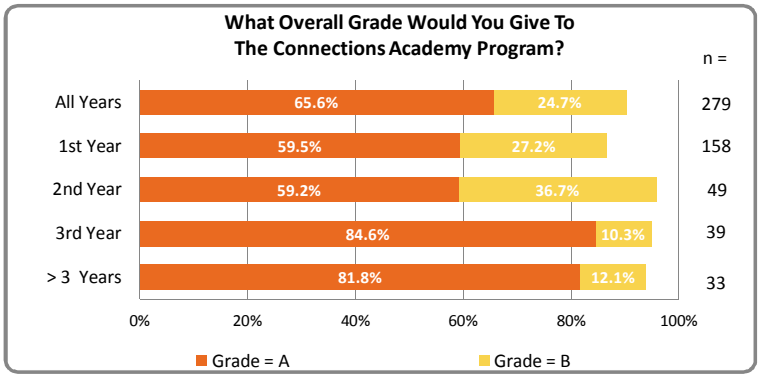
*** White figures indicate a top score lower than the Connections Academy average.

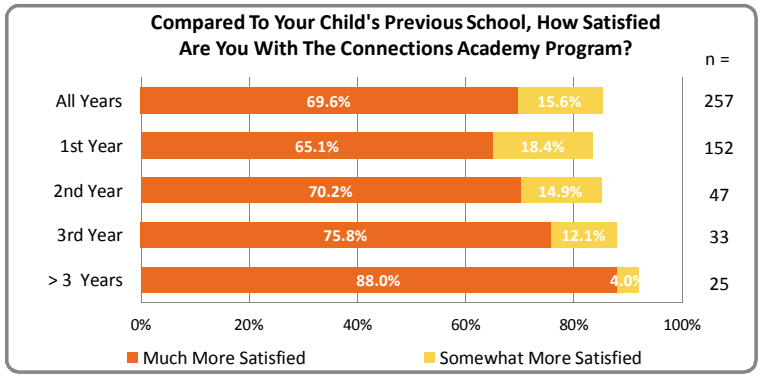
# Addendum: Comparison of Top Two Responses

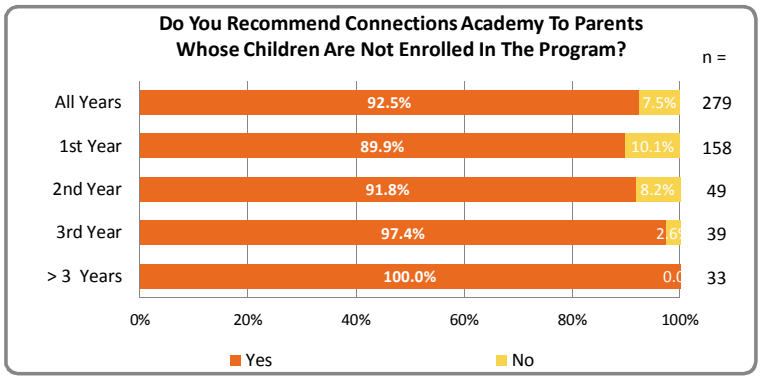
| | | 2016 17 | | | 2015 16 | | | CA TOTAL 2016 17 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Top Response | 2nd Response | Sum of top two Responses | Top Response | 2nd Response | Sum of top two Responses | Top Response | 2nd Response | Sum of top two Responses |
| **SATISFACTION WITH CONNECTIONS ACADEMY PROGRAM** | | | | | | | | | | |
| 1-1 | What Overall Grade Would You Give To The Connections Academy Program? | 65.6% | 24.7% | 90.3% | 59.9% | 32.4% | 92.3% | 61.6% | 28.5% | 90.1% |
| 1-2 | Do You Recommend Connections Academy To Parents Whose Children Are Not Enrolled In The Program? | 92.5% | 7.5% | | 93.8% | 6.3% | | 92.0% | 8.0% | |
| 1-3 | Will Your Child Continue In Connections Academy Next School Year (2017-2018)? | 50.5% | 22.6% | 73.1% | 43.0% | 28.7% | 71.7% | 52.0% | 21.1% | 73.1% |
| 1-4 | Compared To Your Child's Previous School, How Satisfied Are You With The Connections Academy Program? | 69.6% | 15.6% | 85.2% | 65.2% | 18.2% | 83.4% | 66.5% | 17.3% | 83.8% |
| 1-5 | Overall, How Satisfied Is Your Child With The Connections Academy Program? | 68.5% | 26.5% | 95.0% | 66.5% | 30.5% | 97.1% | 67.1% | 27.5% | 94.6% |
| **SUPPORT** | | | | | | | | | | |
| 2-1 | How Would You Rate Fulfillment Support? | 62.6% | 27.9% | 90.6% | 63.1% | 30.0% | 93.2% | 65.0% | 26.7% | 91.7% |
| 2-2 | How Would You Rate Placement Support? | 53.5% | 36.3% | 89.8% | 56.6% | 35.5% | 92.1% | 54.1% | 33.8% | 87.9% |
| 2-3 | How Would You Rate Enrollment Support? | 59.5% | 27.5% | 87.0% | 54.7% | 36.2% | 90.9% | 59.6% | 30.2% | 89.7% |
| 2-4 | How Would You Rate Technical Support? | 62.6% | 28.4% | 91.0% | 61.4% | 32.7% | 94.1% | 62.9% | 29.3% | 92.2% |
| **ACADEMIC AND EMOTIONAL SUCCESS** | | | | | | | | | | |
| 3-1 | My Child's Attitude Toward Learning Has Improved With Connections Academy. | 28.7% | 53.0% | 81.7% | 31.3% | 49.6% | 80.9% | 33.1% | 47.4% | 80.5% |
| 3-2 | My Child Is Able To Learn At His/Her Own Pace. | 43.0% | 44.1% | 87.1% | 44.1% | 47.1% | 91.2% | 45.7% | 42.6% | 88.3% |
| 3-3 | My Child Is Enjoying The Program. | 35.8% | 55.2% | 91.0% | 35.7% | 56.3% | 91.9% | 36.9% | 52.6% | 89.4% |
| 3-4 | My Child Is Making Good Progress. | 37.6% | 53.4% | 91.0% | 43.4% | 48.9% | 92.3% | 40.7% | 49.8% | 90.5% |
| **SOCIALIZATION AND INTERACTION** | | | | | | | | | | |
| 4-1 | Have You And Your Child Attended An Event Sponsored By Your School This School Year? | 42.3% | 57.7% | | 44.9% | 55.1% | | 37.0% | 63.0% | |
| 4-2 | Please Rate The Overall Quality Of Your School's Events You Have Attended This School Year. | 41.5% | 39.8% | 81.4% | 31.1% | 50.0% | 81.1% | 41.4% | 42.9% | 84.3% |
| 4-3 | I Am Satisfied With The Opportunities My Child Has For Participation In Extracurricular Activities. | 20.8% | 59.1% | 79.9% | 21.0% | 58.1% | 79.0% | 25.4% | 56.6% | 82.0% |
| 4-4 | The Program Provides Opportunities For Interaction With Other Families. | 15.1% | 60.9% | 76.0% | 15.4% | 61.4% | 76.8% | 18.4% | 59.3% | 77.7% |
| **ACADEMIC EXPERIENCE** | | | | | | | | | | |
| 5-1 | I Am Satisfied With Special Education Services. | 49.2% | 40.7% | 89.8% | 51.6% | 40.3% | 91.9% | 34.5% | 46.6% | 81.1% |
| 5-2 | I Am Satisfied With The Variety Of Learning Activities Provided By The Program. | 38.4% | 57.0% | 95.3% | 37.9% | 57.7% | 95.6% | 41.1% | 52.0% | 93.1% |
| 5-3 | The Curriculum Is High Quality. | 44.1% | 50.9% | 95.0% | 46.0% | 48.5% | 94.5% | 44.3% | 50.6% | 94.8% |
| 5-4 | I Am Able To Personalize The Curriculum To Fit The Learning Demands And Interests Of My Child. | 27.2% | 49.8% | 77.1% | 25.7% | 51.8% | 77.6% | 28.5% | 48.8% | 77.4% |
| 5-5 | The Use Of The Computer And Connexus® Is Improving The Learning Experience. | 36.9% | 55.6% | 92.5% | 39.3% | 54.8% | 94.1% | 41.2% | 52.0% | 93.2% |
| 5-6 | The Curriculum Is More Challenging Than My Child's Former Schooling (Public, Home, Other). | 22.7% | 45.8% | 68.5% | 29.4% | 39.1% | 68.5% | 26.0% | 41.4% | 67.4% |
| **TEACHER AVAILABILITY AND PERFORMANCE** | | | | | | | | | | |
| 6-1 | How Satisfied Are You With The Helpfulness Of Your Child's Connections Academy Teachers? | 74.9% | 21.1% | 96.1% | 79.0% | 19.9% | 98.9% | 74.4% | 21.0% | 95.4% |
| 6-2 | How Would You Rate The Response Time Of Your Child's Connections Academy Teachers? | 65.9% | 26.9% | 92.8% | 61.0% | 35.7% | 96.7% | 55.2% | 34.8% | 90.0% |
| 6-3 | How Do You Feel About The Amount Of Contact Your Child Has With Their Connections Academy Teachers? | 83.9% | 15.1% | | 83.1% | 13.2% | | 84.3% | 14.5% | |
| 6-4 | How Do You Feel About The Amount Of Contact You Have With Your Child's Connections Academy Teachers? | 84.6% | 12.9% | | 91.2% | 6.6% | | 87.3% | 11.1% | |
| 6-5 | The Teachers Improve The Learning Experience. | 42.7% | 48.7% | 91.4% | 44.5% | 50.0% | 94.5% | 43.8% | 48.3% | 92.1% |

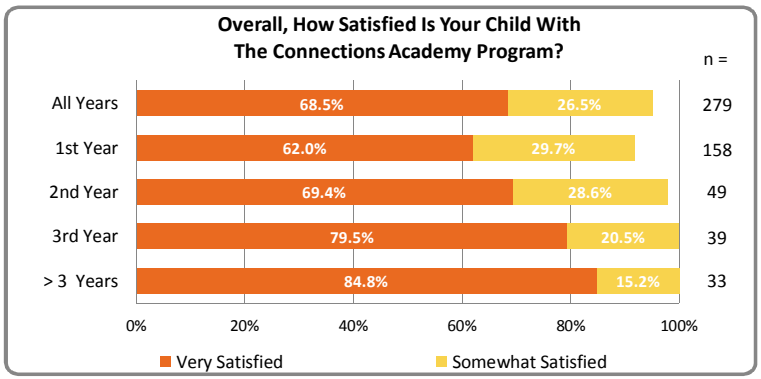
# RATINGS BY YEARS

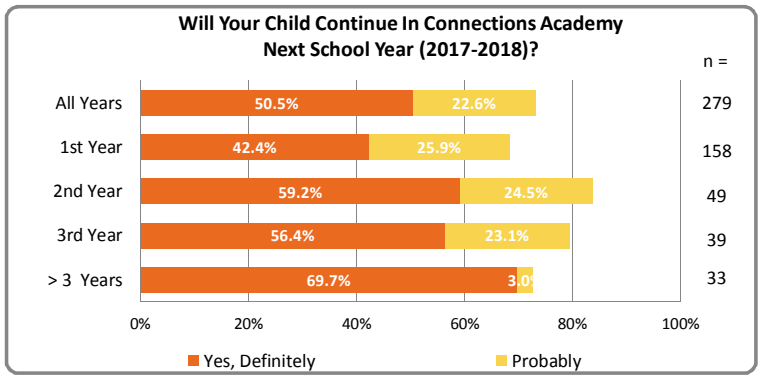
# Satisfaction With the Connections Academy Program



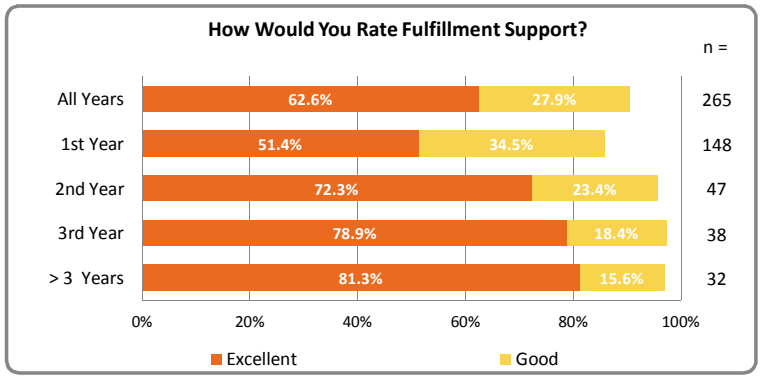



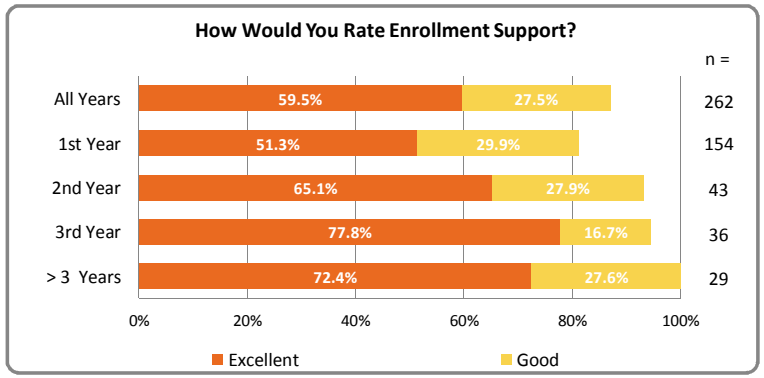



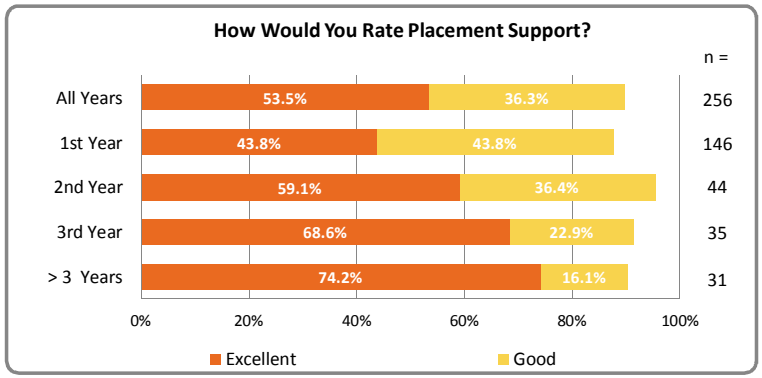



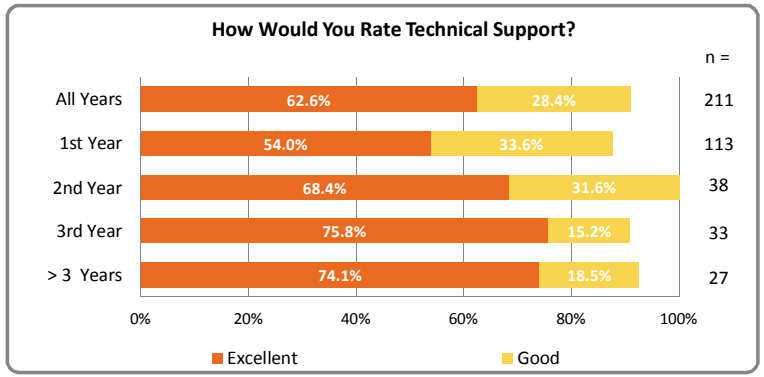



# Support

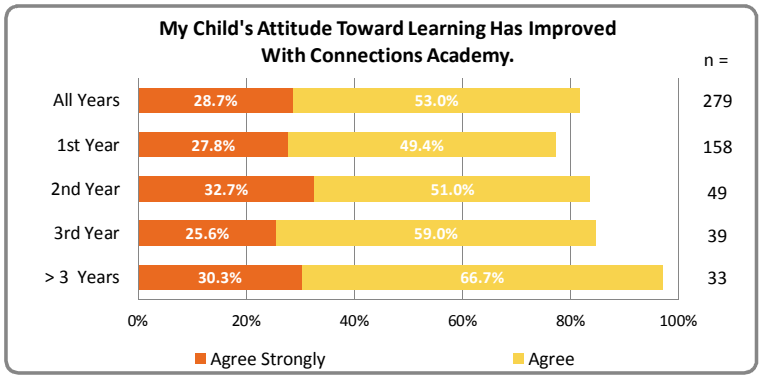

How Would You Rate Fulfillment Support?
n =
All Years 62.6% 27.9% 265
1st Year 51.4% 34.5% 148
2nd Year 72.3% 23.4% 47
3rd Year 78.9% 18.4% 38
> 3 Years 81.3% 15.6% 32
0% 20% 40% 60% 80% 100%
Excellent
Good

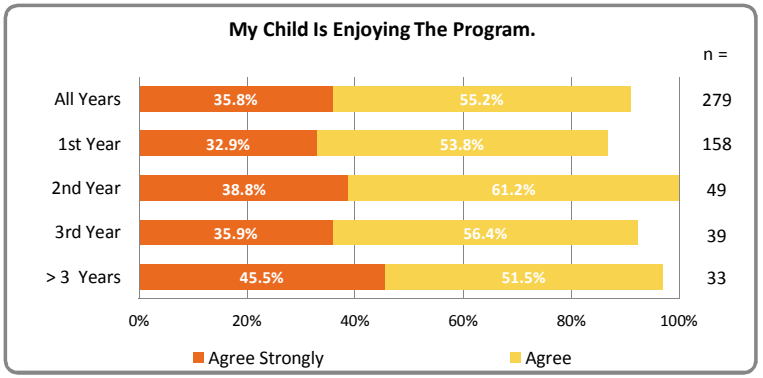

How Would You Rate Enrollment Support?
n =
All Years 59.5% 27.5% 262
1st Year 51.3% 29.9% 154
2nd Year 65.1% 27.9% 43
3rd Year 77.8% 16.7% 36
> 3 Years 72.4% 27.6% 29
0% 20% 40% 60% 80% 100%
Excellent
Good

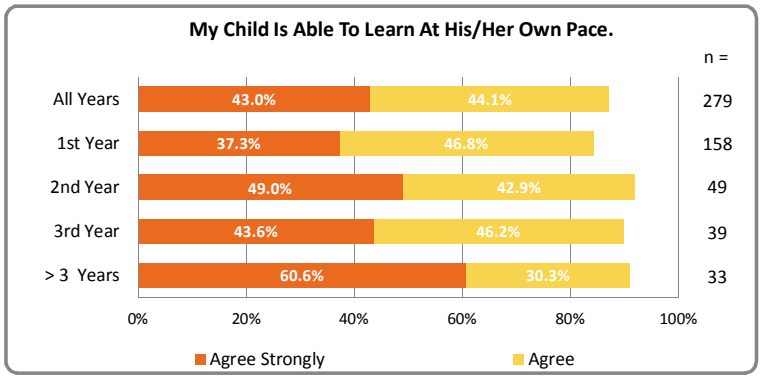

How Would You Rate Placement Support?
n =
All Years 53.5% 36.3% 256
1st Year 43.8% 43.8% 146
2nd Year 59.1% 36.4% 44
3rd Year 68.6% 22.9% 35
> 3 Years 74.2% 16.1% 31
0% 20% 40% 60% 80% 100%
Excellent
Good

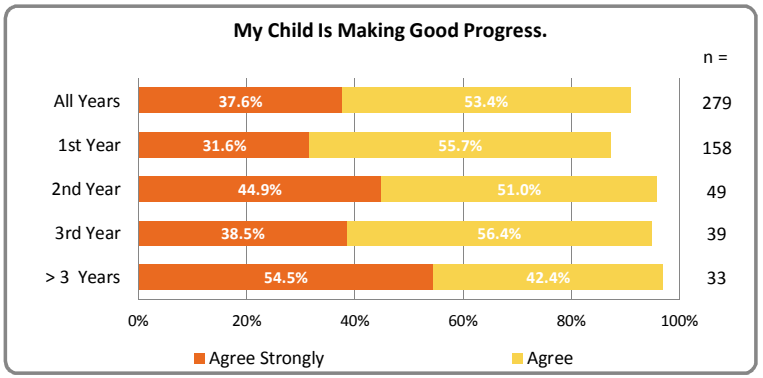

How Would You Rate Technical Support?
n =
All Years 62.6% 28.4% 211
1st Year 54.0% 33.6% 113
2nd Year 68.4% 31.6% 38
3rd Year 75.8% 15.2% 33
> 3 Years 74.1% 18.5% 27
0% 20% 40% 60% 80% 100%
Excellent
Good

# Academic and Emotional Success

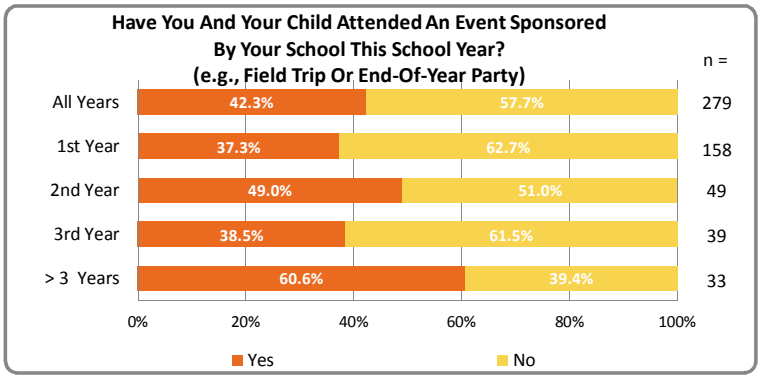


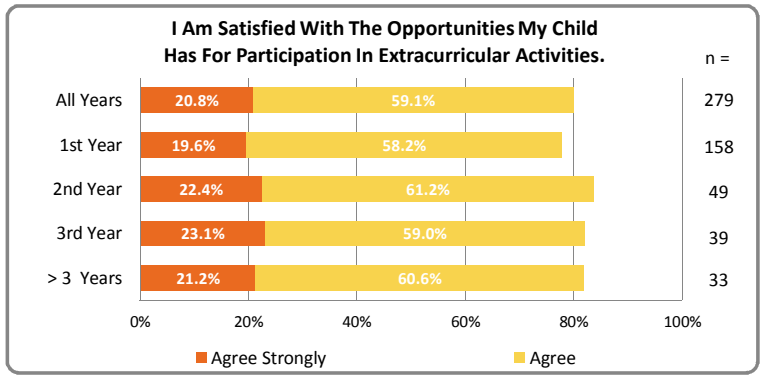



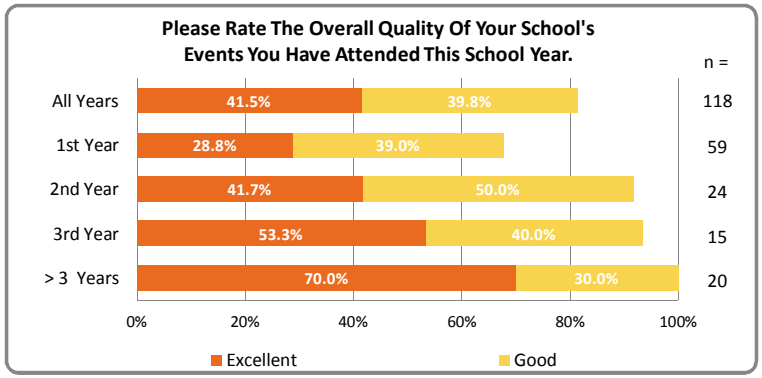



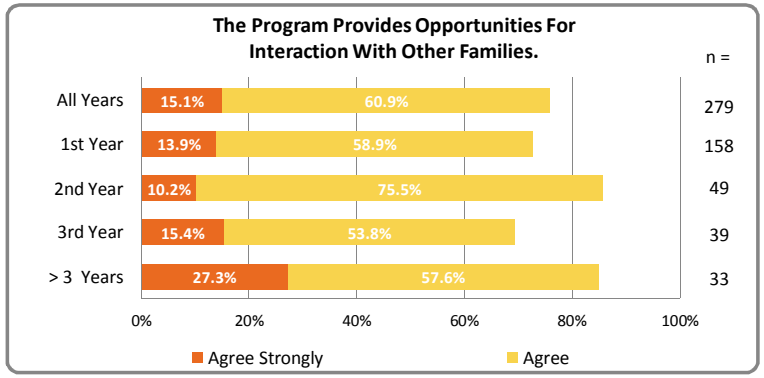



# Socialization and Interaction

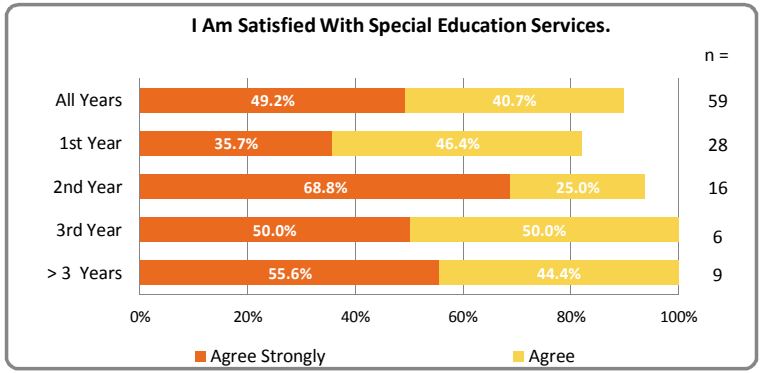


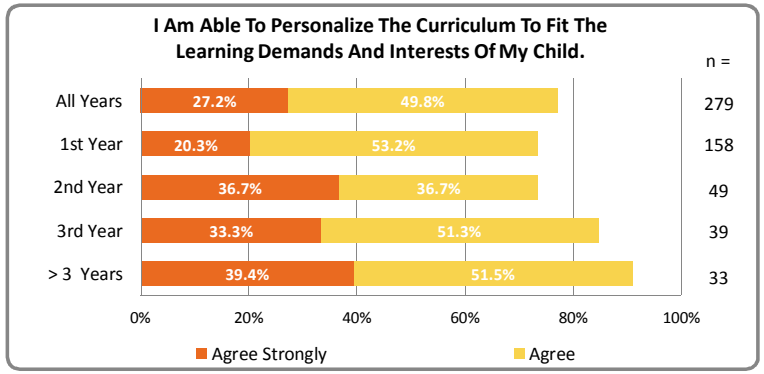



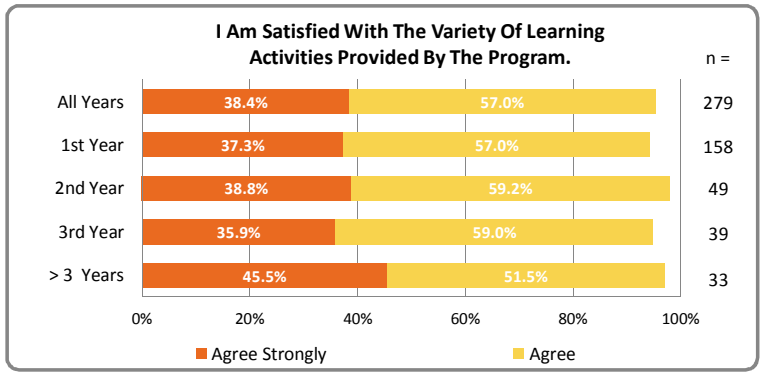



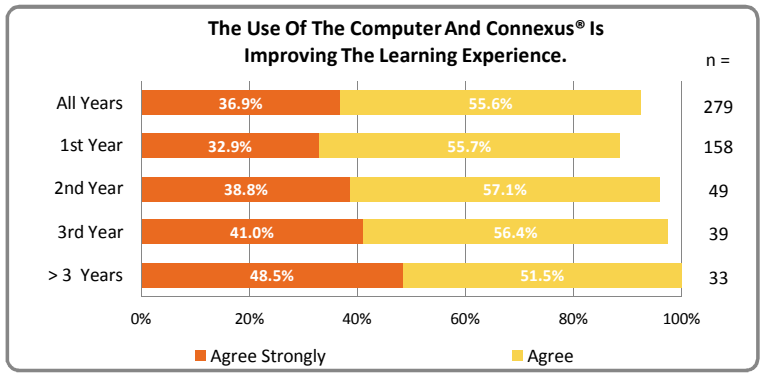



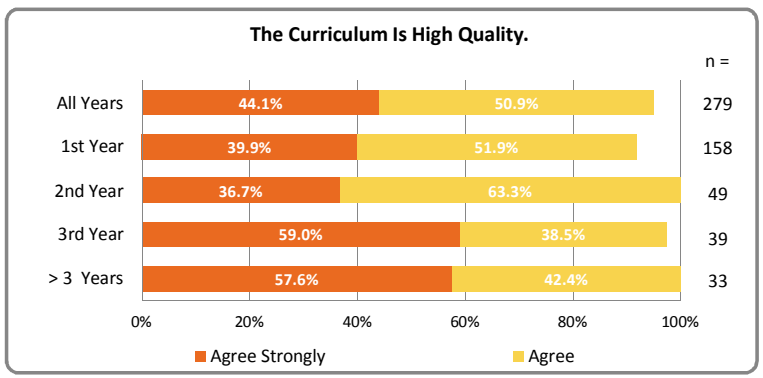
# Academic Experience

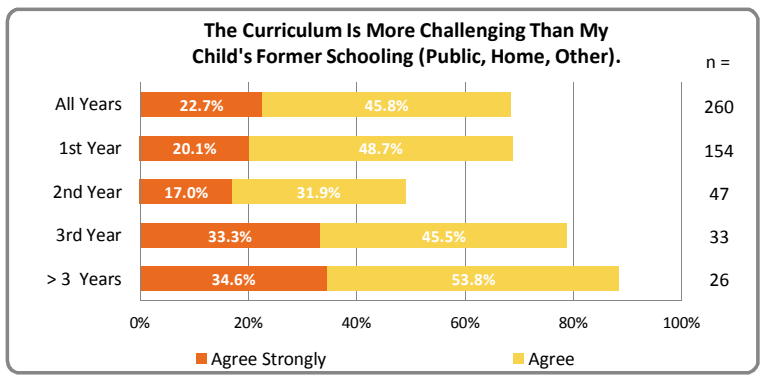


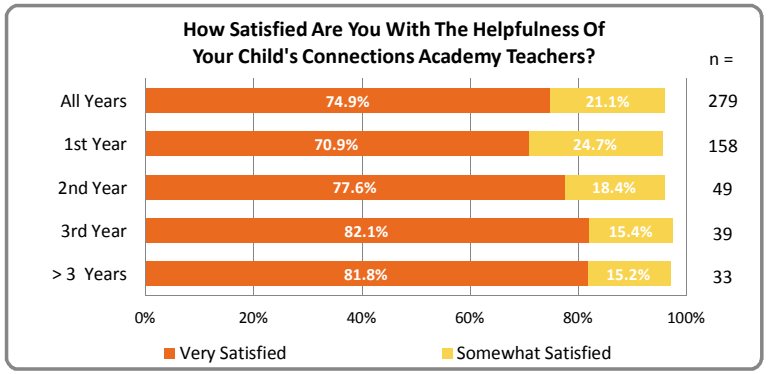



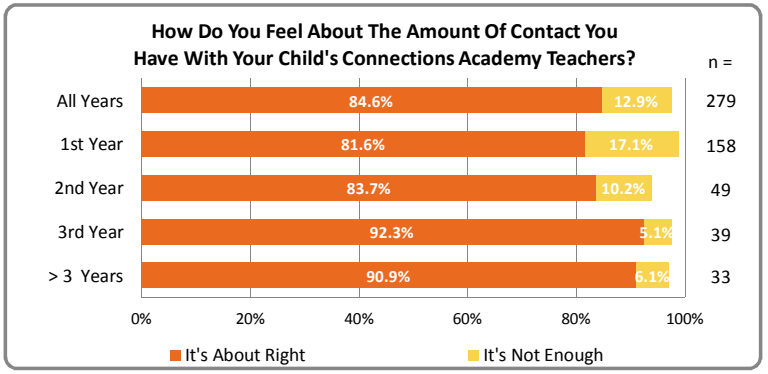



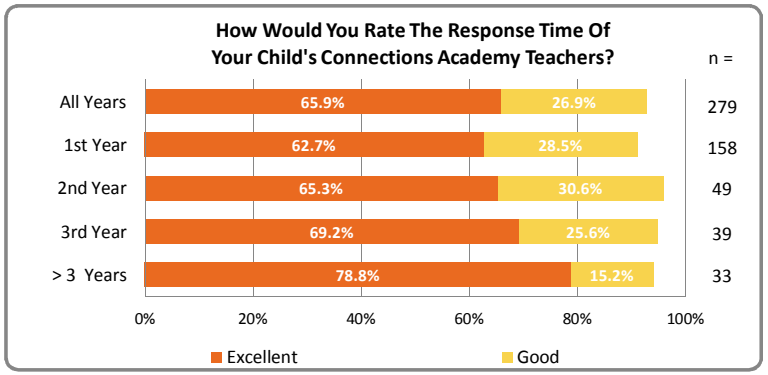



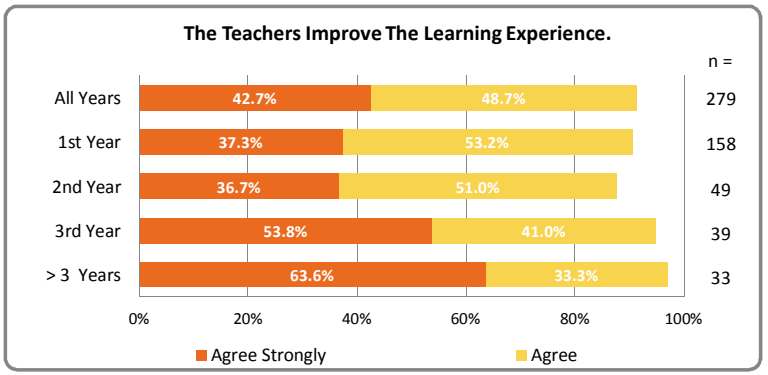



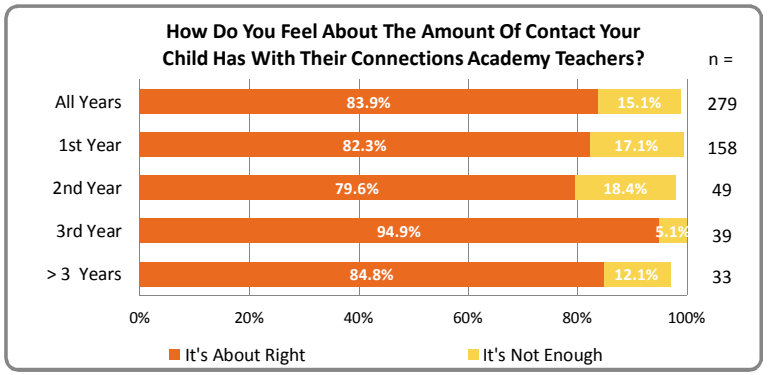
# Teacher Availability and Performance



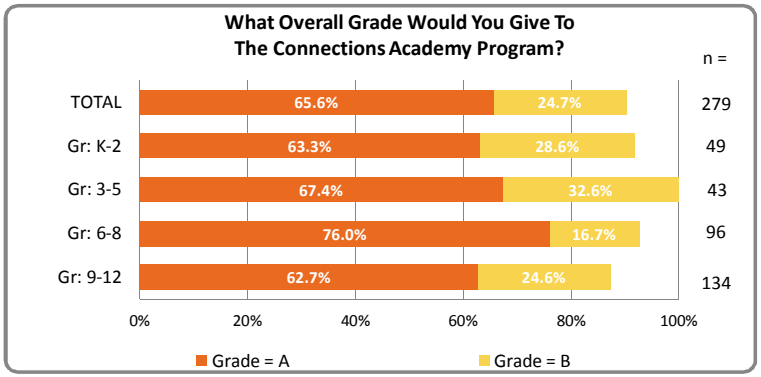



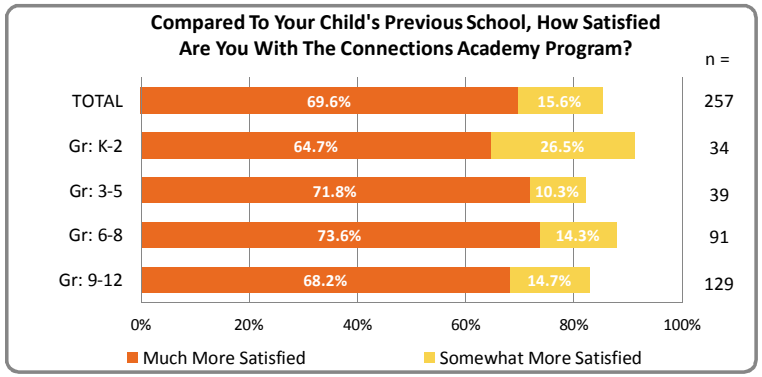



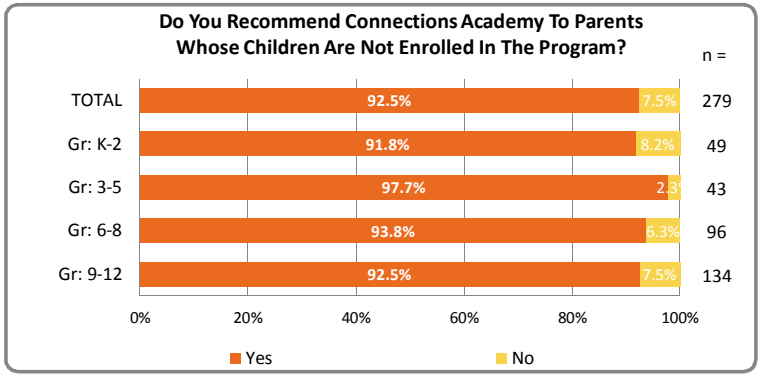



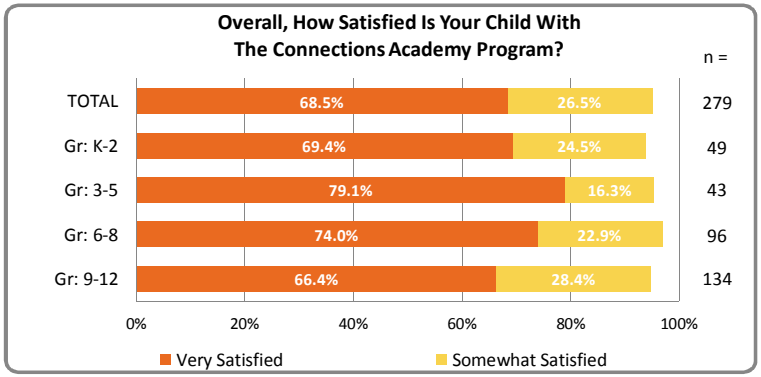
# RATINGS BY GRADE RANGE

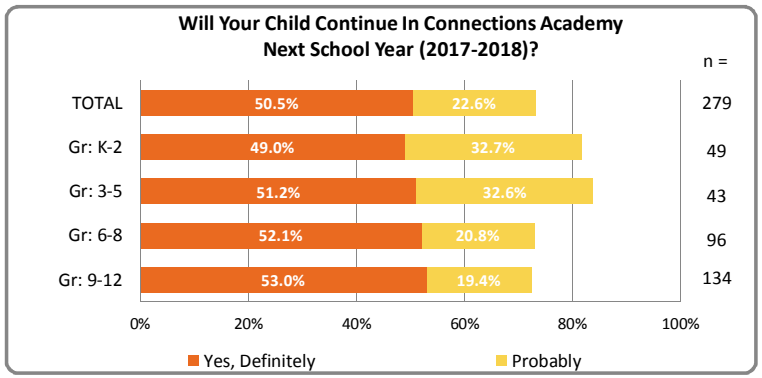
# Satisfaction With the Connections Academy Program



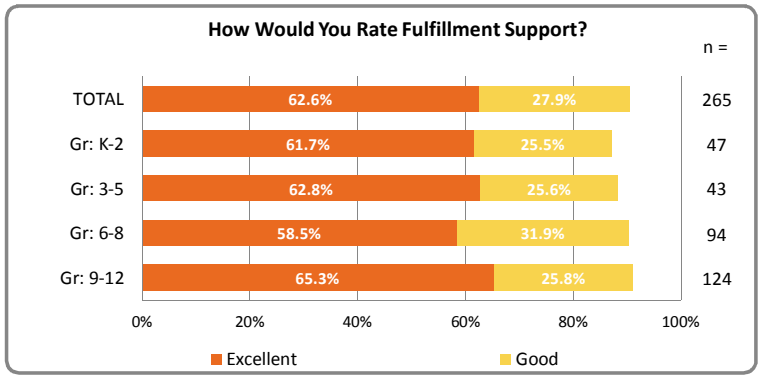



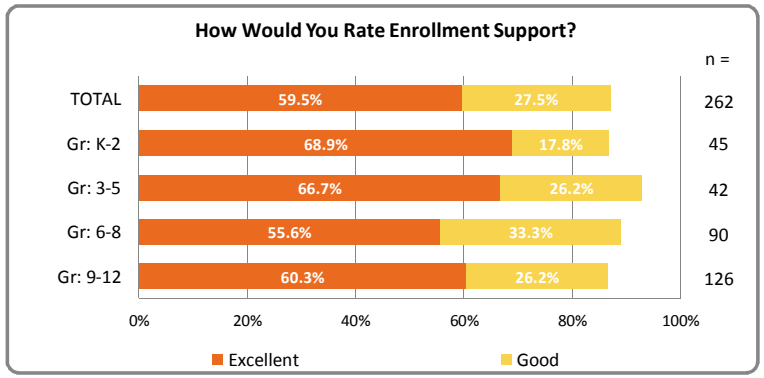



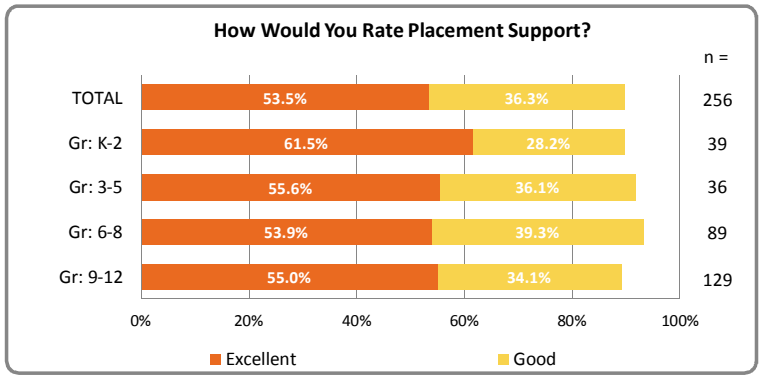



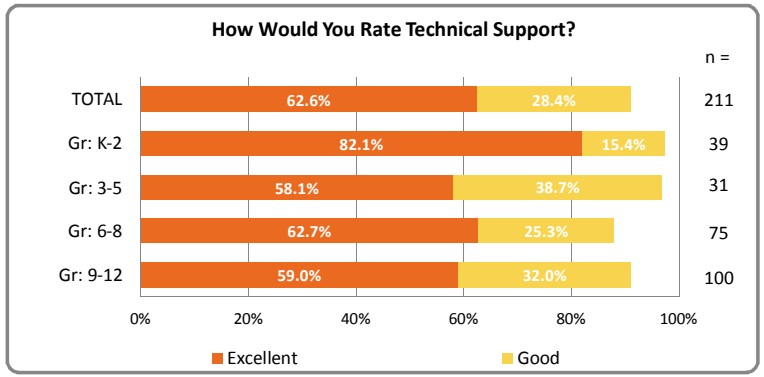



# Support

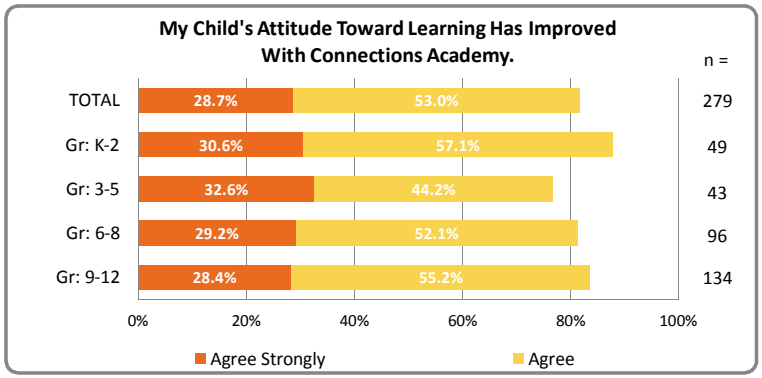

How Would You Rate Fulfillment Support?
n =
TOTAL 62.6% 27.9% 265
Gr: K-2 61.7% 25.5% 47
Gr: 3-5 62.8% 25.6% 43
Gr: 6-8 58.5% 31.9% 94
Gr: 9-12 65.3% 25.8% 124
0% 20% 40% 60% 80% 100%
Excellent
Good

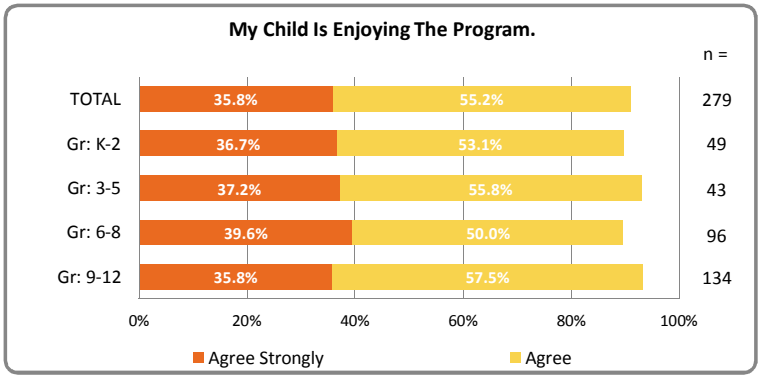

How Would You Rate Enrollment Support?
n =
TOTAL 59.5% 27.5% 262
Gr: K-2 68.9% 17.8% 45
Gr: 3-5 66.7% 26.2% 42
Gr: 6-8 55.6% 33.3% 90
Gr: 9-12 60.3% 26.2% 126
0% 20% 40% 60% 80% 100%
Excellent
Good

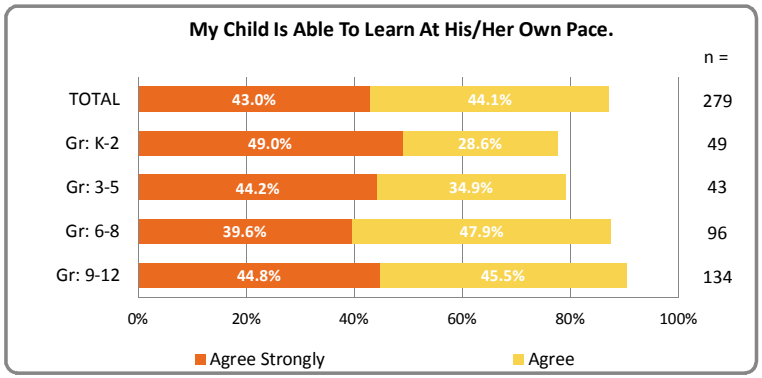

How Would You Rate Placement Support?
n =
TOTAL 53.5% 36.3% 256
Gr: K-2 61.5% 28.2% 39
Gr: 3-5 55.6% 36.1% 36
Gr: 6-8 53.9% 39.3% 89
Gr: 9-12 55.0% 34.1% 129
0% 20% 40% 60% 80% 100%
Excellent
Good

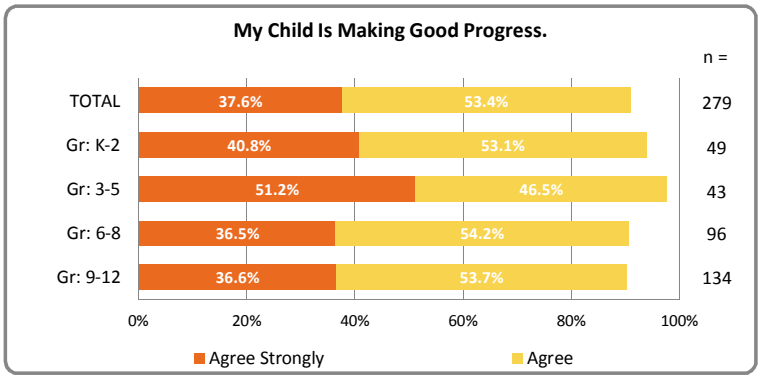

How Would You Rate Technical Support?
n =
TOTAL 62.6% 28.4% 211
Gr: K-2 82.1% 15.4% 39
Gr: 3-5 58.1% 38.7% 31
Gr: 6-8 62.7% 25.3% 75
Gr: 9-12 59.0% 32.0% 100
0% 20% 40% 60% 80% 100%
Excellent
Good

# Academic and Emotional Success

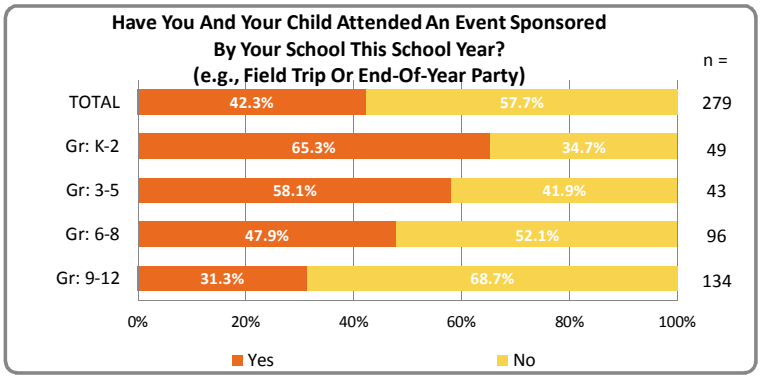


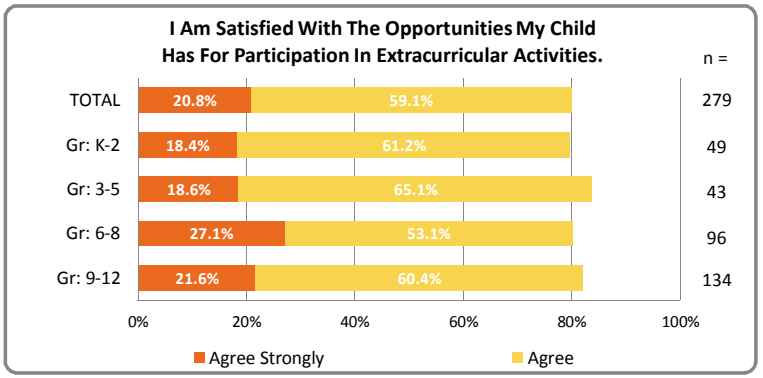



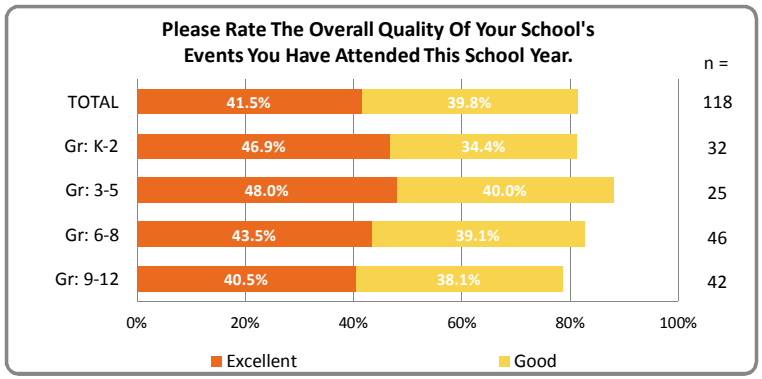



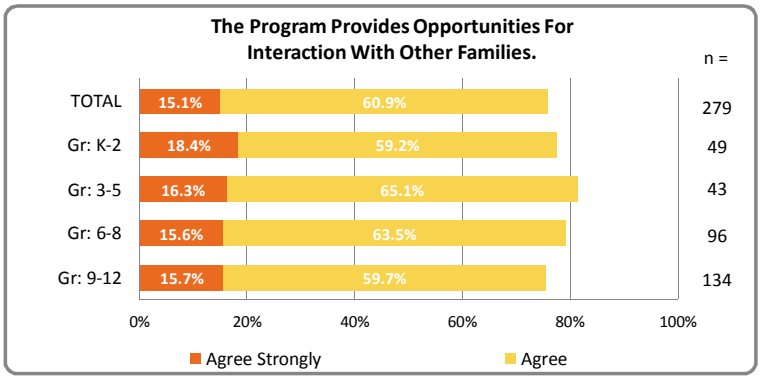



# Socialization and Interaction

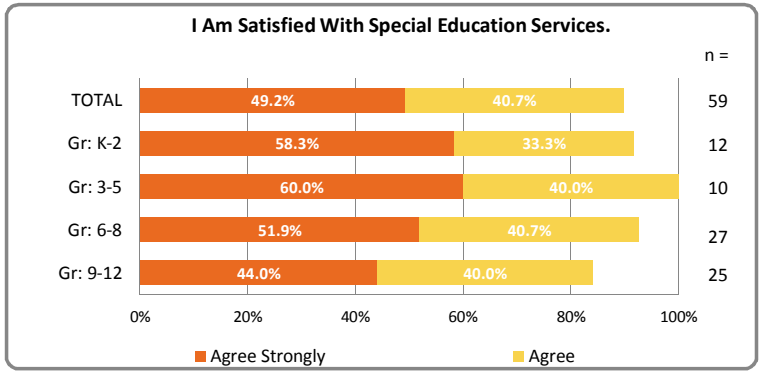


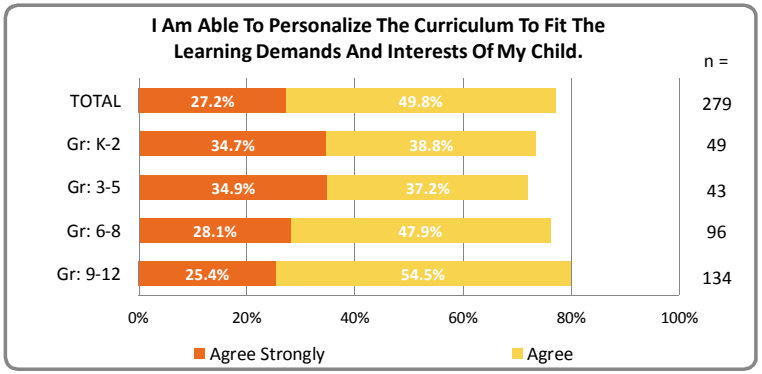



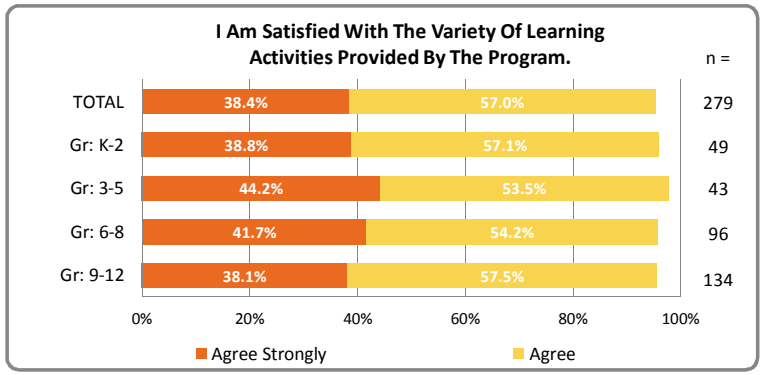



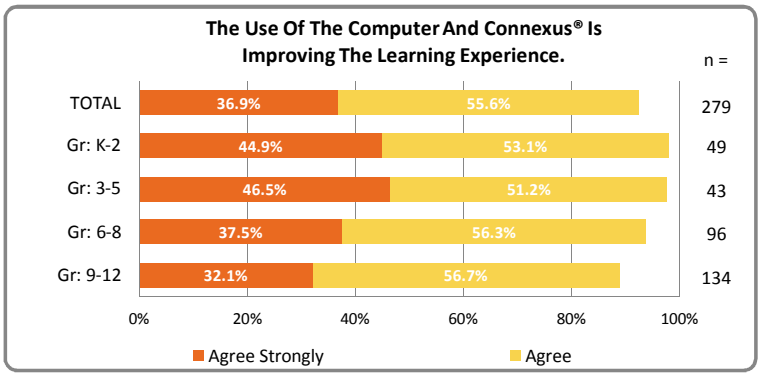



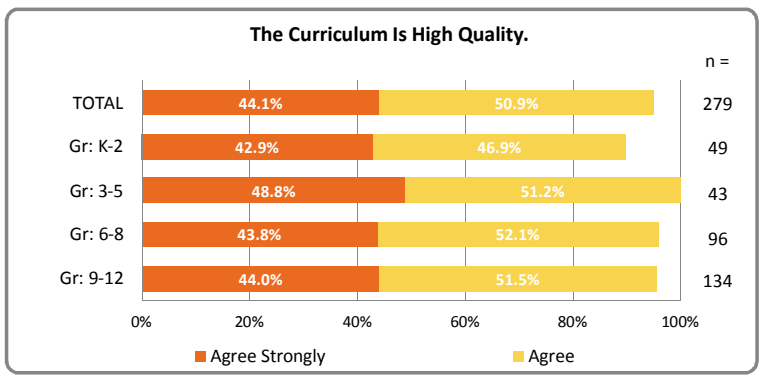
# Academic Experience

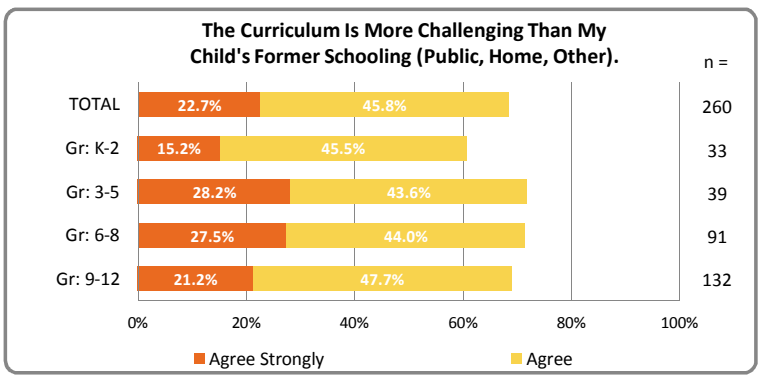


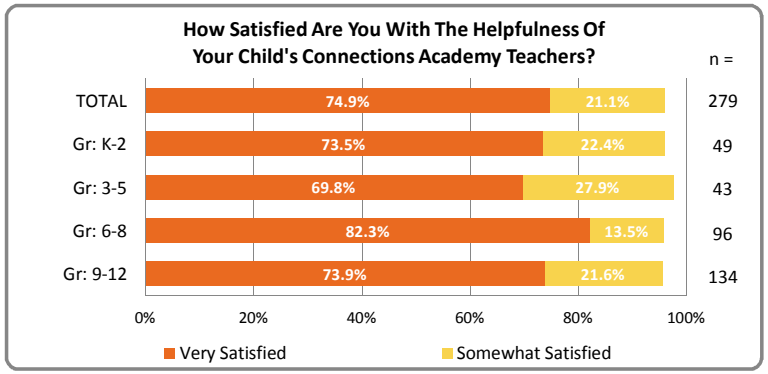



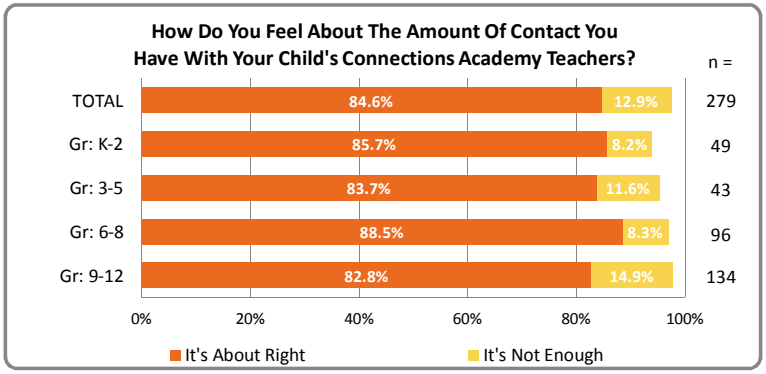



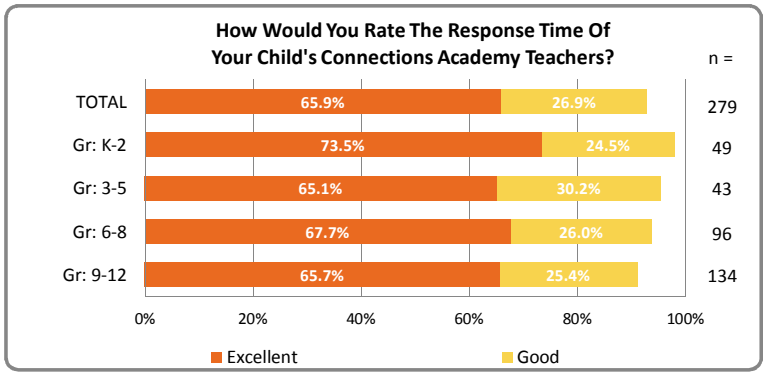



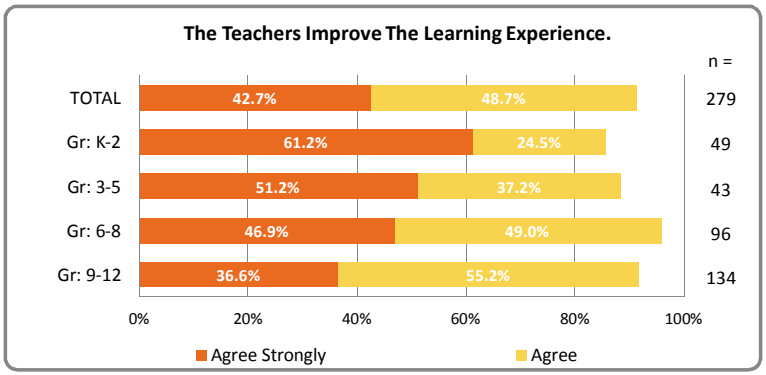



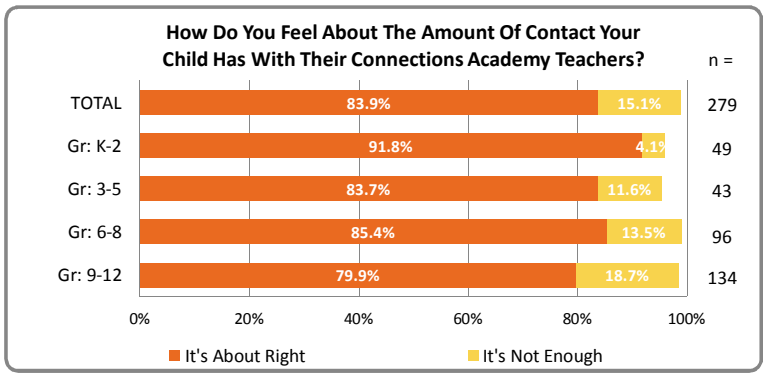
# Teacher Availability and Performance



UCH MORE SATISFIED DISAGREE

AGREE STRONGLY

VERY SATISFIED

# RATINGS FOR ALL QUESTIONS

*Data Tables*

LESS SATISFIED AGREE

DISAGREE STRONGLY

SOMEWHAT MORE SATISFIED

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| Respondents "First Year Families" > | (n=158) | (n=134) | (n=168) | (n=155) | (n=10,214) | (n=9,237) | (n=10,346) | (n=10,571) |
| First Year Families Sent Survey > | 410 | 367 | 486 | 414 | 24,820 | 24,385 | 25,684 | 23,130 |
| Response Rate of "First Year Families" > | 38.5% | 36.5% | 34.6% | 37.4% | 41.2% | 37.9% | 40.3% | 45.7% |
| Respondents "Returning Families" > | (n=121) | (n=138) | (n=125) | (n=93) | (n=7,361) | (n=6,845) | (n=7,705) | (n=7,885) |
| Returning Families Sent Survey > | 370 | 334 | 276 | 220 | 23,682 | 19,980 | 21,758 | 17,833 |
| Response Rate of "Returning Families" > | 32.7% | 41.3% | 45.3% | 42.3% | 31.1% | 34.3% | 35.4% | 44.2% |
| **BASED ON YOUR EXPERIENCES IN THE 2016-2017 SCHOOL YEAR, WHAT GRADE WOULD YOU GIVE THE CONNECTIONS ACADEMY PROGRAM OVERALL, FOR ALL OF YOUR STUDENTS?** | | | | | | | | |
| A | 65.6% | 59.9% | 49.1% | 52.4% | 61.6% | 60.1% | 58.6% | 57.2% |
| B | 24.7% | 32.4% | 38.9% | 35.1% | 28.5% | 30.0% | 31.3% | 31.9% |
| C | 7.9% | 5.5% | 9.9% | 6.9% | 7.3% | 7.3% | 7.6% | 8.3% |
| D | 1.1% | 1.5% | 2.0% | 3.6% | 1.8% | 1.8% | 1.8% | 1.8% |
| F | 0.7% | 0.7% | 0.0% | 2.0% | 0.7% | 0.7% | 0.7% | 0.7% |
| A+B (NET): | 90.3% | 92.3% | 88.1% | 87.5% | 90.1% | 90.1% | 89.9% | 89.2% |
| **OVERALL, HOW SATISFIED IS YOUR CHILD WITH THE CONNECTIONS ACADEMY PROGRAM?** | | | | | | | | |
| SATISFIED: (NET) | 95.0% | 97.1% | 95.6% | 88.7% | 94.6% | 94.7% | 94.5% | 94.1% |
| VERY SATISFIED | 68.5% | 66.5% | 58.0% | 58.9% | 67.1% | 66.0% | 65.7% | 63.0% |
| SOMEWHAT SATISFIED | 26.5% | 30.5% | 37.5% | 29.8% | 27.5% | 28.7% | 28.8% | 31.1% |
| DISSATISFIED: (NET) | 5.0% | 2.9% | 4.4% | 11.3% | 5.4% | 5.3% | 5.5% | 5.9% |
| SOMEWHAT DISSATISFIED | 3.2% | 1.8% | 2.7% | 9.3% | 3.8% | 3.8% | 3.9% | 4.2% |
| VERY DISSATISFIED | 1.8% | 1.1% | 1.7% | 2.0% | 1.6% | 1.5% | 1.6% | 1.7% |
| **COMPARED TO YOUR CHILD'S PREVIOUS SCHOOL, HOW SATISFIED ARE YOU WITH THE CONNECTIONS ACADEMY PROGRAM?** | | | | | | | | |
| MORE SATISFIED: (NET) | 85.2% | 83.4% | 82.2% | 80.3% | 83.8% | 84.0% | 83.9% | 83.7% |
| MUCH MORE SATISFIED | 69.6% | 65.2% | 60.2% | 60.1% | 66.5% | 65.3% | 64.7% | 64.0% |
| SOMEWHAT MORE SATISFIED | 15.6% | 18.2% | 22.0% | 20.2% | 17.3% | 18.7% | 19.3% | 19.7% |
| EQUALLY SATISFIED | 10.5% | 12.6% | 9.8% | 10.1% | 10.5% | 10.4% | 10.2% | 10.2% |
| LESS SATISFIED: (NET) | 4.3% | 4.0% | 8.0% | 9.6% | 5.7% | 5.6% | 5.8% | 6.1% |
| SOMEWHAT LESS SATISFIED | 3.5% | 3.2% | 6.1% | 4.8% | 3.9% | 3.7% | 3.9% | 4.3% |
| MUCH LESS SATISFIED | 0.8% | 0.8% | 1.9% | 4.8% | 1.9% | 1.8% | 1.9% | 1.7% |
| **WILL YOUR CHILD CONTINUE IN CONNECTIONS ACADEMY NEXT SCHOOL YEAR (2017-2018)?** | | | | | | | | |
| DEFINITELY/PROBABLY (NET): | 73.1% | 71.7% | 67.6% | 63.3% | 73.1% | 73.6% | 73.3% | 73.1% |
| YES, DEFINITELY | 50.5% | 43.0% | 39.9% | 39.5% | 52.0% | 50.6% | 49.3% | 48.0% |
| PROBABLY | 22.6% | 28.7% | 27.6% | 23.8% | 21.1% | 23.0% | 24.0% | 25.1% |
| MAYBE | 12.9% | 17.3% | 16.0% | 20.2% | 14.1% | 14.2% | 14.7% | 15.1% |
| PROBABLY NOT | 5.7% | 2.6% | 7.5% | 9.7% | 5.6% | 5.5% | 5.5% | 5.6% |
| DEFINITELY NOT | 6.5% | 5.5% | 6.5% | 4.0% | 5.3% | 5.0% | 4.6% | 4.2% |
| ANSWER DIFFERS FOR EACH CHILD | 1.8% | 2.9% | 2.4% | 2.8% | 2.0% | 1.7% | 1.9% | 2.0% |
| **THE PROGRAM PROVIDES OPPORTUNITIES FOR INTERACTION WITH OTHER FAMILIES.** | | | | | | | | |
| AGREE: (NET) | 76.0% | 76.8% | 71.0% | 69.0% | 77.7% | 76.8% | 74.5% | 73.7% |
| AGREE STRONGLY | 15.1% | 15.4% | 14.0% | 14.5% | 18.4% | 18.1% | 18.1% | 16.1% |
| AGREE | 60.9% | 61.4% | 57.0% | 54.4% | 59.3% | 58.8% | 56.4% | 57.6% |
| DISAGREE: (NET) | 24.0% | 23.2% | 29.0% | 31.0% | 22.3% | 23.2% | 25.5% | 26.3% |
| DISAGREE | 21.5% | 21.7% | 24.2% | 21.4% | 18.9% | 19.5% | 21.4% | 22.3% |
| DISAGREE STRONGLY | 2.5% | 1.5% | 4.8% | 9.7% | 3.4% | 3.7% | 4.1% | 4.1% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **THE PROGRAM IS FLEXIBLE.** | | | | | | | | |
| AGREE: (NET) | 93.5% | 95.6% | 91.1% | 88.3% | 92.8% | 92.9% | 92.3% | 91.2% |
| AGREE STRONGLY | 52.0% | 52.2% | 43.7% | 41.9% | 52.0% | 51.1% | 49.8% | 46.8% |
| AGREE | 41.6% | 43.4% | 47.4% | 46.4% | 40.7% | 41.9% | 42.5% | 44.4% |
| DISAGREE: (NET) | 6.5% | 4.4% | 8.9% | 11.7% | 7.2% | 7.1% | 7.7% | 8.8% |
| DISAGREE | 6.5% | 3.3% | 7.5% | 9.3% | 5.7% | 5.7% | 6.1% | 7.1% |
| DISAGREE STRONGLY | 0.0% | 1.1% | 1.4% | 2.4% | 1.5% | 1.4% | 1.6% | 1.8% |
| **THE CURRICULUM IS MORE CHALLENGING THAN MY CHILD'S FORMER SCHOOLING (PUBLIC, HOME, OTHER).** | | | | | | | | |
| AGREE: (NET) | 68.5% | 68.5% | 68.0% | 76.5% | 67.4% | 69.4% | 68.4% | 70.1% |
| AGREE STRONGLY | 22.7% | 29.4% | 24.9% | 30.1% | 26.0% | 27.1% | 27.7% | 28.1% |
| AGREE | 45.8% | 39.1% | 43.1% | 46.5% | 41.4% | 42.3% | 40.7% | 42.1% |
| DISAGREE: (NET) | 31.5% | 31.5% | 32.0% | 23.5% | 32.6% | 30.6% | 31.6% | 29.9% |
| DISAGREE | 27.3% | 27.0% | 27.1% | 20.8% | 28.8% | 26.7% | 27.3% | 25.7% |
| DISAGREE STRONGLY | 4.2% | 4.4% | 4.8% | 2.7% | 3.8% | 3.9% | 4.3% | 4.1% |
| **THE USE OF THE COMPUTER AND CONNEXUS® IS IMPROVING THE LEARNING EXPERIENCE.** | | | | | | | | |
| AGREE: (NET) | 92.5% | 94.1% | 92.5% | 89.9% | 93.2% | 93.1% | 93.2% | 93.4% |
| AGREE STRONGLY | 36.9% | 39.3% | 34.5% | 38.7% | 41.2% | 40.5% | 41.3% | 39.4% |
| AGREE | 55.6% | 54.8% | 58.0% | 51.2% | 52.0% | 52.6% | 51.9% | 54.0% |
| DISAGREE: (NET) | 7.5% | 5.9% | 7.5% | 10.1% | 6.8% | 6.9% | 6.8% | 6.6% |
| DISAGREE | 7.5% | 4.8% | 5.8% | 9.7% | 5.9% | 6.2% | 6.0% | 5.8% |
| DISAGREE STRONGLY | 0.0% | 1.1% | 1.7% | 0.4% | 0.9% | 0.7% | 0.8% | 0.8% |
| **MY CHILD IS MAKING GOOD PROGRESS.** | | | | | | | | |
| AGREE: (NET) | 91.0% | 92.3% | 89.4% | 87.9% | 90.5% | 90.8% | 90.8% | 90.4% |
| AGREE STRONGLY | 37.6% | 43.4% | 36.5% | 37.9% | 40.7% | 40.3% | 40.7% | 38.0% |
| AGREE | 53.4% | 48.9% | 52.9% | 50.0% | 49.8% | 50.5% | 50.1% | 52.4% |
| DISAGREE: (NET) | 9.0% | 7.7% | 10.6% | 12.1% | 9.5% | 9.2% | 9.2% | 9.6% |
| DISAGREE | 8.6% | 6.6% | 8.2% | 8.1% | 8.0% | 7.8% | 7.9% | 8.2% |
| DISAGREE STRONGLY | 0.4% | 1.1% | 2.4% | 4.0% | 1.6% | 1.5% | 1.3% | 1.4% |
| **MY CHILD IS ENJOYING THE PROGRAM.** | | | | | | | | |
| AGREE: (NET) | 91.0% | 91.9% | 85.7% | 86.7% | 89.4% | 89.8% | 89.3% | 88.6% |
| AGREE STRONGLY | 35.8% | 35.7% | 28.3% | 29.4% | 36.9% | 36.0% | 37.0% | 34.3% |
| AGREE | 55.2% | 56.3% | 57.3% | 57.3% | 52.6% | 53.8% | 52.3% | 54.3% |
| DISAGREE: (NET) | 9.0% | 8.1% | 14.3% | 13.3% | 10.6% | 10.2% | 10.7% | 11.4% |
| DISAGREE | 8.6% | 7.4% | 12.6% | 10.5% | 8.8% | 8.6% | 9.0% | 9.7% |
| DISAGREE STRONGLY | 0.4% | 0.7% | 1.7% | 2.8% | 1.8% | 1.6% | 1.7% | 1.7% |
| **THE PROGRAM TAKES MORE OF MY TIME THAN I HAD EXPECTED.** | | | | | | | | |
| AGREE: (NET) | 34.4% | 30.9% | 36.5% | 32.7% | 37.2% | 38.6% | 39.0% | 38.7% |
| AGREE STRONGLY | 11.5% | 8.5% | 11.3% | 10.9% | 12.1% | 12.5% | 12.3% | 11.6% |
| AGREE | 22.9% | 22.4% | 25.3% | 21.8% | 25.1% | 26.1% | 26.8% | 27.1% |
| DISAGREE: (NET) | 65.6% | 69.1% | 63.5% | 67.3% | 62.8% | 61.4% | 61.0% | 61.3% |
| DISAGREE | 53.0% | 55.1% | 47.8% | 53.2% | 49.6% | 48.6% | 47.0% | 47.4% |
| DISAGREE STRONGLY | 12.5% | 14.0% | 15.7% | 14.1% | 13.2% | 12.8% | 14.0% | 14.0% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **I AM ABLE TO PERSONALIZE THE CURRICULUM TO FIT THE LEARNING DEMANDS AND INTERESTS OF MY CHILD.** | | | | | | | | |
| AGREE: (NET) | 77.1% | 77.6% | 67.9% | 69.8% | 77.4% | 76.1% | 76.2% | 75.4% |
| AGREE STRONGLY | 27.2% | 25.7% | 23.9% | 23.4% | 28.5% | 27.5% | 28.9% | 26.6% |
| AGREE | 49.8% | 51.8% | 44.0% | 46.4% | 48.8% | 48.7% | 47.3% | 48.8% |
| DISAGREE: (NET) | 22.9% | 22.4% | 32.1% | 30.2% | 22.6% | 23.9% | 23.8% | 24.6% |
| DISAGREE | 20.4% | 19.9% | 26.6% | 24.6% | 19.0% | 20.0% | 19.7% | 20.5% |
| DISAGREE STRONGLY | 2.5% | 2.6% | 5.5% | 5.6% | 3.7% | 3.9% | 4.0% | 4.1% |
| **THE CURRICULUM IS HIGH QUALITY.** | | | | | | | | |
| AGREE: (NET) | 95.0% | 94.5% | 94.5% | 93.5% | 94.8% | 94.8% | 94.8% | 94.7% |
| AGREE STRONGLY | 44.1% | 46.0% | 38.9% | 40.7% | 44.3% | 43.9% | 44.6% | 42.7% |
| AGREE | 50.9% | 48.5% | 55.6% | 52.8% | 50.6% | 50.9% | 50.2% | 52.0% |
| DISAGREE: (NET) | 5.0% | 5.5% | 5.5% | 6.5% | 5.2% | 5.2% | 5.2% | 5.3% |
| DISAGREE | 5.0% | 4.4% | 4.1% | 5.2% | 4.4% | 4.5% | 4.4% | 4.5% |
| DISAGREE STRONGLY | 0.0% | 1.1% | 1.4% | 1.2% | 0.8% | 0.8% | 0.8% | 0.7% |
| **THE CURRICULUM IS TOO DIFFICULT.** | | | | | | | | |
| AGREE: (NET) | 15.4% | 14.0% | 11.6% | 15.3% | 15.6% | 15.2% | 15.9% | 15.1% |
| AGREE STRONGLY | 2.5% | 1.5% | 2.0% | 2.4% | 3.5% | 3.5% | 3.8% | 3.0% |
| AGREE | 12.9% | 12.5% | 9.6% | 12.9% | 12.1% | 11.7% | 12.1% | 12.1% |
| DISAGREE: (NET) | 84.6% | 86.0% | 88.4% | 84.7% | 84.4% | 84.8% | 84.1% | 84.9% |
| DISAGREE | 62.0% | 59.9% | 67.2% | 60.9% | 64.3% | 64.3% | 63.1% | 63.3% |
| DISAGREE STRONGLY | 22.6% | 26.1% | 21.2% | 23.8% | 20.1% | 20.5% | 21.0% | 21.6% |
| **THE PROGRAM TAKES TOO MUCH TIME TO ADMINISTER (E.G., CHECKING OFF ASSIGNMENTS).** | | | | | | | | |
| AGREE: (NET) | 13.6% | 11.0% | 19.5% | 14.9% | 16.6% | 16.4% | 16.9% | 15.5% |
| AGREE STRONGLY | 3.6% | 2.6% | 4.8% | 1.2% | 4.4% | 4.4% | 4.7% | 3.4% |
| AGREE | 10.0% | 8.5% | 14.7% | 13.7% | 12.2% | 12.1% | 12.2% | 12.1% |
| DISAGREE: (NET) | 86.4% | 89.0% | 80.5% | 85.1% | 83.4% | 83.6% | 83.1% | 84.5% |
| DISAGREE | 63.4% | 65.1% | 60.4% | 60.9% | 60.0% | 59.6% | 59.4% | 60.5% |
| DISAGREE STRONGLY | 22.9% | 23.9% | 20.1% | 24.2% | 23.3% | 23.9% | 23.7% | 24.0% |
| **THE TEACHERS IMPROVE THE LEARNING EXPERIENCE.** | | | | | | | | |
| AGREE: (NET) | 91.4% | 94.5% | 86.0% | 86.3% | 92.1% | 91.7% | 91.5% | 91.1% |
| AGREE STRONGLY | 42.7% | 44.5% | 38.9% | 39.1% | 43.8% | 42.7% | 43.3% | 41.1% |
| AGREE | 48.7% | 50.0% | 47.1% | 47.2% | 48.3% | 49.0% | 48.2% | 49.9% |
| DISAGREE: (NET) | 8.6% | 5.5% | 14.0% | 13.7% | 7.9% | 8.3% | 8.5% | 8.9% |
| DISAGREE | 7.9% | 5.1% | 11.3% | 10.9% | 6.7% | 7.0% | 6.8% | 7.7% |
| DISAGREE STRONGLY | 0.7% | 0.4% | 2.7% | 2.8% | 1.2% | 1.3% | 1.6% | 1.3% |
| **MY CHILD IS ABLE TO LEARN AT HIS/HER OWN PACE.** | | | | | | | | |
| AGREE: (NET) | 87.1% | 91.2% | 84.6% | 81.9% | 88.3% | 88.3% | 87.8% | 86.5% |
| AGREE STRONGLY | 43.0% | 44.1% | 39.2% | 38.7% | 45.7% | 44.5% | 44.1% | 40.9% |
| AGREE | 44.1% | 47.1% | 45.4% | 43.1% | 42.6% | 43.8% | 43.7% | 45.6% |
| DISAGREE: (NET) | 12.9% | 8.8% | 15.4% | 18.1% | 11.7% | 11.7% | 12.2% | 13.5% |
| DISAGREE | 11.5% | 7.4% | 13.0% | 13.3% | 9.5% | 9.7% | 9.9% | 11.1% |
| DISAGREE STRONGLY | 1.4% | 1.5% | 2.4% | 4.8% | 2.1% | 2.1% | 2.3% | 2.4% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **I AM SATISFIED WITH THE OPPORTUNITIES MY CHILD HAS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.** | | | | | | | | |
| AGREE: (NET) | 79.9% | 79.0% | 80.9% | 74.2% | 82.0% | 81.3% | 81.7% | 80.9% |
| AGREE STRONGLY | 20.8% | 21.0% | 25.9% | 18.1% | 25.4% | 24.0% | 26.6% | 24.3% |
| AGREE | 59.1% | 58.1% | 54.9% | 56.0% | 56.6% | 57.2% | 55.1% | 56.6% |
| DISAGREE: (NET) | 20.1% | 21.0% | 19.1% | 25.8% | 18.0% | 18.7% | 18.3% | 19.1% |
| DISAGREE | 16.8% | 20.6% | 14.7% | 16.1% | 14.8% | 15.3% | 14.8% | 15.5% |
| DISAGREE STRONGLY | 3.2% | 0.4% | 4.4% | 9.7% | 3.2% | 3.5% | 3.5% | 3.6% |
| **I AM SATISFIED WITH THE VARIETY OF LEARNING ACTIVITIES PROVIDED BY THE PROGRAM.** | | | | | | | | |
| AGREE: (NET) | 95.3% | 95.6% | 92.8% | 91.5% | 93.1% | 92.5% | 93.0% | 92.5% |
| AGREE STRONGLY | 38.4% | 37.9% | 35.2% | 35.1% | 41.1% | 40.1% | 41.0% | 38.6% |
| AGREE | 57.0% | 57.7% | 57.7% | 56.5% | 52.0% | 52.4% | 52.0% | 53.8% |
| DISAGREE: (NET) | 4.7% | 4.4% | 7.2% | 8.5% | 6.9% | 7.5% | 7.0% | 7.5% |
| DISAGREE | 4.3% | 3.7% | 5.8% | 8.1% | 5.9% | 6.3% | 5.9% | 6.5% |
| DISAGREE STRONGLY | 0.4% | 0.7% | 1.4% | 0.4% | 1.0% | 1.2% | 1.1% | 1.0% |
| **MY CHILD'S ATTITUDE TOWARD LEARNING HAS IMPROVED WITH CONNECTIONS ACADEMY.** | | | | | | | | |
| AGREE: (NET) | 81.7% | 80.9% | 75.1% | 77.8% | 80.5% | 79.6% | 79.1% | 78.3% |
| AGREE STRONGLY | 28.7% | 31.3% | 25.3% | 25.4% | 33.1% | 31.8% | 31.7% | 28.8% |
| AGREE | 53.0% | 49.6% | 49.8% | 52.4% | 47.4% | 47.8% | 47.4% | 49.5% |
| DISAGREE: (NET) | 18.3% | 19.1% | 24.9% | 22.2% | 19.5% | 20.4% | 20.9% | 21.7% |
| DISAGREE | 16.8% | 18.0% | 21.8% | 18.1% | 16.8% | 17.8% | 18.0% | 18.8% |
| DISAGREE STRONGLY | 1.4% | 1.1% | 3.1% | 4.0% | 2.7% | 2.6% | 2.8% | 2.9% |
| **THE LESSONS ARE WELL ORGANIZED.** | | | | | | | | |
| AGREE: (NET) | 94.6% | 96.0% | 90.4% | 92.7% | 93.1% | 92.8% | 92.8% | 92.3% |
| AGREE STRONGLY | 43.0% | 42.6% | 35.5% | 35.9% | 41.7% | 40.7% | 41.4% | 39.1% |
| AGREE | 51.6% | 53.3% | 54.9% | 56.9% | 51.4% | 52.1% | 51.4% | 53.2% |
| DISAGREE: (NET) | 5.4% | 4.0% | 9.6% | 7.3% | 6.9% | 7.2% | 7.2% | 7.7% |
| DISAGREE | 4.7% | 4.0% | 7.2% | 5.2% | 5.8% | 5.9% | 5.9% | 6.4% |
| DISAGREE STRONGLY | 0.7% | 0.0% | 2.4% | 2.0% | 1.1% | 1.2% | 1.3% | 1.3% |
| **PLEASE RATE THE OVERALL QUALITY OF THE CONNECTIONS ACADEMY CURRICULUM.** | | | | | | | | |
| EXCELLENT/GOOD (NET): | 94.6% | 96.0% | 94.2% | 91.5% | 94.1% | 94.1% | 93.8% | 93.8% |
| EXCELLENT | 62.0% | 59.6% | 51.5% | 52.0% | 60.2% | 58.7% | 58.4% | 57.4% |
| GOOD | 32.6% | 36.4% | 42.7% | 39.5% | 33.8% | 35.4% | 35.4% | 36.3% |
| FAIR | 4.3% | 4.0% | 5.1% | 6.9% | 5.0% | 5.0% | 5.2% | 5.3% |
| POOR | 1.1% | 0.0% | 0.7% | 1.6% | 1.0% | 0.9% | 1.0% | 0.9% |
| **HAS ANY CHILD OF YOURS WHO IS ENROLLED IN CONNECTIONS ACADEMY HAD AN IEP OR BEEN DIAGNOSED WITH A LEARNING DISABILITY?** | | | | | | | | |
| YES | 21.1% | 22.8% | 21.5% | 21.4% | 22.4% | 21.5% | 22.4% | 22.1% |
| NO | 78.9% | 77.2% | 78.5% | 78.6% | 77.6% | 78.5% | 77.6% | 77.9% |
| **I AM SATISFIED WITH SPECIAL EDUCATION SERVICES.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 89.8% | 91.9% | 74.6% | 73.6% | 81.1% | 80.5% | 81.5% | 79.0% |
| AGREE STRONGLY | 49.2% | 51.6% | 39.7% | 28.3% | 34.5% | 35.4% | 37.2% | 30.9% |
| AGREE | 40.7% | 40.3% | 34.9% | 45.3% | 46.6% | 45.1% | 44.3% | 48.1% |
| DISAGREE: (NET) | 10.2% | 8.1% | 25.4% | 26.4% | 18.9% | 19.5% | 18.5% | 21.0% |
| DISAGREE | 5.1% | 8.1% | 19.0% | 17.0% | 14.0% | 14.6% | 13.1% | 16.1% |
| DISAGREE STRONGLY | 5.1% | 0.0% | 6.3% | 9.4% | 4.9% | 4.9% | 5.4% | 5.0% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
|---|---|---|---|---|---|---|---|---|
| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **I FEEL MY CONCERNS ARE BEING ADDRESSED.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 93.2% | 93.5% | 76.2% | 75.5% | 83.9% | 83.4% | 83.6% | 82.5% |
| AGREE STRONGLY | 50.8% | 54.8% | 42.9% | 30.2% | 36.3% | 38.0% | 39.3% | 32.9% |
| AGREE | 42.4% | 38.7% | 33.3% | 45.3% | 47.6% | 45.5% | 44.2% | 49.6% |
| DISAGREE: (NET) | 6.8% | 6.5% | 23.8% | 24.5% | 16.1% | 16.6% | 16.4% | 17.5% |
| DISAGREE | 3.4% | 6.5% | 19.0% | 18.9% | 11.9% | 12.1% | 11.6% | 13.5% |
| DISAGREE STRONGLY | 3.4% | 0.0% | 4.8% | 5.7% | 4.2% | 4.4% | 4.8% | 4.1% |
| **I FEEL MY CHILD IS MAKING PROGRESS ON HIS/HER IEP GOALS.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 89.8% | 90.3% | 76.2% | 75.5% | 82.1% | 81.3% | 82.9% | 80.3% |
| AGREE STRONGLY | 35.6% | 48.4% | 39.7% | 32.1% | 30.5% | 32.3% | 34.2% | 28.8% |
| AGREE | 54.2% | 41.9% | 36.5% | 43.4% | 51.6% | 49.0% | 48.6% | 51.5% |
| DISAGREE: (NET) | 10.2% | 9.7% | 23.8% | 24.5% | 17.9% | 18.7% | 17.1% | 19.7% |
| DISAGREE | 5.1% | 9.7% | 17.5% | 20.8% | 13.8% | 14.6% | 12.8% | 15.0% |
| DISAGREE STRONGLY | 5.1% | 0.0% | 6.3% | 3.8% | 4.1% | 4.1% | 4.3% | 4.6% |
| **I FEEL MY CHILD'S SPECIAL EDUCATION TEACHER UNDERSTANDS HIS/HER NEEDS.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 94.9% | 91.9% | 79.4% | 75.5% | 82.0% | 82.3% | 82.3% | 80.1% |
| AGREE STRONGLY | 54.2% | 53.2% | 36.5% | 32.1% | 36.0% | 38.1% | 38.7% | 33.0% |
| AGREE | 40.7% | 38.7% | 42.9% | 43.4% | 45.9% | 44.3% | 43.7% | 47.2% |
| DISAGREE: (NET) | 5.1% | 8.1% | 20.6% | 24.5% | 18.0% | 17.7% | 17.7% | 19.9% |
| DISAGREE | 3.4% | 8.1% | 15.9% | 20.8% | 13.3% | 13.0% | 12.7% | 15.1% |
| DISAGREE STRONGLY | 1.7% | 0.0% | 4.8% | 3.8% | 4.7% | 4.7% | 5.0% | 4.8% |
| **I FEEL MY CHILD'S TEACHER PROVIDES SUFFICIENT SUPPORT.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 93.2% | 96.8% | 84.1% | 79.2% | 85.3% | 85.2% | 85.5% | 84.6% |
| AGREE STRONGLY | 57.6% | 58.1% | 38.1% | 35.8% | 38.4% | 40.3% | 41.0% | 37.5% |
| AGREE | 35.6% | 38.7% | 46.0% | 43.4% | 46.9% | 44.8% | 44.6% | 47.1% |
| DISAGREE: (NET) | 6.8% | 3.2% | 15.9% | 20.8% | 14.7% | 14.8% | 14.5% | 15.4% |
| DISAGREE | 3.4% | 3.2% | 11.1% | 18.9% | 11.2% | 11.0% | 10.3% | 12.0% |
| DISAGREE STRONGLY | 3.4% | 0.0% | 4.8% | 1.9% | 3.5% | 3.9% | 4.2% | 3.5% |
| **I FEEL MY CHILD WILL BE SUCCESSFUL ON STATE TESTS.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 79.7% | 85.5% | 81.0% | 75.5% | 71.7% | 71.9% | 74.2% | 71.8% |
| AGREE STRONGLY | 39.0% | 40.3% | 31.7% | 24.5% | 23.1% | 24.9% | 26.8% | 21.3% |
| AGREE | 40.7% | 45.2% | 49.2% | 50.9% | 48.6% | 47.0% | 47.4% | 50.5% |
| DISAGREE: (NET) | 20.3% | 14.5% | 19.0% | 24.5% | 28.3% | 28.1% | 25.8% | 28.2% |
| DISAGREE | 15.3% | 14.5% | 14.3% | 15.1% | 20.9% | 20.9% | 19.0% | 21.4% |
| DISAGREE STRONGLY | 5.1% | 0.0% | 4.8% | 9.4% | 7.3% | 7.2% | 6.8% | 6.8% |
| **SPECIAL EDUCATION SERVICES ARE BETTER COMPARED TO MY CHILD'S PREVIOUS SCHOOL.** | | | | | | | | |
| BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY | | | | | | | | |
| AGREE: (NET) | 86.4% | 90.3% | 76.2% | 77.4% | 76.6% | 75.7% | 78.5% | 76.0% |
| AGREE STRONGLY | 55.9% | 51.6% | 39.7% | 30.2% | 36.2% | 37.1% | 39.3% | 32.6% |
| AGREE | 30.5% | 38.7% | 36.5% | 47.2% | 40.4% | 38.6% | 39.2% | 43.4% |
| DISAGREE: (NET) | 13.6% | 9.7% | 23.8% | 22.6% | 23.4% | 24.3% | 21.5% | 24.0% |
| DISAGREE | 6.8% | 9.7% | 19.0% | 15.1% | 17.8% | 18.5% | 15.8% | 18.6% |
| DISAGREE STRONGLY | 6.8% | 0.0% | 4.8% | 7.5% | 5.5% | 5.8% | 5.7% | 5.4% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
|---|---|---|---|---|---|---|---|---|
| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **HAVE YOU AND YOUR CHILD ATTENDED AN EVENT SPONSORED BY YOUR SCHOOL THIS SCHOOL YEAR? (E.G., FIELD TRIP OR END-OF-YEAR PARTY)** | | | | | | | | |
| YES | 42.3% | 44.9% | 44.7% | 52.4% | 37.0% | 36.6% | 36.8% | 38.5% |
| NO | 57.7% | 55.1% | 55.3% | 47.6% | 63.0% | 63.4% | 63.2% | 61.5% |
| **PLEASE RATE THE OVERALL QUALITY OF YOUR SCHOOL'S EVENTS YOU HAVE ATTENDED THIS SCHOOL YEAR.** | | | | | | | | |
| BASE: ATTENDED EVENT | | | | | | | | |
| EXCELLENT/GOOD (NET): | 81.4% | 81.1% | 84.7% | 82.3% | 84.3% | 84.3% | 85.9% | 85.7% |
| EXCELLENT | 41.5% | 31.1% | 41.2% | 39.2% | 41.4% | 40.3% | 44.4% | 44.1% |
| GOOD | 39.8% | 50.0% | 43.5% | 43.1% | 42.9% | 44.0% | 41.5% | 41.6% |
| FAIR | 11.9% | 14.8% | 13.0% | 13.8% | 12.6% | 12.9% | 11.4% | 11.4% |
| POOR | 6.8% | 4.1% | 2.3% | 3.8% | 3.1% | 2.8% | 2.8% | 3.0% |
| **HOW FREQUENTLY ARE YOU IN TOUCH WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER CONTACT METHOD.** | | | | | | | | |
| TOP TWO BOX (NET): | 45.2% | 47.4% | 49.5% | 46.8% | 49.5% | 50.1% | 48.4% | 50.0% |
| ONCE A WEEK OR MORE | 32.6% | 30.1% | 31.4% | 32.7% | 34.1% | 32.7% | 30.6% | 33.3% |
| THREE TIMES A MONTH | 12.5% | 17.3% | 18.1% | 14.1% | 15.4% | 17.4% | 17.7% | 16.7% |
| TWICE A MONTH | 15.8% | 17.3% | 18.8% | 20.2% | 17.1% | 17.8% | 17.2% | 18.4% |
| ONCE A MONTH | 20.4% | 18.8% | 14.0% | 18.5% | 17.3% | 16.9% | 17.1% | 17.0% |
| LESS THAN ONCE A MONTH | 18.6% | 16.5% | 17.7% | 14.5% | 16.0% | 15.2% | 17.3% | 14.6% |
| **HOW FREQUENTLY IS YOUR CHILD IN TOUCH WITH THEIR CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER CONTACT METHOD.** | | | | | | | | |
| TOP TWO BOX (NET): | 72.8% | 79.4% | 75.8% | 67.7% | 73.3% | 74.4% | 73.4% | 70.4% |
| ONCE A WEEK OR MORE | 54.8% | 63.6% | 55.6% | 50.0% | 58.5% | 59.2% | 58.2% | 55.1% |
| THREE TIMES A MONTH | 17.9% | 15.8% | 20.1% | 17.7% | 14.7% | 15.3% | 15.2% | 15.4% |
| TWICE A MONTH | 13.6% | 12.1% | 13.3% | 17.7% | 14.2% | 13.3% | 13.0% | 14.9% |
| ONCE A MONTH | 10.4% | 7.7% | 9.6% | 8.9% | 8.3% | 8.5% | 9.7% | 9.9% |
| LESS THAN ONCE A MONTH | 3.2% | 0.7% | 1.4% | 5.6% | 4.2% | 3.8% | 3.9% | 4.9% |
| **HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT *YOU* HAVE WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| IT'S TOO MUCH | 2.5% | 2.2% | 0.7% | 2.4% | 1.6% | 1.6% | 1.5% | 1.5% |
| IT'S ABOUT RIGHT | 84.6% | 91.2% | 87.7% | 81.9% | 87.3% | 87.7% | 85.7% | 85.6% |
| IT'S NOT ENOUGH | 12.9% | 6.6% | 11.6% | 15.7% | 11.1% | 10.7% | 12.8% | 12.9% |
| **HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT *YOUR CHILD* HAS WITH THEIR CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| IT'S TOO MUCH | 1.1% | 3.7% | 1.4% | 2.4% | 1.2% | 1.5% | 1.3% | 1.4% |
| IT'S ABOUT RIGHT | 83.9% | 83.1% | 84.3% | 80.2% | 84.3% | 84.2% | 83.1% | 83.5% |
| IT'S NOT ENOUGH | 15.1% | 13.2% | 14.3% | 17.3% | 14.5% | 14.3% | 15.6% | 15.1% |
| **WHO INITIATES MOST OF THE CONTACTS BETWEEN YOUR FAMILY AND CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| THE TEACHER(S) | 35.1% | 34.2% | 31.7% | 32.3% | 33.7% | 33.8% | 31.6% | 33.4% |
| PARENTS/LEARNING COACHES | 12.2% | 14.7% | 17.4% | 18.1% | 15.5% | 14.7% | 16.4% | 17.4% |
| THE STUDENT(S) | 21.5% | 20.6% | 22.9% | 20.2% | 19.9% | 19.1% | 20.5% | 19.6% |
| STUDENTS AND PARENTS/LEARNING COACHES TOGETHER | 31.2% | 30.5% | 28.0% | 29.4% | 30.9% | 32.4% | 31.6% | 29.7% |
| OTHER | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| DON'T KNOW/NO ANSWER | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **WHAT IS THE MOST COMMON METHOD OF COMMUNICATION BETWEEN MEMBERS OF YOUR HOUSEHOLD AND CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| WEBMAIL | 57.0% | 55.5% | 58.4% | 56.5% | 61.6% | 65.4% | 66.8% | 64.7% |
| TELEPHONE | 20.8% | 23.2% | 24.2% | 23.4% | 21.8% | 20.3% | 19.4% | 21.1% |
| LIVELESSON® SYSTEM | 20.8% | 20.2% | 15.7% | 17.7% | 15.6% | 12.9% | 12.4% | 13.1% |
| MAIL | 1.4% | 1.1% | 1.7% | 2.4% | 1.0% | 1.3% | 1.4% | 1.1% |
| OTHER | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **HOW OFTEN DOES THE TEACHER RESPOND THE SAME DAY TO YOUR PHONE CALLS AND WEBMAIL MESSAGES?** | | | | | | | | |
| TOP TWO BOX (NET): | 89.2% | 94.5% | 86.3% | 90.7% | 85.2% | 85.9% | 85.7% | 85.4% |
| NEARLY ALWAYS | 62.0% | 61.0% | 57.3% | 60.9% | 50.5% | 49.6% | 49.5% | 52.1% |
| MOST OF THE TIME | 27.2% | 33.5% | 29.0% | 29.8% | 34.7% | 36.3% | 36.2% | 33.3% |
| HALF OF THE TIME | 7.5% | 5.1% | 8.2% | 4.8% | 7.5% | 7.6% | 7.2% | 7.8% |
| OCCASIONALLY | 1.4% | 0.4% | 3.4% | 2.8% | 4.3% | 3.9% | 4.1% | 4.2% |
| HARDLY EVER | 1.8% | 0.0% | 2.0% | 1.6% | 2.9% | 2.7% | 3.0% | 2.6% |
| **HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| EXCELLENT/GOOD (NET): | 92.8% | 96.7% | 90.1% | 91.9% | 90.0% | 90.7% | 90.2% | 89.7% |
| EXCELLENT | 65.9% | 61.0% | 55.6% | 57.7% | 55.2% | 55.4% | 54.0% | 54.4% |
| GOOD | 26.9% | 35.7% | 34.5% | 34.3% | 34.8% | 35.3% | 36.1% | 35.2% |
| FAIR | 6.1% | 3.3% | 7.5% | 5.2% | 7.9% | 7.3% | 7.7% | 8.3% |
| POOR | 1.1% | 0.0% | 2.4% | 2.8% | 2.1% | 2.0% | 2.1% | 2.1% |
| **HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?** | | | | | | | | |
| SATISFIED: (NET) | 96.1% | 98.9% | 94.5% | 94.4% | 95.4% | 96.0% | 96.1% | 95.6% |
| VERY SATISFIED | 74.9% | 79.0% | 71.0% | 75.0% | 74.4% | 74.2% | 73.6% | 73.0% |
| SOMEWHAT SATISFIED | 21.1% | 19.9% | 23.5% | 19.4% | 21.0% | 21.9% | 22.5% | 22.6% |
| DISSATISFIED: (NET) | 3.9% | 1.1% | 5.5% | 5.6% | 4.6% | 4.0% | 3.9% | 4.4% |
| SOMEWHAT DISSATISFIED | 3.6% | 1.1% | 4.1% | 3.6% | 3.6% | 2.9% | 2.9% | 3.3% |
| VERY DISSATISFIED | 0.4% | 0.0% | 1.4% | 2.0% | 1.0% | 1.1% | 1.1% | 1.1% |
| **HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?** | | | | | | | | |
| *BASE: CONTACTED COUNSELOR* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 89.1% | 94.7% | 82.9% | 74.3% | 89.9% | 89.7% | 89.2% | 89.0% |
| EXCELLENT | 60.2% | 61.7% | 52.1% | 34.7% | 55.4% | 54.4% | 55.1% | 53.9% |
| GOOD | 28.9% | 33.1% | 30.7% | 39.6% | 34.4% | 35.3% | 34.1% | 35.1% |
| FAIR | 7.0% | 4.5% | 10.7% | 11.9% | 7.0% | 7.4% | 7.8% | 8.0% |
| POOR | 3.9% | 0.8% | 6.4% | 13.9% | 3.1% | 2.8% | 3.0% | 3.0% |
| **HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?** | | | | | | | | |
| *BASE: CONTACTED COUNSELOR* | | | | | | | | |
| SATISFIED: (NET) | 96.9% | 97.7% | 90.7% | 87.1% | 95.2% | 95.5% | 95.5% | 95.3% |
| VERY SATISFIED | 73.4% | 82.7% | 65.0% | 54.5% | 72.8% | 71.7% | 72.6% | 70.7% |
| SOMEWHAT SATISFIED | 23.4% | 15.0% | 25.7% | 32.7% | 22.5% | 23.8% | 22.9% | 24.6% |
| DISSATISFIED: (NET) | 3.1% | 2.3% | 9.3% | 12.9% | 4.8% | 4.5% | 4.5% | 4.7% |
| SOMEWHAT DISSATISFIED | 0.8% | 1.5% | 5.7% | 6.9% | 3.1% | 2.9% | 2.9% | 3.3% |
| VERY DISSATISFIED | 2.3% | 0.8% | 3.6% | 5.9% | 1.7% | 1.6% | 1.6% | 1.4% |
| **HAVE YOU EVER CONTACTED YOUR SCHOOL PRINCIPAL WITH A QUESTION OR PROBLEM?** | | | | | | | | |
| YES | 38.4% | 34.9% | 36.9% | 25.8% | 37.1% | 37.2% | 38.8% | 38.5% |
| NO | 61.6% | 65.1% | 63.1% | 74.2% | 62.9% | 62.8% | 61.2% | 61.5% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?** | | | | | | | | |
| *BASE: EVER CONTACTED PRINCIPAL* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 90.7% | 90.5% | 92.6% | 81.3% | 90.5% | 89.7% | 89.3% | 89.1% |
| EXCELLENT | 57.9% | 58.9% | 58.3% | 40.6% | 56.1% | 54.4% | 55.6% | 52.3% |
| GOOD | 32.7% | 31.6% | 34.3% | 40.6% | 34.3% | 35.2% | 33.7% | 36.8% |
| FAIR | 5.6% | 7.4% | 4.6% | 6.3% | 6.1% | 6.9% | 7.3% | 7.2% |
| POOR | 3.7% | 2.1% | 2.8% | 12.5% | 3.4% | 3.4% | 3.4% | 3.7% |
| **HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?** | | | | | | | | |
| *BASE: EVER CONTACTED PRINCIPAL* | | | | | | | | |
| SATISFIED: (NET) | 95.3% | 95.8% | 95.4% | 85.9% | 94.5% | 94.6% | 94.8% | 94.3% |
| VERY SATISFIED | 68.2% | 75.8% | 68.5% | 60.9% | 70.6% | 69.7% | 71.2% | 68.2% |
| SOMEWHAT SATISFIED | 27.1% | 20.0% | 26.9% | 25.0% | 23.9% | 24.9% | 23.7% | 26.1% |
| DISSATISFIED: (NET) | 4.7% | 4.2% | 4.6% | 14.1% | 5.5% | 5.4% | 5.2% | 5.7% |
| SOMEWHAT DISSATISFIED | 1.9% | 2.1% | 2.8% | 6.3% | 2.8% | 3.2% | 2.9% | 3.2% |
| VERY DISSATISFIED | 2.8% | 2.1% | 1.9% | 7.8% | 2.7% | 2.2% | 2.2% | 2.4% |
| **HAVE YOU EVER CONTACTED YOUR CHILD'S ASSISTANT PRINCIPAL WITH A QUESTION OR PROBLEM?** | | | | | | | | |
| *BASE: ASKED APPLICABLE SCHOOLS* | | | | | | | | |
| YES | 33.7% | 29.0% | 33.1% | 23.8% | 31.1% | 32.6% | 36.4% | 36.7% |
| NO | 66.3% | 71.0% | 66.9% | 76.2% | 68.9% | 67.4% | 63.6% | 63.3% |
| **HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?** | | | | | | | | |
| BASE: EVER CONTACTED ASSISTANT PRINCIPAL | | | | | | | | |
| EXCELLENT/GOOD (NET): | 92.6% | 93.7% | 93.8% | 86.4% | 91.4% | 90.5% | 89.8% | 89.3% |
| EXCELLENT | 58.5% | 60.8% | 59.8% | 39.0% | 56.6% | 54.9% | 55.3% | 51.7% |
| GOOD | 34.0% | 32.9% | 34.0% | 47.5% | 34.7% | 35.6% | 34.4% | 37.6% |
| FAIR | 3.2% | 5.1% | 5.2% | 6.8% | 6.0% | 6.7% | 7.1% | 7.4% |
| POOR | 4.3% | 1.3% | 1.0% | 6.8% | 2.7% | 2.8% | 3.1% | 3.3% |
| **HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?** | | | | | | | | |
| *BASE: EVER CONTACTED ASSISTANT PRINCIPAL* | | | | | | | | |
| SATISFIED: (NET) | 95.7% | 98.7% | 97.9% | 89.8% | 95.9% | 95.4% | 95.3% | 94.8% |
| VERY SATISFIED | 75.5% | 78.5% | 69.1% | 59.3% | 72.1% | 70.3% | 71.1% | 68.0% |
| SOMEWHAT SATISFIED | 20.2% | 20.3% | 28.9% | 30.5% | 23.9% | 25.1% | 24.3% | 26.9% |
| DISSATISFIED: (NET) | 4.3% | 1.3% | 2.1% | 10.2% | 4.1% | 4.6% | 4.7% | 5.2% |
| SOMEWHAT DISSATISFIED | 1.1% | 0.0% | 2.1% | 3.4% | 2.1% | 2.7% | 2.7% | 3.0% |
| VERY DISSATISFIED | 3.2% | 1.3% | 0.0% | 6.8% | 2.0% | 1.9% | 2.0% | 2.2% |
| **PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: TECHNICAL SUPPORT (QUESTIONS OR PROBLEMS CONCERNING CONNEXUS® OR A COMPUTER SUPPLIED BY CONNECTIONS ACADEMY).** | | | | | | | | |
| *BASE: ALL APPLICABLE* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 91.0% | 94.1% | 92.5% | 85.1% | 92.2% | 92.5% | 92.6% | 90.9% |
| EXCELLENT | 62.6% | 61.4% | 62.7% | 53.2% | 62.9% | 63.2% | 65.7% | 62.0% |
| GOOD | 28.4% | 32.7% | 29.8% | 31.8% | 29.3% | 29.3% | 26.9% | 28.8% |
| FAIR | 7.1% | 5.0% | 5.6% | 11.4% | 5.7% | 5.5% | 5.5% | 6.8% |
| POOR | 1.9% | 0.9% | 2.0% | 3.5% | 2.0% | 2.0% | 2.0% | 2.3% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
|---|---|---|---|---|---|---|---|---|
| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: ENROLLMENT SUPPORT (GETTING QUESTIONS ANSWERED ABOUT THE ENROLLMENT PROCESS).** | | | | | | | | |
| *BASE: ALL APPLICABLE* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 87.0% | 90.9% | 87.3% | 84.9% | 89.7% | 89.9% | 90.9% | 91.4% |
| EXCELLENT | 59.5% | 54.7% | 53.5% | 50.2% | 59.6% | 59.6% | 61.9% | 60.7% |
| GOOD | 27.5% | 36.2% | 33.8% | 34.7% | 30.2% | 30.3% | 29.0% | 30.7% |
| FAIR | 8.8% | 7.0% | 7.6% | 8.4% | 7.3% | 7.3% | 6.6% | 6.5% |
| POOR | 4.2% | 2.1% | 5.1% | 6.7% | 3.0% | 2.8% | 2.5% | 2.1% |
| **PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: PLACEMENT (GETTING QUESTIONS ANSWERED ABOUT PLACEMENT, PLACEMENT TESTS, OR STUDENT COURSES).** | | | | | | | | |
| *BASE: ALL APPLICABLE* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 89.8% | 92.1% | 85.0% | 82.7% | 87.9% | 88.3% | 89.0% | 89.0% |
| EXCELLENT | 53.5% | 56.6% | 48.5% | 44.7% | 54.1% | 54.2% | 57.5% | 54.7% |
| GOOD | 36.3% | 35.5% | 36.5% | 38.1% | 33.8% | 34.1% | 31.5% | 34.3% |
| FAIR | 6.6% | 7.0% | 10.2% | 11.5% | 8.8% | 8.3% | 8.2% | 8.1% |
| POOR | 3.5% | 0.8% | 4.9% | 5.8% | 3.2% | 3.4% | 2.8% | 2.9% |
| **PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: MATERIALS FULFILLMENT (RECEIVING THE CORRECT MATERIALS ON A TIMELY BASIS).** | | | | | | | | |
| *BASE: ALL APPLICABLE* | | | | | | | | |
| EXCELLENT/GOOD (NET): | 90.6% | 93.2% | 90.6% | 90.1% | 91.7% | 92.6% | 94.0% | 93.8% |
| EXCELLENT | 62.6% | 63.1% | 60.4% | 58.4% | 65.0% | 65.6% | 69.2% | 67.3% |
| GOOD | 27.9% | 30.0% | 30.2% | 31.7% | 26.7% | 27.0% | 24.8% | 26.5% |
| FAIR | 7.2% | 4.9% | 5.6% | 6.2% | 5.7% | 5.2% | 4.4% | 4.8% |
| POOR | 2.3% | 1.9% | 3.8% | 3.7% | 2.5% | 2.2% | 1.6% | 1.4% |
| **DID YOU CONTACT TECHNICAL SUPPORT DURING THE YEAR FOR ANY CONNECTIONS ACADEMY HARDWARE, SOFTWARE OR LMS ISSUES?** | | | | | | | | |
| YES | 75.6% | 80.9% | 86.0% | 81.0% | 75.1% | 78.7% | 81.3% | 81.4% |
| NO | 24.4% | 19.1% | 14.0% | 19.0% | 24.9% | 21.3% | 18.7% | 18.6% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... RESPONSE TIME?** | | | | | | | | |
| *BASE: CONTACTED TECHNICAL SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 99.1% | 99.1% | 98.0% | 96.0% | 97.6% | 97.5% | 97.9% | 96.9% |
| VERY SATISFIED | 79.6% | 76.4% | 78.6% | 68.2% | 77.5% | 77.4% | 78.6% | 75.5% |
| SOMEWHAT SATISFIED | 19.4% | 22.7% | 19.4% | 27.9% | 20.0% | 20.1% | 19.2% | 21.4% |
| DISSATISFIED (NET): | 0.9% | 0.9% | 2.0% | 4.0% | 2.4% | 2.5% | 2.1% | 3.1% |
| SOMEWHAT DISSATISFIED | 0.0% | 0.9% | 1.2% | 2.5% | 1.6% | 1.8% | 1.5% | 2.0% |
| VERY DISSATISFIED | 0.9% | 0.0% | 0.8% | 1.5% | 0.8% | 0.8% | 0.6% | 1.1% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... PROBLEM RESOLUTION?** | | | | | | | | |
| *BASE: CONTACTED TECHNICAL SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 97.2% | 98.6% | 96.0% | 93.5% | 96.4% | 96.1% | 96.1% | 95.2% |
| VERY SATISFIED | 79.1% | 75.9% | 77.8% | 66.7% | 76.7% | 75.6% | 76.8% | 74.2% |
| SOMEWHAT SATISFIED | 18.0% | 22.7% | 18.3% | 26.9% | 19.6% | 20.5% | 19.2% | 21.0% |
| DISSATISFIED (NET): | 2.8% | 1.4% | 4.0% | 6.5% | 3.6% | 3.9% | 3.9% | 4.8% |
| SOMEWHAT DISSATISFIED | 2.4% | 0.5% | 3.6% | 4.0% | 2.4% | 2.6% | 2.7% | 3.1% |
| VERY DISSATISFIED | 0.5% | 0.9% | 0.4% | 2.5% | 1.2% | 1.3% | 1.2% | 1.7% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... COURTEOUSNESS?** | | | | | | | | |
| *BASE: CONTACTED TECHNICAL SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 99.1% | 99.5% | 98.4% | 96.5% | 98.7% | 98.5% | 98.6% | 98.5% |
| VERY SATISFIED | 89.6% | 82.7% | 85.3% | 76.6% | 85.2% | 84.5% | 84.4% | 83.4% |
| SOMEWHAT SATISFIED | 9.5% | 16.8% | 13.1% | 19.9% | 13.6% | 14.1% | 14.2% | 15.1% |
| DISSATISFIED (NET): | 0.9% | 0.5% | 1.6% | 3.5% | 1.3% | 1.5% | 1.4% | 1.5% |
| SOMEWHAT DISSATISFIED | 0.9% | 0.5% | 0.4% | 2.5% | 0.8% | 0.9% | 0.9% | 0.9% |
| VERY DISSATISFIED | 0.0% | 0.0% | 1.2% | 1.0% | 0.5% | 0.6% | 0.5% | 0.6% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... RESPONSE TIME?** | | | | | | | | |
| *BASE: CONTACTED ENROLLMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 96.2% | 95.1% | 96.7% | 93.8% | 95.7% | 95.6% | 96.5% | 96.7% |
| VERY SATISFIED | 73.7% | 71.6% | 74.2% | 67.1% | 74.9% | 74.0% | 75.6% | 75.0% |
| SOMEWHAT SATISFIED | 22.5% | 23.5% | 22.5% | 26.7% | 20.7% | 21.5% | 20.9% | 21.7% |
| DISSATISFIED (NET): | 3.8% | 4.9% | 3.3% | 6.2% | 4.3% | 4.4% | 3.5% | 3.3% |
| SOMEWHAT DISSATISFIED | 3.1% | 4.1% | 2.2% | 4.4% | 3.1% | 3.1% | 2.5% | 2.4% |
| VERY DISSATISFIED | 0.8% | 0.8% | 1.1% | 1.8% | 1.3% | 1.3% | 1.0% | 1.0% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... PROBLEM RESOLUTION?** | | | | | | | | |
| *BASE: CONTACTED ENROLLMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 94.3% | 95.5% | 96.0% | 92.0% | 94.9% | 95.0% | 95.6% | 96.0% |
| VERY SATISFIED | 72.5% | 70.0% | 71.3% | 68.9% | 73.9% | 73.3% | 74.9% | 74.3% |
| SOMEWHAT SATISFIED | 21.8% | 25.5% | 24.7% | 23.1% | 21.0% | 21.7% | 20.8% | 21.7% |
| DISSATISFIED (NET): | 5.7% | 4.5% | 4.0% | 8.0% | 5.1% | 5.0% | 4.4% | 4.0% |
| SOMEWHAT DISSATISFIED | 4.6% | 3.3% | 2.9% | 5.3% | 3.5% | 3.5% | 3.0% | 2.8% |
| VERY DISSATISFIED | 1.1% | 1.2% | 1.1% | 2.7% | 1.5% | 1.5% | 1.3% | 1.2% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... COURTEOUSNESS?** | | | | | | | | |
| *BASE: CONTACTED ENROLLMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 98.5% | 99.2% | 98.9% | 96.9% | 98.2% | 98.3% | 98.5% | 98.6% |
| VERY SATISFIED | 84.7% | 82.7% | 85.5% | 78.7% | 84.2% | 83.8% | 83.7% | 83.0% |
| SOMEWHAT SATISFIED | 13.7% | 16.5% | 13.5% | 18.2% | 14.0% | 14.5% | 14.8% | 15.6% |
| DISSATISFIED (NET): | 1.5% | 0.8% | 1.1% | 3.1% | 1.8% | 1.7% | 1.5% | 1.4% |
| SOMEWHAT DISSATISFIED | 1.1% | 0.4% | 0.7% | 2.2% | 1.1% | 1.1% | 1.0% | 0.9% |
| VERY DISSATISFIED | 0.4% | 0.4% | 0.4% | 0.9% | 0.6% | 0.6% | 0.5% | 0.4% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... RESPONSE TIME?** | | | | | | | | |
| *BASE: CONTACTED PLACEMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 96.1% | 98.3% | 96.2% | 93.8% | 95.5% | 95.6% | 96.5% | 96.3% |
| VERY SATISFIED | 75.0% | 75.2% | 69.5% | 68.1% | 72.3% | 71.7% | 73.2% | 71.9% |
| SOMEWHAT SATISFIED | 21.1% | 23.1% | 26.7% | 25.7% | 23.2% | 23.9% | 23.2% | 24.4% |
| DISSATISFIED (NET): | 3.9% | 1.7% | 3.8% | 6.2% | 4.5% | 4.4% | 3.5% | 3.7% |
| SOMEWHAT DISSATISFIED | 3.1% | 0.4% | 3.4% | 4.0% | 3.2% | 3.1% | 2.6% | 2.6% |
| VERY DISSATISFIED | 0.8% | 1.2% | 0.4% | 2.2% | 1.3% | 1.3% | 1.0% | 1.1% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... PROBLEM RESOLUTION?** | | | | | | | | |
| *BASE: CONTACTED PLACEMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 95.7% | 98.3% | 94.7% | 91.6% | 95.1% | 95.1% | 95.8% | 95.4% |
| VERY SATISFIED | 76.2% | 72.7% | 68.0% | 68.6% | 72.6% | 71.7% | 72.7% | 71.5% |
| SOMEWHAT SATISFIED | 19.5% | 25.6% | 26.7% | 23.0% | 22.4% | 23.4% | 23.0% | 23.8% |
| DISSATISFIED (NET): | 4.3% | 1.7% | 5.3% | 8.4% | 4.9% | 4.9% | 4.2% | 4.6% |
| SOMEWHAT DISSATISFIED | 3.5% | 0.8% | 4.9% | 4.4% | 3.5% | 3.3% | 3.1% | 3.4% |
| VERY DISSATISFIED | 0.8% | 0.8% | 0.4% | 4.0% | 1.4% | 1.6% | 1.2% | 1.3% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|---|---|---|
| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... COURTEOUSNESS?** | | | | | | | | |
| *BASE: CONTACTED PLACEMENT SUPPORT* | | | | | | | | |
| SATISFIED (NET): | 98.8% | 99.2% | 99.6% | 96.0% | 97.9% | 98.1% | 98.2% | 98.3% |
| VERY SATISFIED | 81.6% | 83.5% | 80.5% | 77.9% | 81.1% | 80.9% | 80.7% | 79.9% |
| SOMEWHAT SATISFIED | 17.2% | 15.7% | 19.2% | 18.1% | 16.8% | 17.2% | 17.5% | 18.5% |
| DISSATISFIED (NET): | 1.2% | 0.8% | 0.4% | 4.0% | 2.1% | 1.9% | 1.8% | 1.7% |
| SOMEWHAT DISSATISFIED | 0.8% | 0.0% | 0.4% | 2.7% | 1.3% | 1.2% | 1.2% | 1.1% |
| VERY DISSATISFIED | 0.4% | 0.8% | 0.0% | 1.3% | 0.8% | 0.7% | 0.5% | 0.6% |
| **HAVE YOU OR YOUR CHILD PARTICIPATED IN REAL-TIME DISCUSSION OR INSTRUCTION ON CONNECTIONS ACADEMY'S LIVELESSON® SYSTEM?** | | | | | | | | |
| YES | 93.2% | 91.9% | 91.8% | 89.5% | 93.0% | 93.2% | 93.3% | 93.1% |
| NO | 6.8% | 8.1% | 8.2% | 10.5% | 7.0% | 6.8% | 6.7% | 6.9% |
| **HOW SATISFIED WERE YOU OR YOUR CHILD WITH THE INSTRUCTION AND INTERACTION PROVIDED THROUGH LIVELESSON® SESSIONS?** | | | | | | | | |
| *BASE: PARTICIPATED IN LIVELESSON®* | | | | | | | | |
| SATISFIED (NET): | 93.5% | 96.4% | 94.4% | 89.6% | 94.8% | 94.1% | 94.5% | 93.6% |
| VERY SATISFIED | 64.6% | 68.0% | 58.7% | 58.1% | 66.4% | 64.1% | 63.9% | 62.6% |
| SOMEWHAT SATISFIED | 28.8% | 28.4% | 35.7% | 31.5% | 28.4% | 30.0% | 30.6% | 31.0% |
| DISSATISFIED: (NET) | 6.5% | 3.6% | 5.6% | 10.4% | 5.2% | 5.9% | 5.5% | 6.4% |
| SOMEWHAT DISSATISFIED | 5.4% | 2.8% | 4.8% | 6.8% | 4.0% | 4.4% | 4.2% | 4.8% |
| VERY DISSATISFIED | 1.2% | 0.8% | 0.7% | 3.6% | 1.2% | 1.5% | 1.3% | 1.6% |
| **IS YOUR CHILD ENROLLED IN EITHER OUR GIFTED AND TALENTED COURSES (FOR GRADES 2-8) OR HONORS/ADVANCED PLACEMENT COURSES (FOR HIGH SCHOOL)?** | | | | | | | | |
| YES | 22.6% | 21.0% | 23.9% | 25.4% | 26.4% | 27.5% | 29.0% | 27.3% |
| NO | 77.4% | 79.0% | 76.1% | 74.6% | 73.6% | 72.5% | 71.0% | 72.7% |
| **OVERALL, HOW SATISFIED ARE YOU WITH CONNECTIONS ACADEMY'S GIFTED AND TALENTED OR HONORS/ADVANCED PLACEMENT COURSES AND INSTRUCTION?** | | | | | | | | |
| *BASE: CHILD ENROLLED IN G & T OR HONORS/AP COURSES* | | | | | | | | |
| SATISFIED (NET): | 95.2% | 98.2% | 98.6% | 96.8% | 94.3% | 93.6% | 94.2% | 93.9% |
| VERY SATISFIED | 63.5% | 71.9% | 57.1% | 71.4% | 64.0% | 62.1% | 64.8% | 64.9% |
| SOMEWHAT SATISFIED | 31.7% | 26.3% | 41.4% | 25.4% | 30.2% | 31.5% | 29.4% | 29.0% |
| DISSATISFIED: (NET) | 4.8% | 1.8% | 1.4% | 3.2% | 5.7% | 6.4% | 5.8% | 6.1% |
| SOMEWHAT DISSATISFIED | 1.6% | 1.8% | 0.0% | 1.6% | 3.7% | 4.5% | 3.7% | 4.0% |
| VERY DISSATISFIED | 3.2% | 0.0% | 1.4% | 1.6% | 2.0% | 1.9% | 2.0% | 2.1% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# Parent Satisfaction Survey 2016-2017

| | INSPIRE, THE IDAHO CONNECTIONS ACADEMY | | | | CONNECTIONS ACADEMY TOTAL | | | |
|---|---|---|---|---|---|---|---|---|
| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
| **All Respondents >** | (n=279) | (n=272) | (n=293) | (n=248) | (n=17,575) | (n=16,082) | (n=18,051) | (n=18,456) |
| Families Sent Survey > | 780 | 701 | 762 | 634 | 48,502 | 44,365 | 47,442 | 40,963 |
| Response Rate > | 35.8% | 38.8% | 38.5% | 39.1% | 36.2% | 36.2% | 38.0% | 45.1% |
| **DO YOU RECOMMEND CONNECTIONS ACADEMY TO PARENTS WHOSE CHILDREN ARE NOT ENROLLED IN THE PROGRAM?** | | | | | | | | |
| YES (6-10): | 92.5% | 93.8% | 91.1% | 89.5% | 92.0% | 91.8% | 93.0% | 91.9% |
| 10 | 60.6% | 52.2% | 49.8% | 48.4% | 60.4% | 58.6% | 59.6% | 56.2% |
| 9 | 11.5% | 18.4% | 15.0% | 16.9% | 12.1% | 12.5% | 14.0% | 13.6% |
| 8 | 11.8% | 16.5% | 14.3% | 16.9% | 10.6% | 11.1% | 11.2% | 12.7% |
| 7 | 5.7% | 4.8% | 8.2% | 2.8% | 6.3% | 6.5% | 5.6% | 6.3% |
| 6 | 2.9% | 1.8% | 3.8% | 4.4% | 2.6% | 3.0% | 2.6% | 3.1% |
| NO (0-5) | 7.5% | 6.3% | 8.9% | 10.5% | 8.0% | 8.2% | 7.0% | 8.1% |
| 5 | 3.2% | 2.2% | 5.1% | 2.8% | 3.7% | 4.0% | 3.2% | 3.5% |
| 4 | 0.4% | 1.5% | 0.3% | 0.8% | 1.0% | 1.0% | 0.8% | 1.1% |
| 3 | 1.4% | 0.0% | 0.0% | 2.0% | 0.8% | 0.9% | 0.8% | 1.1% |
| 2 | 0.7% | 1.1% | 0.7% | 0.4% | 0.4% | 0.4% | 0.5% | 0.6% |
| 1 | 0.0% | 0.7% | 0.0% | 1.2% | 0.4% | 0.4% | 0.2% | 0.4% |
| 0 | 1.8% | 0.7% | 2.7% | 3.2% | 1.7% | 1.5% | 1.4% | 1.4% |
| **Net Promoter Score *** | 61.6% | 62.5% | 52.2% | 50.4% | 61.9% | 59.8% | 63.8% | 58.6% |
| * Sum of responses '10' and '9' minus sum of responses '0' to '6' | | | | | | | | |
| **AFTER GRADUATING FROM HIGH SCHOOL, DO YOU THINK YOUR CHILD IS MOST LIKELY TO...** | | | | | | | | |
| ENROLL IN A FOUR-YEAR COLLEGE | 36.2% | 38.6% | 41.3% | 43.1% | 43.0% | 43.9% | 44.4% | 44.3% |
| ENROLL IN A COMMUNITY COLLEGE | 12.2% | 15.1% | 14.0% | 8.9% | 14.1% | 13.7% | 13.1% | 12.9% |
| ENROLL IN A TECHNICAL OR TRADE SCHOOL | 11.5% | 8.5% | 9.2% | 8.1% | 8.5% | 8.7% | 9.0% | 8.7% |
| START WORK RIGHT AFTER HIGH SCHOOL | 2.5% | 1.1% | 3.1% | 3.6% | 3.0% | 2.6% | 2.6% | 2.5% |
| VARIES DEPENDING ON THE CHILD | 14.7% | 14.7% | 15.4% | 16.5% | 14.2% | 14.0% | 13.8% | 14.0% |
| UNSURE | 22.9% | 22.1% | 17.1% | 19.8% | 17.2% | 17.1% | 17.1% | 17.5% |

Note: 'Net' totals may differ from the sum of the component values due to rounding.

# APPLICATION FOR CHARTER RENEWAL FOR INSPIRE, THE IDAHO CONNECTIONS ACADEMY

## EXHIBIT 3 - INSPIRE CONTINUOUS IMPROVEMENT PLAN

# INSPIRE Connections Academy

# Continuous Improvement Plan 2017-2018

Public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The plan shall: Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and Include key indicators for monitoring performance. Idaho Code 33-320

## Mission Statement

We will help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.

# Vision Statement

All INSPIRE Students Can and Must Learn

We Will:

- Create a learning environment to achieve high student outcomes
- Challenge all students to succeed
- Commit to work together with our students, colleagues, and parents to make INSPIRE's vision a reality

## Overview of District

Opened in 2005, INSPIRE, the Idaho Connections Academy is a tuition-free, K–12 online public school that students attend from home. INSPIRE brings a fully accredited public education directly to your family's door—anywhere in Idaho. INSPIRE, the Idaho Connections Academy, is authorized under state law by the Idaho Charter School Commission. The school is operated by INSPIRE Academics Inc., a nonprofit corporation, through a contract with Connections Academy, LLC, to provide its educational program and other services.

## Planning Committee

INSPIRE Connections Academy gathered key stakeholders to work on the Continuous Improvement Plan for the 2016-2017 school year. The committee reviewed student achievement data, reviewed and affirmed the mission and vision statement of the school. The group conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis based on the above review and reviewed the goals set in the following areas: math, reading, student retention, student promotion, parent satisfaction, student growth, and secondary emphasis.

Membership of Strategic Planning committee included: Lisa Perry, Kenny McAlister, Marcy Moore, Taylor Nelson, Clifton Jones, Sara Peltier, Mark Plummer, Molly O'Malley, Barbie Green, Jodie Huber, Eric Lichte, Karen Baker and Karen Glassman.

## Teachers and Administrators

100% of INSPIRE teachers are Highly Qualified in core academic subjects.

**Professional Qualifications of Public Elementary and Secondary School Teachers**

| BA degree | BA +12 credits | BA +24 credits | MA degree | MA +12 credits | MA +24 credits | PhD degree or MA +36 |
|---|---|---|---|---|---|---|
| 5 | 2 | 15 | 6 | 4 | 3 | 3 |

**Student Data**

| Grade Level | Current School Year Enrollment (as of 8/31/17) | End of 2016-2017 School Year Enrollment |
|---|---|---|
| K | 50 | 28 |
| 1 | 26 | 32 |
| 2 | 32 | 50 |
| 3 | 56 | 36 |
| 4 | 50 | 35 |
| 5 | 62 | 53 |
| 6 | 69 | 57 |
| 7 | 76 | 81 |
| 8 | 97 | 94 |
| 9 | 108 | 125 |
| 10 | 105 | 120 |
| 11 | 126 | 101 |
| 12 | 72 | 72 |
| Total | 929 | 884 |

| School Year | Hispanic # % | Asian # % | White # % | Black # % | American Indian # % | LEP # % | FRL # % | Special Populations # % |
|---|---|---|---|---|---|---|---|---|
| 2016-2017 | | | | | | | | |
| 2017-2018 | | | | | | | | |

## State Assessment Performance

| 2015-2016 ISAT % Proficient/Advanced | | | | | | |
|---|---|---|---|---|---|---|
| | English Language Arts | | MATH | | SCIENCE | |
| | STATE | INSPIRE | STATE | INSPIRE | STATE | INSPIRE |
| All Grades | 52.9 | 52.9 | 41.7 | 23.5 | 61.1 | 64.6 |
| Grade 3 | 49.3 | * | 52.2 | 0 | N/A | N/A |
| Grade 4 | 49.8 | 27.3 | 47.1 | 30.3 | N/A | N/A |
| Grade 5 | 53.8 | 30.3 | 40 | * | 63.1 | 39.4 |
| Grade 6 | 50.5 | 22.6 | 39.8 | * | N/A | N/A |
| Grade 7 | 52.7 | 52.8 | 41.9 | 33.3 | 54 | 57.3 |
| Grade 8 | 53.6 | 55.9 | 38.5 | 11.8 | N/A | N/A |
| High School | 61.7 | 73.1 | 30.8 | 21.5 | 66 | 67.8 |

| 2016-2017 ISAT % Proficient/Advanced | | | | | | |
|---|---|---|---|---|---|---|
| | English Language Arts | | MATH | | SCIENCE | |
| | STATE | INSPIRE | STATE | INSPIRE | STATE | INSPIRE |
| All Grades | 52 | 54.2 | 41.9 | 26.2 | 61.1 | 65 |
| Grade 3 | 47.2 | 37.8 | 50.2 | 32.5 | N/A | N/A |
| Grade 4 | 48 | 36.1 | 46.6 | 32.3 | N/A | N/A |
| Grade 5 | 53.7 | 64.2 | 41.7 | 30.2 | 66.1 | 79.2 |
| Grade 6 | 50.9 | 55.2 | 40.2 | 31 | N/A | N/A |
| Grade 7 | 53.8 | 52.6 | 42.4 | 24.1 | 52.6 | 53.2 |
| Grade 8 | 52.3 | 53.6 | 38.7 | 29.1 | N/A | N/A |
| High School | 59.1 | 62.1 | 32.1 | 16.9 | 65.1 | 67 |

***** Designates percentage unavailable due to N size.
N/A represents grade levels not tested.

## Graduation Rate

The 2013-14 school year marked the first year Idaho used the four-year adjusted cohort graduation rate, in accordance with 34 C.F.R. §200.19(b). A four-year adjusted cohort graduation rate is defined as:

*The number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier, while adjusting for transfer students, those students who emigrated or are deceased.*

| Population | School 2014-2015 | State 2015-2016 |
|---|---|---|
| All Students | 39.8% | 42.8% |

## Clear and Measureable Targets

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing "non-negotiable goals" (that is, goals all staff must act upon once set by the board) in at least areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

See more at: http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html#sthash.VhnirE6J.dpuf

## School Goals

To achieve our goal, INSPIRE will do the following:

- **State Test Scores:** All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level.
- **Test Score Growth:** All returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category in 4th through 8th grade Reading and Math (e.g., from "Below Basic" to "Basic"). Reading and Math will be calculated separately and averaged.
- **High School Cohorts on-track for graduation:** This will be calculated separately for each of the four "active" cohorts for high school (2017, 2018, 2019, and 2020). The outcome of this goal will be calculated using the number of enrolled students in that cohort "on track" at the end of the school year ("on track" calculation is based on student credit accumulation, one year of expected successful course completion), divided by the

number of students in that cohort showing in state data systems as the school's responsibility. The assumption is that even if a student withdraws from the school, he or she is still the school's responsibility unless or until the state's data system shows that the student is no longer the schools' responsibility and will not be counted in the calculation of the school's four-year cohort graduation rate (typically the school must be able to prove the student has transferred to another diploma granting program, left the state, or passed away.

## College and Career Readiness

INSPIRE will use the ASCA National Model. College and career advising are integral in a comprehensive school counseling program based on ASCA standards. INSPIRE uses a variety of communication methods to reach students and their families. Phone calls, Webmails (internal email system), LiveLessons, monthly newsletters with a specific counseling section highlighting scholarship opportunities, upcoming events as well as the School Counselors' Message Board.

Courses are designed to help students make informed decisions and set postsecondary education and career goals:

- 9th Grade – Freshman Success course
- 11th Grade – College Prep with SAT and College Prep with ACT courses
- 12th Grade – Senior Success course

Also, 9-12th graders have the option of taking Career Explorations, and some of our students with an IEP enroll in the Transitions course, which helps prepare students for a successful life after high school.

One-on-One 4-Year Plan Activities:

- 8th Grade – Meet with homeroom teacher and/or school counselor to devise 4-year plan
- 8-11th Grade – Meet with homeroom teacher and/or school counselor for end-of-year course placement and review of Personalized Learning Plan (PLP)

Senior Advising will offer:

- Scholarship research assistance
- Scholarship application support
- FAFSA completion assistance and support
- College application support

Events:

- Connections Academy College Application Week – October 9-13th
- Idaho College Application Week – November 6-10th
- Multiple college tours are scheduled around the state throughout the year

| Performance Measure | 2015-2016 (optional) | 2016-2017 | Benchmark |
|---|---|---|---|
| Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12 | **100%** | **100%** | **100%** |
| Number of Students Graduating High School with a Career Technical Certificate | **N/A** | **N/A** | **N/A** |
| Number of Students Graduating High School with an Associate's Degree | **0** | **0** | **1 ST for 2017-18** |
| Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (school district and charter school go on rates may be retrieved from the State Board of Education) *Data are not yet available.* | **1 Year 28 STs** | **1 Year #** | **Increase by 5 percentage points from 2015-16 1 year data** |
| | **1 Year 35.4%** | **1 Year** | |
| | **2 Year #** | **2 Year #** | |
| | **2 Year %** | **2 Year %** | |
| The percentage of students participating in one or more Advanced Opportunity | **33 students; 9% in 2015-16** | **42 students; 9.7%** | **Increase by 5 percentage points from 2016-17** |
| The percentage of graduates being accepted to one or more post-secondary options (2 or 4 year college and accredited vocational school/programs) | **83%** | **89%** | **Increase by 5 percentage points from 2016-17** |

## Literacy Plan

**Program Summary 2016-2017**

INSPIRE Virtual Charter uses a variety of research-based interventions to support struggling readers in grades K-3. After the fall IRI, teachers of students who scored a 1 or 2 conducted further reading screeners, including DIBELS and Core Phonics to determine what students needed the most support with (i.e. phonemic awareness, phonics, fluency, comprehension.) Interventions were assigned based on the area of greatest need. Teachers conducted phone conferences with parent/caretaker to discuss the student's needs and the best plan for the student. Many of the plans included an extended-day program for 20 minutes per day, 2-5 days per week with an additional 30 minutes of small group instruction for 30 weeks. Additionally, students were offered extended-year programs where they could continue working in a reading intervention for 90 minutes a week for 8 weeks over the summer. Total, students received 35-65 hours of intervention during the school year, depending on IRI score and needs and 12 hours during the summer.

Curriculum (links provide case studies, research and efficacy reports:

- Headsprout Early Reading: phonics, vocabulary, fluency
  https://www.headsprout.com/main/ViewPage/name/efficacy-research/
- Raz-Kids: fluency, comprehension, writing
  https://www.learninga-z.com/special/shared/pdf/EfficacyBrochure.pdf
- Reading Eggs: phonemic awareness, phonics, fluency, spelling
  https://assets.readingeggsassets.com/research_reports/reading_eggs_research-fp-b6a3a4ba.pdf
- Reading Eggspress: fluency, spelling, comprehension
  https://readingeggspress.com.au/assets/rex-comp-srb-2014.pdf
- SuccessMaker Reading: phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, writing
  https://www.pearsoned.com/wp-content/uploads/sm-reading-rct-report1.pdf
- HELPS Program: repeated reading, fluency, comprehension
  http://www.helpsprogram.org/about_research_s1.php
- Phonics for Reading: phonics, fluency, comprehension, spelling
  http://www.casamples.com/downloads/Phonics-2011-research.pdf
- Reading A to Z: phonics, comprehension, fluency
  https://www.learninga-z.com/special/shared/pdf/EfficacyBrochure.pdf

In reviewing our program, one of our strengths is our screening process identifies students using multiple measures (i.e. IRI, DIBELS, and/or Core Phonics.) Another strength is utilizing various curriculum programs and methods to meet student needs. One of the areas of need is ensuring that students utilize the interventions that are provided. In an online setting, students are provided with the tools, encouraged to use them and monitored for participation and growth. When students aren't utilizing the interventions, phone calls and conferences are held to discuss the problems with parents/caregivers.

**Program Summary 2017-2018**

INSPIRE Virtual Charter has numerous programs and strategies to implement support for struggling readers in grades K-3. After the fall IRI, teachers of students scoring a 1 or 2 will conduct further reading screeners, such as DIBELS and Core Phonics to determine what students need the most support with (i.e. fluency, phonics) and assign interventions based on the area of greatest need. Students who scored a 1 will receive at least 60 hours of intervention and students scoring a 2 will receive at least 30 hours of intervention.

**Parent involvement--a team approach**

The elementary interventionist will work with classroom teachers and parents/caregivers to develop an Individual Literacy Plan for each student which may incorporate several avenues for providing the appropriate number of intervention hours. The plans will utilize interventions within the school day, extended-day and extended-year, depending on grade and student needs. Communication will occur via webmail (our internal email system) to collect input from teachers. Phone calls to parent/caregiver will occur to collect input from parents and discuss

options. A written follow up with the written plan will be sent to the parent/caregiver and teacher.

**RTI to determine intervention needs**

INSPIRE uses the Response to Intervention model to determine the level of intervention a student needs while providing the hours necessary for the state intervention plan. After students are screened using the IRI and DIBELS and/or Core Phonics assessments, the data is compared. Students who scored a 1 or 2 and have had continuous enrollment from a previous year have additional data reviewed to determine if the student was responding to the interventions from the year before. Students who responded to the intervention from the previous year, but still need intervention as indicated by screenings are placed into an intervention similar to the previous year. Students who did not respond are moved to the next Tier in the intervention program and are assigned a different intervention, increased intensity or frequency of previous intervention. New students are given 30 days in the general curriculum with Tier I interventions (teacher led instructional sessions and a three times per week Supplemental Support Program--depending on IRI scores) and then they are rescreened using DIBELS and/or Core Phonics. Students who have shown a positive response to the general curriculum with Tier I intervention continue at that level. Students who have not responded positively to the general curriculum and Tier I interventions are placed in Tier II and receive additional teacher led sessions and/or increased Supplemental Support Program assignments, or a different Supplemental Support Program. Progress is monitored throughout the process according to RTI protocol: Tier I, at least once each month; Tier II, every other week; Tier II, every week. A student can be exited from intervention and moved back to Tier I without intervention if a parent refuses intervention and has signed our form indicating that they are refusing intervention or if the student meets the Spring reading benchmark for their grade level on three consecutive measures and can demonstrate it with the interventionist and general education teacher.

**General guidelines for INSPIRE's Literacy Intervention Program**

To understand our intervention program, it's important to understand a bit about the delivery of education online. All students participate in a core curriculum which includes Language Arts, Math, Science, Social Studies, Physical Education, Art and Educational Technology. These are delivered online with the guidance of a Learning Coach (parents, caretaker or parent designee.) Teachers provide targeted supplemental instruction via an online classroom (LiveLesson.) These instructional sessions are designed to focus on student needs and are considered a supplement to the online curriculum that is provided to the student. The amount of supplemental instruction increases as the student's needs increase. Students who are making progress in the general curriculum, may not attend any of these supplemental instructional sessions. Students who need intervention attend these sessions on a regular basis. These supplemental sessions would be considered within the school day intervention.

In addition to providing these sessions, students requiring intervention are typically assigned a Supplemental Instructional Support Program (SISP). These are research-based computer instructional programs which students use independently. The student who scores a 2 on the IRI is typically assigned two 20 minutes sessions each week. The student who scores a 3 on the IRI is typically assigned five 20 minute sessions each week. These programs would be considered

extended-day because they are in addition to the general curriculum that is provided to the students, requiring an additional 40-100 minutes of instruction each week.

All students who scored a 1 or 2 on the IRI are offered an intervention program during the summer. Students participate in the program 90 minutes each week for 8 weeks for a total of 12 hours of instruction and practice.

**Kindergarten**

At the Kindergarten level, we use the following Supplemental Instructional Support Programs and instructional resources:

- Headsprout: online SISP focusing on phonemic awareness, phonics, sight words and fluency.
- Reading Eggs: online SISP focusing on phonemic awareness, phonics, sight words and fluency.
- Reading A-Z: instructional resource focusing on phonemic awareness, phonics, sight words and fluency used for developing synchronous instructional sessions.

Most Kindergartners who score a 1 or 2 on the IRI will start with either Headsprout or Reading Eggs either two or five 20 minute sessions per week. They also attend a 30 minute LiveLesson session with the general education teacher or interventionist focusing on letter naming, letter sound fluency, phonemic awareness and basic phonics.

During school day instruction: 30 minutes/week for 30 weeks = 15 hours of instruction

Extended-day instruction: 40 minutes/week for 30 weeks = 20 hours of instruction or 100 minutes/week for 30 weeks = 50 hours of instruction

Totals:

- Students scoring a 2 will receive 35 hours of instruction during the school year
- Students scoring a 1 will receive 65 hours of instruction during the school year
- (Optional) Extended-year program: 90 minutes/week for 8 weeks = 12 hours instruction

**1st and 2nd Grades (some 3rd graders depending on level of need)**

Students in 1st and 2nd grades and those 3rd graders who are determined to have skills similar to students in 1st or 2nd grade will have further diagnostic testing completed. We are using and letter naming and letter sound mastery test, sight word mastery lists and Words Their Way placement test to help determine missing skills. Students will then be assigned to attend supplemental support lessons (LiveLessons) each week focused on that skill. Students will also be assigned specific practice to complete during the week. Once the student has demonstrated proficiency in the skill, he/she will be assessed for the next missing skill and assigned to the appropriate supplemental support lesson. Students will be monitored for overall progress towards their reading fluency goals on a regular basis depending on the RTI intervention level.

Students in these grades will also be assigned an appropriate Supplemental Instructional Support Program. We use the following SISPs and resources for 1st and 2nd grades.

- Headsprout: online SISP focusing on phonemic awareness, phonics, sight words and fluency.
- Reading Eggs: online SISP focusing on phonemic awareness, phonics, sight words and fluency.
- Raz-Kids: online SISP focusing on sight words, fluency, comprehension.
- Reading Eggspress: online SISP focusing on fluency, spelling, comprehension.
- HELPS Program: individually administered repeated reading, fluency, comprehension. (When this program is used, the student meets with the teacher once a week in a one-on-one reading session. Parents/caretakers are trained in using the program each day during the remainder of the school week. This is often used as a more intensive instructional support for students who have not responded to the online SISPs focusing on fluency.)
- Reading A-Z: instructional resource focusing on phonemic awareness, phonics, sight words and fluency used for developing synchronous instructional sessions.

During school day instruction: 30 minutes/week for 30 weeks = 15 hours of instruction

Extended-day instruction: 40 minutes/week for 30 weeks = 20 hours of instruction or 100 minutes/week for 30 weeks = 50 hours of instruction

Totals:

- Students scoring a 2 will receive 35 hours of instruction during the school year
- Students scoring a 1 will receive 65 hours of instruction during the school year
- (Optional) Extended-year program: 90 minutes/week for 8 weeks = 12 hours instruction

**3rd Grade**

Students in 3rd grade who demonstrate a need for basic sound, phonics and sight word instruction will be placed in with our 1st and 2nd graders, following the same mastery based program. 3rd graders who have demonstrated a need for more advanced phonics, fluency and comprehension difficulties follow a different program. Students attend a 30 minute LiveLesson session each week with the general education teacher or intervention teacher. They are also assigned an appropriate SISP that is utilized 40-100 minutes/week depending on the IRI score.

We use the following SISPs and resources for students in 3rd grade who need advanced phonics, fluency and comprehension support:

- Raz-Kids: online SISP focusing on sight words, fluency, and comprehension.
- Reading Eggspress: online SISP focusing on fluency, spelling, and comprehension.
- SuccessMaker Reading: online SISP activities focusing on advanced phonics, vocabulary, fluency, comprehension, spelling, and writing.
- HELPS Program: individually administered repeated reading, fluency, comprehension. (When this program is used, the student meets with the teacher once a week in a one-on-one reading session. Parents/caretakers are trained in using the program each day during the remainder of the school week. This is often used as a more intensive instructional support for students who have not responded to the online SISPs focusing on fluency.)

- Phonics for Reading: individually administered program designed to remediate phonics, fluency, comprehension, and spelling skill deficits. (Students attend one LiveLesson each week and are assigned practice exercise to complete each week.)
- Reading A-Z: instructional resource focusing on phonemic awareness, phonics, sight words and fluency used for developing synchronous instructional sessions.

During school day instruction: 30 minutes/week for 30 weeks = 15 hours of instruction

Extended-day instruction: 40 minutes/week for 30 weeks = 20 hours of instruction or 100 minutes/week for 30 weeks = 50 hours of instruction

Totals:

- Students scoring a 2 will receive 35 hours of instruction during the school year
- Students scoring a 1 will receive 65 hours of instruction during the school year
- (Optional) Extended-year program: 90 minutes/week for 8 weeks = 12 hours instruction

**Comprehensive Literacy Plan Alignment**

INSPIRE's literacy intervention plan fulfills the requirements of the comprehensive literacy plan and focuses on teacher involvement in the students' literacy programs, professional development, and PLC work. Teachers are encouraged to attend professional development, offered multiple times per month, to continue developing their skills in relation to mindset, supplemental instructional support programs, collaboration, reflective practices, feedback, and data. The formative assessment, DIBELS, drives instruction and helps teachers determine which intervention is best for each student. The intervention program is focused on a collaborative effort between the teacher, parent, and student. The school principal and assistant principal attend one of the Elementary School PLC meetings each month in order to stay involved with the academic decisions and collaborations at the K-3 level. Vertical PLC teams meet monthly to discuss cross-curricular academic vocabulary and standards alignment. The elementary PLC leader is a part of the school's leadership team, which meets each week to discuss student data focused on monitoring school goals.

**Parent Involvement**

Five families reviewed and provided input for INSPIRE Connections Academy Literacy Plan.

Parents are notified within 3 weeks of INSPIRE receiving all of the IRI scores, as per Idaho code. This means that parents are notified within 21 days, giving the parents and school time to adjust individual literacy plans as needed.

Plans are created no more than 30 days after a student has been identified as needing an intervention based on the IRI scores. The elementary interventionist will work with grade level teachers to conduct phone conferences with each parent to determine which intervention program will meet the needs of the student. Parents will work with the classroom teacher to determine which intervention program works best while providing the appropriate number of hours for that

student's grade level. The plans will utilize interventions within the school day, extended-day and extended-year. Teachers monitor student progress every two weeks and adjust the intervention based on each student's progress or lack thereof. The interventions are monitored by the school's Student Support Team. Specific student data is discussed in the weekly elementary PLC meetings.

**Performance Metrics**

| REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan) | SY 2015-16 (Yr 1) | SY 2016-17 (Yr 2) | Improvement/ Change (Yr 2 – Yr 1) | Benchmarks (LEA Chosen Spring 2018 Performance Targets) |
|---|---|---|---|---|
| # of students who scored "proficient" on the Kindergarten Spring IRI | 13 | 10 | -3 | 23 |
| % of students who scored "proficient" on the Kindergarten Spring IRI | 50% | 36% | -14 pp | 50% |
| # of students who scored "proficient" on the Grade 1 Spring IRI | 23 | 15 | -8 | 16 |
| % of students who scored "proficient" on the Grade 1 Spring IRI | 50% | 47% | -3 pp | 55% |
| # of students who scored "proficient" on the Grade 2 Spring IRI | 21 | 29 | 8 | 23 |
| % of students who scored "proficient" on the Grade 2 Spring IRI | 53% | 60% | 7 pp | 65% |
| # of students who scored "proficient" on the Grade 3 Spring IRI | 15 | 24 | 9 | 35 |
| % of students who scored "proficient" on the Grade 3 Spring IRI | 60% | 67% | 7 pp | 72% |

| Performance Metrics Notes |
|---|
| The benchmarks chosen were based on our current enrollment and historic withdrawal data. For example, our Kindergarten numbers typically drop by 14% from the fall to the spring IRI. We currently have 53 students enrolled who should complete the fall IRI. We anticipate a net change of 7 students between fall and spring, leaving us with 46 students. 50% of that would be 23. |

**Budgetary considerations**

The funding received from the State for the Extended Reading Intervention program is used to offset the salary and benefits of the Elementary Interventionist. The Elementary Interventionist spends at least 50% of the work week providing direct services and monitoring to students in the ERI program. Supplemental Instructional Support programs and other resource materials are paid for through other funding mechanisms.

## 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.

INSPIRE's auxiliary data submission included the following:

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

- IRI Data for Kindergarten through Grade 3 – two spreadsheets document IRI scores from spring 2017

  The data demonstrates that proficiency rates on the IRI are almost 20 percentage points higher for students who have been enrolled for two or more years than for those who were new to the school. INSPIRE defines new students as those who were enrolled for less than one school year.

- SAT data for all tested students – two spreadsheets from the 2015-16 SY

  The school included a summary analysis and source data. The source data did not match the summary data provided. Thus PCSC staff were unable to replicate the results or draw conclusions about the INSPIRE SAT results for the 2015-16 SY.

- LEAP formative assessment tool – Math and Reading growth scores for 2016-17 SY

  The school included a summary analysis and source data. The source data did not match the summary data provided. Thus PCSC staff were unable to replicate the results for the 2016-17 LEAP results. PCSC staff found that 58% of all students showed growth in math. However, it is unclear how growth is calculated.

- Graduation data for high school students – includes data from the 2013-14 cohort to the 2015-16 cohort

  The school included a summary analysis and source data. The source data did not match the summary data provided. Thus PCSC staff were unable to replicate the results for the graduation rates.

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

# Idaho Public Charter School Commission
# Auxiliary 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.

## 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 |
|---|---|---|---|---|---|
| [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] | | | | | [redacted] |
| [redacted] | 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 math MAP 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. |

## ► Auxiliary Data for INSPIRE, the Idaho Connections Academy

| Subject Area | Issue | Attached Documentation |
|---|---|---|
| IRI Results | When students are enrolled for two or more years, the percentage of students reaching the IRI benchmark is 20 points higher. | Please see Attachment A. The excel spreadsheet details the percent intensive, the percent strategic, and the percent benchmark on the IRI for 2016-17. It details the percentages for all students, full academic year students, new students, and students who have been at INSPIRE for two or more years. We also have included all student data for the IRI results. |
| SAT Performance Totals | SAT performance is shown to be higher for INSPIRE students who were continuously enrolled. Additionally, students who were enrolled for two or more years outperformed newly enrolled students. All INSPIRE students met the SAT Benchmark for College Readiness in Reading and Writing. | Please see Attachment B. This spreadsheet details the SAT totals for all students, full academic year students, new students, and students who have been at INSPIRE for two or more years for 2015-16. It has totals for the SAT, the SAT in Math, and the SAT in EBRW and compares against the national sample. We also have included all student data for the SAT results. |
| LEAP Growth | When students are enrolled for a full academic year, 79% showed growth in Math in 2016-17. Even when students entered below grade-level, 75% of these students showed growth in math. | Please see Attachment C. This spreadsheet details student results on Longitudinal Evaluation of Academic Progress (LEAP) test for 2016-17. This formative assessment tool is used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. This data includes LEAP results for all students, students at or above grade level, and students below grade level. We also have included all student data for LEAP results. |
| Adjusted Cohort Graduation Rate and Credit Deficiency | The four-year ACGR increased by 9 percentage points over the past three years. On average, the five-year ACGR is six percentage points higher than the four-year rate. The graduation rate of INSPIRE students that stay all four years for the three graduation cohorts is 77.6% (38/49). The average credit deficiency rate among high school students at the time of their enrollment from another school into INSPIRE was 38%. | Please see Attachment D. We have included the breakdown of the ACGR and Credit Deficiency. This spreadsheet details data regarding Students Enrolled All 4 Years with INSPIRE, Grad Rate; Percent of ACGR Enrolling Deficient by Cohort Year; and ACGR by Year. We have also included all data that led INSPIRE to these data points. |
| | | |

| IRI | 2016-2017 | IRI Spring | | | |
|---|---|---|---|---|---|
| | | N | % Intensive | % Strategic | % Benchmark |
| All Tested Grades | All Students | 144 | 28.5 | 17.4 | 54.2 |
| | Full Academic Year | 123 | 26.8 | 16.3 | 56.9 |
| | New | 74 | 35.1 | 20.3 | 44.6 |
| | 2+ Years | 70 | 21.4 | 14.3 | 64.3 |

When students enrolled for 2 or more years, the percent of student reaching the IRI benchmark was 20 points higher.

| User ID | Locations | Final Grade 1617 | FARMS | SPED | New/Returning | FAY | ISAT1617SBStudentGrade |
|---|---|---|---|---|---|---|---|
| 94353 | INSPIRE | 12 | Not FARMS | SPED | New | FAY | |
| 108367 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 123350 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 151790 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 175973 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 229840 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 230276 | INSPIRE | 11 | Not FARMS | Not SPED | 0 | Not FAY | |
| 252487 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 253832 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 272069 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 272974 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 273455 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 273723 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 275050 | INSPIRE | 11 | Not FARMS | SPED | Returning | FAY | |
| 275282 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 285995 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 285996 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 289005 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 290998 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 294189 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 297152 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 297153 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 300937 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 300988 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 328397 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 333981 | INSPIRE | 8 | FARMS | SPED | New | FAY | |
| 334781 | INSPIRE | 7 | Not FARMS | SPED | New | FAY | |
| 337677 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 360626 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 361655 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 365953 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | |
| 367582 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 367583 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 375572 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 375573 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | |
| 388769 | INSPIRE | 11 | Not FARMS | Not SPED | 0 | Not FAY | |
| 393899 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 401409 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 403035 | INSPIRE | 11 | FARMS | SPED | Returning | FAY | |

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|---|---|---|---|---|---|---|---|
| 405205 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 405209 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 408860 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 410131 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 411880 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 424974 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 428910 | INSPIRE | 11 | Not FARMS | SPED | Returning | FAY | |
| 433330 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 449379 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 485748 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 485749 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 485986 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 486004 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 487050 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 488689 | INSPIRE | 5 | FARMS | SPED | Returning | FAY | |
| 491128 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 492189 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | |
| 498155 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 500532 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 501169 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 505738 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 507505 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 509381 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 509382 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 511357 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 518395 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 524342 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 524343 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 530527 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 530528 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 530529 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 538636 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 545453 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 545454 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 556145 | INSPIRE | 8 | Not FARMS | SPED | Returning | FAY | 8 |
| 562127 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 568770 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 575421 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 575862 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 576018 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |

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|---|---|---|---|---|---|---|---|
| 630682 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 688066 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 689997 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 693552 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | 3 |
| 698398 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 702100 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 705140 | INSPIRE | 5 | FARMS | Not SPED | 0 | Not FAY | |
| 707535 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 713007 | INSPIRE | 8 | FARMS | SPED | Returning | FAY | 8 |
| 720903 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | 11 |
| 729692 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 741057 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 741058 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 743937 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 746005 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 746671 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 757958 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 764378 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | 3 |
| 765341 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 766852 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 768954 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 768955 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 772560 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 788154 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 792379 | INSPIRE | 5 | FARMS | Not SPED | New | Not FAY | 5 |
| 794683 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 807648 | INSPIRE | 9 | Not FARMS | SPED | 0 | Not FAY | |
| 810708 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 819794 | INSPIRE | 2 | FARMS | SPED | Returning | FAY | |
| 831167 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 834470 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 834471 | INSPIRE | 7 | Not FARMS | SPED | Returning | FAY | 7 |
| 842853 | INSPIRE | 11 | FARMS | Not SPED | 0 | Not FAY | |
| 848623 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 921850 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | |
| 922136 | INSPIRE | 9 | Not FARMS | Not SPED | 0 | Not FAY | |
| 923551 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 923556 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 923557 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 923615 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |

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|---|---|---|---|---|---|---|---|
| 925857 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 931198 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 935340 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 936341 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 941148 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 941198 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | |
| 942251 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 947319 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 956190 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | |
| 957357 | INSPIRE | 3 | FARMS | SPED | 0 | Not FAY | |
| 958911 | INSPIRE | 12 | Not FARMS | SPED | Returning | FAY | |
| 960891 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 962667 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 962668 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 964048 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 967826 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 975743 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 977126 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 978169 | INSPIRE | 11 | Not FARMS | Not SPED | 0 | Not FAY | |
| 996020 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1000366 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1000871 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1005803 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1006119 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1007777 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | |
| 1017786 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1021495 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1021514 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1022552 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1023955 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | |
| 1029014 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1032695 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1034405 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1034406 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1034527 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1044097 | INSPIRE | 12 | FARMS | SPED | Returning | FAY | |
| 1049859 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | |
| 1049860 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | |
| 1050440 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 1050441 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |

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|---|---|---|---|---|---|---|---|
| 1061579 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1061904 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | 10 |
| 1066662 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1070766 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1078520 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1079500 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | 11 |
| 1079783 | INSPIRE | 8 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1081318 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1094315 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1100586 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1104121 | INSPIRE | 3 | FARMS | Not SPED | 0 | Not FAY | |
| 1107260 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1111448 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | 3 |
| 1119200 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1123979 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1129861 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1134278 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1139568 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1143599 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1148649 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1154793 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1158588 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1164602 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1165498 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1165500 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | |
| 1166038 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1175226 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1176576 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1176779 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | |
| 1176780 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | |
| 1191467 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1192991 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1195152 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1199000 | INSPIRE | 2 | FARMS | SPED | Returning | FAY | |
| 1202965 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1203680 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1207486 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1208147 | INSPIRE | 9 | FARMS | SPED | Returning | FAY | 9 |
| 1209009 | INSPIRE | 4 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1209010 | INSPIRE | 2 | Not FARMS | Not SPED | 0 | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 1211190 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1220800 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | Not FAY | |
| 1228089 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | |
| 1228358 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1229077 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1229918 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1229921 | INSPIRE | 2 | FARMS | SPED | Returning | FAY | |
| 1230232 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1230235 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1231291 | INSPIRE | 9 | FARMS | SPED | New | FAY | 9 |
| 1231299 | INSPIRE | 8 | FARMS | SPED | Returning | FAY | 8 |
| 1235087 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1235112 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1236516 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1241921 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1241922 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1242122 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1246971 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1254151 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1255703 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1257389 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1257981 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1259105 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1259106 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1260860 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1262808 | INSPIRE | 8 | Not FARMS | SPED | 0 | Not FAY | |
| 1264571 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1265896 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1268396 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 1269507 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1270537 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1271505 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1271510 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1271800 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 1272162 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1273464 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1274136 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1274148 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1275010 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1275903 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |

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|---|---|---|---|---|---|---|---|
| 1278029 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1278946 | INSPIRE | 7 | FARMS | SPED | Returning | FAY | 7 |
| 1279708 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1281952 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1287689 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1287690 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1288612 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 1291644 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | |
| 1293345 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1293346 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1294292 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1295213 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1298437 | INSPIRE | 9 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1302278 | INSPIRE | 11 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1302945 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1304789 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 1305716 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1305717 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1306606 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1307573 | INSPIRE | 10 | FARMS | Not SPED | 0 | Not FAY | |
| 1307934 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1310053 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1310485 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1310486 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1311536 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 1313641 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1313759 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1313760 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1315099 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1315982 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1322449 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 1323093 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1324292 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1324539 | INSPIRE | 9 | Not FARMS | SPED | Returning | FAY | 9 |
| 1331713 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1333564 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1333565 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1333694 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1333695 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1333696 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | 4 |

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|---|---|---|---|---|---|---|---|
| 1334538 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1334539 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1335451 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 1335625 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 1336019 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | 4 |
| 1336020 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | 4 |
| 1338109 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1343897 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | 4 |
| 1348529 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1349316 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | |
| 1349317 | INSPIRE | 11 | FARMS | SPED | Returning | FAY | |
| 1349318 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1353712 | INSPIRE | 10 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1353915 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1353916 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1357470 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 1357637 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1358751 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1359823 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1359824 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1362560 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1363447 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1367672 | INSPIRE | 3 | FARMS | Not SPED | 0 | Not FAY | |
| 1372812 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1373630 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1376144 | INSPIRE | 9 | FARMS | SPED | Returning | FAY | 9 |
| 1377002 | INSPIRE | 10 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1382530 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1383557 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1383707 | INSPIRE | 10 | Not FARMS | SPED | Returning | FAY | 10 |
| 1387781 | INSPIRE | 3 | FARMS | Not SPED | 0 | Not FAY | |
| 1387906 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1387907 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1388767 | INSPIRE | 9 | Not FARMS | SPED | Returning | FAY | |
| 1392538 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1394962 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1398981 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 1405159 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1405293 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1408094 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |

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|---|---|---|---|---|---|---|---|
| 1409292 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1412722 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1413194 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1414819 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1426338 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1426562 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1427063 | INSPIRE | 8 | Not FARMS | SPED | Returning | FAY | 8 |
| 1434492 | INSPIRE | 9 | FARMS | SPED | Returning | Not FAY | |
| 1434494 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1438239 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 1439960 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1441191 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1441806 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1443394 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 1443556 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1443864 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1444634 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1446520 | INSPIRE | 6 | FARMS | SPED | Returning | FAY | 6 |
| 1447232 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1450266 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1451691 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1453884 | INSPIRE | 5 | Not FARMS | SPED | Returning | FAY | 5 |
| 1453885 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1456258 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1456771 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1457949 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1459758 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1463052 | INSPIRE | 9 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1470506 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1473548 | INSPIRE | 11 | Not FARMS | SPED | Returning | FAY | 11 |
| 1475699 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 1476264 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1479018 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1479647 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1479679 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1481340 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | |
| 1490036 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1491418 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | 11 |
| 1496265 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1496409 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |

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|---|---|---|---|---|---|---|---|
| 1508273 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1508274 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1510654 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 1514125 | INSPIRE | 3 | Not FARMS | SPED | Returning | FAY | 3 |
| 1514126 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1528802 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1529901 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1529904 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1533578 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1537283 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1537667 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1537793 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 1537794 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | 4 |
| 1539696 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1541496 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 1542789 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1545284 | INSPIRE | 11 | Not FARMS | SPED | Returning | FAY | |
| 1549616 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | |
| 1552002 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1555110 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1555449 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1555515 | INSPIRE | 1 | FARMS | Not SPED | Returning | FAY | |
| 1556326 | INSPIRE | 7 | FARMS | Not SPED | 0 | Not FAY | |
| 1557605 | INSPIRE | 1 | Not FARMS | SPED | Returning | FAY | |
| 1557743 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1561138 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1561140 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1561906 | INSPIRE | 1 | FARMS | Not SPED | Returning | FAY | |
| 1562642 | INSPIRE | 1 | Not FARMS | SPED | Returning | FAY | |
| 1562728 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1563083 | INSPIRE | 8 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1563135 | INSPIRE | 9 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1565658 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1569447 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1569601 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1572210 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1573013 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1574262 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1574566 | INSPIRE | 8 | FARMS | SPED | Returning | FAY | 8 |
| 1579598 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |

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|---|---|---|---|---|---|---|---|
| 1580313 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1582147 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | |
| 1582148 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | |
| 1582735 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1582928 | INSPIRE | 1 | FARMS | Not SPED | 0 | Not FAY | |
| 1584815 | INSPIRE | 7 | FARMS | Not SPED | 0 | Not FAY | |
| 1586377 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | |
| 1586378 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | |
| 1586665 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1586862 | INSPIRE | 3 | Not FARMS | SPED | Returning | FAY | 3 |
| 1586863 | INSPIRE | 3 | Not FARMS | Not SPED | Returning | FAY | 3 |
| 1586864 | INSPIRE | 3 | Not FARMS | SPED | Returning | FAY | 3 |
| 1589541 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1590970 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1590971 | INSPIRE | 3 | FARMS | Not SPED | 0 | Not FAY | |
| 1592048 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1592904 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1592905 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | 4 |
| 1592906 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1593136 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1596091 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1597192 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1597643 | INSPIRE | 1 | FARMS | SPED | Returning | FAY | |
| 1600022 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1600485 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1601010 | INSPIRE | 9 | Not FARMS | SPED | Returning | FAY | 9 |
| 1601432 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1602033 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1604590 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1604742 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1605050 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1606044 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | 7 |
| 1606305 | INSPIRE | 10 | Not FARMS | SPED | Returning | FAY | 10 |
| 1610810 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1613585 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1615811 | INSPIRE | 1 | FARMS | SPED | Returning | FAY | |
| 1615949 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1615950 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1616487 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1619453 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |

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|---|---|---|---|---|---|---|---|
| 1621773 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1622386 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1623132 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1624226 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1626714 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | |
| 1629072 | INSPIRE | 10 | FARMS | Not SPED | 0 | Not FAY | |
| 1631433 | INSPIRE | 6 | FARMS | Not SPED | 0 | Not FAY | |
| 1632119 | INSPIRE | 7 | FARMS | SPED | Returning | FAY | |
| 1632896 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1634003 | INSPIRE | 1 | FARMS | Not SPED | Returning | FAY | |
| 1636544 | INSPIRE | 5 | Not FARMS | SPED | Returning | FAY | |
| 1637569 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1638504 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | Not FAY | 9 |
| 1639847 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1641442 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1643667 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1643669 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1645492 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1645889 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1650141 | INSPIRE | 1 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1650518 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1654609 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1655731 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1658347 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1658375 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1658767 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1659907 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1659908 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | 3 |
| 1659909 | INSPIRE | 1 | FARMS | Not SPED | Returning | FAY | |
| 1663768 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1666158 | INSPIRE | 6 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1667453 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1672036 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 1672038 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 1672571 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1673072 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1673073 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1674168 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1674383 | INSPIRE | 1 | FARMS | Not SPED | 0 | Not FAY | |
| 1678042 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |

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|---|---|---|---|---|---|---|---|
| 1678043 | INSPIRE | 2 | Not FARMS | SPED | Returning | FAY | |
| 1678761 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1681243 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1681248 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1685924 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1686957 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 1687058 | INSPIRE | 0 | FARMS | Not SPED | 0 | Not FAY | |
| 1689003 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1689022 | INSPIRE | 11 | FARMS | SPED | Returning | FAY | |
| 1691969 | INSPIRE | 1 | FARMS | SPED | Returning | FAY | |
| 1692528 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1693794 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1695131 | INSPIRE | 5 | Not FARMS | SPED | Returning | FAY | 5 |
| 1696215 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1698924 | INSPIRE | 4 | Not FARMS | Not SPED | Returning | FAY | |
| 1700944 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1701117 | INSPIRE | 7 | Not FARMS | SPED | Returning | FAY | |
| 1701755 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1701795 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1702297 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1704806 | INSPIRE | 6 | FARMS | Not SPED | 0 | Not FAY | |
| 1704861 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1705611 | INSPIRE | 10 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1707632 | INSPIRE | 9 | Not FARMS | SPED | Returning | FAY | |
| 1707645 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1707670 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1707831 | INSPIRE | 10 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1707832 | INSPIRE | 8 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1707833 | INSPIRE | 2 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1708495 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | |
| 1708496 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 1708497 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | |
| 1710096 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1711412 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | |
| 1712954 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1715430 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1716262 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1716509 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1717324 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1717404 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |

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|---|---|---|---|---|---|---|---|
| 1717426 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1717427 | INSPIRE | 10 | FARMS | SPED | Returning | FAY | |
| 1718953 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1719097 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1720116 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1727061 | INSPIRE | 9 | FARMS | SPED | Returning | FAY | |
| 1730791 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 1733393 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1738109 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1738747 | INSPIRE | 9 | FARMS | SPED | Returning | FAY | 9 |
| 1741295 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | |
| 1741810 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | 11 |
| 1742631 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1743723 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1746210 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1750500 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1750617 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1750805 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1750806 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1751656 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1752107 | INSPIRE | 7 | FARMS | Not SPED | Returning | Not FAY | 7 |
| 1755969 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1757073 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1758820 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | |
| 1759233 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1760084 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1760374 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1762682 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1765700 | INSPIRE | 10 | Not FARMS | SPED | Returning | FAY | 10 |
| 1767816 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1771564 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | |
| 1771945 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1773048 | INSPIRE | 4 | FARMS | SPED | Returning | FAY | 4 |
| 1773576 | INSPIRE | 5 | FARMS | Not SPED | 0 | Not FAY | |
| 1773577 | INSPIRE | 6 | FARMS | Not SPED | 0 | Not FAY | |
| 1775541 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1776294 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1777159 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1781172 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1781173 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |

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|---|---|---|---|---|---|---|---|
| 1781174 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | |
| 1781603 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1783282 | INSPIRE | 5 | Not FARMS | Not SPED | Returning | FAY | 5 |
| 1783496 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1783843 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1785813 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | 10 |
| 1786163 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | |
| 1787365 | INSPIRE | 1 | Not FARMS | Not SPED | Returning | FAY | |
| 1787366 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1787367 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | FAY | 6 |
| 1787387 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | 6 |
| 1788879 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1790099 | INSPIRE | 7 | FARMS | Not SPED | Returning | Not FAY | |
| 1790100 | INSPIRE | 4 | FARMS | Not SPED | Returning | Not FAY | |
| 1791231 | INSPIRE | 2 | FARMS | Not SPED | 0 | Not FAY | |
| 1791232 | INSPIRE | 4 | FARMS | Not SPED | 0 | Not FAY | |
| 1792172 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 1792341 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 1793058 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | FAY | |
| 1793221 | INSPIRE | 9 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1793581 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1794890 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1795271 | INSPIRE | 2 | FARMS | SPED | Returning | FAY | |
| 1795424 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1795425 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1795550 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1797127 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |
| 1798639 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1798655 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | 9 |
| 1799372 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 1799535 | INSPIRE | 4 | FARMS | Not SPED | Returning | FAY | 4 |
| 1799536 | INSPIRE | 2 | FARMS | Not SPED | Returning | FAY | |
| 1800243 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1803211 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1803415 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1803434 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 1803805 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1805358 | INSPIRE | 6 | FARMS | Not SPED | Returning | FAY | |
| 1809049 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1809478 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | 9 |

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|---|---|---|---|---|---|---|---|
| 1811857 | INSPIRE | 5 | FARMS | Not SPED | 0 | Not FAY | |
| 1812076 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | FAY | |
| 1812192 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 1812193 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 1813170 | INSPIRE | 3 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1813709 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1814293 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | FAY | |
| 1814294 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 1814708 | INSPIRE | 3 | FARMS | Not SPED | Returning | FAY | 3 |
| 1814953 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1815404 | INSPIRE | 9 | Not FARMS | Not SPED | Returning | Not FAY | 9 |
| 1818549 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 1818825 | INSPIRE | 10 | Not FARMS | Not SPED | Returning | FAY | |
| 1821318 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1821629 | INSPIRE | 4 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1821630 | INSPIRE | 2 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1823199 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1824106 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1826362 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1829122 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1829400 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1829949 | INSPIRE | 12 | FARMS | SPED | Returning | FAY | |
| 1830050 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1832476 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | Not FAY | 7 |
| 1832477 | INSPIRE | 6 | Not FARMS | Not SPED | Returning | Not FAY | 6 |
| 1832478 | INSPIRE | 7 | Not FARMS | Not SPED | Returning | Not FAY | 7 |
| 1832479 | INSPIRE | 2 | Not FARMS | Not SPED | Returning | Not FAY | |
| 1832846 | INSPIRE | 5 | FARMS | Not SPED | New | Not FAY | 5 |
| 1832895 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | FAY | |
| 1833857 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1834295 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 1834835 | INSPIRE | 12 | Not FARMS | Not SPED | Returning | Not FAY | |
| 1835519 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1837518 | INSPIRE | 5 | FARMS | Not SPED | Returning | FAY | 5 |
| 1838126 | INSPIRE | 7 | FARMS | Not SPED | Returning | FAY | 7 |
| 1840951 | INSPIRE | 8 | Not FARMS | Not SPED | Returning | FAY | 8 |
| 1841191 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1841353 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1841803 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | 6 |
| 1843153 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 1843650 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1845553 | INSPIRE | 9 | FARMS | Not SPED | Returning | FAY | |
| 1845893 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | |
| 1846341 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1846865 | INSPIRE | 11 | FARMS | Not SPED | Returning | FAY | |
| 1847865 | INSPIRE | 3 | FARMS | SPED | Returning | FAY | 3 |
| 1849082 | INSPIRE | 8 | FARMS | Not SPED | Returning | FAY | 8 |
| 1850089 | INSPIRE | 8 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1850090 | INSPIRE | 8 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1850099 | INSPIRE | 10 | FARMS | Not SPED | Returning | FAY | 10 |
| 1851834 | INSPIRE | 9 | FARMS | Not SPED | 0 | Not FAY | |
| 1854455 | INSPIRE | 12 | FARMS | Not SPED | Returning | FAY | |
| 1879710 | INSPIRE | 11 | Not FARMS | Not SPED | Returning | FAY | |
| 1881085 | INSPIRE | 10 | FARMS | SPED | New | FAY | |
| 1881540 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 1881566 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 1881718 | INSPIRE | 1 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1881781 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 1881861 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1882402 | INSPIRE | 8 | FARMS | Not SPED | 0 | Not FAY | |
| 1882574 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1883252 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 1883525 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1883614 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1884153 | INSPIRE | 6 | FARMS | SPED | 0 | Not FAY | |
| 1885532 | INSPIRE | 5 | FARMS | Not SPED | 0 | Not FAY | |
| 1886143 | INSPIRE | 8 | FARMS | Not SPED | 0 | Not FAY | |
| 1886356 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 1886403 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1887626 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 1889300 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 1890672 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1890808 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1891024 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 1891025 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1893148 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 1893250 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 1893251 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1893549 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1893550 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |

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|---|---|---|---|---|---|---|---|
| 1896661 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1897123 | INSPIRE | 7 | FARMS | SPED | 0 | Not FAY | |
| 1897321 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1899665 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1899717 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1903391 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1903392 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 1903393 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 1904244 | INSPIRE | 7 | Not FARMS | SPED | New | FAY | 7 |
| 1904484 | INSPIRE | 9 | FARMS | SPED | New | FAY | 9 |
| 1904546 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1906196 | INSPIRE | 7 | FARMS | SPED | New | FAY | 7 |
| 1907791 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 1907823 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1910624 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1910850 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1913227 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1914433 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 1915614 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 1915929 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1916380 | INSPIRE | 7 | Not FARMS | SPED | New | FAY | 7 |
| 1916886 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 1918538 | INSPIRE | 11 | FARMS | SPED | 0 | Not FAY | |
| 1918886 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 1919127 | INSPIRE | 10 | FARMS | SPED | New | Not FAY | |
| 1920206 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1920406 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 1920430 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 1920949 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1921556 | INSPIRE | 8 | FARMS | SPED | New | FAY | 8 |
| 1921560 | INSPIRE | 7 | FARMS | Not SPED | 0 | Not FAY | |
| 1924111 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 1924638 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 1924793 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 1927506 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1927644 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1928132 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 1928502 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1928719 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 1929106 | INSPIRE | 1 | FARMS | Not SPED | 0 | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 1929481 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1929820 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1929993 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | 4 |
| 1930313 | INSPIRE | 12 | FARMS | SPED | New | FAY | |
| 1930813 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 1931370 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1932051 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 1933177 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 1933811 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | |
| 1933813 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 1934187 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1934280 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1934347 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 1935775 | INSPIRE | 5 | FARMS | SPED | New | FAY | 5 |
| 1935940 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1935941 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 1935970 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1937149 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 1937271 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 1938636 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1939921 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 1940164 | INSPIRE | 6 | Not FARMS | SPED | New | FAY | 6 |
| 1940386 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 1940841 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1940945 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 1940954 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 1941693 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1943921 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1944187 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 1944575 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 1944801 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1944988 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1945283 | INSPIRE | 12 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1945303 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 1945304 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 1945305 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 1947057 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 1947444 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1948022 | INSPIRE | 10 | FARMS | SPED | New | FAY | |
| 1949170 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |

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|---|---|---|---|---|---|---|---|
| 1949238 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1949279 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 1950190 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 1951081 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 1951139 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | 6 |
| 1951246 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1952011 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1952012 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 1952013 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 1952989 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1952990 | INSPIRE | 2 | FARMS | Not SPED | 0 | Not FAY | |
| 1952991 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 1952992 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 1955087 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1955115 | INSPIRE | 5 | FARMS | SPED | New | FAY | 5 |
| 1955290 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1955992 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1956141 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 1958203 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 1958301 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 1958302 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1958639 | INSPIRE | 9 | Not FARMS | SPED | New | FAY | 9 |
| 1959015 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 1959169 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 1959170 | INSPIRE | 6 | Not FARMS | SPED | New | FAY | 6 |
| 1961631 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 1961822 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1962016 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1962118 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1962513 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1963282 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 1964023 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1964585 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 1965137 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 1966950 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 1966988 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 1967401 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 1967462 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 1967573 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 1967574 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | 4 |

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|---|---|---|---|---|---|---|---|
| 1967695 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | |
| 1967696 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 1969546 | INSPIRE | 11 | Not FARMS | Not SPED | 0 | Not FAY | |
| 1973235 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1973667 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 1974049 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1975315 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1975464 | INSPIRE | 9 | FARMS | SPED | 0 | Not FAY | |
| 1977301 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1977570 | INSPIRE | 6 | Not FARMS | SPED | New | FAY | |
| 1978513 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1978724 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 1980250 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1980659 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 1983006 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 1983697 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 1983887 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 1984597 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1984617 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | |
| 1985891 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 1986437 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 1987737 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1988001 | INSPIRE | 0 | FARMS | SPED | New | FAY | |
| 1988294 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 1989169 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1989243 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1989306 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 1989796 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 1990418 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 1990779 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 1992341 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 1992800 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 1992801 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 1992802 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 1993100 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 1993380 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 1993585 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1993748 | INSPIRE | 12 | FARMS | SPED | New | FAY | |
| 1993842 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 1993955 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |

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|---|---|---|---|---|---|---|---|
| 1994251 | INSPIRE | 5 | FARMS | SPED | New | FAY | 5 |
| 1994427 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 1995267 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 1995784 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 1995785 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 1996356 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 1996799 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 1998133 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 1998505 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 1999292 | INSPIRE | 2 | FARMS | SPED | New | FAY | |
| 1999807 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2000953 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2001079 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2001080 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 2001615 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | |
| 2001616 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | |
| 2001946 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2002766 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2003766 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2003843 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2003912 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | |
| 2003969 | INSPIRE | 7 | FARMS | SPED | New | FAY | 7 |
| 2003970 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 2004514 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2005394 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2005429 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2006217 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2006218 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 2006219 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2006288 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2006289 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2006808 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 2006827 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2006903 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 2006972 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2007419 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 2007420 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | |
| 2007421 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2007422 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2007606 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |

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|---|---|---|---|---|---|---|---|
| 2007613 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | |
| 2007614 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2007615 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2008547 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2008809 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2008907 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 2009741 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2009960 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2009961 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 2009962 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2010005 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2010069 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2010082 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2010215 | INSPIRE | 8 | FARMS | SPED | New | FAY | 8 |
| 2010216 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | 4 |
| 2010217 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2011473 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2012582 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2012798 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2013600 | INSPIRE | 6 | FARMS | SPED | New | FAY | |
| 2013900 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2014274 | INSPIRE | 0 | FARMS | Not SPED | 0 | Not FAY | |
| 2014499 | INSPIRE | 11 | Not FARMS | SPED | New | FAY | |
| 2014874 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2014939 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 2015597 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2016376 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2016457 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2016649 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2016650 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 2016810 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 2017220 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2017296 | INSPIRE | 7 | Not FARMS | SPED | New | FAY | |
| 2017420 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2017530 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2017531 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 2017532 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2017705 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | 11 |
| 2017706 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2017940 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |

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|---|---|---|---|---|---|---|---|
| 2018424 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2018961 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2019087 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | |
| 2019261 | INSPIRE | 7 | FARMS | SPED | New | FAY | 7 |
| 2019423 | INSPIRE | 0 | Not FARMS | Not SPED | 0 | Not FAY | |
| 2019949 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | 4 |
| 2019950 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2020162 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2020919 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2021441 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 2021799 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2022206 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2022796 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 2022821 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2023121 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2023162 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2023242 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2026272 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2026755 | INSPIRE | 6 | FARMS | SPED | New | FAY | |
| 2026789 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2027806 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2027840 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2027841 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 2028306 | INSPIRE | 10 | FARMS | SPED | New | FAY | |
| 2028408 | INSPIRE | 10 | FARMS | SPED | New | FAY | 10 |
| 2028750 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2028751 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2028752 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2028753 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2029033 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2029309 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2029808 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2030594 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2030602 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 2030680 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2031075 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | 4 |
| 2031076 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2031494 | INSPIRE | 0 | FARMS | SPED | New | FAY | |
| 2031646 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | |
| 2031680 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |

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|---|---|---|---|---|---|---|---|
| 2032108 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2032257 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2032622 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 2032799 | INSPIRE | 7 | FARMS | SPED | New | FAY | 7 |
| 2032805 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2032915 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2034470 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 2034472 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2035069 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2035758 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2035903 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2036010 | INSPIRE | 1 | FARMS | SPED | New | FAY | |
| 2036351 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2036979 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2037328 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2037391 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 2037435 | INSPIRE | 12 | Not FARMS | SPED | New | FAY | |
| 2038581 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2038608 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2040059 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2040499 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2041012 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2041176 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2041292 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2041293 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2041294 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2042331 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | |
| 2042400 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 2042401 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2042732 | INSPIRE | 8 | FARMS | SPED | New | FAY | 8 |
| 2042862 | INSPIRE | 12 | FARMS | Not SPED | 0 | Not FAY | |
| 2043117 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2043261 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2043264 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 2043329 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 2043501 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2043655 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2044012 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2045986 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2046425 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |

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|---|---|---|---|---|---|---|---|
| 2047132 | INSPIRE | 7 | FARMS | SPED | New | FAY | |
| 2047197 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2047619 | INSPIRE | 6 | FARMS | SPED | New | FAY | |
| 2047958 | INSPIRE | 0 | Not FARMS | Not SPED | 0 | Not FAY | |
| 2048051 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2048052 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2048191 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2048290 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2048291 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2048294 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2048647 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2049097 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2049379 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2049715 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2050220 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2050221 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2050790 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2050857 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2051141 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2051186 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2051400 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2051401 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2051460 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2051463 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 2051465 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2052054 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 2052307 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2052865 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2053034 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 2054681 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | 5 |
| 2054775 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2054966 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2055595 | INSPIRE | 12 | FARMS | SPED | New | Not FAY | |
| 2055732 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2055772 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2055795 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2055875 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2056280 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2056483 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2056751 | INSPIRE | 0 | FARMS | Not SPED | 0 | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 2057082 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2057310 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | |
| 2057311 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2057683 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2058123 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2058165 | INSPIRE | 4 | FARMS | SPED | New | FAY | 4 |
| 2058227 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 2058509 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2058780 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 2058942 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2058945 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2059811 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 2060184 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2060789 | INSPIRE | 12 | FARMS | Not SPED | 0 | Not FAY | |
| 2060888 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2060889 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2060893 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2061145 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2061583 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2061741 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2062349 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2062366 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2062486 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2062943 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 2063041 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2063044 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2063335 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2063336 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2063415 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2063588 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 2063589 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2063622 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2063741 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2063973 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2064479 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 2065347 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2065498 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2065845 | INSPIRE | 7 | FARMS | SPED | New | FAY | |
| 2065900 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2065920 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |

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|---|---|---|---|---|---|---|---|
| 2066315 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 2066981 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2066982 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2067093 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2067155 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 2068057 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2068638 | INSPIRE | 6 | FARMS | SPED | New | FAY | 6 |
| 2068728 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2068950 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2069601 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | 11 |
| 2069738 | INSPIRE | 1 | FARMS | SPED | New | FAY | |
| 2070061 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2070972 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2071848 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2072086 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 2072126 | INSPIRE | 10 | FARMS | SPED | New | FAY | |
| 2073264 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2073265 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2074384 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2074385 | INSPIRE | 2 | FARMS | Not SPED | New | FAY | |
| 2074617 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2075169 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 2075202 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2075464 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2075618 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2076325 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2076341 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2076734 | INSPIRE | 3 | FARMS | Not SPED | New | FAY | |
| 2077949 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2078071 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2078529 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2078640 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2078935 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2079031 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2079036 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2079159 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 2079160 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2080752 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 2080937 | INSPIRE | 12 | FARMS | SPED | New | FAY | |
| 2081165 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |

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|---|---|---|---|---|---|---|---|
| 2082632 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | 6 |
| 2082831 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2082965 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2082966 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2083723 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2083859 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2085025 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2085403 | INSPIRE | 9 | FARMS | SPED | New | FAY | |
| 2085545 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | 11 |
| 2086511 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2086517 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2086518 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2086519 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2086520 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2086616 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2086617 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2086618 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | |
| 2087310 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | |
| 2087311 | INSPIRE | 1 | Not FARMS | Not SPED | New | FAY | |
| 2088617 | INSPIRE | 9 | FARMS | SPED | New | FAY | 9 |
| 2089070 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | 10 |
| 2089859 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2090447 | INSPIRE | 0 | FARMS | Not SPED | New | FAY | |
| 2090989 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2091493 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2091617 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 2091872 | INSPIRE | 11 | Not FARMS | SPED | New | FAY | |
| 2092132 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2092133 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2092134 | INSPIRE | 6 | Not FARMS | Not SPED | New | FAY | 6 |
| 2092402 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2093483 | INSPIRE | 10 | Not FARMS | SPED | New | FAY | 10 |
| 2093747 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2093949 | INSPIRE | 12 | Not FARMS | SPED | New | FAY | |
| 2094052 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2094094 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 2094095 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2094096 | INSPIRE | 0 | Not FARMS | SPED | New | FAY | |
| 2094173 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | |
| 2094300 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |

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|---|---|---|---|---|---|---|---|
| 2095293 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2096023 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 2096414 | INSPIRE | 11 | Not FARMS | Not SPED | New | FAY | |
| 2096780 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2096930 | INSPIRE | 5 | FARMS | SPED | New | FAY | |
| 2097089 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2097180 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2098807 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2099587 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2099738 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2099927 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 2099928 | INSPIRE | 5 | Not FARMS | Not SPED | New | FAY | |
| 2099931 | INSPIRE | 2 | Not FARMS | Not SPED | New | FAY | |
| 2100145 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 2101500 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 2102219 | INSPIRE | 4 | Not FARMS | Not SPED | New | FAY | 4 |
| 2102301 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2102498 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2102640 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | |
| 2102899 | INSPIRE | 12 | Not FARMS | Not SPED | New | FAY | |
| 2102970 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | 7 |
| 2105197 | INSPIRE | 10 | FARMS | SPED | New | FAY | 10 |
| 2105384 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2106206 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | 6 |
| 2107177 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 2107457 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | |
| 2107769 | INSPIRE | 9 | Not FARMS | SPED | New | Not FAY | 9 |
| 2108218 | INSPIRE | 12 | FARMS | Not SPED | New | Not FAY | |
| 2109122 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2111722 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2111918 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 2113720 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | |
| 2115637 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2116734 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | |
| 2116811 | INSPIRE | 0 | Not FARMS | Not SPED | New | FAY | |
| 2117072 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | 5 |
| 2117179 | INSPIRE | 1 | FARMS | Not SPED | New | FAY | |
| 2118214 | INSPIRE | 10 | FARMS | Not SPED | New | FAY | |
| 2119186 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | |
| 2119879 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 2120996 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2121165 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | 10 |
| 2121487 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | |
| 2121570 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2121969 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2122417 | INSPIRE | 10 | Not FARMS | Not SPED | New | FAY | |
| 2122566 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2122940 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | |
| 2123021 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | 8 |
| 2123786 | INSPIRE | 8 | FARMS | Not SPED | New | FAY | |
| 2123787 | INSPIRE | 6 | FARMS | Not SPED | New | FAY | |
| 2123805 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2123930 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2123931 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2124166 | INSPIRE | 9 | Not FARMS | Not SPED | New | FAY | 9 |
| 2124517 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 2124913 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 2125002 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2125177 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | |
| 2126021 | INSPIRE | 9 | FARMS | SPED | New | Not FAY | |
| 2126077 | INSPIRE | 12 | FARMS | Not SPED | New | FAY | |
| 2126231 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2126471 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2126756 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2126987 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | |
| 2127085 | INSPIRE | 12 | Not FARMS | SPED | New | Not FAY | |
| 2127140 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2127312 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2127313 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2127415 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2127722 | INSPIRE | 3 | Not FARMS | Not SPED | New | FAY | 3 |
| 2127816 | INSPIRE | 3 | FARMS | SPED | New | FAY | |
| 2127993 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2127994 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2128531 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2128947 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2130049 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2130278 | INSPIRE | 6 | FARMS | SPED | New | Not FAY | 6 |
| 2130343 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2130480 | INSPIRE | 8 | FARMS | SPED | New | FAY | 8 |

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|---|---|---|---|---|---|---|---|
| 2131112 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 2131364 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2131377 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2131555 | INSPIRE | 8 | Not FARMS | Not SPED | New | FAY | 8 |
| 2132090 | INSPIRE | 12 | FARMS | Not SPED | New | Not FAY | |
| 2132461 | INSPIRE | 7 | FARMS | Not SPED | New | FAY | 7 |
| 2132468 | INSPIRE | 9 | FARMS | Not SPED | New | FAY | 9 |
| 2132469 | INSPIRE | 11 | FARMS | Not SPED | New | FAY | |
| 2132695 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2132696 | INSPIRE | 5 | FARMS | Not SPED | New | FAY | |
| 2132697 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | |
| 2132833 | INSPIRE | 7 | Not FARMS | Not SPED | New | FAY | |
| 2133386 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2133515 | INSPIRE | 4 | FARMS | Not SPED | New | FAY | 4 |
| 2133619 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2133675 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2134346 | INSPIRE | 12 | FARMS | Not SPED | New | Not FAY | |
| 2135080 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2135091 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2135092 | INSPIRE | 10 | Not FARMS | SPED | New | Not FAY | 10 |
| 2135251 | INSPIRE | 8 | Not FARMS | SPED | New | Not FAY | 8 |
| 2135466 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | |
| 2135849 | INSPIRE | 1 | Not FARMS | Not SPED | New | Not FAY | |
| 2135850 | INSPIRE | 5 | Not FARMS | Not SPED | New | Not FAY | 5 |
| 2135851 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | 6 |
| 2135852 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | 7 |
| 2136317 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2136847 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2137115 | INSPIRE | 3 | FARMS | Not SPED | New | Not FAY | 3 |
| 2137342 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | |
| 2137800 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2137953 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | 11 |
| 2137954 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2138045 | INSPIRE | 12 | Not FARMS | Not SPED | New | Not FAY | |
| 2138056 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | |
| 2138069 | INSPIRE | 0 | Not FARMS | Not SPED | New | Not FAY | |
| 2138497 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | |
| 2139264 | INSPIRE | 2 | FARMS | SPED | New | Not FAY | |
| 2139480 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2140429 | INSPIRE | 1 | Not FARMS | Not SPED | New | Not FAY | |

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|---|---|---|---|---|---|---|---|
| 2141182 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2141844 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2142378 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2142534 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2142536 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | |
| 2143291 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2143358 | INSPIRE | 3 | FARMS | Not SPED | New | Not FAY | |
| 2143620 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | |
| 2143888 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2143889 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2144192 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2144289 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2144626 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | 7 |
| 2144916 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | |
| 2145105 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2145369 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | |
| 2145587 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2146904 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2147913 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | |
| 2147985 | INSPIRE | 1 | Not FARMS | Not SPED | New | Not FAY | |
| 2148867 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2149704 | INSPIRE | 12 | Not FARMS | Not SPED | New | Not FAY | |
| 2150428 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2150833 | INSPIRE | 12 | FARMS | Not SPED | New | Not FAY | |
| 2151156 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | |
| 2151346 | INSPIRE | 5 | FARMS | Not SPED | New | Not FAY | |
| 2152054 | INSPIRE | 7 | FARMS | SPED | New | Not FAY | |
| 2152210 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | |
| 2152211 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | |
| 2152435 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2152487 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2153009 | INSPIRE | 9 | FARMS | SPED | New | Not FAY | |
| 2153084 | INSPIRE | 7 | Not FARMS | SPED | New | Not FAY | 7 |
| 2153235 | INSPIRE | 7 | FARMS | SPED | New | Not FAY | |
| 2153677 | INSPIRE | 1 | FARMS | Not SPED | New | Not FAY | |
| 2154276 | INSPIRE | 6 | FARMS | SPED | New | Not FAY | 6 |
| 2154906 | INSPIRE | 3 | FARMS | Not SPED | New | Not FAY | 3 |
| 2155607 | INSPIRE | 8 | FARMS | SPED | New | Not FAY | 8 |
| 2155938 | INSPIRE | 1 | FARMS | Not SPED | New | Not FAY | |
| 2156702 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |

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|---|---|---|---|---|---|---|---|
| 2158451 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | 11 |
| 2159264 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2161432 | INSPIRE | 1 | FARMS | Not SPED | New | Not FAY | |
| 2161896 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2162488 | INSPIRE | 2 | Not FARMS | SPED | New | Not FAY | |
| 2162742 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2163388 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2164462 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2164480 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | 6 |
| 2164970 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2165003 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2165872 | INSPIRE | 9 | FARMS | SPED | New | Not FAY | 9 |
| 2166630 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2166819 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2166834 | INSPIRE | 0 | FARMS | Not SPED | New | Not FAY | |
| 2167071 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2167783 | INSPIRE | 6 | Not FARMS | SPED | New | Not FAY | 6 |
| 2168084 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | 6 |
| 2168710 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2169161 | INSPIRE | 4 | FARMS | SPED | New | Not FAY | 4 |
| 2170876 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2171037 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2171109 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2171344 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2171371 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | 7 |
| 2171797 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | |
| 2172773 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2173095 | INSPIRE | 9 | FARMS | SPED | New | Not FAY | 9 |
| 2173096 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2173370 | INSPIRE | 3 | FARMS | SPED | New | Not FAY | 3 |
| 2173800 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2174018 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2174763 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2174786 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | |
| 2175430 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2175726 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | |
| 2175884 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2176010 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2176406 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2176657 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |

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|---|---|---|---|---|---|---|---|
| 2177406 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2177672 | INSPIRE | 3 | Not FARMS | Not SPED | New | Not FAY | |
| 2178340 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | 11 |
| 2178341 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2178342 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2179239 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2179730 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2180599 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | 7 |
| 2180916 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 2181030 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2181144 | INSPIRE | 2 | Not FARMS | SPED | New | Not FAY | |
| 2181643 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | |
| 2181644 | INSPIRE | 5 | FARMS | Not SPED | New | Not FAY | |
| 2181969 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2182403 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | |
| 2182566 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 2183159 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2183183 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | 11 |
| 2183507 | INSPIRE | 3 | Not FARMS | Not SPED | New | Not FAY | 3 |
| 2183997 | INSPIRE | 8 | FARMS | SPED | New | Not FAY | |
| 2185147 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | |
| 2185755 | INSPIRE | 0 | Not FARMS | Not SPED | New | Not FAY | |
| 2186220 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2186221 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | 6 |
| 2187002 | INSPIRE | 9 | FARMS | Not SPED | New | Not FAY | 9 |
| 2187616 | INSPIRE | 7 | Not FARMS | Not SPED | New | Not FAY | |
| 2188424 | INSPIRE | 12 | Not FARMS | Not SPED | New | Not FAY | |
| 2188447 | INSPIRE | 12 | Not FARMS | Not SPED | New | Not FAY | |
| 2189292 | INSPIRE | 2 | Not FARMS | Not SPED | New | Not FAY | |
| 2189761 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2189762 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2189770 | INSPIRE | 3 | Not FARMS | Not SPED | New | Not FAY | 3 |
| 2190014 | INSPIRE | 9 | Not FARMS | SPED | New | Not FAY | 9 |
| 2191407 | INSPIRE | 11 | FARMS | Not SPED | New | Not FAY | |
| 2192056 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2193032 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | |
| 2193504 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2193743 | INSPIRE | 6 | FARMS | Not SPED | New | Not FAY | 6 |
| 2193999 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | 7 |
| 2195050 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |

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|---|---|---|---|---|---|---|---|
| 2195073 | INSPIRE | 1 | FARMS | Not SPED | New | Not FAY | |
| 2196474 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2196670 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2197338 | INSPIRE | 12 | FARMS | Not SPED | New | Not FAY | |
| 2197469 | INSPIRE | 8 | Not FARMS | Not SPED | New | Not FAY | 8 |
| 2197621 | INSPIRE | 6 | Not FARMS | Not SPED | New | Not FAY | |
| 2197624 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2197877 | INSPIRE | 9 | Not FARMS | Not SPED | New | Not FAY | 9 |
| 2198102 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | 4 |
| 2198381 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | |
| 2198660 | INSPIRE | 4 | FARMS | Not SPED | New | Not FAY | 4 |
| 2198661 | INSPIRE | 2 | FARMS | Not SPED | New | Not FAY | |
| 2199175 | INSPIRE | 5 | FARMS | SPED | New | Not FAY | 5 |
| 2199865 | INSPIRE | 7 | FARMS | Not SPED | New | Not FAY | |
| 2202753 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | |
| 2206011 | INSPIRE | 12 | Not FARMS | Not SPED | New | Not FAY | |
| 2210061 | INSPIRE | 10 | Not FARMS | Not SPED | New | Not FAY | 10 |
| 2214513 | INSPIRE | 10 | FARMS | Not SPED | New | Not FAY | 10 |
| 2218266 | INSPIRE | 8 | FARMS | Not SPED | New | Not FAY | 8 |
| 2227116 | INSPIRE | 11 | Not FARMS | Not SPED | New | Not FAY | 11 |

| ISAT1617SBSp_ScienceLevel | ISAT1617SBSp_ELALevel | ISAT1617SBSp_ChemLevel | ISAT1617SBSp_BioLevel | IRI1617_Spring | IRI1617_GradeTested | IRI1617_Fall |
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| | Level 4 | | | | | |
| | Level 4 | | | | | |
| Advanced | Level 3 | | | | | |
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| Basic | Level 2 | | | | | |
| | Level 4 | | | | | |
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| | Level 4 | | | | | |
| | Level 2 | | | | | |
| | Level 1 | | | | | |
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| | Level 3 | | Proficient | | | |
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| | Level 4 | | Advanced | | | |
| | Level 3 | | | | | |
| | Level 1 | | Below Basic | | | |
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| Advanced | Level 3 | | | | | |
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| Advanced | Level 4 | | | | | |
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| Basic | Level 1 | | | | | |
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| Advanced | Level 3 | | | | | |
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| Proficient | Level 3 | | | | | |
| Proficient | Level 3 | | | | | |
| Advanced | Level 3 | | | | | |
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| Advanced | Level 4 | | | | | |
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| | Level 4 | | | | | |
| Advanced | Level 4 | | | | | |
| Proficient | Level 2 | | | | | |
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| | Level 3 | | | | | |
| Proficient | Level 3 | | | | | |
| Advanced | Level 4 | | | | | |
| Advanced | Level 3 | | | | | |
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| | Level 4 | | | | | |
| | Level 2 | | | | | |
| | Level 1 | | | | | |
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| Proficient | Level 3 | | | | | |
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| Advanced | Level 3 | | | | | |
| Advanced | Level 3 | | | | | |
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| | Level 1 | | | 1 - Intensive | 3 | 1 - Intensive |
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| | Level 2 | | | | | |
| | Level 4 | | Advanced | | | |
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| | Level 4 | | | | | |
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| Advanced | Level 3 | | | | | |
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| | Level 3 | | Below Basic | | | |
| Basic | Level 2 | | | | | |
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| Advanced | Level 3 | | | | | |
| Below Basic | Level 2 | | | | | |

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| | Level 2 | | | | | |
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| | Level 2 | | | | | |
| | Level 3 | | | 3 - Benchmark | 3 | 3 - Benchmark |
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| | Level 2 | | | 2 - Strategic | 3 | 1 - Intensive |
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| | Level 4 | | | | | |
| | Level 1 | | | | | |
| | Level 3 | | | 3 - Benchmark | 3 | 3 - Benchmark |
| Basic | Level 1 | | | | | |
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| | Level 3 | | Proficient | | | |
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| | Level 4 | | Advanced | | | |
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| | Level 4 | | | 3 - Benchmark | 3 | 3 - Benchmark |
| | Level 2 | | | | | |
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| | Level 4 | | Advanced | | | |
| | Level 3 | | | | | |
| | Level 4 | | | | | |
| Basic | Level 1 | | | | | |
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| | Level 4 | | | | | |
| Proficient | Level 2 | | | | | |

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| | Level 4 | | | | | |
| | Level 2 | | Below Basic | | | |
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| Proficient | Level 4 | | | | | |
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| | Level 3 | Below Basic | Proficient | | | |
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| | Level 3 | | | 3 - Benchmark | 3 | 3 - Benchmark |
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| | Level 2 | | | 1 - Intensive | 3 | 1 - Intensive |
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| | Level 2 | | Below Basic | | | |
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| Basic | Level 2 | | | | | |
| | Level 3 | | | | | |
| Advanced | Level 4 | | | | | |
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| Advanced | Level 3 | | | | | |
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| | Level 2 | | | | | |
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| | Level 2 | | | | | |
| | Level 4 | | | 3 - Benchmark | 3 | 3 - Benchmark |
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| | Level 2 | | Proficient | | | |
| Below Basic | Level 2 | | | | | |
| | Level 3 | | | | | |
| Proficient | Level 3 | | | | | |
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| | Level 3 | | Proficient | | | |
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| | Level 3 | Below Basic | | | | |
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| Below Basic | Level 1 | | | | | |
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| | Level 3 | | | | | |
| | Level 4 | | Advanced | | | |
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| Advanced | Level 3 | | | | | |
| | | | Below Basic | | | |
| | Level 3 | | Proficient | | | |
| | Level 2 | | | | | |
| | Level 1 | | | 3 - Benchmark | 3 | 3 - Benchmark |
| | Level 2 | | | | | |
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| | Level 2 | | | | | |
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| | Level 1 | | Below Basic | | | |
| | Level 1 | | Below Basic | | | |
| Advanced | Level 2 | | | | | |
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| | Level 1 | | | 1 - Intensive | 3 | 2 - Strategic |
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| | Level 2 | | Below Basic | | | |
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| Proficient | Level 4 | | | | | |
| Advanced | Level 3 | | | | | |
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| Basic | Level 2 | | | | | |
| Basic | Level 2 | | | | | |
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| | Level 2 | | | | | |
| | Level 1 | | | 2 - Strategic | 3 | 2 - Strategic |
| Below Basic | Level 1 | | | | | |
| | Level 2 | | | 3 - Benchmark | 3 | 3 - Benchmark |
| | Level 2 | | | 3 - Benchmark | 3 | 3 - Benchmark |
| Basic | Level 2 | | | | | |
| | Level 3 | | | | | |
| Basic | Level 2 | | | | | |
| | Level 3 | | | 3 - Benchmark | 3 | 2 - Strategic |
| | Level 3 | | | | | |
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| | Level 4 | | Proficient | | | |
| Advanced | Level 3 | | | | | |
| | Level 2 | | | 3 - Benchmark | 3 | 3 - Benchmark |
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| Below Basic | Level 1 | | | | | |
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| Proficient | Level 3 | | | | | |
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| Advanced | Level 2 | | | | | |
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| Proficient | Level 3 | | | | | |
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| Advanced | Level 3 | | | | | |
| Proficient | Level 3 | | | | | |
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| Proficient | Level 3 | | | | | |
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| Advanced | Level 3 | | | | | |
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| Proficient | Level 3 | | | | | |
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| | Level 2 | | | | | |
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| | Level 2 | | | | | |
| | | | | | | |
| | Level 1 | | | | | |
| | | | | | | |
| | Level 3 | | | | | |
| | Level 3 | | Proficient | | | |

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|---|---|---|---|---|---|---|
| | Level 2 | | | | | |
| | | | | | | |
| | | Basic | | | | |
| | Level 2 | | | | | |
| | Level 2 | | | | | |
| | Level 1 | | Below Basic | | | |
| | Level 2 | | | | | |
| Advanced | Level 4 | | | | | |
| | | | | 3 - Benchmark | 2 | |
| | | | | | | |
| | | | | 3 - Benchmark | 2 | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | 1 - Intensive | 2 | |
| | Level 3 | | | | | |
| | | | Proficient | | | |
| | Level 2 | | | 2 - Strategic | 3 | |
| | | | | | | |
| | | | | | | |
| | | | | 1 - Intensive | K | |
| | Level 2 | | | | | |
| | Level 2 | | | | | |
| | Level 3 | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | 3 - Benchmark | 2 | |
| | | | | | | |
| | Level 3 | | | | | |
| | Level 3 | | | 3 - Benchmark | 3 | |
| | Level 1 | | | | | |
| | | | | | | |
| Basic | Level 1 | | | | | |
| | | | | | | |
| Basic | Level 1 | | | | | |
| | Level 3 | | | | | |
| Proficient | Level 2 | | | | | |
| | Level 4 | | Advanced | | | |

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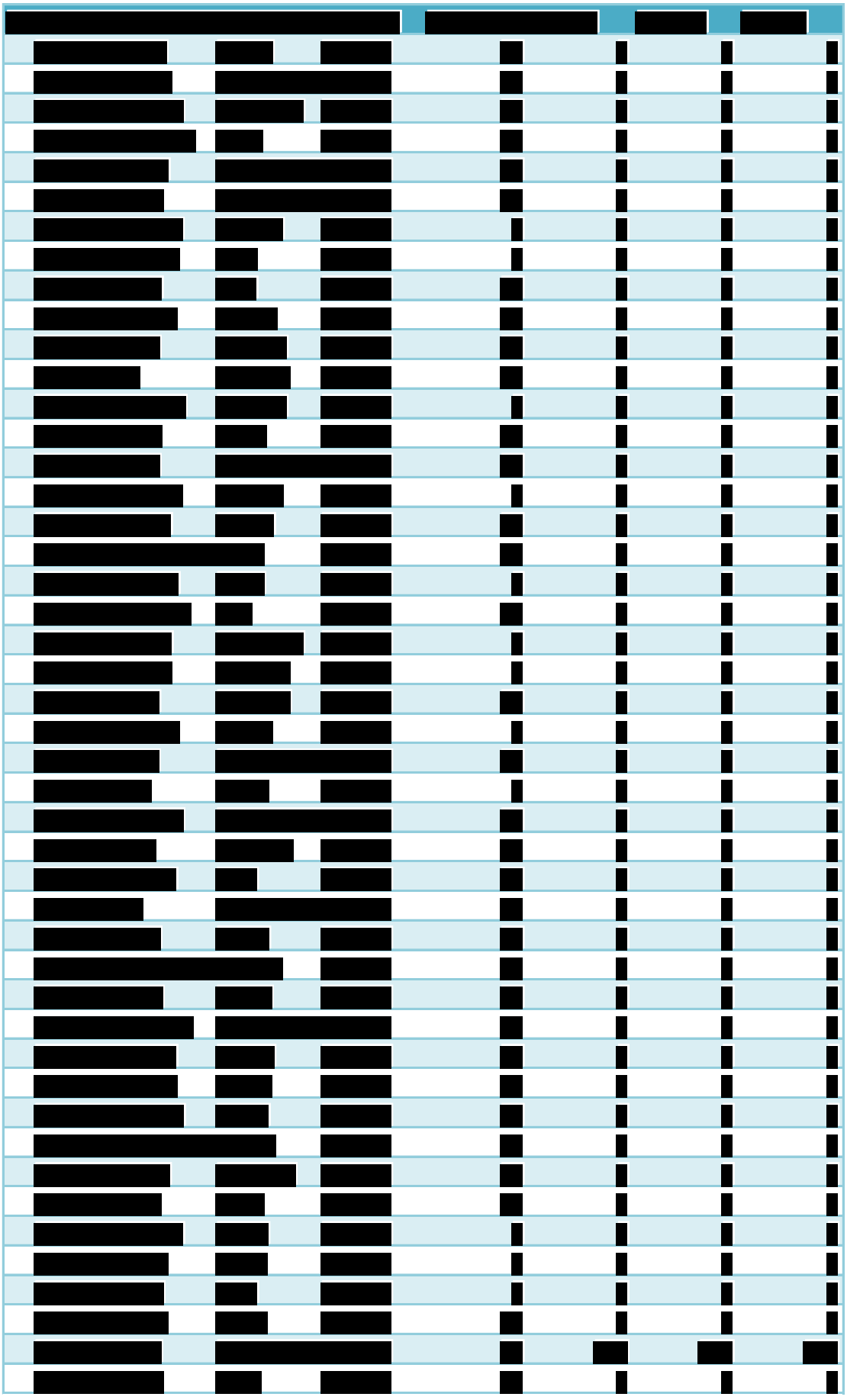
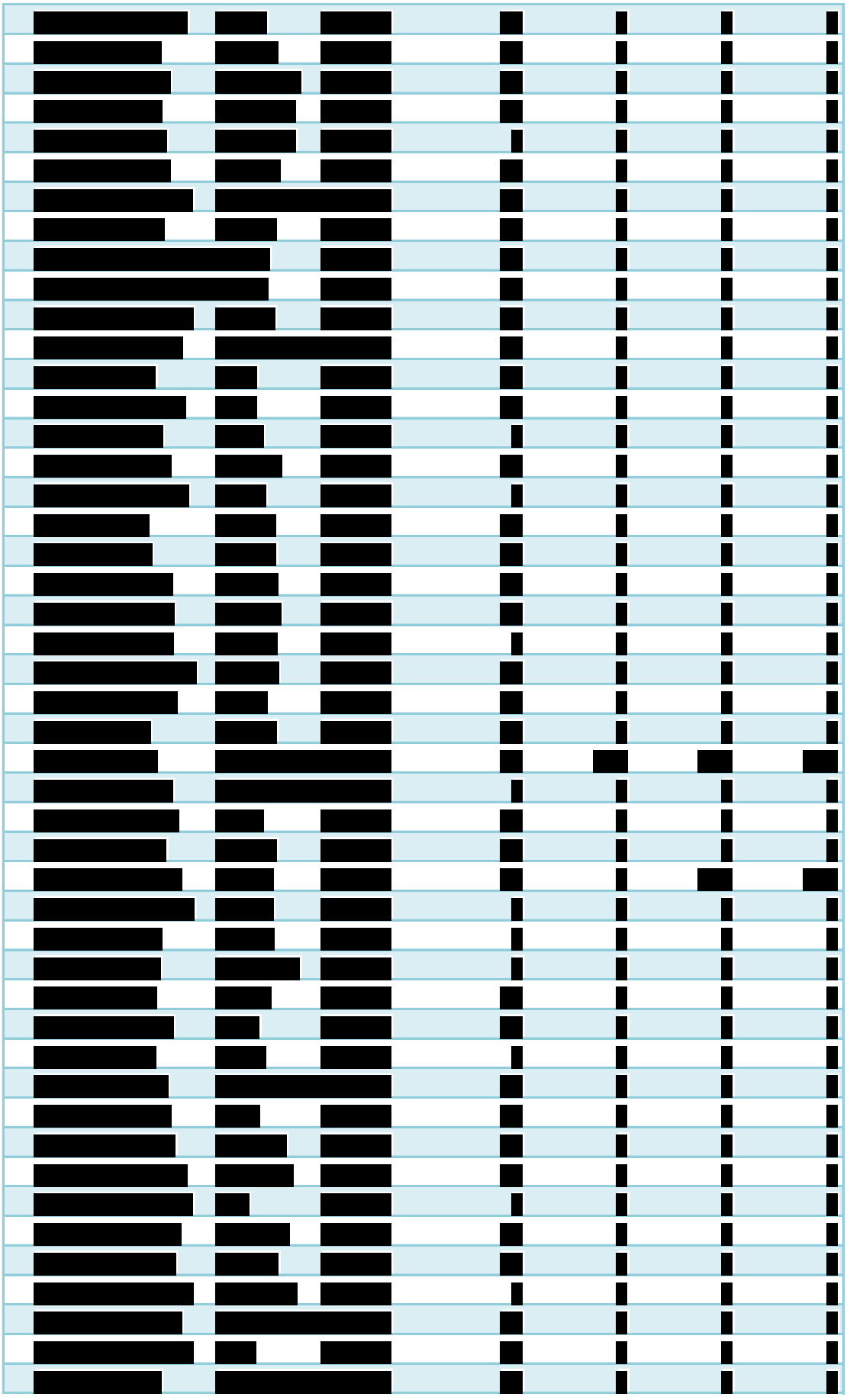
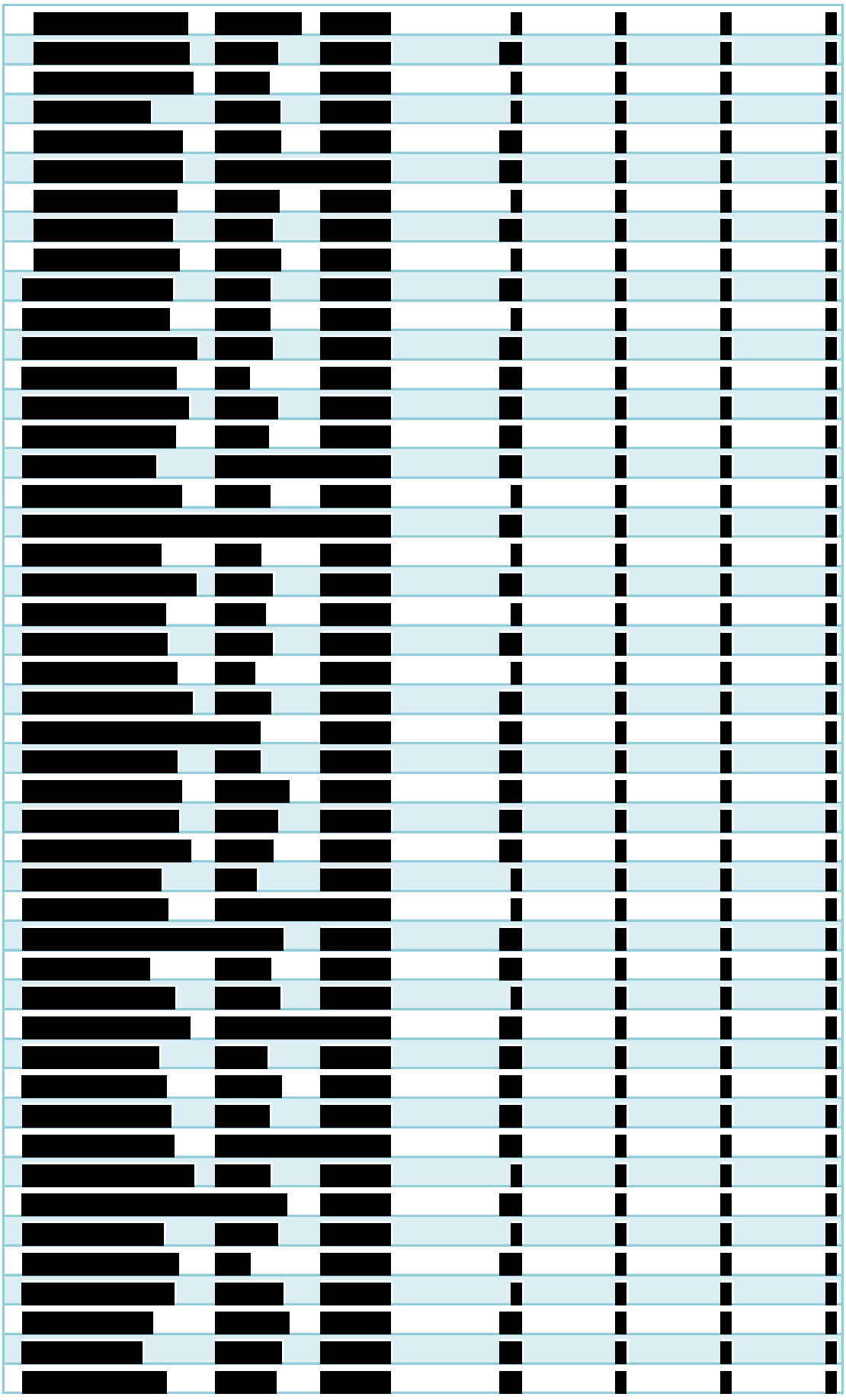
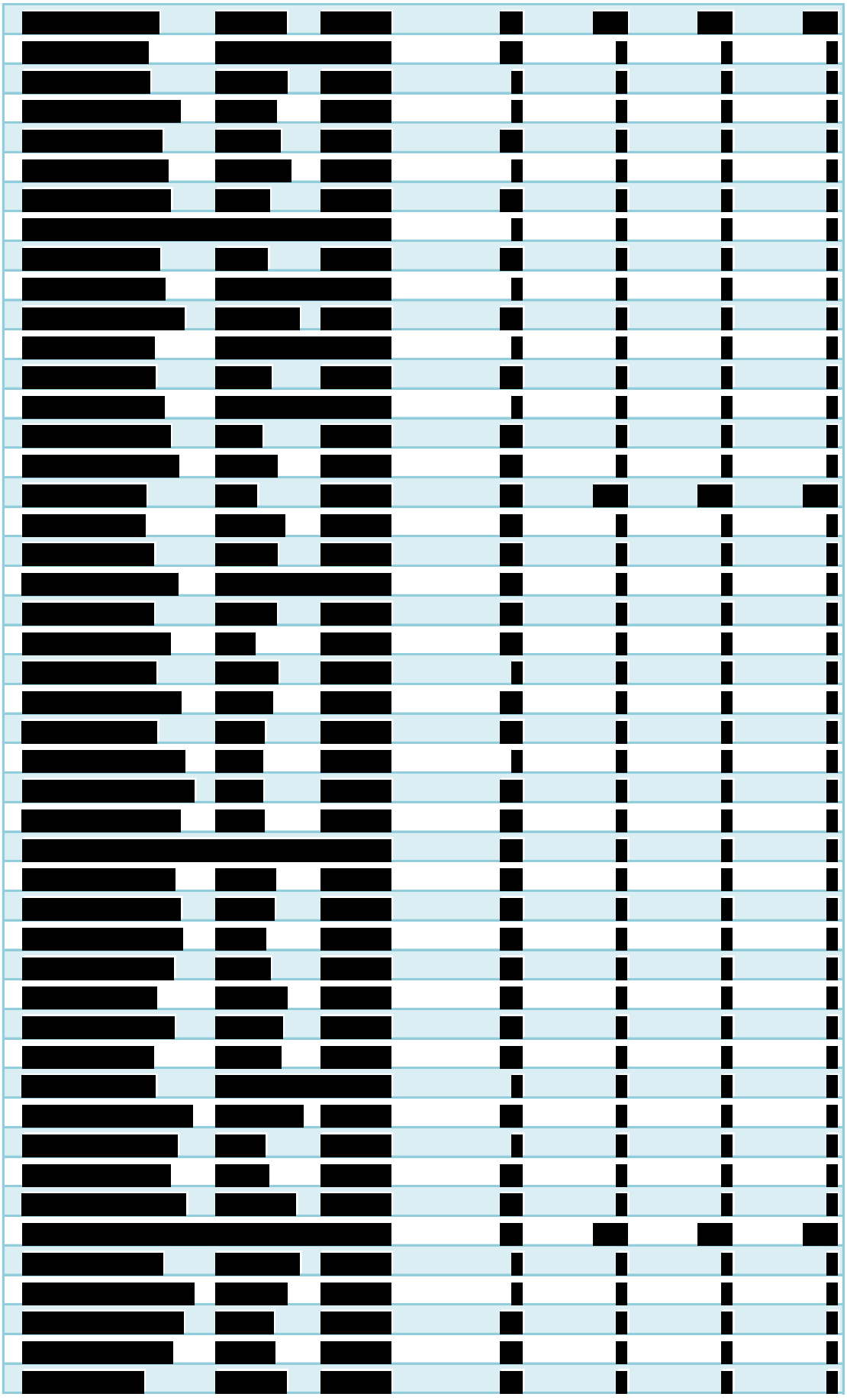
|---|---|---|---|---|---|---|
| | | | | | | |
| | Level 2 | | | | | |
| | Level 2 | | | | | |
| | | | | | | |
| | Level 3 | | | | | |
| | | | | | | |
| | Level 3 | | Advanced | | | |
| | Level 2 | | | | | |
| | Level 1 | | | | | |
| | | | | | | |
| | Level 1 | | | | | |
| | | | | 1 - Intensive | 2 | |
| Proficient | Level 1 | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Level 1 | Below Basic | | | | |
| | Level 3 | | Proficient | | | |
| | Level 3 | | | | | |
| | | | Basic | | | |

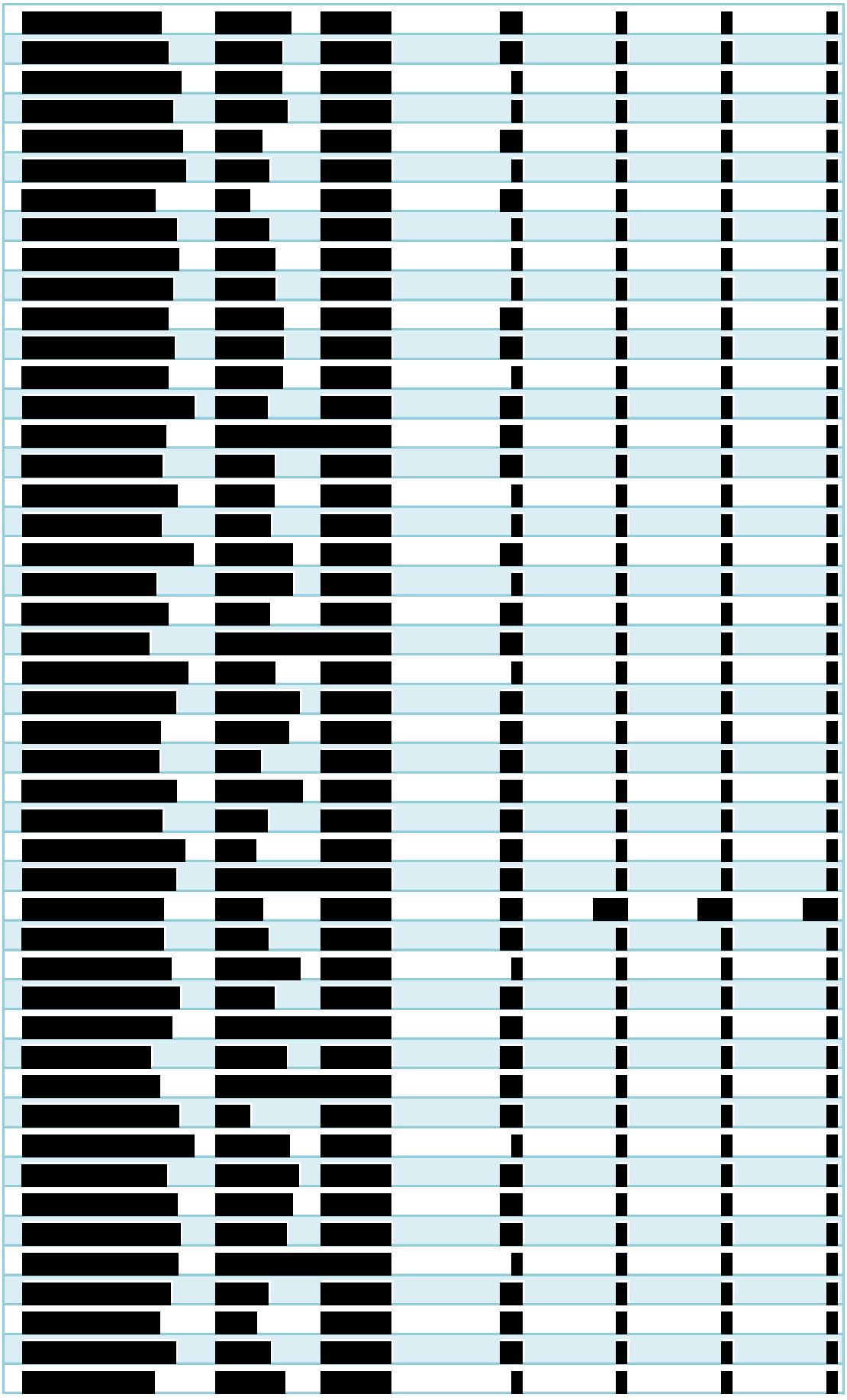
| SAT | 2015-2016 | New SAT N | New SAT Total* | New SAT Math | New SAT EBRW | | |
|---|---|---|---|---|---|---|---|
| | | | | | | SAT performance was higher for INSPIRE students who were continuously enrolled, and students enrolled for two or more years outperformed new students. All INSPIRE students met the SAT Benchmark for College Readiness in Reading and Writing. | |
| | **All Students** | 73 | 1015 | 478 | 533 | | |
| *SAT results for all your students who took the test ==>* | **Full Academic Year** | 64 | 1027 | 483 | 542 | | |
| *The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test==>* | **New** | 20 | 992 | 473 | 513 | | |
| *Above data differentiating by students who have been enrolled for a significant period vs, more recently ==>* | **2+ Years** | 44 | 1043 | 487 | 555 | | |
| | SAT Benchmark for College Readiness | National Sample | 1030 | 530 | 480 | | |
| | **The New SAT scores conversion methods mean that SAT M+EBRW do not necessarily equal the total score.* | | | | | | |

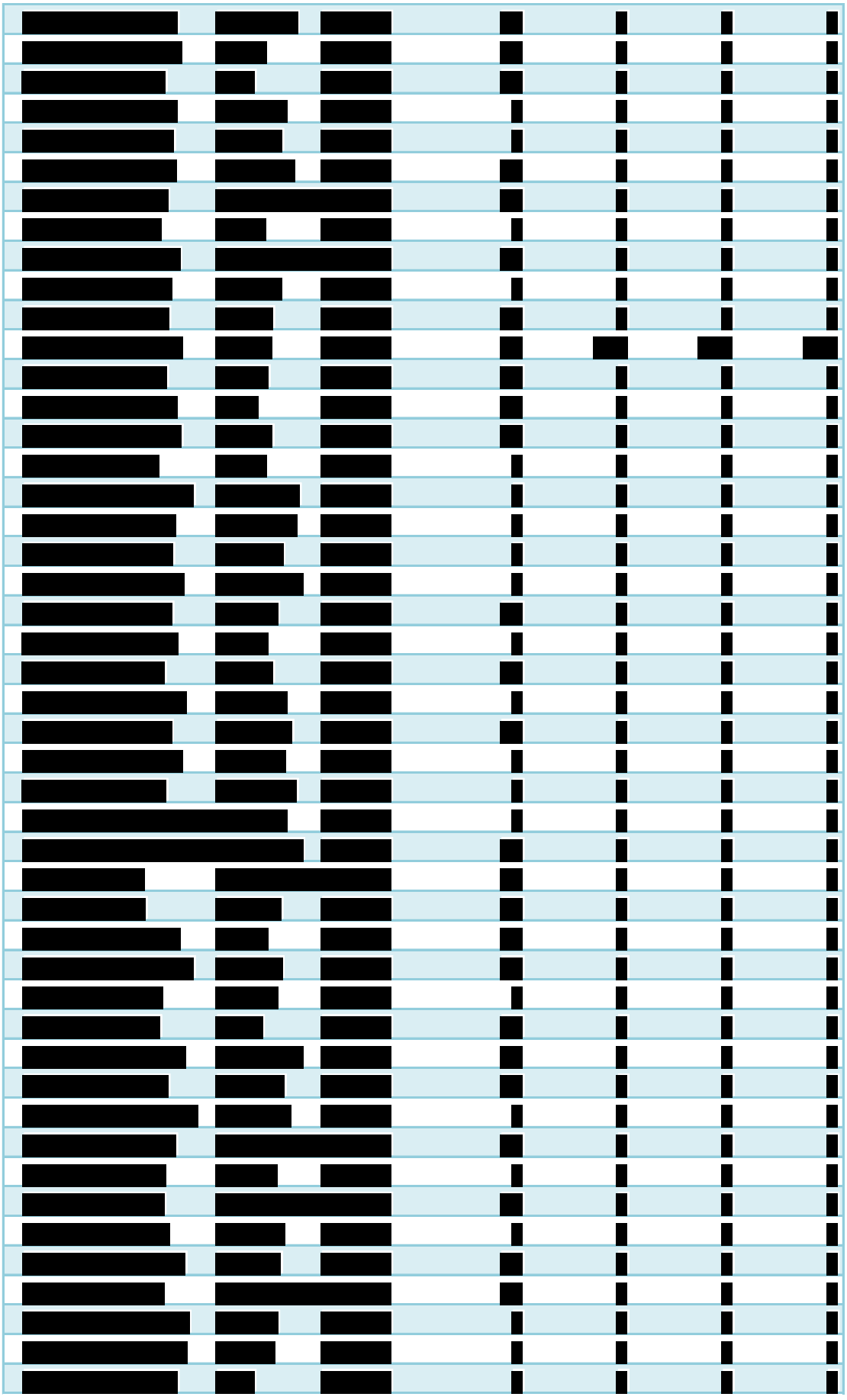


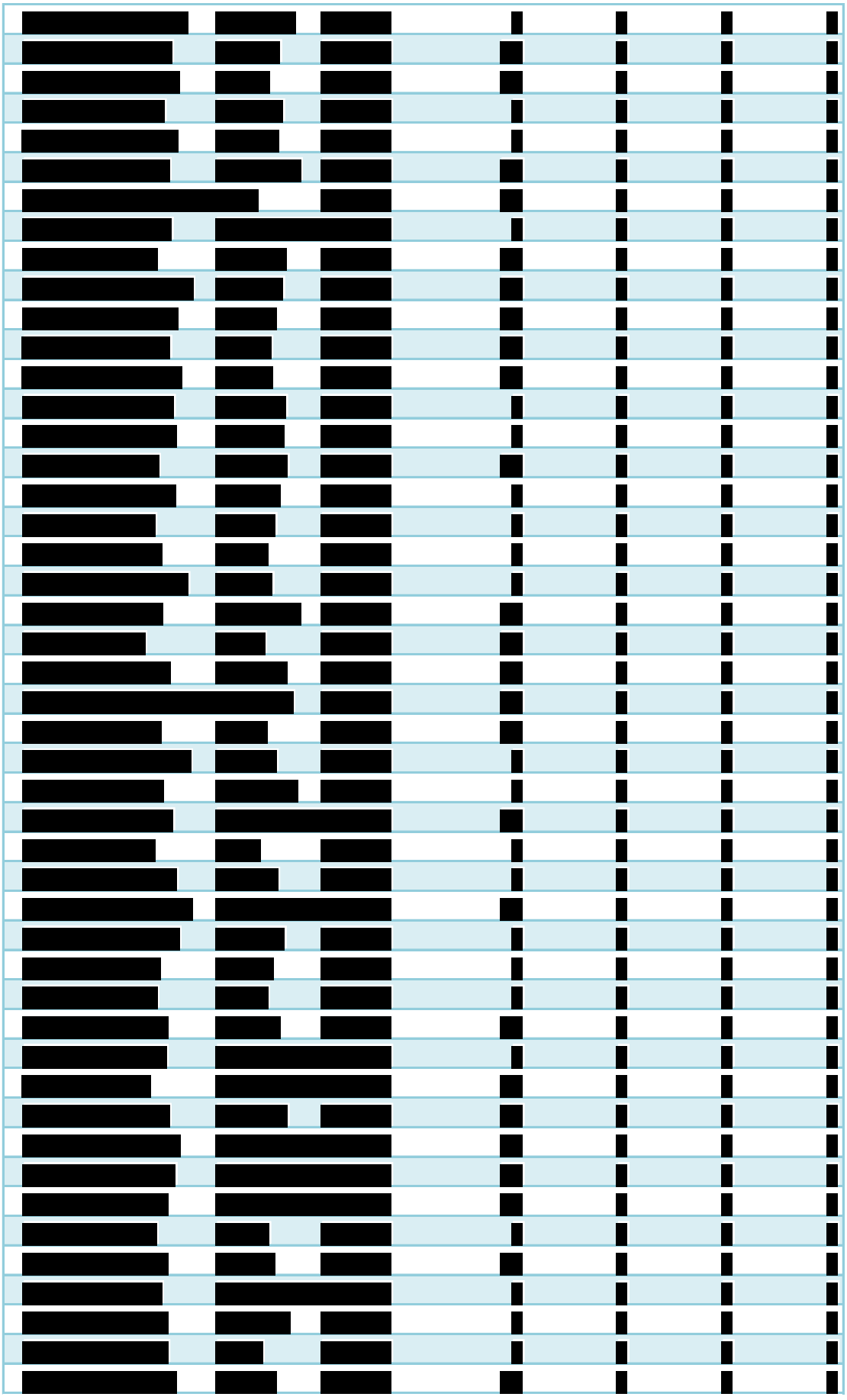


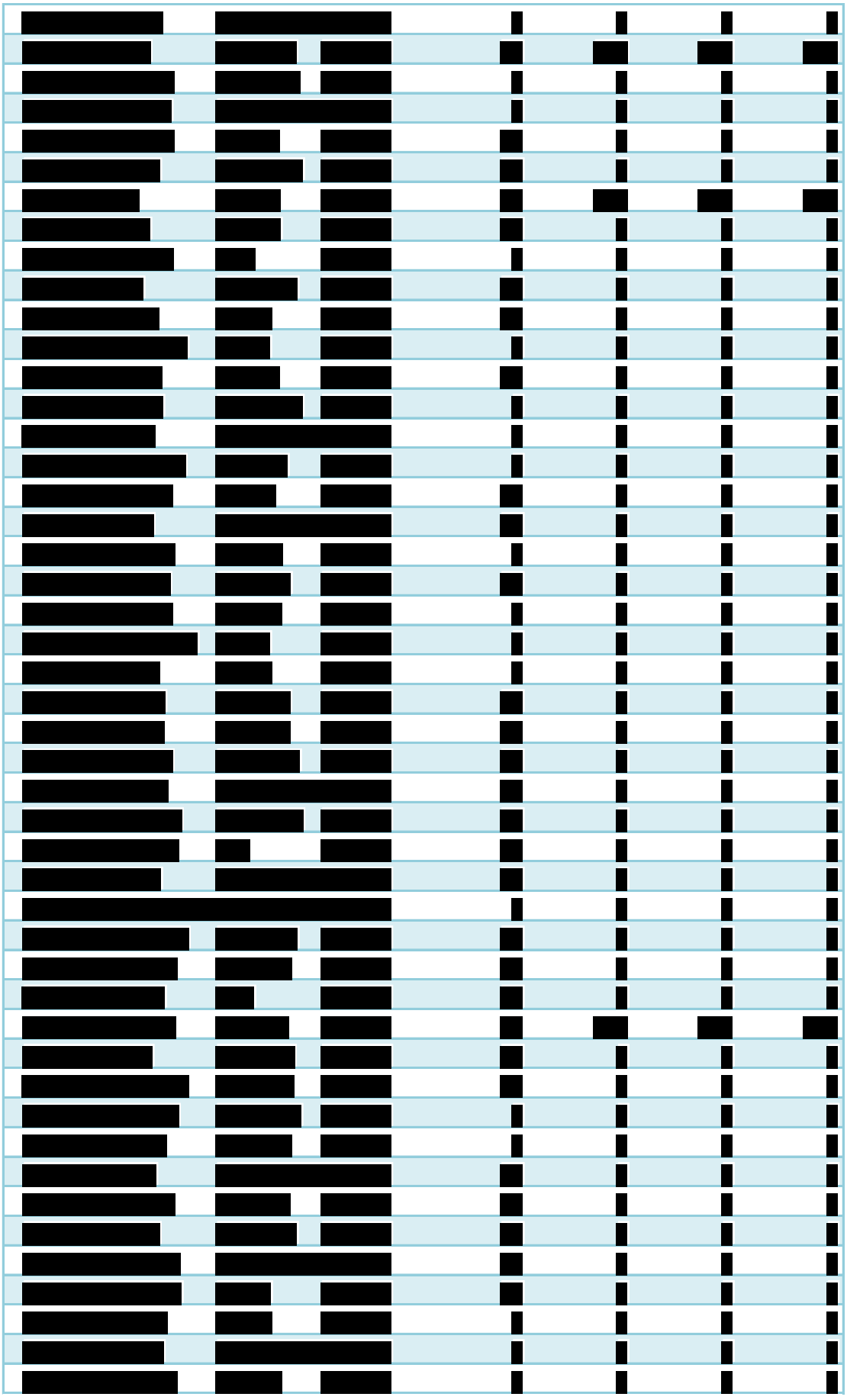


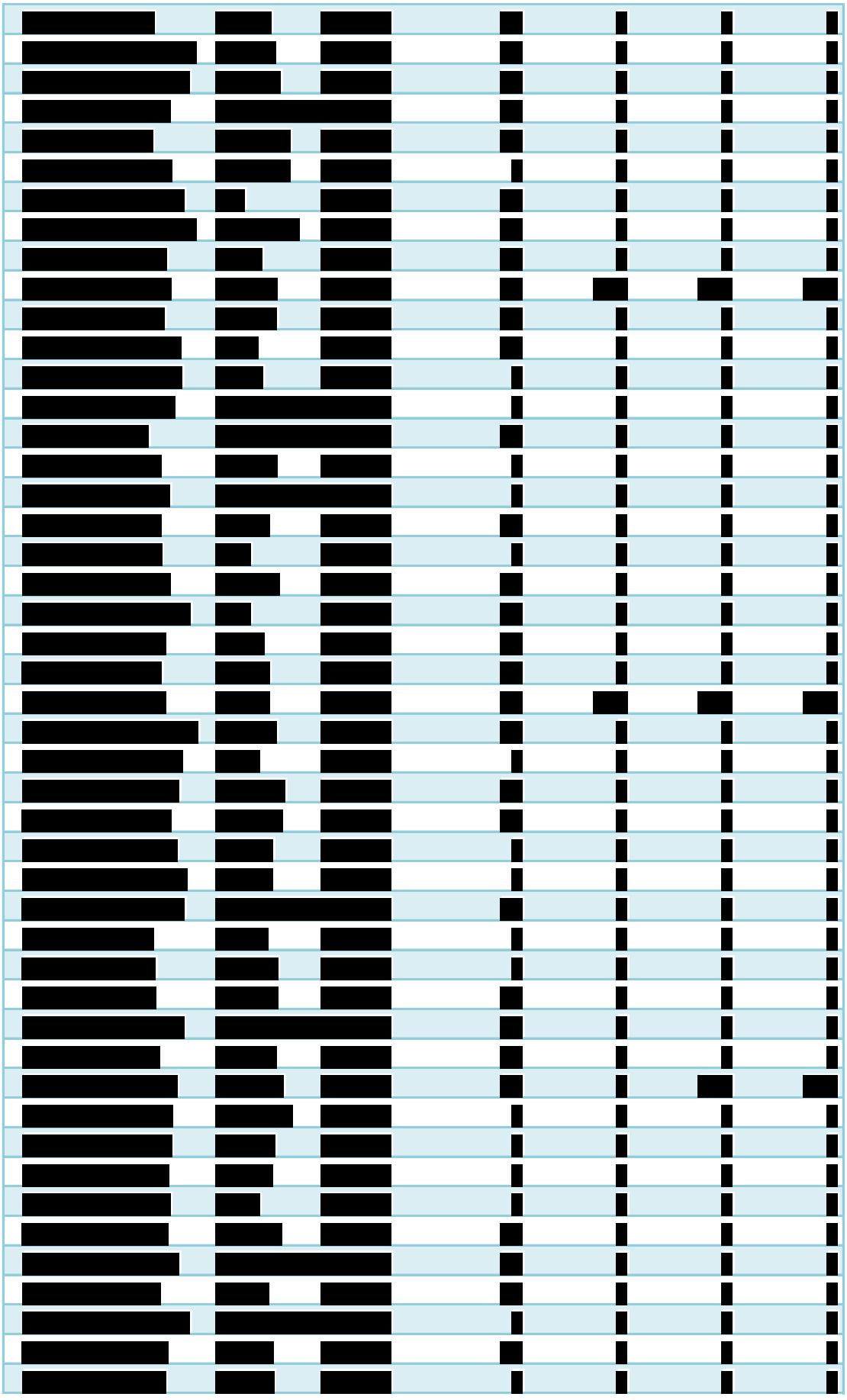


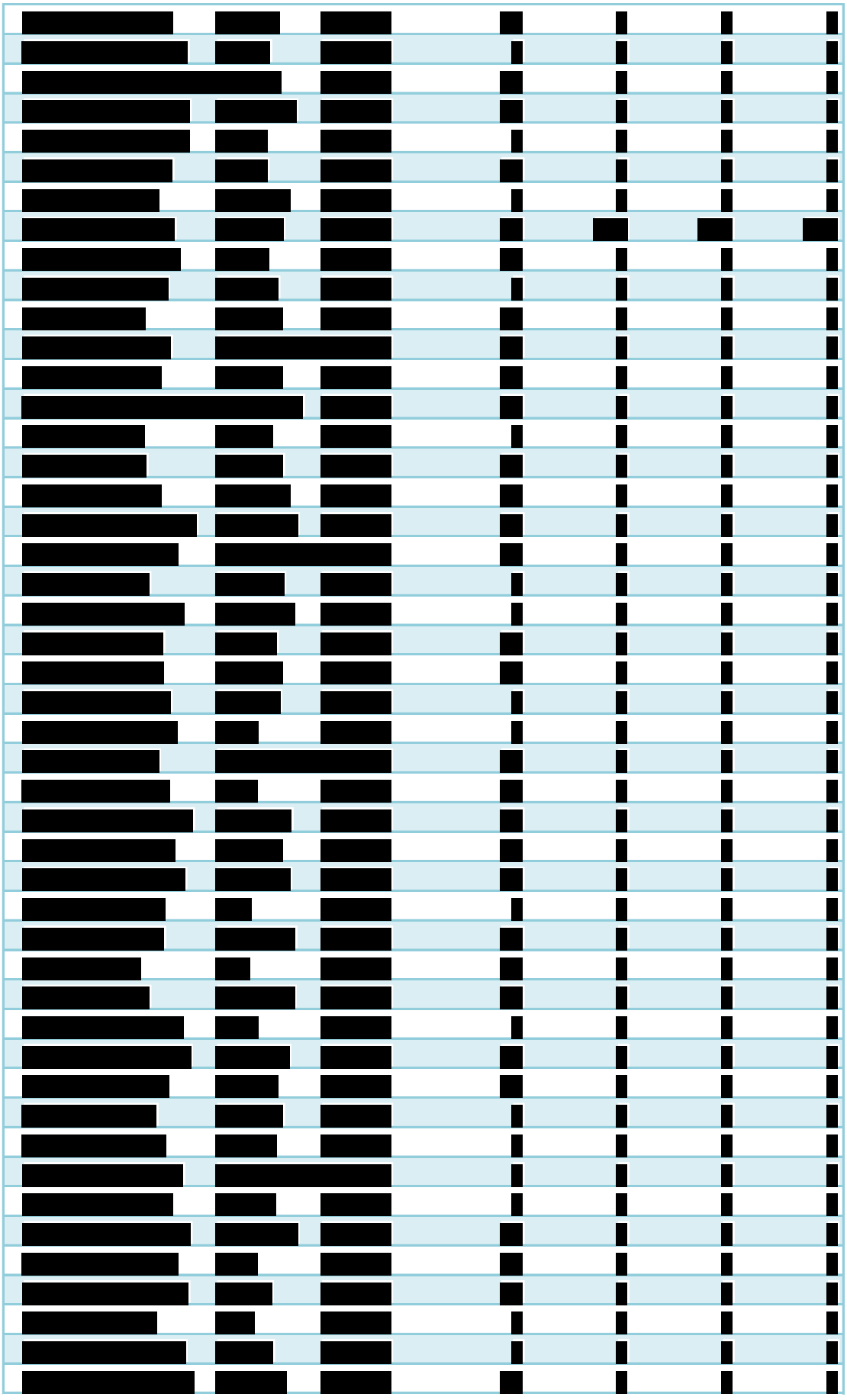


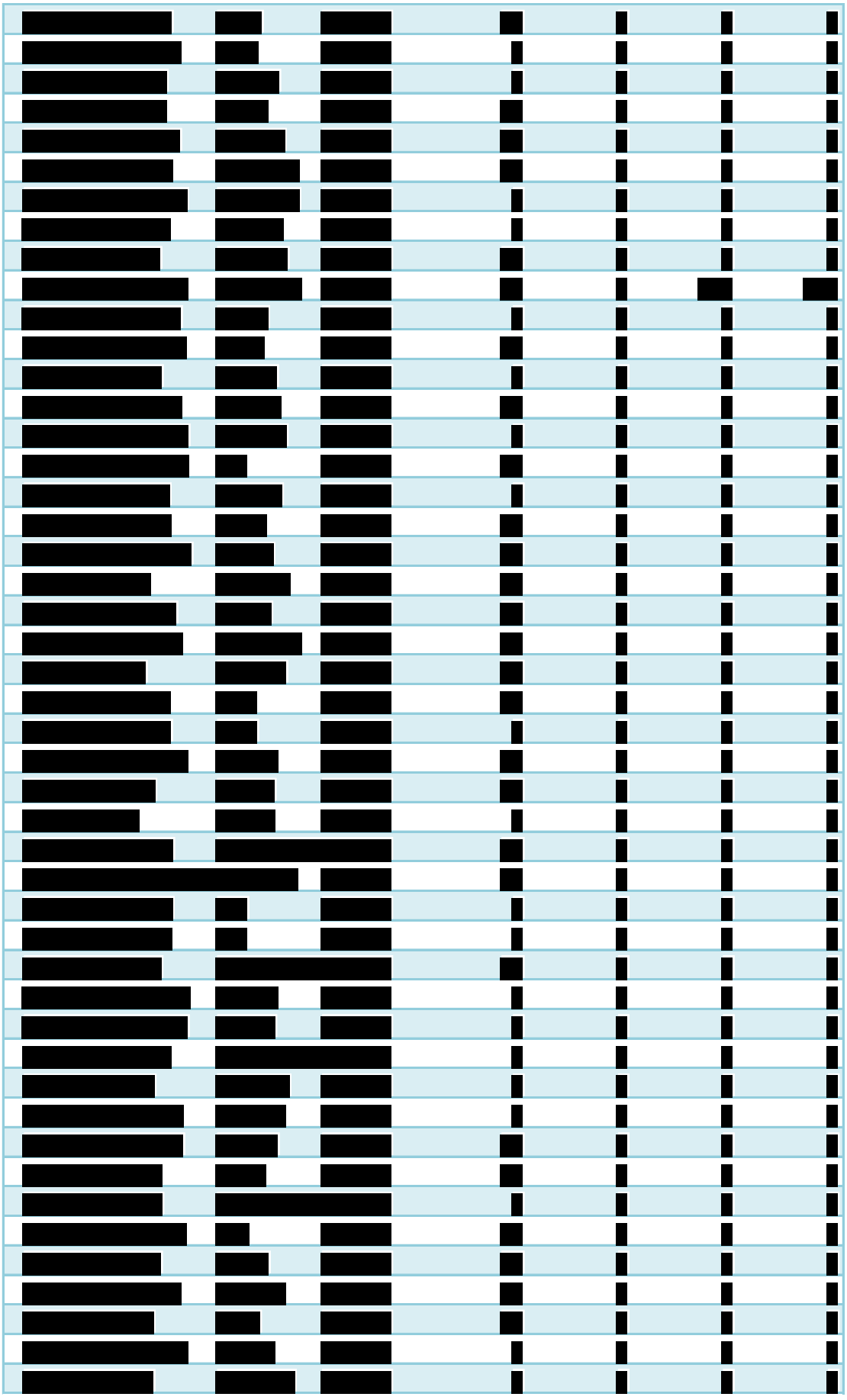


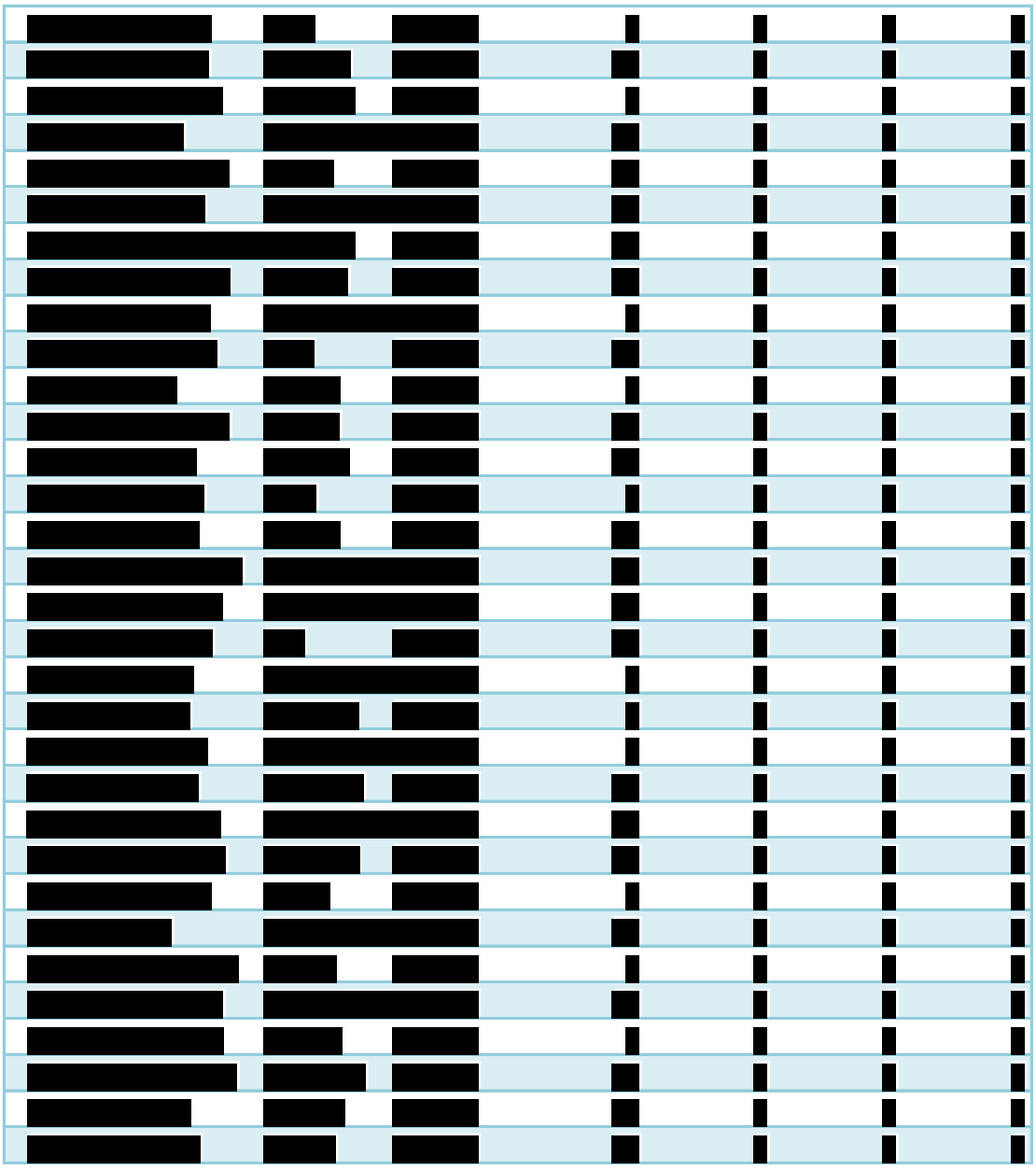




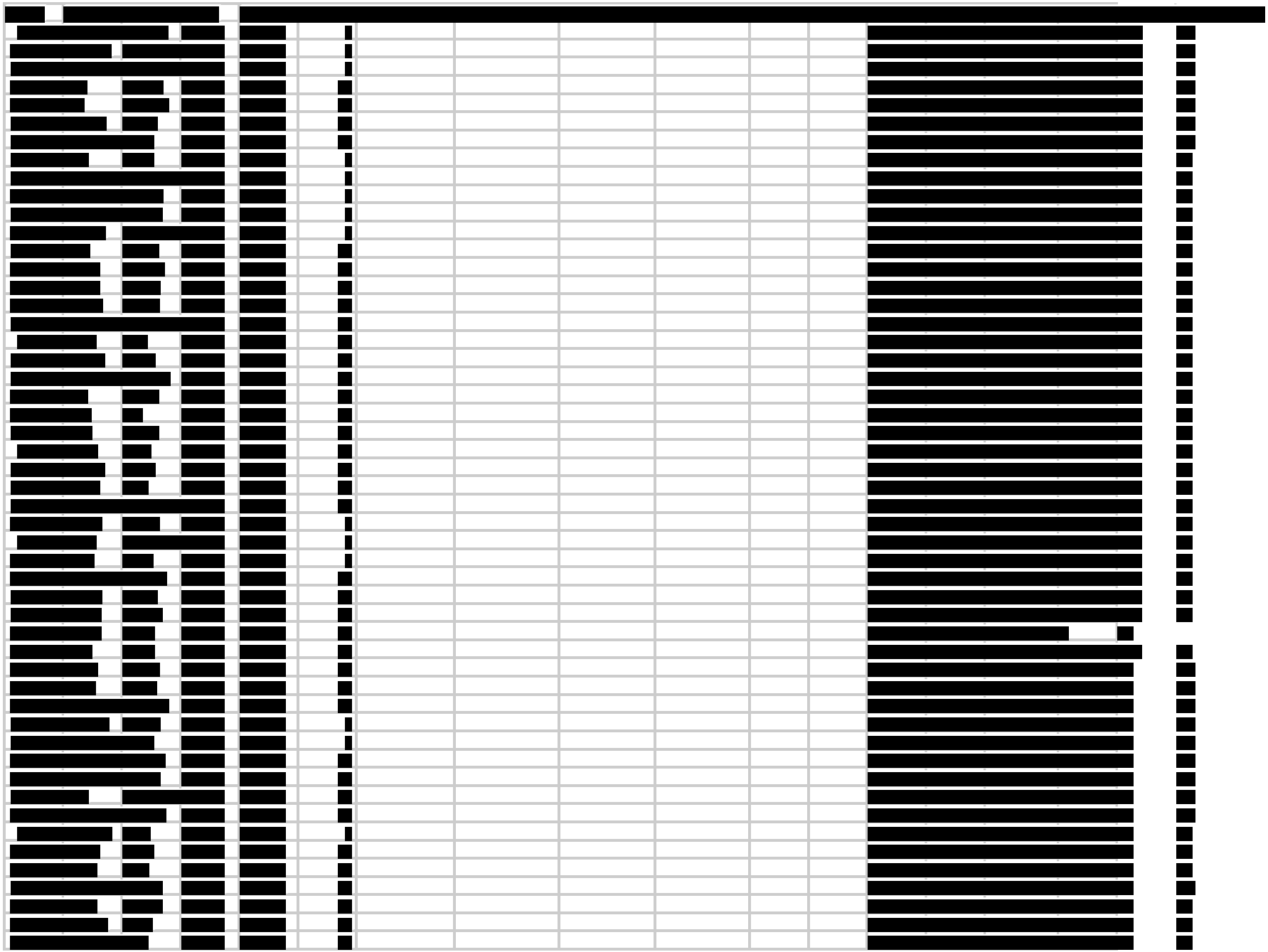


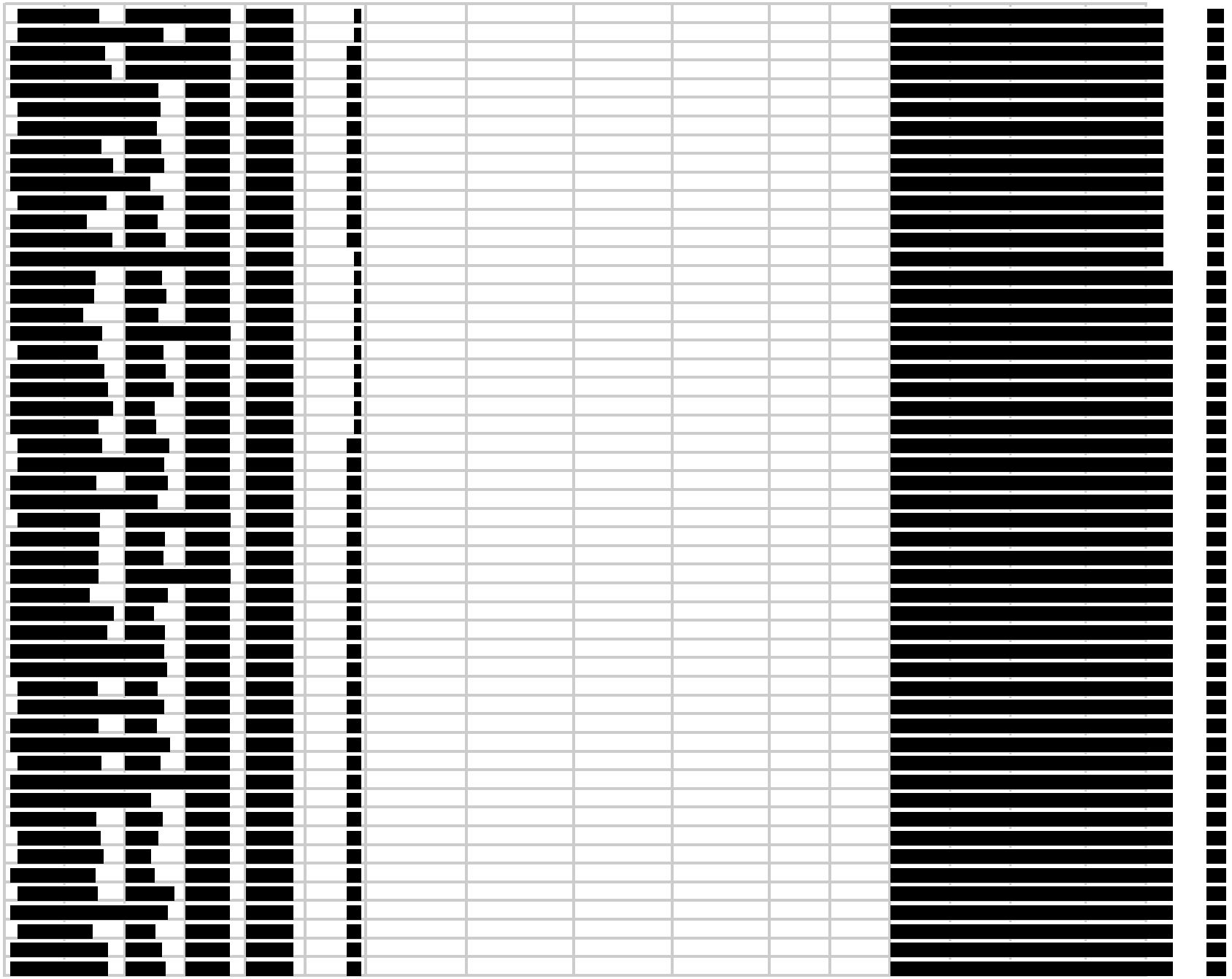


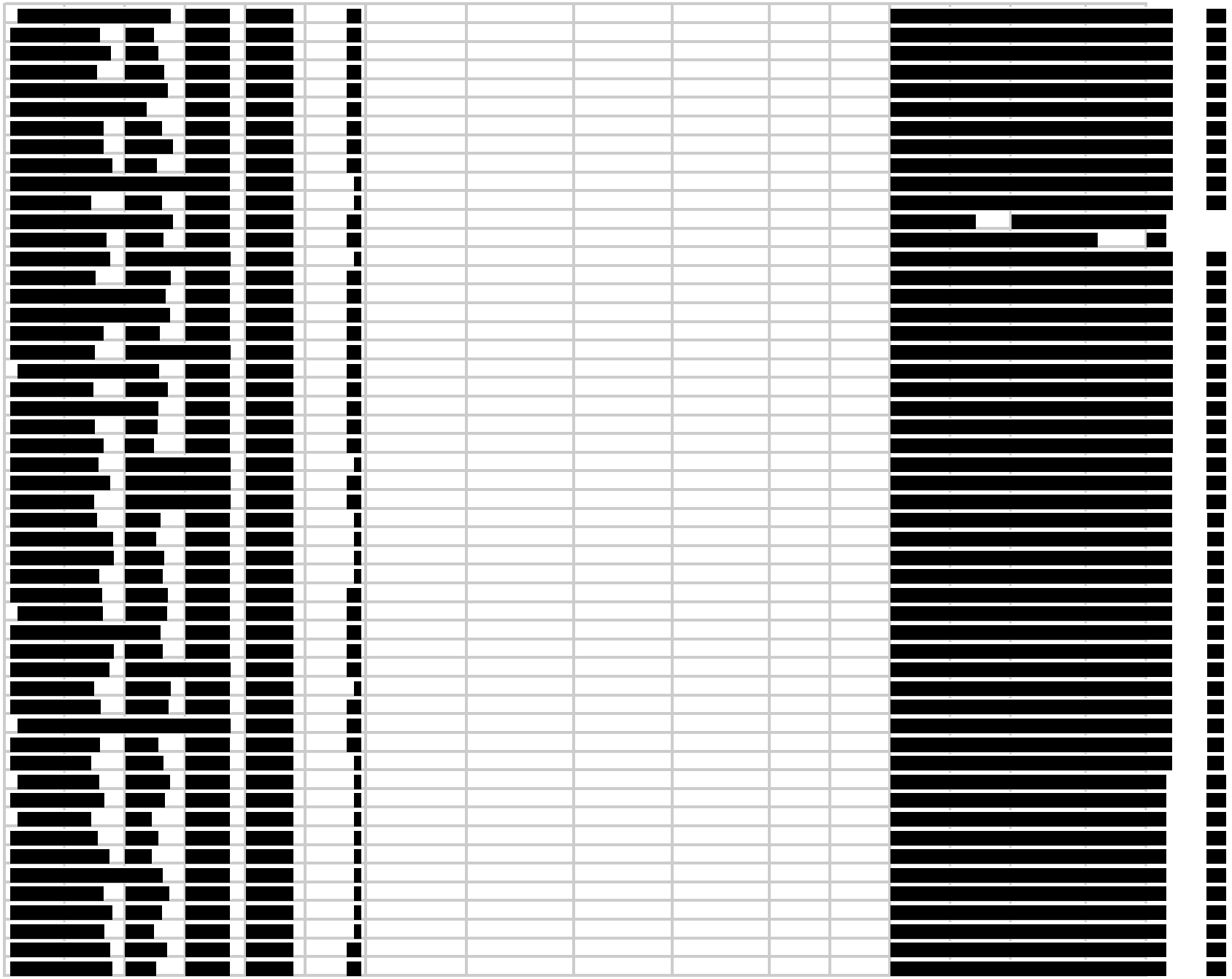


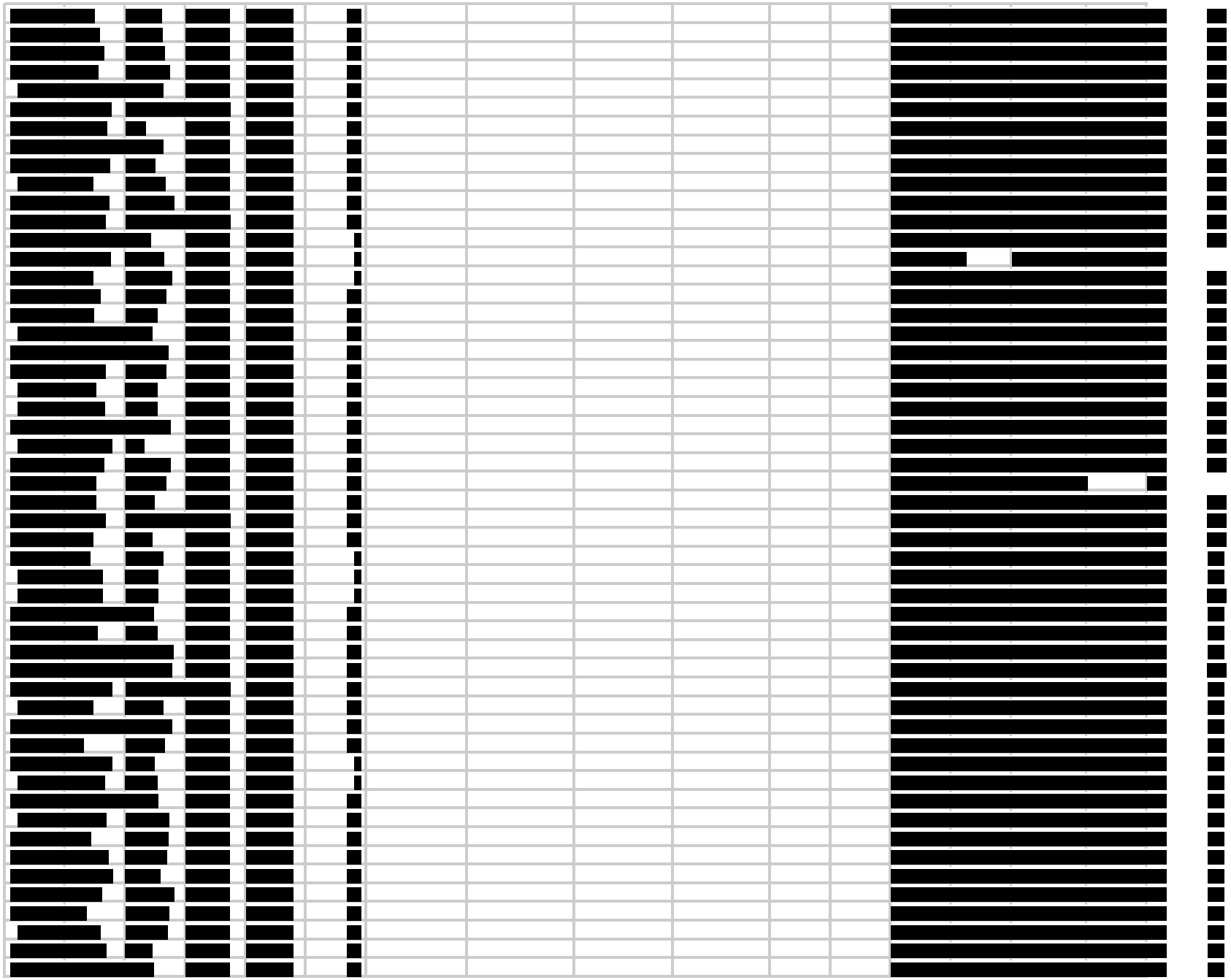


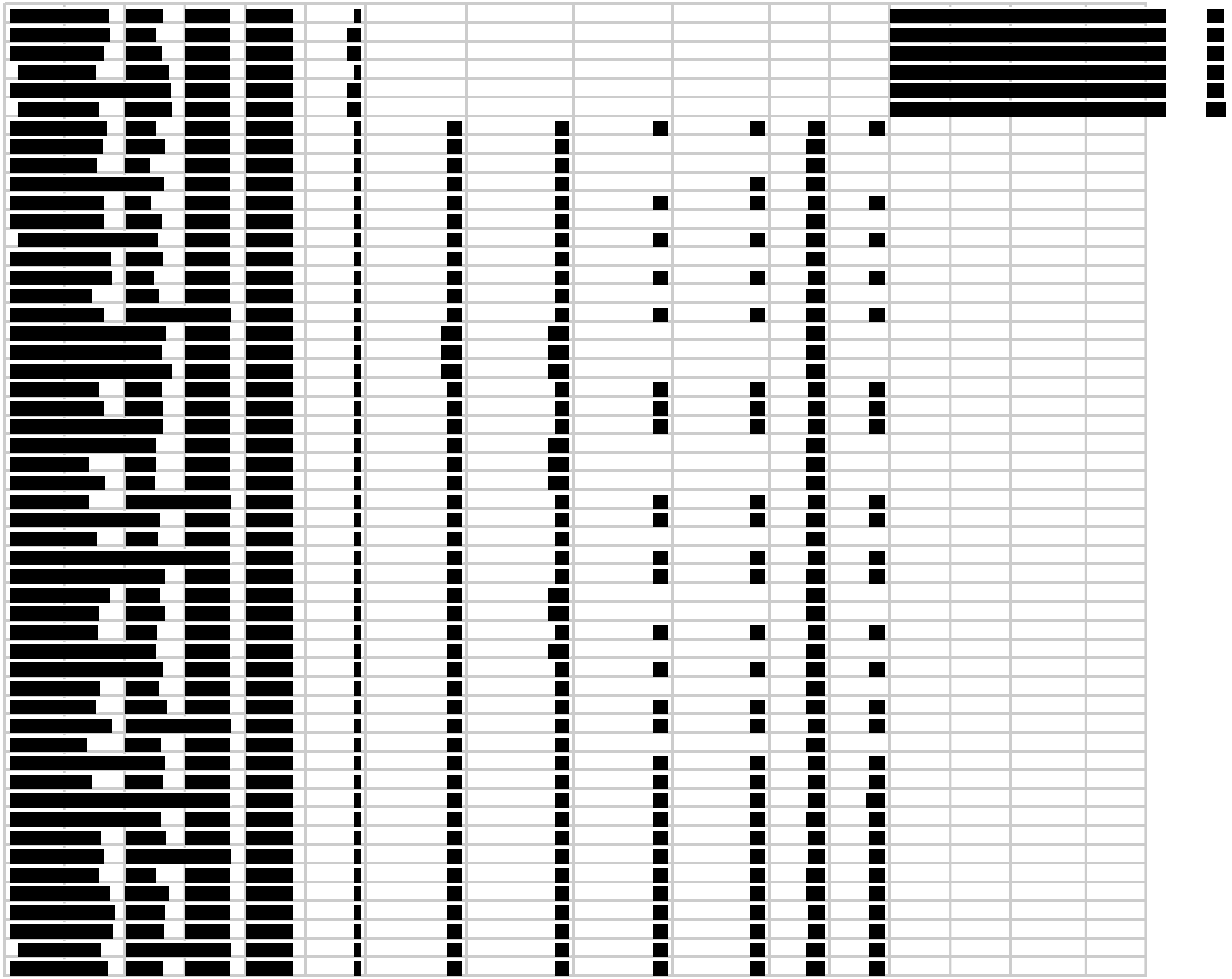
| LEAP | 2016-2017 | LEAP N | Reading Proficient | Reading Growth | Math Proficient | Math Growth | |
|---|---|---|---|---|---|---|---|
| | **All Students** | 320 | 71% | 63% | 72% | 79% | When students enrolled for a full academic year, 79% of students showed growth in Math in 2016-17. Even for students who entered below grade level, 75% showed growth in Math. |
| | **Below Grade Level** | 255 | 66% | 55% | 67% | 75% | |
| | **At or Above Grade Level** | 59 | 83% | 81% | 92% | 95% | |
| | *Note that grade-level standing is based on incoming LEAP performance.* | | | | | | |

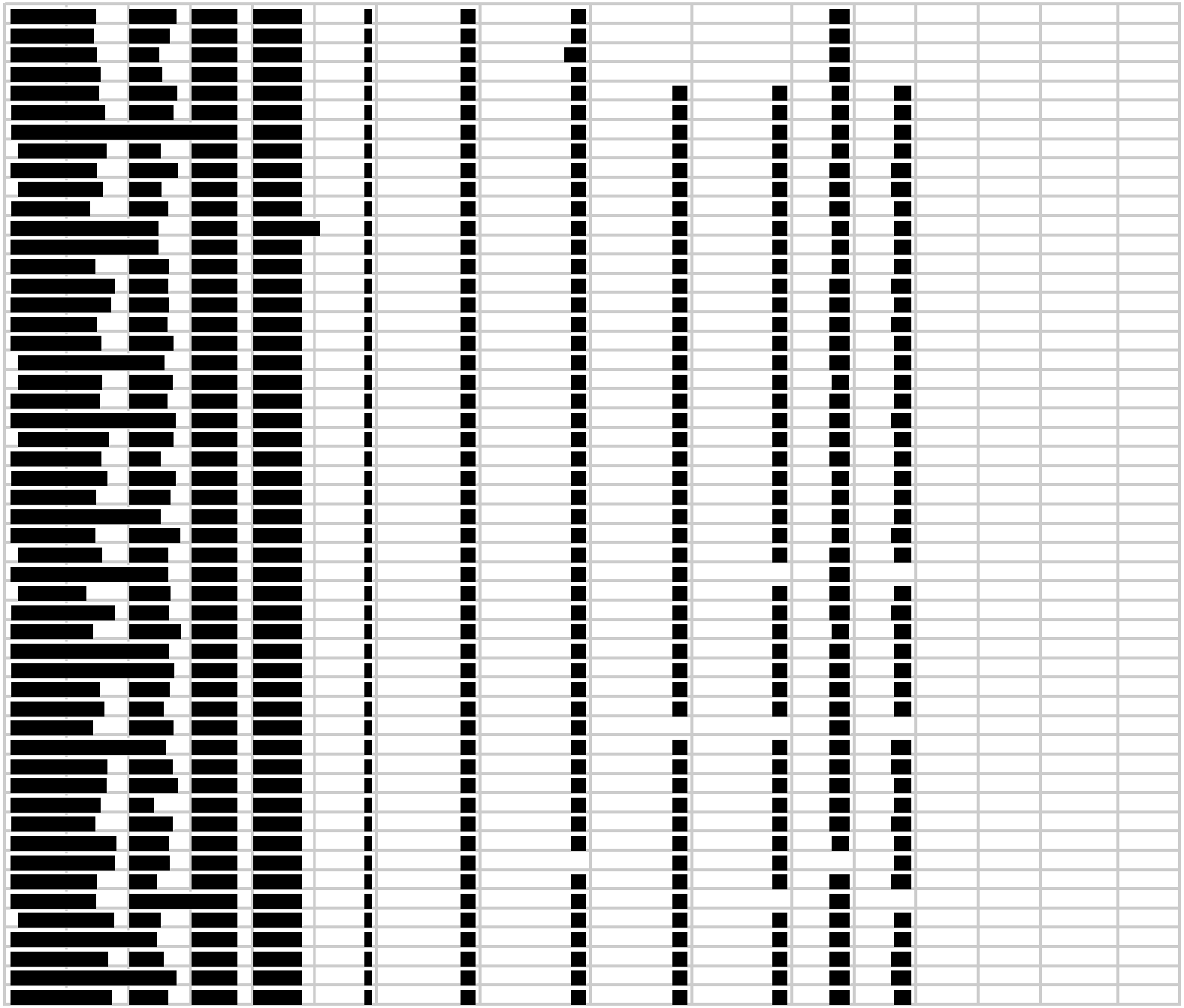


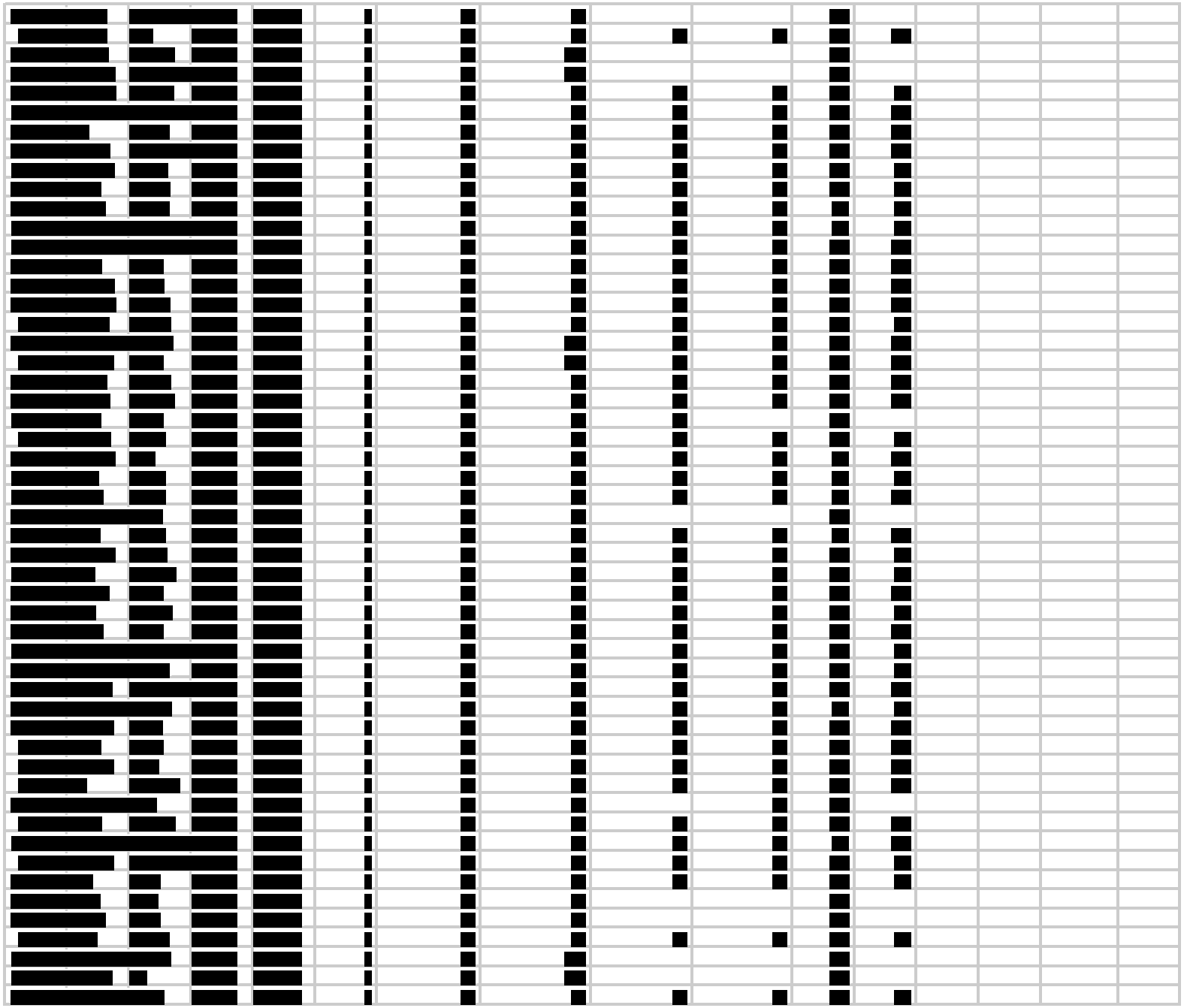


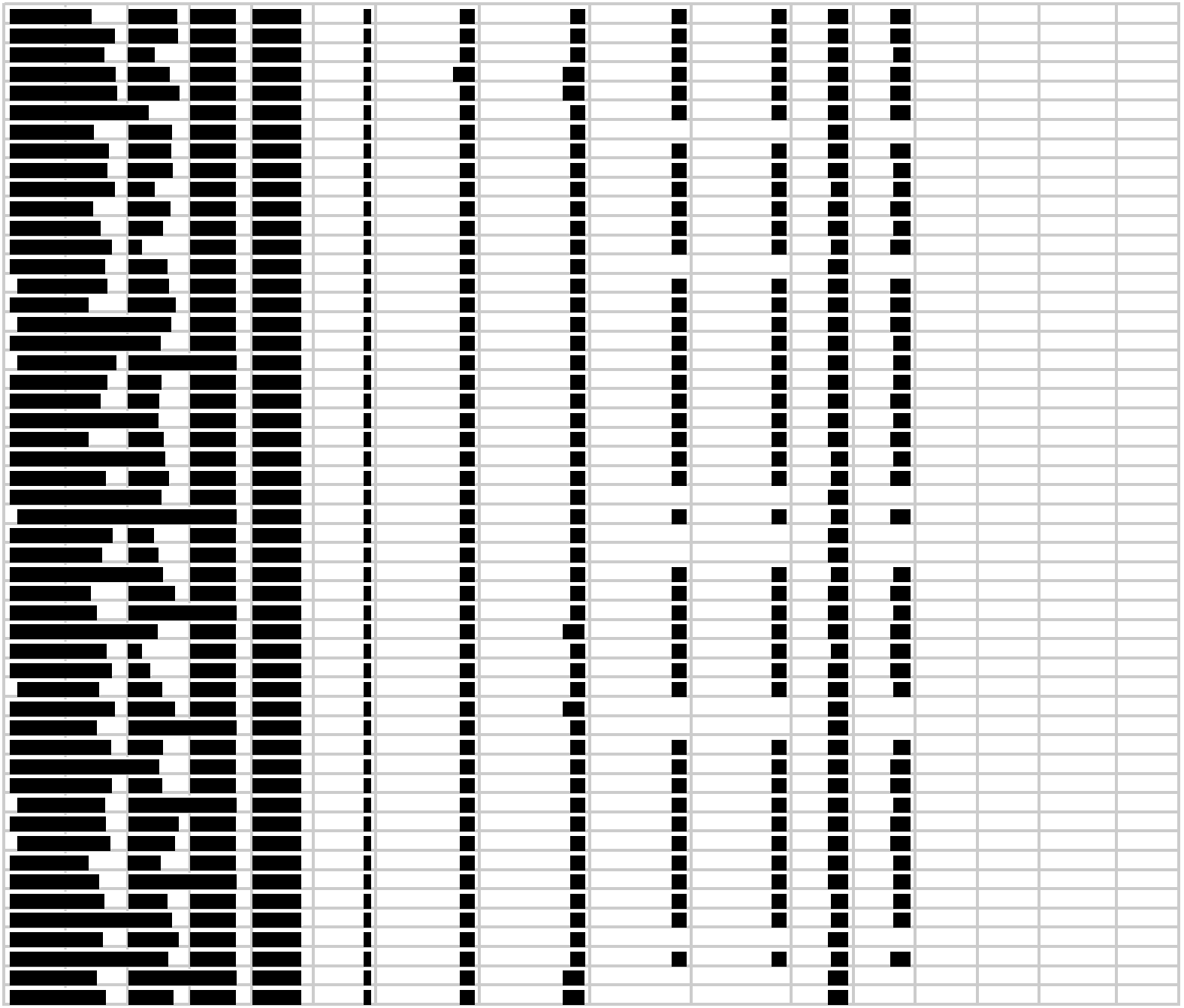


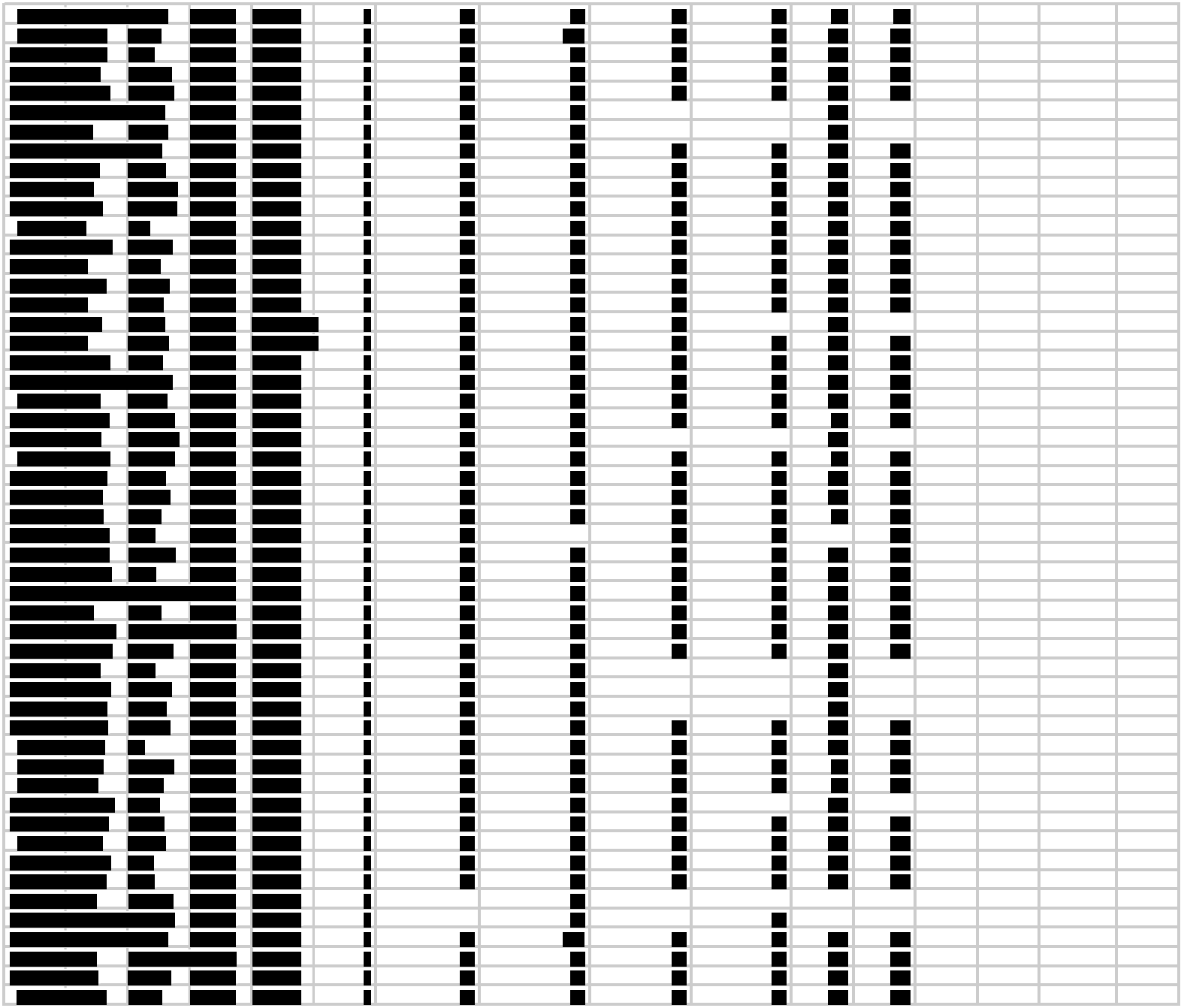


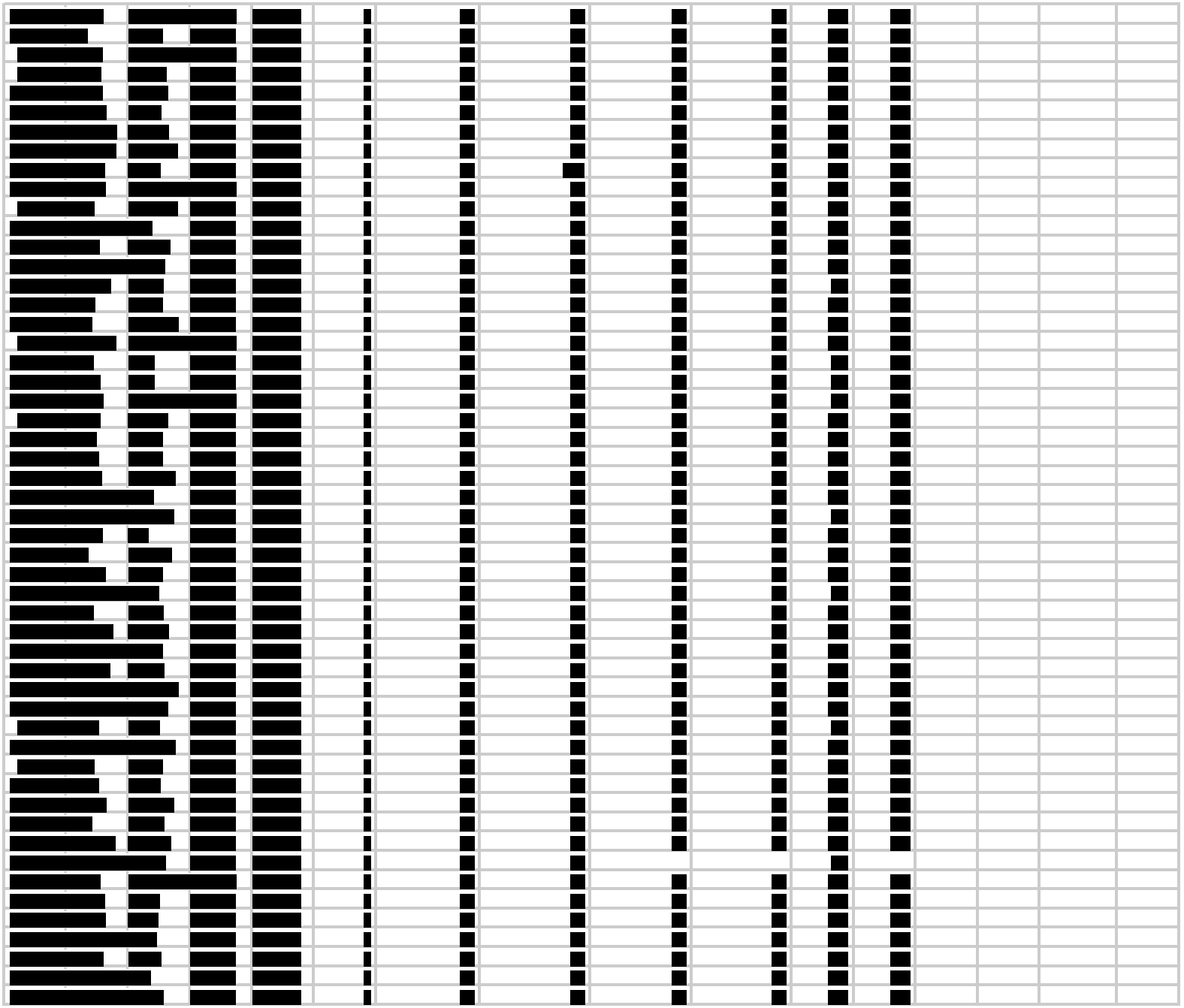


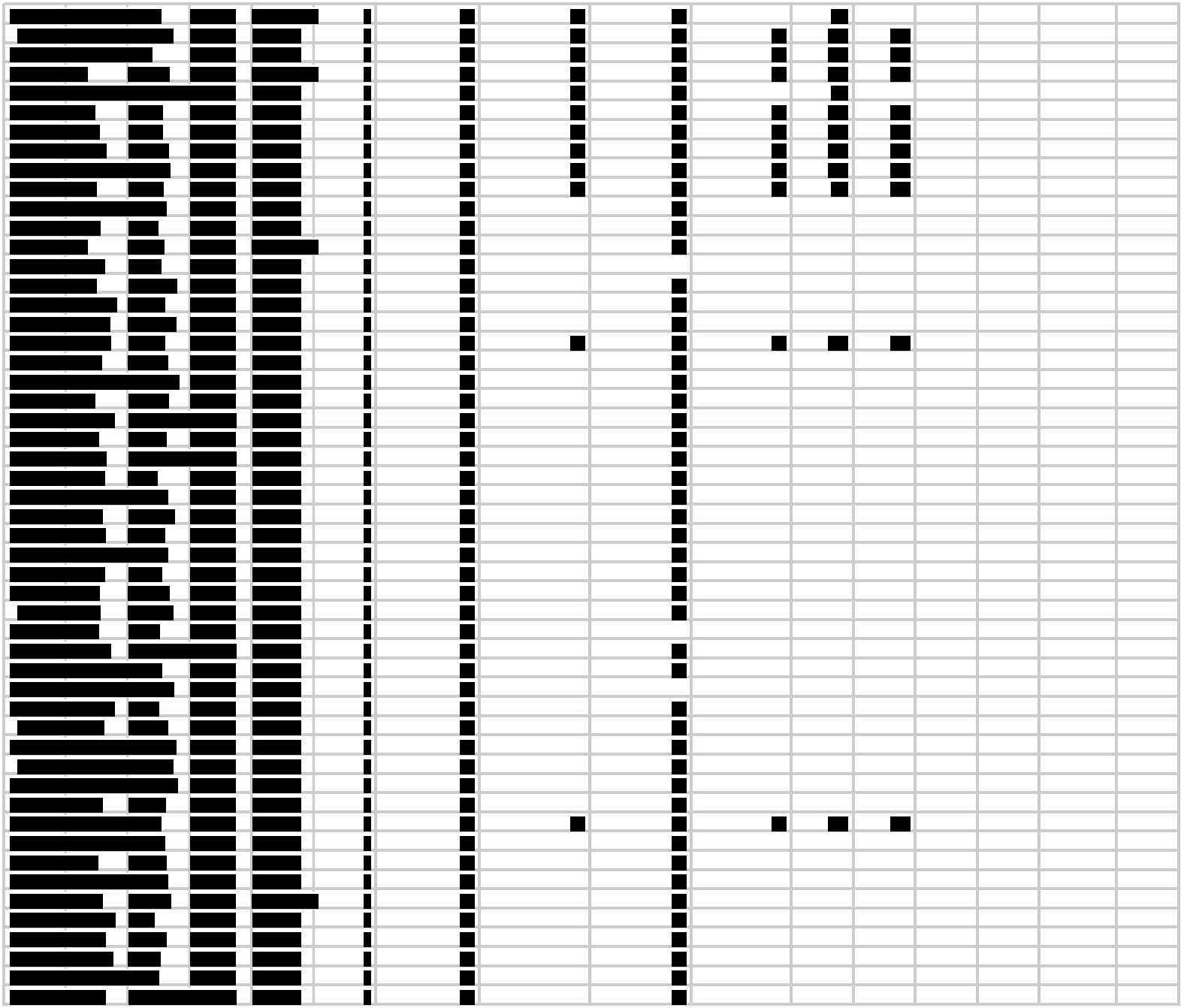


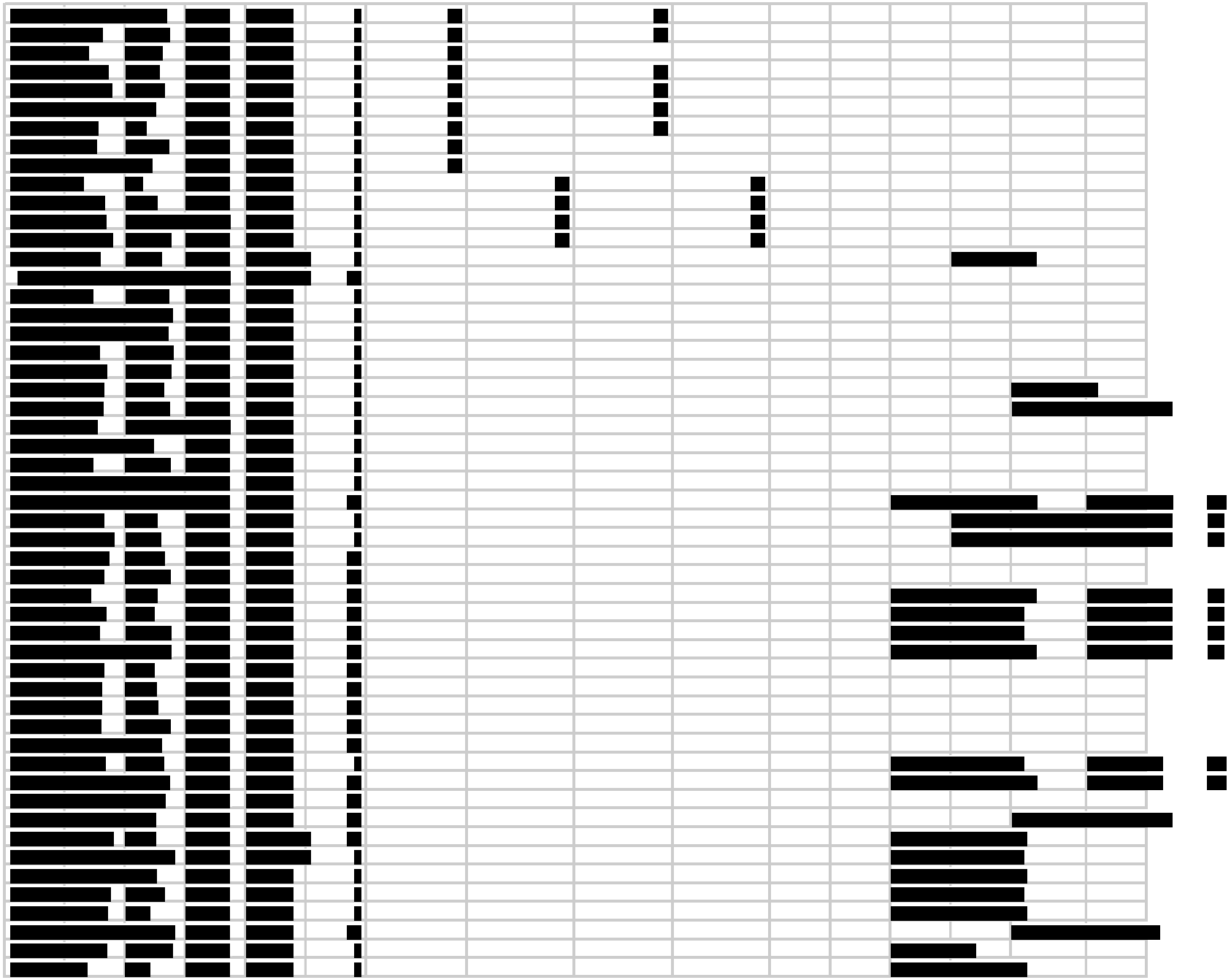


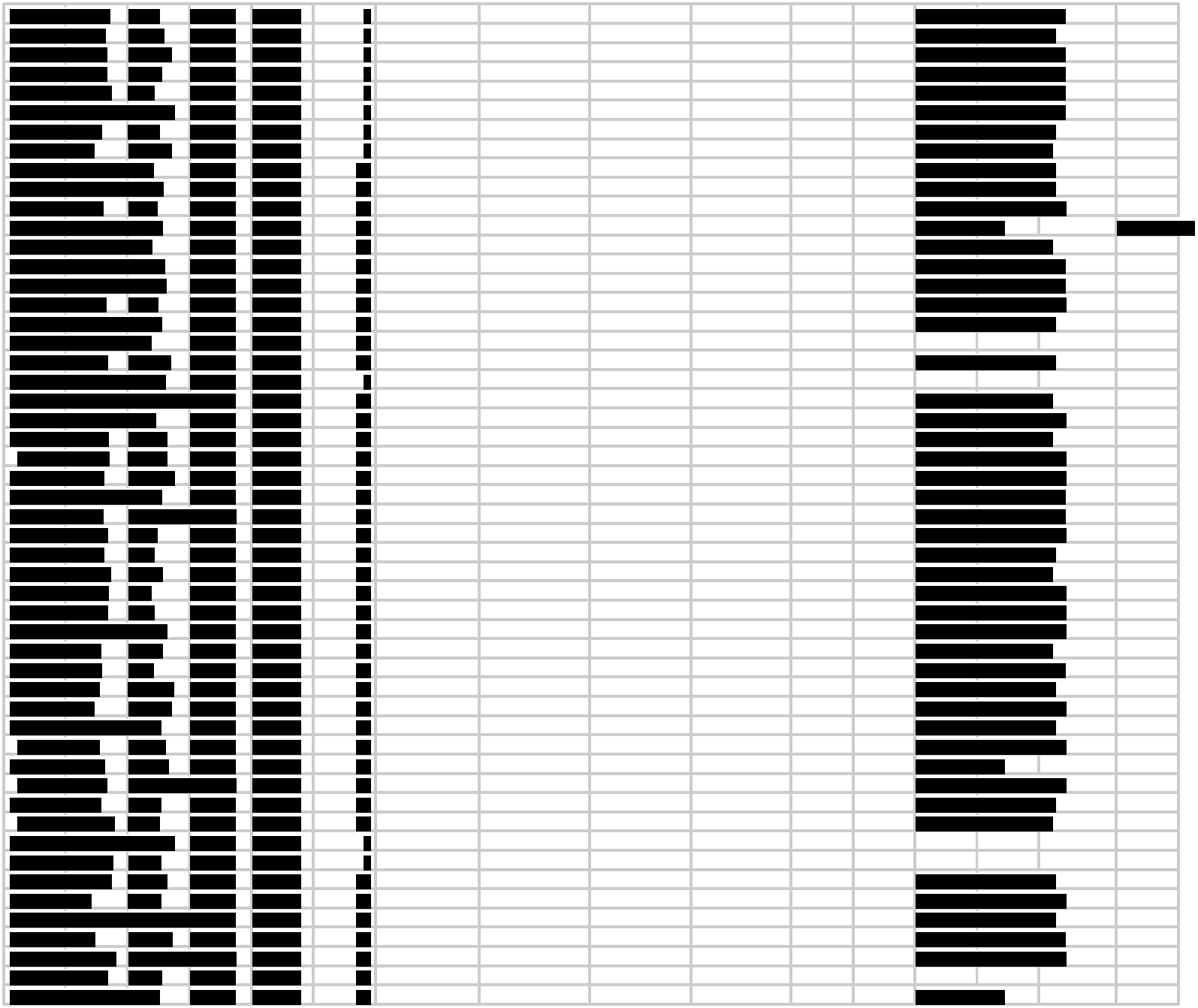


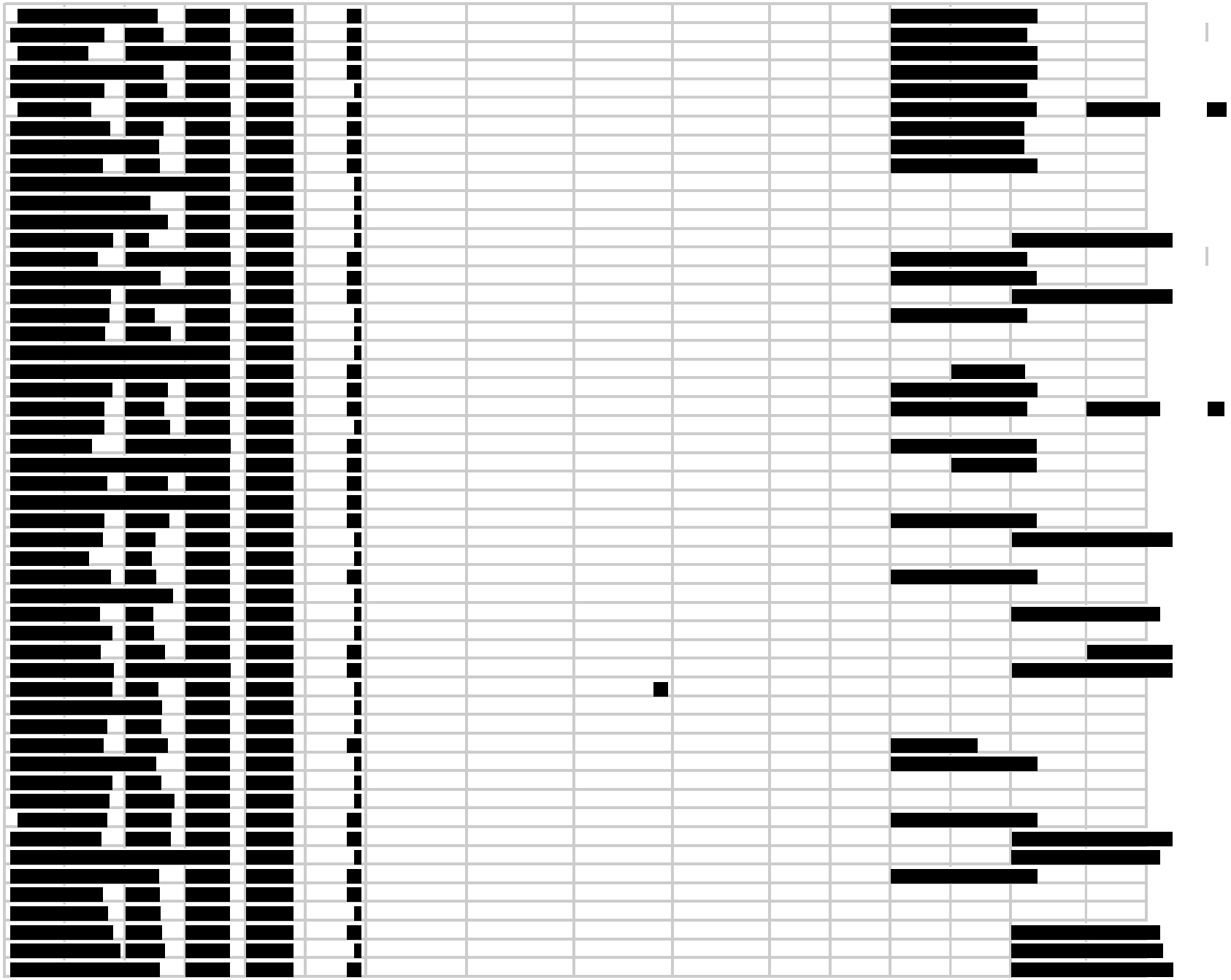


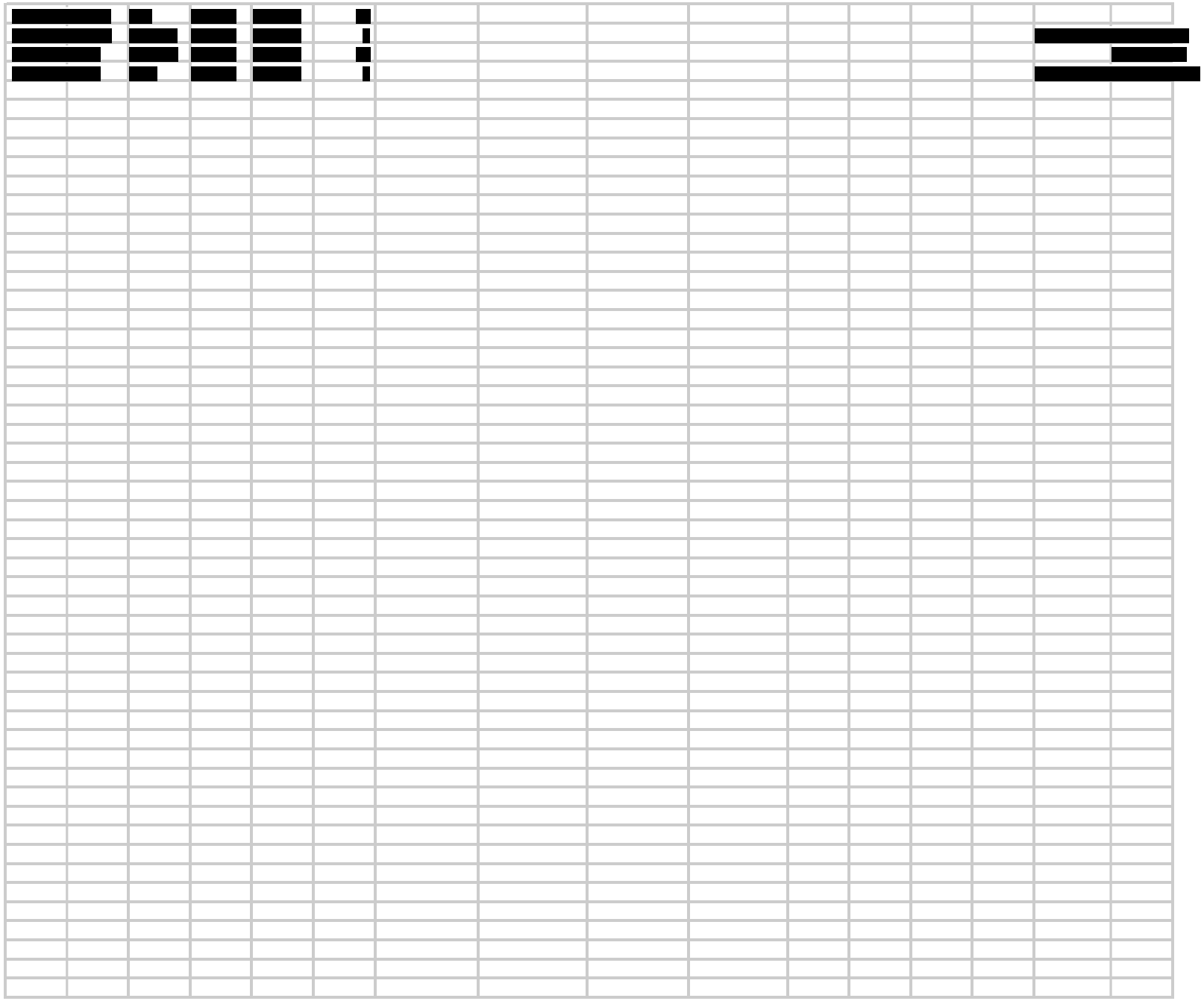


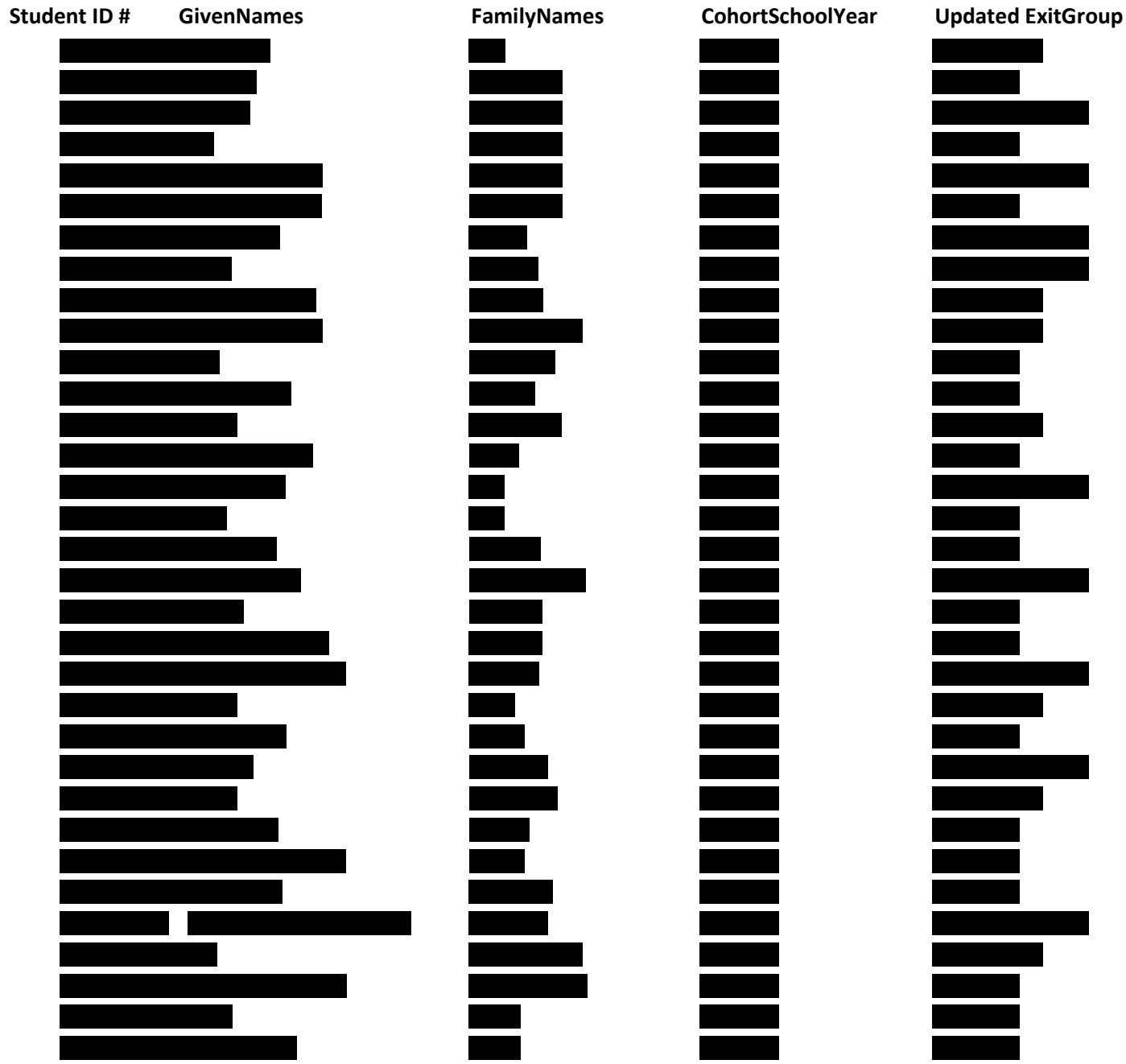








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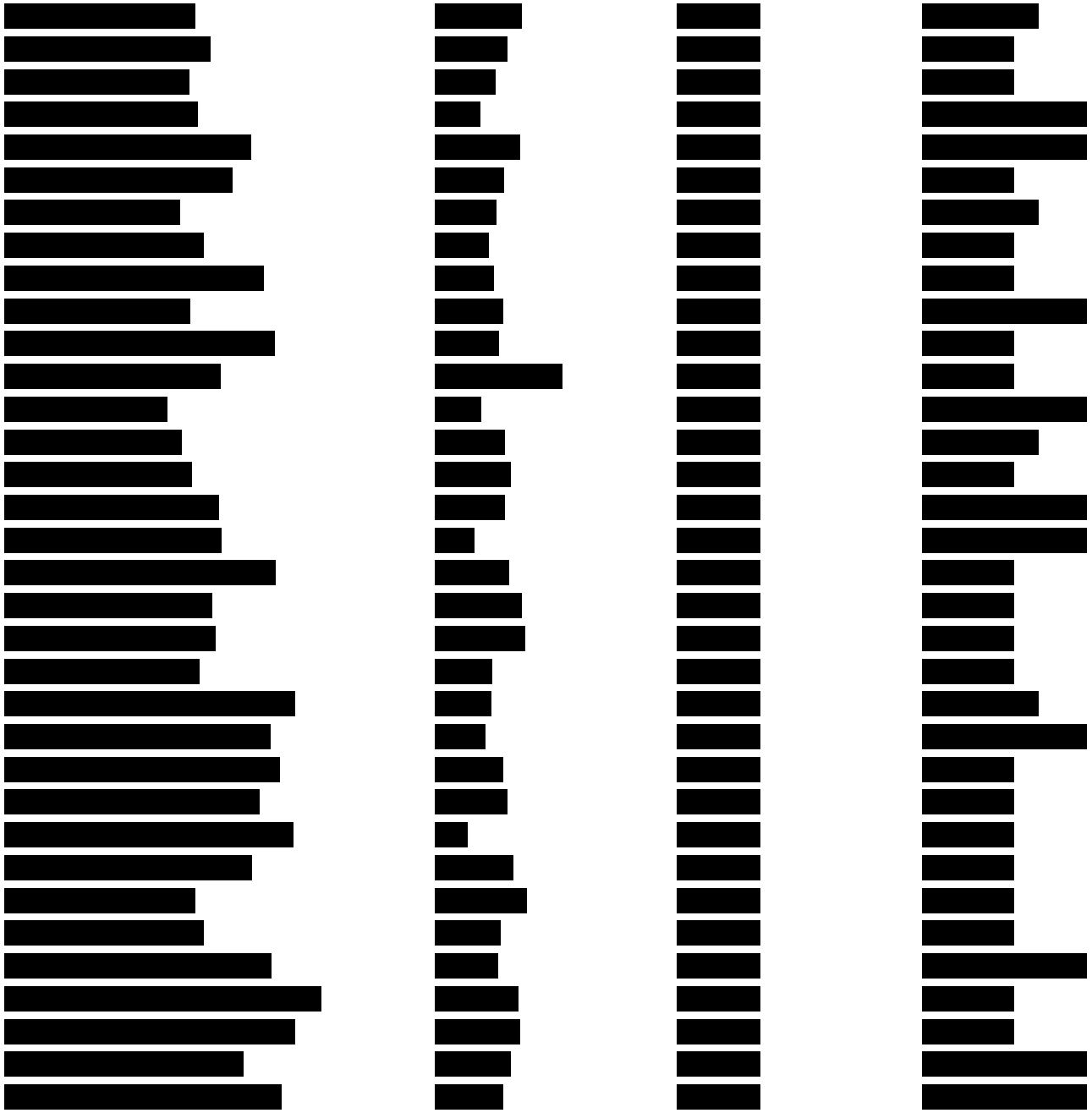
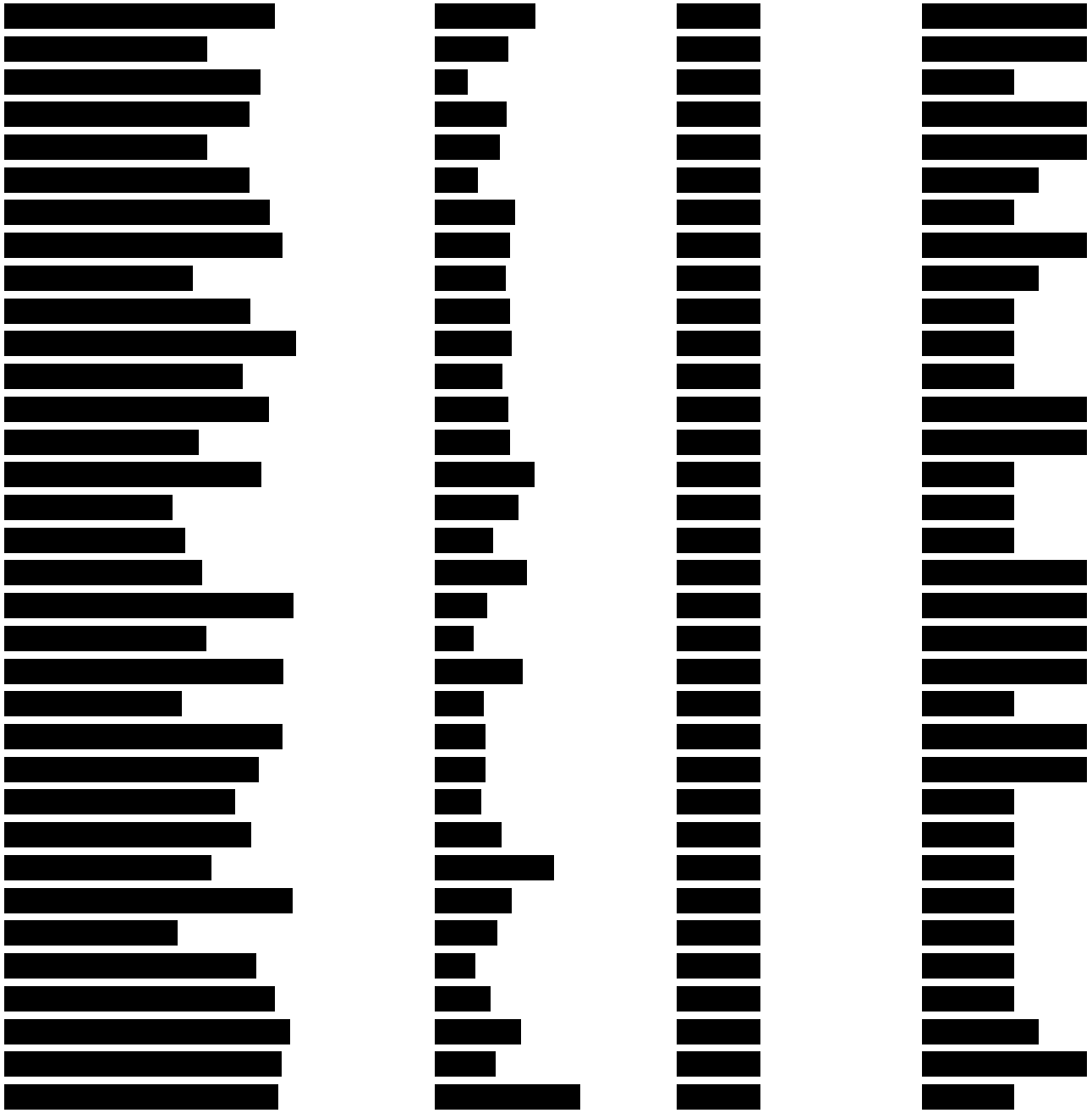
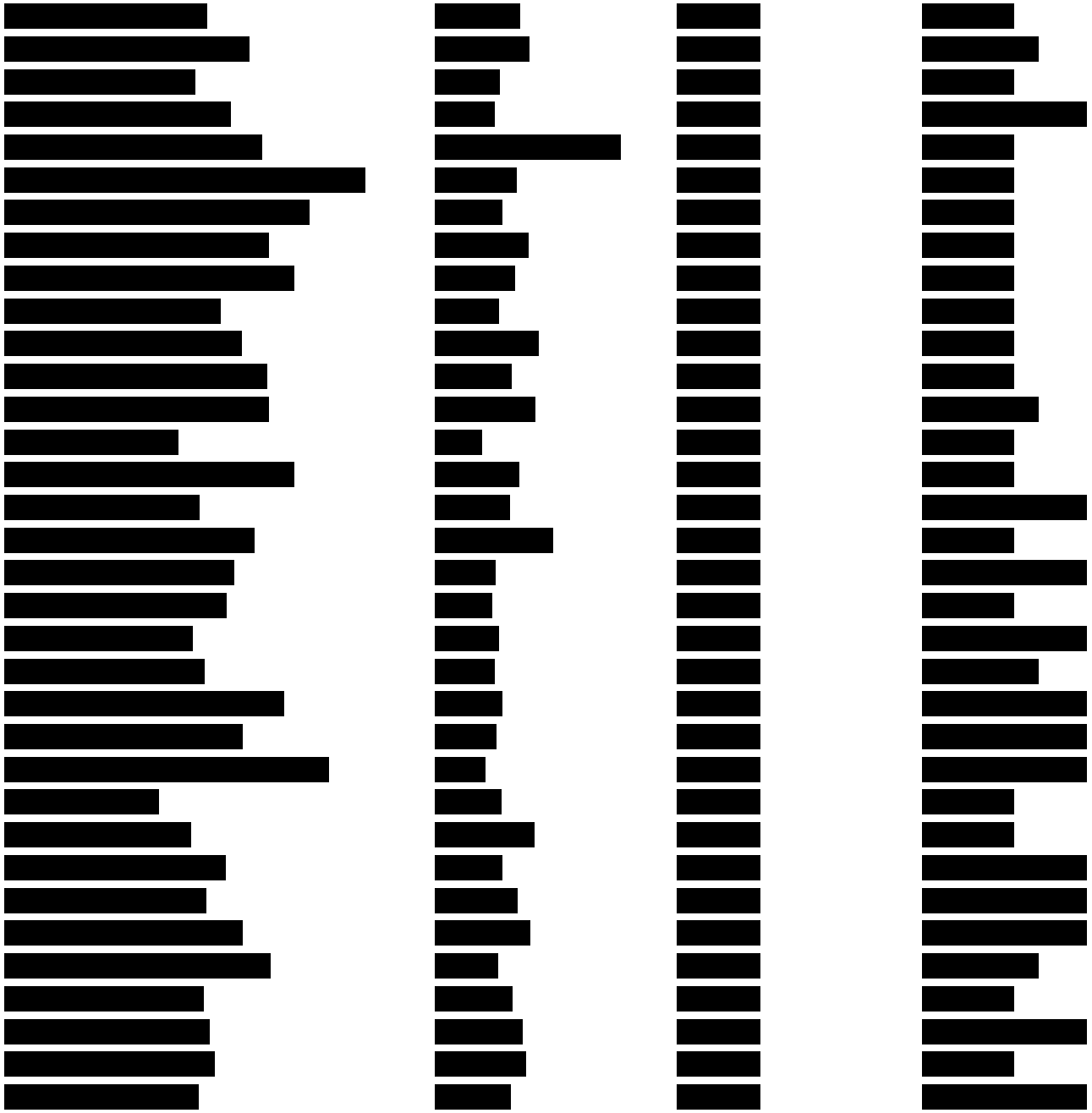
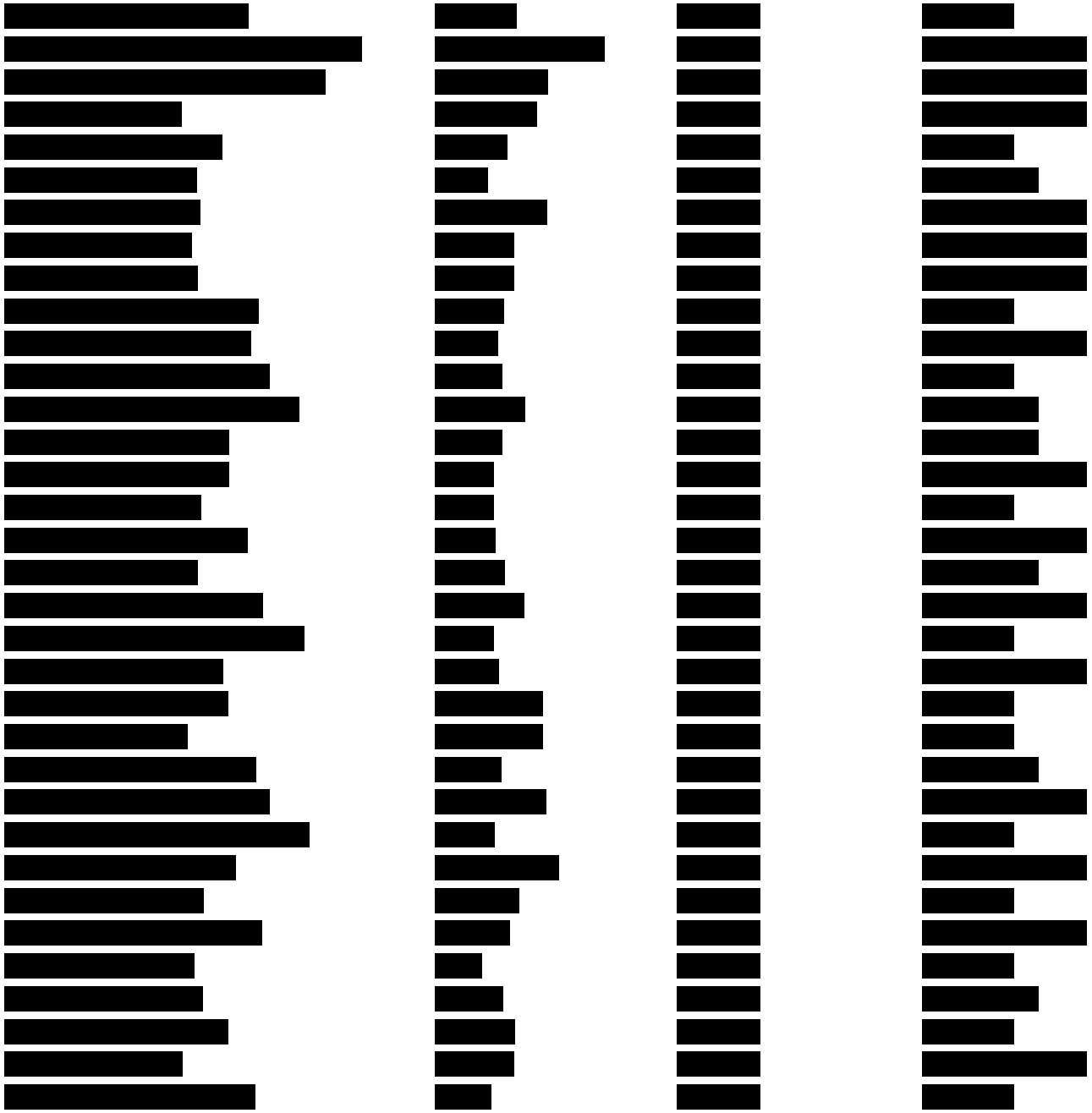
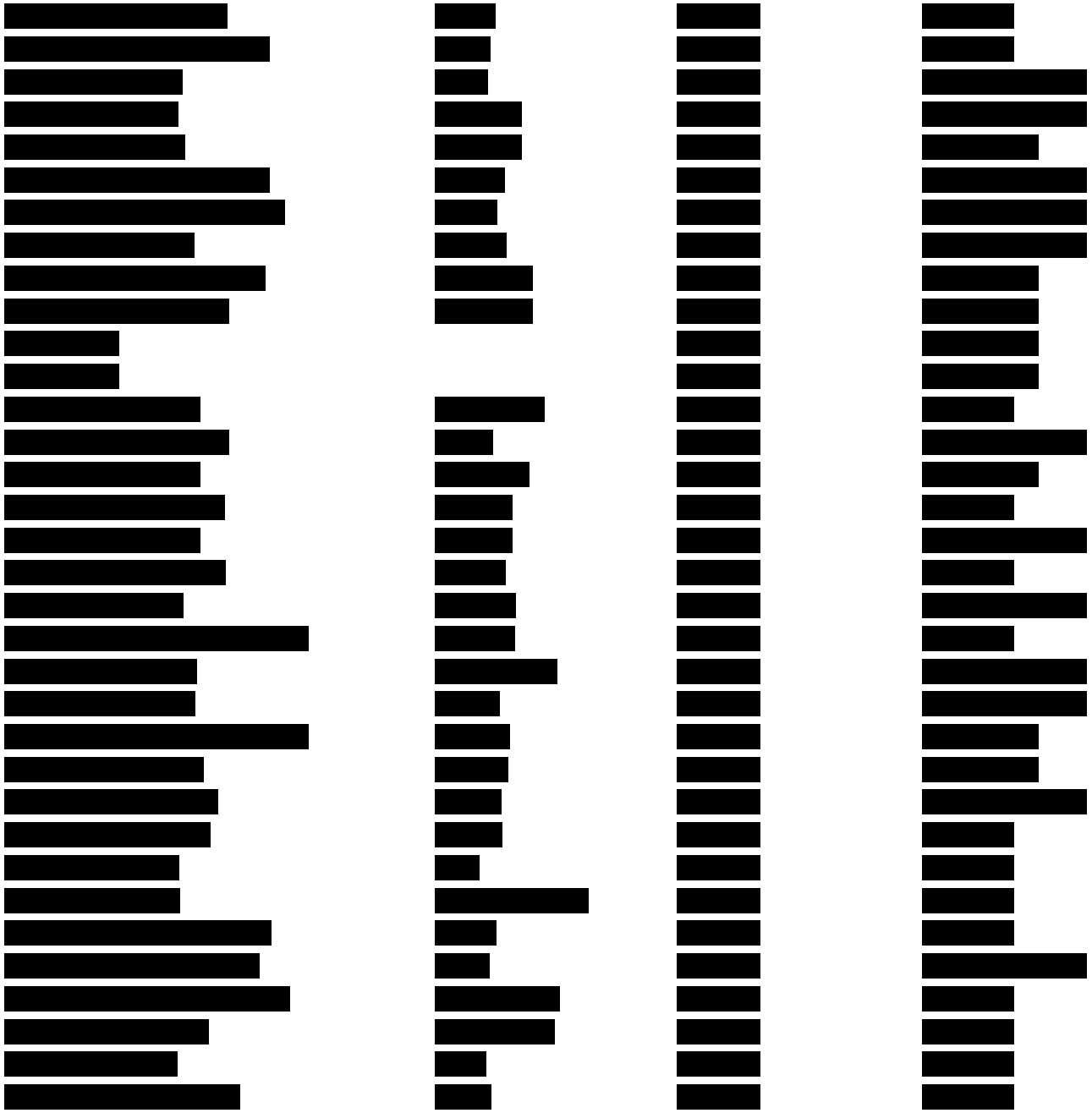
GivenNames
FamilyNames
CohortSchoolYear
Updated ExitGroup

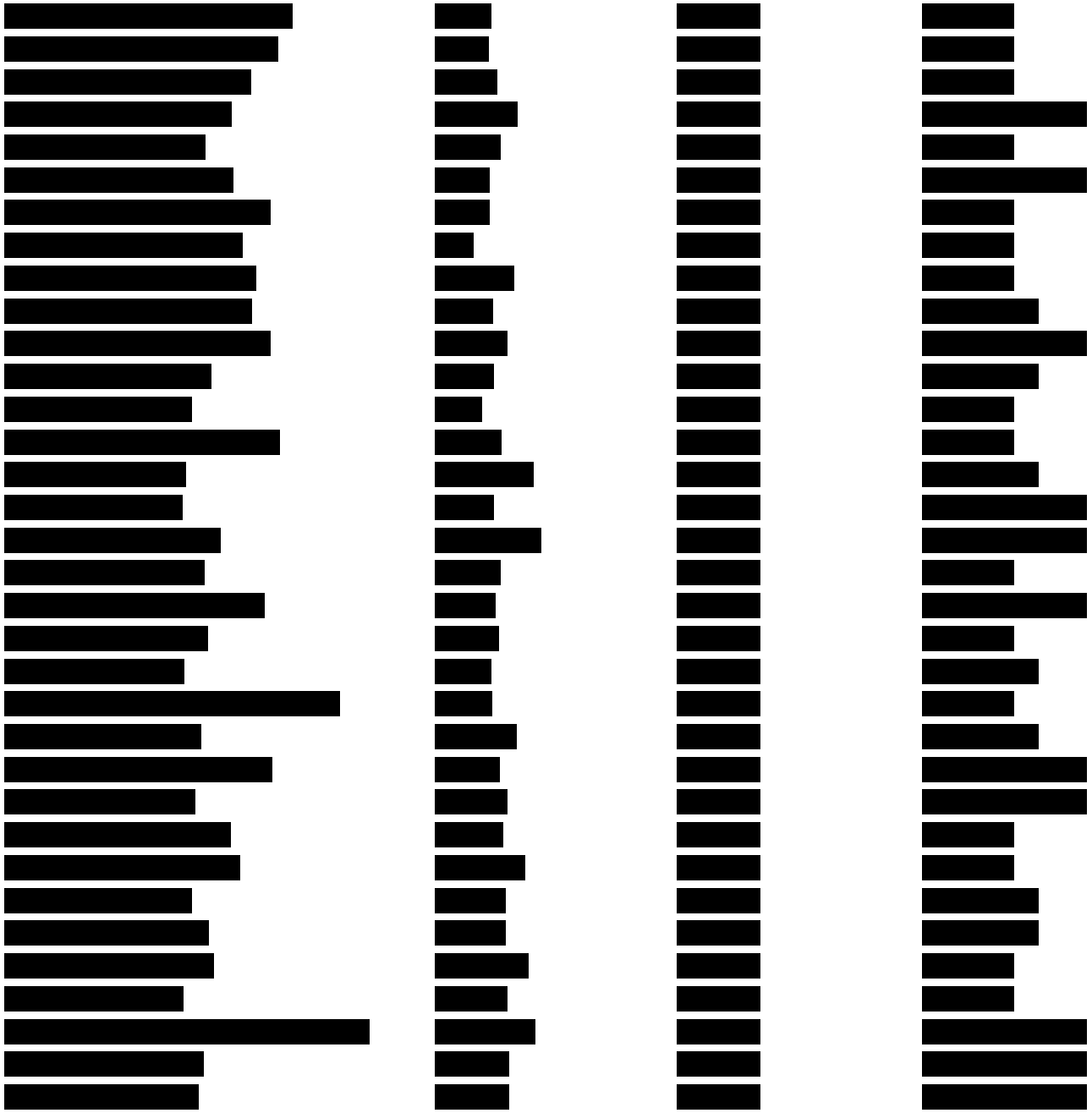


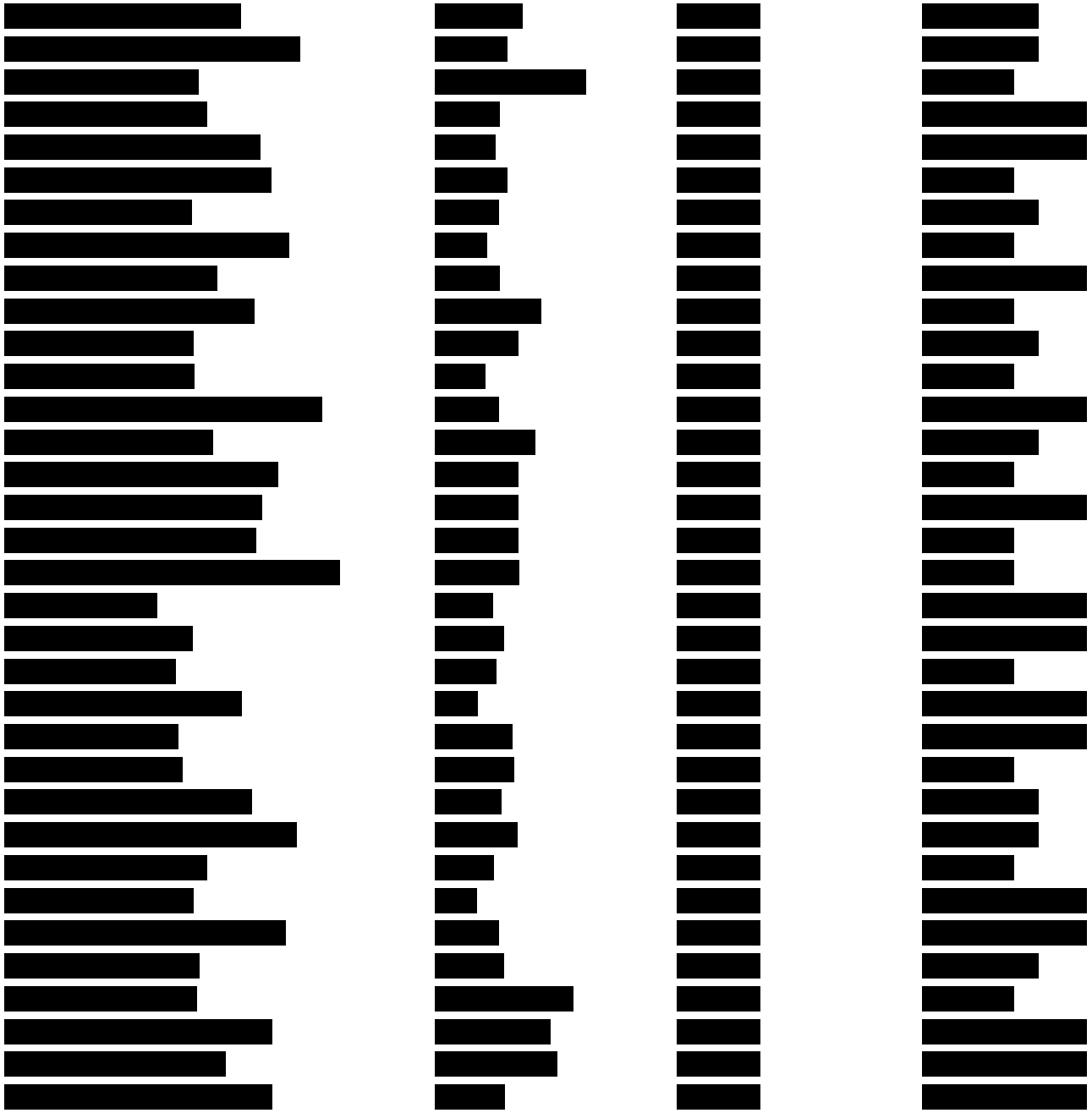


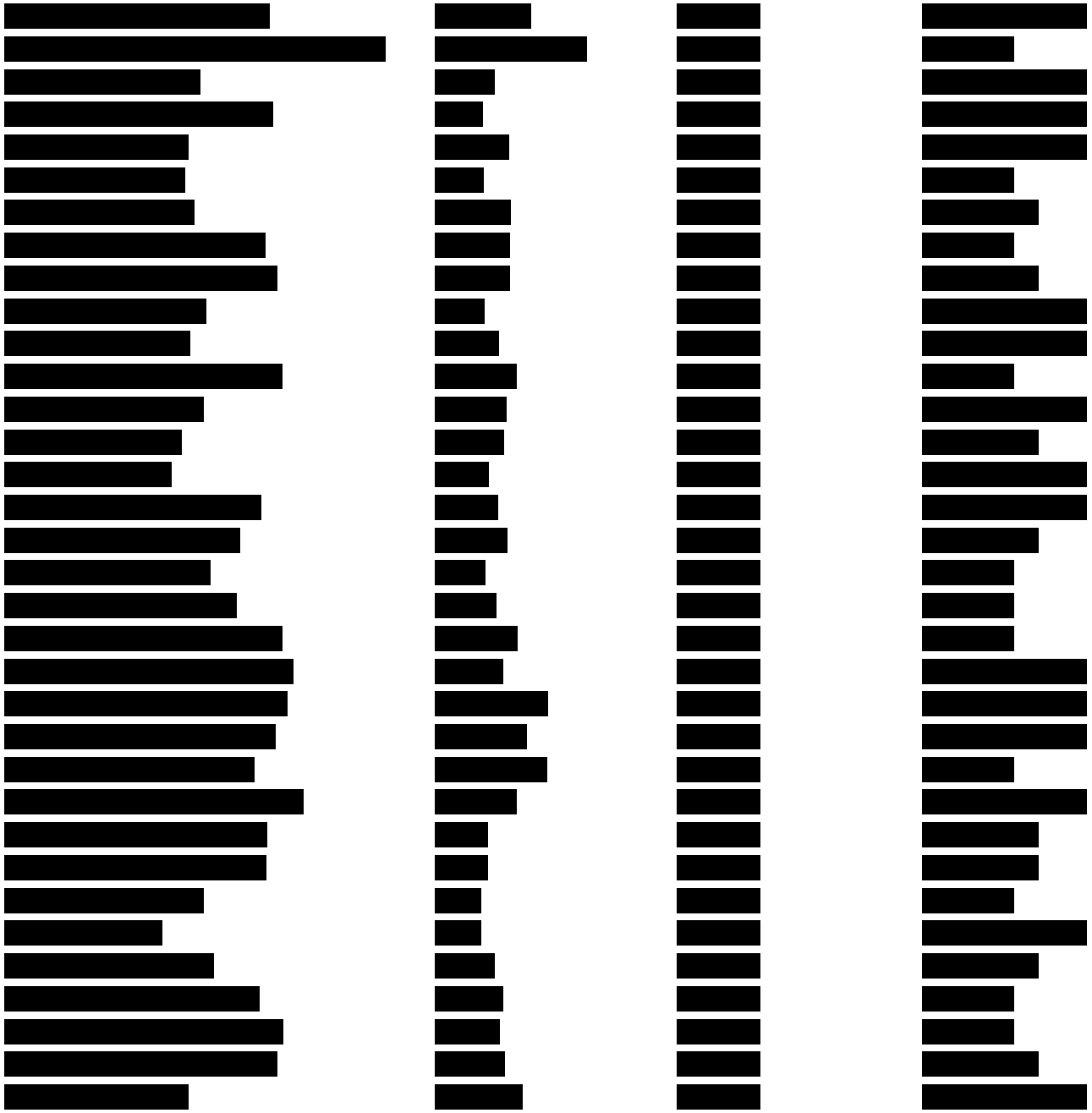


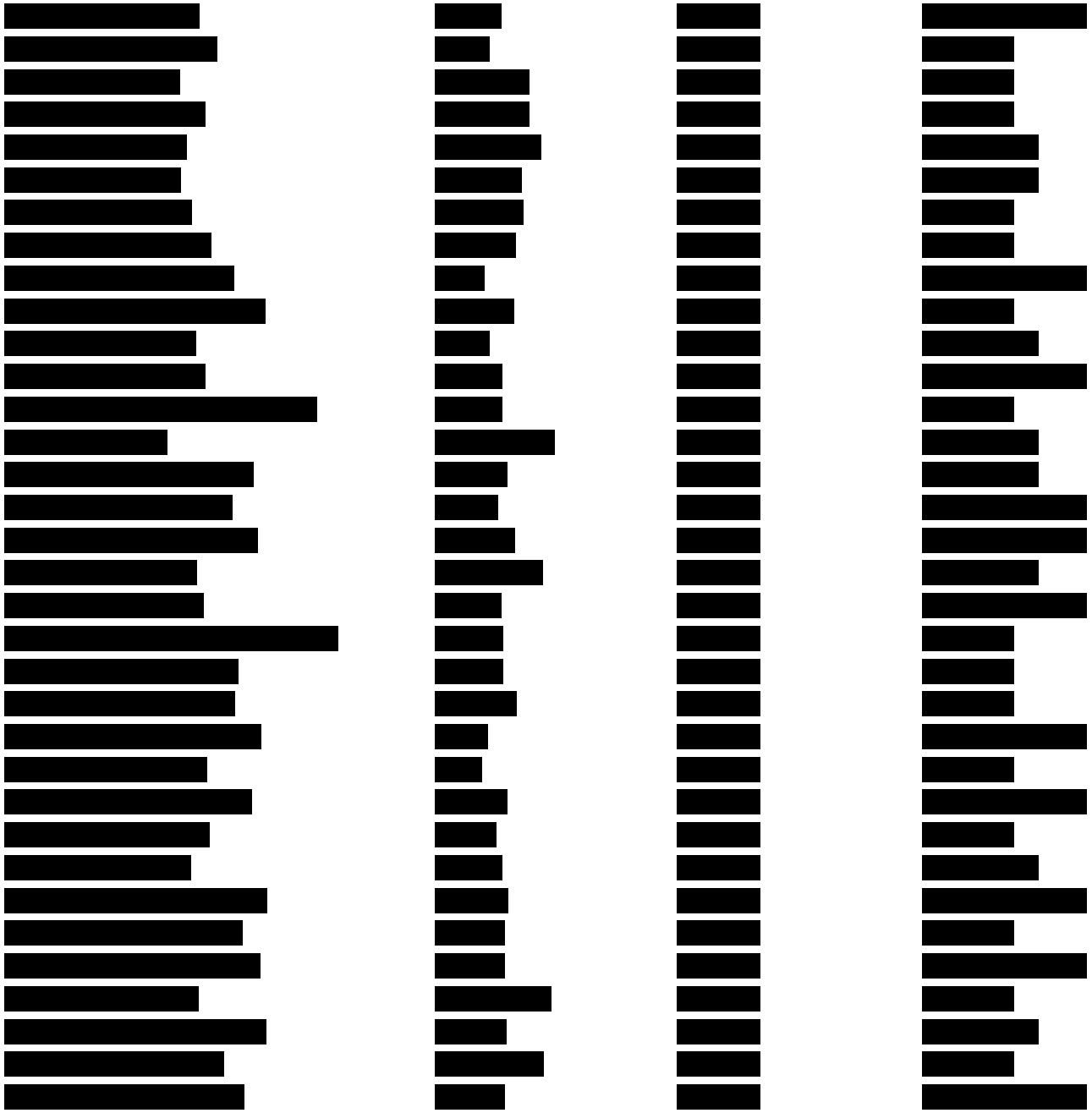


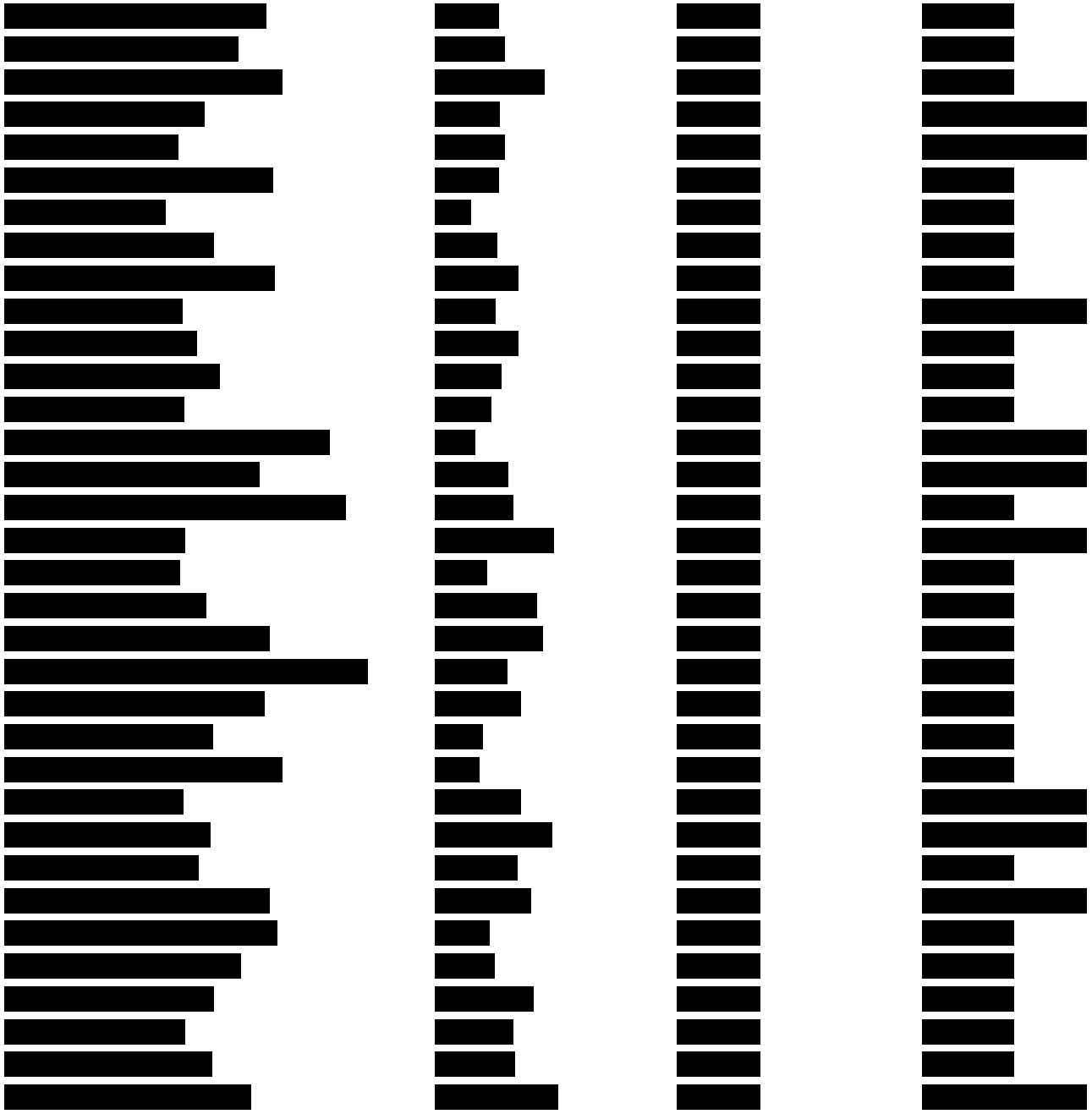


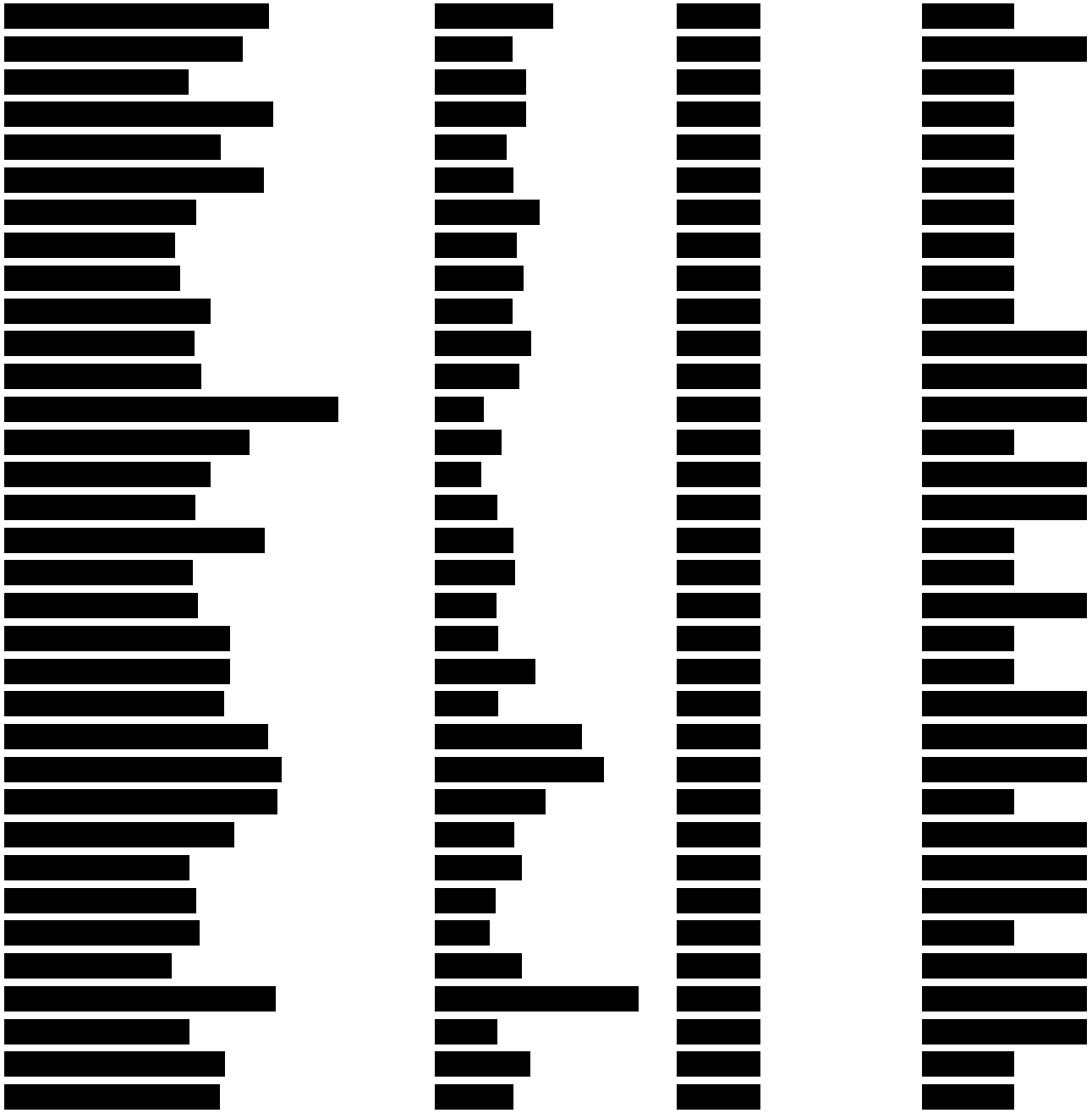


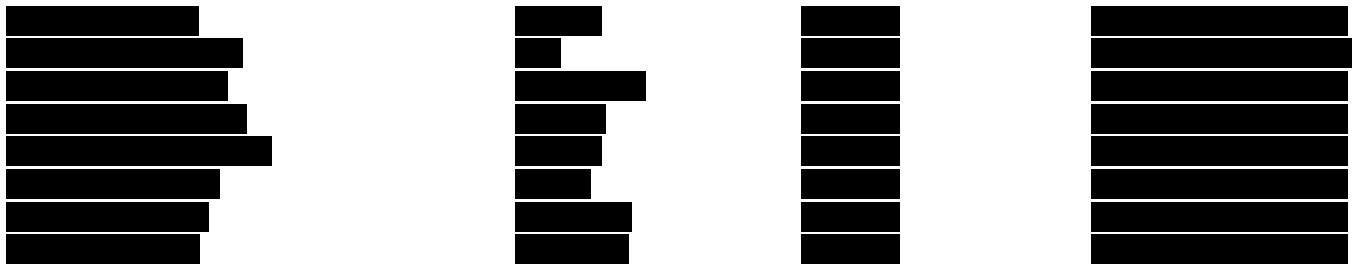












| Graduation Date | Cohort Year | First Year of HS with INSPIRE | Semester of First Enrollment | Credits Earned Before |
|---|---|---|---|---|
| 0 | | 1314 | 2 | 1 |
| 0 | | 1415 | 2 | 13.33 |
| 6/2/2015 | | 1415 | 1 | 16.5 |
| 0 | | 1415 | 1 | 6 |
| 6/8/2016 | | 1516 | 1 | 23.5 |
| 8/12/2016 | | 1415 | 1 | 15.5 |
| 5/31/2016 | | 1516 | 1 | 18.5 |
| 1/21/2016 | | 1415 | 1 | 14 |
| 0 | | 1314 | 1 | 7.5 |
| 0 | | 1213 | 1 | 0 |
| 1/17/2017 | | 1516 | 1 | 19 |
| 0 | | 1415 | 1 | 7 |
| 0 | | 1415 | 1 | 0 |
| 0 | | 1516 | 1 | 0 |
| 5/31/2016 | | 1516 | 2 | 27 |
| 0 | | 1314 | 1 | 0 |
| 6/1/2017 | | 1516 | 1 | 16.25 |
| 5/31/2016 | | 1213 | 1 | 0 |
| 0 | | 1314 | 1 | 1.5 |
| 0 | | 1516 | 2 | 23 |
| 5/31/2016 | | 1314 | 1 | 6 |
| 0 | | 1415 | 1 | 0 |
| 0 | | 1314 | 1 | 3.18 |
| 5/31/2016 | | 1314 | 1 | 8 |
| 0 | | 1415 | 1 | 18 |
| 0 | | 1516 | 1 | 1.5 |
| 0 | | 1415 | 1 | 9.5 |
| 0 | | 1516 | 1 | 15.25 |
| 5/31/2016 | | 1516 | 1 | 25 |
| 0 | | 1415 | 1 | 5.5 |
| 0 | | 1213 | 1 | 0.5 |
| 0 | | 1314 | 1 | 4.5 |
| 0 | | 1516 | 1 | 18.5 |

| | | | | |
|---|---|---|---|---|
| 0 | 1415 | | 1 | 0 |
| 0 | 1415 | | 2 | 9 |
| 0 | 1516 | | 1 | 18 |
| 5/31/2016 | 1213 | | 1 | 0 |
| 5/31/2016 | 1516 | | 1 | 17.75 |
| 0 | 1314 | | 2 | 6.5 |
| 0 | 1314 | | 1 | 7 |
| 0 | 1213 | | 1 | 0 |
| 0 | 1516 | | 1 | 7.5 |
| 5/31/2016 | 1213 | | 1 | 0 |
| 0 | 1314 | | 1 | 6.5 |
| 0 | 1516 | | 1 | 24 |
| 5/31/2016 | 1415 | | 1 | 14 |
| 0 | 1415 | | 1 | 10.5 |
| 0 | 1213 | | 1 | 0 |
| 5/31/2016 | 1213 | | 1 | 0 |
| 5/31/2016 | 1314 | | 1 | 8 |
| 0 | 1213 | | 1 | 0 |
| 0 | 1314 | | 1 | 4.5 |
| 0 | 1516 | | 1 | 12.5 |
| 0 | 1213 | | 1 | 0 |
| 0 | 1213 | | 1 | 0 |
| 5/31/2016 | 1415 | | 1 | 16 |
| 0 | 1516 | | 2 | 25 |
| 0 | 1415 | | 1 | 4 |
| 0 | 1516 | | 1 | 14.5 |
| 0 | 1516 | | 2 | 15 |
| 0 | N/A | #VALUE! | | |
| 0 | 1314 | | 1 | 8 |
| 5/31/2016 | 1415 | | 1 | 16 |
| 0 | 1314 | | 2 | 4 |
| 0 | 1415 | | 1 | 0 |
| 5/31/2016 | 1314 | | 1 | 6 |
| 5/31/2016 | 1314 | | 2 | 9.16 |

| | | | |
|---|---|---|---|
| 5/31/2016 | 1213 | 1 | 3 |
| 5/31/2016 | 1516 | 1 | 20.5 |
| 0 | 1516 | 1 | 14 |
| 5/31/2016 | 1415 | 2 | 14.5 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 3.5 |
| 5/31/2016 | 1516 | 1 | 23 |
| 0 | 1213 | 1 | 0 |
| 0 | 1516 | 1 | 18.5 |
| 0 | 1415 | 1 | 13.5 |
| 0 | 1516 | 1 | 14.5 |
| 6/2/2015 | 1415 | 1 | 14.5 |
| 1/21/2016 | 1415 | 1 | 17 |
| 0 | 1314 | 1 | 3.75 |
| 0 | 1516 | 2 | 0 |
| 0 | 1314 | 1 | 1.5 |
| 5/31/2016 | 1415 | 1 | 9.5 |
| 5/31/2016 | 1415 | 1 | 11.5 |
| 5/31/2016 | 1516 | 1 | 24 |
| 5/31/2016 | 1516 | 1 | 21 |
| 0 | 1415 | 1 | 14.75 |
| 5/31/2016 | 1213 | 1 | 1 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1516 | 2 | 5.25 |
| 0 | 1415 | 1 | 0 |
| 0 | 1314 | 2 | 4 |
| 0 | 1415 | 1 | 0 |
| 0 | 1213 | 1 | 0 |
| 0 | 1314 | 1 | 7.5 |
| 0 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 15.5 |
| 5/31/2016 | 1415 | 2 | 16 |
| 6/1/2017 | 1516 | 1 | 22.5 |

| | | | |
|---|---|---|---|
| 0 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 8.5 |
| 0 | 1213 | 1 | 0 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 8.5 |
| 0 | 1213 | 1 | 0 |
| 0 | 1516 | 1 | 18.5 |
| 0 | 1415 | 1 | 12.875 |
| 0 | 1415 | 1 | 8.5 |
| 0 | 1415 | 1 | 12 |
| 6/1/2017 | 1516 | 2 | 17 |
| 0 | 1516 | 2 | 0 |
| 0 | 1415 | 1 | 0 |
| 0 | 1314 | 1 | 2.75 |
| 0 | 1415 | 1 | 12 |
| 5/31/2016 | 1516 | 1 | 19 |
| 0 | 1516 | 1 | 19.75 |
| 1/21/2016 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 10 |
| 5/31/2016 | 1415 | 1 | 14 |
| 0 | 1415 | 1 | 14 |
| 3/2/2016 | 1415 | 1 | 14.5 |
| 5/31/2016 | 1314 | 1 | 8 |
| 5/31/2016 | 1314 | 1 | 5.5 |
| 0 | 1213 | 1 | 0 |
| 0 | 1516 | 2 | 8 |
| 5/31/2016 | 1213 | 1 | 0 |
| 5/31/2016 | 1314 | 1 | 8 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1314 | 1 | 7 |
| 0 | 1516 | 1 | 19.75 |
| 5/31/2016 | 1516 | 2 | 18.75 |
| 6/1/2017 | 1516 | 1 | 15.5 |
| 5/31/2016 | 1516 | 1 | 20.25 |

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|---|---|---|---|
| 6/1/2017 | 1415 | 1 | 7 |
| 5/31/2016 | 1415 | 1 | 14 |
| 5/31/2016 | 1415 | 1 | 15.5 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 6.5 |
| 0 | 1314 | 1 | 5.5 |
| 5/31/2016 | 1415 | 1 | 0 |
| 5/31/2016 | 1415 | 1 | 14.5 |
| 5/31/2016 | 1415 | 2 | 15.5 |
| 0 | 1314 | 1 | 1.5 |
| 5/31/2016 | 1516 | 1 | 13 |
| 0 | 1213 | 1 | 0 |
| 0 | 1213 | 1 | 0 |
| 0 | 1213 | 1 | 0 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 0 |
| 6/2/2015 | 1415 | 1 | 15 |
| 0 | 1516 | 1 | 16.5 |
| 5/31/2016 | 1213 | 1 | 1 |
| 0 | 1415 | 1 | 13.5 |
| 5/31/2016 | 1314 | 1 | 8 |
| 0 | 1516 | 1 | 21 |
| 0 | 1516 | 1 | 18.25 |
| 0 | 1213 | 1 | 0 |
| 1/21/2016 | 1314 | 1 | 7 |
| 1/17/2017 | 1516 | 1 | 18 |
| 5/31/2016 | 1516 | 1 | 20 |
| 0 | 1415 | 1 | 0.5 |
| 5/31/2016 | 1516 | 1 | 22.1 |
| 0 | 1516 | 1 | 23 |
| 0 | 1415 | 2 | 14.9 |
| 0 | 1415 | 1 | 0 |
| 5/31/2016 | 1213 | 1 | 0 |
| 0 | 1415 | 1 | 11 |

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|---|---|---|---|
| 0 | 1415 | 1 | 9 |
| 0 | 1314 | 1 | 7.5 |
| 5/31/2016 | 1415 | 2 | 14.5 |
| 5/31/2016 | 1314 | 1 | 8 |
| 0 | 1314 | 1 | 6 |
| 5/31/2016 | 1516 | 1 | 22 |
| 5/31/2016 | 1314 | 1 | 6 |
| 5/31/2016 | 1516 | 1 | 17.18 |
| 0 | 1415 | 2 | 13.5 |
| 0 | 1314 | 1 | 3.25 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1314 | 1 | 1 |
| 6/2/2015 | 1314 | 1 | 15 |
| 0 | 1415 | 1 | 0 |
| 0 | 1213 | 1 | 7.5 |
| 6/2/2015 | 1213 | 1 | 6.5 |
| 0 | 1213 | 1 | 0 |
| 6/2/2015 | 1415 | 1 | 20 |
| 0 | 1112 | 1 | 0 |
| 6/2/2015 | 1314 | 1 | 14.5 |
| 6/2/2015 | 1213 | 1 | 6.5 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0.5 |
| 6/2/2015 | 1415 | 1 | 20 |
| 0 | 1415 | 1 | 4 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 10.5 |
| 6/2/2015 | 1213 | 1 | 6 |
| 0 | 1415 | 1 | 21.25 |
| 0 | 1213 | 1 | 3 |
| 0 | 1415 | 1 | 0 |
| 0 | 1213 | 1 | 8 |

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|---|---|---|---|
| 0 | 1415 | 1 | 16.5 |
| 0 | 1314 | 1 | 6 |
| 0 | 1213 | 1 | 7 |
| 6/2/2015 | 1415 | 1 | 23 |
| 0 | 1415 | 1 | 15 |
| 5/31/2016 | 1112 | 1 | 0 |
| 0 | 1314 | 1 | 6.5 |
| 0 | 1213 | 1 | 5 |
| 0 | 1415 | 1 | 21 |
| 0 | 1112 | 1 | 0 |
| 6/2/2015 | 1314 | 2 | 14 |
| 0 | 1213 | 1 | 7.5 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 4 |
| 6/2/2015 | 1112 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 2 |
| 1/21/2016 | 1314 | 1 | 11 |
| 0 | 1415 | 2 | 11.5 |
| 0 | 1112 | 1 | 1 |
| 0 | 1314 | 1 | 10.66 |
| 0 | 1213 | 1 | 3 |
| 6/2/2015 | 1415 | 1 | 25.5 |
| 6/2/2015 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 13.5 |
| 0 | 1314 | 1 | 13.5 |
| 0 | 1314 | 1 | 10.5 |
| 0 | 1314 | 1 | 10.5 |
| 0 | 1314 | 1 | 0 |
| 0 | 1213 | 1 | 3 |
| 5/31/2016 | 1213 | 1 | 7 |
| 6/2/2015 | 1112 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0 |

| | | | |
|---|---|---|---|
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 2 | 21.5 |
| 0 | 1112 | 1 | 1.5 |
| 6/2/2015 | 1112 | 1 | 1 |
| 5/31/2016 | 1415 | 1 | 13.5 |
| 0 | 1314 | 1 | 13.33 |
| 0 | 1314 | 2 | 13.5 |
| 0 | 1415 | 2 | 17 |
| 5/31/2016 | 1314 | 1 | 7.5 |
| 0 | 1112 | 1 | 4.5 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 0 |
| 6/6/2016 | 1314 | 1 | 8.67 |
| 0 | 1415 | 1 | 0 |
| 0 | 1314 | 1 | 11.5 |
| 6/2/2015 | 1314 | 1 | 17.5 |
| 0 | 1112 | 1 | 0 |
| 0 | 1314 | 1 | 10 |
| 6/2/2015 | 1112 | 1 | 0 |
| 6/2/2015 | 1415 | 1 | 18 |
| 0 | 1415 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0.5 |
| 0 | 1415 | 1 | 14 |
| 0 | 1112 | 1 | 0 |
| 0 | 1314 | 1 | 13 |
| 0 | 1415 | 1 | 18.75 |
| 6/2/2015 | 1314 | 1 | 15 |
| 5/30/2014 | 1314 | 1 | 15 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 8 |
| 6/2/2015 | 1314 | 1 | 13 |
| 6/2/2015 | 1415 | 1 | 17 |
| 6/2/2015 | 1314 | 1 | 13.5 |

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|---|---|---|---|
| 6/2/2015 | 1314 | 1 | 15 |
| 0 | 1415 | 1 | 22.5 |
| 6/2/2015 | 1415 | 1 | 19 |
| 6/2/2015 | 1112 | 1 | 2.5 |
| 6/2/2015 | 1415 | 1 | 24 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 2 | 21 |
| 0 | 1415 | 1 | 15 |
| 6/2/2015 | 1415 | 1 | 19.5 |
| 6/16/2015 | 1415 | 1 | 22 |
| 0 | 1415 | 1 | 10 |
| 6/2/2015 | 1314 | 1 | 13 |
| 0 | 1314 | 1 | 17 |
| 6/2/2015 | 1213 | 1 | 8 |
| 6/2/2015 | 1415 | 2 | 20 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 20 |
| 0 | 1314 | 1 | 18 |
| 0 | 1415 | 1 | 16 |
| 5/31/2016 | 1112 | 1 | 0 |
| 6/2/2015 | 1415 | 1 | 22.75 |
| 6/2/2015 | 1415 | 1 | 21 |
| 0 | 1415 | 1 | 5.5 |
| 6/2/2015 | 1314 | 1 | 18 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 17.5 |
| 6/2/2015 | 1112 | 1 | 0.5 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 7 |
| 0 | 1314 | 1 | 9.5 |
| 0 | 1112 | 1 | 1 |
| 6/2/2015 | 1415 | 1 | 22.5 |

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|---|---|---|---|
| 6/2/2015 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 15 |
| 0 | 1112 | 1 | 1 |
| 0 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 6.5 |
| 0 | 1314 | 2 | 12 |
| 0 | 1415 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 2 |
| 0 | 1314 | 1 | 13.5 |
| 6/2/2015 | 1415 | 1 | 17.5 |
| 0 | 1415 | 1 | 19 |
| 0 | 1112 | 1 | 0 |
| 0 | 1314 | 2 | 16 |
| 5/30/2014 | 1112 | 1 | 3.5 |
| 6/2/2015 | 1415 | 1 | 18 |
| 0 | 1112 | 1 | 0 |
| 5/30/2014 | 1213 | 1 | 9 |
| 0 | 1415 | 1 | 21 |
| 0 | 1314 | 2 | 9.5 |
| 0 | 1415 | 1 | 11.25 |
| 1/22/2015 | 1314 | 1 | 14.5 |
| 0 | 1112 | 1 | 0 |
| 6/2/2015 | 1112 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 21.5 |
| 6/2/2015 | 1314 | 2 | 16 |
| 0 | 1415 | 2 | 7 |
| 6/2/2015 | 1415 | 1 | 21.5 |
| 0 | 1415 | 1 | 21 |
| 0 | 1112 | 1 | 0 |
| 0 | 1415 | 1 | 13 |
| 6/7/2016 | 1314 | 1 | 10.5 |

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|---|---|---|---|---|
| 0 | 1112 | | 1 | 0 |
| 5/31/2016 | 1415 | | 1 | 18.5 |
| 6/2/2015 | 1314 | | 1 | 12 |
| 0 | 1112 | | 1 | 0 |
| 5/30/2014 | 1213 | | 1 | 13.5 |
| 5/30/2014 | 1011 | | 1 | 0 |
| 5/30/2014 | 1011 | | 1 | 0 |
| 5/30/2014 | 1213 | | 1 | 14 |
| 1/10/2014 | 1314 | | 1 | 17.5 |
| 5/30/2014 | 1112 | | 1 | 5 |
| 0 | 1314 | | 1 | 0 |
| 0 | 1112 | | 1 | 7 |
| 0 | 1213 | | 1 | 10 |
| 0 | 1314 | | 1 | 19.5 |
| 0 | 1213 | | 1 | 3.5 |
| 8/6/2013 | 1213 | | 1 | 17 |
| 0 | 1112 | | 1 | 0 |
| 0 | 1112 | | 1 | 0 |
| 0 | N/A | #VALUE! | | |
| 0 | 1011 | | 1 | 0.5 |
| 0 | 1112 | | 1 | 8.5 |
| 0 | 1011 | | 1 | 3 |
| 0 | 1112 | | 1 | 5 |
| 0 | 1011 | | 1 | 4 |
| 5/30/2014 | 1112 | | 1 | 5 |
| 5/30/2014 | 1213 | | 1 | 12.5 |
| 0 | 1314 | | 1 | 21 |
| 5/30/2014 | 1112 | | 1 | 5.5 |
| 0 | 1112 | | 1 | 0.5 |
| 6/2/2015 | 1314 | | 1 | 19 |
| 0 | 1213 | | 1 | 14.02 |
| 0 | 1011 | | 1 | 0 |
| 5/30/2014 | 1213 | | 1 | 15.5 |
| 5/30/2014 | 1112 | | 1 | 5.5 |

| | | | |
|---|---|---|---|
| 0 | 1213 | 1 | 6 |
| 0 | 1213 | 1 | 0 |
| 0 | 1314 | 1 | 5 |
| 5/30/2014 | 1213 | 1 | 12 |
| 5/30/2014 | 1011 | 1 | 0 |
| 0 | 1314 | 1 | 17 |
| 0 | 1213 | 1 | 11.87 |
| 0 | 1011 | 1 | 0 |
| 0 | 1314 | 1 | 10.15 |
| 5/30/2014 | 1314 | 1 | 16.5 |
| 0 | 1112 | 1 | 2 |
| 0 | 1011 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 5/30/2014 | 1112 | 1 | 6 |
| 5/30/2014 | 1213 | 1 | 13 |
| 0 | 1213 | 1 | 0 |
| 6/2/2015 | 1314 | 1 | 18.5 |
| 0 | 1112 | 1 | 5 |
| 0 | 1011 | 1 | 0 |
| 0 | 1314 | 1 | 0 |
| 0 | 1112 | 1 | 0 |
| 0 | 1213 | 1 | 10 |
| 0 | 1314 | 1 | 16 |
| 0 | 1112 | 1 | 6 |
| 5/30/2014 | 1011 | 1 | 0 |
| 5/30/2014 | 1112 | 1 | 5.5 |
| 0 | 1011 | 1 | 0 |
| 6/6/2013 | 1011 | 1 | 0 |
| 0 | 1011 | 1 | 0 |
| 0 | 1314 | 1 | 12 |
| 0 | 1011 | 1 | 0 |
| 0 | 1213 | 1 | 8 |
| 0 | 1011 | 1 | 0 |
| 5/30/2014 | 1213 | 1 | 13 |

| | | | |
|---|---|---|---|
| 0 | 1213 | 1 | 0 |
| 5/30/2014 | 1213 | 1 | 11.5 |
| 0 | 1011 | 1 | 0 |
| 0 | 1011 | 1 | 2 |
| 0 | 1011 | 1 | 0 |
| 0 | 1112 | 1 | 5 |
| 0 | 1011 | 1 | 0 |
| 0 | 1011 | 1 | 2 |
| 0 | 1011 | 1 | 0 |
| 0 | 1314 | 1 | 5 |
| 5/30/2014 | 1011 | 1 | 0 |
| 5/30/2014 | 1213 | 1 | 11.5 |
| 8/5/2014 | 1314 | 1 | 21 |
| 0 | 1314 | 1 | 0 |
| 5/30/2014 | 1011 | 1 | 0 |
| 5/30/2014 | 1213 | 1 | 12.5 |
| 0 | 1112 | 1 | 6 |
| 0 | 1112 | 1 | 0 |
| 5/30/2014 | 1011 | 1 | 0 |
| 0 | 1011 | 1 | 1 |
| 0 | 1213 | 1 | 16 |
| 5/30/2014 | 1213 | 1 | 15.5 |
| 6/2/2015 | 1314 | 1 | 19.25 |
| 1/22/2015 | 1314 | 1 | 21 |
| 0 | 1112 | 1 | 1 |
| 5/30/2014 | 1011 | 1 | 0 |
| 5/30/2014 | 1011 | 1 | 0 |
| 5/30/2014 | 1314 | 1 | 21.75 |
| 0 | 1314 | 1 | 22 |
| 5/30/2014 | 1213 | 1 | 12.5 |
| 1/22/2015 | 1112 | 1 | 8 |
| 1/10/2014 | 1213 | 1 | 17.5 |
| 0 | 1213 | 1 | 5.5 |
| 0 | 1112 | 1 | 2.5 |

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|---|---|---|---|---|
| | 2010-11 | 1415 | 1 | 21.5 |
| 6/1/2017 | 2010-11 | 1415 | 1 | 10 |
| | 2010-11 | 1415 | 1 | 12 |
| | 2010-11 | 1415 | 1 | 0 |
| | 2011-12 | 1516 | 1 | 16 |
| | 2011-12 | 1516 | 1 | 0 |
| | 2011-12 | 1516 | 1 | 21.5 |
| | 2011-12 | 1516 | 1 | 21.32 |

| Credits Expected At Enroll | Credit Status At Enroll | Last Year With CE | ExitDate | Exit Semester | Credits Earned At WD |
|---|---|---|---|---|---|
| 9 | A Year or More Behind | 1415 | 12/19/2014 | 2 | 1 |
| 15 | Slightly Behind | 1516 | | N/A | 16 |
| 12 | On Track or Ahead | 1415 | 6/9/2015 | 2 | 17 |
| 12 | A Year or More Behind | 1415 | 6/9/2015 | 2 | 6 |
| 18 | On Track or Ahead | 1516 | 6/8/2016 | 2 | 24 |
| 12 | On Track or Ahead | 1516 | | N/A | 25 |
| 18 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 19 |
| 12 | On Track or Ahead | 1516 | 1/21/2016 | 2 | 21 |
| 6 | On Track or Ahead | 1415 | 6/9/2015 | 2 | 13 |
| 0 | On Track or Ahead | 1314 | 4/8/2014 | 2 | 6 |
| 18 | On Track or Ahead | 1516 | | N/A | 26 |
| 12 | Semester Behind | 1415 | 3/20/2015 | 2 | 7 |
| 12 | A Year or More Behind | 1415 | 9/22/2014 | 1 | 0 |
| 18 | A Year or More Behind | 1516 | 10/1/2015 | 1 | 0 |
| 21 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 27 |
| 6 | A Year or More Behind | 1415 | 6/9/2015 | 2 | 2 |
| 18 | Slightly Behind | 1516 | | N/A | 24 |
| 0 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 18 |
| 6 | Semester Behind | 1314 | 5/30/2014 | 2 | 2 |
| 21 | On Track or Ahead | 1516 | 11/7/2015 | 1 | 23 |
| 6 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 18 |
| 12 | A Year or More Behind | 1415 | 10/7/2014 | 1 | 0 |
| 6 | Slightly Behind | 1314 | 4/18/2014 | 2 | 3 |
| 6 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 20 |
| 12 | On Track or Ahead | 1516 | 1/4/2016 | 2 | 24 |
| 18 | A Year or More Behind | 1516 | 9/15/2015 | 1 | 2 |
| 12 | Slightly Behind | 1415 | 5/7/2015 | 2 | 10 |
| 18 | Slightly Behind | 1516 | 4/20/2016 | 2 | 15 |
| 18 | On Track or Ahead | 1516 | 5/31/2016 | 2 | 25 |
| 12 | A Year or More Behind | 1516 | 4/25/2016 | 2 | 10 |
| 0 | On Track or Ahead | 1516 | 10/11/2016 | 2 | 13 |
| 6 | Slightly Behind | 1314 | 3/4/2014 | 2 | 5 |
| 18 | On Track or Ahead | 1516 | | N/A | 24 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 12 | A Year or More Behind | | 1415 | 9/26/2014 | | 1 | | 0 |
| | 15 | A Year or More Behind | 1516 | | 12/16/2015 | | 1 | | 12 |
| | 18 | On Track or Ahead | 1516 | | | N/A | | | 19 |
| | 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 20 |
| | 18 | Slightly Behind | 1516 | | 5/31/2016 | | 2 | | 18 |
| | 9 | Slightly Behind | | 1314 | 4/28/2014 | | 2 | | 7 |
| | 6 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 7 |
| | 0 | On Track or Ahead | 1516 | | 10/13/2016 | | 2 | | 12 |
| | 18 | A Year or More Behind | 1516 | | 10/22/2015 | | 1 | | 8 |
| | 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 18 |
| | 6 | On Track or Ahead | | 1314 | 3/14/2014 | | 2 | | 7 |
| | 18 | On Track or Ahead | 1516 | | 6/30/2016 | | 2 | | 24 |
| | 12 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 21 |
| | 12 | Slightly Behind | | 1415 | 6/9/2015 | | 2 | | 11 |
| | 0 | On Track or Ahead | | 1213 | 11/14/2012 | | 1 | | 0 |
| | 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 18 |
| | 6 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 19 |
| | 0 | On Track or Ahead | | 1314 | 8/27/2013 | | 1 | | 5 |
| | 6 | Slightly Behind | | 1415 | 11/4/2014 | | 1 | | 8 |
| | 18 | Semester Behind | 1516 | | | N/A | | | 23 |
| | 0 | On Track or Ahead | | 1516 | 10/13/2016 | | 3 | | 16 |
| | 0 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | | 12 |
| | 12 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 21 |
| | 21 | On Track or Ahead | 1516 | | | N/A | | | 30 |
| | 12 | A Year or More Behind | | 1415 | 1/21/2015 | | 2 | | 4 |
| | 18 | Semester Behind | 1516 | | | N/A | | | 16 |
| | 21 | A Year or More Behind | 1516 | | 9/19/2016 | | 2 | | 15 |
| #VALUE! | | #VALUE! | Unknown | | 5/7/2014 | | | #VALUE! | |
| | 6 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 8 |
| | 12 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 23 |
| | 9 | Semester Behind | | 1415 | 6/9/2015 | | 2 | | 6 |
| | 12 | A Year or More Behind | | 1415 | 1/9/2015 | | 2 | | 0 |
| | 6 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 19 |
| | 9 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | | 25 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 21 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 21 |
| 18 | Semester Behind | 1516 | | N/A | | 16 |
| 15 | Slightly Behind | 1516 | | 5/31/2016 | 2 | 21 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 17 |
| 0 | On Track or Ahead | | 1213 | 4/22/2013 | 2 | 0 |
| 12 | A Year or More Behind | | 1415 | N/A | | 4 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 23 |
| 0 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 6 |
| 18 | On Track or Ahead | 1516 | | 4/27/2016 | 2 | 19 |
| 12 | On Track or Ahead | | 1415 | 2/18/2015 | 2 | 14 |
| 18 | Semester Behind | 1516 | | 10/23/2015 | 1 | 15 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 15 |
| 12 | On Track or Ahead | 1516 | | 1/21/2016 | 2 | 24 |
| 6 | Slightly Behind | | 1314 | 12/9/2013 | 1 | 4 |
| 21 | A Year or More Behind | 1516 | | 10/28/2016 | 2 | 0 |
| 6 | Semester Behind | | 1314 | 4/28/2014 | 2 | 2 |
| 12 | Slightly Behind | 1516 | | 5/31/2016 | 2 | 16 |
| 12 | Slightly Behind | 1516 | | 5/31/2016 | 2 | 20 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 24 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 21 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 15 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 19 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 18 |
| 21 | A Year or More Behind | 1516 | | 5/31/2016 | 2 | 5 |
| 12 | A Year or More Behind | | 1415 | 10/24/2014 | 1 | 0 |
| 9 | Semester Behind | | 1314 | 3/7/2014 | 2 | 4 |
| 12 | A Year or More Behind | | 1415 | 1/6/2015 | 2 | 0 |
| 0 | On Track or Ahead | | 1314 | 6/6/2013 | 1 | 3 |
| 6 | On Track or Ahead | | 1314 | 4/10/2014 | 2 | 8 |
| 0 | On Track or Ahead | | 1213 | 11/16/2012 | 1 | 0 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 16 |
| 15 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 22 |
| 18 | On Track or Ahead | 1516 | | N/A | | 28 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | On Track or Ahead | | 1314 | 1/15/2014 | | 2 | 5 |
| 12 | Semester Behind | | 1415 | 11/19/2014 | | 1 | 9 |
| 0 | On Track or Ahead | 1516 | | 11/10/2015 | | 1 | 18 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 15 |
| 12 | Semester Behind | | 1415 | 1/23/2015 | | 2 | 9 |
| 0 | On Track or Ahead | | 1213 | 11/29/2012 | | 1 | 0 |
| 18 | On Track or Ahead | 1516 | | 10/6/2016 | | 2 | 19 |
| 12 | On Track or Ahead | | 1415 | 1/23/2015 | | 2 | 13 |
| 12 | Semester Behind | | 1516 | 10/27/2016 | | 3 | 9 |
| 12 | On Track or Ahead | | 1415 | 5/22/2015 | | 2 | 12 |
| 21 | Semester Behind | 1516 | | | N/A | | 27 |
| 21 | A Year or More Behind | 1516 | | 2/10/2016 | | 2 | 0 |
| 12 | A Year or More Behind | | 1415 | 9/18/2014 | | 1 | 0 |
| 6 | Semester Behind | | 1415 | 1/26/2015 | | 2 | 4 |
| 12 | On Track or Ahead | | 1415 | 12/2/2014 | | 1 | 12 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 19 |
| 18 | On Track or Ahead | 1516 | | 9/21/2015 | | 1 | 20 |
| 0 | On Track or Ahead | 1516 | | 1/21/2016 | | 2 | 19 |
| 12 | Slightly Behind | 1516 | | 3/18/2016 | | 2 | 16 |
| 12 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 19 |
| 12 | On Track or Ahead | | 1415 | 11/13/2014 | | 1 | 14 |
| 12 | On Track or Ahead | 1516 | | 3/2/2016 | | 2 | 22 |
| 6 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 26 |
| 6 | Slightly Behind | 1516 | | 5/31/2016 | | 2 | 17 |
| 0 | On Track or Ahead | | 1213 | 1/18/2013 | | 2 | 0 |
| 21 | A Year or More Behind | 1516 | | 6/7/2016 | | 2 | 8 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 19 |
| 6 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 20 |
| 0 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 23 |
| 6 | On Track or Ahead | | 1314 | 2/26/2014 | | 2 | 7 |
| 18 | On Track or Ahead | 1516 | | 10/26/2015 | | 1 | 20 |
| 21 | Slightly Behind | 1516 | | 5/31/2016 | | 2 | 22 |
| 18 | Slightly Behind | 1516 | | | N/A | | 25 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | | 2 | 20 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 | Semester Behind | 1516 | | N/A | | 24 |
| 12 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 21 |
| 12 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 23 |
| 0 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 19 |
| 12 | Semester Behind | 1415 | 10/28/2014 | | 1 | 7 |
| 6 | Slightly Behind | 1314 | 2/18/2014 | | 2 | 6 |
| 12 | A Year or More Behind | 1516 | 5/31/2016 | | 2 | 5 |
| 12 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 21 |
| 15 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 22 |
| 6 | Semester Behind | 1415 | 6/9/2015 | | 2 | 4 |
| 18 | Semester Behind | 1516 | 5/31/2016 | | 2 | 13 |
| 0 | On Track or Ahead | 1213 | 6/6/2013 | | 2 | 0 |
| 0 | On Track or Ahead | 1213 | 1/18/2013 | | 2 | 0 |
| 0 | On Track or Ahead | 1516 | 10/29/2015 | | 1 | 18 |
| 0 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 17 |
| 12 | A Year or More Behind | 1415 | 10/9/2014 | | 1 | 0 |
| 12 | On Track or Ahead | 1415 | 6/9/2015 | | 2 | 15 |
| 18 | Slightly Behind | 1516 | 11/11/2015 | | 1 | 17 |
| 0 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 21 |
| 12 | On Track or Ahead | 1415 | 3/9/2015 | | 2 | 14 |
| 6 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 20 |
| 18 | On Track or Ahead | 1516 | 3/23/2016 | | 2 | 21 |
| 18 | On Track or Ahead | 1516 | | N/A | | 22 |
| 0 | On Track or Ahead | 1213 | 2/20/2013 | | 2 | 0 |
| 6 | On Track or Ahead | 1516 | 1/21/2016 | | 2 | 21 |
| 18 | On Track or Ahead | 1516 | | N/A | | 25 |
| 18 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 20 |
| 12 | A Year or More Behind | 1516 | | N/A | | 11 |
| 18 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 22 |
| 18 | On Track or Ahead | 1516 | | N/A | | 25 |
| 15 | Slightly Behind | 1516 | 6/9/2015 | | 1 | 22 |
| 12 | A Year or More Behind | 1415 | 9/19/2014 | | 1 | 0 |
| 0 | On Track or Ahead | 1516 | 5/31/2016 | | 2 | 19 |
| 12 | Slightly Behind | 1415 | | N/A | | 11 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 | Semester Behind | | 1415 | 4/9/2015 | 2 | 9 |
| 6 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 8 |
| 15 | Slightly Behind | 1516 | | 5/31/2016 | 2 | 20 |
| 6 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 24 |
| 6 | On Track or Ahead | | 1314 | 4/14/2014 | 2 | 6 |
| 18 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 22 |
| 6 | On Track or Ahead | 1516 | | 5/31/2016 | 2 | 18 |
| 18 | Slightly Behind | 1516 | | 5/31/2016 | 2 | 17 |
| 15 | Slightly Behind | 1516 | | 1/23/2016 | 2 | 19 |
| 6 | Slightly Behind | | 1314 | 1/3/2014 | 2 | 3 |
| 0 | On Track or Ahead | | 1112 | 6/7/2012 | 2 | 0 |
| 0 | On Track or Ahead | | 1213 | 6/7/2012 | 1 | 7 |
| 12 | A Year or More Behind | | 1314 | 5/30/2014 | 2 | 1 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 18 | A Year or More Behind | | 1415 | 10/15/2014 | 1 | 0 |
| 6 | On Track or Ahead | | 1213 | 11/27/2012 | 1 | 8 |
| 6 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 6 | A Year or More Behind | | 1213 | 10/16/2012 | 1 | 0 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 0 | On Track or Ahead | | 1213 | 1/9/2013 | 2 | 1 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 6 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 17 |
| 0 | On Track or Ahead | | 1112 | 1/24/2012 | 2 | 0 |
| 0 | On Track or Ahead | | 1213 | 5/6/2013 | 2 | 7 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 18 | A Year or More Behind | | 1415 | 9/10/2014 | 1 | 4 |
| 0 | On Track or Ahead | | 1112 | 1/10/2012 | 2 | 0 |
| 0 | On Track or Ahead | | 1213 | 3/4/2013 | 2 | 3 |
| 18 | A Year or More Behind | 1516 | | N/A | | 13 |
| 6 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 17 |
| 18 | On Track or Ahead | | 1415 | N/A | | 21 |
| 6 | Semester Behind | | 1314 | 4/29/2014 | 2 | 6 |
| 18 | A Year or More Behind | | 1415 | 9/19/2014 | 1 | 0 |
| 6 | On Track or Ahead | | 1314 | 1/15/2014 | 2 | 14 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18 | Slightly Behind | 1516 | | N/A | | 18 |
| 12 | A Year or More Behind | | 1314 | 10/10/2013 | 1 | 6 |
| 6 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 16 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 23 |
| 18 | Semester Behind | 1516 | | 9/18/2015 | 1 | 16 |
| 0 | On Track or Ahead | 1516 | | N/A | | 24 |
| 12 | Semester Behind | | 1314 | 4/9/2014 | 2 | 7 |
| 6 | Slightly Behind | | 1314 | 5/21/2014 | 2 | 7 |
| 18 | On Track or Ahead | | 1415 | 2/20/2015 | 2 | 21 |
| 0 | On Track or Ahead | | 1112 | 2/7/2012 | 2 | 0 |
| 15 | Slightly Behind | | 1415 | 6/9/2015 | 2 | 17 |
| 6 | On Track or Ahead | | 1213 | 6/6/2013 | 2 | 8 |
| 0 | On Track or Ahead | | 1112 | 10/3/2011 | 1 | 0 |
| 0 | On Track or Ahead | 1516 | | N/A | | 19 |
| 6 | Slightly Behind | | 1213 | N/A | | 5 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 19 |
| 18 | A Year or More Behind | 1516 | | N/A | | 8 |
| 12 | Slightly Behind | 1516 | | N/A | | 24 |
| 21 | A Year or More Behind | 1516 | | N/A | | 16 |
| 0 | On Track or Ahead | | 1314 | 3/27/2014 | 2 | 13 |
| 12 | Slightly Behind | | 1314 | 1/9/2014 | 2 | 11 |
| 6 | Semester Behind | | 1213 | 12/8/2012 | 1 | 3 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 26 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 18 | Semester Behind | 1516 | | N/A | | 15 |
| 12 | On Track or Ahead | | 1314 | 5/15/2014 | 2 | 14 |
| 12 | Slightly Behind | | 1314 | 1/15/2014 | 2 | 11 |
| 12 | Slightly Behind | | 1314 | 1/15/2014 | 2 | 11 |
| 12 | A Year or More Behind | | 1314 | 1/15/2014 | 2 | 0 |
| 6 | Semester Behind | | 1314 | 5/30/2014 | 2 | 4 |
| 6 | On Track or Ahead | 1516 | | N/A | | 24 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | On Track or Ahead | | 1112 | 2/15/2012 | | 2 | 0 |
| 21 | On Track or Ahead | | 1415 | 3/10/2015 | | 2 | 26 |
| 0 | On Track or Ahead | | 1112 | 6/7/2012 | | 2 | 2 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 19 |
| 18 | Semester Behind | 1516 | | | N/A | | 24 |
| 12 | On Track or Ahead | | 1314 | 12/9/2013 | | 1 | 13 |
| 15 | Slightly Behind | | 1415 | 9/24/2014 | | 1 | 20 |
| 21 | Semester Behind | | 1415 | 2/13/2015 | | 2 | 17 |
| 12 | Semester Behind | 1516 | | | N/A | | 24 |
| 0 | On Track or Ahead | | 1112 | 6/7/2012 | | 2 | 5 |
| 0 | On Track or Ahead | | 1112 | 2/24/2012 | | 2 | 1 |
| 6 | A Year or More Behind | | 1213 | 11/23/2012 | | 1 | 0 |
| 12 | Semester Behind | 1516 | | | N/A | | 24 |
| 18 | A Year or More Behind | | 1415 | 8/28/2014 | | 1 | 0 |
| 12 | Slightly Behind | | 1314 | 3/13/2014 | | 2 | 12 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 23 |
| 0 | On Track or Ahead | | 1415 | 3/2/2015 | | 2 | 6 |
| 12 | Slightly Behind | 1516 | | | N/A | | 21 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 18 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 18 |
| 18 | A Year or More Behind | | 1415 | | N/A | | 0 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 19 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 19 |
| 18 | Semester Behind | | 1415 | | N/A | | 23 |
| 0 | On Track or Ahead | | 1112 | 10/18/2011 | | 1 | 0 |
| 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | 13 |
| 18 | On Track or Ahead | | 1415 | 11/25/2014 | | 1 | 19 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 23 |
| 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | 15 |
| 0 | On Track or Ahead | | 1213 | 6/6/2013 | | 2 | 5 |
| 6 | On Track or Ahead | | 1314 | 6/6/2013 | | 1 | 14 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 19 |
| 18 | Slightly Behind | | 1415 | 6/9/2015 | | 2 | 17 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | 19 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 19 |
| 18 | On Track or Ahead | | 1415 | 3/17/2015 | 2 | 23 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 19 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 21 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 25 |
| 0 | On Track or Ahead | | 1112 | 1/19/2012 | 2 | 0 |
| 0 | On Track or Ahead | | 1112 | 1/6/2012 | 2 | 0 |
| 21 | On Track or Ahead | 1516 | | 6/9/2015 | 1 | 25 |
| 18 | Semester Behind | | 1415 | 3/3/2015 | 2 | 15 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 22 |
| 18 | A Year or More Behind | | 1415 | 3/18/2015 | 2 | 10 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 12 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 17 |
| 6 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 19 |
| 21 | Slightly Behind | | 1415 | 6/9/2015 | 2 | 23 |
| 0 | On Track or Ahead | | 1314 | 6/6/2013 | 1 | 12 |
| 18 | On Track or Ahead | | 1415 | 2/11/2015 | 2 | 20 |
| 12 | On Track or Ahead | | 1314 | 10/18/2013 | 1 | 18 |
| 18 | Slightly Behind | | 1415 | 3/16/2015 | 2 | 16 |
| 0 | On Track or Ahead | 1516 | | N/A | | 25 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 23 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 23 |
| 18 | A Year or More Behind | | 1415 | 6/9/2015 | 2 | 6 |
| 12 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 24 |
| 0 | On Track or Ahead | | 1213 | 6/6/2013 | 2 | 3 |
| 0 | On Track or Ahead | | 1213 | 6/6/2013 | 2 | 5 |
| 18 | Slightly Behind | 1516 | | N/A | | 22 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 0 | On Track or Ahead | | 1112 | 9/19/2011 | 1 | 0 |
| 6 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 19 |
| 12 | Slightly Behind | | 1314 | 4/8/2014 | 2 | 10 |
| 0 | On Track or Ahead | | 1415 | 9/4/2014 | 1 | 19 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 23 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 14 |
| 18 | Semester Behind | | 1415 | 11/18/2014 | 1 | 15 |
| 0 | On Track or Ahead | | 1112 | 5/29/2012 | 2 | 1 |
| 0 | On Track or Ahead | | 1112 | 5/29/2012 | 2 | 0 |
| 0 | On Track or Ahead | | 1213 | 6/7/2012 | 1 | 6 |
| 6 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 13 |
| 15 | Semester Behind | | 1314 | 2/19/2014 | 2 | 12 |
| 18 | A Year or More Behind | | 1415 | 1/12/2015 | 2 | 0 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 17 |
| 0 | On Track or Ahead | | 1112 | 1/11/2012 | 2 | 2 |
| 12 | On Track or Ahead | | 1314 | 1/27/2014 | 2 | 14 |
| 18 | Slightly Behind | | 1415 | 6/9/2015 | 2 | 18 |
| 18 | On Track or Ahead | | 1415 | 3/3/2015 | 2 | 19 |
| 0 | On Track or Ahead | | 1112 | 6/7/2012 | 2 | 0 |
| 15 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 20 |
| 0 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 18 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 0 | On Track or Ahead | | 1112 | 4/10/2012 | 2 | 0 |
| 6 | On Track or Ahead | | 1314 | 5/30/2014 | 2 | 17 |
| 18 | On Track or Ahead | | 1415 | 11/18/2014 | 1 | 21 |
| 15 | Semester Behind | | 1314 | 4/21/2014 | 2 | 10 |
| 18 | A Year or More Behind | | 1415 | 1/5/2015 | 2 | 11 |
| 12 | On Track or Ahead | | 1415 | 1/23/2015 | 2 | 21 |
| 0 | On Track or Ahead | | 1213 | 2/20/2013 | 2 | 4 |
| 0 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 18 |
| 0 | On Track or Ahead | | 1415 | 5/12/2015 | 2 | 18 |
| 18 | On Track or Ahead | | 1415 | 3/13/2015 | 2 | 22 |
| 15 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 20 |
| 21 | A Year or More Behind | 1516 | | N/A | | 20 |
| 18 | On Track or Ahead | | 1415 | 6/9/2015 | 2 | 22 |
| 18 | On Track or Ahead | | 1415 | 2/16/2015 | 2 | 21 |
| 0 | On Track or Ahead | | 1112 | 6/7/2012 | 2 | 0 |
| 18 | Semester Behind | | 1415 | 6/9/2015 | 2 | 13 |
| 12 | Slightly Behind | 1516 | | 3/27/2015 | 1 | 21 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0 | On Track or Ahead | | 1415 | 5/30/2014 | | 1 | | 14 |
| | 18 | On Track or Ahead | 1516 | | | N/A | | | 24 |
| | 12 | On Track or Ahead | | 1415 | 6/9/2015 | | 2 | | 18 |
| | 0 | On Track or Ahead | | 1314 | 10/28/2013 | | 1 | | 5 |
| | 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 21 |
| | 0 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 19 |
| | 0 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 20 |
| | 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 21 |
| | 18 | Slightly Behind | | 1314 | 1/13/2014 | | 2 | | 18 |
| | 6 | Slightly Behind | | 1314 | 5/30/2014 | | 2 | | 17 |
| | 18 | A Year or More Behind | | 1314 | 8/23/2013 | | 1 | | 0 |
| | 6 | On Track or Ahead | | 1213 | 4/29/2013 | | 2 | | 12 |
| | 12 | Slightly Behind | | 1415 | | N/A | | | 21 |
| | 18 | On Track or Ahead | | 1314 | | N/A | | | 23 |
| | 12 | A Year or More Behind | | 1213 | 2/4/2013 | | 2 | | 4 |
| | 12 | On Track or Ahead | | 1213 | 6/6/2013 | | 2 | | 17 |
| | 6 | A Year or More Behind | | 1112 | 1/3/2012 | | 2 | | 0 |
| | 6 | A Year or More Behind | | 1213 | 4/1/2013 | | 2 | | 0 |
| #VALUE! | | #VALUE! | Unknown | | 12/3/2013 | | | #VALUE! | |
| | 0 | On Track or Ahead | | 1011 | 5/11/2011 | | 2 | | 1 |
| | 6 | On Track or Ahead | | 1213 | 4/4/2013 | | 2 | | 10 |
| | 0 | On Track or Ahead | | 1011 | 4/19/2011 | | 2 | | 4 |
| | 6 | Slightly Behind | | 1112 | 6/7/2012 | | 2 | | 5 |
| | 0 | On Track or Ahead | | 1011 | 1/17/2011 | | 2 | | 4 |
| | 6 | Slightly Behind | | 1314 | 5/30/2014 | | 2 | | 17 |
| | 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 19 |
| | 18 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 21 |
| | 6 | Slightly Behind | | 1314 | 5/30/2014 | | 2 | | 18 |
| | 6 | Semester Behind | | 1112 | 11/21/2011 | | 1 | | 1 |
| | 18 | On Track or Ahead | | 1415 | | N/A | | | 29 |
| | 12 | On Track or Ahead | | 1213 | 1/28/2013 | | 2 | | 14 |
| | 0 | On Track or Ahead | | 1011 | | N/A | | | 1 |
| | 12 | On Track or Ahead | | 1314 | 5/30/2014 | | 2 | | 21 |
| | 6 | Slightly Behind | | 1314 | 5/30/2014 | | 2 | | 18 |

| | | | | | |
|---|---|---|---|---|---|
| 12 | A Year or More Behind | 1314 | 1/29/2014 | 2 | 12 |
| 12 | A Year or More Behind | 1213 | 3/8/2013 | 2 | 0 |
| 18 | A Year or More Behind | 1314 | 2/24/2014 | 2 | 5 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 20 |
| 18 | Slightly Behind | 1314 | 4/29/2014 | 2 | 17 |
| 12 | Slightly Behind | 1314 | 3/12/2014 | 2 | 18 |
| 0 | On Track or Ahead | 1112 | 1/25/2012 | 2 | 6 |
| 18 | A Year or More Behind | 1415 | N/A | | 16 |
| 18 | Slightly Behind | 1314 | 5/30/2014 | 2 | 17 |
| 6 | Semester Behind | 1112 | 5/29/2012 | 2 | 2 |
| 0 | On Track or Ahead | 1011 | 2/15/2011 | 2 | 0 |
| 6 | A Year or More Behind | 1112 | 12/1/2011 | 1 | 0 |
| 6 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 19 |
| 12 | A Year or More Behind | 1213 | 12/8/2012 | 1 | 0 |
| 18 | On Track or Ahead | 1415 | N/A | | 29 |
| 6 | Slightly Behind | 1213 | 4/29/2013 | 2 | 11 |
| 0 | On Track or Ahead | 1011 | 10/15/2010 | 1 | 0 |
| 18 | A Year or More Behind | 1314 | 9/20/2013 | 1 | 0 |
| 6 | A Year or More Behind | 1112 | 2/1/2012 | 2 | 0 |
| 12 | Slightly Behind | 1314 | 12/8/2013 | 1 | 16 |
| 18 | Slightly Behind | 1415 | N/A | | 21 |
| 6 | On Track or Ahead | 1112 | 10/25/2011 | 1 | 6 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 20 |
| 6 | Slightly Behind | 1314 | 5/30/2014 | 2 | 16 |
| 0 | On Track or Ahead | 1314 | 2/14/2014 | 2 | 18 |
| 0 | On Track or Ahead | 1213 | 6/6/2013 | 2 | 16 |
| 0 | On Track or Ahead | 1011 | 10/27/2010 | 1 | 0 |
| 18 | A Year or More Behind | 1314 | 5/30/2014 | 2 | 12 |
| 0 | On Track or Ahead | 1011 | N/A | | 2 |
| 12 | Semester Behind | 1415 | N/A | | 23 |
| 0 | On Track or Ahead | 1314 | 6/6/2013 | 1 | 14 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 24 |

| | | | | | |
|---|---|---|---|---|---|
| 12 | A Year or More Behind | 1213 | 11/30/2012 | 1 | 0 |
| 12 | Slightly Behind | 1314 | 5/30/2014 | 2 | 18 |
| 0 | On Track or Ahead | 1213 | 6/6/2013 | 2 | 10 |
| 0 | On Track or Ahead | 1011 | 1/13/2011 | 2 | 3 |
| 0 | On Track or Ahead | 1011 | 10/25/2010 | 1 | 0 |
| 6 | Slightly Behind | 1213 | 11/7/2012 | 1 | 9 |
| 0 | On Track or Ahead | 1213 | 5/24/2013 | 2 | 11 |
| 0 | On Track or Ahead | 1011 | 12/14/2010 | 1 | 2 |
| 0 | On Track or Ahead | 1112 | N/A | | 7 |
| 18 | A Year or More Behind | 1314 | 10/29/2013 | 1 | 5 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 12 | Slightly Behind | 1314 | 5/30/2014 | 2 | 18 |
| 18 | On Track or Ahead | 1314 | N/A | | 27 |
| 18 | A Year or More Behind | 1314 | 9/16/2013 | 1 | 0 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 19 |
| 6 | On Track or Ahead | 1112 | 6/7/2012 | 2 | 6 |
| 6 | A Year or More Behind | 1112 | 1/19/2012 | 2 | 0 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 0 | On Track or Ahead | 1314 | 6/6/2013 | 1 | 8 |
| 12 | On Track or Ahead | 1314 | 10/9/2013 | 1 | 17 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 21 |
| 18 | On Track or Ahead | 1415 | N/A | | 27 |
| 18 | On Track or Ahead | 1415 | N/A | | 29 |
| 6 | Semester Behind | 1112 | 11/18/2011 | 1 | 1 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 19 |
| 0 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 22 |
| 18 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 22 |
| 18 | On Track or Ahead | 1314 | 5/6/2014 | 2 | 22 |
| 12 | On Track or Ahead | 1314 | 5/30/2014 | 2 | 18 |
| 6 | On Track or Ahead | 1415 | N/A | | 24 |
| 12 | On Track or Ahead | 1314 | 1/13/2014 | 2 | 24 |
| 12 | A Year or More Behind | 1213 | 12/7/2012 | 1 | 6 |
| 6 | Semester Behind | 1112 | 5/4/2012 | 2 | 3 |

| | | | | | |
|---|---|---|---|---|---|
| 24 | Slightly Behind | | 1415 | N/A | 22 |
| 24 | A Year or More Behind | 1516 | | N/A | 24 |
| 24 | A Year or More Behind | 1516 | | N/A | 13 |
| 24 | A Year or More Behind | | 1415 | N/A | 0 |
| 24 | A Year or More Behind | 1516 | | N/A | 16 |
| 24 | A Year or More Behind | 1516 | | N/A | 0 |
| 24 | Slightly Behind | 1516 | | N/A | 22 |
| 24 | Slightly Behind | 1516 | | N/A | 21 |

| Expected Credits At WD | Final Credit Category | Class Of 1011 | Class of 1112 | Class of 1213 | Class of 1314 | Class of 1415 | |
|---|---|---|---|---|---|---|---|
| 15 | A Year or More Behind | | 0 | 0 | 0 Yes | | 0 |
| 24 | A Year or More Behind | | 0 | 0 | 0 | 0 Yes | |
| 15 | On Track or Ahead | | 0 | 0 | 0 | 0 Yes | |
| 15 | A Year or More Behind | | 0 | 0 | 0 | 0 Yes | |
| 21 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 24 | On Track or Ahead | | 0 | 0 | 0 | 0 Yes | |
| 21 | Slightly Behind | | 0 | 0 | 0 | 0 | 0 |
| 21 | Slightly Behind | | 0 | 0 | 0 | 0 Yes | |
| 15 | Slightly Behind | | 0 | 0 | 0 Yes | Yes | |
| 9 | Semester Behind | | 0 | 0 Yes | Yes | | 0 |
| 24 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 15 | A Year or More Behind | | 0 | 0 | 0 | 0 Yes | |
| 12 | A Year or More Behind | | 0 | 0 | 0 No | Yes | |
| 18 | A Year or More Behind | | 0 | 0 | 0 | 0 | 0 |
| 21 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 15 | A Year or More Behind | | 0 | 0 | 0 Yes | Yes | |
| 24 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 21 | Semester Behind | | 0 | 0 Yes | Yes | Yes | |
| 9 | A Year or More Behind | | 0 | 0 | 0 Yes | | 0 |
| 18 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 21 | Semester Behind | | 0 | 0 | 0 Yes | Yes | |
| 12 | A Year or More Behind | | 0 | 0 | 0 | 0 Yes | |
| 9 | Semester Behind | | 0 | 0 | 0 Yes | | 0 |
| 21 | Slightly Behind | | 0 | 0 | 0 Yes | Yes | |
| 21 | On Track or Ahead | | 0 | 0 | 0 | 0 Yes | |
| 18 | A Year or More Behind | | 0 | 0 | 0 | 0 | 0 |
| 15 | Semester Behind | | 0 | 0 | 0 | 0 Yes | |
| 21 | Semester Behind | | 0 | 0 | 0 | 0 | 0 |
| 21 | On Track or Ahead | | 0 | 0 | 0 | 0 | 0 |
| 21 | A Year or More Behind | | 0 | 0 | 0 No | Yes | |
| 21 | A Year or More Behind | | 0 | 0 Yes | Yes | Yes | |
| 9 | Semester Behind | | 0 | 0 | 0 Yes | | 0 |
| 24 | Slightly Behind | | 0 | 0 | 0 | 0 | 0 |

| | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | Yes |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | Yes |
| 3 | Semester Behind | | 0 | Yes | | Yes | | | 0 | 0 |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | 0 |
| 9 | Semester Behind | | 0 | | 0 | Yes | | Yes | | No |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | No | | Yes |
| 18 | Semester Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes |
| 6 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 9 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | 0 |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | Yes |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | Yes |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | 0 |
| 12 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 9 | Semester Behind | | 0 | No | | | 0 | Yes | | 0 |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes |
| 6 | Semester Behind | Yes | | Yes | | Yes | | Yes | | 0 |
| 9 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | 0 |
| 0 | On Track or Ahead | | 0 | | 0 | Yes | | | 0 | 0 |
| 15 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 12 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 18 | On Track or Ahead | Yes | | Yes | | Yes | | Yes | | Yes | |
| 21 | A Year or More Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 0 | On Track or Ahead | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 12 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 12 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 18 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | Yes | | Yes | | Yes | | Yes | |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 12 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | Semester Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 3 | Semester Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | No | | Yes | | Yes | | Yes | | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | Yes | | No | | Yes | |
| 9 | Slightly Behind | | 0 | | 0 | No | | Yes | | | 0 |
| 18 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 12 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 9 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | No | | Yes | |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 3 | Semester Behind | | 0 | | 0 | Yes | | No | | | 0 |
| 3 | Semester Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 18 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | Yes | |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | |
| 12 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 18 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | Yes | | Yes | | Yes | | Yes | |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 24 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 3 | Semester Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 18 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 12 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 9 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | Yes | | Yes | | | 0 | Yes | | Yes | |
| 9 | Semester Behind | Yes | | | 0 | | 0 | Yes | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 9 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 6 | On Track or Ahead | Yes | | Yes | | Yes | | No | | No | |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 6 | On Track or Ahead | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | Yes | |
| 6 | A Year or More Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | No | | Yes | |
| 9 | A Year or More Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | Yes | |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 9 | Slightly Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Semester Behind | Yes | | Yes | | | 0 | | 0 | | 0 |
| 9 | A Year or More Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | Yes | |
| 24 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | A Year or More Behind | Yes | | | 0 | Yes | | Yes | | | 0 |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | | 0 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | No | | Yes | | |
| 12 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 24 | On Track or Ahead | Yes | | Yes | | Yes | | Yes | | Yes | | |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | A Year or More Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | Yes | | Yes | | |
| 9 | Slightly Behind | | 0 | | 0 | Yes | | | 0 | | | 0 |
| 0 | On Track or Ahead | | 0 | Yes | | | 0 | | 0 | | | 0 |
| 24 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | | |
| 24 | A Year or More Behind | | 0 | | 0 | Yes | | | 0 | | | 0 |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | Yes | | |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | Yes | | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 15 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | | | 0 |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 6 | Semester Behind | | 0 | | 0 | Yes | | | 0 | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | | |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | | |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 15 | A Year or More Behind | | 0 | | 0 | Yes | | Yes | | No | | |
| 24 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | Yes | | |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | | |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Semester Behind | | 0 | Yes | | 0 | | 0 | | 0 | | |
| 21 | On Track or Ahead | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 3 | Slightly Behind | | 0 | Yes | | 0 | | 0 | | 0 | | |
| 21 | Slightly Behind | | 0 | Yes | Yes | Yes | | Yes | | | | |
| 24 | On Track or Ahead | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 12 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | | 0 | | |
| 18 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 21 | Semester Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 24 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 3 | On Track or Ahead | | 0 | Yes | | 0 | | 0 | | 0 | | |
| 3 | Slightly Behind | | 0 | Yes | | 0 | | 0 | | 0 | | |
| 6 | A Year or More Behind | | 0 | | 0 | Yes | | 0 | | 0 | | |
| 24 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 18 | A Year or More Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 15 | Semester Behind | | 0 | | 0 | 0 | Yes | | | 0 | | |
| 21 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 21 | A Year or More Behind | Yes | | Yes | Yes | | No | | Yes | | | |
| 24 | Semester Behind | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 21 | Semester Behind | Yes | | Yes | Yes | | Yes | | Yes | | | |
| 21 | Semester Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 24 | A Year or More Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 21 | Slightly Behind | | 0 | Yes | Yes | Yes | | Yes | | | | |
| 21 | Slightly Behind | Yes | | Yes | Yes | | Yes | | Yes | | | |
| 24 | Slightly Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 0 | On Track or Ahead | | 0 | Yes | | 0 | | 0 | | 0 | | |
| 15 | Slightly Behind | | 0 | | 0 | 0 | Yes | | | 0 | | |
| 18 | On Track or Ahead | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 21 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 15 | On Track or Ahead | | 0 | | 0 | 0 | Yes | | | 0 | | |
| 9 | Semester Behind | Yes | | Yes | Yes | | | 0 | | 0 | | |
| 12 | On Track or Ahead | | 0 | | 0 | Yes | Yes | | | 0 | | |
| 21 | Slightly Behind | | 0 | | 0 | 0 | Yes | | Yes | | | |
| 21 | Semester Behind | | 0 | | 0 | 0 | | 0 | Yes | | | |
| 21 | Slightly Behind | | 0 | | 0 | 0 | Yes | | Yes | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | Yes | | Yes | | No | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 15 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | No | | Yes | |
| 12 | On Track or Ahead | Yes | | Yes | | Yes | | Yes | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 12 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 24 | On Track or Ahead | | 0 | Yes | | Yes | | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 9 | A Year or More Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 9 | Semester Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 24 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 0 | On Track or Ahead | | 0 | Yes | | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | Yes | | No | | Yes | |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 18 | On Track or Ahead | Yes | | Yes | | Yes | | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 21 | A Year or More Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 18 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Slightly Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 6 | On Track or Ahead | | 0 | Yes | | Yes | | | 0 | | 0 |
| 15 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | No | |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 3 | Slightly Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 15 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 15 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 15 | On Track or Ahead | Yes | | Yes | | Yes | | Yes | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 15 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | | 0 |
| 18 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 15 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | No | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 9 | Semester Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | Yes | |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | Slightly Behind | | 0 | | 0 | | 0 | Yes | | Yes | |
| 24 | Semester Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | | 0 | Yes | |
| 3 | Semester Behind | No | | Yes | | | 0 | | 0 | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | | 0 | Yes | |
| 24 | Semester Behind | | 0 | | 0 | | 0 | Yes | | Yes | |

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| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | A Year or More Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 15 | A Year or More Behind | | 0 | | 0 | Yes | | | | 0 | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 9 | Semester Behind | Yes | | Yes | | | 0 | | | 0 | | 0 |
| 24 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | Yes | | |
| 21 | Semester Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 9 | A Year or More Behind | | 0 | Yes | | No | | No | | | | 0 |
| 3 | Semester Behind | Yes | | | 0 | | 0 | | | 0 | | 0 |
| 6 | A Year or More Behind | | 0 | Yes | | | 0 | | | 0 | | 0 |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 12 | A Year or More Behind | | 0 | | 0 | Yes | | | | 0 | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | | |
| 15 | Semester Behind | | 0 | Yes | | Yes | | | | 0 | | 0 |
| 0 | On Track or Ahead | Yes | | | 0 | | 0 | | | 0 | | 0 |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 9 | A Year or More Behind | | 0 | Yes | | | 0 | | | 0 | | 0 |
| 18 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | | | 0 |
| 24 | Semester Behind | | 0 | | 0 | | 0 | Yes | | Yes | | |
| 6 | On Track or Ahead | | 0 | Yes | | | 0 | | | 0 | | 0 |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | | | 0 |
| 21 | Semester Behind | | 0 | Yes | | Yes | | Yes | | | | 0 |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | | | 0 |
| 15 | On Track or Ahead | Yes | | Yes | | Yes | | | | 0 | | 0 |
| 0 | On Track or Ahead | Yes | | | 0 | | 0 | | | 0 | | 0 |
| 21 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | | 0 |
| 24 | A Year or More Behind | Yes | | | 0 | | 0 | | | 0 | | 0 |
| 24 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | Yes | | |
| 18 | Semester Behind | Yes | | Yes | | Yes | | Yes | | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | | | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | A Year or More Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 15 | Semester Behind | Yes | | Yes | | Yes | | | 0 | | 0 |
| 3 | On Track or Ahead | Yes | | | 0 | | 0 | | 0 | | 0 |
| 0 | On Track or Ahead | Yes | | | 0 | | 0 | | 0 | | 0 |
| 12 | Semester Behind | | 0 | Yes | | Yes | | | 0 | | 0 |
| 15 | Semester Behind | Yes | | Yes | | Yes | | | 0 | | 0 |
| 0 | On Track or Ahead | Yes | | | 0 | | 0 | | 0 | | 0 |
| 24 | A Year or More Behind | Yes | | Yes | | | 0 | | 0 | | 0 |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | No | |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 18 | A Year or More Behind | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | | 0 |
| 21 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 9 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 9 | A Year or More Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 21 | Semester Behind | Yes | | Yes | | Yes | | Yes | | | 0 |
| 18 | A Year or More Behind | Yes | | Yes | | Yes | | Yes | | | 0 |
| 18 | Slightly Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | | 0 |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 24 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | Yes | |
| 6 | Semester Behind | | 0 | Yes | | | 0 | | 0 | | 0 |
| 21 | Slightly Behind | Yes | | Yes | | Yes | | Yes | | | 0 |
| 21 | On Track or Ahead | Yes | | | 0 | | 0 | Yes | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | On Track or Ahead | | 0 | | 0 | | 0 | Yes | | | 0 |
| 21 | Semester Behind | | 0 | | 0 | Yes | | Yes | | | 0 |
| 24 | On Track or Ahead | No | | Yes | | Yes | | Yes | | Yes | |
| 21 | On Track or Ahead | | 0 | | 0 | Yes | | Yes | | | 0 |
| 12 | A Year or More Behind | | 0 | | 0 | Yes | | | 0 | | 0 |
| 9 | A Year or More Behind | | 0 | Yes | | | 0 | | 0 | | 0 |

| | | |
|---|---|---|
| 24 | Slightly Behind | Yes |
| 24 | On Track or Ahead | Yes |
| 24 | A Year or More Behind | Yes |
| 24 | A Year or More Behind | Yes |
| 24 | A Year or More Behind | |
| 24 | A Year or More Behind | |
| 24 | Slightly Behind | |
| 24 | Slightly Behind | |

| Class of 1516 | 0708 EXT | 0708 INT | 0809 EXT | 0809 INT | 0910 EXT | 0910 INT | 1011 EXT | 1011 INT | 1112 EXT | 1112 INT | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.5 | 5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.25 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.75 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0.5 | 0 | 5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.5 | 0 | 0 | 1 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 | 0 | 1 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 1.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.84 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3.5 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 4 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 1.5 | 0 | 5.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.75 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 | 0 | 0 | 6.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | 0 | 0 | 0 | 0.5 | 0 | 0.5 | 0 | 1 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 5.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 7 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.5 | 0 | 6.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 6.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.75 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 |
| Yes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 5 |
| | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 6.5 | 0 | 3.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 2 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8.5 | 0 | 0 | 1.5 |
| | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 6 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 8 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 0 | 5.5 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 7.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8.02 | 0 | 6 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8.5 | 0 | 7 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1.5 | 0 | 0 | 6.5 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 | 1.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 7 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 6.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.17 | 0 | 5.7 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 3 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5 | 0 | 0.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 | 0 | 5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 7 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 6.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.75 | 0 | 3.25 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 5.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 1 | 3 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 6.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 8 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 3.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 3 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 7 | 0 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 6 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 3.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 2.5 | 0 | 2.5 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 5.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 7 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 5 |
| 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2.5 | 0 | 3.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 7.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.25 | 0 | 10.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 6 | 0.5 | 6 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 7.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 8.25 | 0 |
| 0 | 0 | 0 | 0 | 0 | 8.5 | 0 | 6 | 0 | 7.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 5.5 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 3.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 9.5 | 0 |
| 0 | 0 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 | 0 | 0 | 0.5 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 | 0 | 5.5 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 5.5 | 0 | 4 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 4.5 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| Yes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |

| 1213 EXT | 1213 INT | 1314 EXT | 1314 INT | 1415 EXT | 1415 INT | 1516 EXT | 1516 INT | 1617 EXT | 1617 INT |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.51 | 0 | 5.82 | 0 | 0 | 1 | 0 | 1.5 | 0 | 0 |
| 8 | 0 | 8.5 | 0 | 0 | 7.5 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 1.5 | 0 | 0 | 3.5 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 9 | 0 | 7 | 0 | 0 | 5.5 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 0 | 3 | 0 | 6.5 | 0 | 0 |
| 7.5 | 0 | 5.5 | 0 | 4.5 | 0 | 0 | 5.5 | 0 | 0 |
| 8 | 0 | 6 | 0 | 0 | 6.5 | 0 | 4.5 | 0 | 0 |
| 7.5 | 0 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 7 | 0 | 4.5 | 0 | 0 | 5 | 0 | 1.5 |
| 0 | 0 | 7 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 9 | 0 | 8 | 0 | 2.5 | 5 | 0 | 0 |
| 0 | 0 | 0 | 1.5 | 0 | 1 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 5 | 0 | 4.75 | 0 | 0 | 5 | 0 | 3 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 |
| 1.5 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 7.5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 6 | 0 | 5.5 | 0 | 6.5 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.18 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 6 | 0 | 5.5 | 0 | 5 | 0 | 0 |
| 8 | 0 | 8 | 0 | 0 | 5.5 | 0.5 | 1 | 0 | 0 |
| 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 3.5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 5 | 0 | 6 | 0 | 3.75 | 0 | 0 | 1 | 0 | 0 |
| 9 | 0 | 8 | 0 | 8 | 0 | 0 | 6.5 | 0 | 0 |
| 3 | 0 | 2.5 | 0 | 0 | 4.5 | 0 | 2.5 | 0 | 0 |
| 0 | 6 | 0 | 4.5 | 0 | 2 | 0 | 4.5 | 0 | 0 |
| 4.5 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 6.5 | 0 | 4.5 | 0 | 0 | 5 | 0 | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 0 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 2 | 0 | 0 | 1 | 0 | 0 |
| 0 | 6 | 0 | 6 | 1 | 5 | 1.5 | 4.5 | 0 | 0 |
| 6 | 0 | 6.25 | 0 | 5.5 | 0 | 0 | 6.5 | 0 | 0 |
| 6.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 4.5 | 0 | 5 | 0 | 2.5 | 0 | 5 | 0 | 0 |
| 3.5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 6 | 0 | 6 | 0.5 | 6.5 | 0 | 0 |
| 6.5 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| 7.5 | 0 | 5.5 | 0 | 0 | 6.5 | 0 | 6.5 | 0 | 0 |
| 6 | 0 | 4.5 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 6 | 0 | 6.5 | 0 | 6 | 0 | 0 |
| 8 | 0 | 0 | 5 | 0 | 6 | 0 | 5 | 0 | 0 |
| 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 0.5 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 5 | 0 | 1 | 0 | 0 | 5 | 0 | 5 |
| 1 | 4 | 0 | 5.5 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 4 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 7.5 | 0 | 0 | 4.5 | 0 | 4.5 | 0 | 0 |
| 7 | 0 | 7 | 0 | 7.5 | 0 | 3.5 | 4.5 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 6 | 0 | 4.5 | 0 | 0 | 1 | 0 | 0 |
| 5.5 | 0 | 4.5 | 0 | 1.5 | 0 | 3 | 3 | 0 | 0 |
| 6.12 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 1 | 5.5 | 0 | 4.5 | 0 | 0 |
| 4 | 0 | 0 | 2 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 1 | 6 | 0 | 5.5 | 0 | 6.5 | 0 | 0 |
| 6.16 | 0 | 3.06 | 3 | 2.5 | 6.5 | 0.67 | 5 | 0 | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 6 | 0 | 6 | 0 | 5.5 | 0 | 4.5 | 0 | 0 |
| 6.5 | 0 | 5.5 | 0 | 8.5 | 0 | 0 | 5 | 0 | 0 |
| 5.5 | 0 | 1.5 | 0 | 7 | 0 | 0 | 1.5 | 0 | 0 |
| 7 | 0 | 7.5 | 0 | 3.5 | 3 | 0 | 5.5 | 0 | 0 |
| 0 | 5 | 0 | 5.5 | 0 | 6.5 | 0 | 7 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 7.5 | 0 | 0 | 5.5 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 6 | 0 | 5.5 | 0 | 0.5 | 2 | 0 | 0 |
| 6.5 | 0 | 7 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 5.5 | 0 | 3.5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 7.5 | 0 | 0 | 11.5 | 0 | 0 | 0 | 0 |
| 8 | 0 | 7 | 0 | 0 | 6 | 1 | 2.5 | 0 | 0 |
| 3.75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.5 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 5 | 0 | 0.5 | 6 | 0 | 8 | 0 | 0 |
| 6 | 0 | 5.5 | 0 | 1 | 5.5 | 2 | 7 | 0 | 0 |
| 8 | 0 | 8 | 0 | 8 | 0 | 0 | 6.5 | 0 | 0 |
| 6 | 0 | 7 | 0 | 6 | 0 | 0 | 5 | 0 | 0 |
| 8.25 | 0 | 6.5 | 0 | 0 | 3.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 5.5 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 |
| 2 | 0 | 2 | 0 | 1.25 | 0 | 0 | 1 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 2.5 | 3 | 0 | 4.5 | 0 | 0 |
| 7.5 | 0 | 8 | 0 | 7 | 0 | 0 | 1.5 | 0 | 3.5 |

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|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 4 | 0 | 4.5 | 0 | 9.5 | 0 | 0 |
| 5.5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 6 | 0 | 6.5 | 0 | 0 | 4.5 | 0 | 0 |
| 5.625 | 0 | 7.25 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 8.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 5 | 0 | 5.5 | 0 | 3.5 | 5 | 0 | 1.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.75 | 0 | 0 | 1 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 5.5 | 0 | 6.5 | 0 | 0 | 6 | 0 | 0 |
| 8.5 | 0 | 6.5 | 0 | 4.75 | 0 | 0 | 0 | 0 | 0 |
| 0.5 | 5 | 0.5 | 6 | 0 | 7 | 0 | 5 | 0 | 0 |
| 6 | 0 | 4 | 0 | 0 | 6 | 0 | 3 | 0 | 0 |
| 7.5 | 0 | 6.5 | 0 | 0 | 5 | 0 | 5 | 0 | 0 |
| 6 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 6.5 | 0 | 0 | 7.5 | 0 | 3 | 0 | 0 |
| 8 | 0 | 2 | 5.5 | 3 | 5 | 2 | 5 | 0 | 0 |
| 5.5 | 0 | 0 | 5.5 | 0 | 6 | 0 | 7 | 0 | 0 |
| 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0.5 | 6 | 0 | 0 |
| 8 | 0 | 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 |
| 4 | 3.5 | 3.5 | 3.5 | 0 | 8 | 0 | 6 | 0 | 0 |
| 7 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 6.25 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 6.25 | 0 | 6 | 0 | 3.25 | 5 | 0 | 0 |
| 6.5 | 0 | 6 | 0 | 3 | 0 | 0 | 2 | 0 | 7 |
| 6.4 | 0 | 7.65 | 0 | 5.2 | 0 | 0 | 6 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 5.5 | 0 | 1.5 | 0 | 2.5 | 0 | 0 | 7.5 | 0 | 7 |
| 8 | 0 | 6 | 0 | 1.5 | 5.5 | 0 | 6 | 0 | 0 |
| 7 | 0 | 7.5 | 0 | 0 | 6 | 1 | 5.5 | 0 | 0 |
| 0 | 6.5 | 0 | 6 | 0 | 6.5 | 0 | 5 | 0 | 0 |
| 4 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 4.5 | 0 | 19.5 | 0 | 0 |
| 8 | 0 | 6.5 | 0 | 0 | 6 | 0 | 6 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 2.5 | 4 | 0 | 5.5 | 0 | 0 |
| 1.5 | 0 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 3.5 | 0 | 6.5 | 0 | 0 | 11 | 0 | 0 |
| 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 4.5 | 0 | 6.5 | 0 | 5.5 | 0 | 8 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 7 | 0 | 0 | 9 | 0 | 0 | 0 | 0 |
| 6 | 0 | 6.5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 1.5 | 3.5 | 0 | 0 |
| 6 | 0 | 6.5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 6 | 0 | 5.5 | 0 | 5 | 0 | 0 |
| 6.5 | 0 | 7.5 | 0 | 7 | 0 | 0 | 2 | 0 | 0 |
| 6.5 | 0 | 5.25 | 0 | 6.5 | 0 | 0 | 3.5 | 0 | 0 |
| 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 6 | 0 | 7.5 | 0.5 | 3 | 0 | 0 |
| 7 | 0 | 6 | 0 | 5 | 0 | 0 | 4.5 | 0 | 2 |
| 8 | 0 | 8 | 0 | 4 | 0 | 0 | 8 | 0 | 0 |
| 0.5 | 0 | 0 | 0 | 0 | 1 | 0 | 7.5 | 0 | 2 |
| 7.1 | 0 | 7.2 | 0 | 7.8 | 0 | 0 | 6.5 | 0 | 0 |
| 8 | 0 | 7.5 | 0 | 7.5 | 0 | 0 | 2 | 0 | 0 |
| 7.7 | 0 | 7.2 | 0 | 4 | 3 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0.5 | 6.5 | 0 | 6 | 0 | 6 | 0 | 5.5 | 0 | 0 |
| 6.5 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 4.5 | 0 | 4.5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 7.5 | 0 | 3 | 2.5 | 0 | 5.5 | 0 | 0 |
| 8 | 0 | 0.5 | 7 | 1 | 5 | 2 | 4 | 0 | 0 |
| 6 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 6.5 | 0 | 6.5 | 0 | 0 | 5 | 0 | 0 |
| 6 | 0 | 0 | 6 | 0 | 5.5 | 0 | 6.5 | 0 | 0 |
| 6.5 | 0 | 5.34 | 0 | 5.34 | 0 | 0 | 7 | 0 | 0 |
| 7.5 | 0 | 6 | 0 | 3.5 | 1.5 | 0 | 2 | 0 | 0 |
| 3.25 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 0 | 4.5 | 0.5 | 5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.25 | 0 | 5.5 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0 | 5 | 0.5 | 7.5 | 0 | 0 | 0 | 0 |
| 0 | 5 | 0 | 5.5 | 0 | 7 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 5 | 0 | 0 | 7.5 | 0 | 0 | 0 | 0 |
| 2 | 0 | 2 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 5.5 | 0 | 7 | 0 | 0 | 0 | 0 |
| 8 | 0 | 6.25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 2.5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 6.5 | 0 | 3.5 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 8.5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| 3 | 0 | 6.5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0.5 | 3.5 | 0.5 | 5 | 0 | 5.5 | 0 | 0 |
| 0 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 6.5 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 2.5 | 0 | 7.5 | 0 | 0 | 0 | 0 |
| 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 7 | 0 | 5.5 | 0 | 0.5 | 0 | 0 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7 | 0 | 5 | 0 | 6.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 |
| 4.5 | 0 | 0 | 5 | 0 | 5 | 0 | 3 | 0 | 0 |
| 8 | 0 | 1.5 | 0 | 0 | 1 | 0 | 2.5 | 0 | 0.5 |
| 0 | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 10.5 | 0 | 0 | 4 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 6 | 0 | 0 | 0 | 0 |
| 6 | 0 | 4.5 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10.5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10.5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 2.5 | 0 | 5 | 0 | 5 | 0 | 4.5 | 0 | 0 |
| 0 | 6 | 1 | 5 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 7 | 0 | 4 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 2 | 0 | 0 | 6 | 0 | 4.5 | 0 | 0 |
| 6.83 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 3.5 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 6 | 0 | 6 | 0 | 4.5 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.83 | 0 | 0 | 4 | 0 | 2.5 | 0 | 9 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 5.5 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 1 | 5.5 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 5.5 | 0 | 6 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 7 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7 | 0 | 6 | 0 | 5 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 7 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 4.5 | 0 | 4.5 | 0 | 0 | 9 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 1.75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 7.5 | 0 | 7 | 0 | 0 | 0 | 0 |
| 7.25 | 0 | 0 | 9.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 6 | 0 | 5 | 0 | 0 | 0 | 0 |
| 8.5 | 0 | 6 | 0 | 0 | 7.5 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 5 | 0 | 6 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 8 | 0 | 0 | 3.5 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 7 | 0 | 7.5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 6 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 8 | 0 | 8 | 0 | 1 | 4.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 6.5 | 0 | 2 | 1.5 | 0 | 0 | 0 | 0 |
| 7 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 7 | 0 | 6 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 8 | 0 | 0 | 5 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0.5 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 7 | 0 | 4 | 0 | 0 | 0 | 0 |
| 9.5 | 0 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0.5 | 6 | 2.5 | 2.5 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 6.5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 9.5 | 0 | 0 | 4 | 0 | 0 | 0 | 0 |
| 0 | 5 | 0 | 4.5 | 0 | 3.5 | 0 | 5.5 | 0 | 0 |
| 8 | 0 | 7.75 | 0 | 0.5 | 5.5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 7 | 0 | 2 | 5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 4.5 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 7 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 5.5 | 0 | 6.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 6.5 | 0 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 4.5 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 8.5 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 0 | 2 | 0 | 6.5 | 0 | 10 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5 | 0 | 6 | 0 | 7 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 3.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 4.5 | 0 | 0 | 6.5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 3.5 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7.5 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 5 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 6.5 | 0 | 8.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 3.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 1.75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 0 | 6.5 | 0 | 3 | 0 | 0 | 0 | 0 |
| 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 7.5 | 0 | 5 | 0 | 6.5 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 3 | 0 | 0 | 0 | 0 |
| 7.25 | 0 | 7.25 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0.5 | 3 | 0 | 5 | 0 | 0 | 0 | 0 |
| 1.5 | 0 | 0 | 0 | 0 | 2 | 0 | 7 | 0 | 3.5 |
| 8 | 0 | 5.5 | 0 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 7.5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.5 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0 | 7.5 | 0 | 3 | 0 | 4.5 | 0 | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.5 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 5 | 0 | 0 | 3 | 0 | 2.5 | 0 | 0 |
| 7.5 | 0 | 0 | 6 | 0 | 6.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 8 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0.5 | 6 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0.25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0 | 5 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0.5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 7 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.15 | 0 | 0 | 4 | 0 | 1.5 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 7.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 5.5 | 0 | 4.5 | 0 | 0 | 0 | 0 |
| 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.5 | 0 | 0 | 4 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.5 | 6 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6.5 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 4.5 | 0 | 5 | 0 | 5.5 | 0 | 0 | 0 | 0 |
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| 0 | 8 | 2.5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 5.5 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 6.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 5.5 | 0 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.5 | 0 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 5 | 0 | 2.5 | 0 | 0 | 0 | 0 |
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| 6.5 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
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| 0 | 4.5 | 0 | 5 | 0 | 3 | 0 | 0 | 0 | 0 |
| 0 | 6 | 0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 5.5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0.5 | 0 | 0 | 0 | 0 | 3 | 0 | 2.5 | 0 | 8.5 |
| 0.5 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.5 | 0 | 3 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.5 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.33 | 0 | 5.33 | 0 | 4.66 | 0 | 0 | 0 | 0 | 0 |

| All 4 Year Flag | EnrollmentDate_1_1516 | EnrollmentDate_1_1415 | EnrollmentDate_1_1314 | EnrollmentDate_1_1213 | |
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| FALSE | 10/6/2015 | | 0 | 0 | 0 |
| FALSE | 8/26/2015 | | 0 | 0 | 0 |
| FALSE | 8/24/2015 | 9/13/2014 | | 0 | 0 |
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| FALSE | 9/17/2015 | | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|
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| FALSE | | 0 | 8/25/2014 | 10/9/2013 | | 0 |
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| FALSE | 1/24/2016 | | | 0 | 0 | 0 |
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| FALSE | 8/27/2015 | | | 0 | 0 | 0 |
| FALSE | 1/24/2016 | | | 0 | 0 | 0 |
| FALSE | | 0 | | 0 | 0 | 0 |
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| FALSE | 8/24/2015 | | 10/3/2014 | | 0 | 0 |
| FALSE | | 0 | 8/28/2014 | 1/13/2014 | | 0 |
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| FALSE | 8/24/2015 | | 8/25/2014 | 1/24/2014 | | 0 |

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|---|---|---|---|---|---|
| TRUE | 8/24/2015 | 8/25/2014 | 8/19/2013 | 8/20/2012 | |
| FALSE | 11/5/2015 | | 0 | 0 | 0 |
| FALSE | 8/24/2015 | | 0 | 0 | 0 |
| FALSE | 8/24/2015 | 1/26/2015 | | 0 | 0 |
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| FALSE | | 0 | 0 | 0 | 8/20/2012 |
| FALSE | | 0 | 10/18/2014 | 0 | 0 |
| FALSE | 9/30/2015 | | 0 | 0 | 0 |
| FALSE | | 0 | 0 | 8/19/2013 | 8/20/2012 |
| FALSE | 9/22/2015 | | 0 | 0 | 0 |
| FALSE | | 0 | 8/25/2014 | 0 | 0 |
| FALSE | 8/24/2015 | | 0 | 0 | 0 |
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| FALSE | 8/24/2015 | 8/25/2014 | | 0 | 0 |
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| FALSE | 1/24/2016 | | 0 | 0 | 0 |
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| FALSE | 8/24/2015 | 10/8/2014 | | 0 | 0 |
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| FALSE | 8/27/2015 | | 0 | 0 | 0 |
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| FALSE | | 0 | 8/25/2014 | 0 | 0 |
| FALSE | | 0 | 0 | 1/22/2014 | 0 |
| FALSE | | 0 | 11/18/2014 | 0 | 0 |
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| FALSE | 8/24/2015 | 1/26/2015 | | 0 | 0 |
| FALSE | 8/25/2015 | | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|
| FALSE | | 0 | 0 | 8/19/2013 | 8/20/2012 | |
| FALSE | | 0 | 9/26/2014 | | 0 | 0 |
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| FALSE | 1/24/2016 | | | 0 | 0 | 0 |
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| FALSE | 8/27/2015 | | | 0 | 0 | 0 |
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|---|---|---|---|---|---|---|---|---|---|
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| FALSE | | 0 | | 0 | 10/2/2013 | | | 0 | |
| FALSE | 9/10/2015 | | 9/6/2014 | | | 0 | | 0 | |
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| FALSE | | 0 | 8/26/2014 | | | 0 | | 0 | |
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| FALSE | | 0 | | 0 9/21/2013 | | 0 |
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| FALSE | | 0 | | 0 10/4/2013 | | 0 |
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| FALSE | | 0 | | 0 | | 0 | | 0 | |
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| FALSE | | 0 | 8/25/2014 | 11/5/2013 | | | 0 |
| FALSE | | 0 | 10/15/2014 | | 0 | | 0 |
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| **Student ID #** | State ID from state source file, used to match against our system Data. |
| **GivenNames** | First Name, from state source file (supplemented with our system data for 5th year enrollees). |
| **FamilyNames** | Last Name, from state source file (supplemented with our system data for 5th year enrollees). |
| **CohortSchoolYear** | Cohort Year, from state source file (supplemented with our system data for 5th year enrollees). |
| **Updated ExitGroup** | Outcome. Based off of the state's exit group. Don'tCount students are excluded from all calculations. Graduates are reclassified as 4 Year Graduates. NonGrads have been reclassified depending on their 5 year outcomes as either a NonGrad or a 5 Year Grad. Students enrolling for the first time in the 5th year of the cohort are labeled 5 Year NEW [Graduate/NonGrad]. |
| **Graduation Date** | Graduation Date from Connexus Data. Used to determine 5th and 6th year outcomes. |
| **Cohort Year** | Student's first year of 9th grade, from our system. Recorded only for 5th year first-time enrollees (since CohortSchoolYear was used otherwise). |
| **First Year of HS with INSPIRE** | Determined from the 'Class of [Year]' fields. There are two students with 'N/A' values--we show no enrollment from these students for any of the years in question, and they were likely No Shows. |
| **Semester of First Enrollment** | On the year of first enrollment. did the student enroll in the first or second semester? Determined from First Year of HS with INSPIRE and the appropriate EnrollmentDate field. |
| **Credits Earned Before** | Number of credits the student earned before enrolling with INSPIRE. Determined by their First Year of HS with INSPIRE. Semester of First Enrollment. and the appropriate [Year] INT and [Year] EXT fields. A student was credited with EXT credits for the year of enrollment if they enrolled in the second semester (assuming that student external credits were only from the first semester. though this assumption weighs against INSPIRE). |
| **Credits Exacted At Enroll** | The number of credits exacted of the student at enrollment. Students are expected to earn 3 credits per semester. A student is never exacted to earn more than 24 credits. enough to graduate. even in their 5th. |
| **Credit Status At Enroll** | Credit status at the time of enrollment with INSPIRE. 'On Track or Ahead' means the student had Earned more than the Expected credits. 'Slightly Behind' means a deficiency of less than a semester. 'Semester Behind' is at least a semester but less than a year. 'Year or More' is a years worth of credits (6) or more behind at time of enrollment. |
| **Last Year With CE** | See First Year of HS with INSPIRE. This is the last year. |
| **ExitDate** | ExitDate field from the state file. |
| **Exit Semester** | See Semester of First Enrollment. This is the ExitDate's semester. |
| **Credits Earned At WD** | See Credits Earned Before. This is the total number of credits we have recorded for the student. |
| **Expected Credits At WD** | See Credits Expected At Enroll. The number of credits at Withdrawal. |
| **Final Credit Category** | See Credit Status at Enroll. The student's deficiency bin at time of withdrawal. |
| **Class Of 1011** | Was the student enrolled during the 1011 school year? 'Yes' indicates an enrollment, 'No' or [blank] values do not. |
| **Class of 1112** | See above. |
| **Class of 1213** | See above. |
| **Class of 1314** | See above. |
| **Class of 1415** | See above. |
| **Class of 1516** | See above. |
| **0708 EXT** | Credits earned from other institutions during the 0708 school year. |
| **0708 INT** | Credits earned from INSPIRE during the 0708 school year. |
| **0809 EXT** | See above. |
| **0809 INT** | See above. |
| **0910 EXT** | See above. |
| **0910 INT** | See above. |
| **1011 EXT** | See above. |
| **1011 INT** | See above. |
| **1112 EXT** | See above. |
| **1112 INT** | See above. |
| **1213 EXT** | See above. |
| **1213 INT** | See above. |
| **1314 EXT** | See above. |
| **1314 INT** | See above. |
| **1415 EXT** | See above. |
| **1415 INT** | See above. |
| **1516 EXT** | See above. |
| **1516 INT** | See above. |
| **1617 EXT** | See above. |
| **1617 INT** | See above. |
| **All 4 Year Flag** | Was the student enrolled for their Freshman, Sophomore, Junior, and Senior year with INSPIRE? TRUE if yes, FALSE if no. |
| **EnrollmentDate_1_1516** | Date of first enrollment with INSPIRE in the 1516 school year. |
| **EnrollmentDate_1_1415** | See above. |
| **EnrollmentDate_1_1314** | See above. |
| **EnrollmentDate_1_1213** | See above. |
| **EnrollmentDate_1_1112** | See above. |
| **Enrollment Date 1011** | See above. |